

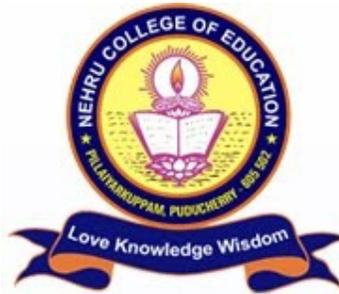
# NEHRU COLLEGE OF EDUCATION

PILLAIYARKUPPAM, THONDAMANATHAM (POST)

VILLIANUR COMMUNE, PUDUCHERRY – 605502

Phone: 0413-2661185, 86, 6452211

Web: ncepd.org, E-mail: ncepd@gmail.com



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(NON -SEMESTER)

Course 15: School Management

(SECOND YEAR)

STUDY MATERIAL BASED ON PONDICHERRY UNIVERSITY SYLLABUS

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COMPILED BY:

DR. S. VIDHYANATHAN

ASSISTANT PROFESSOR OF ENGLISH

NEHRU COLLEGE OF EDUCATION

PONDICHERRY – 605502

## **UNIT 1: INTRODUCTION TO SCHOOL MANAGEMENT**

Meaning, Definitions, Aims and Scope of School Management - Objectives, Principles and Types of Educational Management, Theories of management relevant to School - Administrative Structure of Education in India - Vision and Mission of Educational Institutions: Primary, Secondary, and Higher Secondary

### **1.1. INTRODUCTION**

Management is a significant aspect of the economic life of an individual or an organisation, which is an organised group activity. It is the integrating force in all kinds of organized activity. Whenever two or more people work together to attain a common objective, they have to coordinate their activities. They also have to organize and utilize their resources in such a way as to optimize the results. Not only in business enterprises where costs and revenues can be ascertained accurately and objectively but also in service organizations such as government, hospitals, schools, clubs, etc., and scarce resources including men, machines, materials and money have to be integrated with a productive relationship and utilized efficiently towards the achievement of their goals. Thus, management is not unique to business organizations but common to all kinds of social organizations. Now let us see what does management mean.

### **1.2. MEANING OF MANAGEMENT**

Etymologically speaking, the English term manage (to handle; to direct) comes from the Italian word maneggiare and it is derived from the Latin word manus (hand) and agere (to act). Later the French word mesnagement or menagement influenced the semantic development of the English term Management. Thus the term management gets into the English language. Now let us see what is the meaning of management in general terms.

Management is the science and art of getting people together to accomplish desired goals and objectives by coordinating and integrating all available resources efficiently and effectively. Moreover, it is a process of planning, decision making, organizing, leading, motivation and controlling the human

resources, financial, physical, and information resources of an organization to reach its goals efficiently and effectively. Many experts in the field of management have tried to define management. But, no definition of management has been universally accepted. Let us discuss some of the leading definitions of management as follows:

### **1.3. DEFINITIONS OF MANAGEMENT**

Henri Fayol describes management as, “to manage is to forecast and to plan, to organise, to command, to co-ordinate and to control” and Fredmund Malik defines it as “the transformation of resources into utility”.

Ghislain Deslandes says management as “a vulnerable force, under pressure to achieve results and endowed with the triple power of constraint, imitation and imagination, operating on subjective, interpersonal, institutional and environmental levels”.

According to Koontz and O'Donnell, “Management is the creation and maintenance of an internal environment in an enterprise where individuals, working in groups, can perform efficiently and effectively toward the attainment of group goals. It is the art of getting the work done through and with people in formally organized groups”.

Mary Parker Follett defines management as the “art of getting things done through people”. This definition calls attention to the fundamental difference between a manager and other personnel of an organization. A manager is one who contributes to the organization's goals indirectly by directing the efforts of others – not by performing the task himself. On the other hand, a person who is not a manager makes his contribution to the organization's goals directly by performing the task himself”.

Peter Drucker saw the basic task of management as twofold: marketing and innovation. Nevertheless, innovation is also linked to marketing. He also identifies marketing as a key essence for business success, but management and marketing are generally understood as two different branches of business

administration knowledge. Let us discuss what does the term educational management mean.

#### **1.4. MEANING OF EDUCATIONAL MANAGEMENT**

Initially, Educational Management as a field of study began in the United States in the early twentieth century. Later in the year 1960s, this field took development in England. Then, this concept i.e. educational management came into being around the world with the publication of Herding's book titled "Practical Handbook of School Management by Teachers". Educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expected goals or objectives.

Educational management is being mainly a human endeavour should be properly planned without emphasizing the rigid application of mechanical and physical principles. It is fundamentally a social organisation where inter-human relationships must play a major role. For the success of educational management, there must be adequate freedom and flexibility on the one hand and necessary discipline and decorum on the other hand in the educational institution. Thus, the management of education or educational management implies the practical measures for ensuring the system to work for achieving the goals or objectives of an educational institution. This way the concept educational management operates in the educational organisations or institutions. Educational management in broader perspective says about:

- setting directions, aims and objectives of educational organisations
- planning for the progress of the programme
- organising available resources namely people, time, material, etc.
- controlling the implementing process and finally
- setting and improving organisational standards.

In the light of the above discussion on the meaning of management in education, it implies the practical measures to activate the system of work will be the best possible assistance or measures in achieving the goals or

objectives in a wider extent bearing the best possible value to the students and the society in a grand scale. There is no single accepted definition of educational management because its development has drawn heavily on several disciplines such as economics, political science, public administration and sociology. Most of the definitions of educational management, which have been offered by writers are partial because they reflect the particular sense of their authors. Let us discuss some of the definitions of educational management, offered by management experts as follows:

### **1.5. DEFINITIONS OF EDUCATIONAL MANAGEMENT**

According to G. Terry Page and J.B. Thomas, Educational management is the theory and practice of the organization and administration of existing educational establishments and systems. Shelly Umana says Management implies an orderly way of thinking. It describes in operational terms what is to be done, how it is to be done, and how we know when we have done. Management is not a mystique. It is a method of operation. Good management should result in an orderly integration of education and society. Michael Connolly and Michael Fertig explain that educational management is the administration of the education system in which a group combines human and material resources to supervise, plan, strategize and implement structures to execute an educational system.

From the above definitions, we can understand that educational management is a comprehensive effort in dealing with educational practices. It is the dynamic side of education. It deals with educational institutions right from the schools and colleges to the secretariat. It is concerned with both human and material resources. The human elements include children, parents, teachers, and other employees in general in university or board of education at local, state and national levels of Government. On the material side, there are finance, buildings and grounds, equipment and instructional supplies. Besides, there are ideas, laws and regulations and so on, having a bearing on the educational process. The blending of these 'parts' into, a 'whole' is called educational management. These definitions paved the way to understand the

different types of management, which are in practice in educational institutions or organisations. Let us see the different types of management in educational institutions as follows:

### **1.6. TYPES OF EDUCATIONAL MANAGEMENT**

There are four major types of educational management. These types are: (1) Centralized and Decentralized Education Management, (2) External and Internal Education Management, (3) Autocratic and Democratic Educational Management, and (4) Creative Educational Management.

#### **1. CENTRALIZED AND DECENTRALIZED EDUCATIONAL MANAGEMENT**

This type of educational management refers to the centralization of the power and responsibility of educational administration, supervision and control which results in educational management on one hand and division and distribution of powers and responsibilities of educational administration, supervision and control that results in educational management. Among these two types of educational management, decentralized educational management is the accepted type of educational management in the present modern educational system. The cause is that divisions and distribution of powers, responsibilities and duties of any type can make every programme a successful one.

In the centralized educational management all sorts of powers, responsibilities in relation to educational management are vested in one hand. He/she may be the real or titular head. Suppose in the field of higher education the Director, Higher Education is the real executive head and all sorts of powers and responsibilities remain in his/her hand. The other associate officers are Additional Director, Deputy Director, Assistant Director remain silent in this regard.

Then the principals of different colleges also remain silent in this regard. But practically speaking this type of educational management is outdated and useless in the modern educational system. The reason is that it was prevailed when expansion of education was a charitable work for the kings and

emperors. But in the decentralized educational management the powers, responsibilities are distributed and decentralized from the Director Higher Education to the peon of a college in which everybody involved in the field of higher education feels seriously the responsibility of educational management. And at the same time they take the risk of making educational management a successful one.

## **2. EXTERNAL AND INTERNAL EDUCATIONAL MANAGEMENT**

External Management of educational programme means for those elements, factors and supporting agencies which provide opportunities and facilities for the smooth management of educational programme in external perspective. In humanitarian perspective the external management of educational programme refers to the persons or elements who are indirectly involved in its management.

They are the community members, specialists, experts, administrators, parents, supervisors and all other agencies. Their first and foremost duty is to create a suitable and sound atmosphere and provide all sorts of resources and help in moral ground. Besides they have to give suggestions for participating and observing the management of educational institution. But they are active and internal involvement in the process isn't acceptable and desirable.

Internal Educational Management refers to management of any educational programme is vested upon the persons who are actively and internally involved in the management of every educational programme. It categorically refers to the head of the institution or head master/principal of the school and other teaching personnel, students and non-teaching staff.

Besides the internal management means the duty is rendered by these personnel as assigned to them in relation to planning, organizing, coordinating, supervising, controlling, administering and evaluating. Here it is essential to mention that although they are not officially assigned to

manage the programme and satisfy it but the degree or certificate that will be given to them will be their expectation level.

Practically speaking, internal management has much more importance than external management. The reason is that the elements of internal management are actively involved in the process and the degree of success of management depends upon them.

### **3. AUTOCRATIC AND DEMOCRATIC EDUCATIONAL MANAGEMENT**

Just like centralized management authoritarian management plays its role. In centralized management the centralization of the power and responsibility of educational management centered in and exercised by, a central power, organisation or agency. It implies that all the policies and programmes are planned, directed by one central agency. Here the central agency may be a person, a group of persons as “core group.” So when the powers and responsibilities centre round a particular person or group then the term authoritarian or autocracy comes into limelight.

In this context it will be suffice if will discuss authoritarian/autocratic management where authority and control lies in one person or group or institution. In this management the rights are absolute and supreme and educational management is a state of monopoly. In this type of educational management every aspect of education is controlled by one. And educational administration becomes centralized being dominated by bureaucracy, which controls through strict administration of laws, rules and regulations.

The business of the staff is to emphasize these laws, rules and central orders and to see that these are properly carried out. The teacher as the real and regular practioner becomes the mouth piece of the central authority having no professional freedom. This type of educational management generally found in totalitarian or unitary states. In this type of states educational management remains in the hand of the head of the educational institution who exercises authority and control in a centralized form. It implies that he

directs every action of his teachers and students. He plans all the school activities.

He tells the teachers and students what to think as well as what to do. He takes decision and gives all directions to teachers and students. He thinks himself as an only active agency in the management of every educational programme of the institution. In this type of management 'I-feelings' are predominant and ego of one individual prevails.

#### **4. DEMOCRATIC EDUCATIONAL MANAGEMENT**

Now in the modern era democracy is unanimously regarded and accepted "as the way of life." This is not only applicable in case of a particular nation but also for the entire globe/world. This very statement implies that in every aspect of development the democratic principles, values and ideas must be adhered or accepted. Accordingly, in the field of management it must be accepted and implemented.

Being contextual in approach it can be visualized that in the field of education democratic management is highly stressed. In other-words it can be said that democratic educational management is the need of the day for bringing wholesome educational development of every nation. Like other educational managements "authority and control" are also the two basic hallmarks in democratic educational management, which are exercised in decentralized form.

Decentralization refers to the type of management in which control is vested in the agencies or persons ranging from grass-root level to top level. It recognizes the rights of all the agencies or persons who are linked with the educational institution. In this type of educational management 'we feelings' prevail in the educational institution with an environment of mutual trust, accompanied by co-operative planning, group discussion, participation of all the staff members and organization of the programme in a joint-venture. In this management teachers get proper scope for planning, administering, organizing, directing, coordinating, supervising, controlling and evaluating

the assignments entrusted upon them. However, like democracy in democratic educational management the following principles are highly stressed.

## **I. PRINCIPLES OF DEMOCRATIC EDUCATIONAL MANAGEMENT**

The principles of democratic educational management are as follows:

### **A. PRINCIPLE OF SHARING RESPONSIBILITY**

In the field of democratic educational management everybody who is more or less involved in the process should take the responsibility to share in the work.

### **B. PRINCIPLE OF EQUALITY**

As equality is the basic hallmark of democracy. It should be treated and accepted in the field of democratic educational management. So all the personnel who are involved in the process should get equal facilities, rights and opportunities in doing their duty.

### **C. PRINCIPLE OF FREEDOM**

In the field of democratic educational management every person should be given freedom to do their duty in their own jurisdiction. This will lead to make the educational management of every educational programme successful in democratic perspective.

### **D. PRINCIPLE OF CO-OPERATION**

In order to make educational management of any educational programme a successful one a greater cooperation should be ensured among different persons involved in the field of educational management.

## **4. CREATIVE EDUCATIONAL MANAGEMENT**

The creative management of every educational programme indicates the uniqueness of the head of the educational institution in which the programme is conducted. It means when the educational management of any educational

programme is done through utilization of creative talents associated with this from top to bottom in a desirable and acceptable manner.

## **5. LASSIEZ FAIRE EDUCATIONAL MANAGEMENT**

This type of management gives freedom to the functionaries or personnel involving in it. It means for ensuring proper management of educational programme freedom as far as possible and practicable should be given to everybody and they have to exercise this freedom in a desirable and acceptable manner.

### **1.7. OBJECTIVES OF EDUCATIONAL MANAGEMENT**

According to Nikam, the purpose and objectives of educational management includes are as follows:

- It helps in the achievement of the institution's objectives. Hence, it ensures institutional effectiveness.
- It improves the planning, organizing and implementing of an institution's activities and processes.
- It helps to create, maintain and enhance a good public image of the institution.
- It helps in the appropriate utilization of human resources (teaching staff, non-teaching, staff and students).
- It enhances the efficiency of the institution; it helps to attain institutional goals with minimum cost and time.
- It facilitates optimum utilization of infrastructural facilities (playground, building, equipment, library, etc.)
- It prevents the duplication of work.
- It enhances job satisfaction among staff members and satisfaction with the institution among students.
- It enables the institution to create and maintain a congenial school and college climate.
- It helps staff and students to manage their interpersonal conflicts, stress and time effectively.

- It improves interpersonal communication among members of the school or college.
- It enables the head teacher or principal to understand his role and execute his responsibilities more effectively.

### **1.8. PRINCIPLES OF EDUCATIONAL MANAGEMENT**

To achieve above-said objectives, educational institutions or organisations must adhere to the following principles strictly. These principles are as follows:

#### **1.8.1. PRINCIPLE OF DEMOCRATIC PHILOSOPHY**

In educational management, the head teacher should follow the principle of democracy instead of autocratic. He should like an individual of a friend, philosopher and guide. He should discuss all matters with his or her colleagues and also the junior or staff of lower level. He should create such an environment, where a student can get the opportunity to develop their inner talents so that head teacher and also the teacher can identify the talents of students and provides them guidance accordingly.

#### **1.8.2. PRINCIPLE OF FREEDOM**

Educational Management should also be based on the principle of freedom. In an educational institution, everyone from higher to lower level of staff and also the student should get the freedom to do their duties according to own wish. In the decisions making process, the manager should get the freedom to inferior one of the educational institutions to involves this process and give their views.

#### **1.8.3. PRINCIPLE OF STUDENT CENTRED**

Educational management should be based on the principle of student-centred. In educational management, educational activities should be based on of the students, by the students and for the students. The primary objectives of every educational plan should be to welfare for the child, all-round development of personality etc. So teaching methods, curriculum and

other activities of the educational programme should be according to the needs, interests and capacities of the child.

#### **1.8.4. PRINCIPLE OF FLEXIBILITY**

The functions of educational management should be based on the principle of flexibility so that we can gain effective result through utilizing human resource, material resource etc. The principle of educational management should not be very rigid. It should be changeable according to the needs of society.

#### **1.8.5. PRINCIPLE OF EQUALITY**

Principle of Equality is another important principle of educational management. The educational manager should give importance to the activities of the lower section and should provide freedom to do the work according to their purpose.

#### **1.8.6. PRINCIPLE OF LINKING WITH COMMUNITY**

The educational system of a country depends on the needs, progress and wish of a country. On the other hand, educational systems are the main ways of fulfilling the needs and demand of society. So the educational system should take the responsibility to solve the different problems and fulfil the different demand of society.

#### **1.8.7. PRINCIPLE OF DIVISION OF LABOUR**

Educational management is a group activity rather individualistic. All individual cannot perform all the works. Division of labour inspires the people to do the work according to their capabilities.

#### **1.8.8. PRINCIPLE OF AUTHORITY AND RESPONSIBILITY**

Educational Management should be based on the principle of authority and responsibility. Instead of providing autocratic power upon the teachers, non-teaching staff by the educational manager in an educational institution, they should give to do their duty with responsibility.

### **1.8.9. PRINCIPLE OF INITIATIVE**

In an educational system, an opportunity should be given to the entire staff member to participate in the different activities of the educational institution. Now let us some of the characteristics of educational management as follows.

## **1.9. CHARACTERISTICS OF EDUCATIONAL MANAGEMENT**

The democratic principles of effective & efficient educational management will have the following features or characteristics:

### **1.9.1. SCIENCE AS WELL AS ART**

Management is a science since its principles are of universal application. Management is an art as the results of management depend upon the personal skill of managers. The art of the manager is essential to make the best use of management science. Thus, management is both science and art. It can be said to be an inexact or social science.

### **1.9.2. DYNAMIC FUNCTION**

As a dynamic function, management has to be performed continuously, in an ever-changing environment. It is constantly engaged in the moulding of the enterprise. It is also concerned about the alternation of the environment itself to ensure the success of the enterprise. Thus, it is a never-ending function.

### **1.9.3. PRACTICABILITY**

The school management must not be a bundle of theoretical principles but must provide practical measures to achieve the desired objectives. Whatever objective is decided, it must be made achievable and practicable to avoid frustration.

### **1.9.4. DISTINCT PROCESS**

Management is a distinct process to be performed to determine and accomplish stated objectives using human beings and other resources. A

different form of activities, techniques and procedures, the process of management consists of such functions as planning, organizing staffing, directing, coordinating, motivating and controlling.

#### **1.9.5. NEEDED AT ALL LEVELS OF THE ORGANIZATION**

According to the nature of the task and the scope of authority, management is needed at all levels of the organization, e.g., top-level, middle level and supervisory level. Like the executive, the lowest level supervisor has also to perform the function of decision-making in a way or another.

#### **1.9.6. GROUP ACTIVITY**

Management is a group activity. No individual can satisfy all their desires themselves. Hence, they unite with their fellow-beings and works in an organized group to achieve what they cannot achieve individually. Management has rightly called management as a 'cooperative group'. Management becomes essential wherever there is an organized group of people working towards a common goal. It makes people realize the objectives of the group. It directs their efforts towards the achievement of these objectives.

#### **1.9.7. UNIVERSAL**

According to Socrates, 'Over whatever a man may preside, he will be a good president if he knows what he needs and can provide it whether he has the direction of a chorus, a family, a city or an army.' In the words of Henry Fayol, 'Be it a case of commerce, politics, religion, war, in every concern there is a management function to be performed.' Management is required in all types of organizations. Wherever there is some human activity, there is management. The basic principles of management are universal. These can be applied in all organizations—business, social, religious, cultural, sports, educational, politics or military.

### **1.9.8. SYSTEM OF AUTHORITY**

Authority to get the work accomplished from others is implied in the very concept of management since it is a process of directing people to perform a task. Authority is the power to compel people to work in a certain manner. Management cannot work in the absence of authority since it is a rule-making and rule-enforcing body. There is a chain of authority and responsibility among people working at different levels of the organization. There cannot be efficient management without well-defined lines of command or superior-subordinate relationships at various levels of decision-making.

### **1.9.9. CONFORMITY TO THE SOCIAL AND POLITICAL PHILOSOPHY OF THE COUNTRY**

There must be a close connection between management school and the social and political philosophy of a country. It must adjust itself to the impact of new ideas, new patterns and new modes of the society. In an autocratic country, educational theory and practice will have to be different from that of a democratic country because education is one of the means to achieve social and political objectives. American education is decentralized and democratized whereas Chinese education is characterized by regimentation due to political philosophies of the respective countries. In India, the school management has to be democratic because of political democracy in the country.

### **1.9.10. GOAL-ORIENTED**

According to Then Haimann, 'Effective management is always managed by objectives.' Haynes and Massie opine that without objectives management would be difficult, if not impossible. The chief aims of management are economic and social. It aims to achieve some definite goals or objectives. Group efforts are directed towards the achievement of some pre-determined goals. Management is concerned with the establishment and accomplishment of these objectives.

### **1.9.11. INTANGIBLE**

Management is intangible. It can be felt in the form of results but not seen. For example, when we are not able to produce the desired quantity, we say it is the result of poor management.

### **1.9.12. SUCCESSFUL ACHIEVEMENT OF DESIRED OBJECTIVES**

Successful management is one which leads to the achievement of desired objectives of education in a particular community, e.g., healthy social living, development of the good physical, social, moral, intellectual and aesthetic qualities, and healthy democratic living.

### **1.9.13. SOCIAL PROCESS**

In the words of Brech, 'Management is a social process entailing responsibility for the effective and economic planning and the regulation of the operation of an enterprise, in fulfilment of a given purpose or task.' Management consists of getting things done through others. Dealing with people management directs, coordinates and regulates the efforts of the human beings to achieve the desired results. It is, in this sense, that management is a social process. It has a social obligation to make optimum use of scarce resources for the benefit of the community as a whole.

### **1.9.14. FACTOR OF PRODUCTION**

Management is not an end in itself. It is a means to achieve group objectives. It is a factor of production that is required to coordinate the other factors of production for the accomplishment of predetermined goals, just as land, labour and capital are factors of production, and are essential for the production of goods and services.

### **1.9.15. FLEXIBILITY**

One of the essential characteristics of successful school management is its flexible character. The management should be dynamic, not static—it should

provide enough scope for additions and alterations. The rules and regulations should act as a means to an end and not an end in themselves. Dead uniformity and mechanical efficiency is the very antithesis of good management. The framework of management should provide enough scope to the administrator to help the needy student, and the needy teacher, to change the schedule to suit the weather and to meet any emergency. Flexibility does not mean that the management should be in a fluid condition without any specific norm or standard rules and regulations, creating confusion and chaos at every step. What is meant here, is a proper balance between rigidity and elasticity.

#### **1.9.16. EFFICIENCY**

Successful management results in maximum efficiency. This would be possible only when human and material resources are properly utilized the right people at the right place, the right work at the right time, and every activity and project are well planned and well-executed.

#### **1.9.17. PROFESSIONAL APPROACH**

Management is a profession. It has a systematic and specialized body of knowledge consisting of principles, techniques and laws. It can be taught as a separate discipline or subject. With the advent of large-scale businesses, the management is now entrusted in the hands of professional managers.

### **1.10. FUNCTIONS OF EDUCATIONAL MANAGEMENT**

The management in educational institutions or organisations may function with the following functions:

#### **1.10.1. FORECASTING**

It is a systematic assessment of future conditions by collecting all sorts of information about the present position of the system, its present and expected resources and trying to form a picture in terms of the accepted philosophy in a particular country to arrive at a fruitful forecast.

### **1.10.2. DECISION-MAKING**

Decision-making is a key factor in educational management here, as we have to think of generations which will be affected by the policies decided. Having considered various alternatives and consequences of each course of action, a suitable course of action must be determined. Guesswork, arbitrary exercise of authority, ill-considered hasty decisions should have no place in educational management. The following points must be borne in mind while deciding that the (a) course of action should be simple and easily understood by all concerned, (b) standards for targets must be laid down, and (c) goal must be clear.

### **1.10.3. PLANNING**

The plan should be flexible. The very existence of variables and uncertainties make decision-making and planning a necessity. There should be enough scope of change to cater for any unforeseen situations. There are many variables—the priorities may change due to unforeseen circumstances; equipment and grants may not become available as expected; personnel may be posted out or they may proceed on leave; all these variables contributing to the non-implementation of decisions.

### **1.10.4. ORGANIZATION**

It is the combination of necessary human effort, material equipment's in systematic and effective correlation to accomplish the desired results. Under educational administration, we organize (a) ideas and principles into school systems, curricular and co-curricular activities, time schedules, norms of achievement and the like; (b) human beings into schools, classes, committees, groups, school staff, the inspecting staff; and (c) material into buildings, furniture and equipment, libraries, laboratories, workshops, museums and art galleries.

#### **1.10.5. MOTIVATION**

The involvement in deciding policies and plans help in motivation. The term 'motivation' aims to make the people cheerfully willing to do the job we want them to do. Face-to-face communication is quite useful if organization members are to be motivated to do their best. Communication-down, up and across is also of great importance to the motivation of organization members.

#### **1.10.6. CONTROL**

Effective control is an important element in educational administration. The administrator must constantly check on their terms and their performance vis-a-vis the standards laid down. They need to take corrective action to the form of adjustments to the physical environment of work, modification and addition of materials and methods, or abilities and motivation review of the personnel in terms of their spirits.

#### **1.10.7. COOPERATION**

It is required of all the elements—the persons, material and ideas, knowledge and principles and so to interweave them as to achieve a common objective and a single effect. The administration should look into the (a) relations among people, (b) allocation of tasks, and (c) division of labour.

#### **1.10.8. EVALUATION**

Evaluation is a good way to find out the success or failure of a project. Good measures are required to find out the reasons why it failed or succeeded, which steps in the process were most successful, what should have been done to improve the action and what should be done differently at the next trial.

#### **1.10.9. RECORDING AND REPORTING**

Recording and reporting are essential elements of educational management which are answerable to the parents, the higher authorities, the society, etc.

### **1.10.10. SUPERVISION**

The purpose of supervision is to bring about continuous improvement in the instructional programme. Cox and Langfitt write, 'Management executes, directs; supervision advises, stimulates, explains, leads, guides and assists. Both plan, both diagnose, both inspect, but management decides and orders execution, while supervision helps to decide and assist in improving instruction'.

Management exhibits a fine fragment of human creativity striving towards its kind of perfection in performance and achievement. Management precedes supervision in the sense that some form of organization and some supervision for management of the school are essential before any sound programme of instruction can be instituted. Many of the activities in management have definite supervisory implications, for example, making pupils' programmes of classes, assigning teachers to classes for instruction, arranging for access to or use of the library, etc. Management represents the whole enterprise of school management and supervision represents a portion of what is delegated to others by the managers.

### **1.11. NEED OF EDUCATIONAL MANAGEMENT**

In a democratic country like ours, educational management is a necessity. The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully promote the end of education. Superior educational management is basic to the satisfactory functioning of democracy. Sir Graham Balfour writes very aptly, "the purpose of educational management is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state, which will enable pupils to profit by their learning." Some suitable, stable elements which are properly motivated and organized in the machinery become necessary to withstand and survive the changes and upheavals caused because of changes of governments. The error of judgement can be retrieved in a farm or factory but these can be fatal when concerned with the moulding of ideas and values

of society. An efficient and sound system of educational management is, in fact, the basis of a good democracy.

It is necessary to evolve an efficient system of educational management at all levels national, state, local, institutional so that light of education penetrates in every nook and corner of this country to make the dream of a democratic, socialistic state reality as early as possible. These things do not come by themselves. They have to be planned: a systematic and permanent system of educational management, with a philosophy and vision, has to be evolved to feel on young democracy with the right kind of citizens. Management is not a collection of disjointed tasks, rather it is a seamless wall, in which functions, are closely integrated into a process or pattern.

As education is a major area of governmental and public management involving millions of schools, teachers and pupils, it must have an excellent infrastructure in line with socio-political aspirations of a people. Will it, therefore, not be expedient to draw on the gains of management science, with some adjustment here and there, towards the vast potential of this stupendous human activity? The answer to this and similar questions may be found in the succeeding pages where an attempt has been earnestly made by the compilers and editors of this book to synthesize management with teaching-learning.

Management, however, is a single activity, a unity, one continuous process that runs through its elements. The classification of functions is merely to facilitate the identification of areas and steps which are mutually inclusive as well as to promote the better organization of resources. As there is ample identity between the functions, aim and objectives of management and those of an educational process, the application of the law of the former to the body of the latter, for the mutual benefit of both, may be justified. The management movement must encompass the teaching-learning process, as a scientifically designed classroom situation will certainly add to the performance of educational activity. These needs of educational management will tell us the

scope of educational management. Let us discuss the scope of educational management in the following section.

### **1.12. SCOPE OF EDUCATIONAL MANAGEMENT**

Everything concerned with the education of the child through the agency of the school will be included in educational management.

- To organize a library, museum, hostel, and so on.
- To maintain the school records.
- To evaluate pupil achievement.
- To provide the material equipment, such as building, furniture, farms, laboratories, library, museum and art gallery.
- To prepare a timetable.
- To maintain discipline.
- To cooperate with departmental authorities and implementing the orders of the higher educational authorities.
- To organize guidance service.
- To prepare the curriculum for the different classes.
- To organize a systematic co-curricular programme.
- To supervise schoolwork.
- To organize exhibitions and museums.
- To coordinate the work of home, school and community.
- To provide various auxiliary services such as mid-day meals, school uniform, textbooks, etc.
- To organize health and physical education.
- To finance and budget.

Now, let us discuss especially what does the management of a school mean.

### **1.13. MEANING OF SCHOOL MANAGEMENT**

School Management simply means the practical measures, which we take to ensure that the system of work, which we use will be of the greatest possible

assistance in carrying out our aims, and of the greatest possible benefit to our children. School Management may be composed primarily of persons, of materials, of ideas, of concepts, symbols, forms, rules, principles or more often, or a combination of these. It is regarded as the agency by which we achieve the desired aims and objectives.

School Management deals with making systematic arrangements so that the purpose of the entire programme can be achieved. It means an organised body or system or structure or arrangement or framework which is undertaken for ensuring the unity of effort, efficiency, goodwill and proper use of resources. The management of a school has four aspects:

- Management of Material Equipment (furniture and equipment, etc.)
- Management of School Plant (school building, laboratories, playground etc.)
- Management of Human Equipment (This implies mobilisation of all people who are involved and interested in the educational activities of the school, i.e., pupils and their parents, school staff, experts, a board of management)
- Management of Ideas and Principles (This means an organisation of ideas and principles into the school system, curriculum, schedule, norms of achievement, co-curricular activities)

Many management experts have defined the management of educational institutions in terms of educational management in general. Especially the following definitions define the management of educational institutions in terms of school.

#### **1.14. DEFINITIONS OF SCHOOL MANAGEMENT**

According to Ivan, good school management motives, the best efforts of the teachers and students and Paul Monroe says School management, as a body of educational doctrines, comprises several principles and precepts relating primarily to the technique of classroom procedure, and derives largely from the practice of successful teachers. The writers in the field have interpreted

these principles and precepts in various ways, usually concerning longer and more fundamental principles of psychology, sociology and ethics.

School management means running the school along with the desired educational policies. It takes into account all aspects of the school (policies, material and human resources, programmes, activities, equipment's etc.) and integrates them into a fruitful whole.

### **1.15. AIMS AND SCOPE OF SCHOOL MANAGEMENT**

School management is the embodiment of a spirit and an idea. School management should enable different limbs of the school organism to function harmoniously in happy coordination blending themselves into a composite personality like the different rivulets which join together. Broadly speaking the school should be managed for the following aims and objectives:

- To consolidate the spiritual strength of the society.
- To maintain the historic continuity of the society.
- To securing the past achievements of society.
- To guarantee the future of society.
- To train the faculties.
- To widen the outlook of students
- To cultivate the student's mind.
- To form and strengthen the character of students
- To develop and cultivate the aesthetic faculty of the student
- To build up his body and give him health and strength.
- To teach his duty to himself, the community and the state.

The scope of school management is rapid. It includes everything regarding the efficient functioning of the school, securing the greatest benefit to the greatest number through the adoption of practical measures. It interprets and clarifies the functions and the activities of an educational programme in fruitful relationships and harmonizes their mutual action. It ensures sound planning, good direction and efficient and systematic execution. The scope of school management covers the following:

- Intellectual development of the child
- The moral development of the child
- Social development of the child
- Physical development of the child
- Aesthetic development of the child
- National and emotional integration of the child
- Vocational development of the child

### **1.16. THEORIES OF MANAGEMENT RELEVANT TO SCHOOL**

The following are the different types of schools of thought and management theory, that relevant to the administration of schools:

- Management process school.
- Empirical school.
- Human relations or Human behaviour school
- Social systems school.
- Decision theory school.

#### **1.16.1. MANAGEMENT PROCESS SCHOOL**

This school considers management as a process of getting things done by people who operate in the organization. Management can best be studied in terms of the process that it involves. The management process can be divided into five broad functions such as planning, organizing, staffing, directing and controlling. It seeks to analyse the nature, purpose, structure and the underlying process of each of these functions.

Henry Fayol is the father of this school of thought. The other scholars associated with this school are J.D. Mooray, A. C. Railay, Lyndall Urwick, Harold Koontz, McFarland. These scholars evolved certain principles having universal applicability. These principles are equally applicable to all types of organizations, business, government or any other organization. The features of the management process are: (a) management is what management does. It is the study of functions of managers, (b) the functions of managers are the

same in all types of organizations, (c) the experiences of managing help us in distilling the principles and these can be improved by applying them. (d) principles provide a useful theory of management, (e) the functions of management i.e. planning, organizing, staffing, directing and controlling are the core functions of management, and (f) management principles have universal application.

The management process approach recognizes management as a separate discipline. It integrates the knowledge of other disciplines to improve management. There is a room for innovation, research and development. This school is criticized on the ground that under dynamic conditions it may not be worthwhile to find out principles of universal application. There is a lack of unanimity among theorists about the functions of management. These principles of management do not always stand the test of empirical scrutiny. This school has provided a conceptual framework which can be used for further research and development of management thought.

#### **1.16.2. THE EMPIRICAL SCHOOL**

The empirical or case approach analyses management by studying the experiences of people managing the business. This thinking is based on the belief that the study of the actual situation, where success, will help the students and practitioners to know how to manage effectively in similar situations. This knowledge will help managers in taking decisions in different situations. The basic assumption of this thought is that the actual business situation contributes to the development of managerial skills. By such observations, managers develop problem-solving abilities which are essential for the successful practice of management in actual life.

The empirical school of thought depends upon historical experiences and such knowledge may not be very useful under dynamic conditions and history does not exactly repeat itself. The past situation may not remain the same at present. Moreover, if the study of experience is aimed at determining fundamentally why something happened or did not happen, in many cases it

is likely to be a useful and even a dangerous approach to understand management.

What happened in the past may not offer a solution for an uncertain future? The experience method will be useful only if we determine the reasons for successes or failures. The Harvard Business School, Earnest Dale and the Management Associations in different countries especially American Management Association are the main contributors to this school of thought

### **1.16.3. THE HUMAN BEHAVIOUR SCHOOL**

This approach is based on the idea that managing involves getting things done through people so its study should concentrate on interpersonal relationships. The school concentrates on the human aspect of management and the belief that when people work together to accomplish objectives, 'people should understand people'. The relationships among people are the cementing force that binds them together to accomplish common objectives.

The main contributors to this school are Elton Mayo, Roethlisberger, McGregor. Keith Davis. This school has also benefitted from psychologists like Maslow, Herzberg, McClelland and so on. Prof. Mayo and his associates at Harvard School of Business conducted experiments at the Western Electric Company. These studies highlighted the relationship between social factors and productivity. It was realized for the first time that productivity depended heavily upon the satisfaction of the employees in the work situations.

The thinkers of the human behaviour approach are of the view that the effectiveness of any organisation depends upon the quality of relationships among the people working in the organisation. There is no denying the fact that the study of human behaviour at the workplace is very important for understanding the problems of management but management cannot be confined to this area only. There are many other areas where the attention of the management will be required. So restricting the science of management to human behaviour only will amount to the limiting of the scope of management.

#### **1.16.4. THE SOCIAL SYSTEMS SCHOOL**

This thought is closely linked to human behaviour school of thought. In this approach, an organisation could be considered as a social system consisting of various groups of people. It is primarily concerned with the behaviour of people in groups. It thus tends to be based on sociology and social psychology rather than on individual psychology.

The founding father of this school of thought. Chester Bernard viewed the organisation as a co-operative system involving co-operation among several groups. If the groups do not co-operate in pursuit of achieving common objectives, then the effectiveness of the organisation will be jeopardised. The broad features of social system school are described as follows: (a) management is viewed as a social system, a system of cultural relationships, (b) management is conceived as the cooperative interaction of ideas, forces, desires and thinking of a group of people, (c) the organisation does not represent a system of authority relationships, (d) it emphasises cooperation among members of the group, (e) there should be a harmonisation between goals of the organisation and aspirations/needs of the people working in it and (f) this school leans heavily on sociological perspective

#### **1.16.5. THE DECISION THEORY SCHOOL**

This school of thought is based on the belief that managers make decisions, we should concentrate on decision-making, whatever managers do is the outcome of decisions made by them out of the alternatives available to them. The decision theory school concentrates its attention on decision-making and treats various aspects of decision-making as constituting the scope of the study of management. Decisions are important for the formulation of policies in managing a business.

The scientific approach of decision-making is also emphasised by this school. The decision should be taken at the right time, should be related to the environment or situation and should be feasible in a given situation. The decisions should be communicated to the right persons so that these are

implemented in the right manner. The rational approach of decision-making involves the statement of the problem, analysis of the problem, developing alternative courses of action, evaluating alternatives, making decisions and then following up.

Though decision-making is very important for effective management but decision-making cannot be treated as an independent function. It is only one of the tasks that the executives perform. Decision-making sometimes may take only a small fraction of time of the executives. So decision-making appears to be a narrow focus to build a total theory of management. Let us discuss some of the theories and thoughts of management that relevant to the management of schools or educational institutions or organisations. These are as follows.

#### **1.17.1. THEORIES RELEVANT TO SCHOOLS POSDCORB**

The concept of POSDCORB was developed by Luther Gullick and Lyndall Urwick practically. Luther Gullick, the American political scientist, and Lyndall Urwick, the British management consultant, who elaborated Henri Fayol's management ideas in their management paper "Notes on the theory of Organisations" which were published in 1937.

As a result, the acronym POSDCORB is coined, which stands for Planning, Organising, Staffing, Directing, Coordinating, Reporting and Budgeting. In doing so, they built on Fayol's previous 14 management principles. It should be noted that, in 1937, prevailing thinking still dictated a separation between politics and policy. Luther Gullick and Lyndall Urwick realised that governments were gaining an increased role in the public sphere at this time. With the POSDCORB concept, they demarcated the various important tasks of supervisors, managers and directors. The concept lists all the tasks that managers have to deal with daily. As such, POSDCORB is still relevant today. With the POSDCORB concept, Gullick and Urwick took several facets within organisational structure and coordination into account. In their opinion, one is advised not to lose sight of the following:

### **1. SPAN OF CONTROL**

This entails the number of employees a manager manages. The greater the scope of control, the more the manager has to supervise his/her employees' work. If the manager also has employees who are unable to work independently, then it becomes quite the job to manage all employees in the right way. Hence, Gullick and Urwick stated that the most effective way is to assign 3 to 6 employees to each manager.

### **2. UNITY OF COMMAND**

Just Fayol, Gullick and Urwick also touched upon the 'unity of command'. This allows an organisation to function smoothly. The concept is simple: every employee has one manager who gives him/her assignments and supervises him/her. In all hierarchical levels of an organisation, this concept should serve as the yardstick. In practice, this means that each employee receives his/her assignments from only one manager. Directions from multiple managers can lead to confusion among staff.

### **3. DISTINGUISH BETWEEN LINE AND STAFF FUNCTIONS**

The POSDCORB concept recommends delineation between the functions 'line' and 'staff'. This means that a line manager focuses on his/ her 'unity of command' and is the only one who gives orders to his/her employees. Conversely, he/she is solely responsible for the performance of his/her employees. As soon as there is an advisory staff department, with specialist knowledge, it should become clear to employees how the role of these staff managers is arranged. In the case of 'functional authority', these staff managers also have the opportunity to get involved in departmental policy and support line managers. This must be clear to employees; otherwise the 'unity in command' will be compromised.

The POSDCORB concept consists of tasks, which Henri Fayol developed at the beginning of the 20th century. Below all tasks are briefly explained as Gullick and Urwick interpreted them:

## **1. PLANNING**

It is the task of managers not only to decide what to do but also to plan this in the agenda. Planning has to do with foresight. This includes short-term planning (weekly, monthly and quarterly), medium-term planning (annual) and long-term planning (looking ahead with a timeline of 3 years). Planning determines the direction of the organisation. On the other hand, a predetermined timespan means that when time runs out, whatever result one has at the time must suffice. The development of this timeline must be closely monitored.

## **2. ORGANISING**

Managers not only have the task of assigning activities but also have the task of allocating these tasks to their respective departments and employees. To achieve a result, the manager needs the necessary resources, including a budget, raw materials, personnel and their expertise, technology and machines. He/she will have to organise all sorts of things to achieve the result. To get started as efficiently as possible, it is important that the employees' division of labour suits the end goal and result as well as possible.

## **3. STAFFING**

This section relates to the personnel policy and all related activities within an organisation. Good and competent personnel are crucial for an organisation to function optimally. It is the task of the manager to first identify the expertise, skills and experiences required for certain positions. Based on this, job profiles are drawn up and personnel can be recruited. The entire recruitment, selection and training procedure falls under this staffing policy and ensures that the right type of employee is in the right place.

## **4. DIRECTING**

Direction, of course, lies in the hands of the manager; he/she is the person with final responsibility and is held accountable for this. In practice, this

means that the manager maintains control over all functions. Besides, the manager monitors but also motivates his employees. He/ she tell them how best to do their work, encourage them and drive them to take on certain challenges.

### **5. COORDINATING**

With this concept, it is the task of the manager to connect different sections and to achieve cooperation. A good manager has a so-called helicopter view, which gives him/her an overview of what is happening and what still needs to be done. From this perspective, he/ she can coordinate tasks and manage his employees. It is his/her task to synchronise different departments and to bring them together with the right end goal in mind.

### **6. REPORTING**

Without reporting, there is no evidence. A clear report keeps communication open throughout the entire organisation. Managers are the linking pin between the management team and their employees, who form the constituency. Reporting provides insight into the progress and agreements can also be recorded in this way. Other essential information—such as problems with employees, new processes, performances interviews and sales figures—is also made transparent through reporting. Involved parties can also quickly find archived reports.

### **7. BUDGETING**

Finance is the lifeblood of any organisation. The manager is responsible for the management, expenditure and control of the department's budget and also has to keep an eye on tax details. In addition to employee wages, it is the task of the manager to also properly monitor other expenditures such as materials and investments. If wasteful spending, overruns, errors or even fraud are discovered, the manager is responsible for taking action.

### **1.17.2. THE ADMINISTRATIVE THEORY OF MANAGEMENT**

The administrative theory of the fourteen Principles of Management by Henri Fayol is effective. In the last century, organizations already had to deal with management in practice. In the early 1900s, large organizations, such as production factories, had to be managed too. At the time there were only a few (external) management tools, models and methods available. Thanks to scientists like Henri Fayol (1841-1925), the first foundations were laid for modern scientific management. These first concepts, also called principles of management are the underlying factors for successful management. Henri Fayol explored this comprehensively and, as a result, he synthesized the principles of management. Henri Fayol's principles of management and research were published in the book General and Industrial Management (1916).

The principles of management by Henri Fayol are the statements that are based on a fundamental truth. These principles of management serve as a guideline for decision-making and management actions. They are drawn up employing observations and analyses of events that managers encounter in practice. Henri Fayol was able to synthesize the principles of management after years of study.

#### **1. DIVISION OF WORK**

In practice, employees are specialized in different areas and they have different skills. Different levels of expertise can be distinguished within the knowledge areas (from generalist to specialist). Personal and professional developments support this. According to Henri Fayol specialization promotes the efficiency of the workforce and increases productivity. Besides, the specialization of the workforce increases their accuracy and speed. This management principle of the 14 principles of management applies to both technical and managerial activities.

## **2. AUTHORITY AND RESPONSIBILITY**

To get things done in an organization, management has the authority to give orders to the employees. Of course with this authority comes responsibility. According to Henri Fayol, the accompanying power or authority gives the management the right to give orders to the subordinates. The responsibility can be traced back from performance and it is, therefore, necessary to make agreements about this. In other words, authority and responsibility go together and they are two sides of the same coin.

## **3. DISCIPLINE**

This third principle of the 14 principles of management is about obedience. It is often a part of the core values of a mission and vision in the form of good conduct and respectful interactions. This management principle is essential and is seen as the oil to make the engine of an organization run smoothly.

## **4. UNITY OF COMMAND**

The management principle 'Unity of command' means that an individual employee should receive orders from one manager and that the employee is answerable to that manager. If tasks and related responsibilities are given to the employee by more than one manager, this may lead to confusion which may lead to possible conflicts for employees. By using this principle, the responsibility for mistakes can be established more easily.

## **5. UNITY OF DIRECTION**

This management principle of the 14 principles of management is all about focus and unity. All employees deliver the same activities that can be linked to the same objectives. All activities must be carried out by one group that forms a team. These activities must be described in a plan of action. The manager is ultimately responsible for this plan and he monitors the progress of the defined and planned activities. Focus areas are the efforts made by the employees and coordination.

## **6. SUBORDINATION OF INDIVIDUAL INTEREST**

There are always all kinds of interests in an organization. To have an organization function well, Henri Fayol indicated that personal interests are subordinate to the interests of the organization (ethics). The primary focus is on the organizational objectives and not on those of the individual. This applies to all levels of the entire organization, including the managers.

## **7. REMUNERATION**

Motivation and productivity are close to one another as far as the smooth running of an organization is concerned. This management principle of the 14 principles of management argues that the remuneration should be sufficient to keep employees motivated and productive. There are two types of remuneration namely non-monetary (a compliment, more responsibilities, credits) and monetary (compensation, bonus or other financial compensation). Ultimately, it is about rewarding the efforts that have been made.

## **8. THE DEGREE OF CENTRALIZATION**

Management and authority for decision-making process must be properly balanced in an organization. This depends on the volume and size of an organization including its hierarchy. Centralization implies the concentration of decision making authority at the top management (executive board). Sharing of authorities for the decision-making process with lower levels (middle and lower management), is referred to as decentralization by Henri Fayol. Henri Fayol indicated that an organization should strive for a good balance in this.

## **9. SCALAR CHAIN**

Hierarchy presents itself in any given organization. This varies from senior management (executive board) to the lowest levels in the organization. Henri Fayol's "hierarchy" management principle states that there should be a clear line in the area of authority (from top to bottom and all managers at all levels).

This can be seen as a type of management structure. Each employee can contact a manager or a superior in an emergency without challenging the hierarchy. Especially, it concerns reports about calamities to the immediate managers/superiors.

#### **10. ORDER**

According to this principle of the 14 principles of management, employees in an organization must have the right resources at their disposal so that they can function properly in an organization. In addition to social order (responsibility of the managers), the work environment must be safe, clean and tidy.

#### **11. EQUITY**

The management principle of equity often occurs in the core values of an organization. According to Henri Fayol, employees must be treated kindly and equally. Employees must be in the right place in the organization to do things right. Managers should supervise and monitor this process and they should treat employees fairly and impartially.

#### **12. STABILITY OF TENURE OF PERSONNEL**

This management principle of the 14 principles of management represents deployment and managing of personnel and this should be in balance with the service that is provided from the organization. Management strives to minimize employee turnover and to have the right staff in the right place. Focus areas such as frequent change of position and sufficient development must be managed well.

#### **13. INITIATIVE**

Henri Fayol argued that with this management principle employee should be allowed to express new ideas. This encourages interest and involvement and creates added value for the company. Employee initiatives are a source of strength for the organization according to Henri Fayol. This encourages the employees to be involved and interested.

#### **14. ESPRIT DE CORPS**

The management principle 'esprit de corps' of the 14 principles of management stands for striving for the involvement and unity of the employees. Managers are responsible for the development of morale in the workplace; individually and in the area of communication. Esprit de corps contributes to the development of the culture and creates an atmosphere of mutual trust and understanding.

The 14 principles of management can be used to manage organizations and are useful tools for forecasting, planning, process management, organization management, decision-making, coordination and control. Although they are obvious, many of these matters are still used based on common sense in current management practices in organizations. It remains a practical list with focus areas that are based on Henri Fayol's research which still applies today due to several logical principles

#### **1.17.3. THE BUREAUCRATIC THEORY OF THE MANAGEMENT**

At the end of the 19th century, it was a German sociologist and author of "The Protestant Ethic and the Spirit of Capitalism" (1905), Max Weber who was the first to use and describe the term bureaucracy. This is also known as the bureaucratic theory of management, bureaucratic management theory or the Max Weber theory. He believed bureaucracy was the most efficient way to set up an organisation, administration and organizations. Max Weber believed that Bureaucracy was better than traditional structures. In a bureaucratic organisation, everyone is treated equal and the division of labour is clearly described for each employee.

Bureaucracy is an organisational structure that is characterised by many rules, standardised processes, procedures and requirements, number of desks, the meticulous division of labour and responsibility, clear hierarchies and professional, almost impersonal interactions between employees. According to the bureaucratic theory of Max Weber, such a structure was indispensable in large organizations in structurally performing all tasks by a

great number of employees. Besides, in a bureaucratic organisation, selection and promotion only occur based on technical qualifications.

According to the bureaucratic theory of Max Weber, three types of power can be found in organizations; traditional power, charismatic power and legal power. He refers to his bureaucratic theory to the latter as a bureaucracy. All aspects of democracy are organised based on rules and laws, making the principle of established jurisdiction prevail. The following three elements support bureaucratic management:

- All regular activities within a bureaucracy can be regarded as official duties;
- Management has the authority to impose rules;
- Rules can easily be respected, based on established methods.

According to the bureaucratic theory of Max Weber, bureaucracy is the basis for the systematic formation of any organisation and is designed to ensure efficiency and economic effectiveness. It is an ideal model for management and its administration to bring an organisation's power structure into focus. With these observations, he lays down the basic principles of bureaucracy and emphasises the division of labour, hierarchy, rules and impersonal relationship.

The following is a more detailed explanation of six bureaucratic management principles, provided by Max Weber.

### **1. TASK SPECIALISATION**

Tasks are divided into simple, routine categories based on competencies and functional specialisations. Every employee is responsible for what he/she does best and knows exactly what is expected of him/her. By dividing work based on specialisation, the organisation directly benefits. Each department has specific powers. As a result, there is a delineation of tasks and managers can approach their employees more easily when they do not stick to their tasks. Every employee knows exactly what is expected of him/ her and what

his/ her powers are within the organisation. Every employee has a specific place within the organisation and is expected to solely focus on his/ her area of expertise. Going beyond your responsibilities and taking on tasks of colleagues is not permitted within a bureaucracy.

## **2. HIERARCHICAL OF AUTHORITY**

Managers are organised into hierarchical layers, where each layer of management is responsible for its staff and overall performance. In bureaucratic organizational structures, there are many hierarchical positions. This is essentially the trademark and foundation of a bureaucracy. The hierarchy of authority is a system in which different positions are related in order of precedence and in which the highest rung on the ladder has the greatest power. The bottom layers of bureaucratic organizational structures are always subject to supervision and control of higher layers. This hierarchy reflects lines of bureaucratic communication and the degree of delegation and lays out how powers and responsibilities are divided.

## **3. FORMAL SELECTION**

All employees are selected on the basis of technical skills and competences, which have been acquired through training, education and experience. One of the basic principles is that employees are paid for their services and that level of their salary is dependent on their position. Their contract terms are determined by organisational rules and requirements and the employee has no ownership interest in the company.

## **4. RULES AND REQUIREMENTS**

Formal rules and requirements are required to ensure uniformity, so that employees know exactly what is expected of them. In this sense, the rules and requirements can be considered predictable. All administrative processes are defined in the official rules. By enforcing strict rules, the organisation can more easily achieve uniformity and all employee efforts can be better coordinated. The rules and requirements are more or less stable and always

formalised in so-called official reports. Should new rules and requirements be introduced, then senior management or directors are responsible for this.

### **5. IMPERSONAL**

Regulations and clear requirements create distant and impersonal relationships between employees, with the additional advantage of preventing nepotism or involvement from outsiders or politics. These impersonal relationships are a prominent feature of bureaucracies. Interpersonal relationships are solely characterised by a system of public law and rules and requirements. Official views are free from any personal involvement, emotions and feelings. Decisions are solely made on the basis of rational factors, rather than personal factors.

### **6. CAREER ORIENTATION**

Employees of a bureaucratic organisation are selected on the basis of their expertise. This helps in the deployment of the right people in the right positions and thereby optimally utilising human capital. In a bureaucracy, it is possible to build a career on the basis of experience and expertise. As a result, it offers lifetime employment. The right division of labour within a bureaucratic organisation also allows employees to specialise themselves further, so that they may become experts in their own field and significantly improve their performance.

#### **1.17.3.1. ADVANTAGES OF THE BUREAUCRATIC THEORY**

Generally speaking, the term bureaucracy has a negative connotation and is often linked to government agencies and large organisations. Nevertheless, the great benefit of a bureaucracy is that large organisations with many hierarchical layers can become structured and work effectively. It is precisely the established rules and procedures that allows for high efficiency and consistent execution of work by all employees. All this makes it easier for management to maintain control and make adjustments when necessary. Bureaucracy is especially inevitable in organisations where legislation plays an important role in delivering a consistent output.

### **1.17.3.2. DISADVANTAGES OF THE BUREAUCRATIC THEORY**

Bureaucracy is characterised by a large amount of red tape, paperwork, many desks, certain office culture and slow bureaucratic communication due to its many hierarchical layers. This is the system's biggest disadvantage of a bureaucratic organization. It is also unfortunate that employees remain fairly distanced from each other and the organisation, making them less loyal. Bureaucracy is also extremely dependent on regulatory and policy compliance. This restricts employees to come up with innovative ideas, making them feel like just a number instead of an individual. Later research (the human relations theory) demonstrated that employees appreciate attention and want to have a voice in decision making.

### **1.17.3.3. PROBLEMS**

Because employees of a bureaucratic organization have no opportunity to voice their opinion or influence decision making, a bureaucracy may demotivate employees in the long run. Moreover, over the course of time, employees may start to get annoyed at the various rules and requirements, with the risk that they may start boycotting and/ or abusing these rules and standing up to the established order. It is therefore very important that bureaucratic organisations properly inform employees well in advance about their approach to work and requires them to accept this. Only employees who agree to this approach are suitable to work within a bureaucratic organisation.

### **1.17.4. HUMAN RELATIONS THEORY BY ELTON MAYO**

The following section provides the theory that relevant to school with respect to human relations.

#### **1. HUMAN RELATIONS THEORY: ORIGINS**

The immediate period after World War Two saw a different approach in organisational studies. Until that time, there was only talk of Scientific Management, which mainly focused on productivity, efficient division of

labour and workers as an extension of machinery. 1950 saw a change to this discourse with the introduction of the Human Relations Theory. This movement saw workers in a different light; they were now seen as thinking beings with needs, who liked to receive attention. Companies realised that attention motivated employees and even allowed them to get more out of themselves for the benefit of the organisation.

## **2. THE HAWTHORNE EXPERIMENT**

Elton Mayo is considered the founder of the Human Relations Theory. Prior to this trend, Elton Mayo already started an experiment in the Hawthorne plants in 1924; the Hawthorne experiment. There was a great deal of discontent among the 30,000 workers in the Hawthorne plants in Chicago in the early twenties of the last century. This was somewhat peculiar, because this phone parts plant already acted extremely progressively towards its workers (through pensions and sickness benefits), something which was almost unthinkable in this period.

Elton Mayo and his assistants, including Fritz Roethlisberger, conducted research into changing working conditions. They experimented with light, duration of breaks and working hours. A group of women were exposed to either more or less light. It turned out that, regardless of the amount and duration of lighting, this had a positive effect on their performances. The same was true for rest periods; shorter or longer breaks both led to an increase in labour productivity.

## **3. PERSONAL ATTENTION**

The conclusion drawn from the Hawthorne research was that giving attention to employees resulted in improved performances. The group of workers who were involved in the search felt their voices heard and experienced a feeling of greater personal freedom. The workers were pleased that their assistance was requested, which they believed led to their higher job performances.

Moreover, during the study, senior officials regularly visited the workplace, making the workers feel like they belonged to a certain elite group. This

personal attention stimulated the group to work even harder together and give their all for the organisation. Collaboration in an informal group is also one of the main aspects of the Human Relations Theory.

Elton Mayo concluded that the needs of workers were often based on sentiment (belonging to a group and thus having a sense of value) and that this could lead to conflicts with managers, who mainly focused on cost reduction and efficiency. And thus he came to the following final conclusions:

- Individual employees must be seen as members of a group;
- Salary and good working conditions are less important for employees and a sense of belonging to a group;
- Informal groups in the workplace have a strong influence on the behaviour of employees in said group;
- Managers must take social needs, such as belonging to an (informal) group, seriously.

#### **4. LABOUR MOTIVATION**

In the era of the Human Relations Theory, the concept of 'labour motivation' is given a new meaning compared to the Scientific Management era. The fact that personal attention led to improved performances was a completely new perspective. The term workers are gradually replaced with employee, which more explicitly implies that these people are thinking people who can positively contribute to the organisation.

#### **5. CHARACTERISTICS**

Starting in the 1950s, a definitive different approach to management emerges. Employee behaviour is placed centrally and the Human Relations theory places strong emphasis on the fact that organisations consist of groups of people. Human Relations supporters thus replace the mechanistic perspective on management with a people-oriented perspective. Every person is unique and therefore unpredictable. Their behaviour is complex and to fully understand them it is important to recognise their personal motivations

## **6. SOFT SIDE**

The way employees think and act at work is not only influenced by rules, procedures and requirements imposed by management. Attention, respect, interest shown and social/ interpersonal relationships are just as important. These kind of human interactions trigger an emotional sense in employees, which is often referred to as a person's soft side. This soft side consists of emotional or irrational logic and can strengthen rational logic, but at the same time also weaken or eliminate it. Rational logic focuses on production and effectiveness, and both can thus diametrically be opposed to each other, which in turn lead to internal conflicts and dilemmas.

## **7. COMPLEX HUMANITY**

The complexity of human behaviour can increase even more, if an employee indicates his desires and knows when he will make certain decisions. From a behavioural perspective, employees can also decide what behaviour they prefer and how this behaviour manifests itself. As a result, there is no single pattern that can automatically be associated with a specific situation. Every person is very much different in terms of character and behaviour. Everyone has different values, standards and desires, which results in demonstrably different behaviour. This complex humanity is an important factor in guiding employees. It is therefore the task of managers to identify the individual needs of employees and act accordingly. This is the essence of the Human Relations Theory.

### **1.17.5. THE SCIENTIFIC MANAGEMENT THEORY OF F.W. TAYLOR**

Ten decades ago, American mechanical engineer Frederick Taylor published his ideas about scientific management in 1911, to encourage industrial companies to proceed to mass production. As one of the founders of the scientific management movement called Taylorism or Taylor's Principle, Frederick Taylor aimed at deploying workers as efficiently as possible because at the time, people were looked at as an extension of the machinery.

## **1. WHAT IS SCIENTIFIC MANAGEMENT?**

As a mechanical engineer at a steel corporation in Philadelphia, Taylor thought about how workers could perform their tasks as efficiently as possible, he studied human labour and analysed the work of workers on the work floor. This resulted in activity analyses, time studies and methodology studies, the start of Taylorism.

Through the activity analyses, he was able to identify what activities workers had to perform when carrying out their tasks. He also conducted time measurements for all kinds of activities that were carried out by workers during the production process. In the methodology studies, he evaluated which working method could best be used to ensure maximum productivity.

## **2. ELEMENTARY DIVISION OF LABOUR**

Frederick Taylor aimed at continuously increasing the efficiency of the production process. He divided labour into an elementary division of labour in which every worker was allocated their own tasks that had to be repeated constantly. Everyone was assigned their own programme that consisted of successive actions and this was aimed at worker's levels of knowledge and skills. This brought about considerable time savings and because of this routine, productivity increased rapidly. Frederick Taylor felt it was important to select the right person for the right job and to leave the planning and thinking to the specialists.

## **3. EIGHT BOSSES SYSTEM**

As a result of his endeavours for specialization, Frederick Taylor divided the management tasks into a number of subtasks. This meant that every worker had a different manager for each of the managerial subtasks. In this, Frederick Taylor distinguished between preparatory and executive/control tasks. Within this two-way classification, he added another allocation of jobs which resulted in the eight bosses' system or functional organization system. He immediately applied this eight bosses' system to the production unit of an engineering works.

#### **4. BETHLEHEM EXPERIMENT**

Frederick Taylor wanted to eliminate as many inefficient working methods as possible. He therefore carried out the famous Bethlehem experiment at the Bethlehem Steel Company. After having observed the workers, he thought that the 12.5 tonnes of pig iron a worker had to load onto a railway wagon per day could be increased to approximately 48 tonnes per worker per day.

To prove this theory, Frederick Taylor experimented with working hours, rest periods, weight moved in a given period, working methods and tools. He selected the so-called "Pennsylvania Dutchman" for this purpose, a very strong, industrious man of Dutch origin, who had to carry out all of his work directions accurately. In return, he was promised a higher wage per unit performance, which resulted in the fact that the man was able to handle 47.5 tonnes a day. This was followed by many other workers who also wished to earn about 60% more pay. However, Frederick Taylor was met with hostility. Many workers were afraid that this increased productivity would lead to unemployment and the labour unions called on them to carry out a systematic production output and work at their own pace only.

#### **5. HEALTHY MANAGEMENT**

According to Frederick Taylor, a healthy management is based on the scientific management approach to work in which objective standards are set by means of time, method, motion and fatigue studies. In addition, it was necessary to consider which work would best suit a worker. A continuous and close cooperation between management and workers would be of vital importance in this. A smooth production planning, cost analysis and remuneration system would enhance productivity substantially.

#### **6. MODERN SCIENTIFIC MANAGEMENT**

Even today, scientific management and Taylorism is still applied to production processes and unnecessary movements and/or actions that threaten to reduce productivity are examined carefully. Employees are cogs in the organization and they jointly determine the level of productivity. Critics

believe that Taylorism undervalues the social needs of people such as appreciation and recognition. Decisions are purely made on rational grounds in which performance measurement is a central component. Nevertheless, in commercial organizations, appreciation is linked to the extra performance that is delivered. In addition to basic pay, bonuses can be earned and targets and premiums are used. This system is based on scientific management called Taylorism.

### **1.18. ADMINISTRATIVE STRUCTURE OF EDUCATION IN INDIA**

The structure of school education refers to the ladder of education at school level. The ladder of education can be visualized from two perspectives. One academic and the second one is administrative. Both academic structure of and administrative structure of education is discussed in detail in the following sections. However, it will be worthwhile for us to know the academic structure of education in India in brief.

The Education Commission 1964-66 recommended the 10+2+3 pattern for adoption as a common pattern of education in the country. The 1968 National Policy on Education strongly recommended its implementation in all parts of the country. Finally, the 36th session of the Central Advisory Board of Education (CABE) held at Delhi on 10<sup>th</sup> September, 1972 passed a resolution stating that it would be desirable to adopt a uniform pattern of education, i.e. 10+2+3 in all parts of the country by the end of Fifth Five Year Plan. It also asked the Ministry of Education to work out the details of cost. The Govt. subsequently appointed a National Level Committee on 10+2+3 educational structure. It identified the merits of the proposed structure and the Govt. accepted the 10+2+3 pattern of education.

Now, we have a common pattern of education throughout the country, consisting of pre-primary education, (named also as Kindergarten, Montessori Schools, Pre-basic schools and Play centres), elementary education ranging from standard I to standard VII or VIII and divided into lower-primary and upper-primary education, secondary education consisting of standards VII or VIII to X and the higher secondary education or +2 education of grades XI and

XII. Thus, up to +2 level, there is undiversified school education. Other forms of education have also developed so as to meet social demand. These include, among others, non-formal education, open school education, vocational education, and commercial education etc. To administer all these forms of school education, there is an organizational structure and some constitutional provisions. The organizational structure of school education in India is presented as follows:

Education as indicated above, is the joint responsibility of States and the Centre. The organizational structure has been developed to manage education at different levels i.e., Centre, State, District, Block and at village level.

#### **1.18.1. ADMINISTRATIVE STRUCTURE OF EDUCATION AT CENTRAL LEVEL**

At the Central level, the Ministry of Human Resource Development (MHRD) is the main governmental agency. Earlier designated as the Ministry of Education, it was renamed as MHRD in 1985 in view of the variety of activities which it undertakes for human resource development. The structure of the Ministry is given in the figure 1.

At the Central level, the Department of Education in the MHRD is responsible for all matters pertaining to education, including overall planning of programmes and providing guidance for their implementation. The MHRD, is headed by a Cabinet Minister of the Union Government. The Department of Education, under the MHRD, is under the charge of a Minister of State who is advised at the official level by the Secretary to the Department, assisted by an additional secretary and Educational Advisor on academic and policy matters of Education. The Department of Education consists of several bureaus, each of which is headed by a Joint Secretary or Joint Educational Advisor. These officials are assisted by Directors, Deputy Secretaries or Deputy Educational Advisors, who are the divisional heads. In terms, they are assisted by Under Secretaries or Assistant Educational Advisors, who have one or more sub-divisions under them. These divisions form part of different bureaus.

The Central Government has created a number of specialized institutions and organizations to help and advise the Government in the matter of formulation and implementation of policies and programmes in the field of education, particularly school education. The following is the list of such institutions and organizations which assist and advise the Central Government:

- Central Board of Secondary Education, New Delhi.
- Central Hindi Directorate, New Delhi.
- Central Institute of Indian Languages, Mysore.
- Central Institute of English and Foreign Languages, Hyderabad.
- Educational Consultants of India Ltd., New Delhi.
- Kendriya Vidyalaya Sangathana, New Delhi.
- National Council of Educational Research and Training, New Delhi.
- National Council of Teacher Education, New Delhi.
- National Institute of Adult Education, New Delhi.
- National Institute of Public Co-operation and Child Development, New Delhi.
- National Open School, New Delhi.
- Navodaya Vidyalaya Samiti, New Delhi.
- All India Council for Technical Education, New Delhi.
- University Grants Commission, New Delhi.
- National Institute of Educational Planning and Administration, New Delhi.
- National Sports Authority of India, New Delhi.
- National Literacy Mission, New Delhi.

There are also some All India forums set up by the Central Government to facilitate the process of educational development in the country and to strengthen relationship between the Central Government and State Governments in planning, implementation, and co-ordination of educational programmes. Such forums are the Central Advisory Board of Education (CABE), the State Education Ministers' Conference, the Conference of Education Secretaries and Planning Commission of the Government of India.

## **1. CENTRAL PROVISION FOR SCHOOL EDUCATION**

The Central Government has created some forums and organizations for assisting it in policy making and administering education at school level. These organizations include: CAGE, NCERT, NCTE, NIEPA, Educational Consultants of India Ltd., CBSE etc. You will learn about the functions of these organizations in the following.

### **(A) CENTRAL ADVISORY BOARD OF EDUCATION (CAGE)**

CAGE is one of the oldest and the most important advisory bodies of the Government of India on education. It was established in 1920. It was dissolved in 1923 and revived in 1935. The Union Minister of HRD is the Chairman of this Board and membership consists of representatives of State governments, Government of India, members of Parliament and distinguished educationists from different parts of the country. The functions of the CAGE are:

- to advise on educational matters which may be referred to it by the Government of India or by States
- to call for information and circulate it with recommendations to the Govt. of India and to State Governments, and
- to assess the achievements of the previous year and recommend educational programmes for the next year.

### **(B) CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)**

This Board was established in 1929 at Ajmer. It was reconstituted by the Govt. of India in 1962. The functions of the CBSE are:

- to prescribe syllabus for secondary education,
- to conduct examinations for secondary schools,
- to affiliate secondary and higher secondary schools, and
- to develop curriculum and textual materials for secondary and higher secondary schools.

### **(C) NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)**

The NCERT was established in 1961 as an autonomous organization. It acts as an advisor to the Ministry of Human Resource Development (MHRD) and is fully financed by the Central Government. The Union Minister of MHRD is its President and the Education Ministers of all the States and Union Territories are its members. The other members are the Chairman of UGC, Secretary of MHRD, and Four Vice-Chancellors from four regions of the country. The Council has under it the following institutions:

- National Institute of Education.
- Central Institute of Educational Technology.
- Four Regional Institutes of Education at Ajmer, Bhopal. Bhubaneswar and Mysore.
- Central Institute of Vocational Education, Bhopal.

It has under it departments viz., Policy Planning, Pre-school, Elementary Education, Special Education, Educational Research, Science and Mathematics Education, Social Sciences and Humanities. Educational Measurement and Evaluation, Publication Division, and Teacher Education, Field Advisors, etc. The functions of NCERT are as follows:

- to undertake studies, investigations, and surveys relating to school education
- to organize pre-service and in-service training of teachers at an advanced level,
- to organise extension service,
- to disseminate improved educational techniques and practices in schools,
- to act as clearing house for ideas and information on all matters relating to school education,
- to finance research on school education, and
- to formulate policies and programmes in school education.

The Council works in close co-operation with MHRD and all the State Ministries of Education and their Secretariats. It also keeps close contact with universities in the country, State level institutions and similar national and international organizations throughout the world. It has developed curriculum framework and model textbooks and guide books for teachers for all levels of school education. The Council also publishes journals and research reports periodically.

**(D) NATIONAL COUNCIL OF TEACHER EDUCATION (NCTE)**

NCTE is a statutory body of the Central Government. It was established in 1995 after the bill was passed by the Parliament. There is an Executive Committee and a Regional Committee which work for NCTE. The main functions of NCTE are:

- to promote coordinated development of teacher education,
- to determine and maintain standards of teacher education programme at primary and secondary levels,
- to regulate the establishment of institutions of teacher education,
- to lay emphasis on continuing education of teachers,
- to reduce the gap between supply and demand of teachers, and
- to advise the Central Government, State Governments, UGC, Universities and other agencies in matters relating to teacher education i.e. priorities, policies, plans and programmes

**(E) NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION (NIEPA)**

The National Institute of Educational Planning and Administration is the apex institute in the area of planning and administration of education in the country. For the first ten years of its existence, the institute functioned as a UNESCO Institute having been established in 1962, as the UNESCO Regional Centre for Training of Educational Planners, Administrations and Supervisors in Asia and the Pacific. On 1st April, it was renamed as Asian Institute of Educational Planning and Administration. The Institute was again renamed

as National Institute of Educational Planning and Administration (NIEPA) in 1979. Some of the functions of NIEPA are:

- To improve the quality of planning and administration in education by means of study, generation of new ideas, and techniques and disseminating them through interaction with, and training of strategic groups and to achieve the same;
- To organise pre-service and in-service training, conferences, workshops, meeting, seminars and briefing sessions for senior educational officers of the Central and State Governments and Union Territories;
- To organise orientation and training programmes and refresher courses for university and college administrators connected with educational planning and administration;
- To undertake, aid, promote and coordinate research in various aspects of educational planning and administration, including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world.

**(F) KENDRIYA VIDYALAYA SANGATHAN (KVS)**

Kendriya Vidyalaya Sangathan, an autonomous body of Government of India, was set up on 15th December, 1965. The main missions of KVS are:

- To cater to the educational needs of children of transferable Central Government employees including Defence and para-military personnel by providing a common programme of education.
- To pursue excellence and set the pace in the field of school education.
- To initiate and promote experimentation and innovations in education in collaboration with other bodies like the CBSE and the NCERT.
- To develop the spirit of national integration and create a sense of 'Indianness' among children.

## **(G) NATIONAL INSTITUTE OF OPEN SCHOOL (NIOS)**

The National Institute of Open Schooling (NOS) was established in November, 1989 as an autonomous organisation in pursuance of National Policy on Education, 1986, by the Ministry of Human Resource Development, Government of India. The major objectives of the NOS are:

- to provide opportunities for continuing and developmental education to interested learners, through courses and programmes of general education; life enrichment modules and vocational courses at the school level;
- to provide consultancy services and to engage in model building in close collaboration with States and a variety of other agencies or institutions. to serve as an agency for effective dissemination of information related to distance education and open learning.
- to identify and promote standard of learning in distance education systems and open school, which may be set up in different parts of the country through research and evaluation and to maintain standards of equivalence with the formal system, while keeping its own distinct character.

## **2. RESPONSIBILITIES OF CENTRAL GOVERNMENT IN SCHOOL EDUCATION**

The above sections informed you of the Constitutional provisions in respect of education and the structure of school education. Here in this section we learn the responsibilities of the centre in school education. The following are the centre's responsibilities in school education:

- To make available free and compulsory education up to the age of 14, as directed in the Constitution.
- Equalization of educational opportunities with special reference to the reduction of interstate differences and the advancement of the weaker sections of the society.
- To make arrangements for the provision of scholarships to the needy and competent students.

- To promote Vocationalisation of secondary education in all States.
- To improve standards of education at school stage.
- To improve the status of teachers and organize teacher education programmes.
- To facilitate and organize non-formal education programme.
- To facilitate and organize open school education programme in all parts of the country.
- To promote educational research in the country.
- To promote and organize special education programme.
- To administer school education directly in Union Territories and Centrally administered areas.
- To provide assistance to States, local bodies, and non-governmental organization for development of education, and
- To provide guidance wherever required.

### **3. FUNCTIONS OF CENTRAL GOVERNMENT IN SCHOOL EDUCATION**

A perusal of the constitutional provision reveals that Central Government is expected to play a significant role in the field of education, through Ministry of Human Resources Development, through its Department of Education. Soon after India achieved its independence on 15th August, 1947 a full-fledged Ministry of Education was established on 29th August, 1947. The Nomenclature and responsibilities of the Education Department have undergone changes from time to time since Independence. Since 1985, the Ministry has been known as Ministry of Human Resources Development. At present, the ministry has two departments namely (a) Department of School Education and literacy and (b) Department of Higher Education. Broadly speaking, following are the major function performed by the ministry of human resources development, government of India.

#### **1. PLANNING**

The Central Government determine targets and prepares the education plan to be implemented by the country as a whole.

## **2. EDUCATIONAL REFORM**

From time to time, the Government of India has set up commission which have gone into the various aspects of education at different levels and have provided valuable recommendation and suggestions, which have further been considered by the experts and states requested to implement the recommendation on the expert bodies.

## **3. ORGANISATION**

For carrying out educational plans, government of India has set up institution like All-India council of Technical Education, National Council of Educational Research and training, National Institute of Educational Research and training, National Institute of Educational Planning and Administration which provide guidance to the states in the field of Education.

## **4. DIRECTION**

The Central Government also directs and guides the state Government, local bodies and private enterprise so as to encourage education on right line. This is done by the ministry through central advisory Board of Education.

## **5. CONTROL**

The Central Government allocates suitable grants to the states, local bodies and private agencies. Thus, it exercises considerable control on education.

## **6. EQUALIZATION OF EDUCATIONAL OPPORTUNITIES**

The Government of India is wedded to the establishment of an egalitarian society and therefore has taken many steps to provide equal educational opportunities to the weaker sections of the society. It has initiated a large number of programmes in this direction.

## **7. PILOT PROJECTS**

The Ministry of Human Resource Development, Government of India, has undertaken a large number of pilot projects like rural universities, regional

institute, SSA, curriculum reforms and text books etc. By starting these project, the ministry aims at providing enlightened leadership all over the country.

## **8. ADMINISTRATION IN CENTRALLY ADMINISTERED AREAS**

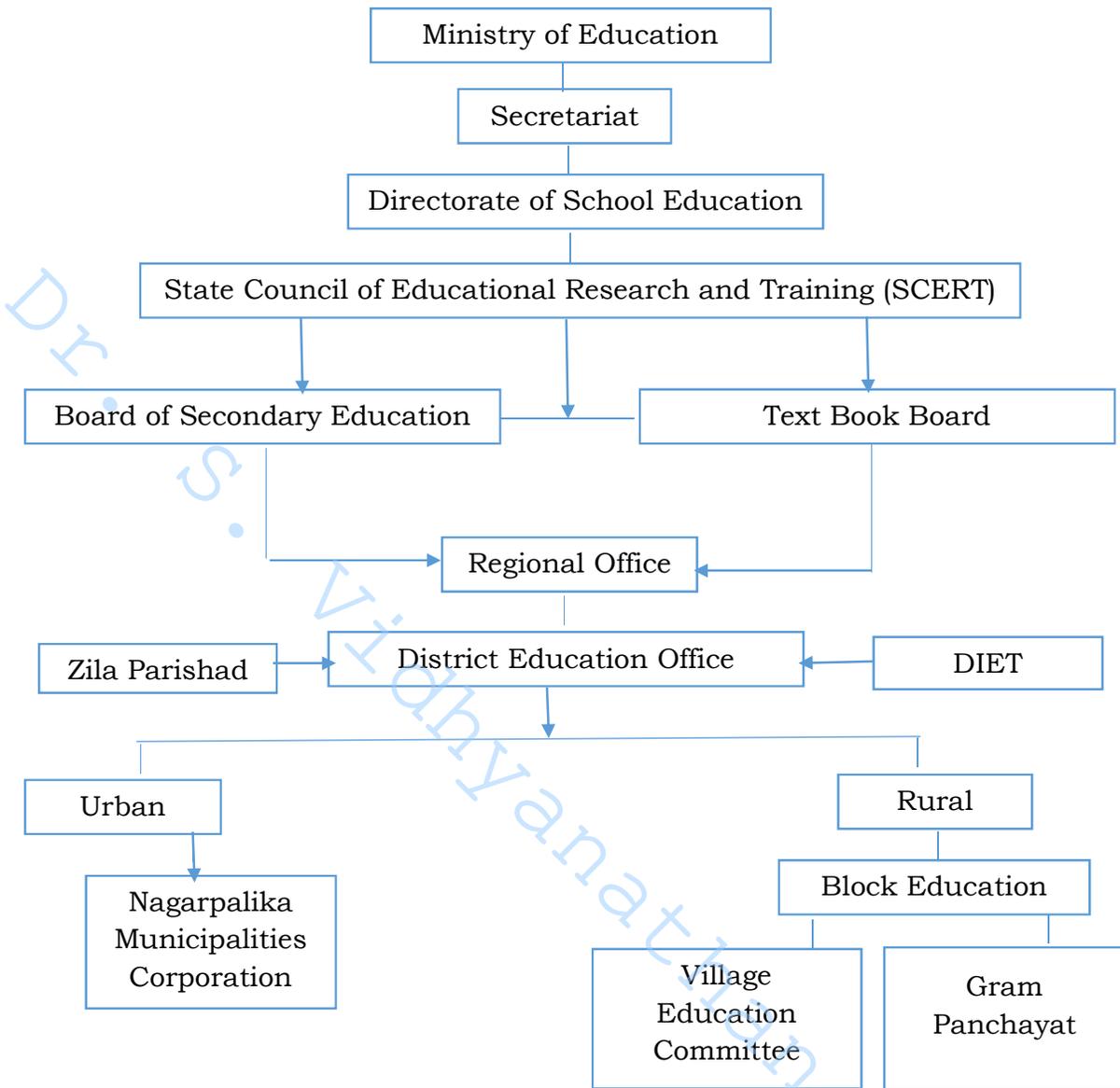
Centre is directly responsible for education in various union territories and other centrally-administered areas.

## **9. CLEARING HOUSE FUNCTION**

The Department of Education serves as a depository of information and ideas of education, research, training and statistics. The department of Education also published a few educational journals which have proved to be very helpful in disseminating information in the country.

### **1.18.2. ADMINISTRATIVE STRUCTURE OF SCHOOL EDUCATION AT STATE LEVEL**

At the State level, the position varies. In some States there is the State Ministry of Education headed by a Minister of Education which looks after the entire sector of education in the States. There might be separate ministries for different sectors such as Higher Education, Technical Education etc. The Minister or Ministers is/are member(s) of the State Legislative Assembly. The Minister is responsible to the State Legislature. There are a number of Directorates which functions under the respective Ministries of Education. The Minister controls the formulation of educational policies, directs their execution and supervises their implementation. Other Ministers and departments control other types of education like technical, agricultural, medical, and industrial etc. The structure of school education at the state level has been presented in Figure 2.3 below.



It can be seen from Fig. 2.3 that under the Education Minister, there is a Secretariat. The Secretary is the administrative head of the Secretariat. He is directly responsible to the Minister for policy making and its execution at the school level. He generally belongs to the Indian Administrative Service and is assisted by Joint/Deputy/Under Secretaries. States have established Directorates of Education for different sectors such as Elementary, Secondary and Higher Secondary. In the Directorate, the Director is the executive head. He/she is assisted by Joint Directors, Deputy Directors, Assistant Directors etc. Nagarpalika/Municipality/ States are generally divided into educational

circles on the basis of geographical proximity of the districts. Each circle is under the charge of a Circle Inspector or Circle Education Officer.

He looks after schools in his/her circle with the help of District Education Officers/District Inspectors of States; Block Education Officers and School Inspectors are in charge of specific geographical regions. It is important to note that all States do not have the same administrative structure. In some States, there is only a two-tier administrative set up viz., the State Department of Education and the Zonal or District Education Officer. In others there might be an intermediary set up between the Department and the District level arrangement. There are, therefore, variations in the administrative structure of school education at the State level.

### **1. STATE PROVISIONS FOR SCHOOL EDUCATION**

The educational structure at the State level includes the Ministry of Education, Secretariat, Directorates, State Institute of Education, State Council of Educational Research and Training, Textbook Board, and Board of School Education etc. We have already learned about the Ministry of Education, Directorates and Secretariat in an earlier section. Here we will know the functions of:

- State Council for Educational Research and Training (SCERT)
- Textbook Board
- Boards of School Education.

### **2. STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)**

In some of the states SCERT is known as State Institute of Education (SIE). It is an integral part of the Directorate of Education and is the academic wing of the State Department of Education. It provides academic guidance to the Regional Directors, District Education Officers, Block Education Officers, and Principals of Schools. SCERTs are headed by Directors and under them are the Joint Directors of different sections which include: Physical Education, Audio-Visual Education, Institute of English, Vocational Guidance,

Examination Unit, Science Division, Curriculum Development, Teacher Education, Textbooks Production and Non-Formal Education etc. The functions of SCERT are as under:

- It provides in-service training to teachers, primary and secondary schools and to District Education Officers (DEO's), Block Education Officers (BEO's) and School Inspectors,
- It supports teacher-training programme of primary and secondary levels in the state and also frames the teacher education curriculum,
- It prepares the curriculum and textbooks for school education,
- It collects data and conducts research on school education and feeds it to the Secretariat for policy making execution; and evaluation,
- It looks into the scholarship, stipends, and other incentives to be provided to the children of minority groups and ST, SC, OBC etc.
- It supports the improvement of instructional process in all school subjects with the help of modern technologies and audio-visual aids, and
- It develops academic linkages with NCERT, NCI'E and other Central level organizations

### **3. BOARD OF SECONDARY EDUCATION (BSE)**

Most State governments have Boards of Secondary (School) Education. These Boards were established in pursuance of the recommendation of the Secondary Education Commission (1952-54). The Board generally consists of a Chairman and members. Members represent school and university teachers of the state and also nominated members. The Boards prescribe syllabi and textbooks for schools under their jurisdiction. The Boards are mainly advisory in character. They provide recognition/affiliation to schools and conduct public examinations. Schools, irrespective of their management, send their pupils for final examination conducted by the School Board. However, in States some schools are affiliated to the CBSE which conducts public examinations and prescribe the syllabus.

- to grant affiliation/recognition to schools.
- to prescribe syllabi and textbooks for schools.
- to conduct public examination at Standard X and XII at the state level.
- to maintain standards of secondary schools in the state.
- to improve evaluation practices at secondary school level.
- to co-operate with the State Institute of Education to provide in-service training to school teachers,
- to organize training programmes for paper setters and examiners,
- to conduct research relating to problems of examinations at school stage,
- to conduct special examinations for the award of scholarships and talent search examinations, and
- to maintain close relation with the state Department of Education.

#### **4. STATE TEXTBOOK BOARD**

State prescribes textbooks for the primary, secondary and higher secondary schools of the entire state by taking into consideration the aims, objectives, needs and problems of the State. So for production and supply of textbooks at affordable prices, each state of India has created its own textbooks board. The Textbook Board is a statutory body of the state government and is generally headed by a Chairman. It usually has experts in school education and distinguished educationists and experienced teachers as its members. The main functions of a Textbook Board are as follows:

- to appoint subject experts to write, edit, review and evaluate textbooks in all school subjects.
- to publish or get published textbooks.
- to supply textbooks to schools.
- to conduct and support research relating to curriculum and textbooks.
- to establish close relation with the SCERT, Ministry of Education, Directorate and Secretariat.
- to organize training programmes and workshops for teachers, textbook writers and experts for textbook production.

We have just learned the Central and State provisions for school education in our country. At the Central level institutions viz., NCERT, NCTE, CBSE, CAGE etc. and at the State level SCERT, Textbook Board, Board of School or Secondary Education work in a coherent manner. All these institutions make an effort to promote access to education and improve the quality of school education by looking into different aspects of education like examination, textbooks, scholarships, syllabus, teacher education, etc. Now, let us discuss the responsibilities of the state government in the school education

### **5. RESPONSIBILITIES OF THE STATE GOVERNMENT**

School education is under the direct control of State Governments. They prepare educational plans in relation to their needs and conditions by taking into consideration the plan frame and policies prepared at the Centre. The following are the responsibilities of the State Governments.

- To establish and maintain educational institutions.
- To give recognition for the establishment of schools.
- To provide grants to schools managed by private bodies.
- To pass laws for different types of school education.
- To supervise schools through DEOs and Supervisors at Block level.
- To recruit and place teachers in schools.
- To prescribe the syllabus and supply books.
- To establish school boards to conduct examinations.
- To provide special assistance to poor and backward students.
- To organize training programmes for teachers and supervisors.
- To initiate action against teachers and schools in case of any lapse.
- To feed information to the Centre about schools.
- To provide academic and training support to schools through its institutions created for the purpose.
- To promote research and development in education.

## **6. FUNCTIONS OF STATE GOVERNMENT IN SCHOOL EDUCATION**

Minister of Education is the highest authority of education at the state level. He is selected by the Chief Minister from among the elected representatives and is appointed by governor. He is answerable to the state legislature for all his actions. In some states he is assisted by the state or Deputy Minister. The immediate responsibility of school education is of the state. The centre initiates in policy making and starting schemes and direct the states to implement its instructions. Minister of Education formulate the policies in consultation with the cabinet. He is responsible for the implementation of the policies. He is advised by education secretary and directors of Public Instructions (DPI). Generally, the minister of Education is not an educationist. He takes policy decisions, provides leadership, works for raising standards, set up committees to evaluate the progress, prepares criteria for the schools and the teachers and work for overall development of education in the state. The following are the major functions performed by Minister of Education.

- formulate policies of education of the state
- provides leadership to the educational programmes of the state.
- Besides framing of policies and procedures, he formulates rules, regulation, laws and principles to determine standard of education in state.
- coordinates with the centre for the success of educational programmes determined by the centre. He also coordinates the educational programs of the states in order to promote efficiency.
- formulates inspection, investigation and evaluation committees for promoting efficiency of educational programmes.
- Provides directions and guidelines are helpful in working of schools, qualification of teachers, criteria of recruitment, pay scale and retirement benefits and allowances are included in his direction and guidelines.
- promotes research activities related to educational programmes in the state.
- provides consultative and information services.

- advises the legislature on certain issues and matters and satisfies the legislatures about the efficient conduct of educational administration by replying the questions asked by them. States further disseminate responsibilities at district and panchayat level for smooth administration of education at state level.

### **1.18.3. INDIAN CONSTITUTION AND EDUCATIONAL ADMINISTRATION**

National Policy of Education (1986) revised in 1992, has described the relationship between the central and state government as that of a meaningful partnership. Part 3, para 13, of this policy has observed, the constitutional amendment of 1976, which includes education in the concurrent list, was a far-reaching step, whose implications are administrative, financial, substantive, and require a new sharing of responsibility between the centre government and the states in respect of this vital area of national life. While the role and responsibilities of the states in regard to education will remain essentially unchanged, the union government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards, to study and monitor the educational requirements of the country as a whole with regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspect of education, culture and human resource development and, in general to promote excellence at all levels of educational pyramid throughout the country. According to our constitution, education is a state subject and the central government plays an advisory role. The constitution of India is federal. In this legislative power are divided between centre and state government. Some powers are laid in concurrent list. There are three lists:

- (i) List-I Union List
- (ii) List-II State List
- (iii) List-III Concurrent List I.

**List-I Union List:** This list contains 96 subjects out of these 7 subjects are related with education.

Entry 13: Participation in international conferences, associations and other bodies and implementing of decisions made there at. This entry contains educational and cultural relationship with foreign countries.

Entry 62: National libraries and national organizations come under this entry.

Entry 63: Central Universities (Banaras Hindu University, Aligarh Muslim University, Delhi University and other Universities of National impact) comes under this entry.

Entry 64: Institutions for scientific and technical education financed by the government of India wholly or in part and declared by parliamentary law to be institutions of national importance comes under this entry.

Entry 65: Consists of Union agencies and institution for a) Professional, vocational or technical training, including the training of police officers; or b) The promotion of special studies or research. c) Scientific or technical assistance in the investigation or detection of crime.

Entry 66: Arrangement, for higher education and research comes under this entry. It contains coordination and determination of standards in institutions for higher education or research and scientific and technical institution.

Article 239: Education in union territories comes under the central responsibility.

**II. List-II State List:** It consists of 61 subjects out of these 2 subjects are related with education.

Entry 11: Contains university education.

Entry 12: This contains library, museum and other memorable historical places which are not approved or we can say which are cared by both centre and state

**III. List-III Concurrent List:** This list is of 47 subjects, out of these following 6 subjects are related with education.

Entry 25: Technical, medical and university education which is not related with centre list (63-66), so centre and state government both can make laws on it.

Entry 26: According to this, centre and state government both can take necessary steps for the development of law, maintenance of health and of other professional education.

Entry 39: Newspapers, books and printing presses.

Entry 47: Fees in respect of any of the matters in this List, but not including fees taken in any court.

Entry 10. Trust and Trustees.

Entry 28: Charities and charitable institutions, charitable and religious endowments and religious institutions.

#### **1.18.4. REGIONAL LEVEL ORGANIZATIONS**

Some of the Indian states which are geographically large have been divided into educational circles to raise the efficiency of school administration and supervision. The person in charge of the circle or division is known as Circle Inspector, Circle Education Officer or Divisional Inspector. Such educational circles are necessary to ensure the efficiency of school management. The CEO acts as a link between the state and districts. The functions of the CEO are as follows:

- to co-ordinate the efforts of DEOs to avoid waste of time and money and thereby raise efficiency,
- to establish link between the Directorate and districts,
- to plan and execute governmental policies in his region,
- to determine the educational needs of the area,
- to undertake supervision of the schools, and
- to review the educational programmes and provide feedback to the Directorate of Education in the State.

### **1.18.5. DISTRICT LEVEL ORGANIZATIONS**

At the District level, there are the District Education Officer or District Inspectors and District Institute of Education and Training

#### **1. DISTRICT EDUCATION OFFICE**

The District Education Office is considered to be the most important unit in school administration. It is under the charge of a District Education Officer (DEO) and under him there are two/three School Inspectors to assist him. In some States, there are separate DEO's for primary schools and for secondary schools of the district. Both the DEOs have similar functions at their respective school levels. The DEOs perform both academic and administrative duties as under:

- Supervision of schools and ensuring that schools adhere to given rules and regulations,
- Communicating orders from the Directorate and Regional Circle Office to the schools,
- Appoint, transfer, grant leave and look into the promotion of teaching and non-teaching staff of government managed schools,
- Advise and assist development of schools,
- Establish links between the state level organizations and schools,
- Collect data about the school and provide it to State government from time to time,
- Guide curricular and co-curricular programmes of the schools, and
- Attend to grievances.

Under the Panchayati Raj Scheme, Zila Parishads have been established. The Parishad consists of representatives of block level Panchayats. As in other subjects, the Parishad is responsible for educational development of the district, The District level education officer is usually the member secretary of the Parishad. The pattern of functioning varies in the States. Some Zila Parishads have substantial authority for educational development.

## **2. DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)**

The Programme of Action (POA) (1986) envisaged the setting up of DIETs in each district of the country. Many DIETs have been established in the country. These institutes are managed by their Principals who along with teaching staff conduct pre-service and in-service training programmes for elementary school teachers. The functions of DIET are:

- Survey the local needs and problems in elementary education,
- Conduct in-service and pre-service training programmes for elementary school teachers,
- Improve the competence of teachers in subjects and methods of teaching,
- Conduct action research and training of teachers for action research, and
- Promote the quality of learning in schools.

## **3. ROLE OF LOCAL LEVEL ORGANIZATIONS**

The 42nd Amendment of the Constitution in 1991 on Panchayati Raj institutions envisages the introduction of democratically elected bodies at the district, sub-district and gram-panchayat levels. The Bill has made provision for the representation of women, scheduled castes and scheduled tribes in the administrative bodies at local level viz. Municipalities, Village Panchayat and Village Education Committee. Let us look at the formation and functions of these local bodies in school education.

## **4. LOCAL BODIES IN RURAL AREAS**

As per the Panchayati Raj Act, the state governments have to make arrangements for democratically elected bodies to look after education. According to Article 40 of the Constitution, "the States shall take steps to organize village panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government. The Balwant Raj Mehta Committee had suggested a three-tier system of administration viz. Gram Panchayat at the village level, a Panchayat Samiti

at the Block or Taluka level, and Zila Parishad at the District level. development departments are nominated members in the Parishad. It approves the annual budget of each Gram Panchayat in its jurisdiction, considers the demands of the Block level samities and recommends to the state government for approval. It also guides the work of the Block Samities and asks them for revision of plans and budget.

#### **5. PANCHAYAT SAMITI**

This Samiti is at the Block or Taluka level. The Chairman is elected by the members of Gram Panchayat in the Block and he is in charge of the Samiti. The functions of the Samiti are as under:

- Construction and supervision of school building,
- Supply of equipment to schools,
- Enforcement of rules and regulations of the Government,
- Involvement of the local community in education, and
- Establishment of linkages between the Zila Panchayat and Gram Panchayat.

#### **6. GRAM PANCHAYAT**

Gram Panchayats are formed by taking into consideration a big village or some small villages in a geographical area as one unit. The administration of primary schools has been entrusted to Gram Panchayats. Under the control of the Gram Panchayat, there can be more than one school. The Sarpanch is the head of the Panchayat and he is elected directly by the people. Under the Sarpanch, there are some elected members from all the wards. The functions of Gram Panchayats in school education are as follows:

- To fulfil local needs through education,
- To bring school and local community together,
- To expand facilities for primary education,
- To plan school education in the village, and

- To provide suggestions to its Zila Panchayat and Block Samiti for improvement of school education.

### **7. VILLAGE EDUCATION COMMITTEE (VEC)**

The Panchayati Raj Bill envisages that each Gram Panchayat will have a Village Education Committee in its village. The VEC would be responsible for the administration of the delegated programmes in the field of education at the village level. VEC comprises representatives of women, minority groups, and head masters, Sarpanch and ward members. For constituting VEC, elections may not be required. The major responsibilities of VEC are:

- It undertakes local level and school mapping in the village through systematic house-to-house survey and periodic discussion with parents
- It ensures that all children are enrolled and retained in the school,
- It ensures that all segments of the population participate in the education process,
- It ensures regular functioning of schools, and
- It establishes close link with Gram Panchayat and other levels of administration.

### **8. LOCAL BODIES IN URBAN AREAS**

Municipalities, Municipal Corporations and Nagar Palika: The Nagar Palika Bill, 1989 has made the following provisions for Municipalities, Corporation and Nagar Palikas:

- It will have an elected body to govern the city for five years,
- The Chairman or Mayor will be the head of the Committee,
- It will have a Vice-Chairman or Deputy-Mayor to assist the Chairman or Mayor, and
- The Committee members will be elected from each locality of the city.

The functions of the Corporation of Palika in school education are as under:

- To ensure that adequate facilities are provided in schools,

- To establish new schools,
- To recruit teachers,
- To provide adequate finances for schools, and
- To plan along with teachers and community the development of the school under its jurisdiction.

## **9. TEACHERS' UNION**

The teachers' Union play a major role in the school management. Generally, a Union has a President, a Vice-President, Secretary and members in it. These posts are filled up by nomination or election. The functions of such organizations are as follows:

- To facilitate the normal functioning of schools and teachers,
- To suggest to school management, the criteria, rules and regulation for recruitment, transfer, leave, salary etc.,
- To suggest to the Zila Parishad, Municipal Corporation, DEO, DPI and Secretariat for any new provision or modification with regard to school functioning, and
- To negotiate with authorities regarding scales and service conditions of teachers.

## **10. ROLE OF TRUSTEES AND PRIVATE MANAGERMENTS**

A large number of primary and secondary schools have been established and are maintained by agencies like industries, religious groups, minority groups etc. These schools generally have a Board of Trustee or Management to regulate the day-to-day affairs of their schools. The members of the Board are mainly nominated or ex-officio. The functions of such bodies in school education are:

- To appoint teachers and Principal of their schools,
- To regulate admission of students in their schools,
- To provide finances to their school and create infrastructural facilities,

- To see that rules and regulations of the State Government are followed in their schools, and
- To look into the day-to-day affairs of the school.

### **1.19. SCHOOL'S VISION AND MISSION**

School vision statements outline a school's values and objectives. They provide parents and the community a brief but clear overview of the overall ethos of the school. On the other hand, school mission statements explain what the school is currently doing to achieve its vision. Schools need both vision and mission statements to show their community what their values and beliefs are.

Statements of a school's vision and mission are important for keeping a school focused on its core purpose. The statements can act as a guiding north star for school administrators who aim to make decisions that live up to the statements. They are also important because they are documents that parents use to see whether the school meets their family's values.

#### **1.19.1. VISION AND MISSION OF PRIMARY SCHOOL**

##### **VISION**

- To develop the 3Rs, i.e. Reading, writing and arithmetic
- To develop desirable social attitudes and manners
- To encourage healthy group participation
- To make the child sensitive to the rights and privileges of others
- To encourage aesthetic appreciation
- To stimulate the beginnings of intellectual curiosity concerning the environment and help him understand the world in which they live and to foster new interests through opportunities to explore, investigate and experiment
- To develop a good physique muscular coordination and basic motor skills
- To develop attitudes towards work

- To develop language acquisition skills

#### **MISSION**

- Child centred education and activity based learning
- Language competency development
- Work experience and practical life skills
- Physical education
- Arts and crafts work
- Environmental Education

#### **1.19.2. VISION AND MISSION OF SECONDARY SCHOOL**

##### **VISION**

- To facilitate self-analysis and self-understanding among students
- To create awareness on the scope of the study among students
- To create awareness on various disciplines like science, social sciences, technology, environment, mathematics, etc.
- To develop skill based learning
- To develop leadership skills
- To develop democratic citizens
- To inculcate values and development of personality

##### **MISSION**

- Rich curricular experience
- Co-curricular activities
- Value based education
- Need based education

#### **1.19.3. VISION AND MISSION OF HIGHER SECONDARY SCHOOL**

##### **VISION**

- To increase professional and productive powers
- To develop the personality of students
- To develop leadership qualities

- To develop autonomy in thinking and in acting
- To develop vocational skills
- To sensitise the key focus issues in the country

**MISSION**

- Need based education
- Inquiry based scientific education
- Technology aided education

Dr. S. Vidhyanathan, Ph.D.

## **UNIT 2: SCHOOL AS AN ORGANISATION**

Concept and Objectives of School - Importance and Components of School Plant - Physical, Human and Financial Resources for Elementary School, Secondary School and Higher Secondary School - School under different managements - Recommendation of various Commissions on School Plant - Infrastructural facilities for an ideal Secondary School

### **2.1. EDUCATIONAL ORGANIZATION – INTRODUCTION**

Institutions visualize their targets in their success variables such as performance and growth levels of students and employees. They focus on the change in the human variables to reach their targets. Schools, colleges, universities and training institutions may well be considered as social organizations. Students' knowledge and skill development takes place in a system of complexity which involves the interplay of several variables. It has its roots in the institutional variables described as organizational styles. The headmaster or the head of the institution operates in an organizational environment, from the authority base, in a specific way, in order to change attitudes or behaviours of the teachers and with the view of increasing some dimensions of teaching effectiveness. If they are to function effectively, they too need to identify and pursue goals, react to stress, seek homeostasis, maintain themselves, ensure survival, eliminate uncertainty and grow in size, power and experience. Institutions may be viewed as living organisms having a composite of characteristics and people with a variety of personality traits. Much human activity in these institutions is motivated by administrative reaction to organizational needs.

Seemingly unaffected by conscious efforts to their members, they evolve and readjust. An alternative to this reaction behaviour is proactive behaviour (planned change) in which change takes place as a result of conscious efforts by individuals to control the institution rather than to be controlled by the institution. Planning and structuring the growth patterns and directions of these institutions, developing strategies to overcome or to live and grow with

uncertainty, establishing the nature of change are the examples of proactive behaviours. Organizational needs of these institutions are potent motivations of their upward movement and also of resistance to change. Proactive and supervisory behaviour must operate within the limits set up by the institution. Let us discuss the organisational approach in the following section.

## **2.2. ORGANIZATIONAL APPROACH**

Schools function as an integrative mechanism for society as a means of socialization of the young, transmission of culture, its values, norms and modes of living. How these functions are performed, depends on the whole structure and interlocking and dynamic operation of the society, the school as well as its relationships with outside organizations, cultures and para-systems. Studies of organizations have generated a new interest in the study of schools and educational institutions as organizational societies. The application of organizational theory and analysis has been much less noticeable in the field of education, whether in school or other institutions of higher learning. Until very recently, there was no systematic model or profile to aid organizational analysis. Yet in the UK and the US universities this approach to the study of educational institutions is beginning to bear fruits and promises to yield better understanding of these institutions. The study of the schools and other educational institutions as organizations is concerned with the institutional methods by which transmission of values, training in roles and preparation for society are attained. From the above discussions, we could understand that school functions as an organisation in the society. Now let us study what does the organisation mean.

## **2.3. DEFINITIONS OF ORGANIZATION**

Corwin states that an organization can be defined as (1) stable patterns of interaction, (2) among conditions or group having a collective identity (e.g., a name and a location), (3) pursuing interest and accomplishing given tasks, and (4) coordination through a system of authority.

Fraser simply stated, an organization consists of deliberate arrangements among groups for doing things... (1) arrangements for coordinating the activities, (2) coalition of groups that have a collective identity for, (3) pursuing interests and accomplishing given tasks, and (4) coordinated through a system of authority.

According to Etzioni, Organizations are social units (or human groupings) deliberately constructed and reconstructed to seek specific goals. Corporations, armies, schools, hospitals, churches, and prisons are included; Tribes, classes, ethnic groups and families are excluded.

Organizations are characterised by (1) division of labour, power and communication responsibilities... (2) the presence of one or more power centres which control the concerted actions of the organization and direct them toward its goals... (3) substitution of personnel.

Peter M. Blau and WR Scott states that social organization is the “network of social relations and the shared orientations... often referred to as social structure and culture repetitively. Social organization is the broader set of relationships and processes of which educational organizations are a part.

Metzer and Eye declares that organizations are complex systems made up of psychological sociological, technical and economic factors which require intensive investigation. These definitions of the organization point out to the following characteristics: (a) Collective identity, (b) Coalition of groups, (c) Tasks, (d) Coordination system and (e) Stable interaction.

#### **2.4. CHARACTERISTICS OF ORGANIZATION**

In the preceding paragraphs, we have discussed the definitions which make the meaning of organization clear to a large extent. However, it is perceived that a little more detailed study would make it possible to understand the subject properly. Organizations are social systems whose whole activities are governed by social law. In the words of Keith Davis, ‘Just as people have psychological needs, they also have social roles and status.’ As social systems, their environment is one of dynamic changes, rather than a static set of

relations. They are 'complex socio-technical system interaction with environment' having both 'adaptive and maintenance mechanisms'. The urge to modify structure and functioning is effected in order to conform to the changing environmental conditions and also the urge to resist change. Organizations create tensions, stresses and conflicts within it and affect its workers and participants as well as the climate. Netzer and Eye call these inherent interacting forces of the organization resisters and excitors. They also hypothesize the linker force operating in between these two and restoring balance within the organization. This operation of forces interacting with each other generates a unique climate within each organization. In the modern society, each organization faces the challenge of the turbulent environment and innovative functioning of the organization. It is, therefore, necessary to study their inherent behaviour climate and its dynamics with a view to construction of more relevant strategies and modes of administration.

The study of organization began in the pioneering work of Weber entitled "The Theory of Social and Economic Organizations". But Barnard Parsons, March and Simon, Bakkle, Hopkins and Etzioni added insights into the nature of the complex phenomenon represented by modern organization.

Organizations are described and understood in terms of dimensions such as intrinsic and extrinsic functions, leading system, organizational space, organizational culture or climate and system workers and employees, absenteeism, administrative styles, size, formalization, centralization, organizational control, alienation, autonomy, communication, complexity, consensus, coordination, effectiveness, innovations, motivation, power-distribution, organizational leadership and organizational climate; out of these, organizational climate is the most important in the life of the organization. Most other variables work through the organizational climate as the subtlest master element in the organization's life. The main features of organization are as follows:

### **1. CONTRIVED**

Within our social life, it is essential to analyse and interpret this 'within organizational environment' reflected in the climate of the organization to understand a modern organization, may be a school or an educational institution. Netzer, Eye, Katz, Kahn and almost all other sociologists assert that social organizations are contrived. They have structures of events and social relationships. They use technologies for accomplishing their purpose. They are goal-oriented and psycho-technological systems having integrated structured activities. Netzer and Eye hold that originally activities in independent professions such as teaching, law and medicine were carried out in a non-organizational context in close bureaucrats or 'organizational men'.

### **2. MANAGERIAL OR ADMINISTRATIVE FUNCTION**

The traditional theories, such as Scientific Management Theories of Frederick W. Taylor, Bureaucratic Model Theory of Max Weber and Administrative Management Theory of Fayol, Gulick and Urwick, Money and Bailey provided a very 'closed view of organization'. With primitive and informal social organization, the administrative functions were simple. With the growth of complex organizations, the administrative function has assumed a great importance resulting in the development of new organizational theories and concepts of administrative practice during the twentieth century. They failed to consider many of the environmental influences upon the organization and many important internal aspects. They emphasized achieving efficiency through structuring and controlling the human participants, close supervision of participants and coordination.

### **3. LARGE, COMPLEX AND HIGHLY SPECIALIZED**

People's social institutions were primarily established on an informal face-to-face basis. In the ancient days the feudal system provided the primary social system to which the individual belonged up to medieval time. The industrial revolution with its demands for concentration of resources at greater scale fostered large economic and other organizational units. Modern social

educational and business institutions have emerged as complex, massive systems. This trend is all the more visible in more complex organizations taking place today.

#### **4. CHANGED ORGANIZATIONAL CLIMATE**

New social forms emerge, old ones modify their forms, change their traditional functions and acquire new meanings. The growth of large-scale organization has resulted into a changed organizational climate which affects the effectiveness and productivity of all organizations. Societies are not static. They are continually changing.

#### **5. SOCIAL SYSTEMS**

A comparatively more modern organization theory has increasingly moved towards the open system approach to the analysis and understanding of the organizations. The only meaningful way to study organizations is to study them as systems. Systems may be closed or open. An open system is in interaction with its environment. Social systems are made of men and are anchored in the attitudes, perceptions, beliefs, motivations, habits and expectations of human beings. The cement that holds them together is essentially psychological rather than biological. Parsons has defined an organization as a 'social system which is organized for the attainment of a particular type of goal.' It generates a typed climate in conformity with its effectiveness. The environment pressure and task requirements, shared values and expectations and various rules enforce a unique quality of organization. The roles, norms and values furnish interrelated integration of social system determining the psychological environment of the organization.

#### **2.5. IMPORTANCE OF ORGANIZATIONAL APPROACH**

The organisational approach enables us to examine each or all of these methods either as embedded in a formal structure or as developed in less formal personal institutions. It relates the various elements of the formal structures and processes of institutions to the informal life which operates within them. It thus permits us to see how the whole or the part promotes,

deflects or presents the attainment of differing educational and institutional goals and it enables the comparison to be made objectively between them, either in terms of their individual elements or their performance as operating wholes.

Furthermore, it enables us to know what ends our educational institutions suppose themselves to serve, what kind of climate or environment they serve in, the structure, methods and dynamics by which their goals are realized, and to do this objectively and make comparison between them, one must study them as organizations.

An educational institution is, now viewed as a network of inter-personal relationships, an interaction system having its own particular kind of climate affecting teaching-learning activity substantially. The school or the college community is a system of pressures, practices and policies intended to influence the development of students towards the attainment of institutional objectives. The different atmosphere of an educational institution and differences between institutions may be attributable, in part, to the different ways in which such systems can be organized, to subtle differences in rules and regulations, rewards and restrictions, classroom climate, patterns of personal and social activity and other media through which the behaviour of the individual student is shaped. Let us discuss the school as an organisation in the following sections.

## **2.6. SCHOOL ORGANIZATION**

School organization is a combination of two words, namely, school and organization. In order to understand the meaning of school organization, it is essential to understand the meaning of school and organization separately. Organization is the process of integrating into a coordinated structure of activities required to achieve the objectives of an enterprise, and supplying them with physical factors necessary to perform their functions. Organization, therefore, is a tool for achieving the objectives in a systematic manner, a mechanism of purposeful action with a view to implement the policies and programmes and an overt form of planning that provides an integrated and

cooperative apparatus for the attainment of the set goals. It is an all-inclusive, overall activity which occupies the place of honour in any enterprise.

Many factors have contributed to the decline in the standard of school education in India, but the main ones among them are the administrative difficulties of inspection or supervision and survey. The purpose of school organization and the administration is to raise the standard of education. Therefore, the Education Commission has offered the following suggestions for improving the standard of education at the school level. The Education Commission has sought to solve the problems educational administration on the basis of the principles outlined below:

- The office of the district education officer should be made effective.
- All kinds of programmes should be organized in the centrally administered territories.
- A common method of public education should be evolved.
- The state institute of education should be made more effective and powerful.

School education should be organized at the national level with three distinct objectives: bringing all institutions to a certain minimum standard, (ii) giving each institution the opportunity to develop to the highest level of which it is capable, and (iii) taking each institution to the ideal point within the next 10 years.

## **2.7. PRINCIPLES OF SCHOOL ORGANIZATION**

We have used the word 'organization' in a comprehensive sense. Organization includes all aspects such as the ideals of the school, the standard of education, the social usefulness of the school, discipline and control, and the system of work in the office. In a democratic system, the school organization serves as a means of achieving the ideals of democratic thought. If the system of organization becomes an end in itself, then democracy cannot succeed. In this system, each individual is taught that they have to develop themselves and do their duty to the society. All that this system implies is that the

individual should learn to adopt the ideals of democracy both in principle and in conduct.

### **2.8. ELEMENTS OF SCHOOL ORGANIZATION**

The following three elements have been regarded as of prime importance in the organization of the school:

- The planning and outlining of each activity of the school.
- Implementing the plan on the basis of the outline.
- An assessment of the results of the implemented plan.

If any mistake is made in determining the outline of the school programme, it will not be possible to implement the plan fully. If a mistake is made in assessing the results or in determining the success or failure, the importance of the scheme cannot be correctly evaluated. Hence all the elements mentioned above are interdependent and we should try to bring about a balance among all the three, for only then we shall succeed towards achieving our objective.

### **2.9. THE SCOPE OF SCHOOL ORGANIZATION**

Emphasis is laid upon the all-round development of the individual in a democratic educational system. Hence the scope of the organization of the school is very wide. Primarily, the following aspects are covered by this:

- Qualifications of the headmaster and the assistant masters of the school, their duties and their timetable.
- Drawing up of the syllabus from the point of view of the social good.
- Periods of work, chalking out and implementation of plans.
- Management of co-curricular activities, discipline and control, the school building, furniture in the classrooms, libraries, etc.
- Scheme of admission, progress and examination.
- Examining work pertaining to the income and expenditures in the school.
- The mutual relationship between the society and the school.

There are many other aspects besides the above-mentioned important ones. We shall discuss these in the following sections. The utility of the school depends upon its organization. Hence, it is our duty to organize the schools in the best possible manner so that democracy becomes a success.

#### **2.10. BASIS FOR THE ORGANIZATION OF THE SCHOOLS**

Every member of the society is connected with a school, hence schools have a great importance in democracy. The child learns their responsibility towards society and develops the qualities of good citizenship at school. The school destroys the various social evils and creates a healthy atmosphere.

In a democracy, education is not managed and controlled by one or a few individuals. Cooperation, therefore, plays an important role. If the school does not gain the confidence of the public, it cannot survive in a democracy. Securing this confidence is the real basis of the organization of the school. The aim of the school should be to help the children learn to be disciplined and self-reliant. The teachers of the school should also seek the cooperation of the guardians. Let us discuss the concept of school.

#### **2.11. CONCEPT OF SCHOOL**

School in the modern time is treated as the most suitable, active and formal agency of education. As per the changing need of the hour, school develops and grows with its specific goals. It is emerged out of the demand for education and pressure on the parents regarding their educational pursuit. The word 'School' has been derived from the Greek word 'Skhole' that means leisure. It was before in the ancient Greece to utilize leisure time in a systematic way. But now this concept has changed to prime time activity. It is an essential investment field now on which the entire superstructure of life of the individual and nation will build.

A school is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students' progress through a series

of schools. The names for these schools vary by country but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught, is commonly called a university college or university.

In addition to these core schools, students in a given country may also attend schools before and after primary and secondary education. Kindergarten or pre-school provide some schooling to very young children. University, vocational school, college or seminary may be available after secondary school. A school may be dedicated to one particular field, such as a school of economics or a school of dance. Alternative schools may provide non-traditional curriculum and methods.

There are also non-government schools, called private schools. Private schools may be required when the government does not supply adequate, or special education. Other private schools can also be religious, such as Christian schools, madrasa, hawzas (Shi'a schools), yeshivas (Jewish schools), and others; or schools that have a higher standard of education or seek to foster other personal achievements. Schools for adults include institutions of corporate training, military education and training and business schools.

In much of continental Europe, the term school usually applies to primary education, with primary schools that last between four and nine years, depending on the country. It also applies to secondary education, with secondary schools often divided between Gymnasiums and vocational schools, which again depending on country and type of school educate students for between three and six years.

In North America, the term school can refer to any educational institution at any level, and covers all of the following: preschool (for toddlers), kindergarten, elementary school, middle school (also called intermediate school or junior high school, depending on specific age groups and geographic region), high school (or in some cases senior high school), college, university, and graduate school. In India, the term School can refer to any educational institution from preschool to higher secondary level.

## **2.12. CONCEPT OF AN IDEAL SCHOOL**

There is hardly any doubt that schools play an important role in the life of individuals, in the life of the nation and in the life of mankind. An ideal school must make itself responsible for equipping its students adequately with civic as well as vocational efficiency and the qualities of character that go with it, so that they may be able to play their part worthily and competently in the improvement of national life. They would not then emerge as helpless individuals who do not know what to do with themselves and can only think of crowding the college, which for the majority, are a last and reluctant resort, take up some clerical or teaching job which they have not natural inclination for. A school must address itself to the training of competent personnel for the ever expanding scope of opportunities. Such a school must incorporate certain features whose discussion we shall start now.

The school should provide a richly varied pattern of activities to cater to the development of its children's entire personality. The first concern of the school should be to provide for its pupils a rich, pleasant and stimulating environment, which will evoke their manifold interests and make life a matter of joyful experience. It must formulate a scheme of hobbies, occupations and projects that will appeal to draw out the powers of children of varying temperaments and aptitudes.

The school must become an activity school because activity has an irresistible appeal for every normal child and is a natural path to the goal of knowledge and culture. The Secondary Commission observed in this context that the entire programme of schools will be visualized as a unity and inspired by a psychologically congenial and stimulating approach, the so-called work 'being characterized by the feeling of joy and self-expression usually associated with play and hobbies and these later having something of the meaning-fullness and purpose which are normally considered a special feature of academic work.' Thus, by planning a coherent programme of these different activities, rich in stimuli, the school will not be frittering away either the time or the

energy of the pupils, but will be heightening their intellectual powers also side-by-side with training them in other fine qualities.

### **2.13. DEFINITION OF SCHOOL**

According to K. Joshi says that “school is not a building of bricks and mortar. It is a meeting place of a two souls – teacher and taught. It is Spiritual development.

According to Balakrishna Joshi says that “The progress of a nation is decided not in legislature, not in court, not in factories, but in schools”.

According to K.C. Ottaway says that “The school may be regarded as a social invention to serve society for the specialized teaching of the young”.

According to John Dewey, “The school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing child’s development along desirable lines”.

School is a happy home, a sacred shrine, a social centre, a state in miniature of society.

The school is one of the formal agencies deliberately founded by man to fulfil some of the vital needs of the human society.

According to Indian Education Commission 1964-1966 says “the destiny of India is how being shaped in the classroom”.

Schools are to be the first class nurseries for the education of children in democratic citizenship which India needs to make its democracy permanently viable.

### **2.14. FUNCTIONS OF SCHOOL IN THE SOCIETY**

Functions of school can be categorized as manifest or latent functions. A manifest function of school is a function that people believe is the obvious purpose of school and education. Manifest functions of school are those that

are intended and that most people think about. For example, in elementary school, parents expect their children to learn new information but also how to 'get along' with other children and begin to understand how society works. Two of the most significant manifest functions of schools are socialization and the transmission of cultural norms and values.

### **1. SOCIALIZATION**

Socialization refers to a process by which individuals acquire a personal identity and learn the knowledge, language, and social skills required to interact with others. Again, students don't only learn from the academic curriculum prepared by teachers and school administrators. They also learn social rules and expectations from interactions with others. Students in America receive rewards for following schedules and directions, meeting deadlines, and obeying authority. They learn how to avoid punishment by reducing undesirable behaviours like offensive language. They also figure out that to be successful socially, they must learn to be quiet, to wait, to act interested even when they're not, and to please their teachers without alienating their peers.

### **2. CULTURAL TRANSMISSION**

Besides socialization, another significant manifest function of school is the transmission of cultural norms and values to new generations. Schools help to mould a diverse population into one society with a shared national identity and prepare future generations for their citizenship roles. Students are taught about laws and our political way of life through civic lessons, and they're taught patriotism through rituals such as saluting the flag. Students must also learn the Pledge of Allegiance and the stories of the nation's heroes and exploits. Because America is a capitalist nation, students also quickly learn the importance of both teamwork and competition through learning games in the classroom as well as activities and athletics outside the classroom.

### **3. LATENT FUNCTIONS OF SCHOOLS**

A latent function is a function that people are not aware of or doesn't come to mind straight away and usually is not intended. For example, schools often play a matchmaker function: they put together individuals of similar ages and backgrounds, and this results in many of us finding romantic partners and mates in primary, secondary, or higher secondary school.

Latent functions may sometimes contradict manifest functions. For example, another manifest function of school is to serve as a sorting mechanism that selects students for higher or lower social positions based on their academic performance. Optimistically, schools prepare students for their future social positions by identifying and developing each student's talents and abilities regardless of the student's current social position. Teachers encourage the 'best and the brightest' to pursue the most challenging and advanced studies while guiding the ordinary students into educational programs suited to their talents. However, some sociologists believe that this social placement system is a latent function of school that perpetuates inequality. They believe students' future social positions are determined by their current positions in society, which the schools try to preserve. For example, wealthier parents send their kids to better schools, which provide more opportunities for higher future social positions. Another Main Functions of School Includes:

### **4. CONSERVATION AND PROMOTION OF CULTURE**

The school conserves the valuable culture, tradition, values of the society and helps in promoting and developing these with the rolling of the time. It also spreads the store of culture to the next generation.

### **5. ALL-ROUND DEVELOPMENT OF THE INDIVIDUAL**

For all-round development of the individual school has a package of programmes. Through its different activities, it draws out the hidden potentialities of the child and develops them in a proper way.

## **6. DEVELOPMENT OF HIGHER VALUES OF LIFE**

School helps in developing and cultivating good and higher values like truth, sympathy, love, cooperation, etc. in child. Through different social interactions and moral teachings, it spreads the message of righteous living in a society.

## **7. DEVELOPMENT OF SOCIAL RESPONSIBILITY**

School is called a society in miniature. Because in schoolchild shares his feelings with various children coming from different strata. So he learns the lessons of social duty, responsibilities and understanding the feelings of others. So school helps in social change and social control.

## **8. CITIZENSHIP TRAINING**

School creates the first civic society for the child. So child learns the duty and civic rights for the country as a responsible citizen. So school trains the lessons of citizenship to a child.

## **9. ADJUSTABILITY IN SOCIETY**

School prepares child to face the problems of the society. So proper adjustment and application of learned knowledge can be checked and guided by school. So the main function of the school is to develop adjustment capacity of an individual.

## **10. VOCATIONAL TRAINING**

Through different activities, school provides training in different vocations. It also cultivates the values of dignity of work and labour. It prepares children to face any challenge in the future to solve their bare necessities. The role of school cannot be confined with these lines. In modern days, the role of school has been increasing day by day. It is called the hub of learning. Every developed state gives first priority to the schools for total national development. Really, school is now a prestigious institution in the society, which can be called a man-making factory.

## **2.15. COMPONENTS OF A SCHOOL PLANT**

The school plant includes the material conditions such as the school building, furniture, playgrounds, hostels, classrooms, school libraries, apparatus and equipment's etc. These are the components of the school plant which are helpful in realizing the aims and objectives of education. Proper functioning of the school plant depends upon the quality and adequacy of the components of the school. The major components of a school plant are as follows:

### **1. CLASS-ROOMS**

Class-rooms are the major component of the school plant. There should have a classroom for each section of students and there should be as many classrooms as there are sections in different classes in secondary schools. The classrooms should provide sitting arrangement to accommodate 40 to 50 students with adequate space for students and teachers to sit, stand and move freely for using maps, charts, pictures etc. The classroom should be ideal and a workable one according to the present need. The size of a classroom depends upon the number of students in the class.

The class-room should have a pleasant look. The rooms should be tastefully decorated and the walls should be painted with some light colour. Each classroom should have essential equipment of desk and chairs for the pupils, wall black-board, a chair and a table for the teacher and a map stand. Besides, a dias for teacher's use, an almirah for books, attendance register, chalks, duster should be there in each class-room. Bulletin board, water basin, dust-bin, door-mat, table cloth etc. may be among non-essential equipment to decorate the classroom.

There should be adequate lighting arrangement in each classroom. The rooms should have sufficient number of sources in the form of doors, ventilators and windows for admitting light from outside. The light should come in only from the left so that no shadow is cast by the pen or the pencil when the child is working at his desk. For this purpose, the seating arrangement should also

be cared for. For altering intensity of light according to need, suitable curtains and screens should be provided for the windows and doors.

Proper ventilation of the classrooms is just as important as adequate lighting. The classroom should have sufficient number of doors, windows and ventilators to admit light and air from outside. The size and number of the windows should be decided on the basis of the size of the room. Ceiling fans should be fitted in the classroom which helps in solving the problems of overperspiration, draught and suffocation in summer and rainy seasons.

## **2. SUBJECT ROOMS**

Besides the class-rooms, the school plant should have accommodation for teaching of some specific subjects like Science, Mathematics, Geography, Drawing, Crafts, Music, Home Science etc. In the modern school system, where the new teaching devices like project teaching, individualized instruction, laboratory work, discussion and debate, audio-visual instruction etc. are followed, it is not desirable to provide a general classroom which is meant for teaching subjects for general nature.

The subject-rooms helps economizing time, energy, when the equipment, apparatus and other teaching aids are not moved from one end of school to another. So the schools which provide for the teaching of different practical subjects must have different special rooms for the purpose.

## **3. LIBRARY ROOM**

Library should find a dominating position in the centre of the academic life of the school. It is the most important facility in the school and it improves academic life of a school. Today it is considered to the most powerful media to promote self-education, to acquire information and to provide research facilities.

Every school building should have a separate wing for library and reading room. Where resources permit, reading room should be separated from the library hall. The library room should be “attractive, colourful and inviting.” It

should be well decorated, so as to present a homely look. It should be centrally located so that it may be easily accessible to pupils.

The library room should be provided with adequate natural light and ventilation with satisfactory window shades and provision for needed artificial light. The furniture, book shelves, tables, chairs, reading desks should be carefully designed with an eye to artistic effect as well as functional efficiency. It should be well-equipped with nicely selected books and literature, which should be easily approachable and accessible to one and all. It should be kept neat and clean.

The library should create a conducive reading atmosphere to encourage students to read general books. It should provide useful social experiences. Therefore, the school should have a library with a full-time librarian to stimulate learning. So library should be an intellectual hub in school with a qualified librarian.

#### **4. HEADMASTER'S ROOM**

In a secondary school, there should be a room for the headmaster. Site for this room should be carefully chosen. It should be situated at some prominent place where the headmaster's presence may be felt strongly. It should be easily accessible to visitors, teachers and pupils. So the room should be a spacious one, so that whenever need of calling a meeting arises, the whole staff may be seated there.

This room should be constructed with attached bathroom, lavatory and retiring room etc. It should be near the school office and staff room, so that a proper-co-ordination may be kept among these components. So the headmaster's room should be attractive one to impress the outsiders, the parents those who are coming to his office frequently.

#### **5. THE SCHOOL OFFICE**

The school office is the controlling place for the working of the effective organisation of the total school programme. So it should be centrally located

to serve as a good coordinating centre for the school. It should be as near to the Headmaster's office as far as possible. There school office should be provided with necessary equipment such as type-writer, duplicators, rubber stamps, almirahs etc. This room should have adequate arrangement of the drinking water and attached bath-room and lavatory. The store-rooms of the school also be quite adjacent to the school office.

## **6. THE STAFF-ROOM**

There should be a common room for the teachers in a secondary school. This staff room is meant for the teachers to meet each other, to work together or individually. In this room teachers can rest in their vacant periods. This may be a waiting place for teachers in between working periods. It should be spacious enough to accommodate the whole teaching staff of the school. It should be situated at such a place where there is least disturbance of the classes and also should not have much distance from the headmaster's office.

The staff-room should have cup-boards in the wall, where the teachers may keep their class notes, examination papers and other things safe. Besides being equipped with cup-boards, there should be study tables and chairs and some comfortable easy chairs in the staff room. There should be adequate arrangement of drinking water. It should have attached bath-room-cum lavatory. Adequate care should be taken for its proper flooring and decoration.

## **7. SCHOOL LABORATORIES**

Every secondary school must possess well-equipped and well-planned laboratories for teaching science subjects. The size of this room should be more spacious to accommodate all the laboratory equipment's. It should also have one or two attached rooms used as stores. The service connections for gas, electricity and water are to be provided in the wall of this room.

This arrangement will facilitate to use movable tables in one position for classwork and in another for laboratory. Built in cup-boards for storing the chemicals in a laboratory should be provided. There should be adequate provision for the individual shelf for the students for keeping their apparatus

and belongings. Proper care should be taken for the adequate lighting and attention.

### **8. THE SCHOOL HALL**

Every school should have a big hall where assembly of the whole school may be possible. Here all the pupils assemble for general meetings, dramatics, lectures, exhibition and many other school activities for all the students whenever required by the headmaster. It should be located on the ground floor ensuring easy access to the pupils, teachers and the public.

It must be situated in an isolated wing of the school building to ensure safety from crowds and for reduced sound interference. The school hall can be used as multipurpose room as an auditorium, as gymnasium, refreshment room, the audio-visual room.

The hall should be properly furnished and well-decorated. It should have a suitable stage, a dias, mike and fans (including exhaust fans). There should be a permanent arrangement of seats and furniture. There should be adequate arrangements for lights and ventilation. The walls of the hall should be properly white-washed or painted and it should possess photo or pictures of great men, charts, paintings and sceneries etc. Sometimes, it can be used as a place for community centre.

### **9. THE SCHOOL PLAY-GROUNDS**

Play ground is said to be the cradle of democracy. Games and sports are the essential parts of the total education. So every school should essentially have a due provision for the playgrounds. Play grounds are needed for all types of physical activities, sports and games, regular physical exercises etc.

Therefore, enough area should be occupied for the playgrounds in order to provide maximum number of games to the students. Due care should be taken for the maintenance of these grounds. A boundary wall should be constructed around them and there should also be provision for shady trees, grassy lawns in the play grounds.

## **10. THE SCHOOL HOSTEL**

The school hostel is an important component of the school plant. It is an important institution, where pupils develop their personality by learning punctuality, discipline, citizenship, regularity in works and leadership habits. The hostel should be in the school compound at a sufficient distance from the school. If possible, it should be behind the school building with playing fields and garden between.

The design of the hostel building will depend on the site available, on local circumstances, and on the amount of money available. The best type of building is the single-storey one. It should be built in the form of a quadrangle with a court-yard in the middle, in this type of hostel building, there should be a superintendent's quarter at the gateway on one side with an office and a reading and study room on the other side.

This will form the front of the quadrangle with the main gateway in the middle. The other three sides will then be divided into dormitories. There should be an almirah for each pupil. Each pupil should have a chair and a table. Care should be taken to see that lighting arrangements are good, especially in study and reading rooms. There should be plenty of windows and skylights for proper ventilation.

The school hostel must be housed in a proper building with good sanitary arrangements. The kitchen and dining room may be placed at the back, outside the quadrangle. There should be provision for septic tank latrines at the back of the quadrangle. Care should be taken to see that arrangements for supply of waters are satisfactory both for washing of dishes and latrines. For this purpose, proper drainage should be constructed in such a manner that water is carried away.

### **THE HOSTEL SUPERINTENDENT**

The school headmaster is ultimately responsible for the discipline of the school hostel. But naturally he depends to a very extent on whoever is in charge of the school hostel. So one of the members of the teaching staff should

be selected as superintendent of the school hostel. His quarters should be located at a little distance from the main-gate of the hostel.

### **THE DUTIES OF THE HOSTEL SUPERINTENDENT**

The role of the hostel superintendent is strenuous job. The work needs a great deal of tact, patience and psychological knowledge and skill. So he should be affectionate and his treatment towards the boarders should be parental. He should be academically and professionally well-equipped to guide students in their studies. He should be free from religious fanaticism. He should be sociable, tolerant, broad-minded, sympathetic, impartial, sincere and well-behaved. He should be a man of vision and should have a deep insight into human character. Besides the mentioned qualities, the hostel superintendent should have the following duties and responsibilities:

#### **1. GENERAL SUPERVISION**

- The superintendent naturally must supervise all the arrangements of the hostel and all its activities.
- He must keep an eye on how pupils utilize their leisure.
- He has to see that, as far as possible, the hostel loses the institutional atmosphere and becomes a substitute for home, not too far removed from the real thing.
- He has to take an interest in the physical activities of pupils, in their hobbies and in their work.

#### **2. SUPERVISION OF LIVING-CONDITIONS OF THE HOSTEL**

- The hostel superintendent must see that there is sufficient ventilation in the dormitories.
- He should pay attention to the neatness of the rooms and the way in which they are kept.
- He should be always on the look-up to help his pupils to cultivate habits of tidiness.

- The superintendent must see that the sanitary arrangement in the hostel are up to the mark, that latrines are in order, and that they are used.
- He must pay special attention to the kitchen and the cooking arrangements.
- He must exercise general supervision over the employees of the hostel and their work.

### **3. SUPERVISION OF FOOD**

- The superintendent should make a study of the subject of diets.
- He has to take into consideration the values of different kinds of food, the amount of protein, fat and carbohydrate in the food, eaten by the pupils.
- The duty of the hostel superintendent is to see that the water supply is good and that there is no danger of contamination of the water.

Along with all the above duties, the hostel superintendent should execute certain other responsibilities. He should supervise the study of the boarders during the prescribed study hour. He should minutely observe the student's activities in the hostel. He should organise curricular and co-curricular activities. He should look into the matters relating to the cleanliness and beautifying of the hostel, arranging for special meetings and general matters of discipline of the hostel.

### **11. EQUIPMENT**

Every school should have adequate furniture's and equipment's. So furniture and equipment play a dominant role in the physical, mental and moral welfare of the students. These are essential for the successful working of the school. Suitable furniture's should be provided in the classroom. Improper seating arrangement leads to physical deformities and ruin the health of the students. Therefore, every care should be taken for the right type of furniture and seating arrangements.

Ryburn is of the opinion that the single desks are better than dual desks and dual desks are better than longer ones. As far as practicable, students should be provided with single desks. But the furniture's should be according to the average height of the students in a class. So the size of the furniture should vary from class to class.

The seat and desk should be made to fit the students but not the students the seat and desk. Seats should be of such a height that children's feet do not dangle but reach the floor. However, the desk should be designed to give comfort to the students. With careful examination, the height, the seat and writing surface should be determined.

The class-rooms should have cup-boards and almirahs to keep the equipment's like maps, charts, dusters, registers, reference books, pictures model etc. The cheapest cup-boards are those which are built into the wall the building is being put up. If possible, there should also be open-shelves in the classroom for dictionaries, encyclopaedias, picture books, atlases and so on.

In every classroom, a blackboard is highly essential. Blackboards are of several types. Generally, two types of black board are in use-the wall black-board and the easel black-board. Among these, the easel black-board is considered to be the best. It can be moved from place to place and can be used outside the classroom also.

But in case of wall black-board, a cemented and painted or wooden board should be permanently fixed in wall of the classroom. It may be painted with black or green colour. The black-board should at least be four feet wide. The black-board should be at an easy distance from the teachers. A true teacher can use black board very effectively keeping in view the location, height, colour and cleanliness.

## **12. SCHOOL RECORDS**

School records are indispensable for the successful functioning of the school administration. So every school should maintain certain records from which

its origin, growth and development, condition and circumstances at various periods, achievements, efficiency and usefulness can clearly be known and estimated.

These records help in reporting to parents regarding the progress, merits and short-coming of their children and endeavour to enlist cooperation from them.

This record also assists in furnishing the necessary information to the local educational authorities and departmental heads. The school records provide a useful help in supplying comprehensive data to those who are interested in educational reforms. The following records should be maintained in the schools:

**(A) GENERAL**

- Calendar
- Log Book
- Visitor's Book
- Service Registers
- Order and Circulars of the Educational Authority,
- Staff leave Register
- Memo Book
- Local Delivery Book
- From and to Registers or Receipt and Issue Registers.

**(B) FINANCIAL**

- Acquaintance Roll
- Contingent Order Book
- Contingency Register
- Register of Fees Collection
- Register of Receipt and Expenditure (Games and Unions)
- Register of Donations
- Scholarships Register
- Cash Book
- Register for Pay bills.

### **(C) EDUCATIONAL**

- Pupil's Attendance Register
- Teacher's Attendance Register
- Admission Register
- Class Time-Tables
- Teacher's Time Table
- General Time Table
- Teacher's Progress Work
- Cumulative record Cards
- Pupils' Progress Card
- School Test Records
- Headmaster's Supervision Register
- Transfer Certificate Book
- Public Examination Records.

### **(D) EQUIPMENT**

- Stock Book of Furniture and School Appliances
- Library Catalogue
- Library Issue Book
- Stock and Issue of Games materials
- Register of News –Papers
- Register of Issue and Supply of materials.

The following is the discussion about the important school records which should be kept in a school:

#### **1. THE SCHOOL CALENDAR**

Every secondary school should prepare a calendar at the beginning of each academic session. All the probable dates of various events and activities to be executed during the session is reflected on the school calendar. The school authority, the parents, students and the community at large where the school

is established, can very well know the total picture of the school programme in a year. The following information should find a place in the calendar:

- Information about the general, local and gazetted holidays.
- Dates for the submission of monthly, quarterly, half-yearly and annual reports and returns.
- Duties of public and school examinations
- Dates of meeting of School Committees, Teacher's Association, Debating and other Societies etc.
- Dates of important School Functions like the annual prize day, the parent's day, the UNO day. Independence day, Republic day. Birthday of great personalities.

## **2. LOG BOOK**

The log book is a school diary and permanent record for future reference. This is usually required by departments for writing up the reports of Inspector's visits and their remarks on the condition of the school. It is a record of events and as such it furnishes materials for a history of the school. It should contain special events, remarks of the inspecting officers and other distinguished person interested in education.

So it should not be confined to the remarks of the inspecting officers only. Information like the introduction of new textbook, changes in the school timetable, absence or illness of any of the official staff etc. should be written in the Log Book. Generally, the entries in the log book should be made by the headmaster.

## **3. ADMISSION REGISTER**

This register is a record of all pupils who are admitted to the school. It is one of the most important school records and the headmaster should be personally responsible for its maintenance. It should be preserved permanently in the school. The following items should be entered in the admission register:

- The serial number of the child in the Register
- Date of admission
- Name of the child in full.
- The exact date of birth (day, month and year) should be carefully noted in the register
- His father's mother's name, caste, occupation and address.
- The class to which the pupil is admitted.

There are also columns for the date of withdrawal and the class from which the pupil is withdrawn. According to departmental rules, it should be kept permanently and the necessary entries therein, should be done by the headmaster. Special care is to be taken that there are no mistakes in entering up the date of birth of the pupil when he is admitted to the school. This register is often required as evidence for the date of birth, and hence it should be carefully preserved.

#### **4. PUPIL'S ATTENDANCE REGISTER**

This is also important register of the school. The class teacher, to whom a class has been assigned, should keep the attendance register of his class. This register should contain the names of the pupils on the roll of the class or section, during a month. Great care should always be taken to see that attendance is properly marked on the spot. All details concerning fees and so on which have to be entered in the attendance register should be carefully filled in. Holidays will always be shown in the attendance registers.

#### **5. TEACHER'S ATTENDANCE REGISTER**

Every secondary school maintains the teachers' attendance register to record the daily attendance of the teachers. This should be regularly filled in and signed by all teachers every day. This register should be placed in the staff room. Holidays and their nature will also be indicated in it. Leave taken by the teachers during the month, holiday etc. are to be written on it. Every day it should be sent to the headmaster for verification.

## **6. THE CASH BOOK**

It is an important record of all day-to-day money transactions of the school. The cash book should show two sides namely credit side and debit side. All amounts received by way of grant-in-aid, donations, subscriptions, fees, fees for students' finds, scholarship money and so on, are entered upon the credit side.

On the debit side, the payments like the salaries of the teachers, stipends, contingent expenditures incurred, deposits made in the treasury, bank and post office are shown. Balance is shown in red ink. If money is placed in the bank, the entries on the debit side will correspond with bank book entries when the money is needed will be withdrawn from the bank and shown on the credit side, appearing again on the debit side as it is paid out.

The cash book should be written daily and the balance at the beginning of each day, called the opening balance, should be brought forward on the receipt side and the balance at the end of the day is called the closing balance is entered on the payment side. The cash book should be balanced at the end of each month and should be posted each day.

## **7. STOCK REGISTER**

The stock register is a register of all the movable property in the school. Whenever any equipment or furniture of permanent nature, is purchased and kept in the school, it must be duly entered up in the property register. The register should contain the following information:

- Name of the article.
- Quantity of the article.
- Date of purchase.
- Name of the firm which supplied the article with receipt number.
- By whose authority it was brought.
- The room in which it is placed.
- Signature of the authority.

The stock register should be regularly checked by the headmaster. Verification report should be recorded in the stock register. If anything is realizable on old and discarded articles, those should be sold or auctioned with the prior approval of the headmaster. A report regarding this matter should be given by the headmaster in this register.

### **8. SERVICE BOOK**

The service book contains the service history of every officer, teacher, clerk, peon, and others working in the institution. There should be one service book for each employee in the school. Information like the name of the employee, his date of appointment, date of birth, educational qualification, identification marks, permanent home address, transfer, leave accounts, date of increments, reversion if any or reinstatement etc. are carefully recorded in this book. On the basis of this book, matters concerning promotions, leave, superannuation etc. are determined. So all the information's relating to the official life of the employee should be recorded in the service book and must be attested by the headmaster.

### **9. ACQUAINTANCE ROLL**

Every school must prepare an acquaintance roll for each month. It must contain the salaries paid to teachers and to other employee's number of days of the month during which the teacher was employed, deductions for provident fund and any other deductions, with the signature of the teacher and the date.

### **10. A VISITOR'S BOOK**

This should also be kept for registering the remarks of any dignitaries who visit the school. Sometimes, eminent personalities are invited by this headmaster to different functions of the school. It seems more appreciative if this visitor's book is produced before these persons to give their remarks on it. This will help in developing the overall aspect of the personality of the pupils.

## **2.16. NEED AND IMPORTANCE OF SCHOOL PLANT**

School environment involves two types of resources. These are human resources and material resources. The human resources are the headmaster, teachers and other persons involved in the teaching- learning process. The material resources are the physical facilities of the school environment. These are beautiful surroundings of the school which generate a congenial atmosphere for the total success of the school.

So these material resources of the school as a whole. It termed as school plant, is the nerve centre of the educational process. William has rightly said that, “Nothing in the whole educational programme is more conducive to cooperative attitude among the pupils and a love of school than an attractive and wholesome environment.”

The head of the educational institution will remain handicapped in the matter of realizing educational objectives, if they are not provided with adequate material facilities in the form of school plant. So school plant enjoys a key role and important position in the educational process. The need and importance of school plant can be understood from its following functions:

### **1. HELPFUL IN BETTER TEACHING AND LEARNING**

As there is too much emphasis on speeding up the learning process, so no less emphasis should be given to the good learning environment. A healthy, beautiful and refreshing environment and essential facilities provided by a good school plant, help in creating a congenial educative environment.

As a result of which an environment can be established in which the class-room teacher can be creative and can improve his teaching. The teacher and the taught both may be benefitted in terms of facilities and environment. Learning environment plays an important role in the whole teaching-learning process in school. So school plant is helpful in better teaching and learning.

## **2. HELPFUL IN THE ALL-ROUND DEVELOPMENT OF THE PERSONALITY OF THE STUDENTS**

School plant helps for the all-round development of the student – physical, emotional, social, cultural, aesthetic and moral. In the school, pupils spend a good deal of their time. Hence, healthful school plant takes care of their physical growth and development. All aspects of personality of the pupils are developed due to good sanitation, proper ventilation and lighting, good canteen and hostel arrangements, provision of playgrounds etc. in the school premises.

## **3. HELPFUL IN PROVIDING COMMUNITY CENTRE**

The school is a social institution set-up by the society to serve its ends. The school cannot be thought to exist without society. It is the nucleus round which the society revolves. A good school plant helps in bringing society and the school closer for their mutual progress and development. Hence, the importance of a school plant need not be elaborated.

## **4. HELPFUL IN BETTER SCHOOL ADMINISTRATION AND ORGANIZATION**

Beautiful school plant is helpful for the proper organisation and administration of school programmes. Administration and organisation of school plant is one of the important responsibilities of the headmasters of schools. And so, all the facilities and equipment's meant of administration and organisation of the school are more important for a good school plant.

### **2.17. CHARACTERISTICS OF SCHOOL PLANT IN INDIA**

Now in these days of advancement of science and technology, school plants have come up with comfortable seating arrangements, attractive decoration, superior lighting, useful service facilities such as library, playground, class rooms and toilets etc. But any available place may not be suitable for schools. So some important requirements have got to be fulfilled. Beautiful surrounding is a very important factor in generating a congenial atmosphere in the school for the development of the personality of the pupils. Hence,

following principles are to be maintained which have been suggested by the American Association of School Administrators:

### **1. CURRICULUM ADEQUACY**

School plant must provide the facilities necessary for the efficient and effective accommodation of all the required phases of the curricular, co-curricular and community activities. Schools which provide for the teaching of different subjects, must have separate rooms. Modern school plant requires more space for convenient grouping of rooms. For the organisation of different co-curricular activities large area is required.

### **2. SAFETY AND WELL-BEING**

School plant should provide comfort, healthful living and safety of pupils, teachers and all who will use its facilities. The site should have pleasing surrounding which gives children a safety and comfortable stay in the schools. So the school should be situated far away from the cremation ground and big canals and rivers.

### **3. INTER-FUNCTIONAL COORDINATION**

School plant should possess the characteristics of inter-functional coordination. Each unit or portion of the plant should be planned with respect to their mutual relationship. However, if good relationship will prevail among the members of the staff, then it will become a means to an end and they will produce significant changes in various phases of the school programme that are desirable and to a degree measurable.

### **4. EFFICIENCY AND UTILITY**

The school plant should be planned and assembled in a manner that will promote efficient school management. Because the quality of the educational programme is intimately related to the school plant. The size of rooms, the number of doors, windows, ventilators etc. all must be determined not by fancy but by utility.

## **5. BEAUTY**

The entire school plant should bear cheerful, attractive and pleasant look. The surroundings of the school building should be attractive and must provide a stimulating environment for children to study and conduct co-curricular activities more effectively. Emphasis should be given on beautifying the campus through student's participation by having flowers and other decorations both inside and outside. The school plant should be aesthetically pleasing. It should be a place of attraction for the students and should keep them happy with its healthy environment.

## **6. ADAPTABILITY OR FLEXIBILITY**

Adaptability or flexibility is another important characteristic of a school plant. There should be ample scope for modification and extension in accordance with the needs and requirements in its planning. So the site should provide sufficient space for future expansion of the school plant.

## **7. ECONOMY**

A school plant should be economical in original cost and operation. The durability aspect should also be kept in mind from economic angle. Economy in construction of school building should be effected by using locally available materials. In this context, Sri K. G Saiyidain, the Education Advisor to the Govt, of India has rightly said that "these are much to be said in the existing conditions, not only on financial but also on educational grounds."

## **2.18. FUNCTIONS OF SCHOOL PLANTS**

The school plant includes the school building, play-ground, furniture, classroom, library, hostel, apparatus and equipment's, school offices, black-board, school record etc. Thus, the term 'school plant' carries a wide meaning. All the material conditions of the school plant should be conducive for the all-round development of the student- physical, emotional, social, cultural, aesthetic and moral.

The school is a social institution set up by the society to serve its ends. School is the nucleus around which the society revolves. It is the school and its environment which play a major role in moulding the ideas, habits and attitudes of the pupils with a view to producing physically strong, mentally alert, emotionally stable, culturally sound, socially efficient and well-balanced personalities.

The physical facilities as well as the campus do have a great deal to contribute to the total success of the school. Beautiful surroundings are a very important factor in generating a congenial atmosphere for work and job satisfaction. So, in the whole educational process, there are two important resources- human and material.

Planned organisation of these materials or physical resources in the school is known as school plant. The physical facilities or the material resources contribute a great deal to the total success of the school. Hence the importance of the school plant is known to all members of the society. It is the most important factor in the whole educational process. Reller has rightly remarked that, "The school plant is one of the major concerns and opportunities of the school administrator. It is of great importance because of the impact of the plant on the educational processes and programme."

The school plant includes the school building, play-ground, furniture, classroom, library, hostel, apparatus and equipment's, school offices, black-board, school record etc. Thus, the term 'school plant' carries a wide meaning. All the material conditions of the school plant should be conducive for the all-round development of the student- physical, emotional, social, cultural, aesthetic and moral. In order to achieve this purpose, good learning environment should be created by developing the school plant. So school plant is the most important factor in the whole educational process.

### **2.19. FACTORS CONSIDERED FOR PLANNING A GOOD SCHOOL PLANT**

Some of the major facts considered for planning a good school plant are as follows: A. Selection of the Site B. Sanitation C. Beautification of the School

Campus D. Maintenance of the School Campus E. Construction of a School Building.

### **A. SELECTION OF THE SITE**

An ideal site is the first pre-requisite of an ideal school. So a good location should be the deciding factor. Mudaliar Commission, 1952-53 has opined that the selection of a site will mostly depend on, whether the school is meant for the rural or urban area. Rural schools should be established in villages with a good number of population, which are easily accessible to the surrounding villages, and there should be enough of open space for playgrounds and co-curricular activities of the schools. However, the following facts should be taken into consideration while making selection for the site of the school:

- The site should be located in healthy and pleasant surroundings. The school should not be situated in the heart of the city or in the crowded locality. It should be established outside the town area.
- There should be much scope for future expansion. It should be selected where there is much space.
- The site of the school should not be in close proximity to the factory area. Because of its smoky and unhygienic atmosphere such places are not conducive to the physical well-being of the learners.
- The site should be far away from the cremation ground and big canals and rivers.
- The site should ensure easy access to the essential public services like drainage, water-pipe arrangement and lighting arrangement. It should be located in correct relationship to the other physical facilities of a community such as parks, health centres, libraries, streets and residential housing.
- The school site should be a little raised in level and at any rate it should be dry. Care should be taken to avoid low lands subject to flood.
- The site should have pleasing surrounding which gives children a comfortable stay in the school.

- The site should allow the construction of building in such a direction as to allow the adequate sunlight suitable for summer and winter.
- Shape is another positive factor which needs to be enforced for the site of the school plant. It is better to have a rectangular shape of the site with a wide front.
- Site should be free from any type of soil dampness and water logging. It should have a sufficient underground water supply with good quality.

### **B. SANITATION**

There should be proper arrangements for sanitation in the schools. Separate toilets should be made available to students and members of the staff. The toilet rooms must be easily accessible from all classrooms. In co-educational institutions, there should be separate toilets for boys and girls, located separately and far from each other. These toilets must be properly cared for and kept dry and clean.

Phenyle and other disinfectants must be used regularly. The lavatories and toilets should be so constructed as to allow maximum cleanliness and sanitation. There should be adequate fresh air and natural light. Care should also be taken for other sanitary aspects like storage of drinking water, cleaning of the rooms, white-washing and drainage system of the whole school plant.

### **C. BEAUTIFICATION OF THE SCHOOL CAMPUS**

The school is a place which provides necessary learning experiences for ensuring the total growth and development of human personality. Therefore, the school environment should be conducive to the efflorescence of the child's personality. It should be a place of wide attraction for the children.

The school plant should be aesthetically pleasing. It should be a 'show-piece' for everybody visiting it. Therefore, emphasis will be given on beautifying the campus through student's participation by having flowers, creepers and shrubs outside and mottoes and other decorations inside. For this purpose,

due efforts should be made for the beautification of the school campus essentially in the following major directions:

- Construction of a good boundary wall with beautiful gates and entrance.
- Construction of proper roads and passages in the campus.
- Maintaining lawns, flower beds etc.
- Planting lovely and shady trees.
- Decorating the main paths with lime, bricks etc.
- Keeping flower pots and planting hanging-plants.
- Decorating the school hall, library room, laboratories and subject rooms.
- Displaying activities of houses through wall magazines and photographs of the functions through glass boards.
- White-washing, distemping and regular cleanliness of the school campus.
- Writing slogans on the walls of the veranda and other rooms.

#### **D. MAINTENANCE OF THE SCHOOL CAMPUS**

School campus needs proper maintenance. It should be a centre of attraction to the children. To beautify the school plant and make it a model, regular maintenance is essential. For this purpose, the headmaster should appoint a whole time custodian or allot this work to a committee of the staff and students the headmaster and staff should see that the maintenance is properly done. He should himself be very careful about the upkeep and maintenances of the school building and equipment's. A special committee of the staff and the students should be formed for the efficient maintenance of the school plant. The committee including the head should take care of the following things:

- The school campus is to be protected against hazards like fire, water-logging or floods, bee-hives, unsanitary drinking water etc.
- There should be adequate provision for the repair work in the school budget.
- Provision should be made for acquiring technical guidance if needed.

- There should be provision for regular white-washing, colouring, distempering, wood-polishing etc.
- Due care should be taken to maintain properly the playgrounds, school lawns, flower beds, the hedge and the plants and the trees.

### **E. CONSTRUCTION OF A SCHOOL BUILDING**

Construction of school building is very important factor of a school plant. School is a social institution which generates a pleasing atmosphere for work. So much attention should be paid to the planning of the school buildings. It has to be intelligently planned and executed.

The Indian Education Commission 1964-66, recommended that in view of the present unsatisfactory position regarding school building, it is required to clear the backlog of unconstructed school buildings. Also it is necessary to provide additional buildings for new enrolment. And as such, allocation should be increased in the central and state budgets. Loans and grant-in-aid should be given on a liberal basis to private schools for construction of buildings.

Due to the shortage of traditional building materials, well-designed kachha structures should be accepted as part of the school system. To avoid delays in construction of Government buildings, a separate unit of P. W.D. should be set up for the execution of educational building programme.

Sri K.G Saiyidain, the Education Advisor to the Government of India has observed that in the matter of school buildings there have been two schools of thought. One school pleaded for impressive buildings, while the other favours “One-area-one-school” approach.

It is a feeling of one section of people that school building should stand out in the village or the town as something of which the local community can be proud. While a majority group of people plead for keeping education close to nature, for teaching children not within the confines of small, cramped and dingy school rooms but in the open air.

Sri K.G Saiyidain has presented a still better scheme, called by him, “Nucleus First Scheme”. It starts the school building with a nucleus and then proceeds by stages for expansion according to the needs. He goes against the concept of open-air school system on various grounds.

All these recommendations are very good for the country. But due to the limited resources in our country, it is a call before the planners and administrators in the country to plan and execute the task in such a manner that the school building should be neither of luxury nor of poverty. India cannot afford to house schools in palatial buildings on a nation-wide scale. On the other hand, thatched sheds prove costly in the long run. Artistic, neat, elegant and durable buildings should be constructed.

If the school buildings are put in manner and design as in the past, it will not leave India with enough resources to undertake improvement in the quality of education in the status of teachers or provision of equipment and other necessary material needs of the school. So in these days of advancement of science and technology of the present position of India, there is urgent need to provide well-constructed building for our schools.

## **2.20. SCHOOL UNDER DIFFERENT MANAGERMENTS**

Schools in India are owned either by the government (central, state or local government bodies) or by the private sector (individuals, trusts or societies), with two distinct types of private sector institutions common. Those that are ‘aided’ (often called ‘government aided’ schools) receive financial support from the government and are largely free to students (although nominal fees may be collected). Those that are ‘unaided’ support themselves most commonly through student fees. In practice, therefore, both government and government-aided schools constitute what are internationally often called state schools (UK English) or public schools (American English), and private unaided schools constitute ‘private schools’ as the term is internationally understood.

According to 2017 figures, just over half of all schools were classified as government (including around nine per cent 'local body schools', discussed separately below), 12 per cent were classified as government-aided and just under a third as private unaided, although this varies by age group, with the percentage of government schools falling at secondary and higher secondary levels. Madrasas and Tribal/Social Welfare Department schools each constitute less than two per cent of schools nationwide. However, that these national statistics may not capture unregistered schools or alternative models of schooling (including home schooling by individual or groups of families), numbers of which are difficult to estimate. The following section provides an overview of the four main types of school.

### **1. GOVERNMENT EDUCATIONAL INSTITUTIONS**

These are run by the central government, state governments or public sector bodies, and are wholly financed by the government. Examples of these types of schools include state government schools (by far the largest single group), Kendriya Vidyalayas, Navodaya Vidyalayas, Sainik schools, military schools, air force schools and naval schools.

### **2. PRIVATE AIDED (OR GOVERNMENT-AIDED) INSTITUTIONS**

These are managed privately but receive regular maintenance grants from the government, local body or other public authority, and as such are subject to regulations applied to government schools. Curricula, study materials, syllabus and examinations at all levels are similar to or the same as government schools in the same district, and students usually take either one of the two main Indian secondary school exams (the AISSE and the AISSCE at grades 10 and 12 respectively), or comparable state-level exams managed by the state education boards. Fees (if any) are nominal and are collected from the students according to government regulations. Even the recruitment of faculties here follows norms of government schools. There are no specific criteria for the admission of students in these institutions, but this is somewhat dependent on the proportion of funding that is provided by the government.

### **3. LOCAL BODY INSTITUTIONS**

These are run by municipal committees, corporations, education societies (e.g. the Deccan Education Society), Zilla Parishads, Panchayat Samitis, Cantonment Boards, etc. Examples of these types of schools include the ones run by New Delhi Municipality Council and the Delhi Cantonment Board.

### **4. PRIVATE UNAIDED INSTITUTIONS**

These are managed by a private organisation, trust, society or NGO and do not receive maintenance grants either from government, local bodies or any other public authority (except public-private partnership schools). The fee structure for the students may vary greatly, from low-cost private schools to elite institutions more common in larger cities. Students are often admitted to private schools according to criteria (entrance examinations, interviews, etc.) designated by the school management. These schools may implement their own curriculum and examinations or may offer national or international curricula, such as the International Baccalaureate. Under the Right to Education Act (2009), all private unaided schools are required to reserve at least 25 per cent of school places for children 'belonging to weaker section[s] and disadvantaged group[s]', as determined by socio-economic status, caste and religion. The current exceptions are 'minority schools' catering to specific religious or tribal groups, as per a ruling by the Supreme Court in 2014.

However, implementation of the 25 per cent quota has been problematic for a variety of reasons. The Draft NEP (2019) notes that 'the large amounts of money and effort spent on implementing this [reservation] clause may be more effectively spent, e.g. by investing the money on the public schooling system, particularly in disadvantaged areas, which would directly support many more students from underprivileged backgrounds in a sustainable manner. It therefore remains to be seen whether this policy will remain. An initiative to set up 6,000 Public Private Partnership (PPP) 'model' schools by 2015 combines government funding for 40 per cent of students (from disadvantaged sectors of society) with typical private school funding (fees from the remaining 60 per cent). 75 These public-private partnership schools are largely

independent in governance, like other private schools, and while no evidence of impact was found at the time of writing, this initiative has met with some concern from the popular press.

## **2.21. EDUCATIONAL BOARDS IN INDIA**

The following sections provide the details about different educational boards (state, national and international), functioning in India.

### **1. STATE GOVERNMENT BOARDS**

State government boards are regulated and supervised by the Department of School Education with support from the SCERT, the nodal body responsible for secondary and senior secondary education in each state. The majority of Indian schools are affiliated with state government boards. The oldest state board is in Uttar Pradesh – the Uttar Pradesh Board of High School and Intermediate Education, established in 1922 as an autonomous body under the Department of Education. Uttar Pradesh, as the most populous state, has the highest number of state board schools, followed by Madhya Pradesh, Rajasthan, Andhra Pradesh and Maharashtra.

### **2. THE CENTRAL BOARD OF SECONDARY EDUCATION**

Established in 1962 under the purview of MHRD, the CBSE provides affiliations both to public and private schools. 169 In 2019, over 21,000 schools were affiliated under the CBSE, up from around 15,000 in 2014. 170 The board conducts final examinations, including the AISSC at Grade 10, and the AISSCE at Grade 12. It also annually conducts the AIEEE and AIPMT /NEET-UG examinations for admission to undergraduate courses in engineering (and architecture) and medicine in numerous colleges across India. The CBSE is recognised by the Indian government and by most of the universities and colleges in India. There is also an international CBSE offered to expatriate students.

### **3. THE COUNCIL OF INDIAN SCHOOL CERTIFICATE EXAMINATIONS**

The Council of Indian School Certificate Examinations (CISCE) conducts the ICSE (Indian School Certificate Examinations, at Grade 10) and Indian School Certificate (at Grade 12) examinations in India. Over 2,100 schools were affiliated with the privately run CISCE, up from around 1,900 in 2014. Established in 1956, the board was initially created to administer the University of Cambridge Local Examinations Syndicate's Examinations in India. It was later recognised as a public examination board by the Delhi Education Act, 1973.

### **4. NATIONAL INSTITUTE OF OPEN SCHOOLING**

NIOS is the board responsible for distance education under the government of India. 175 It was established by the MHRD in 1989 (previously known as the National Open School) to provide low-cost, quality education to learners in rural and remote areas of the country. It provides a range of vocational, life-enrichment and community-oriented courses in addition to general and academic courses at secondary and senior secondary level. According to the NIOS website, there were 3,530 accredited institutes, 1,379 vocational centres and 1,313 accredited agencies in 2019 (compared to 3,827, 1,830 and 690 respectively in 2014). 176 It enrolls around 350,000 students annually, with 2.71 million students 'currently' enrolled according to its website, making it the largest open schooling system in the world.

### **5. INTERNATIONAL BACCALAUREATE ORGANISATION**

The International Baccalaureate Organisation (IBO) was founded in 1968 as an international, non-governmental, non-profit educational organisation based in Geneva, Switzerland. International Baccalaureate (IB) World Schools in India offer three IB programmes – the Primary Years Programme, the Middle Years Programme and the IB Diploma Programme. According to the IBO website, there were 167 IB World Schools in India (up from 109 in 2014), offering one or more of the three IB programmes. Eighty-nine schools offer the Primary Years Programme, 34 schools offer the Middle Years Programme and 135 schools offer the Diploma Programme. The IB is recognised by the

Association of Indian Universities as an entry qualification (equivalent to +2 qualification of an Indian Board) to all universities in India.

## **6. CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION**

Cambridge Assessment International Education (CAIE) is a provider of international qualifications offering examinations and qualifications to 10,000 schools in 160 countries (2019 figures). It is an examination board under Cambridge Assessment, founded in 1858 as a department of the University of Cambridge. There are over 400 Cambridge schools in India, up from 310 in 2014, making over 50,000 examination entries for Cambridge IGCSE, 'the world's most popular international qualification for 14 to 16-year olds', according to their website, and Cambridge International AS- and A-Levels, offering 55 subjects to enable learners to gain university places

## **7. THE COUNCIL OF BOARDS OF SCHOOL EDUCATION**

The Council of Boards of School Education (COBSE) 182 is a voluntary association of all the Boards of School Education in India. It works in close collaboration with the Ministry of Human Resource Development, government of India, other national-level educational organisations and agencies including NCERT, NUEPA and NCTE. COBSE was established in 1979 by the CBSE to provide a forum for discussion and mutual learning. Since 1989, it has functioned as an independent secretariat. It had 62 members in 2019 with some foreign boards recognised as its associate members (including Edexcel in the UK).

The major functions of COBSE are:

- to provide a forum to its members to discuss issues related to quality in education
- to conduct curriculum reform and bring about improvements in evaluation systems
- to respond to national concerns like population, education and disaster management

- to provide opportunities for professional development of officers of the member boards
- to interact with NCERT and NUEPA on professional issues.

## **2.22. AUTONOMOUS BODIES IN SCHOOL EDUCATION**

Autonomous body refers to those body which has sole right and power to establish their own laws and code of conduct. These body are free from an external pressure; thus they can act independently. In India autonomous body are given freedom to set their own laws but such laws must be in accordance with the constitution and existing laws of the land. Autonomous Organisation's or Institution's work on their own as a result there is a greater chance of success because any organisation wants a degree or level of freedom which in this case exist. The following are the autonomous bodies of India, dealing school education and literacy.

### **A. CENTRAL BOARD OF SECONDARY EDUCATION (CBSE), NEW DELHI**

CBSE is an autonomous body working under aegis of the Ministry of HRD. It has 11500 schools as on 31.12.2010. The main objectives of CBSE, inter-alia, are affiliating institutions in and outside the Country, conduct annual examination at the end of the class X and XII, updating and designing curriculum etc.

### **B. CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET), NEW DELHI**

Central Institute of Educational Technology(CIET), a constituent unit of NCERT, came into existence in the year 1984 with the merger of Centre for Educational Technology(CET) and Department of Teaching Aids(DTA). CIET is a premiere national institute of educational technology. Its major aim is to promote utilization of educational technologies viz. radio, TV, films, Satellite communications and cyber media either separately or in combinations, the institute undertakes activities to widen educational opportunities, promote equity and improve quality of educational processes at school level.

### **C. CENTRAL TIBETAN SCHOOL OF ADMINISTRATION (CTSA), NEW DELHI**

CTSA is an autonomous organization under the Ministry of Human Resource Development with the main objective to run, manage and assist educational institutions set up for the education of Tibetan children living in India while preserving and promoting their culture. It has 67 schools under its control which are located in the places of concentration of Tibetan population.

### **D. KENDRIYA VIDYALAYA SANGATHAN (KVS), NEW DELHI**

Kendriya Vidyalaya Sangathan (KVS) was established in November, 1962 to provide uninterrupted education to wards of the transferable Central Government employees. It has at present 1067 functional schools including 3 abroad at Kathmandu, Tehran and Moscow. 1060011 students were studying in Kendriya Vidyalaya as on 31.11.2010.

### **E. NATIONAL BAL BHAVAN (NBB), NEW DELHI**

Bal Bhavan is an institution which aims at enhancing the creative potential of children by providing them various activities, opportunities and common platform to interact, experiment, create and perform according to their age, aptitude and ability. It offers a barrier-free environment with immense possibilities of innovation, minus any stress or strain. Located at Kotla Road, near I.T.O., New Delhi, it caters to children between the age group of 5 to 16 years. Bal Bhavan is an autonomous body under the ministry of Human Resource Development (HRD). It remains closed on Sundays, Mondays and Gazetted Holidays. It remains open from 9 a.m. to 5.30 p.m.

### **F. NATIONAL COUNCIL FOR EDUCATIONAL RESEARCH AND TRAINING**

National Council of Educational Research & Training (NCERT) is an apex resource organization to assist and advise the Central and the State Governments on academic matters related to school education. It provides academic and technical support for qualitative improvement of school education and undertakes programmes related to research, development,

training, extension, international cooperation, publication and dissemination of information

#### **G. NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS), NOIDA, UP**

The National Institute of Open Schooling (NIOS) with approximately 1.6 million learners on roll has emerged as the largest open schooling organization in the world. It offers open and distance learning programme ranging from basic education to senior secondary education and a large number of vocational education courses. It provides opportunities to interested learners by making available the courses/programmes of study through open and distance learning mode

#### **H. NAVODAYA VIDYALAYA SAMITI (NVS), NOIDA, UP**

Navodaya Vidyalaya Samiti was registered as a Society with the primary objective to provide good quality modern education to the talented children predominantly from the rural areas, without regard to their family's socio-economic condition. At present, it has 589 functional residential schools. Admission in Jawahar Navodaya Vidyalayas is made on the basis of selection test which is designed to ensure that talented children from rural areas are able to compete without facing any disadvantage. The eight Regional Offices of the NVS are established at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune & Shillong with jurisdiction over different States and UTs.

#### **I. NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE), NEW DELHI**

The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.

## **2.23. RECOMMENDATION OF VARIOUS COMMISSIONS ON SCHOOL PLANT**

Commissions are generally high-level bodies constituted by Government for studying some specific problems and recommending measures to achieve solve the problems in case of a system, broad (such as of national level) or specific (such as pinpointed to a Department or organization). For example, Government of India established Kothari Commission in the year 1962 to study the problem of school education in India. The reports of the commissions are to be placed in state legislature (in case of State level commissions) or before the parliament (in case of national level commissions). In this chapter the recommendations of commissions such as The Secondary Education Commission or Mudaliar Commission (1952-1953) and Kothari Commission or The Indian Education Commission (1964-1966) on school plant are discussed.

### **1. THE SECONDARY EDUCATION COMMISSION (1952 -1953)**

The Secondary Education Commission appointed by the Government of India in terms of their Resolution No. F. 9-5/52-B-1, dated 23rd September 1952 (Appendix I), having completed its labours, presents the following Report based on its deliberations. The Government of India, in their communique quoted above, referred to the recommendation of the Central Advisory Board of Education made at its 14th meeting held in January 1948, that a Commission be appointed to examine the prevailing system of Secondary Education in the country and suggest measures for its re-organization and improvement. The Board reiterated its recommendation in January 1951. The Government of India had also other considerations in mind when appointing this Commission, such as the desirability of changing over from the prevailing system of secondary education which is unilateral and predominantly academic in nature to one which will cater at the secondary stage for different aptitudes and interests. The Commission appointed by the Government of India consisted of the following:

- Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University, (Chairman).

- Principal John Christie, Jesus College, Oxford.
- Dr. Kenneth Rast Williams, Associate Director, Southern Regional Education Board, Atlanta (U.S.A.)
- Mrs. Hansa Mehta, Vice-Chancellor, Baroda- University.
- Shri J. A. Taraporevala, Director of Technical Education, Government of Bombay.
- Dr. K. L. Sbrimali, (CHAP. 1 Principal, Vidya Bhavan Teachers' Training College, Udaipur.
- Sri M T. Vyas, Principal, New Era. School, Bombay.
- Sri K. G. Saiyidain, Joint Secretary to the Government of India, Ministry of Education (Ex-officio. Member).
- Principal A N. Basu, Central Institute of Education, Delhi (Member-Secretary)
- Dr. S. M. S. Chari, Education Officer, Ministry of Education, acted as Assistant Secretary to the Commission

### **RECOMMENDATIONS OF SCHOOL BUILDINGS AND EQUIPMENT**

#### **OPEN-AIR SCHOOLS**

There has been some criticism regarding the construction of school buildings and the type of designs approved for this purpose. Examples have been quoted of schools in open spaces under the shade of trees, with very few permanent buildings constructed for the school. It has been suggested that in a country like India, open-air schools should be encouraged and the heavy cost of construction of school buildings avoided, at least for the present. We visited some of these open-air schools and we felt that under certain conditions some of the activities of the school may be carried on in the open-air during part of the year. Open air schools serve a different purpose in other countries. Such schools, under the prevalent climatic conditions, cannot possibly be a substitute for properly constructed buildings, but in the cases of certain types of handicapped children, open-air schools are necessary and are encouraged. For children affected with tuberculosis and other diseases which require plenty of fresh air, open-air schools are encouraged. In such schools, however,

admission is limited to children suffering from the particular disease. Two factors may, however, be noted: (1) The open-air system lends itself to small groups of students being taught there, and it also requires good shade and a large area for carrying on instruction satisfactorily; (2) while much theoretical instruction in certain subjects may be given in open-air classes it is impossible to teach certain other subjects unless suitable accommodation is provided for them. Thus the laboratories, libraries and workshops should be located in buildings suitably constructed. In any case the school requires considerable grounds for the- physical education programme to be carried out, for group games and certain of the extra-curricular activities of the school. We have also taught as a practical subject. Such farms may belong to the school or they may be taken on lease from neighbouring farmers who may rent them for a consideration. Whatever be the type of school building that is ultimately approved, certain important requirements should be fulfilled: (i) sites for buildings and playgrounds; (ii) extent of site required; (iii) type design of school buildings; and (iv) easy means of transport or easy accessibility.

#### **SITES FOR BUILDINGS AND PLAYGROUNDS**

Selection of a site will depend on whether the school is to be situated in a rural or urban area.

#### **RURAL SCHOOLS**

These schools should be established in villages with a fair amount of population and easily accessible to the surrounding villages. There should also be enough open ground available for playgrounds and extra-curricular activities of the school. If a residential school is thought of in the rural area, care must be taken to see that sufficient ground is available for the residence of staff and pupils and for outdoor games. we have referred to the fact that the school should be a centre for the intellectual, social and physical activities of the community of the neighbourhood, and therefore, it is desirable to see that easy accessibility is secured and that the open area available is also adequate

### **URBAN SCHOOLS**

Here a site for a school may present many difficulties. We believe that by encouraging rural schools, the pressure on urban schools will diminish, more particularly if residential rural schools are encouraged by the State. The site for an urban school should not be in very congested areas or in industrial areas. As far as possible the school should be so located that while facilities for transport of students are available, the school itself should be in an area free from the noise and bustle of city life. Many schools now-a-days make their own transport arrangements for the students and this should be encouraged. As in the railways the public transport should be made available to school-going children at a concession rate. In big cities the possibility of locating some of the schools in one area with sufficient playground and open space should be explored with the necessary arrangements for transport.

### **PLAYGROUNDS**

Playgrounds and open spaces for students' recreation are essential. It may not always be easy to secure enough playgrounds and open spaces in a crowded city, but such open spaces as are available must be conserved to be utilised by groups of schools, if necessary. It is desirable that in all cities more particularly in the big cities, a Committee representative of the school managements, headmasters, city authorities and others interested in the physical welfare of the students together with representatives of the State should be organized to promote " play-centre movement " and from time to time to see that the playgrounds available in the city are effectively used by the school-going population.

### **LEGISLATION ACQUIRING OPEN SPACES**

In this connection we wish to stress the importance of keeping playgrounds and open spaces in the big cities free from encroachments either for industrial purposes or for business concerns or for building programmes. We regret to note that in several cities it has become a regular feature for building programmes to encroach upon these open spaces not realising the necessity

of keeping such open spaces free and of utilizing them for the health and welfare of the youth of the country. In this connection, attention is invited to the Open Spaces Act of 1906 as amended in 1912 to cover open spaces and recreation grounds enacted in the United Kingdom. Under this Act, any park, open space or playing field cannot be encroached upon by any of the local authorities without the matter being placed before the Parliament and a specific sanction being obtained. Consequent upon this wise measure, we find that the open spaces in the large cities in England are still kept as open spaces and in spite of a very heavy building programme, none of these open spaces has been encroached upon. We recommend therefore that the State and Central Government should immediately take steps to see that a survey of open spaces, parks and playing fields in all cities, municipalities and in the bigger villages is made and that a complete record of this is maintained and necessary legislation passed to prevent such encroachment for industrial and commercial purposes or for housing societies without proper sanction by the Government. If the youth of the country are to be properly encouraged in physical education and their health improved, we believe that this is one of the urgent steps that should be taken and we therefore recommend early legislation towards this end. Where there are open spaces belonging to the State or the Centre in any part of the country, rural or urban, the first consideration that should be borne in mind when any scheme is entertained for the utilisation of such sites is the need for preserving them as open spaces, parks or playgrounds for the community as lungs for the city or the rural area concerned. It is only when these conditions are fully satisfied that the assignment of such open spaces as are under the control of the Government for other purposes should be considered. We feel that unless a legislative measure of the kind stated above is passed urgently, open spaces now available for use as play-fields and recreational grounds for the children and the youth of the country would soon be denied to them. We recommend also that wherever such open spaces are available steps should be taken by the State in consultation with the local authorities or the rural community to convert them into suitable playing fields and place them at the disposal of the schools and of the public of the area concerned.

## **TYPE AND DESIGN OF SCHOOLS**

There are at present rules and regulations prescribing the conditions under which schools should be constructed. Provision is made in such schools to see that there is a free circulation of air, proper light, shelter from monsoon weather, and it is also laid down that the rooms constructed should have a certain minimum area to accommodate a certain number of school children in a class. Attention in this connection is invited to the Report of the School Buildings Committee appointed by the Central Advisory Board of Education in 1941. The Report which is comprehensive has made valuable suggestions regarding the school buildings and their equipment. We believe that every class-room should provide for an area of not less than 10 sq. ft. per student. We are also of opinion that the number of students in any class should be limited so that class-rooms are constructed to accommodate this number. In some States the number is limited to 30, in others to 40, but we have noted with regret that in recent years, these numbers have been exceeded; in some cases, 50 to 60 pupils are admitted into a class. We feel strongly that at this age period, with a view to establishing personal contact between the teacher and the taught and to exert a wholesome influence on the pupil, the optimum number that should be admitted to any class should be 30 and the maximum should not exceed 40. We recommend that in future, schools should be so constructed that they can develop later into the pattern of multi-purpose schools affording facilities for more than one type of diversified courses. It is very likely that in the majority of schools, owing to limitations of finance and personnel, more than one or other of the diversified form of instruction may not be possible. But ultimately it is our hope that many schools may be able to afford facilities for two or more diversified courses. Any type design must therefore take note of this possibility of expansion as well as of the variety of courses that may be provided, We feel for instance that it should be necessary to provide for workshops, for certain laboratories, certain special rooms for drawing, painting or music, etc. and it is desirable that any design for a school building should take these into consideration and so adjust the design that in course of time without much change of the original building, such

additional accommodation may be provided. Even if diversified courses are not provided, it is absolutely necessary to maintain at least a small workshop with the necessary equipment. We are of opinion that the present trend in certain schools to multiply the number of sections in each class and to increase the total strength in the school should not be encouraged. We regret to say that we have come across schools where the total number of pupils has exceeded 2,000, each class being divided into 8 to 10 sections. This excessive number has led to a great deal of laxity not only in the teaching, observation and recording of the work of the individual student, but in the maintenance of discipline and in the relationship that should exist between the teacher and the taught. In certain cases, pressure has been brought to bear on the headmasters of schools by managements, by parents' associations and by public bodies and sometimes by the authorities concerned, to admit a much larger number of students and even to adopt the double shift system to increase the number of school-going population. The schools under such circumstances have to work like factories and the bad effect upon the education imparted to children of such schools can hardly be exaggerated.

### **CONSTRUCTION OF SCHOOLS**

The school must provide for (1) certain amenities for the students such as common room, sanitary conveniences, provision for mid-day meals and refreshments to be taken, and in the case of girl students retiring rooms with necessary conveniences separately; (2) accommodation for teachers with a common room available for them; (3) a reading room and a library; (4) a visitor's room where parents or relations who wish to interview the headmaster may wait; (5) a room for the Headmaster and an office room, and a room for the Assistant Headmaster, should such a person be appointed; (6) laboratories and workshops where necessary, such laboratories and workshops being constructed on an approved plan and for a definite number of students.

With reference to the library and the reading room, we have stated elsewhere that the school must be a centre of the intellectual activity of the whole

community particularly in rural areas, and for this purpose the library and reading room should be so constructed that, out of school hours, it may be possible for the general public also to use the library under certain prescribed conditions. This is one of the ways in which a school can "go to the community" and educate as well as interest the community in its welfare. We also recommend that wherever and whenever it is possible, without interfering with the regular programme of school work, the school premises may be placed at the disposal of the public of the place for any of the general purposes for which there is necessity. The idea prevalent hitherto that a school building should be utilised only for school purposes should no longer be entertained in view of the larger role the school should play in the general interests of the local community. This will secure a better appreciation of the role of the school and a better education of the school-going population themselves in methods of social service and in various spheres of activity calculated to benefit the community around. We feel that the more the school benefits the community at large, the more the community itself will assist the school, and many healthy activities can be conducted with the full co-operation of the public of the locality. It should, however be clearly understood that the Headmaster is the final authority to decide what activities may be allowed in the school premises.

There is one other aspect of the design of the school that we have to refer to. In some parts of the country, owing to climatic conditions, it will be necessary to have indoor accommodation for physical education. The boys could then take active part in physical exercises in open halls where facilities for recreation can be provided.

### **RESEARCH IN BUILDING**

One other point which we wish to stress is that both in the type design of schools as well as in the type design of furniture, etc. there is considerable scope for research to make them suit Indian conditions. This research has not so far been undertaken and we think it could be carried out at the Central Building Research Institute with the joint efforts of the teacher and the

architect or engineer concerned. The furniture should suit the age group, height, etc. so as to develop proper sitting postures, etc.

### **EQUIPMENT**

The equipment of a school is a matter which requires great care. We regret to say that we have noticed many schools where there was hardly any equipment, and subjects were taught under conditions where boys were forced to memorise rather than understand what was taught. In some of the schools we visited, it was quite clear that the laboratories were hardly ever used, except as store houses for odds and ends; theoretical instruction in such important subjects as Physics and Chemistry was given in the classroom. It is obvious that to teach Geography without a proper supply of maps, elementary physics without models and instruments, elementary chemistry without the rudiments of a laboratory would be giving a too theoretical instruction without utilising the many valuable aids, but this is what is exactly happening in certain of the schools.

We understand that, in some Universities, definite rules have been framed in this behalf and a list of essential equipment needed for each subject and for a certain number of students to be taught in such subjects have been drawn up. It is a condition of affiliation that the minimum equipment as set down should be made available before affiliation can be granted to the college. We recommend that in the case of schools also for every subject which requires practical instruction in one form or another and for such subjects where audio-visual aids are essential, directions should be given with regard to the equipment that ought to be made available and the exercises that ought to be provided so as to make the teaching of that subject more instructive and useful to the pupils concerned. We feel that this would be all the more necessary in the diversified courses of study, which we are recommending, and unless such a scheme is adopted we are afraid that schools may get affiliated for such diversified courses of instruction, without having the necessary equipment and appliances and the theoretical type of instruction will seriously impair the value of such courses. We recommend, therefore,

that Expert Committees should be appointed to lay down the equipment required for each of these diversified courses, including the workshop equipment and the number of pupils that can be conveniently accommodated in the workshop.

### **AUDIO-VISUAL AIDS**

There are some modern methods of Audio-Visual education used at present in different countries which have yet to be more fully utilised in our schools, and we feel that suitable provision must be made for this purpose. Among such equipment may be mentioned film and film-strip projectors, radios, magic lanterns and Epidiascopes, etc. Such appliances may be shared by two or three schools to be used by them in rotation at different times of the day or on different days. We have referred elsewhere to the part that the radio can play in giving general education to the students of schools and colleges, and the close liaison that should be maintained between the teaching staff of the school and those connected with the All-India Radio. We were glad to know that in many States such a close liaison is maintained and that the headmasters of the schools and other teachers were consulted as to the type of broadcasts that would be of interest and benefit to the school-going population.

### **HOSTELS FOR RESIDENTIAL AND DAY-RESIDENTIAL SCHOOLS**

We have recommended both residential schools and residential day schools. Residential schools should provide for accommodation not merely for the pupils but also for some of the teachers. There should also be enough of open space for playgrounds for the residential schools. In the design of residential schools, proper accommodation should be provided for library, for indoor games, dining halls, dormitories and separate accommodation for the care and isolation of the sick. The care of the sick in residential schools is a responsibility of the management and while efforts may be made to admit those who are seriously sick in the neighbouring hospitals, for minor ailments, arrangements for temporary isolation should be provided.

We have already referred to the fact that in the Day-Residential school's children would be expected to come in the morning and stay there till late in the evening and that through the cafeteria or otherwise, arrangements may be made to provide them with mid-day meals and refreshments at cheap rates. It is therefore necessary that there should be a dining room for the purpose and also certain common rooms where the pupils may take rest. In this connection we wish to stress the need for a cafeteria to be opened in all day schools. It is unfortunate that the managements have not taken care that their school children should have, when necessary, clean food and filtered water to drink. We have noticed that several coffee hotels have a brisk trade just by the side of the school, where there is no guarantee of wholesome food or drinks being available. It should be the endeavour of the managements to see that such shops are not encouraged and that in the school itself a well-run cafeteria providing clean and wholesome food at comparatively cheap rate is available. We recommend also that co-operative stores be established in all schools providing school requirements at almost the cost price. We feel sure that if the teachers take some interest there should be no difficulty in establishing such co-operative stores. In some States co-operation has a strong-hold. The school design should naturally take note of the requirements of cafeteria and co-operative stores.

#### **QUARTERS FOR THE SCHOOL STAFF**

It has not often been realised that for efficient service in the school; the teachers concerned should have suitable quarters as near the school as possible. This is particularly true of schools situated in urban areas. We feel that the presence of the headmaster and some at least of the staff in or near a school, particularly if there are hostels attached or where the schools are residential will be of the greatest benefit to the school-going population. It will attract teachers to the schools, and it will be of great benefit to the management itself if quarters can be assured. We consider that this is particularly necessary, and not merely desirable, in the case of girls' schools for women teachers. We have had occasion to note that for lack of suitable quarters, there has been great difficulty in recruiting women teachers to some

of the girls' schools. The community life of the teaching staff thus encouraged by the provision of quarters in the area would go a long way to promote their sustained interest in the school and their united effort for the better 'running of the institution. We recommend also that quarters should be provided for the teaching staff of boys' schools, particularly in rural areas where no quarters are available at present for the majority of the teachers. In urban areas, the cost of rented buildings is prohibitive, and teachers with small emoluments can hardly live in decent quarters. We therefore recommend that quarters be also provided as far as possible in the urban areas. In doing so, the State should come to the aid of the schools by starting co-operative housing societies and by giving loans to the managements of schools on easy terms. If these recommendations are accepted and adopted, we feel sure that the whole atmosphere of the school will be different, and that efficiency and discipline will improve and the community itself will begin to realise that the school is an institution calculated to serve the needs not only of the pupils but of the whole community.

## **2. KOTHARI COMMISSION (1964-1966)**

Kothari Commission was appointed by Government of India on 14th July, 1964 to advise the Government on the national pattern of education and on general principles and policies for the developments of education at all stages and in all aspects. Legal and medical educations were excluded from the purview of commission, but it was authorized to look in to 'such aspects of these problems as necessary for its comprehension enquiries.

### **MEMBERS**

- Prof. D. S. Kothari, Chairman
- Sri A. R. Dawood, formerly Officiating Director, Directorate of Extension Programme for Secondary Education, New Delhi.
- Mr. H. L. Elvin, Director, Institute of Education, University of London, London.
- Sri. R. A. Gopaldaswami, Director, Institute of Applied Manpower Research, New Delhi, [Retired].

- Prof. Sadatoshi Jhara, School of Science and Engineering, Waseda University, Tokyo.
- Dr. V. S. Jha, former Director of Commonwealth Education, Liaison Unit, London.
- Sri. P. N. Kirpal, Education Adviser and Secretary to the Government of India, Ministry of Education, New Delhi.
- Prof. M. V. Mathur, Professor of Economics, Public Administration, University of Rajasthan, Jaipur. 9. Dr. B. P. Pal, Director, Indian Agricultural Research Institute, New Delhi.
- Kumari S. Panandikar, Head of the Department of Education, Karnataka University, Dharwar [Retired].
- Prof. Roger Revella, Directorate for Publication Studies, Harvard School of Public Health, Harvard University, Cambridge, U.S.A.
- Dr. K. C. Saiyidain, Former Educational Adviser to Government of India [now Director Asian Institute of Educational Planning and Administration, New Delhi.]
- Dr. T. Sen, Vice Chancellor, Jadavpur University, Calcutta.
- Prof. S. A. Shumovsky, Director, Methodological Division, Ministry of Higher and Special Secondary Education, R.S.F.S.R, and Prof, of Physics, Moscow University, Moscow.
- M. Jean Thomas, Inspector General of Education, France and formerly Assistant Director General of UNESCO Paris.

#### **Member Secretary**

- Sri. J. P. Naik, Head of Education Planning, Administration and Finance, Gokhale Institute of Politics and Economics, Poona.

#### **Associate Secretary**

- Mr. J. F. Me Dougall, Assistant Director, Department of School and Higher Education, UNESCO, Paris.

## **RECOMMENDATIONS ON SCHOOL BUILDINGS**

The provision of school buildings is extremely unsatisfactory at present. At the primary stage, only about 30 per cent of the schools are stated to have been housed in satisfactory buildings. The corresponding proportion at the secondary stage is stated to be about 50. This shows the great backlog of unconstructed school buildings which has to be cleared during the next few years. In addition, buildings will have to be provided for the additional enrolment which will rise with increasing speed. The problem, therefore, has three aspects: (1) provision of the necessary funds; (2) reduction of the building costs to the minimum level possible; and (3) the devising of a suitable machinery which can implement the programme expeditiously and economically.

## **FUNDS FOR SCHOOL BUILDINGS**

We recommend that the allocations for construction of school buildings in the Central and State budgets should be increased. This is one area where the local community can make a significant contribution. Schemes of grant-in-aid should, therefore, be devised under which assistance from the State will be available to local communities, on a basis of equalization, for the construction of school buildings. Wherever possible, loan programmes for the construction of buildings should be encouraged. Grant-in-aid and loans should also be available to private schools, on a fairly liberal basis, for building construction.

## **REDUCTION OF COSTS**

A number of committees have examined this question for both the Central and State Governments, on behalf of the Ministry of Education, the Ministry of Works and the Planning Commission. In addition, the UGC has prepared detailed norms for hostels, staff quarters, libraries, etc., and the Central Building Research Institute at Roorkee and the Indian Standards Institute have made recommendations in this area. The result of all these is that there exist, for most types of schools and colleges, space and planning norms and

type plans and a good deal of sound advice that can help in reducing costs. What is required now is a mechanism that will put this information into practice. In view of the acute shortage of traditional classical building materials and the shortage of accommodation, many schools are today operating in what are classified as 'temporary constructions' by the PWD and some even in thatched huts. We find that there is a strong prejudice against such structures? In our view this prejudice against the use of 'temporary' buildings or thatched huts for school purposes is totally unjustified. Designed and constructed with a raised floor and high doors and windows with plenty of ventilation, these structures serve more than adequately as school buildings. We have used the expression `school buildings to include all educational buildings such as classrooms, libraries, laboratories, cycle sheds, hostels and residential quarters for teachers.

#### **BUILDINGS IN RURAL AREAS**

The problem of school buildings needs to be discussed separately for urban and rural areas. In the former case, land values are high; and very often enough land is not available at all. Sophisticated structures are, therefore, necessary, even in order to keep in tune with the immediate environment. In the rural areas on the other hand, land is cheap and readily available; and sophisticated structures often look grotesque in a village atmosphere. We recommend that everything should be done to encourage local initiative and local contribution in cash, kind or labour for the erection of schools. A special device that can be of great use is that government should supply only the framework-which can be pre- fabricated-and the local people should be expected to rise the plinth and fill up the walls. The `nucleus' approach recommended by the Ministry of Education will be of great help and deserves to be generally adopted.

#### **BUILDINGS IN URBAN AREAS**

In urban areas, the following steps should be taken for achieving economy in the construction of educational buildings:

## **(1) JUDICIOUS SELECTION OF SPECIFICATIONS AND LOCAL MATERIALS**

The existing practice of playing safe by adopting conventional specifications is not conducive to economical construction. Economy can be achieved through the selection of locally available materials, use of cheaper materials, omission altogether of certain finishes and acceptance of a lower standard of construction. In all these steps, the governing factors would, however, be the availability of materials, climatic conditions, safety of buildings and recurring costs on maintenance.

## **(2) TECHNIQUES OF CONSTRUCTION**

With careful planning and designing, even the so-called 'temporary' structures can be made to serve a better purpose than many of the rented buildings in which schools are often housed. Such structures should be built, wherever climatic and other conditions permit. If pukka buildings are absolutely necessary, an increasing reliance is needed on the improved techniques of construction such as the use of framed structures, cavity walls, pre-fabricated components, RCC frames for doors and Windows and components evolved by the Central Building Research Institute and other research organizations.

## **EXPEDITIOUS CONSTRUCTION**

In order to expedite the construction of school buildings, the following steps are recommended:

In rural areas, there are no local contractors available. Contractors from urban areas generally charge higher rates when they are required to work in villages. The departmental machinery is also not adequate to reach most of the outlying villages. For the construction of village school buildings, therefore, we recommend that the agency of the local communities or village panchayats should be utilized to the fullest extent possible.

In urban areas, we recommend that the local agencies like municipalities and corporations should be utilized fully for construction of school buildings. They

have the necessary technical staff and can also contribute towards the cost of such buildings. If the responsibility for providing buildings for local schools is placed on municipalities and if a suitable system of grant-in-aid is devised, the progress in this sector would be accelerated.

### **SUPERVISION AND STANDARDIZATION OF SCHOOL BUILDINGS**

For construction of government school buildings, to assist the voluntary organizations for the purpose, to supervise the general programme of construction of school buildings in a State, and to continually introduce improved and economic techniques, we recommend the adoption of the following additional measures:

#### **1. FORMATION OF EDUCATIONAL BUILDING DEVELOPMENT GROUPS**

Each State should have an Educational Building Development Group, within the Public Works Department but working in close association with the Education Department, and consisting of an architect, an educationist, an administrator, a civil engineer and a cost accountant, all working on a full-time basis (with power to co-opt representatives of special technical skills). The main function of the group would be to improve the planning and construction of government school buildings but its advice should be available for private schools also. There should also be a Building Development Group working at the Centre, for effectively coordinating the working of State-level Groups. The other functions of the Groups will be (a) to study building requirements in the light of new teaching techniques, (b) to develop in cooperation with manufacturers new building techniques and specifications, (c) to evolve functional and economic type plans for various types of educational buildings, (d) to arrive at a correct assessment of costs of materials and labour required, (e) to conduct field trials, (f) to evaluate the plans, specifications and building techniques already in use, and (g) to study methods of maximizing the use of indigenous materials. The Group at the Centre could profitably bring out a highlighting the latest techniques of construction, and researches at home and abroad on conventional buildings.

The State Government should ensure that the recommendation of these Development Groups are followed. When the Groups in the different States are well established, the possibility of making them function within a rigid frame work of 'maximum cost per place and minimum standards' as is being successfully done in the United Kingdom, should be explored. (2) To avoid delays in the construction of government buildings a separate unit of PWD should be set up for execution of educational buildings programmes.

### **(3) FORMATION OF EDUCATIONAL BUILDING CONSORTIA**

After the Educational Building Development Groups have standardized the plans and the technique of construction, the possibility should be examined of establishing Education Building Consortia (on the lines of similar associations, popularly known as CLASP, in the UK) to exploit fully the advantages of industrialized buildings.

### **(4) STANDARDIZATION**

Layouts, dimensions, specifications and methods of construction for any particular region should be standardized by the Educational Buildings Development Group mentioned above so that mass production of the different components on a factory scale can be undertaken resulting in economy as well as speed of construction. Considerable work in the field of standardization has been done by organizations like the Indian Standards Institute which could serve as a basis for further studies.

### **(5) BUILDINGS FOR PRIVATE SCHOOLS**

The economy measures worked out by the Educational Building Development Group in each State for reducing the cost of educational buildings should be made known to the managements of private educational institutions in the State, and the grant-in-aid given to a private management for a building should be subject to the upper cost limits worked out.

## **2.24. INFRASTRUCTURAL FACILITIES FOR AN IDEAL SECONDARY SCHOOL**

Indian society needs quality education and ideal school that produces the quality human resources that can compete globally. The effort to realize standard education is to design the ideal school that fulfil the measurable standard and incommensurable values. Guide of School with International Standard Fostering expresses the standard of international-based school, that is: Standard of Input; Standard of Process; and Standard of Output. The standard of input consists of intake, teachers and educational personals, curriculum, and infrastructures. Standard of Process consists of teaching and learning process, management and organization, and school environment. Whereas the standard of output is the competence of output which will be achieved. The ideal school must maximize the seven basic human goods, that is: life, truthful knowledge, friendship, beauty, skilful play, religion and practical reasonableness. However, the first important thing is to build and design the ideal school is Standard of Input, hence we will discuss the designing the infrastructures. Besides that, the seven basic human goods are also important to be promoted, because they can show the excellence, uniqueness, characteristic, and identity of the school that can attract the parents to send their sons or daughters to study in the ideal school. By promoting the values, the ideal school can maximize the pleasure of school components and stakeholders. The most important infrastructures of ideal school are buildings and facilities. The buildings consist of:

- Land
- Principal room
- Vice principal rooms
- Teaching and learning rooms,
- Quality assurance room,
- Laboratory of science rooms
- Laboratory of computer room
- Chief of administrator room
- Administrator room

- Library centre
- Counsellor room
- Teacher reference and resource centre (TRRC) room
- Teachers room
- Discipline keeper room
- Character building room
- Workshop room
- Production unit room
- Teacher toilets
- Student's toilets
- Health clinic
- Canteen
- Multipurpose hall
- Music studio room
- Concert hall
- Sport hall
- Swimming pool
- Fitness centre room
- Art shop room
- Devotion rooms
- Playing room
- Stationary room
- Student company room
- Mall
- Guest house
- Dormitory
- Green-house
- Agriculture-tourism
- Zoo-garden
- Water-tourism (lake), and golf court.

Whereas the facilities consist of:

- Furniture
- Air-condition
- Equipment of laboratory
- Educational media
- Hard book
- Digital book (e-book)
- Learning resource
- Material of laboratory
- Computer
- LCD projector
- Internet connection
- Intranet
- Electricity power connection (generator)
- Telephone line
- CCTV
- Sound system
- Sport facilities and bus school

### **UNIT 3: TEACHER AND SCHOOL MANAGEMENT**

Concept of Effective Teaching - Code of Conduct: Professional ethics - Qualification of effective teacher - Evaluation of Effectiveness - Professional Growth – Significance of (INSET: In-service Education for Teacher) - Status of the Teacher - Accountability of Teacher - Recommendations of various commissions.

#### **3.1. INTRODUCTION**

Teaching is a familiar term. Though this term is generally associated with the schooling process, but one can find the act of teaching in many places. In the family, parents teach children many things about good habits right from the childhood. In the neighbourhood, elders teach children many things related to community living. In schools, teachers teach students not only different subjects, but also many things which are essential to be good citizens and lead a productive social life. Teaching, which is taking place in family and neighbourhood may not be organized, whereas teaching provided in schools is well organized with pre-determined objectives. As a teacher, you may be engaged in organizing many activities which take place within and outside the classroom. Inside the class, the teacher may be delivering lectures, giving demonstrations, explaining concepts, conducting experiments, narrating stories, reciting poems, conducting role-plays, etc. Similarly, outside the classroom, the teacher may be taking students for fieldworks, organizing sports activities, organizing exhibitions, etc. Do all these activities being performed by you constitute teaching? What does then teaching mean pedagogically? What is its nature? Let us try to understand the concept of teaching as a complex process of many contextual behaviour.

#### **3.2. THE CONCEPT OF TEACHING**

Teaching is an art when creativity, personal values, attitudes and natural dispositions are taken as the bases for teacher's behaviour. Teaching is science when through a systematic application of certain techniques of behaviour modification and desirable teaching competencies are developed

and undesirable teaching behaviour are modified or eliminated. In both the considerations, teaching behaviour of a teacher remains our main concern. In the former, behaviours are covert and in the latter, they are overt in expression. Since teacher's behaviour is modifiable, various training techniques have been developed and followed by teacher educators. These teacher training techniques have a scientific basis in which the total behaviour is analysed into small units and new desirable behaviour is developed. Objective observation of behaviour and applying certain techniques to develop new behaviour under controlled conditions lead to scientific way of looking at teaching. Now let us discuss the concept of effective teaching in the following section.

### **3.3. CONCEPT OF EFFECTIVE TEACHING**

Effective teaching is a process in which teacher teaches and realizes the objectives of the lesson on the one hand, and children learn in a spirit of joy creatively, on the other hand. Children are further motivated and impressed upon even to learn of their own. The way of motivating the students to learn and achieve better results by the teacher is referred to as effective teaching. Effective teaching can be identified with the help of the following characteristics:

- Process Realization of objectives/goals.
- Motivating the students to learn.
- Structuring a learning climate for students.
- Focused/directed teaching.
- Involvement of maximum number of students during teaching.
- Bringing variety in teaching.
- Generating student's curiosity for further learning.
- Bringing new information to classroom teaching.
- Citing examples from daily life.
- Questioning to generate students' thinking.
- Effective use of teaching aid/equipment.
- Clarity of ideas/thoughts.

- Encouraging self-paced learning.
- Humanistic approach in teaching (love and compassion).
- Development of positive thinking/open mindedness in students.
- Effective classroom management.
- Using adaptive strategy according to varied situations.

### **3.4. CODE OF CONDUCT: PROFESSIONAL ETHICS**

When a question is asked — ‘who is a human being?’; and as an answer to this question, it is said, a human being is the supreme creation of God.’ But soon next question jumps up like a boomerang, ‘Is human being maintaining his or her supremacy?’ In the present scenario, is he or she behaving as per the rules and regulations in the society? Such questions really remain without any satisfactory answer! In today’s materialistic and scientific age, men and animals do not seem to be different from each other. However, only one characteristic differentiates them. It is intelligence. A human being can think. He or she knows what is good and what is bad. He or she also knows what is right and what is wrong. Such differentiation animals cannot make. But a human being can. Yet, regret to note that today’s people have become more materialistic, more money-minded and more and more concerned with his or her own beliefs and benefits.

There is absolutely no time for him or her to think of others. People have become so self-centred that they cannot see the sorrows of others. Hence, it is correctly said that today people have completely lost the cultural values! Education is usually looked upon as an organised, purposive activity with pre-established goals. But in reality it does not seem to be so. In fact, education is essentially the art of learning, not only from books but from the whole movement of life. Good education is that which helps pupils to deal with life as a whole, and as helps them to discover lasting values. True and good education helps the pupils to discover true values which come as unbiased investigation and self-awareness.

Globally, there is an overwhelming concern over the quality and relevance of education. The progress of a country depends on the quality of education which further depends on the quality of teachers and teacher- education system. Teaching is considered as one of the noblest profession and the teacher is of paramount importance in the field of education. The teacher is the key person on whom depends the future of mankind. In fact, teachers can do miracles, which can shape raw material into a finished product. As Chanakya has rightly said: However, for this, a teacher has to be conscious of his or her role model, through his or her conduct, action and adherence to human values. In fact, every profession has certain values attached to it; and a person can do justice to his or her profession, if he or she obeys those values. Hence, professional laws are very essential for becoming a good teacher. A good teacher is non-stop learner to play his or her role effectively.

On account of this, role of the present-day teacher has become very challenging, complex and multifaceted. The challenges can be easily met if the teacher works towards his or her profession with commitment and obeys the professional laws. In fact, a teacher's job is more difficult than the recognised professionalists. Professional ethics demands that a teacher should not try to exploit, school influence for private gains. The all-round development of the pupils depends upon the professional competency and efficiency of teachers. Professional values for teachers measure all the characteristics of teaching profession like responsibilities, attitudes, honesty, fairness, integrity, diligence, loyalty, cooperation, justice, faithfulness, respect for others and self, teaching procedures, assessment of students and conduct of behaviour.

In today's atmosphere of competency, proper training of teachers is very essential. Because this helps them to inculcate desirable values in their pupils. Teacher is not merely a given of information; but he or she is the one who points the way to wisdom and truth. Good teachers maintain the perfect equality between them and the pupils; and it is they who create read freedom in the institution. Education and significance of life must be synthesized, because peace starts in the individual and then grows into world peace!

Because of the above said facts teacher must be provided value-oriented education; and teachers' training institutes should develop ethical values through seminar, training and colloquium. There should be in-service training for teacher-educators. Because a teacher has to discharge unlimited responsibilities, he or she must be very much well-versed with all types of professional values. Hence, a teacher must necessarily have good knowledge of values. In fact, values should become the core of teacher education without which education is not at all considered complete.

### **3.5. QUALITIES AND QUALIFICATION OF EFFECTIVE TEACHER**

The teacher plays an important role in school. He is not simply to impart knowledge but also mould the habits, traits and character of students. He is to achieve educational objectives through the curriculum of the school. In order to discharge his duties effectively he must possess certain qualities and qualifications which may be described as below:

#### **A. GENERAL ACADEMIC BACKGROUND**

The teacher is required to answer questions which require fair command of subject. He should have sufficient knowledge so far as the students are concerned. That is why minimum qualifications are laid down for the appointment of teachers in schools. For primary school, the teachers should be at least matriculate. For middle schools, the teacher should be at least graduate. For high schools, the teacher should be an M.A. In addition to knowledge of his subject, he should have sufficient general knowledge. For this he should have literary tastes. He must be a well-read person.

#### **B. PROFESSIONAL EFFICIENCY**

Knowledge of the subject matter is not sufficient to be an effective teacher. A first rate scholar may be a poor teacher. He must have some pre-service training, so that he is conversant with things and outcomes of teaching. While in service, teacher should attend short-term refresher courses, workshops, seminars and educational conferences so that he goes on adding to this professional efficiency. The teacher should have a sense of dedication to the

teaching profession. He should be dedicated to teaching and teach enthusiastically. Teacher's enthusiasm, professional insight and sense of dedication are his valuable assets.

### **C. PERSONALITY TRAITS**

Teacher's personality traits have deep impact on the students. The following traits in the teacher are worth mentioning here:

#### **1. LOVE FOR CHILDREN**

The teacher must love his pupils. He must understand them individually and try to help them in overcoming their difficulties. His attitude should be sympathetic and friendly.

#### **2. A MAN OF CHARACTER**

The teacher should have high moral character. He should have sound principle of life as his ideas and conduct will affect the children profoundly.

#### **3. EMOTIONALLY STABLE**

The teacher must be emotionally stable. He must be free from complexes, worries and frustration. An emotionally unstable teacher cannot do justice to his work.

#### **4. GOOD EXPRESSION**

The teacher must be able to express his thoughts clearly His oral and written expression must be good. He has to write reports and so many other things. His speech, pronunciation and voice must also be impressive.

#### **5. SENSE OF HUMOUR**

In the school, the teacher should have smiling face and a cheerful look while teaching. His sense of humour will help him to overcome very serious situations, which can be sometimes laughed away.

## **6. SOCIAL TRAITS**

The teacher should be sociable in nature. He must maintain good relations with his colleagues, pupils and their parents and general public. He must be mixing with people. Only then he will be able to develop social virtues in students.

## **7. LEADERSHIP QUALITY**

The teacher should be able to provide effective leadership to the children who are immature and need guidance in matters of study, activities and other courses etc.,

## **D. ROLE OF THE TEACHER**

Teaching is a complicated job. It is not mere communication of knowledge to the student. Even knowledge cannot be handed over to students like currency. The teacher has to attend to a number of factors while working in the school. Some of his functions may be discussed as under:

### **1. ROLE IN TEACHING**

Teaching is the first and foremost duty of the teacher. The teacher should prepare his lessons regularly. He must motivate the pupils and use methods and techniques of teaching suitable for particular group of students. He must always try to improve his teaching skills. He should give regular homework and check it regularly. Activities on the part of pupils should be properly stimulated and directed.

### **2. ROLE IN PLANNING**

In order to be a successful teacher, the teacher must plan his work well. At the first place he should plan his teaching work. He should decide how much work is to be done in a particular month and in a particular week. Daily teaching work must also be planned. He should plan use of teaching aids in advance. Activities of the pupils are also to be planned by him.

### **3. ROLE IN ORGANIZING**

The teacher has to organize a number of activities in the school. He has to organize the school plant. He should see that the class-rooms are well-equipped. He has to make seating arrangements, distribute equipment's and keep it neat and clean. He has to organize instructional works dividing the syllabus into units, classification of students, construction of time-table and co-curricular activities are also to be organised. Besides library work, laboratory work, sports etc. need proper organisation.

### **4. ROLE IN SUPERVISING**

The teacher has to supervise a number of tasks and activities. He is required to supervise attendance of pupils, their daily work, homework, their work habits and behaviour. He has to maintain order and discipline in the school. He may have to supervise pupils in the hostel.

### **5. ROLE IN GUIDING**

The teacher not only supervises pupils and their work but also gives them tasks relating to selection of courses, home work, and other study activities. Pupils study habits and work habits have to be guided properly. He must pay attention to all children particularly to the delinquent, abnormal and mal-adjusted children. Guidance in health matters is also to be given.

### **6. ROLE IN EVALUATING**

Work of the pupils and their participation should be evaluated by the teacher from time to time. It is evaluation which will throw light on teachers' work and pupil's achievement. Evaluation will point out weakness in teaching and learning process and the teacher can adopt suitable remedial measures. The teacher has to conduct house tests and report the progress of pupils to parents and the headmaster. Policies of promotion have to be chalked out in the light of evaluation.

## **7. ROLE IN RECORDING**

The teacher has to maintain record of pupil's achievement in different subjects and activities. He has to record their admission, attendance, their scores, in different tests. The teacher may also be required to maintain school records such as property register, supply of equipment, issue of book etc. He also has to write annual reports of various activities and functions done during the year.

## **8. ROLE IN MAINTAINING RELATIONS**

It is the duty of the teacher to maintain good relations with the pupils, their parents and general public. For this purpose, Parents Teachers Association (PTA) may be organised by the teacher. The relationship with parents will solve many problems. The teacher must have healthy and cordial relations with the headmaster and his colleagues. For all this the teacher should possess a sociable nature.

## **E. RESPONSIBILITIES OF A TEACHER**

Teaching is a tri-polar process which has three indispensable elements or constituents-the teacher or educator, the taught or educed and the curriculum. Out of these three, the teacher plays the most significant role in making the teaching process a grand success. Because the teacher is the real practitioner of the teaching learning process.

He is the pivot in any system of education around which the whole system of education revolves. It is dead sure that the importance of school building, school furniture and equipment, curriculum, the text-books cannot be ignored. But without the teacher, they all are meaningless. But it is not simply the teacher, rather good teachers that are required in this connection. Dr, E.A, Piry says, "If a nations teachers are C3 the nation itself cannot but the C3, and let there be no doubt about this if we wish to be an A-1 nation our teachers will have to be A-1".

The importance of effective teachers is emphasized by Professor, Humayun Kabir by saying without effective teachers, even the best of system is bound to fail. With effective teachers, even the defects of the system can be largely overcome. The importance of the teacher is also stressed by the Secondary Education Commission (1952-53) in the following words: “We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational qualification, his professional training and the place he occupies in the school as well as in the community.

In the words of The Education Commission (1964-66), “of all the different factors which influence the quality of education, and in contribution to material development, the quality, the competence and character of teacher are undoubtedly the most significant. After having such discussion, it will be better if we provide an insight into the role or duties and responsibilities after having discussion on the qualification or qualities of a good teacher.

### **3.6. EVALUATION OF EFFECTIVENESS OF TEACHERS**

In the present scenario, the role of teachers is highly recognised in the teaching-learning process. But, it is not always happened that teachers perform their fundamental function for optimisation of learning. Their role is doubtful. Now, there is a felt need for evaluation of teachers. The fact is that evaluation of teachers is currently receiving a lot of attention in our country. However, this evaluation of teachers has been the weakest links in our educational system.

#### **A. NEED FOR TEACHER EVALUATION**

It is admitted on all hands that the quality of educational services depends ultimately on the quality of the people who provide them. In other words, the quality of teachers has a direct bearing on the quality of education imparted in our educational institutions. Since, society spends in the form of allocation on education; it is naturally that society expects something from teachers who constitute a major force in the educational system. Teachers have to be

accountable to the community and they are subjected to public scrutiny. The need of teacher's evaluation is felt due to the following three reasons: (a) improvement of teaching performance, (b) identification of In-service training needs, and (c) promotion of improved communications.

- Firstly, by systematic evaluation of teacher's performance, teachers get the opportunities to improve their skill and performance, the evaluation procedure acts as a powerful feedback device to let them know their weak points while performing their job in the classroom.
- Secondly, the evaluation of teachers is needed from the point of view of management of the institution. This process of evaluation can surely enhance the level of institutional awareness. The management identifies the difficulties and constraints faced by teachers in achieving the desired objectives of teaching. Therefore, management gives a chance to the teachers to undergo in-service training for maximization of teaching and learning. Thus, in this way, training needs of the staff are easily located.
- Thirdly, it is an essential requirement of the teacher that communication ability of teachers is to be promoted. Unless, a teacher improves his/her communication ability he/she cannot maintain a good link with his/her students.

The introduction of an effective appraisal system gives teachers an opportunity to communicate their feelings, performance and constraints with their fellow teachers, heads of institutions and other decision-making bodies in the sphere of education. Therefore, evaluation of teachers is needed for promotion of improved communications and relationships. In addition to the above three, other reasons attributed to evaluation of teachers are as follows:

- Teachers deal with the students who are young. They are being entrusted upon the former care. Society entrusts them such a serious task which cannot be neglected at any cost. By evaluation mechanism, society monitors the activities of teachers in a systematic way.

- Further, evaluation of teacher gives an opportunity to teachers to get their contributions appreciated. Let's take an example of a teacher who has adopted an innovative approach in teaching social studies by making use of different teaching aids. An evaluation system gives him or her a chance to get his or her efforts appreciated and known to others. This acts as a motivational device to boost their self-esteem.

Teacher's evaluation system provides a scope to teachers to appraise their own roles vis-a-vis other professions. It helps them develop their professionalism. Thus professional growth is reinforced by the evaluation process. Stoner and Freeman (1992) have attributed two major reasons to a formal evaluation:

- To get the individuals know formally how their current performance is being rated. For example, current rating of a teacher's performance in school becomes very significant keeping his or her multifarious roles in mind.
- To locate individual who needs additional training. By evaluation, his/her strengths and weaknesses can be identified and thus helps him/her to pursue training for improvement of performance.

## **B. IMPORTANCE OF EVALUATION OF TEACHERS**

The importance of evaluation of teachers can be thought of in the following way:

### **1. FOR A COMPETENT AND EFFECTIVE TEACHER**

- To enhance job satisfaction
- To provide motivation
- To share ideas and expertise
- To support new initiatives and growth of professionalism
- To restore or raise self-esteem
- To develop confidence and morale

## **2. FOR TEACHERS IN DIFFICULTY AND STRESS**

- To offer support
- To offer counselling
- To help improve performance
- To improve their standard

## **3. FOR THE SCHOOL**

- To help pupils through supporting their teachers
- To build a whole school approach
- To identify in-service, teacher development needs and plan programmes

## **4. FOR TEACHER TRAINING INSTITUTES**

To develop a “sound knowledge base” from evaluation reports. From the above discussion, it is apparent that performance appraisal system helps each teacher to understand more about his role and clear about his functions in the entire garment of education.

## **C. LEVELS OF TEACHER’S EVALUATION**

### **1. AT THE AUTHORITY LEVEL**

Evaluation of teachers is done at the authority level. The immediate authority of teacher is the head of the institution—Principal or Headmaster, as the case is. He/she is critically evaluated by the head of the institution. His/her teaching performance, organisational abilities, managerial capacity in the class room and every aspects or traits of his/her personality is thrown to open scrutiny by the Headmaster or Principal of the institution. Next to the immediate authority, his or her performance and other allied activities are evaluated by the departmental authority on the basis of inspection and report of the first authority.

## **2. AT THE STUDENT'S LEVEL**

Now time is ripe to involve students directly in the process of teacher evaluation. Students' evaluation of teachers is justified on the ground that students are supposed to be a very good source of information about teacher's quality as there goes a reciprocal interaction between the students and the teacher. Moreover, they know their own situation well and they know, feel and benefit from good teaching. Student ratings also provide feedback to teachers to be more responsible and serious in their teaching.

## **D. RATIONALE OF STUDENT EVALUATION OF TEACHERS**

- Evaluation of teachers by the students is justified on the ground that students are the valuable consumers and stake holders of good teaching who can assess the type of service provided to them by the service providers (teachers) in a better manner than that of others.
- Students are the most reliable source of information about their teachers. They are the true observers of the class-room situation and their reports on the teachers are reliable and usable.
- For the growth of professionalism among teachers, this form of evaluation acts as a powerful feedback device. By this procedure of evaluation teachers are likely to be dedicated and committed to their profession. Through the feedback mechanism, they will be very sincere and try to improve their teaching by rectifying the drawbacks in teaching.
- Student's evaluation will surely contribute to the professional competency and make them efficient and proficient.
- Professional ethics demands accountability. As teaching is a profession, it is quite natural that teachers should be accountable to the educands for their own acts of omission and commission. Therefore, this form of assessment will be a good starter for improvement of standard of teaching.
- This form of evaluation also helps in developing morale of teachers.

## **E. TOOLS FOR TEACHER EVALUATION BY STUDENTS**

Generally, two types of tools are resorted to for evaluation of teacher's performance viz. survey form and interviews.

### **1. SURVEY FORM**

A teacher is rated by the students by attending to a number of items or statements about the teacher and class. Some are open-ended questions with a difficulty to interpret and others are closed-ended type. It is desirable that surveys with a few items should be used in comparison to long surveys, for in the latter cases, there may happen that students may be distracted and there may have the chances of halo effect. Halo effect means that if a student finds a few traits of teacher favourable, they have a tendency to rate them favourably in all. The survey forms should be distributed to students by a neutral person and they should be explained about the purpose of evaluation in a friendly atmosphere.

### **2. INTERVIEWS**

Face to face interaction can be semi-structured in the form of question and answer sessions. A neutral person can conduct the session and the responses of the students can be recorded by the interviewer who is supposed to prepare a summary report. Interviews can either be individual interviews or group interviews. Group interviews are preferred to the former as the group interviews give more perspective, details and spontaneity. The following questions can be asked in a group interview setting.

- What are different activities which should be repeated in the class?
- How can grading be improved?
- What activities of the teacher do you like most?

In comparison to individual interviews, group interviews are valid, reliable and also cost-effective. However, individual interviews do have an added advantage. Individual interviews permit discussion of more sensitive issues that students in groups might be reluctant to discuss.

## **F. DISADVANTAGES OF STUDENTS' EVALUATION OF TEACHERS**

Students' evaluation of teachers is beset with some problems. They are as follows:

- Students are not mature enough like adults to judge their teachers in an unbiased and impartial way.
- They are not the subject experts having a sound base of knowledge who may not be able to judge quality and delivery of content taught in the class.
- If there exists any sort of friction in the teacher-taught relationship, then it may cause problems in assessment. For example, if a teacher behaves with a student in a stern and careless way, then there is a possibility that the reports of these students may not give an accurate picture of teacher performance.
- There could be a tendency of some teachers to get high ratings, the possibility arises when one aspect of teacher's behaviour tends to influence student ratings in other aspects. Moreover, teachers can leave no stone unturned to influence the students at any cost. Therefore, there is the death trap for the value neutrality. Erosion of values may be crept into the system of education,
- The system of assessment is psychologically unsound as it creates a hiatus between the efficient and inefficient teachers which, in turn, develops a superiority Vs. inferiority complex in an institution, this will affect the morale of the inferior teachers. As such, unhealthy atmosphere will prevail in the institution.
- Neutrality in assessment may be affected. Due to excess subjectivity, some students will form different opinions on the same theme. Objectivity may be thwarted in an atmosphere of freedom.

Therefore, it is erroneous to think this form of evaluation by the major stakeholders in the educational system. In spite of constraints on the evaluation of teachers by students, their benefits cannot be under-rated at any cost. Proper

safeguards and adequate care should be taken to make it impartial, objective and worthwhile.

### **G. TEACHER'S SELF-EVALUATION**

- Teachers are not only accountable to their employers and students but to themselves. They need to question their own ideas and practices and to be open to new ideas for the growth of professionalism and personal development.
- If a teacher evaluates himself/herself properly and impartially, his/her improvement will be possible which will have a positive effect on the qualitative improvement of teaching. As an important step in evaluation process, self-evaluation brings improvement in the performance of teachers. They can evaluate various aspects of their performance indicating their strengths and weaknesses.
- They can also get the opportunity to think, reflect and note down the problems and constraints on the way to his/her effective functioning. Further, teachers can have a chance to predict their main targets to be attained in the coming year and think about their career advancement.
- For facilitating self-evaluation, it is suggested that a rating scale or a checklist should be structured focusing on past performance, future targets, career advancement, training needs and above all special contributions of the teachers.
- In the scale, a detailed set of questions are prepared evaluating all aspects of a teacher's contribution pari passu with suggesting maximum potential in the areas of training, experience and additional responsibilities.
- Although this is a good appraisal procedure, it is replete with some lacunae. It is a general tendency on the part of weak teachers to over-assess their capabilities and overrate their performance. Secondly, some teachers tend to be more conservative while estimating their capacities.
- Empirical evidences support this trend as it is revealed that some teachers are in a position to give themselves better ratings than those

of given by students, peers and administrators. Thirdly, most teachers overstate the quality of their own performance relative to others.

- In spite of the disadvantages as stated above, self-evaluation will go a long way to help the perspective teachers to improve their performance provided that they need to be objective in recognizing their true capabilities and potentialities.

## **H. PEER EVALUATION**

Another form of evaluation in teacher's performance is peer evaluation which simply means judging by teachers of similar experience and training working in different settings. For example, a class eleventh teacher is evaluated by another class eleventh teacher of similar training and experience who knows students and school conditions of the teacher being assessed. In other words, it does not imply using any teacher of any level, having vastly different experience and training. Peer evaluation is a process whereby teachers of same experience and training judge the merits and values of another teacher's teaching practices and techniques.

### **1. ADVANTAGES OF PEER EVALUATION**

- Teachers of same experience and expertise, know the subject matter, curriculum, instruction materials and class room practices, problems and demands, Thus, they evaluate properly and effectively in comparison to other practices of evaluation of teacher.
- Since peers are good judges of subject matter expertise, they can give highly specific feedback. Therefore, peer evaluation is to be considered as the best one as far as improvement of performance is concerned.
- Peer evaluation removes teacher-teacher isolation. Teachers get an opportunity to learn from each other effectively as they make access to each other's ideas, techniques, innovations, practices, modes of presentation of teaching etc.
- Therefore, it helps in improvement of teaching practice. A sense of professionalism is strengthened with the idea of shared knowledge and

in an atmosphere of support, compliment and acknowledgement from peers.

- Lastly, peer evaluation offers an opportunity to teachers to plan, design, evaluate and prepare teaching materials together.

## **2. DISADVANTAGES OF PEER EVALUATION**

- Peer evaluation seems to be fraught with some difficulties. It seems to be unreliable as teachers assess their counterpart teachers on the basis of some subjective considerations like friendship ties, political affixations and social links etc. Therefore, this form of evaluation is not sound and objective. Subjectivity envelops the validity of peer evaluation.
- Here could be a possibility that teachers may not be interested to participate in peer evaluation as they may prefer to avoid the onus and prefer to leave the task to others.
- Lastly, teachers may also have doubts about their own training and abilities for peer evaluation. This type of feeling may hamper the efficacy of peer evaluation of teachers. In spite of difficulties, peer group evaluation is a right step in right direction to help in improving the efficiency of teachers.
- Evaluation of teachers is a part and parcel of any sound teaching-learning process. It is a continuous process and improvement of teachers is based upon the pillar of proper and effective evaluation. Teachers should be assessed for the qualitative improvement of education and the growth of professionalism.
- It needs to be continuous and systematic. It makes them accountable to their own profession, to the students, organisation as a whole and above all to the community. Therefore, it is ascertained that evaluation of teachers enables them to become better teachers on the job. The need of the hour is to put our concerted efforts to make evaluation of teacher as an integral part of our educational system.

### **3.8. PROFESSIONAL GROWTH OF TEACHERS**

Teachers are made, not born: Since teaching is regarded as a profession, it is always desired that an army of teachers having sound knowledge both in pedagogy and mathematics i.e. science of teaching and science of learning, should enter into the periphery of teaching profession. As such, quality, not quantity matters most. With a view to promoting quality and quantity of education, it was felt essential to develop the professional competencies of teachers through a planned programme of improved training.

Professional growth means updating, strengthening and sharpening of the professional competencies and promotion of understanding and insight in the field of teaching skills and strategies. The performance of a teaching is directly linked with the factor of professional growth. The National Policy on Education (1986) and the Revised NPE (1992) have emphasized the professional growth of teachers. The International Commission on Education. Report “Learning to Be” (1972) and the UNESCO Commission’s “The learning: The Treasure within” (1996) have laid stress on the professional growth of teachers for making them capable of discharging their duties and responsibilities efficiently and effectively. For the professional growth of teachers, a host of programmes and strategies have been experimented and found successful.

The programmes which are worked upon for development of competencies of teachers are in-service training, workshops, seminars, panel discussion, conferences etc. All such programmes will bolster improving the quality of teaching. Besides, teachers should improve their competencies and expedite their professional growth through self-study and life-long education. Some of the strategies for the professional growth of teachers are discussed thread-bare as under.

#### **I. IN-SERVICE EDUCATION**

A teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flames”. — Rabindranath Tagore. From the remarks of Tagore, it clearly indicates that a

teacher should go on continuing self-learning in order to keep himself/herself abreast with the latest trends and developments in the spheres of multifarious subjects.

In the age of science and information technology, it is not wise to sit on the fence of knowledge, rather try to update their knowledge and skills for discharging their duties satisfactorily. In-service education is the right mode to acquaint teachers with the latest trends and practices in different fields of education. Further, to continue working effectively, a teacher requires continuous personal and professional renewal in knowledge and teaching skills and redirection of task and expertise as the changing or emerging society necessitates. In this respect, training on job is highly essential.

The UNESCO Commission on Education for 21st century in 1996 rightly emphasized that there is need to update an improvement of teachers' knowledge and skills throughout their life time. In-service education is essential like the pre-service education even for quality improvement. Further, in-service education is essential for teachers in order to enable themselves to cope up with the changing conditions and times. It enables them to bridge the widening gap between what they have learnt at the pre-service education stage and the present need based curriculum to be handled.

In short, in-service education or training of teachers while in jobs is necessary for helping them to teach students more effectively for continuing professional growth and for helping them adjust to change and innovative approaches. So, in-service-training is a lifelong process in which a teacher is constantly learning and adapting to new challenges of his/her job. To enable teachers to create a thirst for knowledge among children they must continue to learn and keep abreast of changes in different areas of knowledge.

Then professional growth cannot be a night-mare for the teachers who are the chief agents of social change and national reconstruction. Fundamentally, in-service education refers to education that a teacher receives after he/she has entered the teaching profession and after he/she has got his/her education

in a teacher's college. Broadly speaking, it refers to all activities on the part of teachers that contribute to their professional growth and competencies.

For example, when a teacher undergoes short-term training by active participation, he/she feels confident in teaching a group of students effectively applying all the new methods in the field. When a teacher undergoes refresher course or orientation training or participates in workshops, seminars, conferences, panel discussion and other study programmes, he/she is capable of updating his/her knowledge in diverse fields which contribute materially to the development of his/her competency in teaching. Thus, in-service training or education enables a teacher to teach effectively with ease and confidence.

## **II. WHY IN-SERVICE EDUCATION FOR TEACHERS**

In-Service education is needed:

- To enable the teachers to learn new ways and methods of teaching.
- To help the teachers in their professional growth. It provides adequate professional training for effective teaching.
- It provides opportunities to grow in their profession. It infuses in them a sense of professionalism to their profession.
- To upgrade academic qualifications of teachers.
- To keep teachers abreast of latest developments in the profession due to the multifarious research activities in the area of teacher education.
- To help them to face new problems efficiently. While in service, a teacher encounters a host of problems in the classroom how to teach to the dull and slow learners, how to motivate, how to deal with emotionally disturbed children, how to teach difficult concepts etc. In-service education enables teachers to encounter the above problems intelligently, ingeniously and effectively.
- To develop necessary skills and attitudes to enable them to be effective change agents in the society.

- To develop skills and attitudes to be responsive to emerging national development goals and programmes.
- To disseminate specific information and undertake educational innovations such as change in curriculum, population education, environmental education, SUPW etc.
- To fill the missing gaps in knowledge. As there is explosion of knowledge, it is quite natural that there would be some gaps in knowledge, and this training helps them fill the gaps.
- To enable the teachers to contribute to the qualitative improvement of education. In-service education enables them to be more responsive to the change in every arena of education. Thus, it helps in qualitative improvement of education.
- To boost the morale of teachers. A good in-service education programme contributes directly to the morale of teachers by giving help and recognition to those who want to learn to do better. It is said that a teacher, who goes on learning, is more admired and emulated by students than teacher who is least interested in learning in course of his/her career.

### **3.9. SIGNIFICANCE OF (INSET: IN-SERVICE EDUCATION FOR TEACHER)**

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”-R.N. Tagore. It is the education a teacher receives after he has entered the teaching profession and after he had his education in a Teacher’s college. It includes all the programmes-educational social or others, in which the teacher takes vital part. It also includes all the extra education which the teacher received at different institutions by way of refresher courses and all the travels and visits which he undertakes.

#### **A. NEED AND IMPORTANCE**

It may be noted that the predictive value of the Teacher Education Course is no longer a matter of concern today. On the other hand, it is being recognized as a continuous process, coextensive with teaching. That is why the

Adishesiah Committee put emphasis on the organisation of in service training courses for existing teachers in schools on a mass scale in addition to pre-service education. But, yet it can be treated as a corrective and pace-setting programme for the stage of general education for which it is designed. The following are the needs and importance of In-Service Teacher Training programme:

### **1. EVERY TEACHER A STUDENT**

Education is a life-long process. The teacher should continue to learn throughout his life. According to R.N. Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to bum its own flame." Hence, no man or woman should decide to teach unless he or she is determined to learn, because a true teacher is a student all through his life.

### **2. LIFE-LONG EDUCATION**

The International Commission on Education has further strengthened the need of in-service training by giving a new concept of life-long education. This report states, "Every individual must be in a position to keep learning throughout his life. The idea of life-long education is the key-stone of the learning society."

### **3. FOR PROFESSIONAL GROWTH**

In-service training is most essential for the professional growth of the teacher. He needs to renovate his experience, refresh his knowledge, develop a wider outlook, benefit by the experiences of others, acquire new information and hence reoriented himself

### **4. EDUCATION IS DYNAMIC**

Education is dynamic which is always changing. Educational theories which were considered true twenty years back, no longer hold good today, Therefore, a teacher who received his training twenty years back, must receive new training today. He must remain in touch with latest trends in education. He

must have the up-to-date knowledge of new problems, new methods, new techniques in education.

### **5. TRAINING IN DEMOCRATIC LIVING**

When the teachers meet in seminars or workshops, they develop a sense of security; a like-mindedness, a team spirit and a feeling of belongingness. So, in toto, the teachers get a training in democratic way of living.

To sum up all the above needs and importance of in-service teacher training, let us repeat what was stated by the Ministry of Education in England which holds good even today in our country. “The hall mark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of children and young people. In short, a teacher-should he a person who, because of his attitude to knowledge, to ideas, to his fellows and to life generally is better educated today than he was yesterday and will; tomorrow better educated than he is today.”

### **3.10. THE TEACHER AND HIS STATUS**

Henry Brooks Adams says, “Teacher are the makers of history. A teacher affects eternity; he can never tell where the influence stops”. The success of an educational endeavour ultimately depends on the type of persons who deliver good and effective teaching. Teacher as the mainspring of teaching-learning process performs his role as a successful manager and an instructional input to bring out changes in behaviour of the pupils. As a manager, he/she plans the instructional system at the pre-teaching stage, makes decision to shift from one mode to another if situation warrants at the teaching stage and he analyses results, reflects on self and modifies the teaching-learning process at the post-teaching stage.

As an instructional input, the teacher is directly involved in teaching-learning process to bring about learning in students. In this context, he/she introduces a lesson, explains a concept, clarifies doubts or misconceptions with suitable illustrations, explains with suitable diagrams, charts and models, puts questions to students. Besides, he/she resorts to novel way to

get the content transacted in an interesting way to promote effective learning. Moreover, teacher also acts as a facilitator of learning. When he/she provides guidance to students in order to bring about learning of students by way of their interaction with relevant instructional components, he/she is labelled as a facilitator of learning. As such, in the role of a facilitator of learning, student's role of interacting and moving forward is emphasised. Thus he/she helps in maximisation of Learning. Let us discuss the characteristics of a teacher.

### **A. CHARACTERISTICS OF A TEACHER**

The following are the characteristics of a teacher:

#### **1. MASTERY OVER THE CONTENT**

Mastery over the content is an essential characteristic for becoming an effective teacher. In other words, unless one has mastery over content of a subject or discipline one cannot become an effective teacher. If one lacks competence in the discipline, he or she cannot face students with confidence and motivate them to learn the required concepts, skills and attitudes. Therefore, basic knowledge base is pre-requisite for effective teaching. Content mastery can be achieved through various ways as reading books, magazines, periodicals, journals, newspapers, dictionaries, encyclopaedias, attending seminars, workshops, symposia, conferences, public meetings, discussing with colleagues, experts, authorities, professionals, observing the happenings in and around the environment and a curiosity to learn.

#### **2. FLAIR FOR KEEPING ABREAST OF LATEST KNOWLEDGE IN EVERY FIELD OF HUMAN ACTIVITIES**

In the scenario of explosion of knowledge in every field, it is quite essential on the part of a teacher to remain in touch with the latest trends, ideas, practices and thoughts in various fields. Unless the teacher continuously learns himself, he cannot be a good and effective teacher. He/she cannot pay due justice to his/her duties and responsibilities, if he/she does not up-to-date his/her knowledge in the context of rapid changes in every stream of learning

and thought. Hence, it is not out of place to quote the famous words of Viswakabi and Nobel laureate Rabindranath Tagore, “A lamp can never light another lamp, unless it continues to burn its own flame. A teacher can never truly teach, unless he is still learning in himself”.

### **3. KNOWLEDGE OF INSTRUCTIONAL SKILLS**

Knowledge of a set of skills is essential for facilitating teaching-learning process. Instructional skill is defined as the cluster of behaviour shown by a teacher which can be acquired through continuous practice. The skills which help a teacher to carry out his/her instructional process consist of the following:

- Introducing a lesson
- Questioning
- Probing
- Providing reinforcement
- Explaining
- Illustrating with examples
- Using audio-visual aids
- Using blackboard
- Recognizing attending behaviour of students
- Silence and non-verbal clues
- Stimulus variation
- Achieving closure

### **4. OTHER PROFESSIONAL SKILLS**

Certain amount of other professional skills is essential such as planning, preparation, behaviour interventions and instruction. A teacher needs to be an effective planner taking account of needs of the students, available resources of the institution and time. Planning is followed by adequate preparation taking time, resources and objectives to be achieved.

Through need-based instruction and behaviour interventions a teacher can be effective in achieving desired learning outcomes among the students. Teacher is required to facilitate pupil's learning by using precise, remedial, compensatory and realistic teaching techniques. He or she should have the competency to design proper instructional programmes to modify the behaviour of the students adequately. Therefore, a teacher is a good system designer and developer of teaching learning module for causing effective learning. In an age of open and distance learning, it is expected that a teacher should have the ability to prepare audio-instructional materials and modules that would promote self-learning on the part of the pupils.

### **5. INTERPERSONAL SKILLS**

Another important characteristic of an effective teacher is interpersonal skills i.e. ability to communicate with the students clearly and precisely, to identify students' concerns and needs, to respond to students with an open and stable attitude, to appreciate and acknowledge the efforts of students, to accept each student as a distinct individual, to demonstrate self-confidence in dealing with them and to interact with them in ways that are adaptable. So, an effective teacher can foster a strong confidence in students by dealing with them kindly, effectively and fairly through the device of inter-personal skills.

### **6. ORGANIZATION COMPETENCY**

A teacher should have organizational competency to manage the material resources available in the class-room in an effective way. As a manager in the class, he/she controls the class in an effective manner to ascertain effective learning. Besides, he/she is expected to develop expertise in handling library resources such as dictionaries, encyclopaedia, library catalogues, atlases, globes, maps, models, references etc. As such, organizational competency is an important asset of a teacher that makes him/her effective in teaching learning situation.

## **7. DIAGNOSTIC AND EVALUATIVE SKILLS**

A teacher should possess certain amount of diagnostic and evaluative skills. The teacher should have the competency to gather data related to student behaviour and to analyse student misbehaviour in a class-room in the light of probable causes. He/she has to probe the case history for identification of behavioural characteristics. Likewise, he/she should have the capacity to design, develop and administer appropriate instruments to measure student's achievements and interpret objectively to apply proper remedy. Therefore, diagnostic and evaluate skills are essentials for becoming an effective teacher.

## **8. MOTIVATIONAL SKILL**

Another professional competency of a teacher is the ability to inspire and motivate his/her pupils. She/he should have flair for motivating pupils towards intellectual growth. Instead of harping on criticising the student's mistakes, the teacher should show them right path to learn effectively. He/she has to show them way to get rid of problems on the way to learning. He/she is required to find out strong points in each student and give them opportunity to promote their growth. He/she should inspire them to learn in a better manner for securing proper growth and development of pupils. He/she should inspire them to learn in a through proper feedback, reinforcement and rewards.

## **9. QUALIFICATION OF TEACHERS**

In order to be an effective teacher, a person should possess certain requisite qualifications—general, professional and special. Generally, it is expected that a teacher should have an excellent academic record and stock of general knowledge pertaining to various streams or disciplines. In addition to this, it is desired that a teacher should have proficiency in one or two areas of subject's vis-a-vis a plethora of subjects in the current scenario of knowledge explosion. Over and above general and special qualifications, professional qualification is a sure passport for making an entry into teaching profession. Since, teaching is regarded as a profession, professional qualification is a pre-

requisite before making an in-road to teaching profession. Thus, a teacher pursues professional training programme, known as teacher training programme, with a view to internalizing the skills or techniques of the profession—basic requirements to become effective teacher.

#### **10. JOB SATISFACTION**

Research works on job satisfaction of teacher's reveal the stark reality that there is inevitably a direct and positive relation between job satisfaction and effectiveness of teacher. In other words, it is his/her earnest involvement in the job that determines his satisfaction in the job. His/her positive attitude to the teaching profession contributes to effectiveness of teaching. On the contrary the feeling of being unfortunate to be in the teaching profession is very pernicious which brings untold harm to his/her style of teaching. Job satisfaction differs from person to person. But, it is an essential pre-condition for being an effective teacher. In addition to the above professional characteristics, a teacher possesses certain personal characteristics to be an effective and resourceful teacher.

#### **11. REPERTOIRE OR REPOSITORY OF VALUES**

An effective teacher is a store-house of all eternal values-honesty, truthfulness, loyalty, punctuality, politeness, cleanliness, dedication, affection etc. He/she influences the behaviour of pupils by his/her own illumination. He/she is a light who kindles other lights. A student imbibes all values and virtues through observation and imitation of his or her own teacher's behaviour. Therefore, a teacher stands as a model who shows by his/her own action. It is not the matter how he/she preaches but in what way he/she actually behaves. Therefore, goes a saying, "Example is better than precept." As such, his/her behaviour has to be exemplary for the students and he/she stands as an ideal example before the students.

#### **12. AFFECTION**

As a part of personality, a teacher needs to have the basic traits of love and affection. Just as a mother puts her affection on her child, a teacher should

show love and concern for his/her pupils. Lack of affection does have its baneful consequence upon the behaviour of students. For example, a student who is starved of affection tends to be inactive and indifferent to the teaching executed by a teacher. This also tells upon the performance of that student. He/she feels insecure inside the school and she/he tends to develop certain psychological problems. His/her emotional development gets impaired thus, his/her personality gets mutilated and maimed.

### **13. EMPATHY**

An effective teacher needs to possess a great virtue i.e. empathy. It is a feeling that one is virtually concerned with other needs and feelings. This quality enables a teacher to understand his/her pupils better both emotionally and intellectually. It enables a teacher to be judicious, impartial and objective. It prompts a teacher to avoid stereotyping and prejudices and to treat all pupils with equanimity without any differences.

### **14. CONCERN AND COMMITMENT**

Genuine concern and commitment to the tasks are other qualities which need to be reflected in the teacher. The teacher should be dedicated and concerned about the development of pupils like their parents. He/she should stand as a parent figure. If a teacher is genuinely dedicated and concerned with the growth of his/her pupil, it is required that he/she should remove all inconsistencies in his/her talks. In other words, a teacher should avoid blaming and shaming, ordering and bossing, and ridiculing and belittling his/her pupils. A teacher needs to be authentic, genuine, sincere and committed.

### **15. HUMOUR**

It is an essential trait which a teacher should possess. It breaks the monotony of the class and makes teaching an interesting affair. A joke here or a witty utterance there can make pupils happy and active. It can arouse laughter on the lips of students which could make their minds lighter and relaxed. Without an element of humour, teaching could be uninteresting. Therefore,

humour can turn out to be a good tool in the hands of an enlightened teacher. Care should be taken to see that humour is not at the expense of any individual student, Teacher should shirk any comments that hamper a child's self-esteem. Therefore, humorous teaching helps in maximization of learning.

In short, it can be agreed that a teacher should possess both professional and personal characteristics in order to be an effective one. A teacher needs to develop several personal qualities as well as professional skills to do his/her job effectively. Therefore, the quality of teachers is of vital importance. Further, his or her own behaviour does it have influence upon the effectiveness of his/her teaching. Undesirable behaviour stands as a great barrier on the way to good and effective teaching. Good behaviour, other qualities and skills can be developed by proper training—pre-service, induction and in-service component. S.S. Krishnan and M.A. Nightingale! (1994) have succinctly outlined the characteristics of an Effective teacher which are as follows:

- He can teach using different methods of teaching, employing a plethora of audio-visual aids,
- He should have developed morality,
- Have intellectual depth,
- Have a sense of humour,
- A man of all-round and balanced personality,
- Should be confident and at ease while teaching,
- Should have amicable relation with pupils,
- Should manage the class efficiently,
- He should plan the lessons properly,
- He should explain points lucidly,
- Make lessons interesting,
- He should stimulate and motivate pupils to think independently,
- He should be creative, constructive, resourceful, innovative and co-operative,
- He should be flexible, alert and democratic in nature,

- Should be a good presentation and a vivid narrator,
- And he should pay attention to revision and examination reforms.

To conclude with the observation of Henry von Dyke:

He (teacher) communicates his own joy learning and shares with boys and girls the best treasures of his mind. He lights many candles, which in later years will shine back to cheer him. This is his reward. Knowledge may be gained from books but the love for knowledge is transmitted only by personal contact. No one had ever deserved better of republic than the unknown teacher.

## **B. ROLE OF TEACHERS**

A teacher performs multifarious roles in educational system right from teaching to guiding and from evaluating to making the students. A teacher has to build the future of the pupils in different ways in consonance with the native capacities and natural interests of them. He/she has to show them the right path to build their bright future. But, a plethora of problems and challenges haunt them which enable the pupils to face them without making any compromise. They need not look backward, rather need to be optimistic to cross the hurdles and reach the goals. They have to be enmeshed in troubles and have to find out suitable means and methods to come out of the problems to prove themselves successful which help them build up their confidence to meet any sort of challenges in future. How can they come out of the problems? Surely, it is teachers who have to do difficult jobs in preparing them to encounter any formidable challenges. There are many spheres in which pupils have to face the challenges. It is a good and earnest job on the part of teachers to prepare the students to face the challenges with bold and confidence without any fear.

### **1. IN THE POLITICAL ARENA**

There are many problems which pose a challenge to all in general and pupils in particular. Global terrorism, naxalism, cross-border infiltration, death of morality in politics, corruption at the highest echelon of politics, bribery and

nepotism are a few of political challenges that the present generation of students have been facing. Although these are common problems for all Indians, they are significant particularly for the budding citizens who are the futures of the nation and who can build the nation with a promising future and prospects. They need to face the challenges and in this perspective they are required to be prepared.

Therefore, the role of teacher is to prepare the vast army of students to encounter the aforesaid challenges to save the nation from an ostensible catastrophe. Teachers are there who can foster right attitude and value in them to see the challenges with their naked eyes and they can take right decision from the earlier times of their lives to meet the challenges without an iota of hesitation. Moreover, they are prepared adequately to face the problems in accordance with their strengths and stamina. They need to co-operate the government to give right information with respect to the menace of terrorism, naxalism, corruption and other allied malice's. So, teachers have to build the lion strength and iron determination in the students to meet such problems with adequacy and efficiency.

## **2. IN THE ECONOMIC SPHERE**

It is apt to be mentioned that a lot of challenges stand like the mountain before all irrespective of age and place. Rampant poverty, all-visible unemployment, conspicuous exploitation, wide-spread black money, beggary, over population, hoarding of essential goods, mind-boggling rise of prices etc. raise their ugly heads in every time in our glorious India. It is required that the budding citizens, who are the futures of India, should come forward to build a prosperous nation. But, this is not a simple job. It requires right preparation from the very earlier of their school life. Teachers should come forward to prepare them adequately and effectively to face the challenges in a bold manner. Teachers need to prepare them by providing advanced knowledge and need-based information and skill so that pupils will be able to use and apply those skills and knowledge to meet the economic challenges with which they have been confronting with.

### **3. IN THE SOCIAL SPHERE**

A host of problems baffle the conscious people of our nation. It is very natural that students also face these problems. These are not only the present challenges but also the future challenges. Social injustice, untouchability, bonded labour, corruption, child labour, prostitution, trafficking of human beings, dowry etc. are some of the problems which pose a serious challenge to the future citizens of India. Therefore, they need to be prepared by the right persons from the school stage of their lives. Teachers are there to foster positive outlook and attitude in pupils to face the challenges at the social level. Teachers have to prepare them with adequate knowledge and skill to strike at the roots of the aforesaid problems. Teacher generates an awakening in them to face the social challenges in a confident manner. They are required to be prepared to save our society from the morass of degradation and destruction.

### **4. IN THE CULTURAL SPHERE**

There is seemingly rise of the incidence of cultural sterility. Alien culture has engulfed the national culture. Our own culture and tradition push to the background. This is the situation of cultural aggression. Therefore, age-old values are thrown away welcoming the modern individualistic and consumerist culture. As a result, there is the rising trend of value crisis.

This is a serious challenge to the future citizens. Teachers need to prepare them to accept the good elements of alien culture retaining the age-old values of our hoary culture. They are to be given right information about the bright aspects of different cultures so as to retain and assimilate them for betterment of their lives. Teachers should give value education to the students in this perspective.

### **5. IN THE PRESENT SCENARIO OF KNOWLEDGE EXPLOSION**

Students need to be prepared by the teachers for a better and successful life. Now information technology is spread its wings to every spheres of human life. Since there is the raj of computer and I.T., it is essential that pupils need to be injected I.C.T. knowledge so that they will be capable of meeting the

present needs of India and other nations. The role of teachers is very clear in this scenario. The students can be prepared by giving right knowledge on computer and software to meet the host of challenges relating to different areas of human activities. So, teachers can do a commendable job in this aspect.

## **6. IN THE INTERNATIONAL CONTEXT**

The role of teacher is very necessary to prepare the students to face the global challenges in future. In accordance with the global standard, our students need to be prepared adequately by giving high-tech quality education. Since there is free-flow of trade and services in the wake of the trend of globalisation and liberalisation students need to be prepared with a quality-based education to meet the challenges associated with different services. As such, quality is central to the development of a human resource. It is the unknown teachers who can prepare the future buds to full-blossom who can contribute their selves to rebuild the nation in a new form.

From the foregoing discussion, it is crystal clear that the role of teacher is very crucial in preparing the hidden talents to encounter the plethora of challenges in different spheres in order to make them self-sufficient and confident to lead a successful life.

An educational institution is a fertile ground to build the future citizens in an effective way. To lead a successful and happy life means to face the challenges of future in a bold manner. Therefore, teachers can do this job in a fruitful way to build a prosperous nation. There goes a saying, “No one can rise above the teacher”. The NPE '86 stated that “No system of education can rise higher than its teacher”. The teacher cannot be substituted, for he/she is the builder of a nation, an agent of social change, a custodian of values and a career maker of student. He/she prepares the future citizens to face every challenge tactfully and intelligently to make their own lives sublime. It is the right teacher who helps them directly by igniting their growing minds to encounter future challenges boldly and ingeniously.

### **C. STATUS OF THE TEACHER**

Status is the word that usually stands for social position and prestige enjoyed by a person in society. When applied to teachers it is invested with a very wide connotation. Unless an operational definition of status is formulated, it is difficult to ensure appropriate status to the teachers. Status is a phenomenon, not of intrinsic characteristics of men or women but of social organisation and is likely to vary from society to society and to differ from one professional group to another. We can define the 'status' of teachers as both the standing or regard accorded to them that is evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions and other material benefits accorded to them relative to other professional groups. The central point is that considering the crucial role of higher education, salaries should be such as to make the teaching profession attractive. This will result in some of the best students wanting to become teachers. Working conditions should be such as to enable teachers to give their best to teaching, research extension and other related responsibilities. Freedom of expression particularly through scholarly work must be ensured. This could be through autonomy of schools as also by legal protection of this right for individuals. Numerous recommendations already exist in all these spheres.

### **D. THE SIGNIFICANCE OF THE TEACHER**

We are, however, convinced that the most important factor in the complicated educational reconstruction is the teacher, their personal qualities, their academic qualifications, their professional training, and the place that they occupy in the school as well as in the community. The reputation of the school and its influence on the community, invariably depends on the kind of teachers working in it. The Kothari Education Commission wrote, 'Of all the different factors, which influence the quality of education, and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant'.

Professor Humayun Kabir says, 'Without good teachers even the best system is bound to fail. With good teachers even the defects of the system can be largely overcome'. Dr E. A. Pries observed, 'If a nation's teachers are C3, the nation itself cannot but be C3, and let there be no doubt about this—if we wish to be an A1 nation, our teachers will have to be A1'

Henry Van Duke has paid glowing tributes to the teachers who perform their professional duties honestly and sincerely, 'I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the unknown teacher who directs and guides the young. He lives in obscurity and contends with hardships. For him no trumpets blare, no chariots await, no golden decorations are decreed. He keeps watch along the border of darkness and makes the attack on the trenches of ignorance and along the border of darkness and makes the attack on the teachers' ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the rages, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind.... He lights many candles which, in later years, will shine back to cheer him. This is his reward. Knowledge may be gained from the books, but the love of knowledge is transmitted only by personal contact.' Sir John Adams describes the teacher as a maker of man. He rightly believes that 'no one exercises a greater influence upon the mind of the young persons than a teacher. Pupils learn in many ways from the attitude of their teacher on life's problems. The teacher's philosophy of life has an important bearing upon the life of the pupils. It does not matter what subject a teacher teaches, it is his general attitude, his ideas and ideals that impress his pupils. No one has ever deserved better of the republic than the unknown teacher. No one is more worthy to be controlled in a democratic aristocracy, king of himself and servant of mankind'.

Dr F. L. Clapp lays down ten qualities as the components of a good teaching personality. A rude teacher discourages a sensitive pupil and kills their enthusiasm for work. A well-bred teacher should be polite and courteous to

their pupils. A teacher must always be cheerful and optimistic. A teacher should be a good leader. They must develop the trail of leadership as they have to develop this very trait in their children.

The reputation of a school and its influence on life of the community invariably depend on the kind of the teachers working in it. Priority of consideration must, therefore, be given to the various problems connected with the improvement of their status. In fact, the general experience is that on the whole, their position today is even worse than it was in the past. It compares unfavourably not only with persons of similar qualifications in other professions but also in many cases with those of lower qualifications who are entrusted with less important and socially less significant duties. They have often no security of tenure, and their treatment by management is, in many cases, inconsistent with their position and dignity. A programme of high priority in the proposed educational reconstruction, therefore, is to feed back a significant proportion of the talented men and women from schools and colleges into the educational system. The Kothari Education Commission has recommended the following steps for improving the status of teachers:

- Review the teachers' salaries after every five years.
- Provision of residential accommodation.
- Provision of accommodation and special allowances of women serving in rural areas.
- Linking of salary scales with the improvement in qualifications of teachers.
- Freedom to exercise all civil rights such as contesting election for public office at the local, district, state or national level.
- An increase in the number of national awards.
- A better system in investing provident fund.
- Advance increments to teachers doing outstanding work.
- A general programme of welfare services.

For this purpose, it is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers in order to

attract the able young men and women to the profession and to retain them in it as dedicated, enthusiastic and contented workers. This can be done to a very limited extent only through appealing to emotions, such as love of children or of teaching, interest in academic work or research, idealism and desire for social service, which attract a small proportion of able young persons to the teaching profession. There can, however, be no doubt that the provision of adequate remuneration, opportunities for professional advancement, and favourable conditions of service and work, are the major programmes which will help to initiate and maintain the feedback process.

### **3.11. ACCOUNTABILITY OF TEACHERS**

Teaching as a profession requires accountability on the part of teachers. Accountability is the measurement of the assigned duties virtually performed by a person, as a member of the particular organisation or profession. In the context of responsibility, it indicates a sense of commitment and devotion to duty. It is an index of measuring efficiency and proficiency of person with regards to his or her placement. It touches upon his sincerity of purpose, commitment and devotion to duty and assignments. A person is rated according to the parameter of performance of one's allotted duties. In other words, how a person is actually plunged into one's station of work is measured or evaluated absolutely to know the efficiency of teacher's work or duty. Therefore, accountability is related to productive aspect.

A teacher is entrusted with certain duties and responsibilities which need to be performed diligently and meticulously by teacher for the larger interest of the students and the society. Since he is a part and parcel of the teaching profession, it is required that teacher should perform it with utmost sincerity and dedication. Therefore, teacher is absolutely accountable to the Dept. of education and to the general public. In comparison to other professions, teaching profession is very important as far as its values are concerned. A teacher is regarded as a custodian of values a generator and transmitter of knowledge power and an architect of the nation-building. As such, teacher is

more responsible and accountable for performance of his primary and secondary duties in comparison to other professions.

In the context of teaching profession, accountability refers to a sense of responsibility on the part of teachers and educators for the attainment of academic excellence of the students. The teacher is solely responsible for the learning and behavioural alterations of the pupils. For discharging of the duties and responsibilities, the teacher needs to be very dedicated, committed, devoted and sincere to his duties. Ultimately, teacher is responsible to the students for teacher's own acts of omission and commission of teaching.

Teacher's primary thrust lies upon the spectacular achievements of the students. Obviously, the concept of accountability of teacher is related to the quality component of education. To the contrary, if a lot of students do not attain the minimum standards of learning through the teaching activity of the teacher in the class room, the accountability of the teacher calls in question. Eye-brows are raised and public criticize the teachers for their negligence and dereliction of duties and responsibilities. Thus student's achievement is the touchstone of the sound concept of accountability. Naturally, a teacher should be committed to his/her profession so that objectives can be achieved.

The Programme of Action (1986) clearly elaborates this issue of accountability in the following lines: "The NPE places complete trust in the teaching community. It calls for a substantial improvement in the conditions of work and the quality of teacher's education. The policy also emphasises the teacher's accountability to the pupils, their parents, the community, and to their profession". Now, accountability of teacher is stressed because, the development of nation depends on the teachers, the engineers of the nation's development. The development of nation is possible due to the quality human resources It is teacher who builds this resource.

Therefore, his /her duty is under the thorough search and open scrutiny by the society and government. In the ultimate analysis, teacher is inevitably responsible to the parents, society and government through the students. In other words, responsibility of teachers to students implies their onus to the

parents, community and government. Teachers need to be very conscious of their own roles and responsibilities for attaining the ultimate objectives. They should try with heart and soul to maximize their teaching learning activities to achieve something solid and spectacular for the larger interest of the budding citizens. They are truly called benevolent managers in the man making factory. In fact, they are solely responsible for bringing out an all-round development of human personality through their whole-some influential behaviour and winsome personalities.

#### **A. MERITS OF ACCOUNTABILITY OF TEACHERS**

- When the weapon of accountability is placed upon teachers, they would be sincere and cautious with a view to imparting a good deal of knowledge, information and skills to the pupils.
- The teachers would be morally inspired to see that all students learn to the best of their abilities. Further, accountability ensures proper care for the pupils.
- They would motivate the pupils to learn in an effective manner.
- They would implement new methods and improved strategies in their teaching activities so that better learning would be ascertained in the long run.
- Evaluation of the achievement of pupils would be more objective and scientific to ensure good and effective teaching.
- Tapping of physical and non-physical or human resources would be accorded top priority for the larger interests of the pupils.
- The teachers would provide individualized instruction to ensure proper development of the learner concerned. In other words, proper attention should be paid to the needy learners and not to the entire class.
- Government would be more serious in the context of accountability of teachers. In short, all available materials will be provided to the institutions on the basis of survey of needs and problems of the institution concerned.

- As it is linked with performance and responsibility, teaching would be performance oriented.

### **B. DEMERITS OF ACCOUNTABILITY OF TEACHERS**

- Accountability instead of being induced responsibility, it would force teachers to perform their tasks mechanically and artificially and devoid of originality and ingenuity.
- In this system of accountability, more emphasis would be put on the outcomes of students because accountability is related to performance of both teachers and students. Therefore, it is likely that test scores would be over emphasized at the cost of other indices of behaviour, character, co-imperativeness, discipline leadership, initiative and responsibility.
- Accountability gives emphasis on cognitive objective and negates the affective and psychomotor objectives. Thus, it is lop-sided and narrow.
- It will dehumanize education because it would reduce education to a series of inputs and outputs just like an industry or enterprise. But, education is thought of as a dynamic and human business dealing with emotional, social and psychological qualities.
- It may be regarded as a lame excuse for the budget cut and as a whip for forcing teacher to work mechanically. It is not at all right to consider it as a reality.
- In this system, it is crystal clear that quantity is given priority, not quality, i.e. the essential ingredient of the development of education.
- It will encompass teachers, parents, management, community and government as it is an all-embracing and complex concept.
- Since the teacher is the backbone of the educational system, maker of the mankind, architect of nation and the agent of change, the need of the hour is to make teacher accountable to the society and nation. Teacher needs to be committed to his/her profession. Unless teachers are committed and capable, the education system cannot become a potent instrument of national development.

- A teacher is accountable or unaccountable is known from their performance of duties. There is the need of evaluation of this accountability. But it is a fact that the formal accountability of teachers is restricted on various grounds. As the introduction of accountability may hurl their emotional state although teachers themselves know to what extent they are capable of continuing their missions.
- It may be quite natural that teachers would ask for providing minimum facilities for performing their work. Besides, it is likely that there would prevail an unhealthy atmosphere, characterized by mutual distrust and recrimination among the teachers, management or administration, supervisors and parents. Further, formal evaluation to ascertain accountability is not at all desired because it is very complicated requiring a plethora of tools and their proper implementation.
- Moreover, availability of designers and reviewers may be a difficult task. Also it would be an impossibility to place a very bulky budget for the purpose of evaluating teachers' performance. Therefore, self-evaluation is the best option for ensuring accountability of the teachers. This method largely depends on the professional commitment of teachers. This form of evaluation can provide adequate competence to teachers to define their goals, assess their values and weigh their efforts in achieving the goals and values.
- Since accountability of teachers is directly related to the promotion of quality and standard in education and to the growth of professionalism, care should be taken to evaluate the performance of teachers in the context of teaching in the classroom. But, self-evaluation is the best method of assessment, which needs to be free from subjectivity, personal bias, interest and values. Unless teachers themselves are motivated and committed, it would be an impossibility to bring about desired results. As such, accountability is to be infused into the teaching profession which implies responsibility not only for maintaining the quality and standard but also for promoting academic excellence. It should form an integral and in-built component of the professional growth of teachers. Given it proper

place in our educational fabric, accountability would prove spectacular and miraculous to bring excellence in education.

### **3.12. RECOMMENDATIONS OF VARIOUS COMMISSIONS AND COMMITTEES ON TEACHER EDUCATION**

The government of India realised the importance of teacher education as a result of which many reforms were brought out particularly after independence. Many committees and commissions were set up for strengthening the system of teacher education during the post-independence period. As a result, the number of secondary stage institutions have gone up to more than 2000 from a mere 51 institutions in 1947-48. The University Education Commission (1948) recommended that theory and practice of pre-service teacher education must support each other. The Education Commission (1966) recommended the quality of training institutions and of how teacher education programs should be implemented.

The Secondary Education Commission (1952-53) recommended the adoption of new techniques of evaluation and suggested that more capable and intelligent persons should be attracted to the teaching profession. The important landmark was the setting up of the State Institutes of Education (SIEs) in 1964 for providing greater coverage and regional specificity in the programs of in-service education and training of teachers and other educational personnel concerned with primary education. In 1973, the government of India constituted the National Council of Teacher Education (NCTE) to act as a national advisory body on all matters relating to teacher education and to review progress and plan schemes to ensure adequate standards in teacher education.

The National Policy on Education (NPE) (1986) and Programme of Action (POA) (1992) called for an overhaul of the teacher education system. The Acharya Ramamurti Committee of 1990 and the Yashpal Committee Report of 1993 made very useful recommendations. The NCTE was established as a statutory body in 1993 by an Act of Parliament for maintaining the norms and standards in the country. In 1998, the NCTE brought out the Curriculum

Framework for Quality Teacher Education, which provides guidelines for the organisation of curriculum for different stages of teacher education. The National Council of Educational Research and Training (NCERT) also brought out teacher education curriculum during 2004. The National Curriculum Framework (2005) recommended that teacher education programs be recast to reflect professionalism in the process of training and teaching.

Dr. S. Vidhyanathan, Ph.D.

## **UNIT 4: HEAD TEACHER AS SCHOOL MANAGER**

Importance and Roles - Academic Aspects: Inspection & Supervision, Guidance, Maintenance of Standards, Institutional Evaluation, Time-table, Subject Clubs, Co-curricular activities - Administrative Aspects: Institutional Planning, Budgeting, Mobilization of Resource, Supervision, Staff Meetings, Registers & Records, DISE (District Information for School Education), School Discipline

### **4.1. LEADERSHIP – INTRODUCTION**

Leadership is an important element of the directing function of management. Wherever, there is an organized group of people working towards a common goal, some type of leadership becomes essential. Marry Parker Follet says, the power of leadership is the power of integrating. The leader stimulates what is best in us he unites and concentrates what we feel only gropingly and shatteringly. He is a person who gives form to the energy in every man. The person who influences me most is not he who does great Deeds, but he who makes me feel that I can do great deeds.

Leadership is the ability to build up confidence and zeal among people and to create an urge in them to be led. To be a successful leader, a manager must possess the qualities of foresight, drive, initiative, self-confidence and personal integrity. Different situations may demand different types of leadership.

#### **4.1.1. DEFINITIONS OF LEADERSHIP**

Leadership has been defined in various ways. Stogdill has rightly remarked that there are almost as many definitions of leadership as there are people who have tried to define it. The definitions given by some famous authors and management experts are given below:

According to Koontz and O'Donnell, Leadership is the ability of a manager to induce subordinates to work with confidence and zeal and Dubin, R says,

Leadership is the exercise of authority and making of decisions and Allford and Beaty says, Leadership is the ability to secure desirable actions from a group of followers voluntarily, without the use of coercion.

George R. Terry states that leadership is the activity of influencing people to strive willingly for group objectives, furthermore Hemphill, J.K., informs us, the leadership is the initiation of acts which result in a consistent pattern of group interaction directed towards the solution of a mutual problem.

According to Jame J. Cribbin, Leadership is a process of influence on a group in a particular situation at a given point of time, and in a specific set of circumstances that stimulates people to strive willingly to attain organisational objectives and satisfaction with the type of leadership provided and Peter Drucker says, Leadership is not making friends and influencing people, i.e., salesmanship it is the lifting of man's visions to higher sights, the raising of man's personality beyond its normal limitations.

In the various definitions of leadership, the emphasis is on the capacity of an individual to influence and direct group effort towards the achievement of organizational goals. Thus, we can say that leadership is the practice of influence that stimulates subordinates or followers to do their best towards the achievement of desired goals.

#### **4.1.2. NATURE AND CHARACTERISTICS OF LEADERSHIP**

An analysis of the definitions cited above reveals the following important characteristics of leadership:

- Leadership is a personal quality.
- It exists only with followers. If there are no followers, there is no leadership
- It is the willingness of people to follow that makes person a leader.
- Leadership is a process of influence. A leader must be able to influence the behaviour, attitude and beliefs of his subordinates.
- It exists only for the realization of common goals.

- It involves readiness to accept complete responsibility in all situations.
- Leadership is the function of stimulating the followers to strive willingly to attain organizational objectives.
- Leadership styles do change under different circumstances.
- Leadership is neither bossism nor synonymous with; management.

#### **4.1.3. FORMAL AND INFORMAL LEADERS**

From the view point of official recognition from top management, leaders may be classified as formal and informal leaders. A formal leader is one who is formally appointed or elected to direct and control the activities of the subordinates. He is a person created by the formal structure, enjoys organizational authority and is accountable to those who have elected him in a formal way. The formal leader has a two-fold responsibility. On the one hand, he has to fulfil the demands of the organization, while on the other he is also supposed to help, guide and direct his subordinates in satisfying their needs and aspirations.

Informal leaders are not formally recognized. They derive authority from the people who are under their influence. In any organization we can always find some persons who command respect and who are approached to help, guide and protect the informal leaders have only one task to perform, i.e., to help their followers in achieving their individual and group goals. Informal leaders are created to satisfy those needs which are not satisfied by the formal leaders. An organization can make effective use of informal leaders to strengthen the formal leadership.

#### **4.1.4. LEADERSHIP FUNCTIONS**

The following are the important functions of a leader:

##### **1. SETTING GOALS**

A leader is expected to perform creative function of laying out goals and policies to persuade the subordinates to work with zeal and confidence.

## **2. ORGANIZING**

The second function of a leader is to create and shape the organization on scientific lines by assigning roles appropriate to individual abilities with the view to make its various components to operate sensitively towards the achievement of enterprise goals.

## **3. INITIATING ACTION**

The next function of a leader is to take the initiative in all matters of interest to the group. He should not depend upon others for decision and judgment. He should float new ideas and his decisions should reflect original thinking.

## **4. CO-ORDINATION**

A leader has to reconcile the interests of the individual members of the group with that of the organization. He has to ensure voluntary co-operation from the group in realizing the common objectives.

## **5. DIRECTION AND MOTIVATION**

It is the primary function of a leader to guide and direct his group and motivate people to do their best in the achievement of desired goals, he should build up confidence and zeal in the work group.

## **6. LINK BETWEEN MANAGEMENT AND WORKERS**

A leader works as a necessary link between the management and the workers. He interprets the policies and programmes of the management to his subordinates and represents the subordinates' interests before the management. He can prove effective only when he can act as the true guardian of the interests of his subordinates.

### **4.1.5. QUALITIES OF A GOOD LEADER**

A successful leader secures desired behaviour from his followers. It depends upon the quality of leadership he is able to provide. A leader to be effective must possess certain basic qualities. A number of authors have mentioned

different qualities which a person should possess to be a good leader. Some of the qualities of a good leader are as follows:

- Good personality.
- Emotional stability.
- Sound education and professional competence.
- Initiatives and creative thinking.
- Sense of purpose and responsibility.
- Ability to guide and teach
- Good understanding and sound judgment.
- Communicating skill.
- Sociable.
- Objective and flexible approach.
- Honesty and integrity of character.
- Self-confidence, diligence and industry.
- Courage to accept responsibility

#### **4.1.6. IMPORTANCE OF LEADERSHIP IN MANAGEMENT**

The importance of leadership in any group activity is too obvious to be over-emphasized. Wherever, there is an organized group of people working towards a common goal, some type leadership becomes essential. Lawrence A. Appley remarked that the time had come to substitute the word leadership for management.

Though the concern for leadership is as old as recorded history, it has become more acute during the last few decades due to the complexities of production methods, high degree of specialization and social changes in the modern organizations. A good dynamic leader is compared to a 'dynamo generating energy' that charges and activates the entire group in such a way that near miracles may be achieved.

The success of an enterprise depends to a great extent, upon effective leadership. The importance of leadership can be highlighted from the following:

### **1. IT IMPROVES MOTIVATION AND MORALE**

Through dynamic leadership managers can improve motivation and morale of their subordinates. A good leader influences the behaviour of an individual in such a manner that he voluntarily works towards the achievement of enterprise goals.

### **2. IT ACTS AS A MOTIVE POWER TO GROUP EFFORTS**

Leadership serves as a motive power to group efforts. It leads the group to a higher level of performance through its persistent efforts and impact on human relations.

### **3. IT ACTS AS AN AID TO AUTHORITY**

The use of authority alone cannot always bring the desired results. Leadership acts as an aid to authority by influencing, inspiring and initiating action.

### **4. IT IS NEEDED AT ALL LEVELS OF MANAGEMENT**

Leadership plays a pivotal role at all levels of management because in the absence of effective leadership no management can achieve the desired results.

### **5. IT RECTIFIES THE IMPERFECTNESS OF THE FORMAL ORGANISATIONAL RELATIONSHIPS**

No organizational structure can provide all types of relationships and people with common interest may work beyond the confines of formal relationships. Such informal relationships are more effective in controlling and regulating the behaviour of the subordinates. Effective leadership uses their informal relationships to accomplish the enterprise goals.

### **6. IT PROVIDES THE BASIS FOR CO-OPERATION**

Effective leadership increases the understanding between the subordinates and the management and promotes co-operation among them.

#### **4.1.7. PROCESS OR TECHNIQUES OF EFFECTIVE LEADERSHIP**

The following are the techniques of effective leadership:

- The leader should consult the group in framing the policies and lines of action and in initiating any radical change therein.
- He should attempt to develop voluntary co-operation from his subordinates in realizing common objectives.
- He should exercise authority whenever necessary to implement the policies. He should give clear, complete and intelligible instructions to his subordinates.
- He should build-up confidence and zeal in his followers.
- He should listen to his subordinates properly and appreciate their feelings.
- He should communicate effectively.
- He should follow the principle of motivation.

#### **4.2. HEADMASTER AS A LEADER**

A headmaster in a school is vital to school administration. He/she is the leader for both administrative and instructional process. This is a process which is systematic, sequential, continuous and professional. A headmaster has to achieve the task mission objective of goal. For this reason, he has to build his/her team as a cohesive group and develop every individual in the team to contribute his level best. The headmaster is expected to play the multiple roles by understanding the activities in school.

- The headmaster is mainly to perform administrative role
- He plans and organizes different school activities
- Allocates duties to staff of teaching and nonteaching
- Maintains good relationship with parent's community and government
- Develops networking system with other schools • Organizes different activities time to time
- Mobilizes available resources for the development of school
- Conducts the P.T.A. to solve the different angles of problem

- Prepares budget for every session
- Provides sanitary facilities in the school campus
- Creates an atmosphere of order and discipline

#### **4.2.1. IMPORTANCE OF A HEADMASTER AS AN EFFECTIVE LEADER**

The following are the importance of a headmaster as an effective leader:

##### **1. KEY STONE OF THE SCHOOL**

The headmaster of the school is the key stone of every aspect of it. It means he is the seal and school is the waze. He is the organizer, leader, governor, business director, teacher, coordinator, friend, philosopher and guide.

##### **2. GARDENER OF THE SCHOOL**

As every headmaster starts his career as a teacher his position is like a gardener who tends every plant in the school garden with his love, affection and guidance.

##### **3. UNIQUE STATUS**

In a school the headmaster occupied a unique position as he is the centre of maintaining instructional relationships-teacher-pupils, teacher-parents, teacher – teacher.

##### **4. LEADER OF THE SOCIETY**

The headmaster is not only the leader of the school administration and management but also a leader of the society as the school is a society in miniature and the entire societal picture is reflected in school. He is also regarded as the leader of the society. Hence the headmaster, who is the leader of the school, has also to act as the leader of the society.

##### **5. A GOOD BUSINESS MANAGER**

Changing nature and condition of the society compels the school or educational institution for adopting business techniques in a desirable

manner. For this the headmaster should be a good business manager. For ensuring proper management of educational programme he has to look after the school plant and the school activities in a business – like manner.

## **6. COORDINATING AGENCY**

The headmaster is the coordinating agency who keeps the balance and ensures harmonious development of the institution. As the coordinating agency he co-ordinates between the society and the institution or school and its various human elements.

## **7. A VISIONARY FIGURE**

The headmaster of a school should be a man of sound morale character, an able administrator, an efficient organizer, competent manager and a role model for his students and society. In this regard he can be regarded as a visionary figure for his students and society and he shows new light and vision to them.

## **8. PRESTIGIOUS PLACE**

The headmaster occupies a very prestigious place in the school as well as in the society. For giving a concrete shape he should have a balanced and dynamic personality in the one hand and should be capable of wiping out the social evils through education.

### **4.2.2. QUALITIES OF A HEADMASTER**

The headmaster should have some distinguished qualities with him which will certify his integrity as a good headmaster and good-man. The headmaster should have the following personal qualities with him:

#### **1. PERSONAL QUALITIES**

- Devoted and dedicated.
- Just and fair.
- Open-minded.

- Self-confidence and courage.
- Creative and constructive.
- Identification with work.
- Painstaking.
- Objective-outlook.
- Sincere, Punctual and regular.
- Problem-solving centered etc.

## **2. PHYSICAL QUALITIES**

The headmaster in order to be a good one should have good physique. For this he should possess the following physical traits with him:

- Attractive and clean appearance.
- Natural and good manners.
- Regular habits.
- Active, smart and strong etc.

## **3. SOCIAL QUALITIES**

The headmaster for becoming a good social being should have the following social qualities:

- Good human relations.
- Good relationships with colleagues.
- Co-operations.
- Active and socialized citizen.
- Goodwill for all.
- Honest in dealings.
- Devoted to social progress.
- Interest to know about others' problems.
- Insight into social problems.
- Creating awareness to eradicate social evils.

#### **4. INTELLECTUAL QUALITIES**

The headmaster should possess the following intellectual qualities with him:

- Growing mind.
- Initiating capacity.
- Resourcefulness.
- Knowledge of pedagogy,
- Highly intelligent.
- Excellent communication skills both spoken and written.
- Good exposition and expression.
- Knowledge of child growth and development,
- Sense of systematic and planned work.
- High achiever.
- Knowledge of social problems and possible solutions.

#### **5. EMOTIONAL QUALITIES**

A good headmaster should have following emotional qualities with him:

- Cheerful and pleasant to talk to or work with.
- Optimistic and hopeful in nature and approach.
- Enthusiastic and inspiring bent of mind.
- Emotional stability
- Free from anxiety, conflicts and mental tension.
- Strong motivation in doing any work.
- No harassment while facing confrontations.

#### **4.2.3. FUNCTIONS OF THE HEADMASTER**

A nation is built in its schools. Through this, comes a very important responsibility on the part of the headmaster. The first and foremost duty of the headmaster is attainment of objectives of education. The chief duty of the school is to achieve maximum number of objectives which have been fixed by keeping requirements, ideals and desires of individuals, society and the

nation in mind. Thus, being leader of the school, the headmaster has to bear the following functions and responsibilities:

- Planning
- Organization and administration
- Supervision or directing
- Evaluation or controlling

### **1. PLANNING**

The chief duty of the head of every educational institution is to plan before conducting their various programmes and functions and activities. They have to plan out all their duties and responsibilities for the whole year, they should plan them mainly on the following four levels:

Before the re-opening of schools: At this stage they have to necessarily plan the following functions:

- Checking that furniture, other equipment, the availability of books in the library in the school meet satisfactory stocking, if not, they should arrange for them. If the furniture is to be repaired, they should arrange for it.
- Taking steps for the appointment of teachers and other staff, as may be necessary.
- Announcing the date of re-opening of the school after the summer vacations, the last date for the receipt of application forms for admissions, if the admissions are to be done by some sort of examination, fixation of its date and to conduct the examination on that date.
- Formulating the rules regarding admissions. At the same time, to form those committees to which this responsibility is to be handed over.
- Whitewashing the school buildings and polishing the furniture.
- Arranging the required registers and files.
- Preparing the calendar of activities for the whole session.

### **A) ON THE OPENING DAY OF THE SCHOOL**

Planning should be done for the arrangement of the following functions within one week of the re-opening of the school:

- To get prepared the inventory of teachers, students and classrooms.
- To distribute the work among the teachers.
- To prepare plan of their activities and lesson plan from each teacher.
- To plan for arranging various teaching aid activities and distribute the responsibility of arranging them on the basis of ability and interest of teachers.
- To undertake selection of textbooks, and direct students for buying them.
- To arrange for school assembly. Set rules for the organization of the school rules and traditions, etc.
- Arrange for physical facilities as per requirement in the school.

### **B) DURING THE SESSION**

The headmaster should plan for the following functions during the session:

- To organize teaching work.
- To organize various projects or teaching aid activities.
- To arrange for examination and evaluation.
- To organize lectures of experts.
- To arrange for room invigilation at examination period.
- To arrange for verification of written work of students, records of students and school records.
- To organize the guidance-services.
- To arrange for broadcasting school programmes.
- To appropriately arrange for correspondence with Education Department, Managing Committee and others.

### **C) AT THE END OF THE SESSION**

The headmaster has to organize the following works and activities:

- To get the attendance, accounts of fees, etc., checked so that it may be known that no student is left without depositing the dues of the school before announcing the results.
- To discuss essential steps for preparation of the next session.
- To prepare annual reports of students.
- To organize annual sports and games and celebrate functions such as Guardians' Day, Cultural Programmes, Annual Prize Distribution Day, etc.
- To formulate the rules of class promotion.

### **2. ORGANIZATION AND ADMINISTRATION**

- The next important task of the headmaster is organization. Their organizing duties consist of the following tasks:
- To ensure group behaviour towards achievement of purposes through action, procedure, communication and evaluation.
- To make the organization democratic through personal relationship, active participation, and sharing of power and responsibility.
- To promote effectiveness and efficiency for accomplishment of purposes.
- To ensure security and durability of the group through pleasant relations, encouragement, self-expression and self-direction.
- To lay down the structure of the organization, the pattern of positions and relationships.
- To ensure individual and group satisfaction through group interaction and consideration.
- To define the positioning of workers on the basis of law and conventions.
- To secure sustained and persistent cooperation of all workers.
- To assign duties and responsibilities.

- To maintain friendship, respect and confidence towards the workers.

### **3. SUPERVISION**

The headmaster requires vigilant supervision. Through supervision only, they can have the knowledge of all the activities of the school and be successful. Their awareness of the fields of weaknesses would enable them to take action so that some steps may be taken to improve them. No part of the school is out of the vision of the headmaster because every section of the school plays some role in making or unmaking of students. It is not sufficient to pay attention on the teaching programme alone, notwithstanding, what students do outside, the school games and sports are the life of hostel, it is also necessary to see how students lead hostel life. The supervision of all these things should be done not only for the mental development of the students but also for physical, social and ethical development. Supervisory responsibilities of a headmaster could be studied under the following sections.

#### **I. SUPERVISION ON TEACHING**

The principal should see that the teaching work in the school goes on well. The students and teachers should go to their respective classes as soon as the bell rings. The headmaster should also occasionally go to classes while teaching is going on, not as a critic but as a friend and collaborator. They should not criticize any teacher in any class before the students. If they have to make any suggestions to a teacher, they should do so in their own office.

The headmaster should also periodically inspect the written work done by the students. This will acquaint them with the work and the teaching of the teacher. They should give instructions to the teacher so that all the written work with the requisite details may reach them in time. They should inspect all or most of the copies and see whether the mistakes have been marked in red and necessary instructions have been given to the students. There should be a separate notebook for each teacher in which they should express their opinion in regard to the written work, e.g., 'good work', 'much attention has not been given to the mistakes of a particular student', etc.

In order to improve the method of teaching, ideal lessons should be occasionally planned and the headmaster should also take part in these. They should also keep a check over the teachers in regard to private tuitions, else many will devote most of their time to this. It would be best not to permit the teacher to undertake private tuitions, but this is not possible for various reasons, such as low salaries.

## **II. HOSTEL SUPERVISION**

It becomes a duty of the headmaster to supervise the hostel too. They should supervise the distribution of food to students, the management of food preparation, the arrangement of drinking water, dining room, cleanliness of utensils, etc. Therefore, it is necessary for them to inspect all these things and sometimes they should eat food with the students so that they should know what kind of food is served to the students. They should look after the hostel activities. They should inspect the sleeping rooms of the boys for cleanliness and proper lighting and ventilation. Besides, they should manage to know that the children do not study while lying on the bed or other unhealthy postures and that they keep their rooms clean. They should inspect the arrangement of bathroom and latrines and urinals, etc. They should also see that the students utilize playground, library, reading room and common room, etc., properly. In addition, they should also inspect the hostel bye-laws, logbook, stock register, attendance register and other records.

## **III. OFFICE RECORD AND OFFICE**

It is necessary for the headmaster to inspect the working of the office and upkeep of office record. For running the schoolwork efficiently, full attention should be paid towards daily correspondence and replies should be sent as soon as possible. Besides, they should inspect various records of the office.

## **IV. GENERAL SUPERVISION**

Supervision means actual inspection. The teacher enjoys a certain amount of prestige with the class and if they are rebuked in the presence of the class, their headmaster encroaches upon the dignity of the teacher. If the

headmaster feels that the teacher needs attention, they should send for them after the period is over. In this post-visit conference details may be discussed. The headmaster should deal with the teacher very tactually Advice should be given in a pleasant and friendly manner. The headmaster should have friendly attitude towards their teachers. They should regard themselves and their staff as a team, as a small family. They are the head of the family to guide all other members.

The headmaster should supervise the register and accounts of the school, cleanliness of the school, students and the surroundings, the school farms and the craft work, games, discipline, etc. Dr Hart has described seven abilities that every administrator and supervisor should possess, and which have been already discussed earlier. These qualities and abilities should guide a headmaster towards running the school administration.

#### **V. TEXTBOOKS**

The headmaster should see that such textbooks are selected out of the approved ones which will be most suitable for the students. They should consult the teachers in this regard. They should not select a textbook under the pressure of an author or a publisher. In the selection of textbooks, they should be guided by the following considerations:

- Has the matter been presented coherently?
- Is its paper and layout good?
- Has the book been written in accordance with the prescribed course?
- Does the subject of the book co-relate itself with others?
- Is it good from the point of view of printing and language?
- Will the style develop in the students the power of self-thinking?
- Does it include all the suitable maps and illustrative figures?
- Are the facts given in the book correct?
- Are the given questions and exercises appropriate?
- Is the price of the book reasonable?

## **VI. GUARDIANS**

The headmaster should maintain good relations with guardians. They should be invited to the school from time to time so that they see how the work goes on in the school on the occasions of social functions and otherwise. A get-together of guardians and teachers should also be organized at regular intervals, at which the headmaster should explain the general policies of the school and invite suggestions for improvement in the school. Whenever the guardians visit the school they should be treated well by the headmaster. By establishing good contacts with the guardians, various difficulties pertaining to students can easily be resolved.

## **VII. THE TONE OF THE SCHOOL**

It is difficult for the school to fix its tone or its definite policy overnight, as it takes several years to shape. The tone of the school should influence the students and teachers in such a manner that they may become imbued with a sense of duty, and their all-round development may be brought about. The headmaster has a duty in this regard also. In such a school, the conduct of students is more or less flawless, and they do not cause any harm to anybody and the foundation of their ideal character is laid during their school life.

## **VIII. GENERAL ADMINISTRATION**

The headmaster should also look after the co-curricular activities in the school. He should pay full attention to the sports and games for the students as also educational activities such as monitorial, dramatic and literary associations, etc. He himself should occasionally take part in these and encourage the teachers to do the same.

## **4. EVALUATION**

One of the important duties of the headmaster is to evaluate their total arrangements from time to time. They have to implement their planning, besides they have also to evaluate not only their policies, processes and activities of students, but also it is essential for them to examine their

associates and actions of other functionaries of school. At the time of evaluating the activities of these officials, the headmaster should keep in mind the following points:

- They should develop feelings of self-evaluation and self-development in their workers.
- They should know the merits and demerits of their colleagues.
- To make human relations appropriate, they should have sympathetic and helpful attitude towards their subordinates. They should not conduct the evaluation with the viewpoint of destruction.
- They should conduct evaluation for bringing about improvement in their working.

It is important to know how far the level of the teachers has improved and what principles and processes have been used for them, and how far the extent of realising co-curricular activities of the organization and the objectives of education been successful or helpful? Discipline of school and its general tone, how far have they been helpful in developing social and moral qualities in children? To know all these things, they are required to conduct evaluation. For the knowledge of these things, the headmaster should use various methods, such as observation, probes, interview, questionnaire and record methods. They should pay attention on the following points for knowing about progress, promotion, capacities and difficulties, etc., of their students.

They should watch that question papers of examinations are not too easy or too difficult, weekly and monthly tests should be arranged, and upkeep of record of these should be maintained.

A cumulative record of children should be prepared. In these records, a detailed description of test of various aptitudes and qualities should be given, for instance, general knowledge, practical capability, social and citizen activities, expression, service motive, cooperation, health progress, traits of personality, character, firmness, leadership, industriousness, self-

confidence, self-control, sociability and presence of mind. These qualities of students should be recorded and maintained in the office records. It is very essential for them to know the opinions and ideas of teachers and guardians as well.

#### **4.2.4. HEADMASTER'S RELATIONSHIP WITH OTHERS**

The chief responsibility of organization and administration rests upon the headmaster. The tone and efficiency of a school depend largely on their personality and professional competence. A headmaster has to maintain the following relations:

- Relation with teachers
- Relation with pupils
- Relations with public
- Relations with the State Department of Education
- Relations with the University or School Education Board
- Relations with the managing committee

#### **1. RELATION WITH TEACHERS**

The headmaster should maintain the following kind of relationship with the teachers:

#### **2. FIRST AMONG EQUALS**

The headmaster should remember the wise statement of Ronald Gould, 'No quality education is possible without good personal relationships' The headmaster is the 'head teacher'. Many teachers are qualified as well as experienced as the headmaster. They must be given a positive say in matters of school policy. When teachers are treated as allies and colleagues and are consulted and given responsibility, their response results in better teaching.

#### **3. DEMOCRATIC RELATIONS**

The teacher should be given a much bigger share in the actual day-to-day administration of the school. The headmaster should strive to establish true

rapport within the staff through informal and formal individual and group consultations and conferences. The headmaster must establish democratic relationship. The attitude of not questioning the reason, but carrying out orders, good, bad or indifferent, will create deep frustration and fissure among teachers. There should be frequent meetings with the whole staff or a section of the staff, where the full and frank discussion and the two-way traffic of ideas should flow on all matters pertaining to the welfare of the school. To get the best of the cooperation of the staff should be the major concern of the headmaster. They must assist staff members in improving their competence, in making their individual contribution as well as in gaining competence in working together with others on specific assignments. The headmaster and teachers can educate each other about new developments of educational theory and practice—this will promote healthy and creative teamwork.

#### **4. RELATION WITH PUPILS**

The headmaster can maintain relationship with the pupils in the following ways.

##### **I. DIRECT CONTACT**

Direct contact may be done by taking some periods for lower classes. This will also enhance the relationship between the headmaster and the students. Contact with the pupils of the school is an important secret of the success of a headmaster. They should not see the pupils only through the eyes of their assistants, but they must try to know as large a number of children in their school as possible.

##### **II. STUDENT ASSOCIATIONS**

Students should be associated with the school administration through students' council, students' panchayat, students' parliament, etc. They should be entrusted with organizing and running of co-curricular activities and entrusted with positions of responsibility.

### **III. ACCESS**

The headmaster should be respected but not feared, they should be easy to access but certainly not one to be trifled with. They should be able to maintain the prestige and dignity of their office without giving the impression that they are harsh, indifferent or callous to their students.

### **IV. RELATIONS WITH PUBLIC**

The headmaster can maintain relationship with the public in the following ways:

### **V. CONTACT**

To serve the school, the headmaster must enlist the cooperation of the parents. No headmaster can be successful if they do not look beyond the four walls of their school and are contented only with organizing and directing its internal activities. They should utilize every opportunity of getting in touch with the parents of pupils. This will add to the effectiveness of the work of the school and make its scope more comprehensive. It will enable the parents and teachers to pull in the same direction. Their relations with the public must be cordial but they must not take sides.

### **VI. HANDLING INTERPERSONAL RELATION**

The headmaster has to play a delicate role of balancing the demands of the parents, the opinion of the public, the perception of the teachers and the needs and aspirations of the students. They should be adept at handling the delicate interpersonal relationship. They should remember the advice Polonius gave to his son Laertes, 'to lend his ear to everyone but none his tongue'. Patient listening will tell them what the speaker is trying to communicate.

### **5. RELATION WITH THE STATE DEPARTMENT OF EDUCATION**

The headmaster should maintain the following types of relationship with the State Department of Education:

## **I. RULES AND REGULATIONS**

The headmaster should know fully the rules and regulations as fixed by the State Department of Education from time to time. For the Administration of Secondary Education, there are rules regarding admissions, withdrawals, attendance, school timing, promotion, time table, size of classes, medical examination, physical education, leave, courses of study and textbooks prescribed for different classes as well as regulations regarding schools and hostel buildings, equipment and furniture, rules regarding the recognition of schools, finance, grants-in-aid, accounts, tuition fees, scholarships, procedure for the maintenance of records, etc.

## **II. RECOGNITION**

The headmaster should know every detail about the recognition of schools and about the advantages of recognition. They should know what they have to do and what they must not do.

## **6. RELATIONSHIP WITH THE UNIVERSITY OR SCHOOL EDUCATION BOARD**

In some states, the university conducts the school leaving certificate examination, whereas in other states the School Education Board does so. Certain rules and regulations concerning the examination are fixed, curriculum is drawn and textbooks are prescribed. The headmaster should know all these details.

## **7. RELATIONSHIP WITH THE MANAGING COMMITTEE**

Private institutions are run by managing committees. In all matters of internal administration, the headmaster should deal directly with the committee. In all matters pertaining to external management of the school, the committee may correspond directly with the department.

## **4.2.5. PLACE OF THE HEADMASTER IN SOCIETY**

The position of schools in our country is not very satisfactory for they are faced with economic and social problems. Hence, the responsibility of the

headmaster becomes very onerous. Numerous weaknesses have crept into our society due to the lack of education. It is the moral responsibility of every headmaster to understand the weaknesses pertaining to their own surroundings and to awaken the teachers and the students with ideas on how to remove them. They should take advantage of the various opportunities associated with social work, only then will they be able to do well for the society.

Our society today is infected with evils such as communalism, provincialism, casteism, 'purdah' system, child marriage, dirty politics, immorality, dishonesty, indiscipline, physical violence and uncultured behaviour. It is the prime duty of the headmaster and the teachers to draw the attention of the students towards these. The headmaster will have to take the lead because in the absence of instructions from them the teachers of the school will hesitate in taking any steps within their power.

The headmaster should not think that their position is superior to that of other teachers, as such some work is derogatory to their status. It is their function to not only criticize the teachers, but also issue instructions to them. They should regard themselves as a teacher and should help others in their work. Only then will they be successful in removing the evils widespread in society. The headmaster should bear in mind that they have to educate not only the students but also the whole society and should instil this spirit in other teachers also. Today our country is in dire need of such headmasters who can devote themselves heart and soul to discharging of the above-mentioned responsibilities and obligations.

#### **4.2.6. ESTABLISHMENT OF HUMAN RELATIONS**

The most essential condition for the success of headmaster is that they should establish appropriate human relations with their colleagues, subordinates, students, and their guardians and the other members of society. For this, they should keep the following points in mind:

- The headmaster should recognize their colleagues personally and should also have some ingress into their personality and mental makeup. Only by doing so, they would be able to establish appropriate human relations with them and get cooperation from them.
- The headmaster should endeavour to seek maximum participation from all persons. For this, they should involve reasonable number of their colleagues in decision making. By doing so, they would not only come in their contact but also realize their responsibility in each matter and perform it in a suitable manner.
- The headmaster should develop policies and processes of school on cooperation basis. By this, they can establish proper human relations with their associates and students, etc.
- The headmaster should develop faith, affection and feeling of respect toward their associates and subordinates, students and guardians.
- The headmaster should strive continuously for the development of themselves and their colleagues.

### **4.3. ROLES OF HEADMASTER**

Brief outlines of the seven major roles of headmaster are discussed in the following section. The roles are (1) Role in Planning (2) Role in School Organisation (3) Teaching Role (4) Role in Supervision (5) Role in Guidance (6) Role in Maintaining Relations (7) Role in General Administration.

#### **1. ROLE IN PLANNING**

Planning is the first and foremost duty of the head of a school. He has to plan a number of things in the school with the co-operation of the teachers, the pupils, the parents and general public. Planning goes on throughout the year. It consists of the following phases:

##### **I. PLANNING BEFORE THE OPENING OF THE SCHOOL**

The headmaster has to plan a number of things in the school. He will chalk out the policies and rules of admission. Dates of admission are to be publicized. He should convene the meetings of the staff and discuss with the

teachers their activities and programmes for the whole year. Thus the school calendar may be prepared in advance. In case of need fresh staff will be recruited before the actual functioning of the school. The headmaster must also check that whole school plant is in proper shape and the equipment is adequate. He must also see that various registers needed for different purposes are there in the school.

## **II. PLANNING DURING THE FIRST WEEK**

In the beginning, the headmaster has to set the school machinery into motion. Work allotted to the teachers is an important function of the headmaster. He should urge the teachers to balance class-sizes and classify students into suitable groups or sections. Preparation of time table general, teacher wise and class wise is another important thing to be done. Unless the time-table is prepared, school work cannot be started. General assembly of the students may be convened and instructions be given to the students. The prescribed text-books are to be announced.

## **III. PLANNING DURING THE YEAR**

As the classes start, the headmaster starts attending to each activity to be done. The headmaster has to prepare the budget of the year keeping in view the estimated expenditure in the session.

## **IV. PLANNING AT THE END OF THE YEAR**

The headmaster will ask the teachers to prepare reports of the activities done during the year. Various records have to be completed. Holding of valedictory and annual function has to be planned.

## **V. PLANNING OF THE NEXT YEAR**

The headmaster should convene staff meetings and appraise year's work. In the light of this appraisal, next year's work has to be planned.

## **2. ROLE IN SCHOOL ORGANISATION**

The headmaster is not to plan things theoretically, but to give them a practical shape. In this regard, he must organize the following items:

### **I. ORGANIZING INSTRUCTIONAL WORK:**

The head of a school must organize the instructional work. He will ask the teacher to divide the year's work into smaller units. This will also involve the formulation of objectives, selection of methods of teaching, classification of pupils, framing of time-table etc.

### **II. ORGANIZING CO-CURRICULAR ACTIVITIES:**

The headmaster must organize the activities of the school with the co-operation of staff and students. There are so many school activities like sports, scouting, girl-guiding, red-cross, parent-teacher association, celebration of religious and social functions and festivals etc.

### **III. ORGANIZING THE SCHOOL PLANT**

The headmaster is to organize the school plant so that it will be properly maintained, equipped and put to maximum use. Classroom library, laboratory is to be well furnished. Repairing may be done wherever needed.

### **IV. ORGANIZING SCHOOL OFFICE**

The office work must also be properly organised. Routine work, registration, correspondence, maintenance of accounts etc. have to be organised so that office work will be done regularly and efficiently.

## **3. TEACHING ROLE**

The headmaster must share instructional work with the teachers. He should consider himself teacher first and last. His teaching should be exemplary. This way he keeps in touch with the work of the teachers and the achievements of students. The headmaster should understand the problems of the teachers and the pupils better when he himself teaches.

#### **4. ROLE IN SUPERVISION**

The head of a school should not simply sit in his office. He should supervise the work of the school here, there and everywhere. He should supervise instructional work. He may have a round of the class-rooms. However, it is not to be a fault finding business.

The headmaster should supervise the activities going on in the playground, hall, art room, library, workshop etc. He must supervise the proper use and keep up of school materials. In general, he should supervise the behaviour of students, provide facilities for them to maintain cleanliness of the campus etc.

#### **5. ROLE IN GUIDANCE**

The headmaster is not simply a fault finder. Wherever he finds defects, errors and inefficiency he should show the correct path to the students. He must guide the teachers in the methods of teaching and organisation of activities. Besides students are to be guided by him in matters of study, activities and personal difficulties. A guidance cell may be organised in the school. Besides, the headmaster has to guide parents and higher authorities etc.

#### **6. ROLE IN MAINTAINING RELATIONS**

The reputation of the headmaster and of the school mostly depends upon the relations that he maintains with the staff, students and their parents and the community.

##### **I. RELATIONS WITH THE STAFF**

The head of a school must work in a team spirit and he should regard the teacher as his co-workers. He should not have bossing tendency. He must give due regard to the teachers, their views and their problems.

##### **II. RELATIONS WITH THE PUPILS**

Great headmasters have been great friends of pupils. The headmaster should think that the teachers, the school and he himself all are meant for the pupils.

He must listen to their genuine difficulties and try to remove the same. He must provide proper facilities for their learning.

### **III. RELATIONS WITH THE PARENTS**

The headmaster must maintain link of the parents with the school. They may be invited to the school on important occasions. He should organize parent teacher organisation in the school. When the parents come to school they should be treated with courtesy and be given due respect.

### **IV. RELATION WITH THE COMMUNITY**

The school is meant for the community and must be made a community centre. A number of community activities may be launched by the headmaster on behalf of the school. Community members may also be invited to the school on certain occasions.

### **7. ROLE IN GENERAL ADMINISTRATION**

As the head of the school, the headmaster is responsible for all that is being done in or by the school. He is to issue necessary orders and get their compliance. He must see that the teachers and the pupils attend their duties punctually and regularly. He must ensure that human and material resources of the school are adequate. Purchases should be made wherever needed in accordance with the prescribed official information and correspondence.

### **4.4. SUPERVISION AND INSPECTION**

In the modern educational system, the expansion of education relies on increasing number of educational institutions, teachers and students as well as providing all sort of facilities which are essential for proper progress of education. It will never be sufficient if we will not yield or achieve our returns or results to an adequate extent in qualitative perspective. From this description it is quite evident that quality assurance of education at any level is the prime concern of the modern educational practices. For this there is the need of quantitative expansion as well as qualitative improvement of education at all levels. This will be determined by the concept, supervision.

In the modern educational system, the term supervision has got a very significant position from the point of view of the role played by it. Due to the enhancement of its importance in the present educational system its prime purpose has been changed now. Researchers and Educationists previously agreed upon the fact that supervision is primarily concerned for the purpose of improving instruction.

According to Adams and Dickey, "Supervision is a planned programme for the improvement." It exists in their opinion for one reason only to improve teaching and learning. So it is mainly concerned with "development of teachers and pupils."

The dictionary of education defines supervision as "all efforts of designed schools towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials on instruction and methods of teaching and the evaluation of instruction." Here the word "supervision" means to guide and stimulate the activities of teachers with a view to improve them, i.e., teaching as well as instruction and promoting professional growth.

Now-a-days the concept of supervision has been changed. It is not concerned merely with improvement of teachers as it was conceived in the previous days, when the supervisory activities were directive and prescriptive. But now according to some experts, supervision requires a super plus vision a superior perspective attended by special preparation and position. To them the primary function of supervisors of all types is leadership, encouragement and recognition of leadership in any other person either in the professional staff or among the community participants. Therefore, they designate the supervisor as a leader who has possession of the following two qualities:

- A clear perspective of the school's goals and awareness of its resources and qualities

- The ability to help others, contribute to this vision and to perceive and to act in accordance with it.

So it is now clear that the modern concept of supervision centres round the basic concept of instructional improvement through leadership and co-operation of all the agencies concerned. Keeping this in view Neagly and Evans have strongly viewed that, “Modern supervision in school is positive democratic action aimed at the improvement of classroom instruction through the continued growth of all concerned – the student, the teacher, the supervisor, the administrator and the parents of others interested lay person.”

Supporting this Barr and Burton have rightly stated that, “No doubt the aim of supervision is the improvement of teaching but this can be facilitated through the development of the teacher, the growth of the pupil and the improvement of the teaching-learning process as a whole. It has been clearly visualized that the supervision seeks to be democratic in nature out and out which demands constant efforts on the part of inspecting officers. They have to stimulate co-ordinate, guide for continued growth of the teacher in a school, both individually and collectively in better understanding and more effective performances of all teaching activities. As a result of which teachers may be better able to stimulate and guide the continued growth of every pupil towards the most intelligent participation in modern democratic society. This new concept is based on the belief that inspection and supervision are a co-operative enterprise in which both the teacher and inspecting officers have to participate actively.

From this discussion the term inspection has got priority in supervision which was not stressed on in earlier days because the degree of success of any supervisory activity or programme depends upon the degree of inspection done by the inspecting officials. Because they are the real supervisors of the educational programme. As both supervision and inspection are meant for the same purpose and inspection covers almost all the areas of supervision there is no necessity of bringing difference between supervision and inspection.

#### **4.4.1. AIMS OF SUPERVISION AND INSPECTION**

Inspection and supervision is no longer considered to be fault finding and criticizing. In reality, it is for improvement in teaching-learning process and situation. It is providing leadership in the field of education. Its main aim is to provide democratic leadership to teachers to put them on right lines and to set before them goals within reach. Furthermore, inspection and supervision is to check inefficiency in schools and find out gaps in the proper functioning of school and ensure they are bridged.

#### **4.4.2. TYPES OF SUPERVISION**

Basically there are three types of supervision.

- ❖ Clinical type
- ❖ Preventive type
- ❖ The creative type

##### **1. CLINICAL TYPE**

This proves of supervision follows five steps as opined by Gold hammer, who developed this system. The five steps are:

- ❖ Observation
- ❖ Analysis
- ❖ Strategy planning
- ❖ Conference
- ❖ Post-conference analysis (follow up)

The system also advocated teacher-supervisor agreement at each stage. The supervisor, after his supervision will analyse the data and discuss his analysis with the teacher for the improvement of instruction.

##### **2. PREVENTIVE TYPE**

In this type, the supervisor beforehand anticipates problems and helps the teacher to avoid problems/shortfalls/deficiencies. This type of inspection helps the teachers to meet situation with confidence as they foresee the

problems beforehand and act as his friend and guide. Therefore, this type of inspection is more useful and helpful in every respect as compared to the traditional type.

### **3. THE CREATIVE TYPE**

In this type both the teacher and the inspector feel open-minded. This system promotes freedom flexibility and encourages open mind. In this system, the teacher and the supervisor, work together, to collaborate, to evaluate and to describe each other's work. This encourages teachers in all respects. This can be called the best type of inspection.

#### **4.4.3. DIFFERENCE BETWEEN SUPERVISION AND INSPECTION**

<b>Inspection</b>	<b>Supervision</b>
It is a bureaucratic model	It is a democratic model
It is more administrative in nature with lot of officialdom	It is more related to improvement of education, learning and teaching
It helps in improving the teaching process of teachers	It helps in improving the learning process
In this, orders will be given	Guidance is provided
It is to check in efficiency and fault finding	It is for providing guidance and counselling

#### **4.4.4. IMPORTANCE OF SUPERVISION**

The following are the some of the important aspects of supervision and inspection:

##### **1. HELPS TEACHERS TO PLAN FOR BETTER INSTRUCTION**

Instructional planning is considered as the first step in the improvement of instruction. Therefore, it is recommended that the supervisor should help the teachers to develop and improve skills in instructional designs and to use a model of instruction as a guide to instructional planning. Instructional planning includes lesson plan, unit plans and year plans. It is essential that

the headmaster should provide necessary guidance in writing Instructional plans.

## **2. HELPS TEACHERS TO USE MODERN METHODS OF TEACHING**

Methods of teaching are an important part of presenting instruction in the classroom in an effective manner. Therefore, the supervisor should help the teachers in using modern methods of teaching in the classroom. It is the supervisor's responsibility to help the teachers to keep abreast of new educational techniques and to apply them in the classroom.

## **3. HELPS TEACHERS IN CLASSROOM MANAGEMENT**

Both teachers and school management are in agreement that discipline is the most serious problem in the schools. Supervision will help the teachers to acquire better skills of classroom management. Supervision it is suggested should aim at enabling the teachers to develop preventive and corrective measures of discipline in the classroom situation.

## **4. HELPS TEACHERS TO WORK-TOGETHER**

In order to accomplish much of the schools' work, teachers must learn to work together in groups and one of the objectives of supervision is the enhancement of teaching and learning process.

## **5. HELPS TEACHERS IN GETTING PROPER GUIDANCE FROM EXPERTS**

It is to provide academic guidance by a teacher or persons/experts/specialists in different school subjects so that proper guidance may be provided to them. This kind of supervision can help teachers in getting proper guidance from experts.

## **6. HELPS PLANNING AND IMPLEMENTING DEVELOPMENTAL ACTIVITIES**

All the developmental activities need guidance and direction at the planning provide necessary direction and guidance at every stage. Right type of supervision is mainly concerned with helping teachers in planning, in

selection of strategies and resources with proper monitoring and evaluation techniques.

## **7. HELPS PROVIDING BETTER INSIGHT**

It is a well-known fact that prevention is better than cure. Right kind of supervision provides better insight into the learning problems of students, HRD problems, an insight into maintenance of school plant in advance and helps in avoiding the problems. It also helps teachers to meet situations successfully before they actually arise. It is therefore, more useful and helpful in every respect when compared to schools without supervision.

### **4.4.5. SCOPE OF SUPERVISION**

The scope of supervision is very wide which can be proved from the following aspects of education as the scope of supervision in education:

#### **1. THE INSTRUCTIONAL WORK**

The first and foremost task of the supervisor is how to improve the instruction. For this, he supervises:

- Method of teaching employed for different subjects.
- Audio-visual aids used.
- The time table.
- The distribution of work among teachers.
- The written work of students and its correction.
- Teachers lesson diaries and scheme of work.

#### **2. CO-CURRICULAR ACTIVITIES**

The supervisor supervises the organisation of various co- curricular activities keeping in view their need and importance. These co-curricular activities are:

- Games and sports
- Dramatics
- School magazines

- Library services
- Educational tours
- Field trips and
- Picnics

### **3. RECORDS AND REGISTERS**

The supervisor has to supervise all the records and registers of an educational institution or school by examining the following type of records:

- Admission Register
- Attendance Register
- The cash book
- The log book
- The Stock Register
- The Receipt Book

### **4. THE SCHOOL ENVIRONMENT**

The school environment has a profound role bringing over an improvement of educational process. For this the supervisor has to supervise the following aspects of the school environment

- School discipline
- Relationship between the head of the institution and his staff, between staff and students
- Emotional climate of the school
- General behaviour of students
- Cleanliness of the surroundings
- Goodwill of the self-government formed by students
- Plantation of trees
- Morale of the classroom
- Relationship among teachers
- Hygienic conditions of the toilet, canteen and water supply

- Relationship of the head of the institution or school with the community members
- Beautification of the campus

## **5. MANAGEMENT**

Supervision of management is also another aspect of the scope of supervision in education without which the overall improvement of teaching-learning process will never be successful. The supervision of the management of the educational institution includes the following aspects with it:

- Co-operation of teachers and community members.
- The ability of the headmaster to run the school or institution.
- Co-operation, co-ordination and responsibility between teachers and headmaster in organizing any programme.
- Duties and responsibilities rendered by the teachers as the members of different sub-committees for different programmes.
- Problems with the managing committee.
- Achievements and failures of the school.

## **6. GUIDANCE TO TEACHERS**

The supervisor has not only to supervise but also guide the headmaster and teachers in their efforts for ensuring qualitative improvement of education. For this supervision includes the following things in its jurisdiction:

- Innovations in teaching
- Remedial instruction
- Community mobilization and support
- Conducting seminars, conferences, meetings and workshops to discuss about problems and their solution.

## **7. DEVELOPMENTAL ACTIVITIES**

The supervisor supervises the developmental activities of the school in the following heads:

- Justification of developmental activities, proposals for extension of the school building.
- Allotment receipt and the progress made. Difficulties faced and the steps taken by the headmaster to wipe out the difficulties, and
- Construction of the new building and its progress.

#### **4.4.6. ROLE OF HEADMASTER IN SUPERVISION AND INSPECTION**

The headmaster is the team leader and the spirit of cooperation should permeate in his dealing with the staff, pupils and community. He, with collaboration of his staff, should work for accomplishing the objectives and ideals of the institution. The success and achievement of the school largely depends on his efficiency, ability, alertness, imagination, experience and resourcefulness. In fact, he is the friend, philosopher and guide in the school. Administration is related to totality of the school organization whereas academic supervision is a part of administration. The headmaster has to play a vital role as administrator as well as academic supervisor. His role as academic supervisor includes the following aspects.

- He should inspect all the classes while teaching is going on and sit in each class to find out instructional strategy and methodology adopted by the teachers. He should check their teaching notes, diaries etc.
- Class-room supervision/inspection should not disturb the classwork.
- He should not point out defects noticed in the teaching before the students. Individually, he should call teachers and discuss with them the mistakes committed. In other words, he should never hurt the feelings of teachers before students.
- He should arrange panel inspection with subject experts to derive the benefits of subject specialists in improving the teaching competencies of his teachers.
- Innovative approaches like Team-teaching, Microteaching, Tutorial should be planned for the better instruction.
- He should keep himself abreast to modern developments and implement modern strategies of class-room management, curriculum transaction,

evaluation, recording and reporting system in his school. To get better results he should appoint a team of experts and seek their advice in this regard.

- He should organize staff meetings, subject clubs and discuss with the staff member's various issues relating to academic improvement programme.
- He should provide necessary infrastructure facilities in the school such as equipment, furniture, computers, T.V, tape recorders for effective teaching.
- He should supervise the work of students and check periodically the work done by them and ascertain reasons for educational backwardness of students.
- He should arrange for expert guidance to teachers and encourage them to participate in the in-service training programmes, extension work and community service.

#### **4.5. GUIDANCE**

It is fact that we use word "Guidance" most frequently in our day to day life. But it is a hardest job to define and understand the concept of guidance in clear cut words. It is not really a recent concept and it is as old as our human civilization is so that to be more clear about concept of guidance it is necessary to discuss some of the definitions of different guidance experts and authors. They have cited their definitions in various ways not disturbing the main theme of guidance by which we find a common agreement among them. For an open discussion certain definitions regarding the concept of guidance were mentioned here.

##### **4.5.1. MEANING OF GUIDANCE**

**Good:** Guidance is a process of dynamic interpersonal relationships designed to influence the attitudes and subsequent behaviour of a person.

**Hamrin and Erickson:** Guidance is that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in turn with his interests; abilities and social needs.

**Lefever, Turrell and Weitzel:** Guidance is an educational service designed to help students make more effective use of the schools training programme.

**Chisholm:** Guidance seeks to help each individual become familiar with a wide range of information about himself, his interests, his abilities, his previous development in the various areas of living and his plans or ambitions for the future.

**Jones:** Guidance involves personal help given by someone, it is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose; it assists him to solve problems that arise in his life.

**Dunsmoor and Miller:** Guidance is a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and to life.

**Mathewson:** Guidance is the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social and moral values.

**Bernad and Fullmer:** Guidance is perceived as all those activities which promote individual self-realization.

**Stoops and Wahlquist:** Guidance is a continuous process of helping the individual development to the maximum of his capacity in the direction most beneficial to himself and to society.”

**Traxler:** Guidance enables each individual to understand abilities and interests, to develop them as well as possible and to relate them to life-goals, and finally to reach a state of complete and mature self-guidance as a desirable member of the social order.

**Smith:** The guidance process consists of a group of services to individuals to assist them in securing the knowledge's and skills needed in making adequate choices, plans and interpretations essential to satisfactory adjustment in a variety of areas.

**Crow and Crow:** Guidance is assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens.

**Mc Daniel:** Guidance is a facilitative service, it does not undertake to carry out the objectives of educational programmes; rather, it attends to provide aids to pupils and staff to help pupils determine the courses most appropriate to their needs and abilities, find instructors who will be more sympathetic to their individual requirements, and seek out activities which will help them realize their potentialities.

**Brewer:** Guidance is a process through which an individual is able to solve his problems and peruse a path suited to his abilities and aspirations”.

**Moser and Moser:** Guidance is a with many meanings. It is a point of view, it is a group of services, it is a field of study... should we be required to choose one of the emphasis, service would predominate.

**Mortensen and Schmullar:** From one point of guidance clearly embraces all of education, from another, it is seen as a specialized service whose primary concern is with the individual.

**Tiedemann:** The goal of guidance is to help people, become purposeful and not merely to peruse purposeful activity.

**National Vocational Guidance Association, U.S.A:** Guidance is a process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to the society.

**Secondary Education Commission, 1954 (India):** Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work.

After compiling all the definitions cited above, it is found that guidance goes smoothly carrying two individuals into its account. In one side the needy child who seeks guidance plays his role on the other hand the guide or guidance worker who is having excess experiences in his field concerning guidance acts sincerely. That is why it is proved that like education, guidance is also bipolar process. It is some sort of assistance or help given by guidance worker to the youngster not only to make him fit for educational career or job career but also it suggests how to adjust with others and to prepare him for future world.

Especially in educational situation teacher plays a vital role as guide at the time problems faced by the students. In short, it is stated that suitable solution and fruitful suggestion for the problem of the students is the important goal of guidance which is to be achieved.

#### **4.5.3. NATURE OF GUIDANCE**

An analysis of the above stated definitions by various experts depict the nature of guidance in the following ways:

##### **(I) GUIDANCE IS EDUCATION ITSELF**

Like education, guidance is a process which is meant to enable child or individual to manifest innate potentialities or noble qualities for his development touching social development as well. Education and guidance are both take utmost care for the development of the child and man which is the real goal of life. Owing to this reason it is proved that guidance is also as educational process which ultimately states that guidance is education itself.

##### **(II) GUIDANCE IS A CONTINUOUS PROCESS**

Human life is dynamic and world is also receiving changes in every stage of the age. So more or less an individual faces certain problems of life and society

and tries his best to adjust not for few days or few years rather for entire life span. Because life is full of problems, anxieties and tensions from the point of solution of problems, selection of choices and taking suitable decisions. Indeed, guidance is not limited to particular period of human life but it is needed for all times to come which proves that guidance is a continuous process.

### **(III) GUIDANCE IS A BIPOLAR PROCESS**

Previously it is pointed out that guidance is a process or service or programme where person or persons from the two sides participate. In one hand the child or individual plays his role, who needs guidance and on the other hand the guide or guidance worker completes his job offering guidance or advice to the needy child or person. Of course, in some situations group of the individuals take guidance from guidance worker also. In-fact guidance is a bipolar process where two said sides act properly.

### **(IV) GUIDANCE IS UNIVERSAL IN NATURE**

Guidance is necessary for every human life. Because every human life goes through certain problems in its survival. Some need guidance to solve the problems of life constantly while others require it occasionally in the life time. From this point of view, it can be said that guidance is universal in nature.

### **(V) GUIDANCE IS A HELP AT THE TIME OF NEED**

The real meaning of guidance reveals that guidance is form of help, assistance or advice offered by a senior, trained, experienced and qualified person to the needy youngster he who lacks knowledge of facing difficulties or problems of life.

### **(VI) GUIDANCE IS A SOLUTION FOR THE PROBLEMS**

When individual or child feels unable to face the problems of life, he starts on going to door of guidance worker. Because guidance worker or expert suggests some of the ways to overcome the problems faced by the needy person.

### **(VII) GUIDANCE IS BOTH GENERALIZED AND A SPECIALIZED SERVICES**

Guidance is a generalized service as it is carried on by teachers, parents, and relatives to assist or help the individual child when he becomes unable to solve the problems of life. Guidance is not only a generalized service but also it is a specialized service. Because in some particular situation and context the guidance work is done by specially qualified and trained personnel such as counsellors, psychologists, psychiatrists keeping in view to solve the problems of the child.

### **(VIII) INDIVIDUAL IS THE CENTRAL POINT OF THE GUIDANCE**

Really individual is the main focus of guidance as it deals with the weakness, efficiency, needs, motives and interests of individual including his care and caution for the problems.

### **(IX) GUIDANCE IS SYSTEMATIC AND ORGANISED**

Guidance is not an incidental and haphazard business so far its working process is concerned. Guidance can be more effective, purposive and goal achieving if it becomes more systematic, organised and well done.

### **(X) GUIDANCE IS A CO-OPERATIVE PROCESS**

Of course guidance mainly takes two category of persons such as guide and individual who seeks guidance. To offer guidance to the child guidance worker or the technical personnel needs many information's concerning observational and interactive behaviour which may be collected from parents, teachers and relatives. Guidance work cannot be completed and fruitful one without receiving the required information's regarding child from the said nearest persons. So that at the time of guidance the technical personnel should be co-operated by parents, teachers and relatives. Due to this reason it is uttered that guidance is a co-operative process.

### **(XI) GUIDANCE IS DECISION MAKING**

The meaning and nature of guidance will be incomplete if we say that guidance is related to problem of individual and its solution. Rather guidance is meant to help the individual in solving problems and to take his own suitable decisions at the time of need.

### **(XII) GUIDANCE HAS WIDE APPLICATIONS IN THE VARIOUS ASPECTS OF LIFE**

Guidance does not cover only problems of relating few aspects of life such as educational, vocational and personal. Rather the knowledge of guidance is widely and popularly applied to solve the problems concerning health, social, emotional and marital aspects of human life.

### **(XIII) GUIDANCE IS INVITED FOR INDIVIDUAL AND SOCIAL DEVELOPMENT**

The development of the society depends upon the activity, adjustment and achievement of the individual as he is the part and parcel of the society. From that point of view guidance indirectly invites development of the society as it hopes, aspires and helps best for the individual development to the highest extent so far his educational career, vocational career etc. are concerned.

#### **4.5.4. SCOPE OF GUIDANCE**

Indeed, the scope of guidance is very vast and extending one as it gives much emphasis on various aspects of human life. With due importance it does not ignore any aspect of life. The need and importance is much more felt by every individual as the human life getting more complex and the world undergoes through various changes day by day. Besides that, guidance is an essential help which is given to the needy persons at any age and stage of individual life. At present, the scope of guidance is increasing and highly appreciating by the modern talents. The scope of the guidance extends its long hand in helping needy individual the following considerations regarding:

- ❖ Selection of suitable courses and subjects
- ❖ Better choice of preferable vocations/occupations
- ❖ Preparation for a better job

- ❖ Proper placement in the world of the works
- ❖ Been interest for higher education and training
- ❖ Clear cut knowledge of applying and availing the scholarships
- ❖ Sure gain of the achievements in favourable field
- ❖ Improvement of regular study habits
- ❖ Maintenance of the physical health relating physical exercises, food etc.
- ❖ Development of the mental health
- ❖ Solution of the personal adjustment problems
- ❖ Careful and fruitful suggestions for social adjustment problems
- ❖ Ways to find out and gain pleasure, peace and satisfaction in both personal and as well as social life.

Above discussions made clear about educational, vocational, social, moral, physical, personal and vocational aspects of human life which are the great concerns of the scope and study of guidance.

Guidance has wide sphere so far its scope and uses are concerned. It has no limited use in case of secondary school students at their problems. Rather guidance is also needed for college and university students to have a better reach and solution of their problems. Besides this, the scope of guidance includes and provides helps and services for the individuals of any age, sex, race, caste, colour, creed, area, labels abilities etc. The scope of guidance does not believe in any particular form of guidance.

Rather the scope of guidance includes all forms of guidance such as informal, non-specialist and professional. The scope of guidance also is enriched by some of the new fields considering adjustment in the context of ever growing society like:

- ❖ Socialized curriculum
- ❖ Co-curricular activities
- ❖ Community resources
- ❖ Physical surroundings and continuing environment
- ❖ Educational privileges
- ❖ Avocational opportunities

- ❖ Group life and co-operation
- ❖ Social contact and interactions.
- ❖ Research about problems relating social groups and guidance.

Also the scope of guidance embodies certain tools and techniques to measure or evaluate the abilities, interests, aptitudes and attitudes of the individuals such as:

- ❖ Interview schedules
- ❖ Observations
- ❖ Different appropriate tests
- ❖ Rating scales
- ❖ Individual inventories
- ❖ Diagnostic records
- ❖ Socio-metric techniques
- ❖ Anecdotal records
- ❖ Case studies
- ❖ Cumulative record cards
- ❖ Educational clinics
- ❖ Required instructions
- ❖ Study of group activities
- ❖ Investigations and researches.

In the light of above descriptions, it can be concluded that the scope of guidance is broad as well as vast which covers entire situations and span of life of the individuals of the present world.

#### **4.5.5. BASES OF GUIDANCE**

To get clear cut idea about guidance it is barely necessary to discuss about the bases of guidance in details. Guidance is based on following bases namely Philosophical, psychological, sociological and pedagogical:

## **(I) PHILOSOPHICAL BASIS OF GUIDANCE**

Education acts as the best panacea for development of the innate potentialities of the individuals. So proper care of education for the individual should be taken into considerations. Keeping this in view our constitution has declared “Fundamental Rights” to provide due respect and dignity to the individual. On the same line “Rights of the Child” have been announced by the UNESCO which gives hopes and aspirations for children of the world.

In our constitution “Right of Education” receives special status and position so far Fundamental Rights are concerned. Hence every individual would be able to attain self-direction, self-growth and self-realization if he is provided suitable education starting from primary to university education with full freedom and proper educational opportunities. Freedom implies awareness of various alternatives to choose better one in the field of education or vocation according to one’s strength and weaknesses, abilities and aspirations; efficiency and goals.

The constitutional promise like equality of opportunity means creating equal opportunities and providing equal facilities in the sphere of education to get the highest development of individual potentialities by which one would be able get job of his own liking and abilities.

This would be possible if we take initiative for guidance programmes in all most all schools of the country. Being an integral part of education guidance helps individual to understand himself and his surroundings. At the same time guidance also helps individual to take his own appropriate decisions and solve his own problems wisely. Besides this guidance helps a lot in identifying individual’s interests and capacities and to gain the educational privileges given by nation or social set-up.

Actually the philosophical basis of guidance is as old as our civilization is. The same is proved especially in India through several examples of mythology and ancient “Puranas” For example, Srikrishna was guiding or advising Arjun keeping certain better objectives in the mind in the sacred battle of

Mahabharata at Kurukshetra which proved the philosophical basis of guidance very clearly.

In western countries guidance service in schools and other formal and informal agencies of education takes proper care about the individual, his educational and vocational rights and freedom, respect and status or dignity of the individual which gives clear hints about the philosophical basis of guidance.

## **(II) PSYCHOLOGICAL BASIS OF GUIDANCE**

Without any controversy and confusion, it is pointed out that no two individuals are alike so far the psychological evidence is concerned. It is also widely known that each and every individual is unique and one differs from another in all aspects like physical, mental, emotional, personal aspects etc. It is most urgent to say that education should be provided to the individual child considering individual difference including both inter individual differences and intra individual differences.

By means of this important consideration the interests, abilities, strength, weaknesses, tastes and temperaments, efficiency and skills would be taken in to account for given courses and occupations. For this reason, an individual child or youngster becomes satisfied in his educational and vocational careers showing highest efficiency in his own liking courses or occupations which invites personal and social developments simultaneously.

Hence the teacher or guidance personnel has prominent role to play in this regard. Education becomes effective, fruitful and goal receiving if guidance should be offered to the individual based on his psychological needs, characteristics and capacities. In this context the main task of teacher and guidance worker is to plan and prepare required curricular and co-curricular programmes through guidance services in the school judging the psychological needs, characteristics, health and abilities by which the goal of guidance is achieved easily.

### **(III) SOCIOLOGICAL BASIS OF GUIDANCE**

The present world is in flux as various changes, and developments such as rapid industrialization, unexpected population explosion, quick knowledge explosion, new technological development, molecule societal structure, various needs and demands of the people are taking place in the human society.

In this context an up-to-date man receives more benefits and becomes successful in achieving peace and pleasure adjusting himself in the different fields such as science, arts, religion literature, commerce, health, mass media and so on. But in case of common and ignorant man, it becomes a difficult and impossible task to adjust in the complex society which is not desirable so far present survival of the individual is concerned. Therefore, the need and importance of guidance is urgently felt by the individual to overcome the problems of the modern and changing society in day to day life.

Because guidance acts as power house of man to help him to keep proper pace with the dynamic and ever growing society and to provide due accommodation to the personal and social adjustments of human life which enables man to gain maximum satisfactions in the today's world.

### **(IV) PEDAGOGICAL BASIS OF GUIDANCE**

Now a day's pedagogy occupies an important place as it deals with teaching or teacher's behaviour in relation to the development of learners. To make teaching more interesting and fruitful the teacher has to apply suitable methods of teaching considering several factors such as psychology of the students, their needs, interests, attitudes, skills and aptitudes.

So that an ideal teacher should be more particular and careful in this regard. Simultaneously problems like large class teaching, high drop outs, defective class management, class having equipment problems, present trends of evaluation problematic administration and supervision of class rooms have become current issues for teachers and researchers.

That is why it is the task of the teacher to find out the real cause of problem which arises in the teaching learning situation. Keeping these causes in the mind teacher has to go further step to tackle the faced problems. At the same time students become active to experience new problems. Therefore, guidance should be offered to the individual taking pedagogical basis in to the account at present.

#### **4.5.6. NEED OF GUIDANCE**

Now-a-days guidance has become much more essential for students, administrators, educators and for the common people as it helps them to meet various needs of life. So that it would be worthwhile to discuss the reasons stated as below for which guidance service is encouraged in schools and colleges of our country with a special status of its own.

##### **(I) GUIDANCE IS NEEDED IN HELPING TOTAL DEVELOPMENT OF THE PUPILS**

In general, the existing system of education takes much attempts to develop intellectual aspect of the pupil through teaching process which goes in the school. Only this sincere job of school does neglect other aspects of pupils which are to be developed.

In the present schooling system, the innate potentialities, abilities, interests, skills, values of the students are not taken into considerations which do not invite total development of the pupils. So much more attention should be paid by the teachers or guidance personnel to understand the pupil first and his innate abilities and talents then by which goals of guidance is achieved.

Without the support of guidance service in the school it is not at all possible to study, understand, and offer attention to pupil and his hidden talents keeping in view the individual differences among the students. That is why the need of guidance service is highly felt for the total development of the pupils for the sake of personal and social benefits.

## **(II) GUIDANCE IS NEEDED TO ENABLE STUDENTS TO PROPER CHOICES OF THEIR EDUCATIONAL CAREER AT DIFFERENT STAGES**

Very often it is found that most of the students go on rushing to the school without choosing a suitable course by which later on they become disappointed. Because they become unable to have a better choice regarding educational courses and syllabus. Naturally these students become wayward and frustrated as they do not receive a better suited courses for their further study.

For example, after completion of the high school education a student has to keep his feet in certain possible courses such as vocational courses, higher level of academic courses of study to enter into the first degree classes in the college or university etc.

It is sure to say that each and every individual student is a better kind of asset for family as well as society. So that no result or gain will be possible if any student does not go for better choice, preference and selection of courses after completion of ten years of high school education. In this context guidance service in the school comes forward to enable and guide students to choose proper and suitable courses for their future to achieve goal successfully and systematically.

At the same time school guidance services provide sufficient educational and occupational information's about different educational and vocational possibilities for the students. Besides this a good guidance service makes students smart and cautious enough to have a better choice for educational and vocational courses and develops self-concept, self-knowledge, self-choice for job within them which shows them real path to achieve real goal of life.

## **(III) GUIDANCE IS NEEDED TO HELP STUDENTS IN CHOOSING, PREPARING FOR, ENTERING INTO A BETTER CAREER**

The present society has become more complex and day by day where change IS treated as a common characteristic of the modern society. To survive in the existing society has become a risky job for everybody. In the continuing social

set up it has become a hard task for the student to choose and prepare himself for a suitable occupation as the existing world is dominated by rapid change in industrial set up, changing market conditions, the change of para professional occupations and change in many other govt., and private service set up.

So that it is not easy to find out a suitable job keeping in view the nature of job, satisfaction in job, financial and other available facilities. In this context school guidance service provides a package of available information's, scope and prospectus about the various jobs which offers satisfactory hints to achieve occupation goal after entering in to a job by better selection and preparation for it.

It is also observed that most of the students are first generation learners those who are deprived of required occupational guidance due to weak family background and lack of experienced personnel's guidance. To overcome these problems guidance service organised in the school comes to picture to provide sufficient information's to students to have a judicious selection for the suitable job in the world of works.

#### **(IV) GUIDANCE IS NEEDED FOR THE VOCATIONAL DEVELOPMENT OF THE STUDENTS**

No credit will go to an individual if he simply joins somewhere in a particular job. Because an individual has to achieve success and satisfaction through various stages from starting point to its end. So guidance service offered in the school not only helps to the students to know their innate abilities, interests, and efficiencies but also it assists the students to make aware of the world of work. Availing this guidance service in the school, students achieve vocational development in the field of vocation utilizing the previous knowledge received in the school campus.

#### **(V) GUIDANCE IS NEEDED TO HELP STUDENTS FOR BETTER SCHOOL ADJUSTMENT**

Really school is a new set-up for a fresh and new student where he has to face different situations unlike home. So he has to tackle the situation properly which will make him well adjusted in the school. But the question of maladjustment comes in case of a student if he fails to know how to study, how to prepare for tests, how to adjust with class mates and teachers etc. That is why school guidance service is urgently needed to make students well-adjusted in the school situations.

#### **(VI) GUIDANCE IS NEEDED TO HELP STUDENTS FOR BETTER HOME ADJUSTMENTS**

Family is the first smallest society of child which acts as the first school of the child. Generally, it includes parents, brothers, sisters and other related members. Here the life of the child begins and the grows in the same surroundings. Also child spends most of his times in the family where he has to adjust and cooperate properly with parents, siblings and other members of the family.

Just after four or five years' child starts on going to the school, where he gets much scope to adjust with the new circumstances. Besides that, sometimes child does not adjust in the family situation and faces adjustment problems. Due to this reason school guidance service helps the child how to adjust in the home and with family members smoothly.

#### **(VII) GUIDANCE IS NEEDED TO SUPPLEMENT THE EFFORTS OF FAMILY**

The present society undergoes certain changes due to rapid industrialization, political and social changes in the occupational structure, population explosion, science and technological development, need and demands of modern life including growing complexity of life and effect and pressure of home etc.

Being a primary institution, home takes initiative to provide all sorts of supports and help to child. But due to rapid social changes home is not in position to offer adequate service to the child. Because almost all the members of family generally busy in their own work and get less time to guide the child.

On the other hand, parents and other well-wishers may not be able to give adequate guidance to child as they are ignorant about up to date information's of new careers, and courses in relation to occupation and education. To satisfy this purpose school starts guidance service to supplement the efforts of home for the betterment of the students.

**(VIII) GUIDANCE IS NEEDED TO REDUCE THE MISMATCHING BETWEEN EDUCATION AND EMPLOYMENT AND TO HELP FOR BEST USE OF MAN POWER**

Today, as never before, thousands of youngsters with certain diplomas and degrees are applying for employment for the purpose of their engagement. But unfortunately they are not opting for a service which does not command any relevance to the job specification.

At the same time the number of the applicants for service is much more in comparison to the vacancy of the post. So it is an unnecessary wastage of time and money that the youngsters are coming to the floor of job having no efficiency and interest for the job. In this context school guidance service offers valuable advices regarding well suited job for the and to utilize man power properly by which both the individual and as well as society gets maximum benefits.

**(IX) GUIDANCE IS NEEDED TO HELP STUDENTS FROM WEAKER SECTION OF SOCIETY FOR THEIR SCHOOL AND SOCIAL ADJUSTMENTS**

In most of the cases it is observed that students from weaker sections of the society do not adjust and cooperate with school situations and society. They are having innumerable problems and needs relating to their socio-economic status, family background, educational and occupational status etc.

Due to these causes they face difficulties in adjustment with peers, senior mates; junior mates, teachers of school and social environment. Also they do not feel active and sound in communicating, making friends, gaining knowledge from class room teachings, participating in different co-curricular activities set by school. So that guidance service is required to motivate and encourage these students to adjust better in school and his environments.

**(X) GUIDANCE IS NEEDED TO HELP STUDENTS IN NEED OF SPECIAL HELP**

In a school, we find different categories of exceptional students such as gifted, backward and handicapped those who need special help and guidance for their personal development. That is why the guidance service offered in the school takes special initiative to provide special help and guidance looking to their problems and needs.

**(XI) GUIDANCE IS NEEDED TO HELP STUDENTS TO MAKE BEST POSSIBLE USE OF EXTRA TIMES BESIDES SCHOOL HOURS**

Time and tide wait for none” is a common saying—which gives hints is not to mutualize time. So that every student should make best, possible use of extra times which he gets after school hours. Really inadequate utilization of time leads to the failure in both academic prosperity and personal development of the students. Owing to this reason guidance service of the school offers positive direction to the students to utilize extra times properly.

**(XII) GUIDANCE IS NEEDED TO CHECK WASTAGE AND STAGNATION IN THE COUNTRY**

At present, wastage and stagnation are two rising problems which directly injure the educational system of the country. Of course, several obstacles are responsible for it. At primary school stage some students leave educational campus being changed into drop outs and some of students complete their educational ladder taking much of time and money with lower divisions. To minimize wastage and stagnation, the good guidance service comes forward to suggest the students for better achievements.

**(XIII) GUIDANCE IS NEEDED TO ATTACH MORE IMPORTANCE TO THE SCHOOL TO ATTRACT THE STUDENTS**

Besides school students there are many children those who are away from track of education. To attract them school sphere and system should be better organised and education given to the students should be meaningful and relevant for both individual and community lives. In this context the good guidance service can play better role in making school attractive and effective by which the goals of school and education is achieved.

**(XIV) GUIDANCE IS NEEDED TO ORGANIZE SECONDARY AND HIGHER SECONDARY EDUCATION SYSTEMATICALLY AND SUCCESSFULLY**

The existing pattern of education framed a new curriculum to be implemented in the country which included different branches of knowledge such as social sciences, life sciences, mathematics, languages, arts, music, work experience and other aesthetic activities. So that the secondary and higher secondary school curriculum are overcrowded by different subjects.

It also disappoints the students for their confusion and controversy regarding choice of proper courses and vocational career. Due to this reason guidance service extends its hand of cooperation in organizing secondary and higher secondary education successfully in the country.

**(XV) GUIDANCE IS NEEDED TO CHECK INDISCIPLINE OF THE STUDENTS**

Really discipline invites a better individual life and a cultured social life. Sometimes it is found that students lack of sense of direction, a sense of responsibility, a sense of integrity and a sense of fulfilment create disturbances in the school and outside also.

So that school guidance service provides real direction to the students to utilize their inner energy in some creative ways. As a result of which both individual as well as society become free from the burden of indiscipline.

Above all, to achieve individual, social and national development to an optimum level, guidance needs to be entered in to educational system with its

urgent implementation. Guidance also shows accurate path to the students for higher courses and career considering their abilities, aspirations, interests, aptitudes etc. Therefore, sincere, systematic and scientific guidance service should be entertained in the school to satisfy personal interest, social interest of the individual as well as national interests.

#### **4.5.7. IMPORTANCE OF GUIDANCE**

In past guidance was not formal, systematic and planned one. In the form of advices, the guidance was offered to the children informally and randomly by the parents, teachers or experienced well-wishers. But in course of time due to rapid human explosion, influence of rapid industrialization, impact of science and technological development, entrance of modernity and social changes the human life became more complex which compelled him take the help of guidance always or occasionally.

Now-a-days guidance occupies an important place in the human life as it helped individual student in paying individual attention, giving special help and instruction to exceptional children, providing scope to choose suitable subjects of study, helping in the development of study habits, selecting proper occupation, solving personal problems and so on.

Besides this the importance of guidance service provided in the school is clearly known from its needs and helps which is previously elaborated. However, in the present century the importance of guidance is highly realized due to its various needs and demands by every Indians and as well as the people of entire humanity.

#### **4.5.8. FUNCTIONS OF GUIDANCE**

After a long discussion about needs and importance of guidance service, it would be very easy to describe the functions of guidance which are stated as below:

- ❖ It helps guidance worker or guide to collect, analyse and use of the personal, social and psychological data about students for whom guidance is needed.
- ❖ It helps student to have a better and suitable choice in the life so far his educational, vocational and personal field are concerned.
- ❖ It helps student to utilize available resources through proper channelization of his energy to get maximum benefit for both personal as well as social life.
- ❖ It helps student to understand himself and to direct for his personal development.
- ❖ It helps student to provide planning, placement and follow up programmes for suitable selection and proper utilization of the facilities available in the world of work and occupation.
- ❖ It helps student to provide adequate response at the problem so far his personal adjustment is concerned.
- ❖ It helps student to solve the problems of career planning and educational programmes.
- ❖ It helps student to overcome the problems of new situations, new institutions and new accepted activities of life.
- ❖ It helps student to check his emergence and maladjustments by which self-development and self-realization of student is achieved.
- ❖ It helps student to think rationally for society, co-operate and act profitably and sincerely for social welfare and better community life by which both the personal development as well as social development of student can be possible easily.

#### **4.5.9. AIMS AND OBJECTIVES OF GUIDANCE**

Like education, the guidance has various aims and objectives which draw the attentions of teachers, educational planners and guidance workers. It is known that without aims and objectives the entire plan, proposal and service related to guidance become fruitless. Therefore, it is barely necessary to know

the aims and objectives of the guidance clearly without any conflict and confusion. To continue the same discussions certain aims of guidance are stated below at first:

### **(I) PSYCHO-PHYSICAL AIM**

The first and foremost aim of guidance is meant for development of the mental health and physical health of student. Otherwise the individual will not be free from his weakness and incapability so far his psycho- physical health is concerned.

### **(II) EDUCATIONAL AIM**

In the second situation, student faces many problems such as selection of suitable courses, choice for essential books and problems related to class teaching, study lessons and examinations. So that educational aim of guidance come to picture to solve the problems in the context of educational career and progress by which student gets maximum benefits.

### **(III) VOCATIONAL AIM**

The vocational aim of guidance is meant to prepare students for future vocation and to show better efficiency in profession with much more job satisfaction. So that school guidance service helps students providing accurate available information and prospectus of different jobs in relation to their ability, interests, aptitudes and hidden potentialities. At the same time, it also keeps up-to-date students to have better choice for liking occupation.

### **(IV) RECREATIONAL AIM**

Guidance gives hints to the students regarding the utilization of leisure hours in best possible use has become another important aim of guidance for the individual development.

### **(V) SOCIAL AIM**

The social aim of guidance is considered as another important aim of guidance which is meant for social development concerning role and activities of

individual students. Really guidance keeps its eye on the students teaching them for society to gain maximum social prosperity.

#### **(VI) PERSONAL & PSYCHOLOGICAL AIM**

The personal and psychological aim of guidance seems to be more important aim relating the personal adjustment and psychological adjustment of the students both in the family and personal situation as well as school situation. So that this aim of guidance suggests students how to adjust better in personal life and solve problems which occur in the psychological sphere of life. About aims and objectives of guidance, the Education Commission (1964-66) gave certain valuable recommendations that guidance should be adjective as well as developmental when it is offered in secondary school level.

According to the views given by Education Commission, the objectives of guidance are stated as below:

- ❖ To aid the students to know and develop their abilities and interests.
- ❖ To help them understand their strengths and weaknesses.
- ❖ To help them making realistic choices in education and vocation.
- ❖ To inform students about their educational opportunities.
- ❖ To help them find solutions to their problems personal and social adjustments in the schools, homes and in the society.
- ❖ To help the headmasters and teachers to understand their pupils better.

After the discussion of aims and bases of guidance, certain general objectives of guidance related to secondary schools may be pointed out as follows:

- ❖ To provide adequate, complete, comprehensive, reliable and necessary meaningful information to the students about their inner abilities, interests and potentialities.
- ❖ To assist adolescent boys and girls to understand themselves and to develop insight to the solution of problems on the basis of realization of their strength and limitations.

- ❖ To study the needs, interests, abilities, limitations, ambitions and parental aspirations of younger boys and girls with much more care and attentions.
- ❖ To help parents to understand their off springs better by which they become able to provide right type of education to them for their expected developments.
- ❖ To help teachers as well as headmasters to understand the students better as a result of which they become able to organize curricular and co-curricular activities for them taking demands, needs, interests and abilities of the students in-to account.
- ❖ To assist students to find suitable solutions to the problems according to best of their capacities.
- ❖ To help pupils to take their own suitable decision in regards to their selection of useful courses and to plan for better educational career.
- ❖ To help youngsters to choose, plan, prepare for a better occupation according to their vocational interests.
- ❖ To enable the individuals to adjust successfully in the home as well as school situations.
- ❖ To assist students to think and act better for social adjustment and social development.
- ❖ To enable students to gain maximum development of their innate abilities considering their needs, demands, interests, aptitudes and other creative talents.

In the light of above discussions, it may be concluded that providing successful guidance is not an easy and careless job. Because it is meant for every individual of the society at the time of his need as it is related to educational development, vocational prosperity and personal progress including adjustment, of the individual in different spheres of life. So that guidance draws the attention of guidance worker, guidance planner, educationist etc.

#### **4.5.10. PHASES OF GUIDANCE**

To go into deep about the concept of guidance it is necessary to explore the three important phases of guidance which are cited below:

##### **(I) THE COUNSELLING PHASE**

The counselling phase of guidance occupies an important place in the field of guidance as it has become one of the oldest methods of providing advices to persons those who need it. Previously in the day to day life of the individuals, the parents, teachers and other guidance workers were taking much initiative to advise them. But it was more authoritarian and specific in nature which was not approved now a day from psychological and humanitarian point of view. However, educators and guidance workers are trying their best to understand the individuals and offer advices according to their interests, abilities, aptitudes etc. At the same time freedom of the individuals are highly stressed at present. Hence, the guidance has become more scientific and psychological in nature which is having wide applications at present.

##### **(II) THE MATHEMATICAL PHASE**

The mathematical phase of guidance secures a commanding position in the field of guidance. In the modern age, teachers or guidance worker has concentrated his energy to measure and observe different required abilities, interests, behaviours, aptitudes and attitudes to make guidance more successful and systematic one. Even if the guidance expert has become able to observe and predict the human behaviours and dealings by correct related measurement and numerical calculations. By adopting this method of knowing abilities, interests, aptitudes and attitudes of the individual, the guidance expert or worker receives more accuracy, clarity and success in the guidance programmes.

##### **(III) THE DEMONSTRATIVE PHASE**

In primitive age, the guidance service was offered through certain spiritual functions, moral and religious speeches and it was limited to only oral advice.

So it was not touching practical and experience aspect of individual life to the much extent. But in the modern age guidance service is offered directly through experience of the individuals by organizing picnics, excursions and various types of tours and programmes. Due to this cause the demonstrative phase of guidance receives more importance in the field of guidance.

#### **4.5.11. PRINCIPLES OF SCHOOL GUIDANCE**

As an organised professional activity, guidance is based on certain well accepted principles. Of course various guidance experts have elaborated principles of guidance from their own point of view taking psychology, sociology, education and other allied social disciplines into accounts. The following are some of the principles of guidance for the purpose of present discussion:

##### **(I) GUIDANCE IS UNIQUE TO AN INDIVIDUAL**

The most significant contribution of psychology is individual difference concept which strongly states that no two individuals are alike in the world so far their abilities, interests, aptitudes and attitudes are concerned. So that it is considered that each individual is a unique one. Keeping this in the mind, a guidance worker should start offering guidance to the individual with proper care. In this context, the technique or a strategy meant for a particular student may not be applicable in case of other student so far guidance offered is concerned.

##### **(II) GUIDANCE IS ALWAYS GOAL ORIENTED AND GOAL DIRECTED**

It is not possible to provide guidance service to an individual without setting realistic goal. So that a guidance worker before offering guidance should keep a specific goal to achieve in the context of problems of the individual. Otherwise every endeavour will go without any expected result. It is also a hardest job and impossible to go through all most all the problems of life of individual. Therefore, guidance worker should set the goal, considering practicability and reality so far solution of the problem is concerned.

### **(III) GUIDANCE IS A PROFESSIONAL ACTIVITY**

Guidance is a highly professional activity as it invites professionally trained personnel for the purpose of providing guidance to the needy individuals. It is not half-hazard business which can be managed by common man without having any professional training. Instead of helping needy individuals it would be harmful for them if the job of guidance carried out by common untrained personnel's. So that strictly it should be taken in to account at the time of guidance offered to the individuals.

### **(IV) GUIDANCE IS CONCERNED WITH ALL ROUND DEVELOPMENT**

Like education, guidance service does not ignore all round development of the individual. Helping and touching in the solution of a problem of an individual is not only concerned with a specific segment of his personality development but also it helps for all round development of the individual indirectly. Therefore, guidance receives special status at present as it is related to all round development of the individual.

### **(V) GUIDANCE IS MEANT FOR ALL THOSE WHO NEED IT**

Really guidance is not an unnecessary activity. More or less each and every individual at any stages of his growth and development requires guidance irrespective of the age, caste, creed, sex, colour, occupation, status etc. So that with proper care and treatment guidance service should be offered to all those who really need assistance at the time of their problematic situations.

### **(VI) GUIDANCE IS A CONTINUOUS PROCESS**

Guidance is not a one dose panacea and one-time guidance programme offered to the individual at the time of his problem. It is not only related to the solutions of problem but also it is concerned with all round development of the individual. It is continuously offered keeping the need into the consideration. It is not restricted to a particular or specific period of life. It is a suitable and continuous service extending all throughout the life of the individual.

### **(VII) GUIDANCE IS NOT SPECIFIC TO ANY STAGE OF DEVELOPMENT**

Guidance is needed at all stages of individual's life as it is not restricted to specific stage of development. At the same time, it does not consider few dimensions of life. It deals with problems faced by the individual in various field such as educational, vocational, personal, social and health spheres. So the need of guidance is urgently felt in different stages of life so far development of the individual in related area is concerned.

### **(VIII) GUIDANCE SHOULD BE BASED ON A CLEAR CUT KNOWLEDGE OF CHARACTERISTICS OF THE STAGES OF INDIVIDUAL GROWTH AND DEVELOPMENT**

To provide proper guidance service, a guidance worker should be an expert in the field of psychology so far characteristics of stages of human growth and development are concerned. Because each and every person has to pass through several phases in his life span such as infancy, childhood adolescence, adult hood, senescence. Almost all phases of life is definitely related to certain growth and development. According to growth and development of the individual, the guidance worker should plan for the required guidance service as a result of which the real goal of guidance service is achieved by guidance worker.

### **(IX) GUIDANCE SHOULD BE BASED ON VALID AND RELIABLE DATA**

The valid and reliable data about the individuals' abilities, interest, aptitudes, attitudes, status and other required strategy are the real foundation stone of the perfect enquiry by which guidance worker understands individual and his problems. Keeping these in the mind, guidance worker starts on giving guidance service to the individual. To collect the required data about the individual, guidance worker takes the help of reliable tools. Sometimes it is also required to go to door of parents, guardians, teachers, peers etc. Simultaneously guidance worker also takes the help of different useful psychological tests to obtain needed data from the individuals. So that for valid and reliable data the guidance worker has to take much risk carefully.

Because on the basis of obtained data guidance worker gives stand to offer guidance to the needy individual accordingly.

**(X) GUIDANCE SHOULD BE BASED ON FLEXIBLE APPROACH**

In guidance service a single and rigid approach is not appreciable at the time of collection of data, selection of methods for application, use of the tool for getting data etc. So that a guidance worker should provide flexible approach, while he offers guidance to the individual. Because an approach suitable for one individual in a particular context may not be same for guiding the another individual always. Keeping this in mind several flexible approaches may be used for the purpose of successful guidance.

**(XI) GUIDANCE STANDS ON THE FOUNDATION OF CO-OPERATION**

Guidance is not a one man's business. It needs co-operation of guidance worker and needy individual who is in need of guidance. Besides them persons like parents, teachers, peers and neighbours should co-operate the guidance worker to know about the individual and to collect data about him who is in need of help. In the guidance service there is no room for non-co-operation and conflicts. So that a guidance worker also should start his work with a positive and co-operative attitude. Also same dealings and attitudes are expected from other needed persons like parents, teachers, peer and neighbours.

**(XII) GUIDANCE SHOULD BE FOLLOWED BY PERIODIC APPRAISALS**

It is most important point to remember that periodic appraisals should be made to know about success and functioning of the guidance programme provided to the school. Owing to this reason a guidance worker or the group of guides should be much more careful about carrying periodic appraisals of their immense efforts.

**(XIII) GUIDANCE REQUIRES BETTER LEADERSHIP IN CASE OF INVOLVEMENT OF MANY GUIDANCE WORKERS IN THE GUIDANCE PROGRAMME**

It is a fact that when two or more staff members are engaged in the guidance, someone should “head up” the assigned work. Therefore, the leader of the group should manage the team showing best of his performance and efficiency.

**(XIV) GUIDANCE MAY BE EITHER A GROUP ACTIVITIES OR INDIVIDUAL ACTIVITIES**

Guidance activities are of two kinds such as group and individual. All workers involved in the guidance service may not be equally competent in both said fields.

**4.5.12. BASIC ASSUMPTIONS OF GUIDANCE**

In the context of principles of guidance five basic assumptions are cited by A.J. Jone in his book namely “Principles of Guidance”. These may be listed as follows:

- ❖ The differences between individuals in native capacity, abilities and interests are significant.
- ❖ Native abilities are not usually specialized.
- ❖ Many important crises cannot be successfully met by young people without assistance.
- ❖ The school is in a strategic position to give the assistance needed.
- ❖ Guidance is not prescriptive but aims at progressive ability for self-guidance.

Summing up the above discussion few basic assumptions of guidance should be kept in the mind before entering in to guidance services meant for the students or individuals those who need it. These basic assumptions are expressed in the following ways:

- ❖ It should be assumed that each and every individual differs from another in regards to native capacities, abilities, interests etc.

Therefore, the concept of individual differences should not be ignored from the mind of guidance worker at the time of providing guidance service.

- ❖ Guidance is a matter of choice or selection made by needy individuals out of opportunities available in the world in different fields like educational, vocational, social etc.
- ❖ It should be assumed that individual growth and development is predictable. By the help of intelligence, aptitude, interests and achievement testing the prediction of individual development and progress can be possible to the best possible extent by the guidance worker.
- ❖ Guidance service is not compulsory help for each and every individual. It should be offered to an individual according to his own will. Guidance will not be helpful to an individual to solve his own problems if it is thrust upon him beyond the willingness of the individual.

It is worthwhile to remember the said basic assumptions before entering into the kingdom of guidance service.

#### **4.5.13. ROLE OF HEADMASTER IN GUIDANCE**

The function of a headmaster in academic guidance is of recent origin. He is expected to guide:

- ❖ The students in the selection of the subjects at the secondary stage, leading to suitable vocations after the school leaving stage
- ❖ The students in their day to day activities and instructional work
- ❖ The teachers in organising teaching and other activities, in making a deeper study of their subjects, and in solving specific problems of discipline, backwardness of students in studies
- ❖ The parents in supervising the education of their ward and in planning their education according to their abilities and aptitudes
- ❖ The higher authorities in matters of curriculum, textbooks school organisation, framing of educational policies and other educational problems.

#### **4.6. MAINTENANCE OF STANDARDS**

One of the common criticism against education imparted in schools at present is that there has been a fall in standards by quoting the increase in the number of student's sub-standard attainments. But the fact to be remembered that, a part of the increase in the number of students with substandard attainments is due to first generation learners, but whose entry into schools in large numbers, especially in rural areas, is a sign of progress. Secondly, non-provision of proper infrastructure facilities is leading to substandard teaching and finally ill-equipped teachers and outmoded teaching technology also lead to sub standards in education.

The overall picture is a mixture of light and shadow. However, while determined the standards, the basic issue to be considered is not to compare the standards of today with those of the past or to determine whether they are rising or falling. On the other hand, the headmaster should determine on the basis of adequacy, dynamism and comparability.

- Adequacy in relation to the tasks for which they are intended
- Dynamism should keep on rising with the demands for the higher levels of knowledge, skills which the 21<sup>st</sup> century demands
- Comparable in all schools under different management where such comparison is essential

Keeping in view the above philosophy, the head of the institution should plan for better standards:

- ❖ Request the management to appoint well qualified staff according to the subject requirements
- ❖ Conduct staff meetings regularly and check whether teachers are teaching in the classroom with well-prepared lesson plans and using proper and appropriate teaching aids
- ❖ Arrange for demonstration or model lessons inviting experts from DIETS, SCERT and NCERT
- ❖ Organise subject clubs in the schools

- ❖ Arrange for in-service training programme for teachers
- ❖ Develop minimum levels of learning to be achieved after thorough discussion with the teachers and parents and plan for their achievement of students in progress cards.
- ❖ Conduct unit tests, monthly tests, terminal examinations with rigor and make the teachers record the achievements of students in the progress cards
- ❖ At the end of each examination schedule staff meetings should be
  - conducted to assess the extent to which success is achieved and reasons for failure and plan for remediation before the next test commences.
- ❖ Arrange for computers and television for effective classroom transaction
- ❖ Ensure that the teachers complete their syllabus in time and systematically
- ❖ Organise institutional coaching for the benefit of backward students and supervised them
- ❖ Plan for graded assignments for weak students and bright students respectively
- ❖ Ensure that students utilise library facilities effectively and conduct competitions regularly to develop good reading habits among children
- ❖ Arrange monthly meetings of parents with teachers
- ❖ Encourage student's participation in various competitions such as essay writing, debates, seminars, music, dance and painting, etc.
- ❖ The ultimate function of the headmaster is to see whether the teachers teach and students learn.

#### **4.8. TIME TABLE**

Timetabling is the method by which the curriculum is brought to the pupils in the school. The school timetable is a methodical and a pre-arranged scheme of studies and activities. It is a plan, showing the daily allotment of time among the various subjects, activities and classes. It shows the hours of schoolwork, the time allowed to different items of this work, the teaching load of each teacher, the length of each period and the time of interval. A timetable,

in fact, is the second school clock, in the face of which are shown the intervals, the hours of the day between which lessons are given, the kind of activity in progress in each class, like recreation interval as well as the time for assembly and dismissal. It also shows art, craft, community, social service and sports activities which, though recurring regularly, do not rank as ordinary scholastic lessons in the classroom. The head of a school has a number of resources at his/her command - teachers, teaching areas, finance and time. A timetable is the means by which these resources are marshalled to provide the greatest possible educational opportunities and alternatives for pupils in the most cost-effective manner. In the developing world the emphasis on cost-effectiveness cannot be overstated. The more efficiently resources are utilized the better the education for the greater number of children. Decisions expressed by the timetable affect the entire school population and reflect the educational programme and philosophy of the school.

#### **4.8.1. NEED AND IMPORTANCE OF TIME TABLE**

The timetable is a necessary tool for the efficient working of a school. It is really a mirror that reflects the entire educational programme of the school. It is the timetable that supplies the framework within which the work of the school proceeds. It is the instrument through which the purpose of the school is to function. The values of the school timetable may be enumerated as follows:

It ensures smooth and orderly working of the school: The major achievement of time table is that everything is planned in advance. All the teachers and students know their jobs as well as the time they are to devote to each activity. It is due to the timetable that smooth, orderly and regular work in the school goes on even in the absence of the Head Teacher or any one of the teachers. If there is no timetable in the school, time is always the danger of negligence of duty, duplication of effort and repetition of unnecessary items and activities. The timetable places proper persons at their proper places, at the proper time and in the proper manner.

It prevents wastage of time and energy: The timetable shows exactly what is to be done at a particular time. It, thus, directs the attention of both the pupil and the teacher to one thing at a time. Thus one's energy is automatically directed in a particular direction and this prevents a lot of wastage of time and energy. It also prevents confusion, duplication, overlapping and unnecessary repetition on the part of the pupil and the teacher.

It ensures equitable distribution of work among teachers: With the help of the timetable, the Head Teacher can keep track of the quantum of work load assigned to each teacher working under him/her. The timetable gives a summary of the work allotted to each teacher. The Head Teacher, or 'another superior officer, can know at a glance the amount of work that every teacher is expected to do. Thus, the timetable helps in avoiding the allotment of too much or too little work to one teacher. This prevents heart burning among the teachers and so unnecessary tension to the Head Teacher on this account. After all, the Head Teacher has to have a congenial atmosphere in the school for optimal efficiency as well as efficacy.

It ensures equitable distribution of time to different subjects and activities: The timetable gives due place, extension and emphasis to various subjects and activities in the school, according to their relative importance or difficulty. This is very essential for the all-round development of the pupils. This ensures that while the more important subjects and activities get more attention and time, the less important ones are not neglected.

It helps in adjusting schoolwork according to the needs of pupils: The timetable helps the school authorities to adjust schoolwork according to the physiological needs of pupils. Fatigue, interest and freshness of mind and body are given due consideration at the time of constructing a timetable. As the Head, you should see to it that ample time is provided in the timetable for the teachers to check the pupils' notebooks and also to prepare for their lessons. As far as the pupils are concerned, the Head must ensure that co-curricular activities like sports, music, art and craft, library and other such

activities get adequate time. This is very important for the all-round development of the pupils.

### **I. IT HELPS IN THE FORMULATION OF GOOD HABITS**

A good timetable is very helpful in inculcating the habits of orderliness, punctuality and steadiness of purpose, both in the teachers and the students. It ensures regularity and even progress by preventing laxity. It develops a methodical attitude towards work among pupils and teachers in the school. Such adherence to a pre-arranged plan of work is the secret of success of all persons connected with the school.

### **II. IT HELPS IN SCHOOL DISCIPLINE**

The school timetable directly aids discipline in the school to a great extent. It prevents confusion and duplication of work and lessens the need of punishment by keeping pupils busy in desirable activities. Everything appears to be in perfect harmony, smoothness and concord. In the absence of such a plan, the school is sure to go topsy-turvy and create administrative problems for the Head.

Thus a good timetable not only facilitates work, but also adds efficacy in various spheres. A timetable is, therefore, an absolute necessity for every type of school and its vital importance cannot be denied. Of course, there should be flexibility in the timetable; rigidity may cause problems. The time-table has to be relaxed at times as per needs and circumstances, e.g., absenteeism of teachers.

While preparing a timetable certain aspects should be kept in mind to make a well balanced one. It should not be rigid and allow certain flexibility in it as well as in the mind of the teachers and Head. This is important if we want to achieve the aims and objectives, the vision that we have in mind for the school. The time-table should be prepared in such a manner that it can be moulded according to our needs and requirements without upsetting the other programmes. Teacher absenteeism is a common and recurring problem

faced by all School Heads. This aspect should be kept in mind as substitute teachers are needed to work in place of absent teachers.

#### **4.8.2. TYPES OF TIMETABLE**

A good timetable clearly indicates what types of curricular and co-curricular activities are being carried on in the school at particular places and hours. It also shows under whose supervision and guidance those activities are being carried out. All this information may be contained in one timetable. But the more the number and variety of activities, the more the types of timetables. Only one timetable, with all types of information, does not serve the purpose. It is, therefore, desirable for the efficient working of the school programme to have the following types of timetable:

##### **1. CONSOLIDATED TIMETABLE FOR THE WHOLE SCHOOL**

This is also known as the general timetable. This timetable is a complete picture of the entire school programme per day. It is not only a sum total of all the class timetables in a concise form, but is also a record of every teacher's daily work. It shows the details of work of every individual teacher, with regard to his curricular and cocurricular activities in the school as also the vacant periods allotted to him. This timetable is generally meant for the headmaster. Its copies should be available to all the teachers and also be put up in the staff room and students notice board

##### **2. CLASS TIMETABLE**

It is a timetable of each class and of sections thereof. It shows the distribution of subjects in each class along-with teachers for each period. It also indicates the breaks in between the teaching periods along with recess, and the periods for games and other co-curricular activities. All the sections and classes in a school follow their respective class timetable and have a copy of it in their classroom; the class teacher, all the concerned teachers as well as every student should have a copy.

### **3. TEACHER'S TIMETABLE**

Every teacher has got a copy of his own programme, showing the details of his academic and non-academic work. A consolidated timetable, containing the programme of all the teachers in the school, is also prepared for the guidance and supervision of the Headmaster. A copy of this timetable is placed in the staff room and another copy in the Head's office.

### **4. VACANT PERIODS TIMETABLE**

A special timetable showing the vacant periods of all the teachers is also prepared. This is helpful in allotting work when some teacher is absent. So if on a particular day, one or more teachers are absent, the Headmaster must keep their classes busy in one way or the other. And the best way of doing this job is to consult the vacant periods timetable and send those teachers to their classes who are free in those periods. A copy of this timetable is always available in the Headmaster's office.

### **5. GAMES TIMETABLE**

This timetable shows which particular group is engaged in a particular game at a particular time. Groups for games are not organized on the basis of sections or classes. These are organized on the basis of age and proficiency in games. So the need for a games timetable is obvious. In this timetable is also shown the number of the playground which is being used by a particular group in the case of a particular game. This will indicate which classes are in the playground at a given time so that it can be checked that too many classes are not there at the same time. This is very essential for the School Head to note as the playground is the place where accidents may occur. Any stray ball or push from another student can cause serious injury. Besides, if too many classes are there at a time, it can cause indiscipline if they are not properly supervised.

## **6. CO-CURRICULAR ACTIVITIES TIMETABLE**

In addition to games, a variety of cocurricular activities are also organized in every good school. Their importance in the field of education cannot be minimized. A regular timetable of all such activities is prepared in the beginning of each session showing the different types of activities in the school, the names of the teachers in charge of those activities, the place where they are to be held and the time when they are to be undertaken. It saves a lot of duplication as well as overlapping and facilitates the formation of groups of pupils participating in the activities of their own choice and liking.

## **7. HOMEWORK TIMETABLE**

In every school, some home- work is daily assigned to pupils in various subjects. But in order to see that this home- work does not become a mental strain on the average pupil, a home- work timetable is prepared beforehand by each section and class. It shows the amount of home task, to be set by each teacher for the class or classes in his or her own subject, during a week. In this way home- work is adjusted among the various teachers teaching the class and then no teacher can unnecessarily overburden the pupils with work in his own subject without caring for the homework by other teachers. A copy of this timetable is put up in each class or section and the monitor is to see that the teachers concerned have assigned the homework for the day. It is also advisable to send a copy of the home- work timetable to parents to secure their cooperation in this direction. In some schools a home tasks 'exercise book' is introduced in middle and higher classes and every pupil is required to keep a copy thereof. In this exercise book, the home task assigned to the pupil in various subjects is entered by the teachers concerned each day for the information of the pupil's parent's or guardian's and the is required to get his parent or guardian's signatures with date, after he has done the home task. assigned to him on that particular day. Such a practice inculcates in pupils the good habit of revision and independent work, even after school hours.

## **8. SCHOOL CALENDAR**

The School Calendar is a timetable of another kind. The calendar is not for the periods in a day as an ordinary timetable is. The calendar gives the schedule for the academic session day-wise and month-wise. It spells out the working days and holidays. It tells when there will be a vacation like at Christmas or during the summer. If the school follows the semester system, then the calendar will show when a semester begins and when it ends. The calendar will indicate when the class periodical tests and the term end or semester-end tests/examinations will be held. The calendar will also speak about the co-curricular activities schedule - when the various school functions like the annual function, exhibitions, competitions, sports days and other celebrations like festivals and important days (National Day, UN Day, Human Rights Day, Literacy Day, Mother's Day, etc.) will be celebrated.

Preparing and organizing a school calendar is one of the most important tasks of a school Head. It is a well-planned school calendar that brings in the School Head's vision, knowledge, experience and capability to make the entire school pulsating with life. The purpose of administering or management in general, as well as in school, is to get things done efficiently as well as effectively. This helps in the process of keeping things going. But we all know that things can go on only if things are done in a properly planned manner. This also implies effectively built-in mechanisms for monitoring and evaluating the plan. According to J.P. Naik, educational planning implies taking decisions for future action with a view to achieving pre-determined objectives through the optimum use of scarce resources. It is obvious that the planning is put down in black and white on the school calendar. Therefore, its need and importance can never be overstated.

### **4.8.3. PRINCIPLES OF TIMETABLE CONSTRUCTION**

Preparing a good timetable is really a complicated piece of work because a number of factors and conditions that change from school to school determine it. Its construction, therefore, requires thorough concentration and

perseverance of mind. While constructing a good timetable, the following important principle should always be kept in view:

### **1. TYPE OF SCHOOL**

Its type determines the nature of curricular and co-curricular activities to be organized in a school. Activities organized in a junior basic school will differ from those in a secondary or higher secondary school. Similarly, rural schools will differ to a great extent from urban school. Single teacher and double - shift school have their own specific problems which must be solved through the timetable. It is, therefore, important at while constructing a timetable, the specific needs of the school for which it is meant is always kept in mind.

### **2. DEPARTMENTAL REGULATIONS**

Generally, the State Department of Education prescribes the length of the school year, the duration of the school day, the duration of each of teaching periods and even the number of periods for each subject. It, therefore, becomes essential that the school timetable be agreement with the government policy.

### **3. AMOUNT OF TIME AVAILABLE**

as we have stated above, the allotment of time to different subjects and activists is done on the basis of time available. In some states, the duration of time to be allotted to each subjects have been fixed by the department of education, both for summer as well as winter. The timetable will therefore be formed in accordance with departmental instructions. In the case of double shift schools, the duration of the school day is shorter. It will therefore, necessitate several changes in the school timetable.

### **4. RELATIVE IMPORTANCE AND DIFFICULTY OF SUBJECTS**

The distribution of time and periods among the various subjects is a matter of great importance. Each subjects should be provided in the timetable according to its importance, which of course, determined by academic, social, economic and cultural considerations as well as by the future needs of the

students. There is also consideration of the relative difficulty of subjects. Thus more time in secondary schools is given to Mathematics and English, not because they are more important but because they are considered more difficult. In junior basic schools, more time is devoted to reading, writing, arithmetic, craft because of their difficult nature, as compared to social studies and general science. Similarly, the number of subjects, combination of subjects provided and the number of elective groups introduced in a particular higher secondary school must also be taken into consideration while framing a suitable timetable.

### **5. THE ELEMENT OF FATIGUE**

Fatigue, in reality, is the state of inability to continue work after a prolonged activity of certain parts of the body. It is of two kinds:

- Physical or muscular
- Mental or nervous

When any part of our body works for a long time, a sort of chemical action is produced with the blood in that part. As this action is too great, the waste product in the body is produced to such an extent that it is too much to be carried easily by the blood. So we feel a sort of loss of energy, which is called fatigue. Fatigue weakens attention and perception and diminishes the power of insight and initiation. Hence the work rate is also diminished. In the school, some subjects are more fatiguing than others. They involve a heavy mental strain and effort. Such subjects should be taught during early hours when the brain is fresh.

It has been noted psychologically that the second and the third periods of a school day are the best when the work curve reaches its highest point. Similarly, the second and the third days of the week are the best, when momentum is the highest.

Monday is only the warming up day and Saturday is perhaps the worst. So subjects like English, regional languages and Mathematics should be taught

during the best periods of the day. Similarly, subjects like arts, crafts, writing, science practical and manual work, etc., that require less energy should be pursued in the last periods

Lastly, the duration of periods must change according to age, physical condition and season. In summer, periods should be of shorter duration as compared to winter. Similarly, the case of primary classes, periods should not be very long. Small children get fatigued very soon and, so they need frequent changes in activities and occupations.

## **6. VARIETY**

The timetable should be constructed in a manner that it allows frequent change of places and posture to pupils. The same subject should not be taught continuously for many periods, nor should the same class sit in a particular room for the whole day. Change of seat, room and posture is the best remedy against fatigue. Similarly, easy and difficult subjects and lessons should be provided alternatively in the timetable for the sake of variety. If a subject is to be taught for two or three periods in a week, it should not be provided on consecutive days. It should, rather, be fixed in the timetable after regular intervals.

## **7. ELASTICITY**

As already stated, the timetable is an instrument to help us in carrying out the schoolwork smoothly and efficiently. It should, therefore, be not rigid and fixed. It should rather be made as flexible and elastic as possible. However, it should be adhered to unless there are special situations. There must be ample scope for adjustments and changes to meet the specific needs of certain categories of pupils.

Change may also be necessary because of the transfer or absenteeism of some teachers. It should, however, be remembered that the timetable should not become our master because of its rigidity. It should always act as a faithful servant

Staff, equipment and building: While constructing a good timetable, the number and qualifications of teachers, and the number and size of classes and classrooms and equipment should always be kept in view. Again in case of a school where one room is used for two classes, the timetable will be arranged in a different manner as compared to a school having a spacious building. Equipment and furniture available in the school also determine the construction of the timetable to a certain extent.

### **8. PUPIL-CENTRED**

In essence a timetable should be pupil-centred to maximize learning opportunities, arranged with a variety of activities, with subjects spaced to sustain the children's interests and motivation, and taking into account age, concentration span, ability range, single grouping, class sizes and pupil career ambitions

Vertical as well as horizontal deployment of teachers: Staff should be deployed vertically and horizontally across the timetable. This means that teachers with different as well as experience should teach at different qualifications levels. Along with this, their interest should also be kept in mind as teachers like to teach those subjects that they find interesting and have studied.

### **9. BALANCE**

There should be a balance in the timetable in the sense that not too many double periods or practical subjects should follow one after the other.

### **10. EFFICIENT DEPLOYMENT OF TEACHERS**

The best and most efficient deployment of teachers can be achieved if the teachers have been selected with proper qualifications and experience, i.e. if the teacher has to teach the senior class, then her qualification and experience must be according to that. If a teacher is a postgraduate in a subject and is sent to teach pupils of class I, then his/her qualification is wasted. It also does not benefit the class to which he/she is sent. However, if the postgraduate teacher is fond of younger let him teach lower classes too.

- all the subjects are fully covered
- there is a staffing equilibrium in terms of experience, sex and age
- the frequency of transfer of teachers is minimized
- teaching loads are balanced across the timetable.

Allowance has to be made within the timetable organization, including non-teaching time for:

- Pupil registration, assemblies, time between periods of change books and materials, pupil guidance and welfare
- Staff development including departmental meetings, staff meetings and in-service workshops.

#### **4.8.4. CONSTRAINTS OF TIMETABLE**

Some factors that limit freedom in the design of school time table are:

##### **1. TIME**

Restricted time is time determined by superior authorities over which the head has no control. For example, the number of periods per subject, the length of the period, and the time of school broadcasts. Disposable time is controlled by the school and reflected in the time table, such as when a subject is taught, when registration occurs, the length of formal study time, allocation of non-teaching time and the use of double, single or triple periods.

##### **2. TEACHER AVAILABILITY**

This can seriously affect a time table, determining class sizes, subject choice and the quality of education offered.

##### **3. SCHOOL BUILDING**

The design, type and number of rooms in the school building directly affect the timetable in the number and variety of subjects offered, the number of classes, the size of classes, the size of the school, the quality of study opportunity, library and usage, and teacher/pupil ratios.

#### **4. TRADITIONAL ATTITUDES**

These can militate against the innovative use of resources that would add to the school's efficiency, such as how the school hall is used, and the time of registration and assembly

#### **5. LACK OF PUBLIC UTILITIES**

This can restrict the timetable, for example, no electricity can mean no evening work; a lack of water supply can affect Art, Science, Agriculture and Home Economics.

#### **6. THE TIMING OF THE SCHOOL DAY**

This is related to the size of the school's catchment area. The greater the walking distance for pupils, the shorter the school day.

#### **7. ADHERING TO THE TIMETABLE**

If teachers do not adhere to the timetable, it will affect the functioning of the school as the curriculum will not be completed on time. Parents will be agitated, pupils will be overburdened as teachers will try and finish their work in the little time available. This will affect the performance of the students in the examination

#### **8. ROLE OF HEADMASTER**

The head should ensure that the school timetable gives full information in their distinct areas namely teaching stations, teaching staff and class distribution and subjects taught at certain times for teaching day. In order to compile a meaningful timetable, the school head should consult others so as to make full preparations and collect all the relevant data. A standing timetable committee of teachers with at least one timetable expert teacher as convenor may be constituted at the beginning of session of every year. He/she must possess the expertise to direct the production of a timetable that will serve the needs of all categories intellects and aptitudes among the school students. Finally, the head must know and be able to apply such timetable

devices as blocking, setting, the extended day and week, and double sessions, in order to meet the special circumstances which may prevail in the school

#### **4.9. SUBJECT CLUBS**

As teaching in a school is a cooperative enterprise a teacher's attitudes towards other members of staff should be that of a member of the same family. His attitude should be one of live and let live. All teachers must work towards a common goal and place the welfare of the school ahead of all other considerations. This is possible through subject clubs /associations.

##### **4.9.1. OBJECTIVES OF SUBJECT CLUBS**

- ❖ To develop programmes of professional development, improved techniques of teaching and evaluation
- ❖ To meet the challenges of curriculum transaction in the classroom
- ❖ To develop co-operative spirit among faculty members and work for a common goal with welfare of students ahead of all other considerations
- ❖ To conduct seminars, and conferences for their professional development

##### **4.9.2. ROLE OF HEADMASTER**

The headmaster should encourage and form subject clubs for the different school subjects. This will stimulate initiative and experimentation and assist in the revision and up gradation of curricula through the provision of better teaching materials and improved techniques of teaching and evaluation. He should also encourage subject clubs to hold seminars, conferences and meetings and discuss academic issues for the professional development of teachers. The subject clubs should be affiliated to district levels, association and assist in running journals at the state level in the concerned subject, for the use of teachers all over the state.

#### **4.10. CO-CURRICULAR ACTIVITIES**

Broadly speaking co-curricular activities are those activities which are organised outside the classroom situation. These have indirect reference to

actual instructional work that goes on in the classroom. Although no provision has been made for these activities in the syllabus but provision has been made for these in the curriculum.

As the modern educational theory and practice gives top most priority on all round development of the child there is the vitality of the organisation of these activities, in the present educational situation. So for bringing harmonious and balanced development of the child in addition to the syllabus which can be supplemented through curricular activities, but the co-curricular activities play significant role. These activities are otherwise called as extra-curricular activities. It is therefore said that the co-curricular or extra-curricular activities are to be given importance like the curricular activities. So now organisation of co-curricular activities is accepted as an integral part of the entire curriculum.

#### **4.10.1. MEANING OF CO-CURRICULAR ACTIVITIES**

Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, Enthusiasm, and Energetic, Positive thinking are some of the facets of personality development and the outcomes of extracurricular activities.

Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of non-academic curriculum helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-Curricular Activities.

Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning. These activities

are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have wide horizon to cater to the cultural, social, aesthetic development of the child.

#### **4.10.2. TYPES OF CO-CURRICULAR ACTIVITIES**

Co-curricular activities are categorized in the following heads:

##### **1. PHYSICAL DEVELOPMENT ACTIVITIES**

These activities include games, sports, athletics, yoga, swimming, gardening, mass drill, asana, judo, driving, etc.

##### **2. ACADEMIC DEVELOPMENT ACTIVITIES**

These activities include formation of clubs in relation to different subjects. Such as science club, history club, ecological club, economics club, geographical club, civic club etc. Besides this the other activities like preparation of charts, models, projects, surveys, quiz competitions etc. come under this category.

##### **3. LITERARY ACTIVITIES**

For developing literary ability of students the activities like publication of school magazine, wall magazine, bulletin board, debates, newspaper reading, essay and poem writing are undertaken.

##### **4. CULTURAL DEVELOPMENT ACTIVITIES**

The activities like drawing, painting, music, dancing, dramatics, folk song, fancy dress, variety show, community activities, exhibition, celebration of festivals, visit to cultural places having importance in local, state, national and international perspective come under this category.

##### **5. SOCIAL DEVELOPMENT ACTIVITIES**

For bringing social development among students through developing social values resulting in social service the following co-curricular activities are organised. Such as – NSS, girl guiding, red cross, adult education, NCC, boys

scout, mass programme, social service camps, mass running, village surveys etc.

#### **6. MORAL DEVELOPMENT ACTIVITIES**

The co-curricular activities like organisation of extra mural lectures, social service, celebration of birth days of great-men of national and international repute, morning assembly should be organised. These activities bring moral development among individuals.

#### **7. CITIZENSHIP TRAINING ACTIVITIES**

The activities like student council, student union, visits to civic institutions like the parliament, state legislatures, municipalities, formation of student self-government, co-operative stores are essential for providing useful and valuable civic training.

#### **8. LEISURE TIME ACTIVITIES**

These activities are otherwise known as hobbies of different students. These include activities like coin-collecting, album making, photography, stamp collecting, gardening, candle making, binding, toy making, soap making, play modelling etc.

#### **9. EMOTIONAL AND NATIONAL INTEGRATION DEVELOPMENT ACTIVITIES**

Under this category organisation of camps, educational tours, speech programmes, celebration of national and international days are included.

#### **4.10.3. PRINCIPLES OF ORGANISATION OF CO-CURRICULAR ACTIVITIES**

For making the co-curricular activities meaningful in order to bring all-round development of students, there is in need of ensuring sound organisation and management of these activities. For this certain principles should be followed while organizing and managing co-curricular activities. These are also known as essentials of organisation and management of co-curricular activities. So these principles as essentials of organisation and management of co-curricular activities are given below:

### **1. APPROPRIATE SELECTION**

It implies that co-curricular activities are to be selected in such a way that will suit the interest of the students and facilities available and would be available, shortly in the educational institution.

### **2. VARIETY OF ACTIVITIES**

A wide variety of activities should be planned for the sake of meeting the different needs of all the categories of students.

### **3. ADJUSTMENT IN SCHOOL TIMING**

The major purpose of this principle is the co-curricular activities are to be organised during school hours. For smooth organisation of these activities it should be placed in the time table in such a manner that will be organised mostly one hour before and after the instructional work of the educational institution. As a result of which the students will be facilitated to take part in different activities without facing any problems.

### **4. GUIDANCE OF TEACHERS**

All the co-curricular activities should be organised strictly under the guidance of teachers.

### **5. CASUAL GROWTH OF THE ACTIVITIES**

This principle states that activities should be started in a slow and steady manner and developed gradually.

### **6. FACILITIES TO TEACHERS**

Some credit either in the form of less teaching periods or in the form of extra payment to teachers should be given to encourage teachers.

## **7. PROVISION OF NECESSARY FACILITIES**

It refers to the fact that before organizing any co-curricular programme materials needed and facilities required are to be prepared in advance and then the programme will be organised.

## **8. PARTICIPATION OF A LARGE NUMBER OF TEACHERS**

All the teachers should be actively involved in the organisation of co-curricular activities in their institution. For this head of the institution should make the distribution of charges in such a manner that each member of teaching staff will remain in charge of a particular activity of his interest.

## **9. PROVISION OF FUNDS**

The financial status of the educational institution in general and financial allocation in relation to a co-curricular programme should be taken into consideration while selecting activities. Because the degree of success of any co-curricular programme depends upon maximum utilization of human and material resources available in the educational institution. Otherwise no co-curricular activity will be accepted if the financial status of the educational institution is not permitted.

## **10. FIXATION OF REGULAR TIME, DATE AND VENUE**

Before organizing any co-curricular activity, the time, date and venue are to be informed to the pupils earlier, as a result of which there may not be any disturbance in relation to dislocation and confusion.

## **11. BALANCING THE WORK LOAD OF TEACHERS**

For maintaining balance in the work load of the teachers in charge of co-curricular activities should be rewarded either in allotting them less number of theoretical classes or in the form of honorarium.

## **12. INVOLVEMENT OF COMMUNITY**

Involvement of community members should be ensured at the time of organizing different co-curricular activities. This will enable them to become aware about different co-curricular programmes and their role in bringing harmonious development of their wards. Besides this participation of community members act as safeguard to the authority of an educational institution in a large scale.

## **13. EVALUATION**

Provision of evaluation should be made for monitoring the co-curricular programmes encompassing upon the services and value of these activities.

## **14. MAINTENANCE OF RECORDS**

A detailed record should be maintained by the educational institution on the organisation of various co-curricular activities. Institutional management comprises two major components which are presented above and the success of institutional management depends upon these two major components. Saying and doing will never suffice if importance will not be given on student welfare services, school plant, institutional planning, institutional climate and discipline, management of educational finance etc.

### **4.10.4. IMPORTANCE OF CO-CURRICULAR ACTIVITIES**

The following are some of the most important aspects co-curricular activities:

#### **1. USEFUL IN PHYSICAL DEVELOPMENT**

Co-curricular activities specially the physical activities, help in the normal growth and development of the body. The activities like sports, athletics, and games lead to the muscular development of students. These develop helpful habits and keep the students physically fit.

## **2. HELPFUL IN SOCIAL DEVELOPMENT**

The co-curricular activities are carried out in social environment. The pupils work together, act together and live together. This helps in socializing the child and develops social qualities, like team spirit, fellow feeling, co-operation, toleration etc. Activities like scouting, first aid, red cross, community living etc. provide complete social training to children.

## **3. TRAINING FOR LEADERSHIP**

In these activities the students are actively involved in the organisation of different programmes. They discharge various responsibilities and therefore get opportunities to come forward and lead. They get training for leadership. Their talents are recognized and developed.

## **4. ACADEMIC VALUE**

Co-curricular activities supplement class work. These enrich and widen the bookish knowledge of students. They get opportunities of observation and experience.

## **5. USEFUL IN MORAL DEVELOPMENT**

The co-curricular activities have a great moral value. These activities provide facilities for moral experience and moral conduct. Through sports the students develop sportsmanship. It believes in fair play. While distinguishing some responsibilities the moral development must be honest, just and impartial.

## **6. ESSENTIAL FOR EMOTIONAL DEVELOPMENT**

These activities meet the psychological needs of pupils and lead to their emotional development. Their instincts are sublimated. Instincts like gregariousness and self-assertation which are so dominant in adolescence period find expression in one activity or the other. The activities also lead to emotional training assert

## **7. DISCIPLINARY VALUE**

The pupils get a number of facilities to frame certain rules and regulations concerning activities. They also act according to the rules. They themselves impose restrictions on their freedom. Hence, they learn mode of discipline which is self-imposed. They learn to behave with a sense of responsibility.

## **8. CULTURAL VALUE**

There are co-curricular activities which have great cultural value. The activities like dramatics, folk- dance, folk-music, variety shows etc. provide glimpses of our culture. These activities help in the preservation, transmission and development of our cultural heritage.

## **9. AESTHETIC AND RECREATIONAL VALUE**

The co-curricular activities bring a healthy change in the dull classroom routine. The pupils feel relaxed and free when they perform activities like sports, cultural programmes, dances, drama etc. The activities like drawing, painting, fancy dress, music, preparation of models etc. develop aesthetic sensibility.

## **10. PROPER USE OF LEISURE TIME**

Some co-curricular activities help in the proper use of leisure time. For example: crafts, hobbies and other creative activities can be pursued by the pupils. In the absence of such constructive activities, they may pick up some bad habits.

### **4.11. INSTITUTIONAL PLANNING**

At the micro level, each individual institution is expected to develop periodically a blueprint for its own development which not only includes plan for further growth but also plans for raising the quality of its services. The planning at the level of the basic organisational unit of a system is Institutional Planning.

It acts as an instrument for the articulation of the institution's vision for its continuous development and improvement. Its prepared by an institution on the basis of felt needs considering the resources available or likely to be available with a view to improve the functions and processes. An institutional plan must address questions like, how do we make better use of existing resources (i.e. physical, human, financial), how can we motivate human resources, and how can we give maximum satisfaction to our customer group? The plan may be for a longer duration or a shorter duration and is based on principle of optimum utilization of the resources available in school. Institutional Plans are usually prepared to find out solutions and also fulfil the felt needs it has. Therefore, the first and the most important step in the planning process is:

- undertaking a survey of the needs of the school
- undertaking a survey of the resources available in the school as well as community
- preparing plans of improvement programmes (like projects concerning buildings, campus, equipment, instructional materials, student's welfare, instructional calendar, Library, science, hobby clubs, internal assessment and action research)
- implementing the programme; and
- evaluation of the programmes

Institutional Planning is the programme of development and improvement in school. This plan is not complete if the views of any group are not considered while making plan. School improvement is the goal of institutional planning. Every group should be considered, for identifying the problem, whether it is individual or common, only then it will lead to improvement and enhance the motivation and commitment of the staff. The most important component of this planning process is identification of problems and needs. This identification of problems can be done easily by taking feedback from the people working in the institution and those primarily want the results to be achieved by the system. Having identified all the problems - enables to prepare of a comprehensive list after which the fixation of priorities can be taken up.

This is necessary because no institution can afford to take efforts for solving all problems and fulfil all needs at one stroke. Planning is essential for giving a concrete shape to the vision and mission of an institution.

A good plan by itself will not achieve the objectives, unless it is implemented effectively. This requires coordination of the efforts of different people involved and proper mobilization and utilization of all available resources. Planning and monitoring and control are closely related. There is limited use in planning, if the implementation of the plans derived is not monitored. Conversely, monitoring and control systems operate in a vacuum in the absence of information from a planning process indicating the performance to be monitored. There is need for constant and regular evaluation to check whether the efforts are leading to the achievement of the objectives and what mid-course corrections are required. Institutional planning is a cycle of reviewing the situation, planning, implementing and evaluating and then going through the same process again the following year building on the work already done. Institutional planning is carried out in schools/ any educational institution with the following objectives:

- ❖ To bring improvement in the structure of educational institution
- ❖ To give proper direction to functioning of educational institutions
- ❖ To develop a comprehensive programme of improvement of educational system in all its parameters by optimum utilization of existing resources within its reach
- ❖ To provide opportunities to the members of the local community, staff and students to treat educational institutions as a joint and cooperative venture and to bring improvement in education institutions
- ❖ To give adequate freedom to teachers think to innovative and creative ideas for the improvement of institution and other programmes in the institution.
- ❖ To develop co-curricular programme in institution like social service, adult education, NCC, NSS, Scouts and Guide etc.
- ❖ To impart realism and concreteness to educational planning

- ❖ To shift the emphasis from expenditure orientation to the effort orientation and proper utilization of the resources i.e. economy orientation etc.,
- ❖ To create democratic environment to enable every teacher, administrator, parent and students 'to take part in the formulation and implementation of the plan.

#### **4.11.1. CHARACTERISTICS OF INSTITUTIONAL PLANS**

Now, when we have understood about the meaning of the Institutional Planning, it will be easy for us to understand the characteristics of institutional planning, which are as follows:

- ❖ The plan is prepared on the needs of the school as identified by the principal, school staff, students.
- ❖ It is based on the principle of optimum utilization of the resources available within the school and community
- ❖ It is a co-operative venture of the community, management, school staff and the students.
- ❖ It is goal oriented.
- ❖ It is specific for an institution. There cannot be a single plan for all the institutions.
- ❖ It leads to into establishment of democratic procedures within the school
- ❖ An important outcome of institutional planning is the establishment of a better rapport with the community.
- ❖ It aims at school improvement as well as school development.
- ❖ It forms the basis of the District Plan for educational development and improvement.
- ❖ It is continuously developing. An institutional plan cannot be rigid with no provision for changes.
- ❖ It results into improvement in the motivation level on the part of teachers, students, community and the management.

#### **4.11.2. ADVANTAGES OF INSTITUTIONAL PLANNING**

- ❖ It involves the teachers in the process of planning thereby making planning more democratic in nature.
- ❖ The preparation of the plan adopts the down to top approach, where first hand-knowledge about the strengths i weakness and the problems arising in the classroom processes and situations is available from teachers.
- ❖ It is more realistic because it is based on the data available from then stakeholders namely students, teachers and parents.
- ❖ It avoids wastage as it is founded on knowledge about real needs of the students and the community.
- ❖ It is more scientific, rational, effective and efficient rather than trial and error methods or traditional approach development.
- ❖ Each institution has a unique personality or climate and the plan prepared in the light of this climate will be more realistic and effective.
- ❖ It reduced emphasis on expenditure orientation and enhances goal orientation.
- ❖ It provides ample opportunities for creativity, innovations, initiative freedom and experimentation to those who are involved in preparing and implementing the plans.

#### **4.11.3. NEED OF INSTITUTIONAL PLANNING**

Each school is headed by one Head or Principal and is solely responsible for Institutional Planning and Management. Institutional Planning allows for a comprehensive and long term perspective of the school, which is based on clear assessment and understanding of current activities. This perspective is helpful for leadership both at the institutional and at the unit level, who make decisions to allocate resources in ways to best meet the future requirements. The common objectives of institutional planning are to provide timely analysis and information to support the decision making, planning and policy formation process of the school. The main components of Institutional Planning are:

### **1. ACADEMIC AND ADMINISTRATIVE SUPPORT REVIEW**

This involve ongoing evaluation of functions to support the mission of the school The primary purpose of school reviews is to ensure the efficient and effective use of resources in delivery of support services for both short and long term need. This activity will also lead, facilitate and support planning efforts for improvement in targeted areas of opportunities which periodically arise.

### **2. PROGRAMME REVIEW**

This process should be conducted by the teachers who are involved in a particular programme followed by review by the expert team.

### **3. ACCREDITATION IS THE MEANS OF SELF-REGULATION AND PEER REVIEW**

The accrediting process is intended to sustain the quality and integrity of school education making it worthy of public confidence and minimizing the scope of external control, make" assessment of students learning outcomes and to assess the linkages between the budgeting and planning process. In higher education system of developed countries there are centres of Institutional Research and Planning, which conduct surveys relevant to student development and priorities in consortium with allied colleges around the country. The surveys include students as well as parents. These surveys are conducted regularly. This type of research activities is also required at school level here in India because the quality of primary schools is deteriorating day by day- schemes are there but implementation of these schemes and programmes are not effective. This condition of detoriating quality shows that proper utilization of resources is lacking which can be improved through institutional planning because one of the major purposes of planning is to assess the activities of school, improve the conditions and maintain regular checks and control in the processes.

#### **4.11.4. DEVELOPMENT OF AN INSTITUTIONAL PLAN**

Institutional Planning is suggested by various Committees and Commissions as a scientific approach to the improvement and development of education within the country. The major step in preparing institutional plan for a school for improvement and development are as follows:

- ❖ Undertaking a survey of the needs of the school.
- ❖ Undertaking a survey of the resources available with school
- ❖ Preparing draft of plan
- ❖ Finalizing plan after discussion with concerned persons (teachers, students, nonteaching staff).
- ❖ Implementation of Improvement Plan
- ❖ Evaluating Improvement Programme

The basic requirements for planning are the awareness of the needs, the awareness of the resources existing as well as likely to be available. Consider that the school is located in a small town and-it is the only school in the town. The first step for the school will be to determine the needs/problems/areas of improvement and development. It is possible. that the Principal of the school himself/herself may be so enthusiastic that's he may prepare a write-up on the needs of the school for improvement. This will not be the right procedure. The fundamental principle in preparing the institutional plan\_is the close involvement of the school staff in identifying the needs/areas of improvement? and development. If student's involvement could be secured, it will be an added, advantage. However, if, the village community has not been involved over the period in the functioning of the school and the teachers feel diffident about the ways of involving the students, the work on the development of the plan for the school should\_not stop. This does not mean that the students and the community should be kept away in the process of planning, this only means that if proper conditions have not been created. wherein participation of the students and the community could be secured planning by teachers should not stop.

The school staff should meet over a period of days and discuss various programmes curricular as well as co-curricular, academic as well as organisational or administrative of the school. When teachers begin to discuss the areas of improvement, it may be felt that they will come out with a large number of areas requiring improvement and also a list of additional resources. It may also be experienced that the teachers are not in a position to specify the specific needs of improvement. But, this is only the first step, It should be the responsibility of the Principal to list all the needs/problems/areas of improvement identified by the staff in the meeting. Some of the areas of improvement can be the school building which might be over crowded or congested. The other area, could be 'the lack of teaching aids; a poorly equipped library, lack of playground. curriculum and the textbooks. However, it must be noted that a number of areas of improvement may be beyond the scope of the school faculty, like the change of curriculum or expansion of school building. However, there is no harm in listing these as the areas requiring improvement. The next step for the Principal is to exhort. the staff to give further thinking to those areas of improvement which require efforts on the part of the teachers and not additional resources. The best procedure here, could be to have subject groups where the areas of improvement are identified very specifically. If all the teachers grouped into different subjects, deliberate and prepare the areas of improvement needing urgent attention, what the school must have achieved would be the need survey. Once the need survey has been made, it is necessary to have survey of the sources both physical as well as human available in the school as well as in the community. Again, the teaching aids and equipment available in the school are not known to all the teachers. The surveyor should know the resources available in the school implies that every subject teacher prepares a list of all types of teaching aids available in the school and in the school library, studies the same carefully and finds out how the same would be useful to them in improving the instruction.

In addition to the survey of human and material resources in school, it would be rewarding if the teachers, undertake a quick survey of the human and

material resources available in the community. The material resources available in the community might be in the form of the town library, a museum, water works, small factories, hospital, the cycle repair shop, the water pump station, the offices of the malaria eradication campaign, etc. All these could be exploited for the enrichment of inspection. Again the survey of human resources available in the community can 'be' in the form of the retired teachers, professors, doctors, engineers and others who might have travelled abroad or travelled in the country who can share their experiences with the children etc. These human resources have not been tapped but they could be tapped for the enrichment of instruction in the classroom. These-surveys, namely, the survey of the human and material resources available in the school as well as in the community would provide the pool from which the teachers can draw while planning improvement programmes for the needs/problems/areas of improvement arrived at by them earlier. With the survey of the needs/problems/areas of improvement and also the survey of resources, the next step is to take up those areas of improvement which is feasible and for which there is readiness on the part of staff. Care should be taken that all teachers who are entrusted implementation of improvement programme should be involved in planning the programmes. Again, there is no need to wait till all the teachers agree to take up improvement programmes. Whenever attempts are made to bring about change, there is initial resistance by large majority of teachers. The leadership of the Principal expresses itself in overcoming the resistance and bringing a large majority of teachers to the programmes of improvement, when different teachers have decided different areas of improvement. They would require help in devising appropriate programmes and planning the same. It is here that the improvement programmes will take a form of series of individual or group projects. The same procedure that is followed in preparing a developmental project or an experimental project should be followed here. All the projects put together will form the improvement programme for the school, depending the nature and the number of areas of improvement, the entire improvement programme could be phased out in such a way that in the initial stage short-term projects are taken up by teachers which are new to such procedures and long term

projects are taken up by teacher groups or competent teachers individually. Here they have to list the resources which are available, the resources which can be made available from the 'normal' yearly grant of the school, and resources which could be secured through community efforts. There is no harm in including those projects in the total plan of improvement for which the school staff feels more resources will be required which can be obtained only through Government or from the management. But these projects will not receive the priority. While planning the projects a list of the in-service education needs of the teachers should be prepared as far as possible giving the specific item of contents for which in service education requires to be organized.

Every project plan will include the objectives, the present position, the improvement sought, improvement programme, the evaluation, the resources required and the time target. All the projects put together will form the institutional improvement plan. The evaluation of individual project followed by the overall evaluation of the total programme should be planned out in detail. An institutional plan is never rigid. Depending upon the changing circumstances, new teacher's availability or otherwise of the additional resources increase in enrolment, transfer of teachers, new curriculum being prescribed by State. Department and the plan will require modification. It is, therefore, necessary that the institutional plan may be revised every year and if possible every six months.

The first aspect is the planning for improvement and the second aspects the planning for development. A large number of schools in India will find it difficult to prepare a plan of development. Development here implies expansion. The expansion implies increased enrolment. It is difficult for a school to project the increase in population and the socioeconomic growth in the community. But an intelligent school faculty can definitely study the trend of enrolment in the school over a period of years and can roughly project the likely enrolment increase over a period of next five years. If such projections could be made, the school will be in a position to know in which classes additional sections shall have to be opened. What additional space will be

required and what additional teachers for different subjects also will be required. Even, if the enrolment increase is not significant. It is always desirable to prepare a development plan from the view point of improving the building facilities, providing adequate space if not available and planning other changes of a longer duration. These can always be submitted to the management and D.E.O. to help them in, preparing the District Plan as well as the State plans. An enlightened management may also be put on the alert to mobilise adequate financial resources if it knows how the school is going to expand and what additional facilities will have to be provided in years to come.

#### **4.11.5. IMPLEMENTATION STRATEGY FOR INSTITUTIONAL PLANNING**

Even a well thought out Institutional Plan is just a stack of paper if it isn't coupled with a plan for implementation. This is the part of the institutional plan, where decision making bodies have to plan, clarify objectives of assigned tasks with deadlines and the chart of the progress for reaching goals and milestones. Here, we will discuss some guidelines for the effective implementation of institutional plan. Firstly, we have to define our objectives. Which must be known to the planners as well as to the implementer of the plan. And for achieving this situation, objectives should be crystal clear and specifically spelled out, since we have to use them as a building block for the rest of the implementation plan. For example, let us assume that you have started school only two years back and in two years you have only class rooms for the students, and you don't have facilities of laboratory in the school. Now you are planning well equipped laboratories. So, with availability of funds you should plan for one laboratory in one year. This objective may be tough but reachable.

#### **1. TASKS**

In this phase, you enumerate tasks and assignments. While doing it, the expected results associated with these tasks must also be emphasized. Continuing with above example, the task section should include:

- Securing Space

- Get approved building plan (if you would like to build new rooms)
- Recruit one expert (give opportunity to one who is already there)

## **2. TIME ALLOCATION**

Each task should be paired with an appropriate time frame for completion. You should be aggressive but reasonable with your time allocation in order to ensure not just completion but competent work. For assistance in time scale, use a program such as project evaluation review technique (PERT), which is a helpful tool, to show how long it will take to complete different tasks and in what order the task should be finished.

## **3. PROGRESS**

As a member of your management team, you need to be in charge of monitoring each task progress and the completion percentage of each objective. When delay occurs try to get to the root of the problem, who is responsible for this delay? Is he/she required to handle too many responsibilities? If the third party bank, or supplier fail to hold up to its end of the deal adjust your plan chart accordingly and appropriately to account for delay and make a note of delay with reason for it.

Institutional planning is mainly the responsibility of the head of institution, but coordination and support is required from all the levels for achieving the target in time. There should good linkages between state level plan and institutional plan. The logic of institutional planning very much depends on synthesis between institutional plan and education sector plan of that state. In other words, we can say that it is the lowest level plan and this should be successful if it has meaningful synthesis with the district and state level plan.

### **4.11.6. ROLE OF ADMINISTRATORS IN PLANNING**

A large number of schools in India, are facing problems in preparing plan for development of schools and that's why we are not using resources in manner required for quality production. Development plans here, implies expansion and worthy needs of schools are missing vision or we can say that they lack

motivation to improve situation and plan for development. On the other hand, it is also difficult for a school to project the increase in population and the socio economic growth in community, over a period of next five years. If such a projection could be made successfully, school administration can make plan according to the future requirement of the community. This plan can always be submitted to the management to help them in preparing the District Plan as well as the State Plan. An enlightened management may also be put on alert to mobilize adequate financial resources if it knows how the school is going to expand and what additional facilities will have to be provided in years to come. District Education Officer will receive institutional plan from different schools within his jurisdiction. This will give him details of the requirement of his area and also the improvement programme and projects undertaken by schools in the district. It is a type of assessment report on the basis of which he can assess the functioning of schools. He can personally visit the school and assess the progress in this regard and also can suggest measures for effective functioning.

#### **4.11.7. ROLE OF SCHOOL PRINCIPAL IN INSTITUTIONAL PLANNING**

The concept of Institutional Planning is totally based on efficient resource utilization. Principal of the school plays a vital role in institutional planning, as a good principal, it is his/her responsibility to analyse the situation with the help of teachers, to assess the requirement and build consensus among the staff members to change the situation. This is the responsibility of the principal to maintain a culture of co-operation among staff members and avoid high ambitions and high hopes of staff which will lead to dissatisfaction among staff members. So, we can say that the principal is a resource allocator than maker and also helps in generating co-operation and co-ordination in the efforts of his/her team, role of a principal is vital and effectiveness of plans depend solely on him/her.

#### **4.11.8. ROLE OF TEACHERS IN INSTITUTIONAL PLANNING**

In a large majority of schools, the involvement of teachers in the day to day running of the schools is minimum. If there is involvement of teachers, it is of

only few who are very close to principal. The principal shall have to change his/her outlook and attitude towards the school personnel, students and the community before preparing final Institutional Plan. Actually, teachers are the implementer of these plans, so their involvement is required in any type of decision, for conducting various activities and processes of schools. Sometimes, schools utilise the resources available with the community and on the other hand community also utilizes the resources available with schools. The community involvement is suggested by various committees and commission in decision making of school matters. On the basis of the principles of total quality management, involvement of the customer group is required for the effective implementation of a plan and to meet the social demands of the society. The first job of the Principal will be to look at the whole school system, assess the strengths and weaknesses of staff members and carefully create the feeling of readiness for change. His/her supervisory functions will help him/her in bringing about the sense of readiness amongst the teachers. In every school the principals are bound to face resistance. There are some teachers who refuse to be involved in planning and implementing the improvement programmes. This is due to their jealousy and against the teachers close to Principals. But, it is the responsibility of the head to minimize this type of feeling and create a culture of work and equal treatment to all for better results.

#### **4.11.9. MEASURES TO STRENGTHEN INSTITUTIONAL PLANNING**

As you have understood that Institutional Planning is important for becoming efficient organisation, Therefore, it is important to strengthen the Institutional Planning. Here are some measures to strengthen it. Firstly, the links between area planning and institutional planning must be articulated. Wherever identifiable, the one-to-one relationship may be formalized. Secondly, the mutually supportive aspects of area planning and instructional planning may be highlighted and reinforced. Academic complexes, private institutions and coordinating bodies may be fully encouraged in this regard. Thirdly, diagnostic and comparative studies of institutional planning which identify good institutions and detail their practices, and separate the "special" and

"general" factors accounting for their good performance should be made and publicized. There are several such case studies in UK vide UK department of Education and Science (1979) and USA vide Sizer (1984); India does not lack such examples and anecdotal evidence is available 'but there are no documented case studies. Such studies should be commissioned and widely disseminated. NCERT through ERIC has the potential to do so. Fourthly, there should be networking arrangements between such good institutions. Fifthly, the school complex idea should be consciously fostered to upgrade bad schools as was done in the rapport-based model studied by Singhal. Sixthly, indicators should be developed to measure improvement in school performance through conscious practice of institutional planning.

This should be the logical next step to the broad classificatory scheme suggested by the Education Commission. Seventhly, in addition to institution specific financial incentives by way of special "development grants" as suggested by J.P. Naik, a scheme of incentives by way of social recognition of outstanding practitioners/leaders of institutional planning (both institutions and individuals) over a sustained period of not less than five years by grant of awards may be initiated. Lastly, the institutional planning is an exercise, in the first instance, to optimize non-monetary resources, non-resort thereto can be considered as an avoidable waste. Therefore, the desirability of penalizing those institutions which fail to practice institutional planning by withholding normal grants could also be legitimately considered.

#### **4.12. BUDGETING**

The term budget refers an estimate or plan of expenditure in relation to income. It is too simple a definition. In fact, a budget is a fiscal expression, rather a comprehensive and coordinated plan, expressed in financial terms for the operations to be undertaken and resources available in an enterprise which in our case happens to be schools, for a specific period in the future.

A budget is a fiscal plan formulated to reach the goals of the school. It is a tool of educational effectiveness great importance for exercising financial control. It reflects the aspirations of the ' school and the financial means to

fulfil them. As you know planning is fundamental to management since it involves the control and manipulation of the relevant variables and reduces uncertainty. Hence a budget expresses the plans regarding all the operations to be undertaken along with realistic estimates regarding the expenses that would be incurred to undertake these operations. Since the operations are either yet to be undertaken or are those that have already been undertaken but require to be continued in future, therefore budgets are futuristic in nature. A budget is thus the main framework for financial management of schools. It provides the essential pathways through which the financial resources of the school could be harnessed for attaining the objectives that have been set.

#### **4.12.1. NEED FOR BUDGETING**

A budget enables systematic thinking about the future actions in a comprehensive and coordinated manner. It is a tool for management by objectives, effective communication, continuous feedback and evaluation. According to Chandra (2004) and Pandey. (1983) budgets help in: Inducing systematic thinking about the future Serving as a device for coordinating the complex operations of the enterprise such as a school Providing clearly a medium of communication of the plans and goals to all concerned: Providing a detailed plan of action for reducing uncertainty and for the proper direction of individual and group efforts to achieve the goals. Coordinating the activities and efforts in such a way that the use of resources is maximised. Serving as a standard against which the actual performance may be judged. A budget thus provides the school with an operational 'cost-time' framework for the implementation of the various activities of the school. This is because it is a forecast of future financial events showing the anticipated revenue, expenses and the financial position of the school.

Budget as a tool for evaluation of the financial performance of the school, you had to balance expenses on needs (operations to be undertaken) with the costs involved in each of the operations in such a way that there were neither any unused, i.e. surplus financial resources left, nor were the resources

surpassed. This act of balancing requires exerting control over the operations be undertaken by prioritising needs by evaluating the urgency and expenses involved, mobilising resources (revenues), controlling costs by adopting cost effective delegating authority to persons who would be in charge of carrying out the operations and estimating the costs involved and related revenue. It is advisable to have a budget that promotes cost effectiveness with high level of school output, at low levels of expenditure.

#### **4.12.2. ESSENTIALS OF BUDGETING**

Now that you are aware of the need for a budget, let us study the essentials of budgeting before we start learning how to prepare a budget. Successful and sound budgeting is based upon certain prerequisites. These are briefly discussed below:

##### **1. TOP MANAGEMENT SUPPORT**

The budget prepared has to be approved by the governing body. It is possible only if the governing body is convinced that the particular approach adopted for the financial planning is preferable in the given situation. For a school any activities undertaken, be it budgeting or mobilisation of funds or anything else, should be with in the broader framework of the overall national policies and goals of education.

##### **2. CLEAR AND REALISTIC GOALS**

The goals set should be reasonable, realistic and clear to the concerned persons. For instance, the budget of a government school cannot include unrealistic goals like paying the teacher's salary which is several times higher than set by the government scales. A goal of providing students with welfare services is rather vague. The types of welfare services to be provided have to be clarified and detailed out if they are to be set as goals.

##### **3. ASSIGNMENT OF AUTHORITY AND RESPONSIBILITY**

A clear cut delegation of responsibilities provides an effective means to achieve the budgetary goals and also helps in making the budget a coordinated plan.

Thus the assignment was delegated to Ms. Sudha who automatically becomes responsible for carrying out this particular operation.

#### **4. ADAPTATION OF THE ACCOUNTING SYSTEM**

Budgeting banks heavily upon the data generated by the accounting system. However, the data obtained has to be adapted to facilitate the budgetary requirements of planning and control. For example, the account books reveal that a particular amount has been received as fees during a particular year. But while making a budgetary estimate on this account, it is necessary to forecast the probable student strength during the budget period and the ensuing estimated revenue from this source.

#### **5. FULL PARTICIPATION**

Participation of the school head and teachers in budget preparation ensures better implementation of the budget. The teachers are aware of the ground realities, the actual needs and can hence prioritise them in a better manner. Involving the teachers in the process of budget preparation for the school empowers them and thus motivates them. Meaningful participation also enhances the commitment of employees. As in the case study 9.1 if Mrs. Sudha is involved in budget preparation, she would be motivated in carrying out the responsibility assigned to her. It gives the benefit of shared governance. Techniques of budgeting, its evaluation, etc., may however have to be taught to the employees so that they can perform in a better way.

#### **6. EFFECTIVE COMMUNICATION**

A comprehensive system of budgeting is not only based on sound communication systems but also helps to improve the effectiveness of communication within an enterprise. Budgeting is a formal way of communicating plans, objectives and budget goals to various responsibility centres (units i.e., persons in charge of operations to be undertaken). It helps in communicating the plans of the school and the means to achieve them to the concerned persons.

## **7. FLEXIBILITY**

The budgeting system should be flexible enough to take advantage of all opportunities that arise from time to time and are not covered by the budget. Otherwise not only would the fund generated suddenly may remain unused while a pressing need remains unfulfilled but also impair the initiative and freedom of the school head and the teachers. A rigidly administered budget imposes strait jackets in implementing it and hence should have the element of flexibility. It is also to be seen that a budget should not become merely an accounting document dictated by book keeping activities.

### **4.12.3. TYPES OF BUDGETS**

We shall now study the major types of budgets of a school. They are School Master Budget, School Capital Budget, School Department Budget.

#### **1. SCHOOL MASTER BUDGET**

This is the overall school financial an operating plan for a School Budgeting and Administering Budget forthcoming fiscal period. This is usually prepared annually. It is a comprehensive financial plan that takes into account every operation to be undertaken during a particular financial year. It includes all the possible sources of revenue and the expenses involved.

#### **2. SCHOOL CAPITAL BUDGET**

This type of budget usually is for terms longer than one year and they are fiscal plans for major expenditure on procuring/developing capital assets like the school building, halls, laboratories, etc. this type of budget has long term implications for the school. It requires estimates of the cash flow over a longer period of time and hence is more difficult to prepare.

#### **3. SCHOOL DEPARTMENT BUDGETS**

These budgets are segments of the school master budget and are concerned with the different departments/parts of the school, for instance, the chemistry department or the biology department. They are prepared usually by the

person heading the department and are prepared for a term or one financial year.

#### **4.12.4. METHODS OF BUDGETING**

Budgets can be classified into different ways.

##### **1. LINE ITEM BUDGETING**

It is the traditional form of budgeting. It is also called 'object budget' since expenditure is broken down in an object wise manner. Expenditure for general categories like salaries, maintenance of building, purchase of books, etc., are allocated in gross terms. Such traditional budgeting suffers from certain weaknesses. One of them is the failure to relate costs to educational impacts i.e., output that would be gained by incurring the expenditure on that particular object is not indicated. The gain to the school from the investment made on a particular object is not specified. Secondly there is separation of estimating from policy making. Estimates made in isolation from the cost benefit are not helpful in policy formulation. For instance, if the investment made in ICT facilities can be justified then a policy can be adopted to continue or even enhance such facilities in future. Since estimates for enlisted items are included, hence it is commonly called 'line-item classification. What is purchased rather than 'why' it is done so is indicated. It only reveals the financial outlay and the same is not properly inter-related with the physical programmes visualised and the achievements made or proposed to be made. It does not therefore help the administration to appraise the performance of the different schemes, programmes or activities on which money has been spent. Hence it does not serve as an adequate basis for informed decision-making.

##### **2. PROGRAMME BUDGETING**

The traditional line-item budgeting has an input orientation but programme budgeting allocates resources not by line items but by programmes undertaken by the school. It is a fiscal plan related to the programmes undertaken. This type of budgeting is an integral part of the overall systems

approach, be it PPBS (Planning, Programming, Budgeting System) or some other system and involves minimally the following items:

- Grouping of all efforts and activities into programmes such as transportation, food, physical education, etc.
- Establishing the major goals of each programme.
- Mentioning specifically the objectives that on achievement would ensure the accomplishment of the larger goals.
- Establishing alternative for achieving goals of the programmes.
- Comparing costs and effectiveness for alternatives of attaining the goals of the programmes
- Establishing evaluation criteria to measure the success of each programme
- Allocating resources for each programme to accomplish its goals.

### **3. ZERO BASE BUDGETING (ZBB)**

This is a relatively new concept in budgeting method. It aims to prevent the incremental growth or 'budget creep' of the traditional budget. It is quite popular in some western countries.

Each programme or activity has to be justified and each year budget from a zero base has to be constructed by providing new objectives, evaluation criteria and justifications. It starts on the premise that the budget for the next period is zero as long as demand for expense on a particular operation is not objectively justified.

The assumption of a zero base budget (ZBB) is that without proper justification by the manager, spending would not be allowed. Cost benefit analysis of the money spent is required. It naturally leads to better financial management.

In the traditional budget, while budgeting incremental pricing i.e. due to price escalation, price of each item or overall price is assumed to be a certain percentage higher than that of the previous year. This lacks objectivity but in

ZBB this shortcoming is overcome by starting with nil or zero base and then objectively, through justification the price is arrived at. It ensures better control and maintains operating efficiency in an organisation. Besides, resource allocation is strictly according to needs of the organisation and the output (benefit) of the resource spent. Steps of preparing ZBB are defining the objectives:

- ignoring existing budgets and preparing a fresh budget taking base nil/zero with formulation of an operation plan or decision packages
- critically examine each item of expenditure in the fresh budget on the basis its merits and desirability
- evaluating alternative courses of action to compare the prices i.e. performing a cost-benefit analysis before deciding to spend on an item
- selecting the alternative, which is found to be closest to the objective defined

Thus we see that ZBB is a tool for Management by Objectives. Its inbuilt provisions for cost benefit analysis with a look out for effective but economic alternative and justification of the money spent greatly helps in reducing wasteful expenditure. It is helpful in efficient financial management

#### **4.12.5. PREPARATION OF BUDGET**

Now that we have studied the need for a budget, its types and methods of preparing, let us study as to how it is prepared. As stated earlier a budget forecasts the future financial events and indicates the anticipated revenue, expenses and financial position of the school (Commonwealth Secretariat, 1993). In view of this, budget preparation needs care and caution., The different stages involved in budget preparation are discussed below.

##### **1. PRIORITISATION OF NEEDS**

Schools usually are not flush with funds. Hence, the needs of the schools have to be judiciously prioritised. Programmes, projects, activities that are to be taken up during the budget period on priority basis have to be identified.

Comprehensive statements of the various activities identified, preferably with their justifications and objectives in terms of educational outcomes have to be made.

## **2. IDENTIFICATION OF FINANCIAL RESOURCES**

The financial resources available during the budget period have first to be identified. The revenue should be sufficient to meet the expenditure that is to be incurred. The financial plan i.e. the budget must clearly indicate how the cost of the various items will be met (Bhatnagar and Agrawal, 1992). The resources in terms of fees collected, sale proceeds, grants, donations and revenues generated from the miscellaneous sources have to be included as the financial resources of the school.

## **3. ESTIMATION OF COSTS**

This involves analysis of the expenditure. The expenditure plan in traditional budgets is based upon that of previous year's budget with some increment but in zero based budget the previous years' expenditures are not considered as the bases but estimated afresh. The expenditure plan should be comprehensive and include direct as well as indirect expenses on the items included in the budget. Expenditure on administration, staff, equipment, freeships, training, etc. and running costs like, electricity, water, rent, telephone, etc. should be included in the fiscal plan. Cost benefit analysis and alternative paths ensuring economy should be indicated. Any expense to be undertaken should be justified. It is desirable that the revenue as far as possible should balance the expenditure. Otherwise, there would be revenue deficit, which should be preferably minimum and ideally nil.

## **4. PREPARATION AND ADOPTION OF THE BUDGET**

the budget thus prepared has to be presented as per the guidelines of the government or the other funding agencies of the school so that it is approved after it has been scrutinised. The budget is then passed as it is or with some modifications. Thereafter it acquires the status of a legal document and is deemed to have been adopted. This process is to be completed before the

beginning of the financial period for which the budget is meant. The budget thus shows income and expenses broken down in details. Before the budget is made, information regarding expected enrolment figures, prevailing costs, expected subsidies and other sources of revenue and the account expected there from should be collected.

#### **4.12.6. ADMINISTRATION OF BUDGET**

After the budget has been approved by the authorities concerned, it has to be implemented, monitored and controlled. All these activities together form the administration of the budget.

However well a budget may have been prepared, it cannot be effective until and unless it is administered well. A budget has to be the basis for the financial transactions. The expenditure made during the budget period should be recorded in an appropriate manner. Changes in the budget should not be made every now and then since this would adversely affect its importance as a legal document for efficient management of financial resources of the school.

It is always better to settle the accounts as early as possible instead of keeping them pending. While making payments through cash or pay order caution should be exercised to record the same without delay. Similarly, every item of income should be recorded.

#### **4.12.7. MONITORING THE BUDGET**

It has to be seen that there is no over spending. If more money than that allocated is needed, then either the activity should not be undertaken or permission for reallocation of funds may be sought from the authorities. Especially on items involving greater expense, an eye is to be kept on whether planned expenditure is on target or exceeding it. For example, if expenditure on pencils and erasers exceeds 2 percentage of the amount allotted, the excess amount spent would not be significant.

The person in charge of the finance department should provide regular accounts of the expenses incurred. A difficulty often encountered in that money has to be in a financial year within specific parameters like standard funds. If it can be carried forth to the next financial year or if viring it to other budgetary heads (switching over expenditure with funds meant for one head being spent on another) is permitted has to be seen (Donnelly, 2003). This would help in reducing the rigidity associated with the strict monitoring of the budget. Monitoring the school budget should not be a periodic affair but should be carried out regularly throughout the budget period. It can be done through the following steps (Commonwealth Secretariat, 1993).

- Check that expenditures are made in compliance with the budget authorisation.
- Check if the budget is balanced in true sense and see whether there is a surplus or deficit fund at the end of the budget period and if there is a possibility of building reserves.
- Assess the budget and its implementation in order to prepare subsequent budgets efficiently. Provide continuity in the school's accounting system as financial accounts are established on the basis of the balance sheet of the previous year and continue as that for the ensuing year.

#### **4.12.8. BUDGETARY CONTROL**

Budgetary Control is an important task that the management has to take up. While the budget is implemented, there has to be a continuous comparison of actual performance with that in the budget. It helps in the revision of budget and helps in making changes in objectives and policies. It involves the following steps:

- Realistic budgets or plans are prepared to provide direction to carry out operations of the school.
- Actual performance from each area of responsibility is assessed.
- Actual performance is compared with the budget performance to trace out significant deviations.

- As a feedback mechanism, reports are prepared to inform management about deviations from the budget (plans).
- Corrective action is initiated to ensure that future performance is in accordance with the budget. Action may involve motivating people to implement policies, modifying certain policies, retraining employees, etc. The budget (plan) will however need revision if variance (deviation) is due to incorrectly set budget.
- As long as the actual performance approximately conforms to the budget, no intervention is needed. But it is certainly needed when there are significant deviations.

#### **4.14. SUPERVISION - STAFF MEETINGS**

School heads as leaders and managers need to utilize their resources (people, money, property and time) effectively and efficiently so as to ensure that the school is and stays productive and profitable from an educational perspective. Meetings are an essential practical aspect of running a school. Used as management tools they can be very beneficial but all too often they do not achieve the results intended.

Holding effective staff meetings depend largely on effective management skills. Say the word "meeting" and expect to hear sighs, groans, or sarcastic remarks or all of these. Yet, planning requires people to come together frequently over a period of time for a meeting. Well-planned and facilitated meetings sustain participants' energy and allow them to contribute their best thinking to the planning endeavour. All of us and everyone wants productive meetings, which are well managed.

Managing meetings tends to be a set of skills often overlooked by the school leaders and managers. Meetings are very expensive activities when one considers the cost of labour for the meeting and how much can or cannot get done in them. So take meeting management very seriously. The resources are people, money, time, all of which should be conserved and treated with respect.

#### **4.14.1. ATTITUDE TO STAFF MEETINGS**

The success of every meeting depends on the co-operation and support the chairperson receives from the participants. The chairperson should thus be fully aware of people's attitudes to meetings. Amongst the many reasons people have for not liking meetings, the following have been found to be the most common:

- Poor leadership: The leader does not focus the discussion on the subject and so fails to keep things moving in the appropriate direction and to engage in those aspects of the discussion that are stimulating and motivating to the members. For example, 'What are we supposed to be doing today?'
- Unclear goals: Members are not really sure what they are trying to accomplish.
- Lack of commitment: Assignments are not taken seriously by committee members.
- Recommendations ignored: Management needs to be responsive to the decisions and recommendations of a committee.
- Inconclusive discussion: Problems are discussed but no conclusions are reached or decisions made.
- Lack of follow-through: Members are not given assignments
- Domination: Often one person or a clique dominates the meeting, talking and pushing for their positions while others wonder why they are there.
- Lack of preparation: The agenda is not prepared in advance and materials that really need to be there are not available. Someone has not done his or her homework.
- Hidden agendas: Some participants may have personal axe to grind, promoting discussions that only they think are important.

Some of the factors that make meetings effective are:

- Clear definition of purpose: What the committee and its members are supposed to do and what their goals are, is clearly set out.
- Careful time control: Meetings start and end on time, with enough time allowed to get the work done and no more.
- Opinions respected: Meeting members listen and are sensitive to each other's needs and options.
- Informal atmosphere: Participants are encouraged to contribute to the discussion when the atmosphere is informal rather than being formal.
- Good preparation: Both chairperson and members are well prepared, any materials required being available.
- Commitment: The members are qualified and interested, wanting to be a part of the meeting.
- No distractions: Interruptions are avoided or held to a minimum.
- Record keeping: Good minutes or records are kept so that decisions are not lost. There is no need to search to what decisions were made at the last meeting.
- Assessment of performance: Periodically, the meeting stops and assesses its own performance, with any necessary improvements being implemented.
- Recognition of effort: Meeting members feel that they receive some kind of reward for their efforts, when their contributions are recognised and appreciated.
- Management response: The work of the meeting is accepted and used, making a real contribution to the school.

#### **4.14.2. NEED OF THE STAFF MEETINGS**

Some attention must be given to designing meetings that are productive. The first decision to be made is whether a meeting is really necessary. It seems almost too obvious to mention that there needs to be a legitimate reason for holding a meeting. The design of the meeting depends on its purpose and what

the expected outcomes are. Some legitimate reasons for having meetings are listed below: These legitimate purposes include:

- to share information
- to plan future programmes, actions
- to co-ordinate actions of individuals or units
- to seek solutions of problems, making a decision on a plan of action
- to deal with a problem
- to gather information, get feedback, review past actions
- to determine policy
- to motivate, inspire
- to train, instruct
- to provide support, build cohesion

We often find school heads conduct meetings because it is required of them. We have meetings for meetings' sake. These can often be a waste of time, and serve no purpose to the improved management of a school. Among the reasons you gave may have been that the purpose of the meeting was not legitimate. The following list provides some questionable purposes for meetings:

- it is required or expected
- it is scheduled
- to deal with individuals in a group setting
- to punish or reprimand
- to exert control
- to gain visibility - ego satisfaction.

Assuming there are legitimate reasons for holding a meeting, the next question to ask is: Is a meeting the best vehicle for accomplishing the objective? For example, if there is information that needs to be communicated, should one necessarily hold a communication meeting or would it be more efficient and effective to send out the information to all who need it via a memo or written document? The basic condition that determines if a meeting is needed centres on the question: Do people have to interact face-to-face to

achieve the objectives desired? If the answer is yes, then a meeting is probably needed.

#### **4.14.3. CLASSIFICATION OF STAFF MEETINGS**

The basic classification of meetings is as follows:

Standing meeting is a routine meeting. As an illustration, we could say, standing meeting:

- is a regularly scheduled appointment, such as a weekly one-on-one with a boss or a department;
- or a project meeting taking place at intervals until the project is over. Since these meetings recur, their format and agenda become relatively well established. Although it's important to hold these meetings at routine intervals for convenience and consistency, at times they can be rescheduled.

Topical meeting is a gathering called to discuss one subject:

- the head teacher may want to discuss a work issue
- or a task related to a project

Presentation is a highly structured meeting where one or more people speak and a moderator leads the proceedings.

- The head teacher may make a presentation and the purpose is usually to inform. Attendees may have an opportunity to ask questions, but typically their participation is limited.

Conference is a highly structured, moderated meeting, like a presentation, where various participants contribute following a fixed agenda. Seminar is a structured meeting with an educational purpose.

- The head teacher may invite people. Experts usually lead seminars with expertise in the subject matter.

Planning meeting can be a special or an emergency meeting. A meeting called to address a crisis, whether internal or external.

- Such meetings are often arranged with very little notice, but attendance is mandatory. If the emergency meeting conflicts with another appointment, the emergency meeting typically takes precedence.

Problem solving meeting may be associated with solving issues.

- These may be related to day-to-day functioning
- long-term issues
- finances

#### **4.14.4. APPROPRIATE FORMAT OF STAFF MEETINGS**

Structure of a meeting may be formal or informal and this can determine the appropriate format. The size of the School often determines the appropriate format. Larger Schools have more formal meeting protocols than smaller ones. The purpose of the meeting should help determine the appropriate format. Meeting of the school governing body and annual general body meeting of the staff are formal in format. When you conduct a brainstorming session with teachers/ students to generate new ideas, it may be in informal format. The length and formality of the meeting will vary depending on how many people are invited.

#### **4.14.5. PREPARING FOR THE STAFF MEETING**

The organisation of meetings involves a school head in a great deal of work. In order to ensure that no job is missed. it is a good plan to deal with matters systematically. A checklist is an invaluable aid. It can be conveniently divided up into jobs to do well in advance, the day before the meeting, the day of the meeting, during the meeting and after the meeting. As head teachers you need to learn how to prepare well for the meeting. Some key points to remember are:

- a define the objectives and desired outcomes

- determine topics to cover and the best format
- create an agenda very clearly and crisply as far as possible
- plan the meeting schedule
- decide the venue of the meeting
- make a list of participants and guests
- define the participants' roles. What is expected from them? This will allow them to gather all the relevant data they need to bring, any homework or any preparation that may be required to achieve the objectives and desired outcomes
- define the objectives and desired outcomes. Know what you are trying to achieve by having a meeting
- determine if a different activity could be used besides a meeting. A lot of wasted meetings are called when a couple of phone calls, email, or one-on ones would have worked better
- determine topics to cover and-the best format for the discussion of each one. Know what you want to get accomplished by the meeting
- estimate the length of the meeting
- create an agenda that is carefully scripted: it is your road map! Think: what is the desired outcome?
- manage time economically
- identify the place of the meeting
- prepare a structured discussion to frame the purpose, topics, and direction of the meeting
- time each agenda item
- put the most important items at the beginning of the agenda
- deliver agenda in advance so that the participants have time to plan and prepare for the meeting
- make every meeting a learning event
- use a variety of tools and activities to make the meeting productive and joyful
- get them charged positively and effectively
- give a direction but by using your discretion

#### **4.14.6. SELECTING PARTICIPANTS**

- The decision about who is to attend the meeting depends on what you want to accomplish in the meeting. This may seem too obvious to state, but it's surprising how many meetings occur without the right people attending.
- Don't depend on your own judgment about who should come, ask several other people for their opinion as well. Involve as many people as possible.
- If possible, call each person to tell about the meeting, its overall purpose and why their attendance is important. Send meeting notice in advance but not too much in advance lest people should forget. Also do not give too short a notice. But if it is an emergency meeting and some very urgent issues need to be addressed then in such a case the time factors do not get such a high priority.
- Follow-up your call with a meeting notice, including the purpose of the meeting, where it will be held and when, the list of participants and whom to contact if they have questions.
- Ensure as many participants reach in time for the meeting so as to complete quorum and one does not have to plan the meeting again.
- Send out a copy of the proposed agenda along with the meeting notice. of School Management
- Have someone designated to record important actions, assignments and due dates during the meeting. This person should ensure that this information is distributed to all participants shortly after the meeting.

#### **4.14.7. PARTICIPANTS' ROLES IN STAFF MEETING**

In any meeting there are a number of defined roles. These are fairly common to most types of meetings. Having listed and described your view on the roles and functions of the various people in a meeting, compare them to the following idea listed below:

1. The chairperson: The role of the chairperson is to:

- coordinate the work of the committee
- ensure that rules and procedures are kept to
- run meetings so that all members have a chance to air their views
- act as 'umpire' over disagreements, steering the meeting along avenues of decision-making
- ensure that documents and records are efficiently kept
- foster good will and working relationships among staff members
- act as the meeting's leader and guide

2. The secretary: The secretary's duties are to:

- carry out the administrative work of the meeting
- organize meetings and record the minutes
- liaise with the chairperson regarding the general running of the meeting
- keep meeting members and associated parties informed
- act as the chairperson's 'right hand'

3. The treasurer: The role of the treasurer is to:

- monitor the meeting's financial activities
- record all its money transactions, submitting regular reports to the meeting as well as annual balance sheets
- liaise with an external auditor who scrutinizes the books
- advise the committee in matters of financial expenditure

4. The committee members: Among the duties of the committee members are to:

- participate at meetings and do the work delegated to him or her in the process of advising or decision-making
- attend meetings regularly, offering information, views and responses either by means of voting or making views known to the chairperson
- keep staff or interested parties informed of the work the committee is doing and the decisions it has reached.

#### **4.14.8. DEVELOPING AGENDAS IN STAFF MEETINGS**

- In the agenda, state the overall outcome that you want from the meeting.
- Design the agenda so that participants get involved early by having something for them to do right away and so they come on time.
- Next to each major topic, include the type of action needed, the type of output expected (decision, vote, action assigned to someone), and time estimates for addressing each topic.
- Ask participants if they'll commit to the agenda.
- Keep the agenda posted at all times.
- Don't overly design meetings; be willing to adapt the meeting agenda if members are making progress in the planning process.

#### **4.14.9. CONDUCTING THE STAFF MEETING**

- Keep your meetings short and focused.
- Take time to tell and hear stories.
- Be creative in how you share them.
- Clarify and paraphrase key ideas.
- Ask for different points of view; encourage new ideas.
- Use brainstorming techniques where appropriate.
- Record ideas and notes on a flip chart.
- Use bright colours and bold shapes for visual presentation.
- Use pictures, as well as text.
- Use bullets to emphasize key points.
- Use no more than 7 words per line and 7 lines per chart.
- Keep all flip charts posted so that they can easily be referred back.
- At the end of the meeting, give them to the note taker so that they can be incorporated into the minutes.
- Ask open-ended questions to encourage their input. Keep the focus on ideas, not on people.

- Stick to the time assigned to each topic. If the discussion seems to be taking longer, gain consensus on the action to take and what topic the extra time will be taken from.
- Assign next steps throughout the meeting. Make all next steps specific assignments.
- Stay focused on the agenda topics. Don't drift away from topic or become distracted. Agendas are worth taking seriously ... but do not stifle creativity or insult participants who stray or want to share their viewpoints.

#### **4.14.10. TIME MANAGEMENT IN STAFF MEETING**

One of the most difficult facilitation tasks is time management. Time seems to run out before tasks are completed. Therefore, the biggest challenge is keeping momentum to keep the process moving. You might ask attendees to help you keep track of the time. Keep the Meeting Focussed and Moving

- Get information and data from the meeting.
- Ensure that people are heard.
- Let the participants carry the content; you guide the process.
- Acknowledge and reinforce constructive contributions.
- Use the agenda to stay on track.
- Vary the pace: speed up, slow down, take breaks, change tracks.
- Keep the group aware of where they are in the process.
- Periodically summarize key points and ask for agreement.
- Help the group reach consensus and reach conclusions.

#### **4.14.11. EVALUATIONS OF MEETING PROCESS**

- It's amazing how often people will complain about a meeting being a complete waste of time -- but they only say so after the meeting.
- Get their feedback during the meeting when you can improve the meeting process right away.
- Leave 5-10 minutes at the end of the meeting to evaluate the meeting; don't skip this portion of the meeting.

#### **4.14.12. CLOSING MEETINGS**

- Always end meetings on time and attempt to end on a positive note.
- At the end of a meeting, review actions and assignments, and set the time for the next meeting and ask each person if they can make it for the meeting or not.
- Clarify that meeting minutes and/or actions will be reported back to members within a week (this helps to keep momentum going).

Key Meeting Facilitation Skills Effective meeting facilitation requires skill in three capacities:

##### 1) Analysis

- Separating content work from process work
- Identifying interests
- Framing problems

##### 2) Communication of school Management

- Choice of words
- Ability to listen, summarize and reframe
- Using questions to stimulate thinking

##### 3) Familiarity with process models

- Leadership
- Decision-making and consensus building
- Techniques to keep the meeting on track and moving

#### **4.15. REGISTERS & RECORDS**

School records are indispensable for the successful functioning of the school administration. So every school should maintain certain records from which its origin, growth and development, condition and circumstances at various periods, achievements, efficiency and usefulness can clearly be known and estimated.

These records help in reporting to parents regarding the progress, merits and short-coming of their children and endeavour to enlist cooperation from them. This record also assists in furnishing the necessary information to the local educational authorities and departmental heads. The school records provide a useful help in supplying comprehensive data to those who are interested in educational reforms. The following records should be maintained in the schools:

**(A) GENERAL**

- Calendar
- Log Book
- Visitor's Book
- Service Registers
- Order and Circulars of the Educational Authority,
- Staff leave Register
- Memo Book
- Local Delivery Book
- From and to Registers or Receipt and Issue Registers.

**(B) FINANCIAL**

- Acquaintance Roll
- Contingent Order Book
- Contingency Register
- Register of Fees Collection
- Register of Receipt and Expenditure (Games and Unions)
- Register of Donations
- Scholarships Register
- Cash Book
- Register for Pay bills.

**(C) EDUCATIONAL**

- Pupil's Attendance Register

- Teacher's Attendance Register
- Admission Register
- Class Time-Tables
- Teacher's Time Table
- General Time Table
- Teacher's Progress Work
- Cumulative record Cards
- Pupils' Progress Card
- School Test Records
- Headmaster's Supervision Register
- Transfer Certificate Book
- Public Examination Records.

#### **(D) EQUIPMENT**

- Stock Book of Furniture and School Appliances
- Library Catalogue
- Library Issue Book
- Stock and Issue of Games materials
- Register of News –Papers
- Register of Issue and Supply of materials.

The following is the discussion about in the important school records which should be kept in a school:

#### **1. THE SCHOOL CALENDAR**

Every secondary school should prepare a calendar at the beginning of each academic session. All the probable dates of various events and activities to be executed during the session is reflected on the school calendar. The school authority, the parents, students and the community at large where the school is established, can very well know the total picture of the school programme in a year. The following information should find a place in the calendar:

- Information about the general, local and gazetted holidays.

- Dates for the submission of monthly, quarterly, half-yearly and annual reports and returns.
- Duties of public and school examinations
- Dates of meeting of School Committees, Teacher's Association, Debating and other Societies etc.
- Dates of important School Functions like the annual prize day, the parent's day, the UNO day. Independence day, Republic day. Birthday of great personalities.

## **2. LOG BOOK**

The log book is a school diary and permanent record for future reference. This is usually required by departments for writing up the reports of Inspector's visits and their remarks on the condition of the school. It is a record of events and as such it furnishes materials for a history of the school. It should contain special events, remarks of the inspecting officers and other distinguished person interested in education.

So it should not be confined to the remarks of the inspecting officers only. Information like the introduction of new textbook, changes in the school timetable, absence or illness of any of the official staff etc. should be written in the Log Book. Generally, the entries in the log book should be made by the headmaster.

## **3. ADMISSION REGISTER**

This register is a record of all pupils who are admitted to the school. It is one of the most important school records and the headmaster should be personally responsible for its maintenance. It should be preserved permanently in the school. The following items should be entered in the admission register:

- The serial number of the child in the Register
- Date of admission
- Name of the child in full.

- The exact date of birth (day, month and year) should be carefully noted in the register
- His father's mother's name, caste, occupation and address.
- The class to which the pupil is admitted.

There are also columns for the date of withdrawal and the class from which the pupil is withdrawn. According to departmental rules, it should be kept permanently and the necessary entries therein, should be done by the headmaster. Special care is to be taken that there are no mistakes in entering up the date of birth of the pupil when he is admitted to the school. This register is often required as evidence for the date of birth, and hence it should be carefully preserved.

#### **4. PUPIL'S ATTENDANCE REGISTER**

This is also important register of the school. The class teacher, to whom a class has been assigned, should keep the attendance register of his class. This register should contain the names of the pupils on the roll number of the class or section, during a month. Great care should always be taken to see that attendance is properly marked on the spot. All details concerning fees and so on which have to be entered in the attendance register should be carefully filled in. Holidays will always be shown in the attendance registers.

#### **5. TEACHER'S ATTENDANCE REGISTER**

Every secondary school maintains the teachers' attendance register to accord the daily attendance of the teachers. This should be regularly filled in and signed by all teachers every day. This register should be placed in the staff room. Holidays and their nature will also be indicated in it. Leave taken by the teachers during the month, holiday etc. are to be written on it. Every day it should be sent to the headmaster for verification.

#### **6. THE CASH BOOK**

It is an important record of all day-to-day money transactions of the school. The cash book should show two sides namely credit side and debit side. All

amounts received by way of grant-in-aid, donations, subscriptions, fees, fees for students' finds, scholarship money and so on, are entered upon the credit side.

On the debit side, the payments like the salaries of the teachers, stipends, contingent expenditures incurred, deposits made in the treasury, bank and post office are shown. Balance is shown in red ink. If money is placed in the bank, the entries on the debit side will correspond with bank book entries when the money is needed will be withdrawn from the bank and shown on the credit side, appearing again on the debit side as it is paid out.

The cash book should be written daily and the balance at the beginning of each day, called the opening balance, should be brought forward on the receipt side and the balance at the end of the day is called the closing balance is entered on the payment side. The cash book should be balanced at the end of each month and should be posted each day.

## **7. STOCK REGISTER**

The stock register is a register of all the movable property in the school. Whenever any equipment or furniture of permanent nature, is purchased and kept in the school, it must be duly entered up in the property register. The register should contain the following information:

- Name of the article.
- Quantity of the article.
- Date of purchase.
- Name of the firm which supplied the article with receipt number.
- By whose authority it was brought.
- The room in which it is placed.
- Signature of the authority.

The stock register should be regularly checked by the headmaster. Verification report should be recorded in the stock register. If anything is realizable on old and discarded articles, those should be sold or auctioned

with the prior approval of the headmaster. A report regarding this matter should be given by the headmaster in this register.

### **8. SERVICE BOOK**

The service book contains the service history of every officer, teacher, clerk, peon, and others working in the institution. There should be one service book for each employee in the school. Information like the name of the employee, his date of appointment, date of birth, educational qualification, identification marks, permanent home address, transfer, leave accounts, date of increments, reversion if any or reinstatement etc. are carefully recorded in this book. On the basis of this book, matters concerning promotions, leave, superannuation etc. are determined. So all the information's relating to the official life of the employee should be recorded in the service book and must be attested by the headmaster.

### **9. ACQUAINTANCE ROLL**

Every school must prepare an acquaintance roll for each month. It must contain the salaries paid to teachers and to other employee's number of days of the month during which the teacher was employed, deductions for provident fund and any other deductions, with the signature of the teacher and the date.

### **10. A VISITOR'S BOOK**

This should also be kept for registering the remarks of any dignitaries who visit the school. Sometimes, eminent personalities are invited by this headmaster to different functions of the school. It seems more appreciative if this visitor's book is produced before these persons to give their remarks on it. This will help in developing the overall aspect of the personality of the pupils.

#### **4.16. DISE (DISTRICT INFORMATION FOR SCHOOL EDUCATION)**

Indian education system is one of the largest education systems in the world and it caters to the needs of more than 1,028 million people. Keeping in view its size, the information system has the following limitations:

- ❖ Multiple data collection agencies
- ❖ Multiple directorates involved in data collection
- ❖ Lack of coordination among directorates
- ❖ lack of understanding of concept of educational statistics
- ❖ Lack of adequate staff at different levels
- ❖ Lack of qualified and trained staff, especially at the lower levels
- ❖ Problems in distribution and collection of data-capture formats
- ❖ Lack of district-specific time series data
- ❖ Time-lag in data
- ❖ Reliability of education data
- ❖ Data gaps
- ❖ Lack of equipment (computers) at lower levels
- ❖ Creation of new districts
- ❖ Changes in boundaries of the existing districts
- ❖ Poor dissemination and utilization of data
- ❖ Lack of accountability at all levels

Notwithstanding the above limitations, the school statistics form the basis of planning, monitoring and evaluation of various aspects of education, in general, and primary and elementary education, in particular. At the time of initiating District Primary Education Programme (DPEP) in 1994, it was felt that a sound information system is essential for successful monitoring and implementation of the programme. It was expressed that DPEP, with a focus on decentralized planning, required up-to-date and reliable school level information soon after it was collected. The MHRD in 1994, as a part of the DPEP national endeavour, decided to design and develop a school based computerized information system, the main responsibility for which was

entrusted to National Institute of Educational Planning and Administration (NIEPA), New Delhi.

In this background, a pilot project for revitalization of educational statistics in India was initiated at NIEPA during 1995 with financial assistance from UNICEF. The project was to examine issues related to identification of data needs, processes and procedures for data collection, developing a framework for data flows and computerization, and facilitating the use of educational indicators in planning, management, monitoring and evaluation. In tune with the spirit of the DPEP, district was selected as a nodal point for collection, computerization, analysis and use of school level data.

The first version (dbase) of the software, named as 'District Information System for Education' (DISE) was released by NIEPA during the middle of 1995. The district level professionals were assisted and trained in the establishment of EMIS units. The first major review of the DISE software was undertaken during 1997- 98 (PowerBuilder/SQL Anywhere). The software was later redesigned in 2001 in the light of requirements of the SSA (PowerBuilder/Oracle). Not only the coverage of DISE was extended to non-DPEP states but it was also extended from primary to the entire elementary level of education. DISE is under revision and the revised version will have the following additional variables:

- ❖ Schools by Type of Boundary Wall,
- ❖ Schools by Source of Drinking Water
- ❖ Furniture for Teachers and Students
- ❖ Availability of Kitchen Shed in the School
- ❖ Enrolment by Minority
- ❖ Distribution of Children by Multiple Disabilities
- ❖ Examination Results of SC and ST Students etc.

Efforts are being made to develop DISE as a complete user friendly menu-driven software. Some of the features that are being incorporated in the modified software are:

- ❖ Complete flexibility will be provided to users to add 'n' number of state and district-specific supplementary variables in the Data-Capture Format and generate reports at all desired levels;
- ❖ To improve the consistency of data, efforts are being made to highlight schools that reported inconsistent data;
- ❖ Export data to popular formats such as Excel, Text etc. will be made available;
- ❖ Users will be able to make data entry at Block level and then merge the data into single district level database by using the new improved DISE2001 Export Utility etc.

#### **4.17.1. MAIN FEATURES OF DISE 2001**

The main features of DISE 2001 are briefly presented below:

- ❖ The system covers eight years of schooling in all primary, upper primary and primary/upper primary sections of the secondary and higher secondary schools.
- ❖ The concept and definitions of educational variables involved therein have been standardized at the national level and are uniformly followed by all districts and states.
- ❖ Manual aggregation of data at different levels is completely replaced by computerized data entry and report generation system.
- ❖ It provides time-series data at school, village, cluster, block and district levels.
- ❖ The system defines core data on school location, management, rural urban, enrolment, buildings, equipment, teachers, incentives, medium of instruction, children with disabilities, examination results and student flows.
- ❖ Detailed data on individual teachers, para-teachers and community teachers and their profile, including data on in-service training received, is collected and made available.
- ❖ It eliminates the chances of data manipulation at various levels. The school remains responsible for correctness of the data supplied. States

need to ensure correctness of the data supplied on five per cent sample basis.

- ❖ The states/districts have flexibility of adding supplementary variables depending upon their specific requirements on year-to-year basis. No additional software for computerization and analysis of state/district specific data is required.
- ❖ The states/districts can develop their own large database using 'designer' module and integrate a variety of school/cluster/block level data with it. The software handles multiple databases at various levels and provides tools of data analysis and presentation.
- ❖ A large number of standardized reports on school related variables and performance indicators aggregated at the cluster, block and district levels, are generated by the software.
- ❖ DISE ensures two-way flow of information. School summary report for each school is generated for sharing with the school and members of Village Education Committee.
- ❖ It provides an easy-to-use dynamic graphics facility to enhance the presentation of various types of graphs and data.
- ❖ DISE presents multi-user and modular system of software design for better management and security of databases.
- ❖ It responds to pre-defined queries on standard aspects, like school list, list of villages without primary and upper primary schools, single-teacher schools, schools without buildings, schools with high PTR, etc.
- ❖ It helps user defined dynamic query on hundreds of variables.
- ❖ It provides facilities for basic statistical analysis, including generation of new variables and their analysis.
- ❖ The reports can be shared across a large number of users without full software installation.
- ❖ Data can be exported to many other formats for statistical and other analyses by users etc.

#### **4.17.2. MAJOR OUTCOMES OF DISE EFFORTS**

- ❖ Through the concerted efforts, MIS Unit is now operational both at the district and state levels and is equipped with necessary hardware and software.
- ❖ The DISE software is now operational in 581 districts in 29 States & UTs of the country and is providing vital information for policy formulation and preparation of district elementary education plans.
- ❖ DISE has completely eliminated time-lag in educational statistics. At the national level, time-lag in educational data is reduced to less than one year from the earlier 7-8 years. Gap between collection and dissemination of data stands reduced dramatically. Time-lag within the state is reduced to few months.
- ❖ DISE has also eliminated data gaps as comprehensive information is now available on all aspects of universal elementary education across the country.
- ❖ It is for the first time that a time-series data is made available at the school level. The trend analysis of DISE data helps in identifying major block and district specific issues for being used in developing perspective and annual plans.
- ❖ For the first time, a District Report Card on elementary education is being released annually as part of DISE dissemination activities, which contains time-series and cross-sectional data on more than four hundred variables at the district level. State Report Cards have also been developed and are being disseminated for the last four years. The Analytical Report containing detailed analysis of DISE data is also being published annually. Efforts will be made to develop Country Report Card once all the States & UTs get covered under DISE.
- ❖ Official website of DISE (<http://dpepmis.org>) has been developed and is being updated frequently. District Report Cards and raw data in case of each of the district covered under DISE are uploaded. Data-Capture Formats, software patches etc. are also made available to users. Analytical Reports are also made available on the Internet. Efforts are

being made to make available School Report Cards in case of all one million plus schools through the internet.

- ❖ As an online help to users, DISE group of users is formed on the Internet, which is very active. Users post problems of common interest to group for their solutions
- ❖ UNICEF has decided to support studies based on the DISE data. At the international level, to create awareness about DISE and type of data it generates, presentations were recently made at the Oxford and Cambridge Universities (UK). Through concerted efforts, it is hoped that demand for DISE data will be generated in years that follow.

#### **4.17.3. COVERAGE & TYPE OF DATA OF DISE 2001**

Total 604 districts across 35 States and UTs have been covered under DISE during 2005-06. Information on the following key variables have been made available over a period of time at school, cluster, block, district, state and National levels.

- ❖ Data on number of blocks, CRC's, villages and schools in case of all the States.
- ❖ Key data on elementary education in terms of the number of schools, enrolment, and teachers, classified by school category and school management (also in respect of a few variables in case of rural/urban areas).
- ❖ Grade-wise and level-wise enrolment in each State.
- ❖ Examination results for the previous academic session for the terminal classes at primary and upper primary levels of education.
- ❖ Classrooms, categorized into good condition, requiring minor and major repairs by school category.
- ❖ Number of schools by category and by type of buildings.
- ❖ Sex-wise enrolment of children with disabilities at primary and upper primary levels.

- ❖ Gender and caste distribution of regular and para-teachers and the proportion of teachers undergoing in-service teacher training during the previous year.
- ❖ Distribution of regular and para-teachers by educational and professional qualifications and by school category.
- ❖ Enrolment by medium of instruction and by school category.
- ❖ Sex-wise number of students benefited by various incentive schemes at primary and upper primary levels.
- ❖ Performance indicators in terms of school category; ratio of primary to upper primary schools/sections; enrolment distribution: total, Scheduled Castes and Scheduled Tribes, percentage female enrolment; gender-parity index; classrooms; single-teacher schools; schools with attached pre-primary classes; percentage of under-age & over-age children in primary and upper primary classes; apparent survival rate (up to Grade V), dropout rate, retention rate, and transition rate from primary to upper primary level.
- ❖ Quality indicators according to category of schools, teacher-pupil ratio; availability of female teachers; schools without female teacher; blackboard and building; percentage schools received and utilized school development and TLM grant; students classroom ratio; availability of drinking water, common toilet and girl's toilet in school, etc.

#### **4.17. SCHOOL DISCIPLINE**

The concept of good conduct wanes with the political institutions and social traditions of the community. Education has two aims: institutional training and good conduct. Indiscipline is a serious problem everywhere, but it hits the hardest in big cities where classes are large; where huge percentage of the student population learns its social behaviour not in stable middle class homes but in poverty-ridden slums; where children have more economic deprivation and more emotional and physical problems than they bring to school with them; where inadequacy in language is often a barrier to good communication. There are no easy answers to the discipline question, and

most of those that have been proffered—such as educating children who chronically misbehave in separate facilities until they are ready to return to the mainstream—requires additional funding. But unless we deal with discipline, we are sacrificing not only the education of the other children, who are short-changed when a teacher's time is taken up with one or two disruptive or even violent students, but also the capacity to attract the best teachers to the urban schools that need them most. Until we make all schools in our big cities safe and calm places where teachers can teach and students can learn, we will be confronted with a serious disincentive for the best and brightest to join or remain in teaching ranks. The teachers want to teach the subjects they love, and not to be policemen or jail wardens. Moreover, they tend to have come from working-class homes where teaching was seen as a way up and out. Many teachers simply do not want to return to the climate of urban disruption and violence they had hoped to leave behind.

When there was a hierarchical organization proceeding from the self by gradual stages up to God, chief virtue was obedience in the middle ages. Children were taught to obey their parents and to respect their social superiors, to feel awe in the presence of respectable elders and submission in the presence of the Lord. Only the Emperor and the Guru were free, and since the morality of the time afforded no guidance to free men, they spent their time in fighting with one another.

Meanwhile, propaganda has become persuasive rather than forceful and has learnt to proceed by instilling suitable sentiments in early youth. The modern people differ from the people of the earlier centuries both in aim and in method. Democracy has substituted cooperation for submission and herd-instinct for reverence; the group in regard to which herd-instinct is to be most operative has become the nation, which was formerly rendered unimportant by ideas of universality. Music, school songs and the national flag determine, by their influence on the people, the subsequent action of them in moments of strong emotion. Against these influences, the assaults of reason have but little power. The influence of political conceptions on early education is not always obvious and is often unconscious on the part of the educator.

When it is sought to produce a certain kind of behaviour in a child or animal, there are two different techniques which may be followed. By a suitable distribution of rewards and punishments, it is possible to control a very large part of overt behaviour. Usually the only form of reward or punishment required will be praise or blame. We may cause, by means of rewards and punishments, the child or animal to perform or abstain from certain precise acts; or we may, on the other hand, seek to produce in the child such emotions as will lead, on the whole, to acts of the kind desired. By this method, children who are naturally timid can acquire physical courage, and those who are sensitive to pain can be taught a stoical endurance. Good manners, if not taught at an early age, can be learnt in adolescence by means of no worse punishment than the contemptuous lifting of an eyebrow. As a social force, the behaviourist method of 'conditioning' is therefore very powerful and successful. It can and does make people to act in a way quite different from those in which they would otherwise have acted, and it is capable of producing an impressive uniformity of overt behaviour. Nevertheless, it has its limitations. What is called 'good form' is acquired by almost all who are exposed to it, merely from fear of the bad opinion incurred by infringing it. Those who have been taught from an early age to fear the displeasure of their group as the worst of misfortunes will die on the battlefield, in a war of which they understand nothing, rather than suffer the contempt of fools. The English public schools have carried this system to perfection and have largely sterilized intelligence by making it cringe before the herd. This is what is called making a boy 'manly'.

For our purposes, the essential discovery of psychoanalysis that an impulse which is prevented, by behaviourist methods from finding overt expression in action, does not necessarily die, but is driven underground, and finds some new outlet which has not been inhibited by training. Freud propounded these limitations first in a scientific manner, though people of psychological insight had long ago perceived them in an intuitive way. Often, the new outlet will be more harmful than the one that has been prevented, and in any case the

deflection involves emotional disturbance and unprofitable expenditure of energy.

It is, therefore, necessary to pay more attention to emotion, as opposed to overt behaviour, than is done by those who advocate conditioning alone as sufficient in the training of character. What is less recognized is that we all suffer, to a greater or lesser degree, from nervous disorders having the emotional origin. People are called sane when they are as sane as the average of their contemporaries; but in the average people many of the mechanisms which determine their opinions and actions are quite fantastic, so much so that in a world of real sanity they would be called insane. It is dangerous to produce good social behaviour by those means which leave the anti-social emotions untouched. So long as these emotions, while persisting, are denied an outlet, they will grow stronger and stronger, leading to impulses of cruelty which will at last become irresistible. In the man of weak will, these impulses may break out in crime, or in some form of behaviour to which social penalties are attached. In the man of strong will, they take even more undesirable forms. They maybe a tyrant in home, bellicose in school, persecuting in his social morality; for all these qualities other people with similar defects in character will admire them.

Correct behaviour combined with bad emotions is not enough. Therefore, to make everyone contribute to the happiness of mankind, which is our criterion of desirable conduct, something more must be sought in the education of character. Such consideration, as well as the sympathetic observation of children, suggests that the behaviourist method of training a character is inadequate and needs to be supplemented by a quite different method. The institutional idealistic philosophies of the nineteenth century did not make the nation state the agency for securing ideals as these narrowed the concept of the social aim to those who were members of the same political unit and tended to reintroduce the idea of the subordination of the individual to the institution.

#### **4.17.1. MEANING OF DISCIPLINE**

The term discipline is supposed to have been derived from the Latin word *Disciplina* which means management, rule, education, practice, teaching and trained condition. The derivation of the English term *disciple* is supposed to have been derived from the Latin term *Discipulum* which means pupil. This is expected from the pupils that they should obey the teachers respectfully and they should develop necessary and required qualities in themselves for living a successful life. The main focus of educational administration is to realize the educational objectives. For this purpose, several types of activities and programmes are organized in a school. These activities and programmes are required for the conducive climate of a school. The smooth functioning of a school depends on the maintenance of discipline and coordination among the headmaster, teachers, students and other staff of the school. The maintenance of discipline and coordination generates the academic climate of a school which leads to the growth and development of the school, teachers as well as students. The climate of an educational institution is basic to the educational institution, and is the basis of a healthy school. The climate is the process while health is its end product, which is also the result of growth and development of an institution. In this way, the meaning of discipline is to create regularity in conduct. Lot of words are used in Hindi for discipline, for example, control, regulation, self-restraint, courtesy and discipline. The use of the term control would be appropriate at the place where someone is to be kept forcibly in position. Where according to some fixed rules, the man is asked to do work, regulation would be used. The term discipline refers to a state of orderly conduct of an individual which is gained through training in self-control and in habits of obedience to socially approved standards of thought and action. It implies a good and an adherence to such standards as are just and necessary. It includes the socialization of behaviour, the manner of working and living in cooperation and the subordination of individual interests to group interests. True discipline, therefore, provides for both individual interests to group interests and group welfare in a democratic society. In the words of Sir Percy Nunn, 'Discipline consists in the submission

of one's impulses and powers of the economy where there would otherwise be ineffectiveness and waste. Though we, as part of our nature, may resist this control, its acceptance must, on the whole, be willing acceptance.' Where the child obeys his elders with courtesy and respect, there the term courtesy would be proper to use. But discipline is the term which covers all those mentioned above. The use of the term discipline is more prevalent.

According to modern educational thinking, the meaning of discipline is taken in widespread form. Today, where the objective of education has been understood to develop qualities of successful citizenship and sociability in a child, at the same place, by school discipline is meant internal and external discipline which should develop physical, mental, social and ethical values. The great educationist John Dewey has influenced it sufficiently. He says, 'The much and commonly lamented separation in school between intellectual and moral training, between the acquiring of the information and growth of character, is simply one expression of the failure to conceive and construct the school as a social institution having social life and value within itself.' Each experience in the life of a child may be of psychological and mental or moral value, leaving its impression on their personal development. Thus, the school should be imagined in the form of a place where other kinds of developments are also achieved equally along with mental development through co-curricular activities. It can be said that according to maximum modern thinkers the meaning of discipline is to prepare boys and girls for life in a democratic society meaning, thereby to provide help to them in achieving knowledge, strength, habits, interests and ideals which are envisaged for the amelioration of self, their companions and whole of the society.

Dewey says, 'Out of doing things that are to produce result, and out of doing these in a social and cooperation way, there is born discipline of its own kind and type.' This is the self-discipline which is based on the recognition of the society. This kind of discipline would need moral or character training. Thus, according to John Dewey's opinion, discipline lies in social conditions of the school.

#### **4.17.2. SIGNIFICANCE OF DISCIPLINE IN SCHOOLS**

Discipline is also very much important with social viewpoint. Discipline in schools generally means 'order and system in doing things, regularity and obedience to commands'. Discipline is not synonymous with class-order. It should not be identified with orderly behaviour in the classroom and with other forms of school activities. Outward show of order can be maintained by force or fear. That is not real discipline. Real discipline implies persuasion while order implies compulsion. It is, therefore, imperative that school discipline should be 'the result of a gradual building up of habits of self-control and cooperation and carried out by pupils, not because it is imposed from above, but because of the recognition of its necessity and value'. Ultimately school discipline should imply the cultivation of certain desirable attitudes, habits and values in individual pupils.

Discipline has great significance in life. For want of it, one cannot utilize powers properly given by nature. Through discipline only, one can attain good power, and by this power they become capable in developing their natural tendencies with personal viewpoint. The great philosopher Aristotle said, 'A nation is not built by mountains and trees, notwithstanding it is built by character of its citizens' This statement is completely true. The statement of P C. Wren is very relevant, 'As in the Army, the Navy or the state, so in the school, the prerequisite, the very condition of existence is discipline.' When the citizens of some country would be disciplined, they could be capable to take their country on the path of progress. A disciplined person is of good character, and pious by mind, words, and actions. In this way, it is clear that for a nation or an entire society, discipline is very important. The great educationist T. P Nunn is of the opinion, 'Discipline consists in the submission of one's impulses and powers to regulation which impose form upon chaos and bring efficiency and economy where it would otherwise be ineffective and waste.' This fact can be made clear with the help of history also. History is witness, when a country becomes prey of indiscipline, it has to accept slavery of external powers. Through discipline, people and the entire society or a nation are taught alertness among them. For want of it, this power

perishes which results in terrible conditions. In this way, the personality of people, a nation and a society can be made great by discipline.

In the absence of it, entire working of school cannot be run properly, in want of it there would be a reign of anarchy in it. Thus, discipline is that power through which people, society, nation and school are taken on the path of progress and their personality is made splendid.

Any activity with an aim implies a distinction between an earlier incomplete phase and later completing phase, with intermediate steps. An aim denotes the result of any natural process brought to consciousness and made a factor in determining present observation and choice of ways of acting. It signifies that an activity has become intelligent. Specifically, it means foresight of the alternative consequences attendant upon acting in a given situation in different ways, and the use of what is anticipated to direct observation and experiment. A true aim is thus opposed at every point to an aim which is imposed upon a process of action from without. The latter is fixed and rigid; it is not a stimulus to intelligence in the given situation, but is an externally dictated order to do such and such things. Instead of connecting directly with present activities, it is remote, divorced from the means by which it is to be reached. Instead of suggesting a freer and better-balanced activity, it is a limited set of activity. In education, the currency of these externally imposed aims is responsible for the emphasis put upon the notion of preparation for a remote future and for rendering the work of both teacher and pupil, mechanical and slavish.

Interest and discipline are correlative aspects of activity having an aim. Interest means that one is identified with the objects which define the activity and which furnish the aims and obstacles to its realization. The time difference between the given incomplete state of affairs and the desired fulfilment exacts effort in transformation; it demands continuity of attention and endurance. This attitude is what is practically meant by will. Discipline or development of power of continuous attention is its fruit. The significance of this doctrine for the theory of education is twofold. On one hand, it protects

us from the notion that the mind and mental states are something complete in themselves, which then happen to be applied to some ready-made objects and topics so that knowledge results. The developing course of action, whose end conditions are perceived, is the unity which holds together what are often divided into an independent mind on one side and an independent world of objects and facts on the other. It shows that mind and intelligent or purposeful engagement in a course of action into which things enter, are identical. Hence, to develop and train mind is to provide an environment which induces such activity. On the other hand, it protects us from the notion that subject matter on one's side is something isolated and independent. It shows that in learning, to start with, subject matter is identical to all the objects, ideas and principles which enter as resources or obstacles into the continuous intentional pursuit of a course of action.

#### **4.17.3. THE ROLE OF TEACHER IN MANAGING DISCIPLINE**

Only desirable discipline is self-discipline. Self-discipline is not easy to achieve, and to ask students in elementary and secondary schools to achieve this, is an impossible task. If anyone thinks that schools can continue to treat teachers so unprofessionally indeed like children, and attract bright, young self-directed college graduates into teaching, they are sadly mistaken. Even after having solved the problem of providing adequate compensation, dealing with discipline, reducing the workload, achieving a better match of teachers with students and with the teachers' professional interests, they are not going to think and question the authority that knows that anarchy and disorder are bad for the human spirit. Today, the student in the elementary and secondary school needs for their development a larger measure of freedom than they had in the past. Conversely, it needs a different kind of discipline too.

The discipline which comes naturally to children in groups, is a discipline exercised by that group. Rounding-off angularities, some rough edges, are all part of the business of being at school. This is the kind of incidental discipline that is good for all children and that no child ultimately regrets having gone

through. There is, in addition, the inevitable discipline of a time-table and curriculum.

#### **4.17.4. THE ROLE OF PARENTS IN MAINTAINING DISCIPLINE**

Discipline at home may complement or conflict with the discipline at school. In the normal case, parental discipline should enhance the discipline of the school and be enhanced by it. Parents have a greater responsibility today than they had in the past as far as freedom of a child is concerned. The adolescent is no longer expected to grow automatically from childhood to maturity without problems, maladjustments and those unanswerable curiosities that parents and teachers have to cope with. Adolescence must be recognized as a difficult period in which an essentially good and kind child, who will eventually achieve maturity and wisdom, passes through a period of adjustment, unhappiness, weariness, fatigue, discontent, frustration and irritation with the world at large.

These irritations are particularly focused on parents and teachers, and parents and teachers have to necessarily go through this period of questioning, scrutiny and criticism in fulfilling their respective roles. Few chores of child rearing are more frustrating and fraught with emotional conflict than discipline. Now some researchers believe they do not know why discipline is being applied to children when it should first be applied to the parents.

But new findings suggest that it might be surprisingly easy for parents to get out of ineffective disciplinary rut. Researchers caution that beyond the importance of combining love with limits, there is no approach available that every parent should adopt. Not only do disciplinary occasions differ, but all children are different and parents cannot be convincing disciplinarians when they are using a tactic that makes them uncomfortable. Most parents lack a good grasp of what to do when there is a problem. Their instincts are not always useful, and when they rely on their emotions they often end up feeling guilty. 'One size doesn't fit all,' said Carolyn Webster Stratton, a nurse-

practitioner and child psychologist at the University of Washington in Seattle, 'Basic disciplinary principles must be tailored to each child and family'

There are recent findings which suggest that most parents can, with a little help, improve the behaviour even of a difficult child. Simple self-help techniques, with or without professional support, can help them sharply reduce discipline problems. Those who are sensitive to their children's needs have more obedient children. Too much permissiveness hurts a child's efforts to develop self-control. Behaviour problems should be reversed early—waiting until the pre-teenage years diminishes chances for success and puts children at higher risk for drug use and other problems. Praise and love alone are not enough to instil good behaviour. Permissiveness alone does not work well because the parents, while warm and loving, do not provide enough structure or monitoring of their child's behaviour. In his eight-year study of 200 families, a researcher in Houston found that when parents failed to set limits, the child does not know when to stop and act out more. Dr Susan O'Leary, a Stone Brook psychologist, found that lax parenting is as bad as harsh parenting. Both for teachers in the classroom and for parents of two-year-olds, the timing, tone of voice and length of the reprimand determine its effectiveness. If maladaptive behaviour is not revised early in a child's life, studies have shown that highly aggressive and non-compliant children are at high risk for delinquent or socially deviant behaviour like drug abuse when they reach their teenage years.

It has long been known that frequent spanking, yelling or threatening non-compliant children with harsh punishments can foster misbehaviour. It is the duty of parents to take care of every aspect of the child's development. Dealing with the role played by the home—do parents unconsciously make their wards dull or backward? What can be done to prevent this? Our evaluation system evaluates only superficial parts of the child's personality and how many parents realize this? According to Dorothy Fernandez, the home, like the school, plays a positive role in moulding the personality of the child. In this, the attitude of the parents is crucial. Education is a triangle—an equilateral triangle comprising the parent, the student and the teacher; all three playing equal

roles to achieve the same goal. Just as teachers who are important constituents of society in moulding children spend a good lot of their time in school on working days and the rest of it at home. Some tend to lag behind in class due to maladjustment, frustration, irritation, unhappiness, weariness, fatigue, discontentment, etc. This does not mean that they are academically backward but have been made so by certain factors, such as home, school and society.

Children should be allowed to learn at their own pace and not determined by the parents' wishes. These days with both parents working children start school from the age of two to two-and-half years. Starting so early can often be harmful. Attending school regularly, paying attention in class, a daily revision, a revision every weekend, month end, term end, etc., pays without overburdening the student, thus avoiding opportunity of making them victim of an inferiority complex hindering their self-esteem playing a vital role in education and on the child psychology. Children have a right to command self-respect. Generous reinforcement serves better. The mental horizon of each child grows at different pace.

#### **4.17.5. KINDS OF INDISCIPLINE IN SCHOOL**

Indiscipline in schools finds manifestation in various forms, the following being the most obvious:

##### **1. TELLING A LIE**

The students often tell lies for fear of punishment.

##### **2. THIEVERY**

Some students steal pencils, books, pens and other articles from their classmates. The reason for this habit may be an excessive fondness for the particular article, self-conceit, exhibition-complex or the feeling of revenge. Hence, the real cause should first be found out. If excessive fondness is responsible for this kind of behaviour, then those articles should be provided to the student. If exhibition-complex is responsible, then other means should

be provided for the expression of this complex. The students should be treated with love in order to cure them of the feeling of revenge.

### **3. BUNKING CLASSES**

Some students run away from the school, which may be due to their disinterest in studies. Hence, the individual difficulties of the students should be attended to. It should also be found out how the students pass their time after running away from school.

### **4. NEGLECT OF HOMEWORK**

There may be several reasons for not doing the homework. It is possible that the amount of homework in various subjects becomes so much that the student cannot do it, or owing to family circumstances they are unable to complete it, or their negligence may be responsible for it. In fact, the real cause should be found out before giving any punishment/remedy.

### **5. DAMAGE TO THE SCHOOL PROPERTY**

Students who commit this kind of mistake should be punished and some fine should be realized from them as far as possible. If the student can repair the damage, then they should be asked to do so.

### **6. USE OF UNFAIR MEANS**

Some students have the habit of copying during examinations. For this the school should raise moral standard and instil in the students the spirit of morality. The students should be strictly warned when caught for the first time, but one who does this repeatedly should be turned out from the examination hall. This may, however, involve administrative complications as the reason for expulsion along with evidence thereof, duly attested, may have to accompany the answer book. It may be simpler to cross out the copied answer and obtain the signature of the examiner on the answer sheet, and forfeit the copied answer.

## **7. COMING LATE TO SCHOOL**

There can be many reasons for being unpunctual. It is possible that due to some domestic circumstances a student gets late or other students might be teasing them while they are on the way to school. Hence, before punishing the students on their score, the principal or teacher should find out the real cause.

## **8. RUDE BEHAVIOUR TOWARDS THE TEACHERS**

The cause for being rude towards teachers should be first found out. The headmaster should make the student apologize for their misconduct and warn them not to repeat it in the future. If the offence is repeated, the offender may be given corporal punishment.

## **9. MAKING A NOISE/TALKING IN THE CLASS**

The reason for this may either be an uninteresting method of teaching or the presence of a large number of students in the class. In order to make teaching interesting, the teacher should try to get the cooperation of students along with using other useful methods. Students who are found talking may be seated separately.

## **10. BULLYING THE YOUNGER STUDENTS**

The cases of bullying younger students, even to the extent of unlawful ragging, are very common in schools. In this case it will be good to make the offender apologize and also realize their folly.

### **4.17.6. CONTRIBUTORS OF DISCIPLINE IN SCHOOL**

The foundation of good discipline is deeply rooted in the total school programme and classroom situation. The headmaster, the teacher, the associates in studies, the school activities, the school building, furniture, equipment and playgrounds instil in the pupil positive regard or distaste for the school laws and, thus, lead them to conform to or flout some or all of those

laws. The following are the important contributors to good discipline in a school:

### **1. THE PRINCIPAL OR HEADMASTER**

Success or failure of any school depends upon the personality of the headmaster. They must possess some philosophy of discipline and must have some well-grounded fundamental principles to guide them in their dealings generally, against which to set each individual case of discipline as it comes before them. As a successful disciplinarian, they should be given an adequate share in the management of school affairs. They should organize the corporate life of the school in such a manner that it may provide ample opportunities for the expression of pupil's impulses and a flow of their superfluous energy into worthy and fruitful channels. Such measures will surely help them in the smooth functioning of the school as a whole and in maintaining the desirable discipline and order in all school activities.

### **2. THE TEACHER**

Without good teachers even the best of systems is bound to fail. With good teachers, even the defects of a system can be largely overcome.'

### **3. EFFECTIVE TEAM-WORKERS**

The headmaster should further try to coordinate the efforts of different individuals and groups in the best interest of the school. A sense of unity, cooperation and fellow-feeling, prevailing among the school staff, is sure to reflect upon the pupils. The young pupils in the school watch very minutely the activities of their teachers and try to imitate them for good or bad, as the case may be. If discipline among pupils is to be promoted, it must first be established and maintained among the members of the school staff.

### **4. JUDICIOUS USE OF REWARDS AND PUNISHMENTS**

How meritorious and successful efforts on the part of pupils should be recognized and rewarded will be discussed in the following sections.

## **5. SUITABLE SCHOOL ENVIRONMENT**

The school environment should be made as conducive to learning and studies as possible. Besides a spacious building and well-maintained playfield, the schools should also be provided with adequate library and reading room facilities. In fact, school premises and a proper school atmosphere contribute greatly to shape the education which the children receive, and to the maintenance of genuine discipline and adjustment, so essential in the democracy. Every school should prepare its calendar in the beginning of a new school session, giving a clear idea of the aims, the courses of study, administrative rules and regulations, as well as the plans of curricular and co-curricular activities of the institution.

## **6. BUILDING UP TRADITIONS**

The problem of discipline, like school work, is a continuous process and, therefore, it is quite comfortable to work in a school with a tradition of good discipline. School discipline is closely connected with school traditions. The higher and nobler the traditions set by a school, the greater the efforts on the part of pupils and teachers to maintain those traditions. Traditions descend from one generation of pupils to the other and as such, if properly guided, pupils would never be a let-down to lower the noble traditions established by those who have studied before them.

## **7. TEACHING METHODS AND AIDS**

The utilization of modern progressive methods in which pupils' activity is brought into play and harnessed for educative purposes, eliminates the possibility of any type of indiscipline. If appropriate methods of teaching are employed, the chances of pupils getting undisciplined or going astray will be few and far between. Classroom methods should be directed towards producing well-adjusted and self-disciplined individuals, and towards the building up of a high morale.

## **8. CO-CURRICULAR ACTIVITIES**

Co-curricular activities play an important role in shaping up the personality of a student. Sports, scouting, N.C.C., social service and community activities of the type develop in pupils a sense of self-control and self-confidence, which is the cornerstone of good discipline. Such activities give the pupils practical lessons in subjugation of their will. Moral values and co-curricular activities also appeal to the tastes and temperaments of the pupils and help them in releasing their superfluous energies on the playground or in the clubs instead of the classrooms. Social cooperation, respect for authority and leadership training can pave the right way of instructing them in the fundamentals of true discipline.

## **9. SELF-GOVERNMENT IN SCHOOLS**

The pupils should be properly associated with the administration of discipline as well as with the health, sports, dramatic and other school activities. This sharing of authority and responsibility with sympathetic and friendly teachers will provide first-hand practical training in democratic citizenship, which is the real aim of modern education. Such an association will make obedience rules and regulations far more real, meaningful and willing than when the same are imposed from above.

### **4.17.7. PRINCIPLES OF MAINTAINING DISCIPLINE**

The principles of maintaining sound discipline in an educational institution are given as follows:

#### **1. SCHOOL INFRASTRUCTURE**

In the interest of discipline, it is necessary to provide in the school the necessary facilities for studying and teaching. In this association, the following points should be taken into account:

#### **2. CLASSROOM**

There should be sufficient and comfortable chairs and desks for the students.

### **3. THE SCHOOL**

The necessary means for the physical, mental and moral development of the students should be available in the school. The standard of teaching in the school should be of a high order.

### **4. THE PRINCIPAL AND THE TEACHERS**

The principal and teachers should be efficient when discharging various responsibilities.

### **5. THE HOME**

The environment of the home should be peaceful. The people at home should take an interest in the education of the student and should not place any hindrance in their studies.

### **6. PUNISHMENT**

Discipline should not be enforced on the basis of punishment. Punishment should be given only when it is unavoidable.

### **7. LOVE, TRUST AND GOODWILL**

The basis of discipline should be mutual love between the teacher and the student. There should be no element of fear because discipline based on fear does not serve its ends. The students should obey the teacher out of a feeling of reverence and not of fear. This spirit of mutual trust is the foundation of true and permanent self-discipline.

### **8. OBSERVANCE OF RULES**

It is necessary in the interest of discipline to make the students understand that discipline does not consist only of observing the rules and regulations of the school, but it also includes the observance of the laws of society; that is, discipline is not confined to the school only but is related to the whole life.

## **9. SCHOOL CLIMATE**

Discipline is necessary for the collective life of school. Its significance should be well explained to the students. This means that the breach of discipline should not be regarded as a revolt against the teacher but as an attack on the collective life of the school. If a regard for the collective life in the school is created in the students, they will themselves understand the significance of maintaining discipline. Because it is related to the whole life, attention should necessarily be paid on the following:

- ❖ To inculcate in the student democratic virtues of dutifulness, and cooperation and the ability to discharge obligations and responsibilities.
- ❖ To avoid ill-will against anybody and to be always imbued with the spirit of tolerance, love and justice towards others.
- ❖ To observe rules to maintain one's health and to avoid bad habits.
- ❖ To make constant efforts towards mental development.
- ❖ To become liberal-minded.

## **10. COOPERATION**

The student remains in the school for about 6–7 hours a day and the remaining time is spent either at home or in society. Evidently, the responsibility of inculcating discipline in the students does not fall only on the school. The guardians and the society also have responsibility in this respect. Hence, cooperation of the guardians should be elicited for establishing discipline. Through discussions with guardians, the problems and difficulties of the students should be found out. If the cooperation of those persons who are closely related with the students is available, it would not be difficult to discipline the students.

## **11. SELF-CONTROL**

It is one of the demands of a democratic set-up that each individual should have control over themselves. Only those who can influence others know how to exercise control over themselves. The students should be made responsible for the establishing discipline among themselves, because in this way they

will exercise control over themselves and will exert a good influence over others. Hence, the headmaster should give an opportunity to the students to control themselves.

#### **4.17.8. CAUSES OF INDISCIPLINE IN SCHOOL**

Indiscipline is a serious problem in our educational institutions. The following are some of the major causes of indiscipline in schools:

##### **1. THE EDUCATIONAL SYSTEM**

The current educational system is considered merely as a means of getting some employment. The prime aim of the present day educational system has become the securing of a good division at annual examinations and the students do not desist from adopting any kinds of means to achieve this objective.

##### **2. ABSENCE OF IDEALISM IN THE STUDENTS**

At present, people have started attaching greater importance to the ends rather than the means to achieve them. The control exercised by the government is slack because it is caught up in the meshes of political manoeuvrings. The social values are undergoing rapid changes; as such the individual errs in fixing their moral standard. This has shaken the very foundation of the society. Today the individual is not sure about the security of their life and property. Those who have some pull somewhere are happy and those who cannot pull wires are pushed behind in the six-penny race. Therefore, there is a lack of healthy ideals among the students.

##### **3. ABSENCE OF IDEALISM AND PROFESSIONALISM IN TEACHERS**

Today the teachers do not command the respect in society as they did in the past. Due to the practice of private tuitions, the prestige of the teachers in society has gone down. Their miserable economic conditions add to this. Due to all these reasons, the teachers have lost their originality in thinking. As a result, they are incapable of guiding students in various situations of life. Hence, it is no wonder to find indiscipline among the students.

#### **4. ECONOMIC DRAWBACKS**

Our economic condition has deteriorated while the population has increased and unemployment has become a national problem. The students are haunted by the fear of their future, thus behaving in an undisciplined manner.

#### **4.17.9. MEANS OF MAINTAINING DISCIPLINE**

Discipline can be inculcated using any of the following two means, or using a judicious blend of these two: Positive means and Negative means

##### **1. POSITIVE MEANS OF DISCIPLINE**

Positive means are classified into the following:

- ❖ mutual cooperation,
- ❖ school environment and educational facilities,
- ❖ self-government,
- ❖ parent-teacher cooperation
- ❖ rules and traditions of school
- ❖ provision for moral education
- ❖ control on external influences
- ❖ provision of appropriate co-curricular activities
- ❖ rewards.

These points are discussed in detail as follows:

##### **1. MUTUAL COOPERATION**

The functions of a school depend upon mutual cooperation. The headmaster is in need of cooperation of teachers, students, the guardians and society as they cannot perform any work successfully in its absence. When all the people are ready to understand their obligations and are ready to perform them, discipline would come to be created on its own, because responsibility creates discipline. In this way, mutual cooperation is essential for maintaining discipline in schools.

## **2. SCHOOL ENVIRONMENT AND EDUCATIONAL FACILITIES**

There should be proper arrangement of library, laboratory and their equipment, playground, etc.; with the proper arrangement of these, the children could make proper utilization of their leisure and would learn to be disciplined. The school environment plays an important role. If the school environment is not appropriate, there would be great difficulty in maintaining discipline. For proper teaching, it is necessary to have proper arrangements of cleanliness, air, light, furniture and necessary apparatus, etc. If adequate furniture or place is not available in the classroom, there would remain a possibility of indiscipline.

## **3. SELF-GOVERNMENT**

The students can get help in maintaining discipline and affecting the vital parts of the atmosphere of school. The students themselves can frame rules regarding their conduct. In following these rules, they will not feel any hitch because they themselves have framed them. Besides, they may be made responsible for cleanliness of the school, personal cleanliness, security of school property, problem of late comers, knowledge of rules regarding health and extensions of those. To fix responsibility on children for general programme of daily routine of school, is of great help in maintaining good discipline. With their cooperation, the entire atmosphere may be made so lively that they may become capable of becoming disciplined themselves.

## **4. PARENT-TEACHER COOPERATION**

It is very essential to garner good relationship between teachers and guardians for the children to lead a disciplined life. In maintaining discipline, cooperation of these two components has a very important place. The teachers with the cooperation of these two would be able to know difficulties and activities of children. With this knowledge, they would be able to solve various problems of children. In the school, the knowledge of activities of children by the guardians can help the teachers to plan for their development. As mentioned earlier, the child spends most of their time at home. The school, in

want of cooperation of guardians, cannot be successful in effecting their proper development.

### **5. RULES AND TRADITIONS OF SCHOOL**

Rules and traditions of a school occupy a very important place in maintaining discipline of a school. Formulation of rules of schools is done by the Department of Education, management committees, headmaster and teachers, students, union, etc. The students should also be intimated that it is necessary to sacrifice their personal interest for social interest. More often, the rules made by the Education Department and management committee have to be followed without hesitation. The rules created by the headmaster and teachers relate to promotion, absence, maintaining arrangements, etc. Along with it, it should be intimated to students that on doing work according to rules, they will not find any difficulty in future in doing regular work. But one point is notable: less the rules, the more appropriate it would be, because the youth generally do not take too many rules very kindly. Every school has some of its traditions. In fact, school discipline is a matter of traditions. For maintaining discipline, the school authorities should try to improve their prevailing traditions continuously. If a school has good traditions, there would be a good level of discipline. If it is the opposite, an atmosphere of indiscipline would prevail.

### **6. PROVISION FOR MORAL EDUCATION**

Moral education plays an important role. There should be a provision for it in the school curriculum. Through this, faith towards high ideals and feelings should be developed in the children. But this should not be thought as a teaching subject, notwithstanding, it should be given place among teaching of all subjects. Besides, stress should be put on the development of moral qualities in conducting various activities.

### **7. CONTROL ON EXTERNAL INFLUENCES**

As the famous educationist John Dewey says that the school is a special atmosphere that should be kept intact from ugliness of life outside. It is

necessary to have control over external influences, that is, dirty politics of society, social tension, mutual struggles, etc. These should be prevented from entering the pure atmosphere of school. To maintain this, only those elements that are valuable and educative should be selected. For maintaining discipline, the school should not be affected by external influences and other aspects of indiscipline.

### **8. PROVISION OF CO-CURRICULAR ACTIVITIES**

Through these activities leadership, dutifulness, feeling of respect towards authorities, order and inclination towards regularity is achieved. Thus, for maintaining discipline, appropriate programmes of co-curricular activities should be formulated, so that every student may participate in them according to their interest and ability, and maybe capable of developing the above-mentioned qualities in themselves.

### **9. REWARDS**

In maintaining discipline, the rewards play an important role because through these rewards the habit of good deeds and tendencies is developed in children. Each person desires to be appreciated. Some persons seek recognition of the society by their good deeds. But those who do not seek recognition of the society through their good deeds try to bring themselves in to limelight by doing evil activities. Generally, in all schools, rewarding students for their good deeds and specific qualities is a prevalent tradition. In school, through rewards for the satisfaction of the children, discipline is created. If the same child receives reward for their good performance and character qualities, the other children get inspiration from it. They become interested in receiving rewards, working hard for it. In this way they always try to demonstrate themselves better than others for receiving rewards. Thus, reward exerts a very important role in maintaining discipline. Children develop spirit of competition with the hope of getting a reward for good deeds, with the result they become prepared for doing more good deeds one after another. Children get pleasure and inspiration from the attainment of the school performance

and behaviour. They also learn to work regularly and become dutiful for acquiring these behaviours.

Some scholars have criticized the rewards. Many students use unfair means for receiving rewards, which is injurious to the society and for the students themselves. The scholars are of the opinion that rewards are useless from a psychological and social point of view because through these, the children develop feelings of jealousy and rivalry. In addition, rewards affect only a small number of students as they are given to a selected few and are restricted. Against these it is also said that there is a possibility of developing the feeling of inferiority complex among the children who do not receive rewards. For making rewards useful, it is essential that they should be awarded very carefully and impartially. Hence, the following points should be kept in mind when giving rewards:

- ❖ Children are given rewards for the qualities and good deeds, which should be communicated to all students and highlighted for their importance in life, so that other students too may try to acquire those qualities.
- ❖ Rewards should be given collectively and not individually so that they may banish personal jealousy and hostility.
- ❖ Rewards should not be given in form of valuable things because costly rewards may create greed and temptation among children. Along with it, it should also be kept in mind that rewards should be given in the form of certificates and praise-letters instead of cash or valuable things. The letter of honour is more important than material things.
- ❖ Rewards should not be given to children for demonstrating quality at one occasion alone; the basis of reward should be the work of the entire year.

## **2. NEGATIVE MEANS OF DISCIPLINE**

P. C. Wren is of the opinion, 'Punishment is a bad thing, and it should be neglected too. But the way knife of a surgeon is essential to cut a rotten part of body to save whole of the body, in the same way punishment is also

necessary to get rid of human weaknesses. Thus, as the state is an essential evil, so is punishment a necessary evil which we have to adopt'. In order that the students may be completely disciplined and there may be no increase in indiscipline, many remedial measures may be adopted. Some of the important measures have been mentioned as follows:

- ❖ A complete meaningful contact should be maintained with the students' guardians and parents and they should be regularly informed about the conduct, work and behaviour of the students.
- ❖ A close contact should be established with the students and they should be treated with sympathy and respect.
- ❖ Each moment of the student's life should be considered as useful and they should be kept busy all the time.
- ❖ A study of the student's nature, proclivity and work should be made and they should be entrusted with responsible work that suits their ability.
- ❖ Attention should be directed towards the individual behaviour of each student, and the cause of breach of conduct, if any, should be explored.
- ❖ Punishment has been regarded as a means for maintaining discipline in schools. It should not be considered as an end in itself. It should be adopted in conjunction with other remedial measures for successfully achieving the ideals of education.

#### **4.17.10. ROLES OF DIFFERENT STAKEHOLDERS IN SCHOOL DISCIPLINE**

The maintenance of order and discipline in schools depend on several key persons playing important roles.

#### **THE ROLE OF THE HEAD TEACHER**

- Lead in the formulation and implementation of a Code of Conduct and a Disciplinary Policy for the school.
- Play a lead role in the articulation and implementation of the Code of conduct and Disciplinary Policy for the School.

- Ensure that all teachers have written classroom rules and access to the Code of Conduct and Disciplinary Policy.
- Establish partnership between home, school and community by encouraging active participation in the formulation and implementation of the Code of Conduct and Disciplinary Policy.
- Establish a Misdemeanours Book to record instances of disciplinary actions being administered.
- Monitor order and discipline both within and out of the school.
- Keep learners, teachers and parents engage with activities and decisions in relation to school discipline.
- Ensure that Peace Education, Conflict Resolution and Social Skills are taught to learners.
- Draft and monitor the implementation of plan of co-curricular activities to keep learners constructively occupied; religious clubs/societies, debating clubs, organized games – indoor and outdoor, etc.
- Control access to and use of the school compound.
- Screen all visitors to the school. Visitors to the school must report to the Head-Teacher.
- Administer corporal punishment to learners who warrant such.
- Report promptly any serious case (Category 2) of unacceptable behaviour to the relevant authorities.
- Reviews disciplinary strategies on a regular basis – include parents, learners and teachers.
- Expect support from officers of the Ministry of Education, Department of Education, teachers and parents in the implementation of disciplinary strategies.
- Model desirable/acceptable social and professional behaviours.

### **THE ROLE OF THE TEACHER**

- Participate in the drafting of the Code of Conduct and Disciplinary Policy.
- Develop, in collaboration with learners, written classroom rules and sanctions.

- Accept responsibility for maintaining discipline and order within and outside of the school.
- Implement class, and school rules and regulations in a firm, consistent and prompt manner.
- Adhere to the guidelines adumbrated in the Disciplinary Policy.
- Include Peace Education, Self-Concept, Conflict Resolution, and Social Skills in the regular instructional programme
- Respond to learners in a caring and respectful manner.
- Display impartial behaviour to all learners – regardless of ethnicity, religion, social or economic standing.
- Use rewards for acceptable behaviours demonstrated by learners and punishment for unacceptable ones.
- Impartially dispense punishment and reward.
- Keep accurate misdemeanour records and always inform the Head Teacher of discipline problems.
- Expect support from parents, Head Teacher and learners in the implementation of disciplinary strategies.
- Model desirable/acceptable social and professional behaviours.

#### **THE ROLE OF THE LEARNER**

- Treat each other and members of the school staff with respect and courtesy.
- Follow established Class Rules and School Rules.
- Report contravention of Class Rules, School Rules and Code of Conduct to the class teacher or Head Teacher.
- Avoid acting in a manner which will expose others to danger, harm or injury.
- Avoid use of threats and intimidation against others.
- Respect the rights and property of others.
- Protect the school property and facilities.
- Avoid engaging in immoral activities.
- Obey legitimate instruction of teacher, prefects, class monitors and student government members.

- Participate in co-curricular activities - religious, debating clubs, organized indoor and outdoor games, etc.
- Use principles of peace education and conflict resolution skills to resolve conflict.
- Refrain from carrying, using or being in possession of any weapon, illegal drug or prohibited electronic device in the school or on the school compound.
- Maintain high academic and non-academic standards.
- Attend school regularly and punctually.
- Maintain personal hygiene and practice good grooming.
- Accept responsibility for his/her own behaviour.

#### **THE ROLE OF THE PARENT/GUARDIAN**

- Participate in drafting and reviewing the Class Rules, School Rules, Code of Conduct and Disciplinary Policy
- Study the Class Rules, School Rules, Code of Conduct and Disciplinary Policy with your child/ward.
- Control and correct the behaviour of your child/ward.
- Request and participate in training that will assist you in better understanding and education your child/ward.
- Keep the school informed of the needs, peculiarities and health status of your child/ward
- Request information on your child's/ward's performance and behaviour at least once each term.
- Encourage your child/ward to adhere to the Class Rules, School Rules, and Code of Conduct.
- Visit the school to discuss your child's/ward's performance and behaviour with his/her teacher. Arrangements must be made in advance, or notify the Head Teacher of your presence and intention.
- Be involved in school activities.
- Encourage your child/ward to participate in school sponsored activities.

- Ensure that the school can make contact with you during the day in case of an emergency – by phone at home or work, by electronic mail, or at your residence.
- Report promptly to the head Teacher any unacceptable behaviour demonstrated by your child/ward or any other learner away from the school premises.
- Treat your child/ward with love and respect.
- Model desirable/acceptable social behaviours.
- Seek assistance of the school or a relevant agency if you experience difficulties in your attempts to discipline your child/ward.

## **UNIT 5: MANAGEMENT OF RESOURCES IN SCHOOL**

Issues related to management of Physical Resources of a School, Human Resource Management – Concept of Human Relations in a School, Group Dynamics, Motivating People, Communication, Management of Teaching-Learning Process, Essentials of Classroom Management, Financial Management, and Budgeting, Office Management.

### **5.1. INTRODUCTION**

The school plays a very important role in society. One of the main tasks is to provide its students appropriate learning opportunities, competencies and experiences in different areas of growth and achievement. To organize and carry out its various tasks and day to day activities, the school has to draw upon a variety of resources i.e. human, material and financial resources. These may pertain to planning, organization and management of different curricular aspects - viz., timetabling, planning of a workable school calendar, designing and implementing purposeful co-curricular activities, curriculum transaction practices, evaluation and assessment procedures and using multimedia teaching aids, libraries, media resource centres, science laboratories, games and sports facilities. Proper utilization, care and maintenance of all these and such other school resources constitute a vital aspect of school management. As a school head, headmaster is charged with the responsibility to organize, utilize and maintain all the resources of the school.

### **5.2. NEED AND IMPORTANCE OF RESOURCE MANAGEMENT**

Resources indeed form the bedrock of the entire school system. Absence or lack of even one or a few school resources can affect the efficient functioning and management of a substantial part of the system. Here, we give a few examples:

- Suppose a certain teacher suddenly reports absence for a day or more. It at once affects the timetable, can disengage several classes and calls

for urgent measures to re-arrange the teaching schedule of many students and teachers. In big schools where the staff strength is large and one or more teachers are likely to avail such leave for one reason or the other, a provision for appointment of a Leave Reserves teacher may have to be made.

- A school toilet gets badly choked and is suddenly rendered unusable. A plumber has to be called in urgently. Alternatively, the school may enter into an Annual Maintenance Contract with a local agency for looking after sanctioned urgent tasks.
- Chalk pieces are in short supply, may be for want of purchase approval by the School Head. Some short-term arrangements have to be made to procure a small quantity of chalk pieces to meet the situation, possibly by spending some money from the impress advance held by a teacher or office clerk.

We may note that all the above examples point to the mismanagement aspect of one or more of the school resources namely human, physical or financial and do underscore the need for regular and fool-proof maintenance of resources. A good resource management system must anticipate all such possible emergency situations as cited here and provide for quick and ready solutions, carefully built into the system. In fact, the need and importance of proper, timely and effective resource management cannot be overemphasized.

### **5.3. TYPES OF RESOURCES MANAGEMENT**

The following are the different types of resource management, usually seen in educational institutions or the organisations. These are human resources, physical and material resources, financial and ideational resources.

#### **1. HUMAN RESOURCES MANAGEMENT**

Human Resources of an educational institution comprise the entire staff, both the teaching and non-teaching, i.e. teachers, clerks, researchers and other elements such as students, parents, members of the community, members of the managing or governing body and departmental officials. Management of

human resources is of vital importance at present and calls for selection, recruitment, appointment, hire, retention, development and motivation of the personnel to achieve the educational objectives.

The individuals involved in the process should be provided with adequate facilities for reaching the highest levels of achievement and for improving the professional growth to the maximum. So an educational institution or organisation to be effective and efficient has to ensure that there is a right type of people with the right skills, in the right place and at the right time for carrying out the various jobs and services. For this, human resource needs are to be identified. Proper selection and recruitment are to be made, demands and supply of services be properly matched and suitable forecasting is made about the future requirements. There are problems of working conditions, promotion prospects, appointment and transfer, motivation and security, career development and so on which have to be handled with sympathy, understanding, fellow feeling and co-operation on the one hand and proper sense of commitment and accountability and involvement on the other hand.

## **2. PHYSICAL AND MATERIAL RESOURCES MANAGEMENT**

For every organisation or institution, basic infrastructure in concrete terms is essential. Buildings, playgrounds, equipment's, furniture's, machinery and stationeries are required for various practical purposes. Libraries, laboratories, auditorium and so on are part and parcel of an educational institution for organizing different curricular and co-curricular programmes. The modern age of science and technology has made it possible to equip the educational institution with various media and materials, electronic gadgets including radio, television computers, projectors of many kinds and traditional aids like illustrations, models, charts, maps etc. at reasonable prices.

Like human resources, there must be proper identification of physical resource needs, installation, maintenance and the most important thing is their proper utilization. But the material resources must be of the right type with right specifications to be available in the right place and at the right time

so that the educational goals can be realized without difficulty, duplication and wastage. It is also necessary that physical and material resources should have adequate flexibility, adaptability and stability for meeting the future needs and conditions.

### **3. IDEATIONAL RESOURCES MANAGEMENT**

The resources which are mostly based on ideas and ideals, heritage, image are the curriculum, methods of teaching, innovations and experiments. Like the individual, every organization has its personality with integrity, its own culture and its values which are unique and influential for the smooth functioning and effective management of the institutions for creating motivation and self-pride among individuals.

All these create feelings, belongingness, involvement and self-satisfaction among the personnel for working and implementing the programmes in educational institutions. At last, it can be said educational management will be meaningful if there will be a great deal of co-ordination and interrelation among these three resources. The cause is that all these three resources are interdependent and immensely contribute to the holistic development of every educational institution as a whole. Effective and efficient utilisation of these managements in educational institutions or organisations will be dealt with the following purposes and objectives.

### **5.4. MANAGEMENT OF PHYSICAL RESOURCES IN SCHOOL**

The school, in its ideal form, represents an active learning place and must always function smoothly. Activities and programs of the school are constantly fuelled and propelled by a variety of resources namely human, physical and financial, sustained by a regular and uninterrupted system of supply, storage, repair and maintenance. As the school head, it is headmaster's duty to provide and deliver an effective and appropriate curriculum by organizing, maintaining and using all available resources of the school. This involves all possible resources including those received from the department or Ministry of Education, the school management, the local

community or any other source. Here we will discuss about the management of physical resources.

Resources are essential to get our work done. Everything that we see and touch is a resource, which perhaps we could use. Management of resources by the school head requires considerable skills. Resources have to be looked properly. The school delegates this responsibility and monitors the performance of the concerned and ensures the provision of storage and appropriate, benefits your will derive from a more effective management of the resources. By managing the school resources more effective, the head will achieve easier access, achieve the curriculum objectives and higher goals of good administration. In order to accomplish, greater satisfaction among pupils and staff, the school head must plan, anticipate, consult, supervise, act in a timely manner to ensure that all physical resources are identified, developed and fully used in a responsible manner.

A school can function only when adequate material equipment is there. The school plant, furniture and the subsidiary equipment are the tangible or physical equipment as resources of a school. The duties of a School Head consist of looking after the following physical resources:

- Main school building with its various sections and departments
- Garden and lawns
- Playgrounds
- Hostel building
- Staff quarters
- Outhouses and miscellany

Further, the main school building can be divided into two major sections: Academic and Administrative. The academic section of the main school building consists the following:

- Assembly hall
- Library
- Museum

- The Medical Section, which should include: the doctor's room, the dispensary, the sick room or bedroom for the patients.
- Students Common Room Section, which should include (i) Common room for the pupils (separate for boys & girls) and lunch room (for boys & girls)
- Toilets separate for boys and girls
- Activities section, which should include: Games room, games stores, Scout and guide room, NCC, NSS room, Photography club room, etc.
- Crafts section, include: Craft workshop, Craft store and Learning Resources
- Art section including: Drawing and painting workshop, Drawing and painting gallery.
- Science section including: one Lecture Theatre, one laboratory each for difference science subjects, one museum, one store each for subjects, i.e. physics, chemistry, biology etc.
- Music and dance section including: one demonstration room, and one musical apparatus room.
- Home science section including: one lecture room, one home science workshop, one home science kitchen, and one store.
- Technological section including: one lecture room, one workshop, computer labs, educational technology equipment store.
- Language labs having adequate number of apparatus, linguaphones, audio-visual aids and cassettes etc.
- Subject rooms like geography room, mathematics room, geology room, and social sciences room.
- Classrooms one for each of the sections of the various classes in the school

Administrative Section Further includes:

- Principal's Room, Visitors' Room, Office, Record Room, Staff Room, Committee room, Guidance and Counselling room, Accountant office, Head clerk office, and Examination section.

- Gardens, lawns and farms will include flower-pads, creepers, decorative plants and trees, the water storage and manure pits, a store etc.
- The playground will have separately demarcated grounds for hockey, football, cricket, volleyball, kabaddi, etc.
- The hostel building should have appropriate number of rooms, common room, guest room, medical room, outdoor and indoor games facility, proper furniture, security and lighting arrangements.
- The staff quarters will include the residential quarters for the headmaster, the members of the staff and the lower establishment (clerks, assistants, peons and other non-teaching staff).
- The Miscellaneous section of the campus may include water storage, swimming pool, gas plant, open air theatre, gymnasium, fire extinguishers, agricultural poultry, cycle-shed and cafeteria or school tuck-shop and stationary shop

#### **5.4.1. PRINCIPLES OF MANAGEMENT OF PHYSICAL RESOURCES**

Some of the principles, which we need to apply in the management of physical resources are as follows:

- All possible resources should be identified and used appropriately.
- There should be the maximum use of all available resources
- Local resources should be sought and manufactured whenever possible.
- The use of resources should be carefully maintained and controlled

#### **5.4.2. CHARACTERISTICS OF MANAGEMENT OF PHYSICAL RESOURCES**

Physical Resource Management in a school campus should have the following seven prominent Characteristics:

##### **1. ADEQUACY**

A school must possess adequately all the facilities necessary for curricular and co-curricular activities. For this purpose, the following four points need

special attention: site and surroundings, area, plan, and design of construction

## **2. SAFETY**

A school plant must be able to protect and secure the life and things of the people inside. It must have proper ventilation and light.

## **3. COORDINATION**

All the sections of the school campus must function separately but connected mutually so as to help and not interfere with each other's functions.

## **4. EFFICIENCY AND UNITY**

The whole campus must be planned in such a way that the management is efficient and convenient.

## **5. BEAUTY**

The campus must be beautifully designed and decorated so as to present a cheerful atmosphere.

## **6. ADAPTABILITY**

It must be planned in a flexible way so as to leave scope for modifications and growth in accordance with the need.

## **7. ECONOMY**

The school plant should be economical in original cost, upkeep and operations.

### **5.4.3. PROCEDURE OF MANAGEMENT OF PHYSICAL RESOURCES**

The new concept for management of physical resources is need-based and not grant based, i.e. the plan is prepared in accordance with the actual needs of the school. The institution's physical resource management plan seeks improvement in all directions and it must include school improvement

projects in the form of action research. The procedure of physical resource management improvement comprises the following steps:

### **1. TAKING A SURVEY OF RESOURCES**

The head of the school should make a survey of the existing physical resources as well as the resources that can be made available with the help of the supporting staff. The resources are of these categories are

- Physical resources of the school building, e.g., equipment in library, laboratory etc.
- Resources easily available in the community, e.g., public library, museum, hospitals, banks, government departments and important private establishments including factories.
- The Head should make the best use of community resources for the benefit of students.
- Students must visit places of educational interest in the locality

The head should analyse the present situation to review whether the school building is spacious enough to cope with the present needs

- The equipment and furniture are adequate
- The laboratory and library facilities are proper
- The institutional programme needs reshuffling and charges and the institution needs additional adjuncts like hostel, staff quarters, school bus, more playfields etc.
- The head should call regular meetings of staff in order to identify the areas of improvements in physical resources needed for better management.

### **2. ENSURING THAT RESOURCES ARE WELL MAINTAINED**

Supervision and administration are two functions, which are mostly blended into one. Educationists now take the most modern view of supervision as improvement in the teaching-learning situation. Administration is usually connected with providing material facilities and successful functioning of the

school plant. The School Head is responsible for the following specific tasks in connection with the supervision of physical resource management:

- All school building equipment and property must be well maintained
- He or she must be conversant with supplies and intelligence regulations
- All school purchases must be correctly recorded and maintained in good order
- All school purchases must be used for the purpose for which they were bought
- Good and materials must be frequently checked and controlled to ensure their effective use
- An up to date inventory must be kept in every location of the school resources.

#### **5.4.4. CONSTRAINTS/ISSUES IN PHYSICAL RESOURCE MANAGEMENT**

School Heads are often faced with many constraints which affect their ability to manage and maintain school resources effectively. These constraints generally pertain to lack or shortage of finances, space, manpower, time or one or more of the other resources. Some of these constraints have been listed in the previous unit. Here, we try to illustrate with examples how these constraints can obstruct the process of resource maintenance in a school, and should be tackled intelligently.

Lack of adequate funds: Non-provision or insufficiency of funds is one of the major constraints that frequently comes in the way of effective resource maintenance. They can be tackled in the following way:

- The school head should make a comparative study of the school budget over the last two or three years and assess the trends of budget allocation and actual expenditure incurred under different budget heads. This can give him/her a fairly realistic idea about the breakup of estimated demands for the next year. If he/she have access to ICT support in his/her school, the computerized database will enable

him/her to project correct and adequate budget demands in the first instance.

- While granting expenditure approvals, the school head must insist on full justification for each expenditure item keeping the overall needs and sanctioned budget provisions in view.
- The school head must devise a reasonable strategy to use school funds and follow prescribed procedures in each case. Funds should not be exhausted within the first two or three months of the year, nor should these be kept unutilized till the last month of the financial year.
- Shortage of trained manpower to handle maintenance and supplies: To meet this general problem, you should identify one, two or more teachers and office personnel and train them in related ICT skills needed to keep computerized records of resources and handle the maintenance and supply system under your guidance and direct supervision.
- Writing off unserviceable items of stock: This is a constraint that discourages many a good worker to take the responsibility for stock keeping. The Head must, therefore, devise and institute a proper system to dispose of, write off or auction old, unserviceable items of stock with proper justifications and safeguards.

Consumable and Non-Consumable Items: Sometimes, you may be required to tell and decide as to which resource item is consumable and which is non-consumable.

- A consumable item is usually of low cost and has a short life span and changes its shape or nature in normal usage or due to disuse. Although from a common sense point of view, the School Head may decide what is consumable and what is not, it is wise to consult local regulations and pursue a consistent procedure in all cases.
- No single factor alone is used to determine the category. Three factors have to be considered, namely cost, life span and change of shape or change of nature, for example, how would you classify an expensive 20-litre container of dishwashing liquid, or a 40-kilogram cylinder of gas

or a metal container to store rice or packets of biscuits. Common sense will usually be enough to distinguish between consumable and non-consumable goods

- Shortage of trained personnel to handle maintenance and supplies
- Lack of storage space
- Insecure storage facilities
- Delays in the disposal of unserviceable stock items and equipment
- Lack of consultation between supplier and user
- Increase in maintenance demands because of limited facilities and equipment
- Inability of all members of the teaching and non-teaching staff in being regular and prompt in maintaining records

#### **5.5. HUMAN RESOURCES MANAGEMENT: CONCEPT OF HUMAN RELATIONS**

The concept of human relations is generally defined as the capacity to interact and work well with other people individuals. It looks at social dynamics at both the individual and group level and tackles how they can complement each other to work effectively. There are numerous problems and challenges when it comes to conflicts within human relations, which factor in a range of dynamics and individual criteria. However, some major issues which are common to most situations are:

- Self esteem
- Mutual respect
- Group Dynamics
- Communication skills
- Motivation

Most problems that may occur can be traced back to the lack of any one or a combination of the above skills or positive situation. Human relationship is an interpersonal relationship and association between two or more people that may range from fleeting to enduring. Human relationships are formed on different circumstances; it could be cultural, social family, friendship, work

and social groups. Leadership and human relation go side by side, you cannot choose between them, and you have to choose them altogether.

Relationships involve some level of interdependence between two parties and people in a relationship tend to influence each other by different means; share their thoughts and feelings, and engage in activities together with trust. Educational leadership depends on human relation, it all about relationship at every level, Relationship with teaching staff, administrative staff and students. Without good relation with teacher it is impossible for a leader to achieve good academic result. Without the help of administrative staff and teachers it is almost impossible to run a school in proper order, teachers are the soul of a school and without the help of them the school would be a chaos. Therefore, good relations between leader and his school teachers are very important for the improvement of school and the over-all performance of teachers.

### **1. RELATION BETWEEN HEADMASTER-TEACHER**

Leadership is all about relationship, there is a good leader behind every successful task, and tool of every successful leader is good human relationship. A leader inspires other with his character and earned the trust with whom he interacts. He gives respect to his staff members and treats them like a family. He knows the problems of staff members and helps them at the time of crisis.

### **2. TEACHER-STUDENT RELATION**

Teacher student relationship is also very important. A good relation between them will lead the school to better performance and academic achievements, which will be success on the part of leader, therefore it is the responsibility of a leader to provide them better environment where teacher and students could develop better relationship. Get together from time to time and tour of teachers and students outside the school. Arrange co-curricular activities in the school where teacher and student both participate.

### **3. TEACHER-PARENT RELATION**

Teacher parent relationship is vital to achieve better academic results and enhance the performance of students. Because the students spend more time at home than at school, so it is important for a teacher to guide the parents about the strengths and weaknesses of their child. So it is the responsibility of a leader to organize teacher-parent meetings on regular basis to develop better relationship between them.

### **5.6. GROUP DYNAMICS**

People may underestimate the importance of society and group memberships on their lives. Whilst people sometimes undertake solo journeys yet by and large much of our experiences of life involves being engaged with others and groups. Within an organization we do find number of groups. Individuals joining group (s) is a reality – may be formal or informal groups. People work in groups quite frequently and in many different areas of their life e.g. at work, school/college, sport, hobbies. The managers need to understand Group Dynamics that can enable managers to adopt the right approach of interacting with them.

#### **5.6.1. MEANING OF GROUP DYNAMICS**

Group dynamics deals with the attitudes and behavioural patterns of a group. Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning. Thus, it is concerned with the interactions and forces operating between groups.

Group dynamics is relevant to groups of all kinds – both formal and informal. If the UPA government has set up Group of Ministers for every governance issue, the Supreme Court of India has 27 Group of Judges committees overseeing all manner of non-judicial work in the apex court. In an organizational setting, the term groups are a very common and the study of groups and group dynamics is an important area of study.

### **5.6.2. MEANING OF GROUP**

Every organization is a group unto itself. A group refers to two or more people who share a common meaning and evaluation of themselves and come together to achieve common goals. In other words, a group is a collection of people who interact with one another; accept rights and obligations as members and who share a common identity.

### **5.6.3. CHARACTERISTICS OF A GROUP**

Regardless of the size or the purpose, every group has similar characteristics:

- 2 or more persons (if it is one person, it is not a group)
- Formal social structure (the rules of the game are defined)
- Common fate (they will swim together)
- Common goals (the destiny is the same and emotionally connected)
- Face-to-face interaction (they will talk with each other)
- Interdependence (each one is complimentary to the other)
- Self-definition as group members (what one is who belongs to the group)
- Recognition by others (yes, you belong to the group).

### **5.6.4. STAGES OF GROUP DEVELOPMENT**

Group Development is a dynamic process. How do groups evolve? There is a process of five stages through which groups pass through. The process includes the five stages: forming, storming, forming, performing, and adjourning.

#### **1. FORMING**

The first stage in the life of a group is concerned with forming a group. This stage is characterized by members seeking either a work assignment (in a formal group) or other benefit, like status, affiliation, power, etc. (in an informal group). Members at this stage either engage in busy type of activity or show apathy.

## **2. STORMING**

The next stage in this group is marked by the formation of dyads and triads. Members seek out familiar or similar individuals and begin a deeper sharing of self. Continued attention to the subgroup creates a differentiation in the group and tensions across the dyads / triads may appear. Pairing is a common phenomenon. There will be conflict about controlling the group.

## **3. NORMING**

The third stage of group development is marked by a more serious concern about task performance. The dyads/triads begin to open up and seek out other members in the group. Efforts are made to establish various norms for task performance. Members begin to take greater responsibility for their own group and relationship while the authority figure becomes relaxed. Once this stage is complete, a clear picture will emerge about hierarchy of leadership. The norming stage is over with the solidification of the group structure and a sense of group identity and camaraderie.

## **4. PERFORMING**

This is a stage of a fully functional group where members see themselves as a group and get involved in the task. Each person makes a contribution and the authority figure is also seen as a part of the group. Group norms are followed and collective pressure is exerted to ensure the Process of Group effectiveness of the group. The group may redefine its goals Development in the light of information from the outside environment and show an autonomous will to pursue those goals. The long-term viability of the group established and nurtured is.

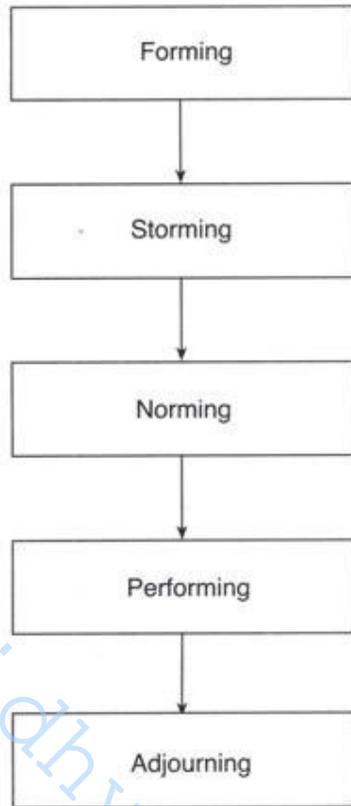


Figure 12.1 : Process of Group Development

## **5. ADJOURNING**

In the case of temporary groups, like project team, task force, or any other such group, which have a limited task at hand, also have a fifth stage, this is known as adjourning.

The group decides to disband. Some members may feel happy over the performance, and some may be unhappy over the stoppage of meeting with group members. Adjourning may also be referred to as mourning, i.e. mourning the adjournment of the group.

The readers must note that the four stages of group development mentioned above for permanent groups are merely suggestive. In reality, several stages may go on simultaneously.

### **5.6.5. TYPES OF GROUPS**

One way to classify the groups is by way of formality – formal and informal. While formal groups are established by an organization to achieve its goals, informal groups merge spontaneously. Formal groups may take the form of command groups, task groups, and functional groups.

#### **1. COMMAND GROUPS**

Command groups are specified by the organizational chart and often consist of a supervisor and the subordinates that report to that supervisor. An example of a command group is a market research firm CEO and the research associates under him.

#### **2. TASK GROUPS**

Task groups consist of people who work together to achieve a common task. Members are brought together to accomplish a narrow range of goals within a specified time period. Task groups are also commonly referred to as task forces. The organization appoints members and assigns the goals and tasks to be accomplished. Examples of assigned tasks are the development of a new product, the improvement of a production process, or designing the syllabus under semester system. Other common task groups are ad hoc committees, project groups, and standing committees. Ad hoc committees are temporary groups created to resolve a specific complaint or develop a process are normally disbanded after the group completes the assigned task.

#### **3. FUNCTIONAL GROUPS**

A functional group is created by the organization to accomplish specific goals within an unspecified time frame. Functional groups remain in existence after achievement of current goals and objectives. Examples of functional groups would be a marketing department, a customer service department, or an accounting department. In contrast to formal groups, informal groups are formed naturally and in response to the common interests and shared values of individuals. They are created for purposes other than the accomplishment

of organizational goals and do not have a specified time frame. Informal groups are not appointed by the organization and members can invite others to join from time to time. Informal groups can have a strong influence in organizations that can either be positive or negative. For example, employees who form an informal group can either discuss how to improve a production process or how to create shortcuts that jeopardize quality. Informal groups can take the form of interest groups, friendship groups, or reference groups.

### **I. INTEREST GROUP**

Interest groups usually continue over time and may last longer than general informal groups. Members of interest groups may not be part of the same organizational department but they are bound together by some other common interest. The goals and objectives of group interests are specific to each group and may not be related to organizational goals and objectives. An example of an interest group would be students who come together to form a study group for a specific class.

### **II. FRIENDSHIP GROUPS**

Friendship groups are formed by members who enjoy similar social activities, political beliefs, religious values, or other common bonds. Members enjoy each other's company and often meet after work to participate in these activities. For example, a group of employees who form a friendship group may have a yoga group, a Rajasthani association in Delhi, or a kitty party lunch once a month.

### **III. REFERENCE GROUPS**

A reference group is a type of group that people use to evaluate themselves. The main objectives of reference groups are to seek social validation and social comparison. Social validation allows individuals to justify their attitudes and values while social comparison helps individuals evaluate their own actions by comparing themselves to others. Reference groups have a strong influence on members' behaviour. Such groups are formed voluntarily. Family, friends, and religious affiliations are strong reference groups for most individuals.

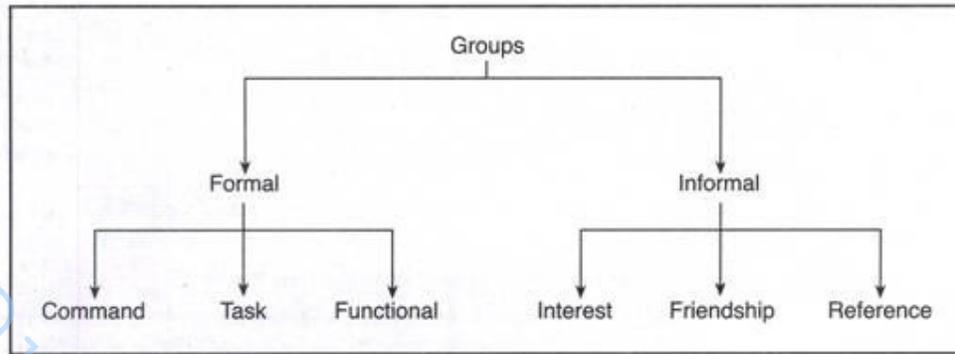


Figure 12.2 : Types of Groups

### **5.6.6. FACTORS AFFECTING GROUP BEHAVIOUR**

The success or failure of a group depends upon so many factors. Group member resources, structure (group size, group roles, group norms, and group cohesiveness), group processes (the communication, group decision making processes, power dynamics, conflicting interactions, etc.) and group tasks (complexity and interdependence).

#### **1. GROUP MEMBER RESOURCES**

The members' knowledge, abilities, skills; and personality characteristics (sociability, self-reliance, and independence) are the resources the group members bring in with them. The success depends upon these resources as useful to the task.

#### **2. GROUP STRUCTURE**

##### **A. GROUP SIZE**

Group size can vary from 2 people to a very large number of people. Small groups of two to ten are thought to be more effective because each member has ample opportunity to take part and engage actively in the group. Large groups may waste time by deciding on processes and trying to decide who should participate next. Evidence supports the notion that as the size of the group increases, satisfaction increases up to a certain point. Increasing the size of a group beyond 10-12 members' results in decreased satisfaction. It is

increasingly difficult for members of large groups to identify with one another and experience cohesion.

## **B. GROUP ROLES**

In formal groups, roles are always predetermined and assigned to members. Each role shall have specific responsibilities and duties. There are, however, emergent roles that develop naturally to meet the needs of the groups. These emergent roles will often substitute the assigned roles as individuals begin to express themselves and become more assertive. Group roles can then be classified into work roles, maintenance roles, and blocking roles. Work roles are task-oriented activities that involve accomplishing the group's goals. They involve a variety of specific roles such as initiator, informer, clarifier, summarizer, and reality tester. Maintenance roles are social-emotional activities that help members maintain their involvement in the group and raise their personal commitment to the group. The maintenance roles are harmonizer, gatekeeper, consensus tester, encourager, and compromiser.

**Table 12.1 Roles within Group(s)**

Initiator	Takes initiative in defining problems, proposing action, and suggesting procedures.
Informer	Finding facts and giving advice or opinions.
Interpreter	Interprets ideas, define terms, and clarify issues.
Summarizer	Restates suggestions, offers decisions, and comes to conclusions.
Reality Taster	Analyzes ideas and tests the ideas in real situations.
Harmoniser	Reduces tension in the group, reconciles differences, and explores opportunities.
Gatekeeper	Keeps communication channels open and makes suggestions that encourage participation.
Consensus tester	Asks if the group is nearing a decision and tests possible conclusions.
Encourager	Being friendly, warm, and responsive to other group members.
Compromiser	Modifies decisions, offers compromises, and admits errors.
Aggressor	Criticizes members' values and makes jokes in a sarcastic, derogatory, or semi-concealed manner.
Blocker	Stubbornly resists the group's ideas, disagrees with group members for personal reasons.
Dominator	Controls conversations by patronizing others.
Comedian	Attention-getters in ways not relevant to group's objectives.
Avoidance Behaviour	Pursuing goals not related to the group and changing the subject to avoid commitment to the group.

Blocking roles are activities that disrupt the group. Blockers will stubbornly resist the group's ideas, disagree with group members for personal reasons, and will have hidden agendas. They may take the form of dominating

discussions, verbally attacking other group members, and distracting the group with trivial information or unnecessary humour. Often times the blocking behaviour may not be intended as negative. Sometimes a member may share a joke in order to break the tension, or may question a decision in order to force group members to rethink the issue. The blocking roles are aggressor, blocker, dominator, comedian, and avoidance behaviour.

Role conflicts arise when there is ambiguity (confusion about delegation and no specific job descriptions) between the sent role and the received role which leads to frustration and dissatisfaction, ultimately leading to turnover; inconsistency between the perceived role and role behaviour (conflict between work roles and family roles); and conflicting demands from different sources while performing the task.

### **C. GROUP NORMS**

Norms define the acceptable standard or boundaries of acceptable and unacceptable behaviour, shared by group members. They are typically created in order to facilitate group survival, make behaviour more predictable, avoid embarrassing situations, and express the values of the group. Each group will create its own norms that might determine from the work performance to dress to making comments in a meeting. Groups exert pressure on members to force them to conform to the group's standards and at times not to perform at higher levels. The norms often reflect the level of commitment, motivation, and performance of the group.

The majority of the group must agree that the norms are appropriate in order for the behaviour to be accepted. There must also be a shared understanding that the group supports the norms. It should be noted, however, that members might violate group norms from time to time. If the majority of members do not adhere to the norms, then they will eventually change and will no longer serve as a standard for evaluating behaviour. Group members who do not conform to the norms will be punished by being excluded, ignored, or asked to leave the group.

#### **D. GROUP COHESIVENESS**

Cohesiveness refers to the bonding of group members or unity, feelings of attraction for each other and desire to remain part of the group. Many factors influence the amount of group cohesiveness – agreement on group goals, frequency of interaction, personal attractiveness, inter-group competition, favourable evaluation, etc.

The more difficult it is to obtain group membership the more cohesive the group will be. Groups also tend to become cohesive when they are in intense competition with other groups or face a serious external threat to survival. Smaller groups and those who spend considerable time together also tend to be more cohesive.

Cohesiveness in work groups has many positive effects, including worker satisfaction, low turnover and absenteeism, and higher productivity. However, highly cohesive groups may be detrimental to organizational performance if their goals are misaligned with organizational goals.

Highly cohesive groups may also be more vulnerable to groupthink. Groupthink occurs when members of a group exert pressure on each other to come to a consensus in decision making. Groupthink results in careless judgments, unrealistic appraisals of alternative courses of action, and a lack of reality testing.

Evidence suggests that groups typically outperform individuals when the tasks involved require a variety of skills, experience, and decision making. Groups are often more flexible and can quickly assemble, achieve goals, and disband or move on to another set of objectives.

Many organizations have found that groups have many motivational aspects as well. Group members are more likely to participate in decision-making and problem-solving activities leading to empowerment and increased productivity. Groups complete most of the work in an organization; thus, the effectiveness of the organization is limited by the effectiveness of its groups.

**Table 12.2: Dysfunctions of a Group**

Norms' violation and Role Ambiguity	Role ambiguity and role conflict lead to achieving group goals rather than the organisational goals.
Groupthink and conformity Problem	Illusion that they can do no wrong, illusion that group is in agreement, Seeks consensus and ignore/suppress alternative ideas
Social Loafing	Members reduce their performance levels

### **3. GROUP PROCESSES**

Decision-making by a group is superior, because group generates more information and knowledge, generates diverse alternatives, increases acceptance of a solution, and increases legitimacy. Decisions take longer time, minority is dominated, pressure is applied to conform to group decisions, and none is responsible for the decisions. Group processes also include communication, conflict management, and leadership that we shall discuss in details in the chapters to follow hereafter.

#### **5.6.7. TURNING GROUPS INTO EFFECTIVE TEAMS**

All teams are groups but not all groups are teams. Teams often are difficult to form because it takes time for members to learn how to work together. People in every workplace talk about building the team, working as a team, and my team, but few understand how to create the experience of team work or how to develop an effective team. Belonging to a team, in the broadest sense, is a result of feeling part of something larger than oneself. It has a lot to do with your understanding of the mission or objectives of your organization.

In a team-oriented environment, one contributes to the overall success of the organization. One works with fellow members of the organization to produce these results. Even though you have a specific job function and you belong to a specific department, you are unified with other organization members to accomplish the overall objectives. The bigger picture drives your actions; your function exists to serve the bigger picture. It is on record that teams are better

than groups, because they are more flexible and responsive to dynamic environment. A work group has no opportunity to involve in collective works. It is the work team whose members 'work intensely on a specific, common goal using their positive synergy, individual and mutual accountability, and complementary skills'.

**Table 12.3: Difference between a Group and a Team**

<i>Groupa</i>	<i>Team</i>
<b>No oppourtunity to engage in collective work</b> , which requires joint effort.	<b>Members work intensely</b> with individual and mutual accountability and complementary skills.
<b>No positive synergy</b> to create.	Generates <b>positive synergy</b> due to capability of group members to bounce ideas off one another to correct one another's mistakes, to bring a diverse knowledge base to bear on a problem, and to accomplish work that is too vast for any one individual to achieve.
<b>Performance not greater than the sum of inputs</b>	<b>Generates greater outputs with no increase in inputs</b>
<b>Less responsive</b> to dynamic environment	<b>More flexible and more responsive</b> to dynamic environment

Team-building helps to increase intra-group and inter-group effectiveness to bring members together, make them share their perception of each other and understand each other's point of view. Thus, resolve problems and work together in a cooperative and collaborative mode. Teams can be of four types – problem-solving teams (only making suggestion), self-managed, teams (operate without a manager), cross-functional teams (a group of experts from different specialities), and virtual team (members collaborate online). In terms of size, teams may be institutional (comprising of hundreds of members) and operational (a small, cooperative group, in regular contact and contributes responsibly to achieve task at hand).

#### **5.6.8. EIGHT CS FOR TEAM BUILDING**

To show business results and profitability, ways are explored by the executives to improve their productivity. Successful team building, that creates effective, focused work teams, requires attention to each of the following:

## **1. CLEAR EXPECTATIONS**

The managers must clearly tell the team members of the expected performance and the team members must understand the reason for its creation. For it the organization must support the team with resources of people, time and money.

## **2. COMMITMENT**

Team members must participate in the team, feel that the team mission is important, and show commitment to accomplishing the team mission and expected outcomes. Commitment will come if team members perceive their service as valuable to the organization and to their own careers.

## **3. COMPETENCE**

Team members must have the knowledge, skill and capabilities, the resources, strategies and support needed to accomplish its mission to address the issues for which the team was formed.

## **4. CONTROL**

The team must have not only enough freedom and empowerment to feel the ownership necessary to accomplish its charter, but also the accountability. There has to be a defined review process.

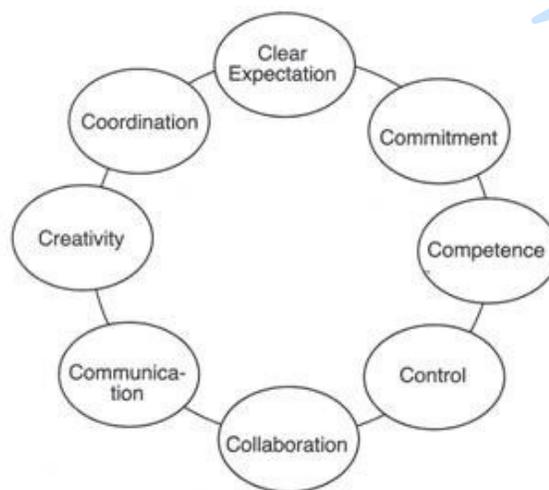


Figure 12.3: Effective Team

## **5. COLLABORATION**

The team should understand group processes and work effectively and cooperatively with other members of the team. For it they have to understand the roles and responsibilities of team members, team leaders, and team recorders.

## **6. COMMUNICATION**

To make team members clear about the priority of their tasks, and receive regular feedback, team members must clearly and honestly with each other. Diverse opinions be welcome and conflicts be taken up positively.

## **7. CREATIVITY**

The team should value creative thinking, unique solutions, and new ideas; and reward members who take reasonable risks to make improvements. If necessary, it should provide the training, education, access to books and films, and field trips to stimulate new thinking. The creative development of new products, new technologies, new services, or new organizational structures is possible because teams may have variety of skills needed for successful innovation. Team members can uncover each other's flaws and balance each other's strengths and weaknesses. Managers should empower the team and make it accountable for the innovation process.

## **8. COORDINATION**

Teams should understand the concept of internal customer to whom they provide a product or a service. Team efforts need to be coordinated by a central leadership team that assists the groups to obtain what they need for success. The cross- functional and multi-department teams must work together effectively. The organization should develop a customer-focused and process-focused orientation and move away from traditional departmental thinking. Spend time and attention on each of these eight tips to ensure your work teams contribute most effectively to your business success. Your team

members would love you, your business will see new heights, and empowered people will “own” and be responsible to their work processes

#### **5.6.9. INFORMAL GROUP**

In every organisation along with formal groups there exists informal groups which emerge naturally due to the response and common interests of the members who can easily identify with the goals or independent activities of the informal groups. Sometimes the efforts may be driven by a common goal that may compliment or work against the goals of the formal group. An informal group can be defined as a group that evolves spontaneously, not shown in the organization’s structure, with the objective of fulfilling personal and social need of its members.

#### **5.6.10. INFORMAL GROUP VS INFORMAL ORGANISATION:**

An informal group is a voluntary group of people casually acquainted with each other for their own personal fulfilment because they have some common and shared backgrounds, characteristics and concerns (values / interests / hobbies / friendship). Whilst it is easy to differentiate between a formal group and a formal organisation, the differences between informal group and informal organisation tend to be difficult. The difference between informal organization and informal group is that informal organisation is a larger entity consisting of all informal groups in an organization.

#### **1. INFORMAL ORGANISATION= SIGMA INFORMAL GROUPS**

An informal group is the nucleus of informal organization. When an informal group adopts a formally defined structure and group processes, it no longer remains an informal group.

#### **2. INFORMAL GROUP VS. FORMAL GROUP:**

The two are different in very many ways.

**Table 12. : Difference between formal and Informal Groups**

<i>Basis</i>	<i>Formal Group</i>	<i>Informal Group</i>
Formation	Legally constituted, rationally designed, and consciously planned	Emerges naturally and spontaneously
Existence	Normally formal group does not arise because of informal Group	Informal group emerges while working in a Formal Group
Purpose	Well-defined and centres around survival, growth, profit, Service to Society	Ill-defined and centres around friendship, goodwill, unity and so on
Relationship	Superior-subordinate relationship	Personal and social relationship
Influenced by	Rationality and leaves no scope for personal, social, and emotional factors	Personal, social, and emotional factors
Communication	Unity of Command and line of authority followed	Pattern is grapevine, which is natural, haphazard and intricate
Leadership	Based on formal authority and position	Based on individual competence and group acceptance
Boundaries	Operates within set boundaries	No bounds, operates in different directions
Nature & Emphasis	Normative and idealistic, emphasis on efficiency, discipline, conformity, consistency and control bring in rigidity and bureaucracy in processes and practices	Reflects actual functioning, characterised by relative freedom, spontaneity, homeliness and warmth

### **3. CHARACTERISTICS OF INFORMAL GROUPS:**

#### **A. CREATION**

It is not created by the organisation but springs up spontaneously.

#### **B. SATISFACTION OF NEEDS**

The needs which cannot be satisfied within the framework of formal organisation, like social and psychological needs of people, such people create informal groups.

#### **C. VOLUNTARY MEMBERSHIP**

Nobody is compelled to join an informal organization.

#### **D. MULTI-GROUP MEMBERSHIP**

A member of an informal group can be a member of more than one informal group to pursue different interests.

## **E. SYSTEMS AND PROCESSES**

Members of such groups follow their own norms, leadership, communication, etc. to remain cohesive. The communication channels are referred to as 'Grapevine'. Grapevine i.e., informal channel runs very fast to spread the information across the organization.

## **F. LEADERSHIP**

Every informal group has a leader, selected by the group, and who is capable of helping to realize their goals. The moment it is realized that the leader is incapable, (s) he is replaced with a new leader.

## **4. REASONS FOR THE EMERGENCE OF INFORMAL GROUPS**

- People working together may come together.
- People with similar values, beliefs, attitudes, and interests often feel attraction to come together
- Need satisfaction – to belong, to associate, etc.
- Removal of monotony of routine tasks – to get rid of monotony and psychological fatigue, job-related boredom and frustration provides an opportunity to behave in a natural and relaxed manner.
- Promotion of other interests and pursuit of goals – People join Rotary or Lions Club to expand their contacts which may help them to satisfy their personal goals.

## **5. BENEFITS OF INFORMAL GROUPS**

The benefits of an informal group are as follows:

- Blending with formal group allows people to work for the formal organisation.
- Informal work group lightens the workload for the formal manager.
- Brings satisfaction and stability to the organisation as a whole.
- Provides a useful channel of communication.
- Encourages managers to plan and act more carefully.

## **6. LIMITATIONS OF INFORMAL GROUPS**

The limitations are as follows:

- Resistance to Change because they do not want to deviate from existing norms and learn new ways.
- Informal group provides most fertile ground for Rumour Mongering because of maliciousness, lack of proper communication systems and processes and ambiguous circumstances.
- Since a member of an informal group is also a member of a formal group, at times it creates role conflict.
- Creativity of group member (s) is restricted because of strong pressure for conformity applied by the group.

### **5.7. MOTIVATING PEOPLE**

Motivation is an important factor which encourages persons to give their best performance and help in reaching enterprise goals. A strong positive motivation will enable the increased output of employee but a negative motivation will reduce their performance. A key element in personnel management is motivation. According to Likert, “it is the core of management which shows that every human being gives him a sense of worth in face-to-face groups which are most important to him. A supervisor should strive to treat individuals with dignity and a recognition of their personal worth. Motivation has been variously defined by scholars. Some definitions are discussed as follows:

#### **5.7.1. DEFINITION OF MOTIVATION**

Berelson and Steiner: “A motive is an inner state that energizes, activates, or moves and directs or channels behaviour goals.’

Lillis: “It is the stimulation of any emotion or desire operating upon one’s will and promoting or driving it to action.”

The Encyclopaedia of Management: “Motivation refers to degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces, including the degree of readiness.”

Dubin: “Motivation is the complex of forces starting and keeping a person at work in an organisation.”

Vance: “Motivation implies any emotion or desire which so conditions one’s will that the individual is properly lead into action.”

Vitiles: “Motivation represents an unsatisfied need which creates a state of tension or disequilibrium, causing the individual to make in a goal-directed pattern towards restoring a state of equilibrium by satisfying the need.”

Memoria: “A willingness to expend energy to achieve a goal or reward. It is a force that activates dormant energies and sets in motion the action of the people. It is the function that kindles a burning passion for action among the human begins of an organisation.”

### **5.7.2. NATURE OF MOTIVATION**

Motivation is a psychological phenomenon which generates within an individual. A person feels the lack of certain needs, to satisfy which he feels working more. The need satisfying ego motivates a person to do better than he normally does. From definitions given earlier the following inferences can be derived:

- Motivation is an inner feeling which energizes a person to work more.
- The emotions or desires of a person prompt him for doing a particular work.
- There are unsatisfied needs of a person which disturb his equilibrium.
- A person moves to fulfil his unsatisfied needs by conditioning his energies.
- There are dormant energies in a person which are activated by channelizing them into actions.

### **5.7.3. TYPES OF MOTIVATION**

When a manager wants to get more work from his subordinates then he will have to motivate them for improving their performance. They will either be offered incentive for more work, or may be in the space of rewards, better reports, recognition etc., or he may instil fear in them or use force for getting desired work. The following are the types of motivation:

#### **1. POSITIVE MOTIVATION**

Positive motivation or incentive motivation is based on reward. The workers are offered incentives for achieving the desired goals. The incentives may be in the shape of more pay, promotion, recognition of work, etc. The employees are offered the incentives and try to improve their performance willingly. According to Peter Drucker, the real and positive motivators are responsible for placement, high standard of performance information adequate for self-control and the participation of the worker as a responsible citizen in the plant community.” Positive motivation is achieved by the co-operation of employees and they have a feeling of happiness.

#### **2. NEGATIVE MOTIVATION**

Negative or fear motivation is based on force or Fear causes employees to act in a certain way. In case, they do not act accordingly then they may be punished with demotions or lay-offs. The fear acts as a push mechanism. The employees do not willingly co-operate, rather they want to avoid the punishment. Though employees work up to a level where punishment is avoided but this type of motivation causes anger and frustration. This type of motivation generally becomes a cause of industrial unrest. In spite of the drawbacks of negative motivation, this method is commonly used to achieve desired results. There may be hardly any management which has not used negative motivation at one or the other time.

#### **5.7.4. IMPORTANCE OF MOTIVATION**

Management tries to utilize all the sources of production in a best possible manner. This can be achieved only when employees co-operate in this task. Efforts should be made to motivate employees for contributing their maximum. The efforts of management will not bear fruit if the employees are not encouraged to work more. The motivated employees become an asset to the organisation. The following is the importance of motivation.

##### **1. HIGH PERFORMANCE**

Motivated employees will put maximum efforts for achieving organisational goals. The untapped reservoirs, physical and mental abilities are tapped to the maximum. Better performance will also result in higher productivity. The cost of production can also be brought down if productivity is raised. The employees should be offered more incentives for increasing their performance. Motivation will act as a stimulant for improving the performance of employees.

##### **2. LOW EMPLOYEE TURNOVER AND ABSENTEEISM**

When the employees are not satisfied with their job then they will leave it whenever they get an alternative offer. The dissatisfaction among employees also increases absenteeism. The employment training of new employee's costs dearly to the organisation. When the employees are satisfied with their jobs and they are well motivated by offering them financial and non-financial incentives then they will not leave the job. The rate of absenteeism will also be low because they will try to increase their output.

##### **3. BETTER ORGANISATIONAL IMAGE**

Those enterprises which offer better monetary and non-monetary facilities to their employees have a better image among them. Such concerns are successful in attracting better qualified and experienced persons. Since there is a better man-power to development programme, the employees will like to join such organisations. Motivational efforts will simplify personnel function also.

#### **4. BETTER INDUSTRIAL RELATIONS**

A good motivational system will create job satisfaction among employees. The employment will offer those better service conditions and various other incentives. There will be an atmosphere of confidence among employers and employees. There will be no reason for conflict and cordial relations among both sides will create a health atmosphere. So motivation among employees will lead to better industrial relations.

#### **5. ACCEPTABILITY TO CHANGE**

The changing social and industrial situations will require changes and improvements in the working of enterprises. There will be a need to introduce new and better methods of work from time to time. Generally, employees resist changes for fear of an adverse effect on their employment. When the employees are given various opportunities of development then they can easily adapt to new situations. They will think of positive side of new changes and will co-operate with the management. If the employees are satisfied with their work and are not offered better avenues, then they will oppose everything suggested by the management. Motivation will ensure the acceptability of new changes by the employees.

#### **5.7.5. CHARACTERISTICS OF MOTIVATION**

Alignment of aims, purpose and values between staff, teams and organization is the most fundamental aspect of motivation. The better the alignment and personal association with organizational aims, the better the platform for motivation. The manager plays the most important role in successful employee motivation. Motivation is a complex area. It's different for each person. It is a difficult question to answer despite so much of interests shown by practitioners and researchers. The term motivation is derived from the Latin word movers, meaning "to move." Motivation can be defined as the driving force behind our actions, fuelled by our desire for something. It is that internal strength that gets us to move, and give 100% to whatever goal or end we desire or plan to achieve. From a manager's point of view motivation is the

process to energise, direct and sustain your subordinates' efforts to attain the goals.

### **1. MOTIVATION IS A PSYCHOLOGICAL CONCEPT**

Motivation has to come from within each individual. There are two desiring factors in motivation: fundamental needs, such as food, clothes and shelter and ego-satisfaction including self-esteem, recognition from others, opportunities for achievements, self-development and self-actualization which act as powerful though unconscious, motivator of behaviour. Inner motivation can be more decisive for behaviour than any external influence.

### **2. MOTIVATION AFFECTS THE WHOLE INDIVIDUAL, NOT PART OF HIM /HER:**

A person's basic needs determine to a great extent what he will try to do at any given time. All these needs are inter-related because each individual is an integrated organised whole.

### **3. MOTIVATION IS NEVER AN UNENDING PROCESS:**

Man is a social animal. As a social animal he has innumerable wants which induce him to work. If one basic need is adequately satisfied for a given individual, it loses power as a motivator and does not determine his current behaviour but at the same time others needs continue to emerge. Wants are innumerable and cannot be satisfied at one time. It is an unending process so the process of motivation is also unending to induce the person to satisfy his innumerable wants. The importance of motivation is to keep it alive and not to let it dwindle.

### **4. NON-FULFILMENT OF BASIC NEEDS MAKES A MAN SICK**

If anybody fails in trying to meet a need which he feels is essential for him, he becomes to some extent mentally ill and such frustrated man cannot be motivated any further until his essential need is satisfied.

## **5. GOALS ARE MOTIVATORS**

Goals and motives are inseparable. Man works to achieve the goals. As soon as the goal is achieved he would be no longer interested in work. Therefore, it is very essential for the management to know his goal to push him to work.

## **6. THE SELF-CONCEPT AS A UNIFYING FORCE**

According to Gellerman unifying forces run through each individual's history. Unifying force means the drive to activate his/her image of him-herself. The outline of a person's self-image is fairly well checked in early childhood and thereafter does not act ordinarily change. Thus, two things that individual is always trying to do are (a) to act like the person; he thinks he is, and (b) to get what he thinks, he can.

## **7. MOTIVATION IS A COMPLEX PHENOMENON**

Motivation being an internal feeling cannot be observed directly. Since motives themselves are dynamic, it further adds to complexity.

## **8. MOTIVATION IS DIFFERENT FROM SATISFACTION, INSPIRATION, AND MANIPULATION**

Motivation refers to the drive and efforts to satisfy a want or goal, whereas satisfaction refers to the contentment experienced when a want is satisfied. In contrast, inspiration is bringing about a change in the thinking pattern. On the other hand, Manipulation is getting the things done from others in a predetermined manner.

## **5.8. COMMUNICATION IN EDUCATIONAL MANAGEMENT**

The word 'communication' comes from Latin word "Communicare" which means to share. Communication is a process that allows human beings and other organisms to exchange information by several methods. It can be both an individual or a collective activity involving transmission or sharing of ideas, facts and information. It happens at many levels (even for a single action), in many different ways and is an integral part of our daily life: To illustrate my

point I am sharing with you an incident. In the above example, you must have noticed that mere sight of their teacher was enough for the students to stop their arguments and greet her. What does it indicate.? It may show that teacher is an authority figure to them who values good behaviour of his/her students. Students communicated their regards to his/her by behaving in an appropriate manner. This process of responding and reacting is what we mean by communication.

For an individual, education is a life-long and continuous process. Socially it denotes imparting knowledge, skills, norms, attitudes and values from one generation to another, to prepare them to face the unforeseen future challenges and also an effort to preserve what has been achieved by humanity so far. It is also an effort to acculturate the coming generations. In short, education in itself is a process of communication between society and individuals.

There is no one single comprehensive definition that explains what actually constitutes communication. Many definitions of communication are used in order to conceptualize the processes by which-people navigate and assign meaning. At its simplest, communication is transferring a message containing information to a receiver by a sender. At its higher level communication can also be a creative, dynamic and continuous process, rather than a discrete exchange of information.

#### **5.8.1. MEANING OF COMMUNICATION**

Glenn & Smith (1998) defined communication as a dynamic process that individuals use to exchange ideas, relate' experiences and share desires through speaking, writing, gestures or sign language.

Schramm (1973) defined communication as the functions of persuading, informing, teaching and entertaining people.

Roger (1986) defined communication as a process by which people create and share information with one another to reach a common understanding.

Thus we can say that communication is a process which people use to send and share their messages with others through a variety of means and methods.

### **5.8.2. FUNCTIONS OF COMMUNICATION**

Communication helps us to define who we are. In other words, it is what and how we communicate with others that helps us formulate the parameters of our identity. You may think, what may be the main functions of communication. According to MacBride (1980) communication serves various functions in a social system:

#### **1. INFORMATION**

Communication refers to collective storage and dissemination of information for wider utilization by people. It enables people to participate in and take intelligent decisions on issues of social relevance. Information has been taken as a resource for development, socio-cultural and economic. An example of information function ' of communication is this learning material itself.

#### **2. SOCIALISATION**

Communication helps individuals become active members of the society to which they belong. People learn social norms in order to live cohesively, understand each other and appreciate other's feelings, emotions, ideas and expectations in a social system. For example, you have been greeting your colleagues, friends, relatives, \_ and even students every day. '

#### **3. MOTIVATION**

Motivation of individual members of a society plays an important role for its development. Communication fosters individual and community activities and " motivates people to meet its goals. For example, encouraging your students for better performance motivates students in doing future activities more enthusiastically.

#### **4. EDUCATION**

Dissemination of information enhances individual's intellectual development and helps one acquire the skills and aptitude required to become a productive member of the society. Quality of education depends on the quality of communication between society and its members.

#### **5. ENTERTAINMENT**

Entertainment and recreation are important means of making individuals and society, healthy. Dance, drama, music, sports, etc. are the communication activities providing entertainment to the people. Films, Television programmes, folk dances and even drama, songs are some of the examples of communication under entertainment. From the above it is observed that information, socialisation, motivation, education and entertainment are the major functions of communication.

##### **5.8.3. DIMENSIONS OF COMMUNICATION**

Consider yourself in a class where a teacher is addressing students in her/his class. To illustrate it further another case has been presented here: The Block Education officer has sent a letter to a select group of teachers in' his block to inform them about the training programme in teaching Mathematics being held at the block headquarters the following week.

In this context, Block Education Officer is the sender. Content of the letter is the message which is in written! print form. Postal service is the channel through which letters were sent. Teachers are the target group and the purpose of this communication is to inform them about the training programme they are expected to attend.

##### **5.8.4. COMMUNICATION NEEDS TO BE EFFECTIVE**

Mere transmission of a message cannot be an end in itself. Communication is ' essentially an exchange of thoughts. A message cannot be considered as having been communicated unless it is understood by the receiver. Feedback by the receiver conveys to the sender whether the message has been

understood and to what extent because if the receiver does not receive the message in its correct perspective, communication will not be termed as effective.

Communication is a two-way process; the message needs to be understood by the receiver in terms of the intention of the sender(s). Greater the understanding of the message by participant, higher is the effectiveness of the communication. Clarity of the communication is also dependent on the understanding of the information (curriculum) transaction process including strength and weakness of the media and nature of target group (i.e. the students). A clear understanding of all these elements would help the teacher/sender in planning and carrying out effective communication. This demands greater clarity/ understanding on the part of teacher not only of the content and process but also of the target group. If the receiver fails to receive the message in its expected manner, communication will not be effective.

Communication in transacting the curriculum needs to be such that every student comprehends it properly. Even though it is a challenging task, it is exactly what is required from 'teacher'. An effective management of communication process is required to make it successful. The task of the teacher becomes all the more challenging when the students are at a distance and are enrolled with distance education institutes where immediate feedback is not possible. You can place yourself in this scenario and analyse the context. In a multi-tier communication like say an educational system, it is important to ensure that message does not get distorted /changed as it travels through various people during the process and happens to be interpreted and re-interpreted. Context of the message too plays an important role here. Knowledge of specific historical and social contexts add to the understanding of message/ information.

By now you must have understood that the process of communication is basically an exchange of information as a process, communication has synonyms such as expressing feelings, conversing, speaking, corresponding,

writing, listening and sharing. The target can be oneself, another person or a group of people.

#### **5.8.5. ROLE OF COMMUNICATION IN EDUCATIONAL MANAGEMENT**

The present information intensive society, scientific advancement and rapid transformation in the social context, there is need for teachers and other educational personnel to manage effectively is the main priority. At the same time, they should be capable of doing and managing new things at ease and effectively. This brings us to the role education has in developing a reflective mind set and process of communication has in implementing it. Communication process impacts awareness, opinions, informs as well as motivates. These have been explained below:

##### **1. COMMUNICATION TO RAISE AWARENESS**

Communication is important in making the functionaries in a system as well as other stake holders aware of the problems, with an intent to get them together on an issue to make an impact. Supporting a cause becomes easier for people when they understand it. Care needs to be taken that messages are not in conflict. The messages should be concise with the aim to convey problem, how it affects people and what are the possible best actions to take for the correct decision.

##### **2. COMMUNICATION TO INFLUENCE OPINION**

Communication can be used to influence stakeholders view on the selection of possible solution to the problem in hand to mobilize support and generate action; once they have-the understanding of an issue and how it affects them, it is much easier to elicit support from them.

##### **3. COMMUNICATION TO INFORM**

Communication is also used to disseminate information/policy decisions for implementation by functionaries at various levels. It enables them to take informed decisions and avoid complications. Here information serves as

resource for skill development and informs them about social norms, ideas and expectations in the system.

#### **4. COMMUNICATION TO MOTIVATE**

Motivation of the individual members of a system plays an important role for its development. Communication to foster the individual and group activities motivates people to meet their goals.

#### **5.8.6. USE OF INFORMATION FOR PLANNING BY EDUCATION MANAGERS**

We are aware of the role education plays in the development of human resource which plays a critical role in the effective use of resources including the use of information. For an endeavour with such far reaching effect and made more complex in a diverse society as ours, it is important not only to sustain and nurture the present structure of education but also to keep reviewing it at intervals in the light of current and future needs and make desirable changes for its development. This requires lots of planning at initial level and also during implementation.

Preparation of any plan is a complex task. It requires information about all the areas in order to make it possible to take stock of the state of affairs and identify problems through a detailed and critical analysis to be able to propose solutions. When we think of planning for school level education it is essential to know where we are at present. The objectives, strategies and policy decisions regarding education should be based on data which give an idea of the functioning of education system.

This helps in planning, implementation, management and evaluation. In order to have updated information on school education system it is important to conduct regular school census to collect required information through simple easy to fill formats. A comprehensive information management system which integrates all the information needs of an education system can be the basis of management, planning, implementation and evaluation of an educational system. It should be able to inform different functionaries, its

internal and external efficiency, its pedagogical and institutional operations, its performance, shortcomings and needs.

The quality and reliability of the data determine their usefulness and relevance for policy decisions. Mere compilation and dissemination of statistical information will not be of much use to stakeholders unless it is analysed and presented in concise and easy to use formats. In order to make effective use of information (data) in decision making, development of indicators for use by decision makers will facilitate the task of decision making.

### **1. INDICATORS**

Indicators furnish a summarized but relative picture of the present status of a system. Good indicators respect both the complexities of the institution they are describing and the subtleties of the data, while being meaningful and straightforward. To be effective, indicators need to be very powerful in terms of quality of data, utility of the information they provide, and their ability to communicate something important and meaningful.

They provide proper instructions and guidance about how well complex systems are functioning and thus given educational managers hints to potential problems. Further, they also help to identify problems and may also suggest solutions. Following are some of the common indicators used by management in the education system to gauge the functioning of their system:

- Physical infrastructure
- Teachers
- Access
- Enrolment
- Retention rate.
- Transition rate
- Achievement of students
- Achievement gaps across various social groups
- Funding equity

- Any other

It is essential to state here that no single indicator is enough but altogether they can provide a comprehensive picture to decide where to focus attention and resources.

## **2. TYPES OF INDICATORS USED IN EDUCATIONAL PLANNING**

Any operating system has three components: input, process and output. Thus, there can be three types of educational indicators. Information on these indicators facilitate measurement of the progress of the system and preparation of the plans for future development of the educational system.

### **I. INPUT INDICATORS**

The input indicators of the system are broadly classified into three categories: a) Access indicators, b) Personnel indicators, c) Enrolment indicators.

#### **A) ACCESS INDICATORS**

Access denotes the availability of schools or any other educational institutions and their facilities which include building, playground and other related facilities, safe drinking water, safe disposal of waste, toilet, health and hygiene facilities, seating arrangements i.e., availability of furniture, etc., for teachers and students, teaching learning materials, i.e., library, laboratory, teaching aids and so on. Some of the input indicators of access in an educational institution are:

- Percentage of habitations served by schools within walking distance. Say 1 km.
- Percentage of schools having building; type and status of the building
- Percentage of schools with drinking water facility and so on.

This is indicative of a few indicators. Please visit an educational institution in your area and prepare a list of other access indicators.

## **B. PERSONNEL INDICATORS**

Availability of teachers in an educational institution is one of the important indicators. The most commonly used indicator in this context is student teacher ratio. General assumption is that a low student teacher ratio enables teacher to pay due attention to individual students, resulting in their better performance. Generally, the accepted student teacher ratio is about 40: 1 at the national level in the country. Some other teacher indicators are

- Percentage of teachers with minimum required qualification.
- Percentage of trained teachers and other personnel.
- Percentage of teachers with in-service training.
- Percentage of posts sanctioned for teachers.

## **C. ENROLMENT INDICATORS:**

The enrolment ratio is the most commonly used indicator for assessment of educational coverage. It gives the proportion of students enrolled in the schools to the total age specific population.

- Total enrolment in grades 1-5 (aged 6-11 years) in Nth year
- $NER = \frac{\text{Total child population (aged 6-11) in Nth year}}{\text{Total child population (aged 6-11) in Nth year}} \times 100$

## **II. PROCESS INDICATORS**

Students' flow, that is, the process of student's movement from one grade to another is an important indicator of the process of education system. Indicators of flow rates are: the promotion rate, the repetition rate and dropout rate.

### **A. PROMOTION RATE**

Promotion rates show the percentage of students passing the grade to the total number of students originally enrolled in the grade. For example, in class I 40 students were enrolled and thirty-five were promoted to class 11. Here promotion rate will be 84.5% from class I to class 11.

## **B. REPETITION RATE**

Repetition rate is the percentage of students who repeat the same grade to the total number of students enrolled in the grade in the base year. For example, in class X in a school out of 50 students, 10 students were repeaters. Thus the repetition rate in that class X will be 20%.

## **C. DROPOUT RATE**

This gives the percentage of students who leave the system without completing the grade to the total number of students enrolled in the grade. Gross dropout rate, i.e. estimate of the students who drop out of the system before completing the terminal class of that level of education. For a primary education cycle of 5 years this can be calculated as following

- Dropout rate =  $\frac{\text{Total enrolment in grade I in year 2004} - \text{Total Enrolment in grade V in 2008}}{\text{Total enrolment in grade I in year 2004}} \times 100$

For example, say 100 students enrolled in Class I in 2004 in a primary school and 75 students were enrolled in class V in 2008. Here the dropout rate can be calculated as  $(100-75) \times 100 = 100 = 25\%$

## **D. TRANSITION RATE**

The transition is the percentage of students who are promoted to the first grade of the next level, say upper primary, to the total number of students enrolled in the final grade of this level of education in the original year. Some other indicators are

- Number of working days in a school in an academic year.
- Average attendance of students
- Average attendance of teachers
- Average number of hours spent in the school by teachers and so on.

### **III. OUTPUT INDICATORS**

With the shift in focus on quality of learning from enrolment and access, the education leaders are now focusing on what the students are learning and how much they are learning. Information along these lines can help the system managers to make important decisions about what to do and when they should intervene to assist schools and students. Also at this stage it is essential to know how things have changed over the past focus years. Stability in this context is not considered a positive aspect as growth is required. Some of the common indicators of the quality of education at school level are

- Graduation rate
- Percentage of first divisions
- Wastage stagnation rates
- Achievement gap across social groups.

Specially developed achievement tests are administered to measure the levels of learning among students in a particular stage of education. Baseline Assessment Survey, Mid Term Assessment Survey conducted under Sarva Shiksha Abhiyan for classes III, V and VII serve as indicator of the education system at elementary stage. Similarly, an institution can develop its tool to judge the quality indicators.

Advantages of educational indicators are that the collected data helps to identify problems, gaps and promises to "get at" real issues on a school-by-school basis, offer district level educational managers to plan out their priorities to allocate scarce resources where they can do the best. Targeting resources where they can do the best requires better funding indicators. This information can also help in assisting school principals to know how well their school is doing in comparison to schools elsewhere and also whether there is some change overtime.

### **5.8.7. COMMUNICATION SKILLS FOR EDUCATIONAL MANAGEMENT**

The role of educational managers becomes the role of leadership everywhere. Guiding or directing teachers and school staff in the right direction and in the long run helping districts to move along. In many ways, indicators of development move beyond bottom-line assessment systems to encourage new ways of thinking about accountability, while doing the right thing and taking the time to do it right.

Effective communication skills are essential for education management because it is important in creating better teaching-learning, coordinating, counselling, evaluation, and supervision situations. It is the chain of understanding that integrates the teachers of an organization from top to bottom, bottom to top, and side to side. Faulty or ineffective communication is the root cause of most of the problems. It leads to confusion and can cause a good plan to fail. Many of the problems that occur in an organization are the direct result of ineffective or poor communication among principal, teachers, students and others.

Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. There can be a number of barriers and distortions in the way of effective communications. The barriers could be because of the sender or receiver or other factors external to the process such as poorly defined objectives, lack of clarity about message, insensitivity to the target groups, that is, their socio-psychological context, level of awareness, aspirations and situations.

The receiver or the students may not understand the message as intended due to lack of language comprehension, poor study skills, attitudes, misunderstanding, etc. We all communicate at various levels, but some of us are more effective communicators than others. What it is that classify one as effective communicator and another as ineffective one? It is seen that good communicators often

- spend more time listening than talking.

- let the other speaker talk.
- do not finish the sentence of others.
- do not answer questions with questions.
- are aware of their biases.
- are not preoccupied with their own thoughts when others talk?
- do not dominate the conversation.
- provide feedback, but does not interrupt incessantly.
- analyses by looking at all the relevant factors and asking open-ended questions.

#### **5.8.8. THE COMMUNICATION PROCESS**

Organisational Communication can be thought as a flow or process. Problems in organizational communication occur when there are blockages or derivations in the channels through which communication flows.

##### **1. SENDER**

The Sender is the source of information or initiator of communication. The source or encoder makes the decision to communicate. The source also decides the purpose of communicating-information, persuasion, entertain etc. Then the source will create or encode a message which can be sent to the receiver and the receiver is capable of decoding it. The message is generated in and through his/her past experiences, percept, thoughts and feelings. In an educational organisation like a school or college, usually the principal is the sender in giving directions to the teachers and other staff members. In the classroom the teacher is the sender or initiator of communication.

The sender may want to communicate his/her ideas, intentions, needs or any piece of information. In the organizational communications sender may be superior or subordinate, a peer, or any other person. The organisational position of the sender determines the direction of flow of communication.

## **2. ENCODING**

Process through which the message initiated by sender is converted into communication symbols such as words, pictures, gestures is known as encoding. For example, an e-lecture through EDUSAT presentation could use multi-media resources for teaching.

## **3. MESSAGE**

The second component is the message or the information which is being communicated. The abstract and intangible subject matter of the communication intended to be passed on from the sender to the receiver is known as message. The message may be in the form of physical gestures, ideas, opinions, views, suggestions etc. For example, a lecture presentation by a teacher in a classroom situation may include varied formats, i.e., presentation, use of teaching aids, inviting suggestions from the group and so on.

## **4. CHANNEL**

Channel is the means (that is, pathway or devices) by which the message is communicated. It has two dimensions one is the form of communication i.e. verbal or nonverbal. Second is media i.e. face to face or through other media like phone, radio, video, print etc.

## **5. DECODING**

Decoding is the process through which the symbols in the message sent are translated into a form that can be understood by the receiver. The act of interpreting the message is called decoding. In a layman's language decoding is the reverse of encoding. The message is decoded on the basis of past experiences, perceptions, thoughts, and feelings. This decoding the message depends on so many factors.

- Familiarity with the code or language of the message.
- Efficiency of the sender in encoding the message.
- Efficiency of the receiver in decoding the message.

- Situational and contextual factors.
- The channel used

For example, when you are in a sad or depressed mood you tend to take a positive message in a negative way. Or when you are preoccupied with some thing or tired, you may not receive the message in the same wavelength. The simplest examples are the communication through telephone, message gets converted into electronic message and then again to audio or voice.

### **6. RECEIVER**

The person who attends to the source's message is the receiver. Receiver is the person to whom the symbols are transmitted. In any organisation he/she may be superior or subordinate, peer or any other person. In an educational setting, students are the receivers generally.

### **7. RESPONSE**

When the receiver receives and accepts the message of communication, response involves compliance with it and acting upon it or simply filing the message for future reference. An important factor that affects our communication significantly is the relationship that the receiver has with the encoder. Suppose the encoder is an enemy or a stranger, the decoder may tend to misinterpret the message. In these cases, the core conditions of communication are Empathy and Congruence. Empathy is the ability to put yourself in someone else's shoes, to see and feel the world as they do without making a judgment as to whether they are right or wrong. Congruency is the ability of the encoder and decoder to match their tone and tenor, gesture and posture, intentions and body language with the other.

### **8. FEEDBACK**

The link in the organisational communication process is a feedback. It determines whether the message has been clearly understood by the receiver as intended by the sender. The feedback to the sender completes the process of communication. When each party in an interaction continuously sends

message back to the other, it is called feedback. Feedback is an essential component to maintain the continuity of the communication. Feedback tells the source how the receiver has interpreted the message. The kind of feedback which conveys lack of understanding is called Negative Feedback. Positive feedback indicates that the receiver has understood the source's message. Feedback is ambiguous when it is not clearly negative or positive. Here it may be remembered that Feedback is NOT the agreement or disagreement of the receiver with the message. It is an indication of whether the receiver understood the message accurately. A good communicator is sensitive to feedback and always tries to modify his or her message according to the feedback.

#### **5.8.9. MODES OF ORGANISATIONAL COMMUNICATION**

In an organisational setting there are primarily three modes of communication. These are oral, written, and nonverbal communication.

##### **1. ORAL COMMUNICATION**

It is the most common form of the organisational communication. It has been seen that in an organisational setting many employees spend more than 50 percent of their time in some form of oral communication. In this form of communication both the parties i.e. sender and receiver, exchange their communication through oral words either through face to face mode or through telephone or intercom system. In case where one way of communication is required a public address system may be used. Grapevine or informal rumour mill is also a popular form of oral communication.

##### **A. ADVANTAGES**

In any organisation people use oral communication more frequently because it has multifarious advantages:

- **Easy to Communicate:** Oral communication is the easiest mode as it is direct, simple, least expensive and time saving. It can be used to send the message to the receiver instantly. Further with the advent of latest

electronic and communication technology two or more persons can exchange their messages even if they are located at a distant place within no time.

- **Effective to Communicate:** Oral Communication is an effective mode because of its face to. Face and gestural components. It conveys likes and dislikes, personal warmth or friendliness of the sender to the receivers.
- **Quick Feedback:** In this communication, there is instant feedback for the message transmitted which helps in unnecessary delays, red tapes and officialdom.

## **B. DISADVANTAGES**

Oral Communication has certain disadvantages which are as follows:

- **Lack of Proof** The major disadvantage of Oral Communication is that there is no formal record of communication. though in normal situation, it may not affect the functioning of the parties involved in the Communication Process. It may become a serious matter when anyone has misunderstood the understood message and it cannot be verified for want of proof.
- **Lack of authenticity:** Oral Communication sometimes may lack authenticity. Oral orders or advice may not be taken seriously as compared to written orders. However, authenticity factor may depend on the trust and respect that exist between sender and receiver of the message.
- **Loss in transmission:** Oral Communication is not spontaneous and if the message is lengthy and is to be conveyed to a distant destination, it cannot be conveyed effectively to the receiver.

## **2. WRITTEN COMMUNICATION**

Written communication implies any communication conveyed in written form for effective and efficient functioning of an organisation. A written communication may be in the form of circulars, instructions, letters,

manuals, memos, notes, bulletins, house magazines, reports etc. With the advent of information and communication technologies one can send any written communication in no time to any part of the globe by e-mails, etc.

### **A. ADVANTAGES**

Written communication is applicable in multifarious situations and is more effective than oral communication.

- As a Permanent Record: The biggest advantage of written communication is that it provides proof or permanency of records for future reference. The past of our society is known to us through written form of communication which is available to us in the form of manuscripts. In an organisational context many communications are stored for future references in the forms of circulars, office orders, reports, service records, etc.
- As an authentic source: Written communication is regarded as more authentic than oral communication because of its written nature and it may be in the form of organisational manuals, charts or orders. In fact, written things are taken more seriously by people than oral and when it comes in writing they have no alternative but to accept it.
- As less time consuming and fast: Today written communication can be sent to distant places in no time with the help of E-mail, fax, teletext, etc.

### **B. DISADVANTAGES**

The common disadvantages are as follows:

- Lack of confidentiality: Sometimes written communication requires secrecy and if the written materials leak out before time, it may cause lot of embarrassment for the organisation and may stall its activities. In recent times you may have heard of a lot about cybercrimes in which the written confidential communications have been decoded which are

sent through internet to the receiver. The leakage of question paper is one such example.

- Costly: Written communication is costly and time consuming as compared to the oral communication. When a message is transmitted in the written form utmost care is taken by the sender to draft the message clearly, precisely and authentically in order to avoid any future ambiguity. More over the cost involved in stationary, ink/cartridge, etc. make written communication a costly affair as compared to the oral communication.
- Creates formality in the organisational setup: It has been seen that written communication becomes a formal means and it creates excessive formality in personal relations which results in hampering efficiency and creates red tapism rather than achieving productivity and desired results.

### **3. NON VERBAL COMMUNICATION**

Non-verbal communication plays a pivotal role in both organisational and non-organisational settings. According to authoritative sources, only 7 percent of the meaning in a face-to-face situation is derived from word symbols, 38 percent from voice tone and inflection and 55 percent from body movements, particularly facial expressions and gestures. Hence we may conclude that 93 percent of the meaning in face-to-face communication is communicated through nonverbal symbols. We may take the case of people with hearing disabilities easily communicating without using a single word, or how the dancers of Garba or Bharatanatyam dance communicate meaning through movements of their body or how a physical education teacher gives emphasis on a particular point by moving hands. Hence these things convey meaning sometimes more effectively than words. Tipkins and McCarter have categorised facial expressions as:

- Interest – Excitement
- Enjoyment – Joy
- Surprise - Startle

- Distressed – Anguish
- Fear-Terror
- Shame – Humiliation
- Contempt - Disgust and
- Anger - Rage

Looking at the role of non- verbal communication, a new academic study of body movements known as kinetics has been developed. Kinetics refers to the study of gestures, facial expressions and other movements of the body to communicate meanings.

A handshake or folding of hands for greeting in Indian context is perhaps the most common form of body language that tells a lot about a person's disposition. Similarly, eyes are the most expressive component of the facial expression. A smile, a gaze or a provocative eye reaction are all various forms of communication. Sometimes there may be contradiction between verbal and nonverbal communication. The literal meaning of the communicator's word may be different than what he/she conveys through non-verbal communication. It is therefore, important for the receiver to be very conscious of this aspect of communication. He/she should look for non- verbal clues as well as listen to the literal meaning of the communicator's words. Further, there may be situations which we call communication credibility gap. Here a head of the institution says one thing but does another thing, will soon find that his/her employees listen to mostly what he/she does rather what he/she says.

Environmental factors have major impact on the non-verbal communication, a large chamber with wall to wall carpeting, split air conditioner, expensive furniture and fixtures convey a message of power, prestige and status such as that of a college principal and a small metal desk with side racks on a corner communicate the status of a low ranking officer in an organisation. Accordingly, non-verbal actions have considerable impact on the quality of communication.

## **5.9. CLASSROOM MANAGEMENT: THE CONCEPT**

Managing a classroom is an integral part of the teaching-learning process. Effective management of a classroom shows the concern of a teacher for the instructional process. It is dependent on his efficiency to do the tasks more effectively. Therefore, classroom management, both as a process and as an approach, has a great impact on learners' learning. It increases learning efficiency of the learners. Thus classroom management has a closer relation with learners' accomplishment of learning objectives (Christian, 1991).

Managing a classroom has always been a major concern of the teachers. It involves more than one skill of the teacher such as creating a teaching-learning environment, maintaining learners' involvement in teaching-learning activities, establishing effective discipline and ensuring desired learning outcomes by the learners. Here we want to highlight that classroom management and classroom discipline are not mutually exclusive. We should not take classroom management in its narrow sense. Management is a broader concept and is generally directed towards effective teaching and learning. Discipline is a concept used in the context of teacher's response to learners' misbehaviour. The ultimate objective is to help learners acquire maximum knowledge, attitude and skills. Although both the expressions are interrelated, the discussion in this unit focuses more on the larger content of teacher effectiveness. This however does not mean that we are undermining the importance of discipline. Discipline is a serious problem that teachers face. It is very crucial at the secondary/senior secondary school level. Order and control should not be viewed as the ultimate goal of effective classroom management.

Classroom management refers to the shaping of learning environment in classroom. Like teaching and learning, classroom management is a complex activity. So there is no single clear-cut management procedure accepted by all. Shaping of environment takes place gradually in response to the teacher's behaviour. You might have observed that a class that is active and attentive with one teacher can be noisy or even difficult to control for another. The

skilful teacher keeps his class attentive to what is being taught and involves the learners in productive activities.

Classroom management has been defined as provisions and procedures necessary to establish and maintain an environment in a classroom in which instruction and learning can occur. You should remember that primary goal of effective classroom management is not the reduction of misbehaviour or even the creation of an orderly environment. Although they are related issues, effective classroom management and establishment of order are not synonymous. Promoting learner learning is the primary goal of effective classroom management. The research in this area clearly suggests that effective strategies to promote learning can facilitate order. So the primary emphasis in effective classroom management is on the creation of a learning environment and hence on increasing appropriate behaviour in learners. Teachers' organizational and instructional skills influence learning.

Researchers have found that classroom management is correlated with learners' achievement in elementary as well as secondary schools. They have provided evidence that the teachers who are effective in promoting learner's achievement generally have a better classroom and fewer learner behaviour problems.

To conclude, we have discussed in this section, that managing a classroom is an act or better skill, an art of the judicious use of various means to achieve predefined objectives. IT also involves the ability of the teacher to manage various skills so that the quality of teaching-learning process is maintained and it ultimately results in maximum output in terms of learners' performance. Classroom management depends upon establishing positive teacher-learner and peer relationships that help meet learners' psychological needs. Learners learn more effectively in an environment that meets their basic personal and psychological needs.

### **5.9.1. UNDERSTANDING LEARNERS' NEEDS**

Teaching is objective-centered. In planning teaching and training tasks, the needs of learners are considered as basic inputs. The needs of the learners are an important factor in managing a classroom. Every learner attends a class with certain expectations in mind. If his expectations are not taken care of by the teacher, he, consciously or unconsciously, becomes inattentive and hence either disturbs other learners or misbehaves with the teacher. An effective teacher, therefore, manages his/her instructions in such a way that every learner gets the teacher's personal attention. In other words, in order to manage classroom instruction, the teacher should cater to the learners' need (both academic and personal) which have an impact on learner learning. For example, the teacher should repeat the concepts being discussed more frequently for the low ability learner group.

The needs that influence the learner's behaviour in the classroom by and large are psychological in nature. You as a teacher should remember that the needs of the learners reveal themselves in some form or the other. One learner, say Anjali, does not take part in any conversation or discussions in the classroom. She does not ask question or seek clarifications for her doubts. The teacher has to make attempts to satisfy her needs through appropriate motivation and reinforcement.

The teacher should involve her in instructional tasks and assess her understanding. You as a teacher should realize that the learners want freedom from discrimination in the class. The learner should not be discriminated on the basis of caste, colour sex and economic status. In order to know your learners better, you can conduct a quick assessment by reviewing information available in the school's office. This is important so you can contact parents if need be and organize out of class activities. You may collect information about the learners' previous knowledge or performance through various tests that can be used for this purpose.

You may determine the range of ability of your learners (e.g. reading level) so that the home work, you give them is according to their ability levels. In

addition to the information regularly maintained in school record, you may like to extract rather some personal information about your learners. For example, their attitude towards school and career, need for achievement, ability to make decisions, will for self-improvement, etc., make it necessary for you to adopt specific strategies to manage instruction. Such information may also help you discover your learners' interests which can enable you to teach your subject more effectively. The more important point here is that the learners will be amazed to learn that you know so much about them and their lives.

Level of anxiety has a direct effect on the learners' learning. Some learners find, for example, evaluation and the possibility of failure so disturbing, that their ability to learn is impaired, but for others, evaluation anxiety serves as a challenge or a greater stimulus to make them work harder. The teacher has to understand the level and type of anxiety that can help learners perform. You can better serve the learners by adopting instruction and provide assistance in a variety of appropriate ways. You should have the power to establish a non-threatening and supportive classroom climate to satisfy the learners' needs.

### **5.9.2. PRINCIPLES OF CLASSROOM MANAGEMENT**

The principles of classroom management are linked with an effective instructional process. The instructional process is based on the teacher's personal efforts and the objectives that he and his learners are supposed to achieve. The principles of classroom management reflect the concern of the teacher for his teaching task. If the teacher evinces a strong concern for his teaching and also for his learners, the teacher will prove to be a successful manager. According to Christian (1991), there are some major principles of classroom management. These are:

#### **1) PRINCIPLE OF CLARITY AND MASTERY OVER CONTENT**

The first principle of managing classroom instruction is the teachers' command over the subject(s) s/he is dealing with. S/he should have a

thorough knowledge of the school curriculum and his/her subject. Thorough knowledge implies mastery in one's subject which helps a teacher teach effectively in a classroom. The depth and grasp over the subject helps a teacher in two ways.

- The learners are greatly influenced by a well-read knowledgeable and learned teacher. You might still be remembering the talented teachers you came across during your learner life.
- Thorough knowledge can help you properly conceptualize the content to be covered in your lesson. The process of conceptualization helps you arrange instructional tasks in the most appropriate order according to the needs and mental abilities of the learners. This helps the teacher manage his/her instruction effectively.

## **II) PRINCIPLE OF INVOLVEMENT**

The teacher can use principle to make the teaching-learning process more participatory. Active involvement of the learners in instructional tasks is a condition of learning. The skills of questioning, receiving and providing feedback, etc. can make teaching and learning a two-way process. Interactive teaching and learning is possible only when the teacher has thoughtfully planned his teaching activities.

If the learners are actively engaged in learning tasks in a classroom, they not only achieve mastery learning but also create minimum problems for the teacher. And moreover, the learners' energy is channelized for productive work.

## **III) PRINCIPLE OF DEMOCRATIC BEHAVIOUR**

Democracy is a way of life, a way of working together to achieve the common goal. The teacher provides equal opportunity to every learner to participate in teaching-learning activities. This behaviour of the teacher develops a healthy positive attitude among the learners for learning. The learners learn how to find a solution in classroom through understanding of each other's views.

Democratic teachers solicit opinion about learning tasks, try to achieve group consensus about what to do and how to do, and also some choice in working arrangements. Authoritarian teachers are also efficient in achieving the goals, but their learners become tense and generally develop negative attitudes towards their teachers. The democratic climate in the classroom allows the learners to take initiative about the instructional process and this ensures effective use of class time. No learner feels neglected in the classroom.

#### **IV) PRINCIPLE OF TEACHER'S BEHAVIOUR**

While presenting a lesson, the teacher's behaviour should display various positive attributes: confidence, determination, will-power, etc. This indirectly creates a learning environment in the classroom and thus helps manage a classroom with desired and expected learning behaviour. Positive attributes in the teacher's behaviour help develop a desirable behaviour in the learners as well. This is because learners always observe and analyse their teachers' behaviour and compare it with what he/ she professes. You, as a teacher, should, therefore, be conscious that your behaviour in the classroom is being minutely observed by your learners. Your behaviour should not directly or indirectly have any negative impact on your learners.

#### **V) PRINCIPLE OF SELF-CONTROL**

The teacher has to be firm and consistent in classroom behaviour. If he/she has strong conviction and has a deep commitment to the tasks assigned to him/her, he/she will be able to manage instruction effectively. The self-control of a teacher should enable him/her to control his/her behaviour. This will encourage learners to develop self-control in their behaviour. Through these means the teacher can lead his learners towards growth and development of internal control, self-discipline, positive attitude and work through various learning activities in the classroom

#### **VI) PRINCIPLE OF FLEXIBILITY**

The principle of flexibility is not opposed to the principle of the self-control. The teacher should display flexibility in his/her behaviour and accommodate

the learners' ideas, plans and observations from time to time. Depending upon the requirement of the prevailing situation, the teacher should be able to make necessary changes in his/her behaviour and in the teaching-learning activities. This will help him/her evolve alternative strategies and use them to achieve the curricular objectives. By giving due importance to the ideas and observations of the learners, you too can make your teaching more learner-oriented and hence more productive.

### **VII) PRINCIPLE OF PERSONAL ATTRIBUTES**

The personal attributes of the teacher such as warmth, sympathy, empathy, etc., have a strong bearing on learners' behaviour in the classroom. The teacher's caretaking behaviour, harmony and respect for one another, show dignity of work, bring peace and self-discipline, and indirectly control the undesirable behaviour of the learners.

The teacher plays an important role in determining the kind of psycho-social climate that prevails in the classroom. The behaviour of the learners can be modified/controlled in every consistent way through leadership displayed by the teacher. Researchers have found a positive relationship among academic achievement, class environment and the interpersonal relations in a classroom.

Effective teacher accepts the feelings of their learners, and are sympathetic to their problems, both academic and personal. The teacher can be a good friend of the learners. He/she can interact with the learners on a level which is satisfying to both parties and help them in achieving their objectives. The personal attributes of the teacher influence the feelings, interests, values, attitudes, moods and temperament of the learners. The learners should not perceive the teacher as an unsympathetic adult who does not treat them as responsible individuals, who would not listen to their opinion, and who does not want to understand them or use their suggestions appropriately. Learners respond and perform well when the teacher is supportive and helpful throughout the sequence of learning experiences. The learners' motivation is often positively affected by the teacher's sincere enthusiasm. In order to guide the

learner's development a teacher should be able to carefully assess the learning atmosphere in the classroom and modify his/her teaching accordingly.

### **5.9.3. MANAGING A CLASSROOM**

Managing a class and instruction is almost the sole responsibility of the teacher. It has been proved by successful teachers that ninety-five percent of all learners can master the expected skills and knowledge if learning conditions are adequately supportive. In this sub-section we will examine some factors that influence management of a classroom. You are expected to adopt these measures to ensure mastery learning and growth in your learners.

### **5.9.4. FACTORS INFLUENCING CLASSROOM MANAGEMENT**

Substantial research has been conducted to study the factors which influence effective classroom management. Various researchers have made insightful observations in this regard. Some of the important factors are as follows: -

#### **I) EFFECTIVE INSTRUCTIONS**

Effective instructions support a teacher's efforts to promote both learning and discipline (order) in the classroom. Doyle (1986) suggested that effective classroom management is facilitated, if the learners are actively and successfully engaged in instructional activities. Therefore, well-planned instruction with appropriate pacing, guided practice, attention to individual learners, effective and immediate feedback, etc., can help teachers manage a classroom and thereby ensure desired learning. On the contrary, instructional weaknesses can create disorder in a classroom and make teaching much less effective.

#### **II) SETTING AND IMPLEMENTING RULES**

Crocker and Brooker (1986) observe that classroom instruction should be undertaken in a business-like manner, that is, the teacher should try to achieve maximum learning within minimum time and without task disruption. Teachers, who set clear-cut goals for instructions and show a

degree of commitment to achieve those goals, can manage their instructional activities more effectively. The teacher, therefore, must demonstrate the willingness and an ability to act when the rules are broken. For example, the learners should be told to raise their hands before talking or asking questions. After raising their hands, the learners should wait for their turn to come for answering questions or participating in discussions.

The processing of setting and implementation rules has instructional as well as management value. The learners learn procedures for ensuring that their participation is effective and they accept the social setting. The rules should be introduced in the same manner in which any academic concept is introduced. The rationale for implementing the rules should be made clear and the process used to present the rules should promote both understanding of and respect for the rules. The learners need to know what will occur if they choose not to follow classroom rules and procedures.

### **III) MANAGING INTERVENTION**

The process of monitoring the learners' behaviour and intervening when necessary is clearly one of the most demanding requirements for effective classroom management. The need for intervention is reduced if the rules are classified and instructional activities are appropriately implemented. Typical misbehaviours such as inattentiveness, mild forms of verbal and physical aggression, failure to bring books and complete homework, etc., should be effectively intervened. The teacher has to exercise increased vigilance to build credibility and enhance learners' learning. The teacher who, for example, initiates teaching and then, without completing what he has to say, turns to write on the blackboard invites challenges and reduces credibility. The teacher's physical movement in the classroom can create opportunities for monitoring learner behaviour and managing interventions. The teacher who spends virtually all the time in front of the class will not have the opportunity to observe what is really going on at each desk, nor will he or she be able to make the personal contact that build a productive relationship between the teacher and the learners. You will appreciate that the management is easier

from the back than from the front of the class. It should, however, be noted that too many interventions may not increase learner learning. They can become counter-productive. If intervention is likely to interrupt the flow of the lesson, it should be avoided.

#### **IV) FEEDBACK ON APPROPRIATE BEHAVIOUR**

The learner expects to receive continuous feedback about whether his classroom behaviour is acceptable or not. Success in learning should be praised by the teacher. You should, however, remember that the teacher should be judicious in his/her praise in the classroom. And praise should be linked with performance. The importance of feedback has been discussed in various units of the course

#### **V) CLASS ENVIRONMENT**

Classroom environment is also related to management. Many organizational factors such as direction, feedback, communication, interpersonal relations between the teacher and the learners, etc., create a proper climate for learning. The learners do not want to learn in a chaotic environment and the teacher who has to teach classes will have to work under strain. Poorly managed classes do not provide a pleasant supportive environment to teach or learn. A certain degree of calm, quiet and comfort is necessary for the teacher's as well as the learners' mental health.

#### **5.9.5. TECHNIQUES OF CLASSROOM MANAGEMENT**

Knowledge of principles and practices of teaching and learning is essential for the teachers. It includes the ability to plan lesson, organize and manage a classroom, and use teaching strategies to help the learners achieve terminal objectives. As you already know, proper management of a classroom means effective organization of teaching-learning activities for optimum output in terms of learner's learning and skill development. Like a manager of a business house, the teacher too has to manage classroom situations/conditions in such a way that they create a forceful (favourable) environment to motivate and direct learner's learning. The teacher, therefore,

has to understand the impact of various classroom related intervening factors, learner's needs, attitude and behaviour, and the teacher's ability/resourcefulness to communicate with the learners. The sum of these factors determines the effectiveness of management of instructional activities in the classroom. For this, the teacher has to introspect and ask himself/herself how much pain he/she is going to take in systematizing the teaching-learning activities.

When we use the expression 'system', we make sure that teaching-learning activities are properly planned and implemented. We have already emphasized that the teacher should have a positive attitude towards teaching-learning process. This is because what a teacher does and how he behaves has a strong bearing on his classroom management. Before

we discuss specific techniques that the teacher can use to cope up with learner problems' it will be useful to provide some general information regarding a learner's problems at secondary/senior secondary level of school. Some learners at this level become disturbed and are difficult to control than learners at the kindergarten or primary level. Some learners drop out of school and those who continue their education become intellectual and socially more mature. At this level, the learners start assuming more responsibilities for their behaviour and hence for their studies at school. Many learners successfully learn basic skills and can manage much of their learning on their own. The teacher's primary concern at this stage is to motivate them to behave the way they should and are expected to. He should function as a manager of classroom instruction. With his ability, skills, experience and knowledge, he should be able to create an environment in which learners can acquire the required knowledge, skills and attitudes without any stress and strain.

In this section, you will study various management techniques for use in the classroom; the strength and weaknesses of each technique will also be discussed. We shall not prescribe any readymade formula for managing a classroom. Ultimately you should be able to design your own plans for classroom management that best fit your instructional objectives and suit

your learners. All resourceful teachers adjust their teaching methods for different kinds of group and try different systems of classroom management.

### **I) BEHAVIOUR MODIFICATION TECHNIQUE**

The basic assumption behind this technique is that learner's behaviour is the direct result of teacher behaviour. It is the job of the teacher to identify desirable and undesirable classroom behaviours. The teacher has to ignore inappropriate /undesirable behaviour.

According to the Skinner, the teacher can use reinforcement (you will recall that reinforcement is a condition of learning) to shape the desired behaviour. For example, if the learner demonstrates (verbal or non-verbal) desirable behaviour, it should be appropriately acknowledged and rewarded. In

Behaviour modification technique a more popular activity (such as playing or viewing of a TV programme) can be used to reinforce a less popular activity (such as learning mathematical concepts and procedures). In other words, popular activities can be used to bring about desirable changes in the learner behaviour. This will lead to effective management of instruction.

### **II) LEARNER RESPONSIBILITY**

Some teachers feel that the learners should be responsible for their behaviour. The teacher's job is to make the learners aware of the expectations and the consequences of their desirable and undesirable behaviours. This technique of managing a classroom advocates self-discipline among the learners. It is the responsibility of the teacher to enable learners to take up greater responsibility for their behaviour and develop a plan for modifying their unproductive behaviour. This implies that the teacher understands his/her learners' problems and can help them understand themselves better and work cooperatively with the teacher and their peers. You should know that the class can be managed better through open communication and cooperative attempts at solving problems. The learners need such teachers who can help them assume more responsibility for their studies; they need appropriate guidance aimed at improving their performance.

### **III) GROUP ACTIVITIES**

In order to manage their class, some teachers prefer to deal with a group of learners, rather than with an individual learner. They see the class as a group which is influenced by peers. The learners working together exhibit desired behaviour in order to gain group rewards. The learners compete with each other. The teacher's responsibility here is to give the learners some group activities and create a competitive environment in the class. The teacher can encourage desirable behaviour among learners through appropriate rewards/reinforcement.

### **IV) SKILL IN MAINTAINING LEARNERS 'ATTENTION**

All effective teachers continuously monitor their learners for signs of inattention and are sensitive to their needs. The seating arrangement should be made in such a way that the teacher can see all the learners effortlessly. Besides, variation in voice, movement or pacing can be used to refocus their attention during teaching. We should guard against the tendency of creating a monotonous environment in the classroom. Sometimes, humour, should be used to break the monotony and to create a lively environment. It is all the more desirable to use humour if it has some pedagogic value.

Without going into details we would like to emphasise the importance of innovative methods of teaching and using audio-visual media in managing the class. Innovative method of teaching and learning ensure systematic teaching as well as active involvement of the learners in teaching-learning activities. They help the teacher in creating a favourable learning environment in the class. The concept of innovative methods includes the teacher's knowledge of the subject(s) being taught, readiness on the part of the learners to ensure effective communication with the teacher and use of audio-visual media. Classroom activities should be scheduled in such a way that they coincide with learners' readiness to pay attention to and participate in the instructional process. Active attention of all the learners is required when important information is delivered to them. For example, while teaching medieval history to grade X learners, we can use a film depicting the medieval

period – the troops, patriotic songs of that period (to elicit an emotional response), dates of battles, names of military leaders, etc. Moreover, the use of such a film will generate interest and curiosity among learners and increase their eagerness to know more about Indian medieval history

#### **5.9.6. PRACTICAL SUGGESTIONS**

Some researchers in classroom management have made some practical suggestions to help teachers organize and achieve effective teaching. Let us describe these in brief so that you may use them for better management of your class and thereby become a more effective teacher. Evertson and Emmer (1982) have listed the following characteristics of effective classroom managers at junior high school level.

- The effective teachers describe the rules more completely and implement them more systematically. They are likely to be more explicit about desirable behaviour (the do's, not just the don'ts).
- They monitor their learners' compliance with rules more consistently, intervene to correct inappropriate behaviour more often and describe desirable behaviour more often when providing feedback.
- They present information clearly, give directions, state objectives and break down complex tasks or concepts into small and easily manageable parts
- They are precise and clear when they present information and give direction to their learners.
- They waste little time in getting organised or accomplishing transition between activities. They maximise learner attention and task engagement during activities by maintaining appropriate lessons and using various approaches to manage instruction.

Kourilsky and Quaranta (1987) list some guidelines which promote positive environment in classroom. These are as under:

- The effective teachers provide a stimulating and appropriate learning environment which takes into account their (learners) personal interests and learning styles.
- They use a variety of instructional strategies in the classroom and use novelty to break the monotony.
- They allow the learners to generate the needed guidelines for proper classroom conduct, thus building the self-confidence and autonomy and increasing their awareness of personal responsibility for one's actions. They develop guidelines that enable the learners to become responsible for their work.
- They treat the learners with respect and kindness, express concern for their learner's welfare, and provide them opportunities for success in the classroom.

McNeill and Wiles (1990) investigated the secrets of the successful management of classrooms. They made the following suggestions for teachers.

- Show a caring attitude towards your learners.
- Listen to the learners when they tell you their concerns and viewpoints.
- Use as many first names as you can.
- Try to be positive in your attitude and approach.
- Cultivate a friendly but respectful relationship with the learners
- Know your learners properly.
- Be on time and start the class immediately. Have something for learners to do
- Have a lesson plan and inform the learners the way the lesson will progress.
- Apply the rules consistently.
- Vary the types of classroom activities.
- Prepare assignments that are appropriate for your learners.

### **5.9.7. INCLUSIVE CLASSROOM: THE CONCEPT**

In narrow sense, an inclusive classroom is defined as a class where children with and without disability learn together. In broader perspective it has more comprehensive definition. Inclusive classroom is a class where children from all social, cultural, religious, economic background and abilities (including differently abled learners) work together to create the knowledge with the help, guidance, support and encouragement of teachers. In a true inclusive classroom, views, ideas, experiences and values of every individual are valued in order to develop thoughtfulness, mutual respect and creation of knowledge.

It seems a quite impressive idea but many teachers are facing challenges in classroom management of such class. There are issues like lack of training, shortage of learning resources, infra-structure in the classroom and school, etc. which are still unresolved in many schools. Right to Education Acts, 2009 made it compulsory that all children should learn in an inclusive set-up and every classroom should be an inclusive classroom, but realities may be a different story. We have to work hard to make our classroom inclusive. Here are few simple strategies, which a teacher can use to make his/her classroom inclusive.

#### **5.9.7.1. STRATEGIES OF MANAGING INCLUSIVE CLASSROOM**

##### **I. KNOW YOUR LEARNER**

The first strategy to manage an inclusive classroom effectively is to know your learners. You should be aware of abilities, needs (general as well as specific), background (linguistics, cultural, religious, etc.), strengths, weaknesses, interests of your learners. Your senior colleagues' must have advised you sometimes to spend few classes in the starting of the session to know your learners. This will help you to manage your classroom effectively. •

##### **II. KNOW THE RESOURCES**

A good teacher is well aware of resources needed for variety of learners and resources available the class as well as school. For example, if there are

learners with visual-impairment, you need different kind of resources whereas for learners with hearing impairment, resource may of different nature. Always try to use those resources which are in inter-changeable formats and focus on audio-visual aids.

### **III. UNIVERSAL DESIGN OF LEARNING (UDL)**

it is advised that a teacher should plan the instructions by using Universal Design of Learning (UDL) principles for an inclusive classroom. UDL simply means a design which is easily interchangeable in different formats to suit different kind of learners. For example: if you are providing some printed resource or an image, it should be in those formats and fonts which are readable by screen reading software or can be transformed in Braille.

### **IV. COLLABORATIVE AND COOPERATIVE LEARNING STRATEGIES**

in order to facilitate the learning together, you should use more collaborative and cooperative learning strategies. Group work facilitates more to all kind of learners as they learn from each other what they do not know.

### **V. SUPPORTIVE BEHAVIOUR**

In an inclusive classroom, teacher's behaviour, his/her language, selection of words to address the learners should be very supportive. You have to avoid those words which can hurt learners or are related to background, religion, caste, or disability. You should encourage all such learners who need more attention to be associated with their peers. Other learners in the classroom should also be trained to behave normally with learners with some difficulties

### **VI. CLASSROOM SITTING**

You have to design a supportive sitting arrangement keeping in mind the difficulties of learners, who needs special attention. Learners with locomotors disabilities or visually impairment, hearing impairment, etc. may need a suitable place to sit, you have to arrange it for them from starting.

## **VII. VARIETY IN TEACHING METHODS**

You should adopt variety of teaching methods. Monotonous lecture method should be avoided. Using appropriate learning resources can help a lot. Encourage learners to identify locally available resources and use those in class frequently.

### **5.9.7.2. MANAGING BEHAVIOURAL PROBLEMS IN CLASSROOM**

Another very important aspect of classroom management is to manage the behavioural problems of learners, which a teacher often faces. Many times teachers complain that they spend a fair amount of time in resolving issues related to behavioural problems of learners. These problems may be of different reasons. Some may be related to personal behaviour of a learner, some may be related to his/her behaviour in group or behaviour towards a particular person or event or thing. If there is a counsellor in the school, teachers can refer every learner to him/her but in many Indian schools there is no such facility. In such schools, teachers have to manage the behavioural problems of learners in the classroom. There is a three-fold strategy to manage these problems, i.e. preventive measures, supportive measures and corrective measures. Let us discuss these one by one.

#### **I. PREVENTIVE MEASURES**

Prevention is an early measure through which many general problems can be avoided. In order to apply preventive measure, you have to play dual role, i.e. you have to create supportive environment to promote positive discipline in the school as well as identify and arrange the support system to prevent the learners from negative behaviour. Preventive measures are not only for specific learners rather they are for all. Here are few measures which can be adopted as preventive measures in a class:

#### **II. REINFORCING AND REWARDING GOOD BEHAVIOUR**

It is often said that punishment may stop a learner for doing wrong things but he/ she will never learn what the right thing was. So it is better to identify

in learners, what is good? Support the good and reinforce their good behaviour and achievement through rewards. For example: Rashmi, a secondary school teacher got a class about which she was told that it is a notorious class. She adopted an interesting strategy to promote positive behaviour. She put a glass-jar in the corner of the class and instructed learners to put their name in a slip and place it inside the jar whenever they have done something good according to class. At the end of the month, slips will be counted and whose name will appear in most slips for good behaviour, s/he will be rewarded. Same strategy can be applied for class behaviour also in the school.

### **III. EFFECTIVE CLASSROOM RULES**

Design, explain and implement the well-defined classroom rules. Consequences should also be explained if learners do not follow certain rules. Desired behaviour needs to spell out clearly so that while implementing, there should be no chance for biasness. Involve learners in developing as well implementing these rules, which will help you in developing a positive attitude towards the rules.

### **IV. NON-VERBAL COMMUNICATION**

Non-verbal cues through body language of teachers also play an important role as preventive measure of behaviour management. Learners generally follow the body language of teachers when they communicate in classroom. What teachers like and what not, learners usually guess by observing the body language of teachers. Teachers should use effective non-verbal cues as well as there should not be any miscommunication in between his/her oral communication and communication through body language.

### **V. COOPERATIVE LEARNING STRATEGIES**

Cooperative learning strategies are suggested to enhance the team-building and cooperative approach among learners. These strategies help learners in channelizing their energy in peer interaction and discussion. Development of social skills as well as positive leadership is also possible through these techniques.

## **VI. ACADEMIC SUPPORT**

Sometimes few learners in class need some extra support due to their inability to match the speed of rest of the class. If they do not get proper attention and support they try to create certain problems. As a teacher, it is your responsibility to identify such learners and their specific need as well provide them academic support. This will help them to focus more on academics and the probability of creating problems will decrease.

## **VII. PARENTAL INVOLVEMENT**

Role of parents is equally important as preventive measure. It has been observed that sometimes, learners' problems are a reaction of the events/actions/situations they face at home. Continuous communication between parents and teacher is very important. Parents should be oriented beforehand about this. They should be encouraged to share everything about their child with teachers so that both can work together.

## **VIII. SUPPORTIVE MEASURES**

Supportive measures are equally important for managing the behavioural problems of learners. These measures are different from preventive in the sense as these are used by teachers when they observe any behavioural problem is occurring in the class. Many times strategies may be same as preventive and supportive measure but their implementation and use is different due to nature of the event.

These measures are used by teachers to support the positive behaviour in the class. Positive Behaviour Support (PBS) is used as an alternative strategy to avoid punishment. PBS does not support the strategies like withholding reinforcement for the learners with an undesirable behaviour. Following strategies can be adopted by a teacher as supportive measure while dealing with problematic behaviour of learners in the class:

## **IX EXTINCTION AND REDIRECTION**

If a teacher notices that the learners are showing some particular problematic behaviour for attention, teacher should try to avoid this behaviour. Such behaviours generally are not very serious and harmful. This avoidance is called Extinction. Sometimes, when a teacher observes something disturbing in learner's behaviour, s/he redirects it to some fruitful activities. For example, a learner is making some useless sounds in the class, teacher asked him to entertain the class by making funny sounds for 15 minutes.

## **X. CONFLICT RESOLUTION SKILLS**

When you notice a learner fall in some conflict and this conflict is the cause of his/her problematic behaviour you have to pay attention there and suggest some conflict management skills. Better to use it as preventive mechanism and train your learners with some conflict resolution strategies.

## **XI. CURRICULAR ADAPTATION**

Cause of problematic behaviour of learners may be the way curriculum is being transacted in the classroom. Some learners may not be comfortable with the teaching-learning strategies you are adopting or the activities which you have incorporated.

As supportive strategy, make provisions for choice of activities. Include activities which they can accomplish with the help of parents, peers or community members. Vary the pace of teaching. Analyse the task given to learners, is it of their interest? What is the difficulty level of the task? Are the resources available with them to accomplish the task? A better planning can minimize problem in your class.

## **XII. REPLACEMENT SKILLS**

Many times learners are not aware of various alternatives to solve a problem. They use the method selected or taught by the teachers and if they don't get desired success, it results in some problems. As a teacher, you need to motivate them for identifying and using alternative paths also but you have

to keep an eye that the alternative path should be right one; continuous guidance and reinforcement can help a lot in it.

### **XIII. CORRECTIVE MEASURES**

Corrective measures are required when a problematic behaviour is occurring frequently and preventive and supportive measures are giving desired results.

It is always suggested that corrective measures are the last solution to handle any problematic behaviour. Implementation of corrective measures require the involvement of parents and school administration as well but sometimes these may be misunderstood by parents or other community members, if they are not aware of the problem. Here are few strategies which teachers can use as corrective measures:

### **XIV. MAKING LEARNERS AWARE OF THE CONSEQUENCES**

Often you observe few learners causing problems and no supportive strategy is working on them. In such situation, you need not lose your calm. It is better to talk to the learner and explain the possible consequences of his/her behaviour. You can involve their parents also while explain such consequences.

### **XV. REMOVAL FROM A SITUATION**

Sometimes you may observe that ignoring the problem, behaviour can increase its intensity. In such case, ignorance is not a solution. As a teacher you have to put him/her in a different situation, where either s/he cannot get any benefit from the problematic behaviour and learn how to behave to fulfil his/her needs. Changing the place of sitting in the classroom, allocating or change in the responsibility assigned to him/her in the classroom, involving in some co-curricular activities or school activities may be a kind of solution.

## **5.10. FINANCIAL MANAGEMENT IN EDUCATIONAL INSTITUTE**

Educational institutions usually are organized and managed with philanthropic objects. The purpose of this institution is to promote and developed and enhance the quality of educational services. As educational institution is not organized and managed for profits. The financial aspects of this often remain neglected. Even today we presume that these are the institutes for charities. As such, they did not have a sound system of financial management. For such institute finance should be a secondary aspect of management. Development of sound financial management system however being neglected. It affected institute's development. Many good educational institutions having an objective of development often could not expand properly resulting in loss to the society. It is necessary that institution with quality standard must grow and other variety of services to every concern section. This requires rational and purposive growth. It also requires sufficient and adequate funds to meet infrastructure and other development needs. Therefore, a systematic and efficient financial management service is a need for every institute whether for profit or not for profit. Educational institute often do not have adequate sources of funds, balance between receipts and payment are hardly matched. Often the dearth of funds is major constrain in development of these institutions. The need for efficient financial management arises due to resources scarcity, inadequacy of funds and limited sources of revenue. Therefore, every educational institute must go for efficient and systematic financial management.

### **5.10.1. FUNCTION OF FINANCE**

The term finance is indicated explaining importance of finance, funds and money in particular institution or for a particular activity. Nothing can be simply achieved unless and until every institute works out for efficient financial management. The function of finance is usually comprising of their basic activities; These are: 1. Acquisition 2. Allotment 3. Distribution of profit or surplus

## **1. ACQUISITION**

Unless and until an institute acquires fund, it cannot allot it to any activity as we all know sources of funds are limited. Money surplus is restricted and no one can generate money at will. Acquisition of funds therefore is a tough and critical task. More the sources of finance better will be the scope of acquisition of funds. However, no institution can acquire finance and funds at will. The capacity to acquiring funds depends on following factors:

- Nature of the Institute or business
- Tenure of services
- Reputation and credibility acquire
- Types of services offered
- Cost of production and generation of services most likely set of users or beneficiaries
- Type and nature of steak holders
- Willingness and ability of users and beneficiaries to pay for the services offer
- Continuity or perpetually of demands for services
- Internal strength of institute to generate its own funds
- Patronage or benevolent assistance available

The acquisition of fund is also determined by certain other features such as

- Philosophy of the institute
- Vision, mission and goals of the institute
- Regulatory from work
- Competitive environment

The concept of acquisition thus has many dimensions. It will be difficult to relay on own particular factor to decide the sources of fiancés or mode of acquisition of funds.

## **2. ALLOTMENT OF FUND**

Educational institution and even other institute not working for profit find it difficult to make a rational, judicious and adequate allotment of funds to variety of activities. There are many constraint and factors that restrict proper allotment funds. The tangible factors restricting allotment of funds are

- Nature of activity undertaking
- Revenue and capital aspects of expenditure
- Needs for various departments or services
- Availability of funds
- Requirement and expectation of beneficiaries and user's
- Regulatory requirements
- Managerial requirements
- Necessary expenses for effective organization and working of the system.

## **3. DISTRIBUTION OF FUNDS**

It is one of the important aspects of financial management. The institute has to be rationale while distributing its profit and surplus. It is especially for institute not working for profit because such institute usually has limited sources of earnings. These institutes cannot sustain the pressure of shortage or scarcity of funds. These institutes have selective priorities which they need to satisfy into order to sustain of grow. Therefore, these institutions have to design their strategies for survival and development. Educational institutions have to be more cautions and judicious while distributing of funds. Following are the determinants that decide the distribution aspect of financial management.

- The educational institutions usually do not have sustainable long term financial sources. Often they have to depend upon earning on certain revenue sources. As such, their choice of earnings is restricted.
- The sources of revenue are determent and specific. It is very difficult for educational institutions to change these sources.

- The heads of earnings are often regulatory system. Therefore, educational institutions have limited heads to enhance the earning sources.
- The heads of expenditure are also predetermined. Educational institutions cannot have reduced expenses on certain basic areas of activities. This is also restricting their freedom of distribution.
- The volume of surplus of educational institution is often very scanty; as such allocation of funds is definitely challenging issues.
- The margin of surplus has to be allocated to capital reserves and general reserves funds. Often the bylaws of such institution do not permit distribution of funds unless and until the provision is made for such reserve.
- Though educational institute do not pay a part of profit to their stake holders in form of dividend or share of profit. However, there is a limited surplus available even for general welfare.
- For educational institution distribution of funds or welfare and general development or expansion is one option. However, there are limited chances for diversification and expansion of educational activities.

#### **5.10.2. CHARACTERISTICS OF FINANCE FUNCTION**

The concept of finance in educational institution is much different than conventional business or profit making organization. The educational institution looks at finance from a different point of view. They consider financial functions as a basic activity to manage funds for development and maintenance of institute. The growth and profit making approach in the finance function of the educational institution. Following are the characteristics of finance function in educational institution.

- Finance function is focused at systematic acquisition and development of funds
- The purpose of finance function is stabilization of financial position.

- Sources of finance in educational institution are restricted by nature. It is because of regulatory frame work for governance the educational institute.
- The principle source of revenue for educational institute are related with fees and certain other sources like grant in aid, donations etc.
- The fees are defined by the regulatory institution. As such the education institution cannot change fees more than as what is guided by regulatory institute or bylaws of institute. It is not the discretion of the institute to revise the fees at will.

Educational institution cannot take unspecified fees without prior permission of the regulatory bodies. Especially fees like capitation fees or fees based on donation or donation related objectives. Often it is not permitted by regulatory authority without prior sanctioned. Other fees and sources of revenue like grants are decided a formula set by the government. The grants are offered for the specific purpose and cannot use for the purpose other than specified purpose.

### **5.10.3. FEATURES OF FINANCIAL ENVIRONMENT**

Every institute whether profit or non-profit unit works with the help of finance, unless and until there is an adequacy of funds. The institute cannot survive. The level and availability of funds is determined by financial environment. For educational institution financial environment means external and internal factors influencing the sources and application of finance. The salient features of financial environment in educational institution can be identified as follows

- Educational institution usually works out for profits. This non-profit motive of educational institution changes their finance. As such, their approach towards finance is very narrow and restricted.
- As these institutes do not work for profit, the fund management system does not focus on higher revenue generation or generation of extra surplus.

- There is no owner's equity and concept of profit sharing in a conventional manner in educational institution or public charity institute. Therefore, generation of revenue is not the prime function of these institutes.
- The concept of finance is driven by resource utilization and not by resource generation. The concept of wealth maximization is not also implemented in large scale because maximization of wealth is not the prime motive of these institutes.
- The conventional educational institution also does not give priority to rapid or large scale expansion. Often most of the institute continues with same scale and mode of functioning.
- Retention of earnings and creating of reserves has also a limited scope.
- The type of financial information required by this institute is very limited because of low dimensions and limited flexibility in approach.
- The stake holders are diversified in nature and have different ends to meet. However, none of the stake holders have any financial purpose to perceive.

#### **5.10.4. STAKE HOLDERS TO EDUCATIONAL INSTITUTIONS**

There are different types of stake holders in educational institutions. The set of stake holders is quite diversified and multiform in nature. The stake holders do not have contradictory approach to perceive. Now everywhere there is limited interaction and cohesiveness in the activities of these stake holders. The important stake holders in educations are enlisted as follows

- The management
- Administrators and managers of governing bodies
- Teachers
- Non-teaching staff
- Students
- Parents
- Potentials employees
- Society

## **1. THE MANAGEMENT**

It is the principle stake holders in educational institutions without lead role of management or its representation educational institution do not come in to existence. Management can be group of person from same or different walks of life which comes forward to establish the institute with particular motive, cause or purpose. The stake holders – Management are pioneer for establishing of institute, trust or body. The principle purpose for establishing an educational institute by the management is to perceive a cause promote and justify or expand the scope of educational activity for particular class or mass.

## **2. ADMINISTRATORS AND MANAGERS OF GOVERNING BODIES**

Any institute whether it may be educational or other are organized, administered or managed by people who administrated these institutes with the help of certain select skills and abilities. The administration includes Principal, Registrar, Officers or all those who are involved in governance of these institutes. Administrators usually are people who set policy and procedures and programs for the development of healthy educational culture.

## **3. TEACHERS**

Teachers can be rightly known as backbone of educational institutions. They offer their skills, ability and talent as well as work for a particular educational cause. No educational institute can be imagining without teachers. It helps in development of curriculum, education system, activities and programs.

## **4. NON-TEACHING STAFF**

It includes officers, clerks and support staff that work for implementation of policies of educational institutes. Institute cannot run effectively and efficiently without proper contribution of non – teaching staff. It is a crux to maintain discipline and order. Most of the policy regarding planning, governance and achievement of goals are effectively deployed only through administrative staff.

## **5. STUDENTS**

The sole purpose of educational institution is to help and served the student. It is the focal point of entire education system. The 3.10 whole system revolved around him. He is the principle stake holder of the entire system. Education system works for promotion, development and advancement of education culture which ultimately enriches the quality of the learners. Hence, principle purpose of educational institute is to develop a learner friendly plan.

## **6. PARENTS**

Parents are the intermediate beneficiaries. They are indirectly benefited through development of their wards. Educational development of children leads to their concern and personally enhancement, which in term enhance their chances of success in life. Therefore, every person as parents wants his wards to take good education.

## **7. POTENTIAL EMPLOYEES**

Getting quality persons as employees is the key issue before every employer unless and until the employers get trained educated employees or potential employees. They cannot maintain efficiency of the unit, providing skilled and caliber employees is the one of the principle purpose of educational institute. From this view employee are major stake holders of educational institute.

## **8. SOCIETY**

society has the great stake in educational institute. Building of good citizenship cannot do with appropriate and quality education. Society needs citizen with character, competitance and society cannot grow without good citizenship competent employee's caliber like scientist, engineers, architects, farmers and workers, artisans. Hence, society has a great stake in educational institutions.

### **5.10.5. FINANCIAL INFORMATION REQUIRED BY EDUCATIONAL INSTITUTION**

Each institute requires a variety of financial information. This information is collected from different sources to meet the current and future requirements of the institute. Financial information is not a static. It is a dynamic that required on a continuous basis. Therefore, every institute has to generate and used this information on a perpetual basis. The institute that does not create appropriate set of financial information cannot survive for long. They often face challenge in decision making process. In many cases they fell to meet the challenge of contemporary situation. Well managed institute avoided this dilemma of want of appropriate financial information and survival in a competitive economy. Their success depends on swiftness, acumen prudence ability to acquire and used financial information. In true sense well managed educational institution are the institute that maintained right set of required financial information. Getting desired, necessary and timely information is the principle challenge before most of educational institution. The roll of finance department in acquiring this information is very critical unless and until educational institute acquire this financial information, their survival cannot be ensured. Following are the various types of financial information required by educational institute.

- Information regarding financial challenges happening in economy at large.
- Information regarding various rules and regulations influencing functioning of financial information.
- Deciding the right sources to procure financial information.
- Ascertaining the accuracy and reliability of financial information.
- Deciding the utility and application of information so procure.
- Establishing appropriate system of information processing setting.
- Establishing right procedure of management reporting system.
- Identifying the important information required by management and providing necessary data inputs. ix) Benefiting the information to meet regulatory requirement and developing suitable reports as well as formats.

### **5.10.6. SOURCES OF FINANCIAL INFORMATION**

There are different sources of financial information used by educational institute. These sources are

- Directives, circulars, notifications, government resolutions and other orders issued government agencies from time to time
- Directives and reports of the educational department.
- Published annual reports and other financial data of the educational institute.
- Internally generated financial report receipts, pay statements and other financial statement.
- Observation, reports and articles published in journals related with education.
- Guidelines issued by apex educational institute.

### **5.10.7. FINANCIAL MANAGEMENT OF EDUCATIONAL INSTITUTE**

Financial management is the core aspect of the management. Educational institute acquire funds from certain select and define sources. These sources cannot be modified and enhanced with each case. On the contrary there are still many limitations on procurement of funds. Whereas educational institute are expected to provide multiple educational services for which huge amount of funds is required, this cannot be rightly meet. Thus there is a significant gap between sources of finance and their application in educational institute which demands a more systematic and rational concept of financial management. Following are the silent features of financial management in educational institute

- Anticipating financial needs – To estimate financial requirements
- Acquiring financial resources – To procure funds through select sources of receipts.
- Allocating funds in business – To ascertain requirements and allot funds.

- Administrating the allocation of funds – To maintain control of process, fund utilization.
- Analysing the performance of funds – To measure the extent of achievements of goals.
- Accounting and reporting to management – To justify the fund utilization and supplies the report of the same. Financial Management  
Anticipating financial needs Acquiring financial resources Allocating funds in business Administrating the allocation of funds Analysing the performance of funds Accounting and reporting to management

#### **5.10.8. FUNCTIONAL ASPECT OF FINANCIAL MANAGEMENT**

Financial management is a process, discipline and techniques of effective fund utilization. As such financial management covers a large number of functional areas related with different activities of the institute. Following diagram explain the functional areas of financial management

- Determining financial needs – Ascertained various purposes for which funds will be utilized.
- Determining sources of funds – Identifying the sources like fees, donation, grants etc.
- Financial analysis – Ascertained areas where funds shall be deployed.
- Optional capital structure – To design suitable capital structure that meets current as well as future requirements of institute.
- Fixed assets management – To identify various equipment and their effective utilization. Functional Areas of Financial Management  
Determining financial needs Determining sources of funds Financial Analysis Optional capital structure Fixed assets management Capital budgeting.
- Capital budgeting – To decide long term requirements of the funds.

#### **5.10.9. FINANCIAL DECISION PROCESS IN EDUCATIONAL INSTITUTE**

The process of financial decision making in educational institute is also very well define and regulated by certain laws, rules and procedures. There are

define system for decision making and every decision has to go through the same system. The authorities and bodies are controlled by select set of procedures and every decision passes through same set of decision making steps. Following are the financial decision taken by educational institutes

- Financial requirement decision – These are the decision related with sources of funds, mode of procurement and extent of funds to be procure.
- Investment decision – These are the decision related with deployment of funds for various revenue and capital activities.
- Regulatory decision – These are the decisions regarding monitoring and maintenance of effective control on fund utilization.
- Appropriation decision – These are the decisions related with appropriation of funds and distribution of surplus to various financial purposes.

One of the most important aspects of financial management of educational institute is systematic financial planning. Availability of sufficient funds is not the only condition. There are many other issues associated with systematic utilization of funds. The major problem before educational institute is not only availability of funds but at the same time how to plan for these funds. In most of the cases educational institute do not have proclivity of funds but is want of situation and effective planning which mars their change of success of growth. The reasons for proper financial of educational institute can be attributed as follows

- Educational institutions have very narrow approach towards financial system. Often there is a misconception that finance is not the prime domain of activities of educational institution and therefore they need not work for efficient management funds.
- Requisite skills and competence are not often available with educational institute for efficient manage of finance.

- Most of the educational institute looks at finance as a secondary function and therefore they are unwilling to devote requisite time for utilization of fund.

#### **5.10.10. IMPORTANCE OF FINANCIAL PLANNING IN EDUCATIONAL INSTITUTE**

Educational institute need to perform will and they are the backbone of modern society. For efficient and perpetual good performance, it is necessary that educational institute must maintained financial soundness. This is not possible without having a good successful financial planning. Good educational institute develop appropriate provisions for systematic fund management. This requires proper understanding of funds and utilization of funds. Educational institute cannot maintain the health and strength, it the funds are scarcity and therefore these institutes need to work for development of a suitable financial planning. Financial planning can be addressed many challenges before educational institute Features of sound financial planning for educational institute. Though financial planning is required an essential by every educational institution. However, it must be based on sound principles and appropriate policy. A soundness and appropriateness of financial system of planning depends upon variety of factors. The principle features of good financial planning in educational institute can be identified as follows. Steps in financial planning

- Deciding the philosophical basis of financial management.
- Estimating objectives.
- Policy formulation.
- Forecasting
- Developing appropriate procedures.

#### **1. PHILOSOPHICAL BASIS OF FINANCIAL MANAGEMENT**

Every organization works with a particular philosophy and set of principles. Educational institutions are not exception to it. They usually established and work with philosophy of service towards society. Profit making is not the criterion.

## **2. ESTIMATING OBJECTIVES**

It is another critical area. It is estimating goals and objectives. Every financial function has to have certain goals. These goals are tune in philosophy of the organization. It goals gives a direction to the functioning of the organization and its approaches to address functional and operational products.

## **3. POLICY FORMULATION**

Finance is a matter of perpetual monitoring and performance, as such it is necessary. It is that policy be formulated to execute the decision.

## **4. FORECASTING**

This involves estimation of demands, fund requirement and management in which the funds shall be utilized. Forecasting minimize risk and gap in demand for funds.

## **5. DEVELOPMENT OF PROCEDURES**

functional aspect cannot be rightly executed without efficient, systematic and well-defined procedures. That is now the financial function is rightly performed.

### **5.11. SCHOOL BUDGETING**

The term budget refers an estimate or plan of expenditure in relation to income. It is too simple a definition. In fact, a budget is a fiscal expression, rather a comprehensive and coordinated plan, expressed in financial terms for the operations to be undertaken and resources available in an enterprise which in our case happens to be schools, for a specific period in the future.

A budget is a fiscal plan formulated to reach the goals of the school. It is a tool of educational effectiveness great importance for exercising financial control. It reflects the aspirations of the ' school and the financial means to fulfil them. As you know planning is fundamental to management since it involves the control and manipulation of the relevant variables and reduces uncertainty. Hence a budget expresses the plans regarding all the operations

to be undertaken along with realistic estimates regarding the expenses that would be incurred to undertake these operations. Since the operations are either yet to be undertaken or are those that have already been undertaken but require to be continued in future, therefore budgets are futuristic in nature. A budget is thus the main framework for financial management of schools. It provides the essential pathways through which the financial resources of the school could be harnessed for attaining the objectives that have been set.

#### **5.11.1. NEED FOR BUDGETING**

A budget enables systematic thinking about the future actions in a comprehensive and coordinated manner. It is a tool for management by objectives, effective communication, continuous feedback and evaluation. According to Chandra (2004) and Pandey. (1983) budgets help in: Inducing systematic thinking about the future Serving as a device for coordinating the complex operations of the enterprise such as a school Providing clearly a medium of communication of the plans and goals to all concerned: Providing a detailed plan of action for reducing uncertainty and for the proper direction of individual and group efforts to achieve the goals. Coordinating the activities and efforts in such a way that the use of resources is maximised. Serving as a standard against which the actual performance may be judged. A budget thus provides the school with an operational 'cost-time' framework for the implementation of the various activities of the school. This is because it is a forecast of future financial events showing the anticipated revenue, expenses and the financial position of the school.

Budget as a tool for evaluation of the financial performance of the school, you had to balance expenses on needs (operations to be undertaken) with the costs involved in each of the operations in such a way that there were neither any unused, i.e. surplus financial resources left, nor were the resources surpassed. This act of balancing requires exerting control over the operations be undertaken by prioritising needs by evaluating the urgency and expenses involved, mobilising resources (revenues), controlling costs by adopting cost

effective delegating authority to persons who would be in charge of carrying out the operations and estimating the costs involved and related revenue. It is advisable to have a budget that promotes cost effectiveness with high level of school output, at low levels of expenditure.

### **5.11.2. ESSENTIALS OF BUDGETING**

Now that you are aware of the need for a budget, let us study the essentials of budgeting before we start learning how to prepare a budget. Successful and sound budgeting is based upon certain prerequisites. These are briefly discussed below:

#### **1. TOP MANAGEMENT SUPPORT**

The budget prepared has to be approved by the governing body. It is possible only if the governing body is convinced that the particular approach adopted for the financial planning is preferable in the given situation. For a school any activities undertaken, be it budgeting or mobilisation of funds or anything else, should be within the broader framework of the overall national policies and goals of education.

#### **2. CLEAR AND REALISTIC GOALS**

The goals set should be reasonable, realistic and clear to the concerned persons. For instance, the budget of a government school cannot include unrealistic goals like paying the teacher's salary which is several times higher than set by the government scales. A goal of providing students with welfare services is rather vague. The types of welfare services to be provided have to be clarified and detailed out if they are to be set as goals.

#### **3. ASSIGNMENT OF AUTHORITY AND RESPONSIBILITY**

A clear cut delegation of responsibilities provides an effective means to achieve the budgetary goals and also helps in making the budget a coordinated plan. Thus the assignment was delegated to Ms. Sudha who automatically becomes responsible for carrying out this particular operation.

#### **4. ADAPTATION OF THE ACCOUNTING SYSTEM**

Budgeting banks heavily upon the data generated by the accounting system. However, the data obtained has to be adapted to facilitate the budgetary requirements of planning and control. For example, the account books reveal that a particular amount has been received as fees during a particular year. But while making a budgetary estimate on this account, it is necessary to forecast the probable student strength during the budget period and the ensuing estimated revenue from this source.

#### **5. FULL PARTICIPATION**

Participation of the school head and teachers in budget preparation ensures better implementation of the budget. The teachers are aware of the ground realities, the actual needs and can hence prioritise them in a better manner. Involving the teachers in the process of budget preparation for the school empowers them and thus motivates them. Meaningful participation also enhances the commitment of employees. As in the case study 9.1 if Mrs. Sudha is involved in budget preparation, she would be motivated in carrying out the responsibility assigned to her. It gives the benefit of shared governance. Techniques of budgeting, its evaluation, etc., may however have to be taught to the employees so that they can perform in a better way.

#### **6. EFFECTIVE COMMUNICATION**

A comprehensive system of budgeting is not only based on sound communication systems but also helps to improve the effectiveness of communication within an enterprise. Budgeting is a formal way of communicating plans, objectives and budget goals to various responsibility centres (units i.e., persons in charge of operations to be undertaken). It helps in communicating the plans of the school and the means to achieve them to the concerned persons.

## **7. FLEXIBILITY**

The budgeting system should be flexible enough to take advantage of all opportunities that arise from time to time and are not covered by the budget. Otherwise not only would the fund generated suddenly may remain unused while a pressing need remains unfulfilled but also impair the initiative and freedom of the school head and the teachers. A rigidly administered budget imposes strait jackets in implementing it and hence should have the element of flexibility. It is also to be seen that a budget should not become merely an accounting document dictated by book keeping activities.

### **5.11.3. TYPES OF BUDGETS**

We shall now study the major types of budgets of a school. They are School Master Budget, School Capital Budget, School Department Budget.

#### **1. SCHOOL MASTER BUDGET**

This is the overall school financial an operating plan for a School Budgeting and Administering Budget forthcoming fiscal period. This is usually prepared annually. It is a comprehensive financial plan that takes into account every operation to be undertaken during a particular financial year. It includes all the possible sources of revenue and the expenses involved.

#### **2. SCHOOL CAPITAL BUDGET**

This type of budget usually is for terms longer than one year and they are fiscal plans for major expenditure on procuring/developing capital assets like the school building, halls, laboratories, etc. this type of budget has long term implications for the school. It requires estimates of the cash flow over a longer period of time and hence is more difficult to prepare.

#### **3. SCHOOL DEPARTMENT BUDGETS**

These budgets are segments of the school master budget and are concerned with the different departments/parts of the school, for instance, the chemistry department or the biology department. They are prepared usually by the

person heading the department and are prepared for a term or one financial year.

#### **5.11.4. METHODS OF BUDGETING**

Budgets can be classified into different ways.

##### **1. LINE ITEM BUDGETING**

It is the traditional form of budgeting. It is also called 'object budget' since expenditure is broken down in an object wise manner. Expenditure for general categories like salaries, maintenance of building, purchase of books, etc., are allocated in gross terms. Such traditional budgeting suffers from certain weaknesses. One of them is the failure to relate costs to educational impacts i.e., output that would be gained by incurring the expenditure on that particular object is not indicated. The gain to the school from the investment made on a particular object is not specified. Secondly there is separation of estimating from policy making. Estimates made in isolation from the cost benefit are not helpful in policy formulation. For instance, if the investment made in ICT facilities can be justified then a policy can be adopted to continue or even enhance such facilities in future. Since estimates for enlisted items are included, hence it is commonly called 'line-item classification. What is purchased rather than 'why' it is done so is indicated. It only reveals the financial outlay and the same is not properly inter-related with the physical programmes visualised and the achievements made or proposed to be made. It does not therefore help the administration to appraise the performance of the different schemes, programmes or activities on which money has been spent. Hence it does not serve as an adequate basis for informed decision-making.

##### **2. PROGRAMME BUDGETING**

The traditional line-item budgeting has an input orientation but programme budgeting allocates resources not by line items but by programmes undertaken by the school. It is a fiscal plan related to the programmes undertaken. This type of budgeting is an integral part of the overall systems

approach, be it PPBS (Planning, Programming, Budgeting System) or some other system and involves minimally the following items:

- Grouping of all efforts and activities into programmes such as transportation, food, physical education, etc.
- Establishing the major goals of each programme.
- Mentioning specifically the objectives that on achievement would ensure the accomplishment of the larger goals.
- Establishing alternative for achieving goals of the programmes.
- Comparing costs and effectiveness for alternatives of attaining the goals of the programmes
- Establishing evaluation criteria to measure the success of each programme
- Allocating resources for each programme to accomplish its goals.

### **3. ZERO BASE BUDGETING (ZBB)**

This is a relatively new concept in budgeting method. It aims to prevent the incremental growth or 'budget creep' of the traditional budget. It is quite popular in some western countries.

Each programme or activity has to be justified and each year budget from a zero base has to be constructed by providing new objectives, evaluation criteria and justifications. It starts on the premise that the budget for the next period is zero as long as demand for expense on a particular operation is not objectively justified.

The assumption of a zero base budget (ZBB) is that without proper justification by the manager, spending would not be allowed. Cost benefit analysis of the money spent is required. It naturally leads to better financial management.

In the traditional budget, while budgeting incremental pricing i.e. due to price escalation, price of each item or overall price is assumed to be a certain percentage higher than that of the previous year. This lacks objectivity but in

ZBB this shortcoming is overcome by starting with nil or zero base and then objectively, through justification the price is arrived at. It ensures better control and maintains operating efficiency in an organisation. Besides, resource allocation is strictly according to needs of the organisation and the output (benefit) of the resource spent. Steps of preparing ZBB are defining the objectives:

- ignoring existing budgets and preparing a fresh budget taking base nil/zero with formulation of an operation plan or decision packages
- critically examine each item of expenditure in the fresh budget on the basis its merits and desirability
- evaluating alternative courses of action to compare the prices i.e. performing a cost-benefit analysis before deciding to spend on an item
- selecting the alternative, which is found to be closest to the objective defined

Thus we see that ZBB is a tool for Management by Objectives. Its inbuilt provisions for cost benefit analysis with a look out for effective but economic alternative and justification of the money spent greatly helps in reducing wasteful expenditure. It is helpful in efficient financial management

#### **5.11.5. PREPARATION OF BUDGET**

Now that we have studied the need for a budget, its types and methods of preparing, let us study as to how it is prepared. As stated earlier a budget forecasts the future financial events and indicates the anticipated revenue, expenses and financial position of the school (Commonwealth Secretariat, 1993). In view of this, budget preparation needs care and caution., The different stages involved in budget preparation are discussed below.

#### **1. PRIORITISATION OF NEEDS**

Schools usually are not flush with funds. Hence, the needs of the schools have to be judiciously prioritised. Programmes, projects, activities that are to be taken up during the budget period on priority basis have to be identified.

Comprehensive statements of the various activities identified, preferably with their justifications and objectives in terms of educational outcomes have to be made.

## **2. IDENTIFICATION OF FINANCIAL RESOURCES**

The financial resources available during the budget period have first to be identified. The revenue should be sufficient to meet the expenditure that is to be incurred. The financial plan i.e. the budget must clearly indicate how the cost of the various items will be met (Bhatnagar and Agrawal, 1992). The resources in terms of fees collected, sale proceeds, grants, donations and revenues generated from the miscellaneous sources have to be included as the financial resources of the school.

## **3. ESTIMATION OF COSTS**

This involves analysis of the expenditure. The expenditure plan in traditional budgets is based upon that of previous year's budget with some increment but in zero based budget the previous years' expenditures are not considered as the bases but estimated afresh. The expenditure plan should be comprehensive and include direct as well as indirect expenses on the items included in the budget. Expenditure on administration, staff, equipment, freeships, training, etc. and running costs like, electricity, water, rent, telephone, etc. should be included in the fiscal plan. Cost benefit analysis and alternative paths ensuring economy should be indicated. Any expense to be undertaken should be justified. It is desirable that the revenue as far as possible should balance the expenditure. Otherwise, there would be revenue deficit, which should be preferably minimum and ideally nil.

## **4. PREPARATION AND ADOPTION OF THE BUDGET**

the budget thus prepared has to be presented as per the guidelines of the government or the other funding agencies of the school so that it is approved after it has been scrutinised. The budget is then passed as it is or with some modifications. Thereafter it acquires the status of a legal document and is deemed to have been adopted. This process is to be completed before the

beginning of the financial period for which the budget is meant. The budget thus shows income and expenses broken down in details. Before the budget is made, information regarding expected enrolment figures, prevailing costs, expected subsidies and other sources of revenue and the account expected there from should be collected.

#### **5.11.6. ADMINISTRATION OF BUDGET**

After the budget has been approved by the authorities concerned, it has to be implemented, monitored and controlled. All these activities together form the administration of the budget.

However well a budget may have been prepared, it cannot be effective until and unless it is administered well. A budget has to be the basis for the financial transactions. The expenditure made during the budget period should be recorded in an appropriate manner. Changes in the budget should not be made every now and then since this would adversely affect its importance as a legal document for efficient management of financial resources of the school.

It is always better to settle the accounts as early as possible instead of keeping them pending. While making payments through cash or pay order caution should be exercised to record the same without delay. Similarly, every item of income should be recorded.

#### **5.11.7. MONITORING THE BUDGET**

It has to be seen that there is no over spending. If more money than that allocated is needed, then either the activity should not be undertaken or permission for reallocation of funds may be sought from the authorities. Especially on items involving greater expense, an eye is to be kept on whether planned expenditure is on target or exceeding it. For example, if expenditure on pencils and erasers exceeds 2 percentage of the amount allotted, the excess amount spent would not be significant.

The person in charge of the finance department should provide regular accounts of the expenses incurred. A difficulty often encountered in that money has to be in a financial year within specific parameters like standard funds. If it can be carried forth to the next financial year or if viring it to other budgetary heads (switching over expenditure with funds meant for one head being spent on another) is permitted has to be seen (Donnelly, 2003). This would help in reducing the rigidity associated with the strict monitoring of the budget. Monitoring the school budget should not be a periodic affair but should be carried out regularly throughout the budget period. It can be done through the following steps (Commonwealth Secretariat, 1993).

- Check that expenditures are made in compliance with the budget authorisation.
- Check if the budget is balanced in true sense and see whether there is a surplus or deficit fund at the end of the budget period and if there is a possibility of building reserves.
- Assess the budget and its implementation in order to prepare subsequent budgets efficiently. Provide continuity in the school's accounting system as financial accounts are established on the basis of the balance sheet of the previous year and continue as that for the ensuing year.

#### **5.11.8. BUDGETARY CONTROL**

Budgetary Control is an important task that the management has to take up. While the budget is implemented, there has to be a continuous comparison of actual performance with that in the budget. It helps in the revision of budget and helps in making changes in objectives and policies. It involves the following steps:

- Realistic budgets or plans are prepared to provide direction to carry out operations of the school.
- Actual performance from each area of responsibility is assessed.
- Actual performance is compared with the budget performance to trace out significant deviations.

- As a feedback mechanism, reports are prepared to inform management about deviations from the budget (plans).
- Corrective action is initiated to ensure that future performance is in accordance with the budget. Action may involve motivating people to implement policies, modifying certain policies, retraining employees, etc. The budget (plan) will however need revision if variance (deviation) is due to incorrectly set budget.
- As long as the actual performance approximately conforms to the budget, no intervention is needed. But it is certainly needed when there are significant deviations.

### **5.12. OFFICE MANAGEMENT**

Management is the key to success for any organization; it is universally applied in all fields of organized human activity. Therefore, office management is an integral part of the total management of the organization. It provides centralized guidance, which diverts the individual efforts towards a common goal or objectives. Every office therefore requires making decision, co-ordinate activities, handling personnel and conducting evaluation of performance directed toward the objectives. Office activities are also carried on by a group of people (office personnel) working with appropriate means (tools and equipment) and under suitable environment for a common objective or purpose - that of providing efficient and economical clerical service to the organization. It is the function of Office Management to organize, guide and control the activities of the office personnel to achieve these common objectives. That is why Office Management has been defined as the art of guiding the personnel of the office in the use of means appropriate to its environment in order to achieve its specific purpose. In general usage the word "Office Management" identifies a special group of people whose job is to direct the effort and activities of other people towards common objectives. In other words, it is defined as the process by which a cooperative group directs actions towards common goal.

### **5.12.1. PROCESS OF OFFICE MANAGEMENT**

One way to view the process of Management is to identify the basic functions, which together make up the process of Office Management. These key functions form the core of activities in Office Management such as:

#### **1. DECISION MAKING**

The process by which a course of action is consciously chosen from available alternatives for the purpose of achieving a desired result.

#### **2. ORGANIZING**

The process by which the structure and allocation of jobs are determined.

#### **3. STAFFING**

The process by which managers select, train, promote and retire subordinates.

#### **4. PLANNING**

The process by which a manager anticipates the future and discovers alternative courses of action open to him.

#### **5. CONTROLLING**

The process that measures current performance and guides it towards some predetermined goal.

#### **6. COMMUNICATING**

The processes by which ideas, are transmitted to others for the purpose of effecting a desired result.

#### **7. DIRECTING (LEADERSHIP)**

The process by which actual performance of subordinates is guided towards common goals.

Supervising is one aspect of this function at lower levels where physical overseeing of work is possible. All these functions are closely interrelated, however, it is useful to treat each as a separate process for the purpose of spelling out the detailed concepts important to the whole job of the manager. At times it may be desirable to consider several functions jointly in order to show their close interrelationships.

Leadership involves personal qualities, which enable one person to induce others to follow. These qualities are particularly important to the directing function of Office Management. The essence of leadership is interpersonal relationship and action-oriented behaviour. When we talk of Office Management in schools we usually think of headmaster/principal. Whichever office it might be, it has to run efficiently and its functioning has to follow the general process of Office Management. The method of running the specific school office remains the same as that of any other office

#### **5.12.2. MAINTENANCE OF OFFICE RECORDS**

Office work is primarily concerned with the records of an enterprise. Records include all types of written documents and books of a business enterprise via letters, reports, invoices, contracts, vouchers etc. The primary function of a modern office is concerned with making of records, using of records and preservation of records for future use. In the course of performing its primary function the office receives or collects information in the form of letters, invoices, orders, etc. Finally, information contained in the records have to be communicated to the management executives as well as the staff in the form of statements, reports, budgets and estimates, notices, circulars etc.

#### **5.12.3. IMPORTANCE OF OFFICE RECORD**

Records constitute a valuable source of information, which help management and administration in any type of organization not only in formulating policy decision but also in guiding and controlling its day-to-day activities. Thus records management has become one of the most important functions of office managers. The value of records in any business enterprise depends upon the

speed and accuracy with which it can be obtained and put to use. Records management is a vital part of Office Management, involves maintaining the records in a systematic way so that information contained in records may be located and supplied to executives promptly and of preserving the records safely for repeated future use. Filing and indexing are two very important aspects of record management. Filing refers to the system of maintaining records in an orderly way, whereas Indexing refers to the system by which the location of records can be easily known.

### **1. FILING**

It is very important for you to learn how to keep all the file in order. Filing is also a form of record keeping. The main object of filing is to preserve business correspondence and documents in such a way that they can be used for easy, accurate and speedy reference. The value and importance of filing in modern business is immeasurable. The four major functions are performed by a filing system:

- It provides a historical record of past events and transaction of the enterprise. As such it provides a documentary evidence of facts and may be used as a legal proof in settling points of disputes.
- It performs the library function. Files are readily available sources of information required for conducting business and may be referred to by business executives whenever required.
- By preserving records of previous decision it helps the business executives in the determination of future policies.
- It preserves a systematic and continuous record of the progress of the business.

Organization of the filing work refers to the problem of deciding whether filing work should be decentralized and spread out among the different departments or there should be a centralized filing department. Under the decentralized or Departmental Filing arrangement each department will have its own filing system and equipment.

The main object of filing-that of speedy and accurate location of records and correspondence at less cost can however be attained better under the centralized filing arrangement. Centralized filing means the location of all filing equipment and personnel in a single area of the office, which is easily accessible to the departments or workers using them. The place should be well lighted and ventilated. Proper selection and use of filing equipment are essential for maintaining efficiency in filing work. Filing cabinets, folders, guides sorting tables, sorting trays, portable ladders are required for the filing department. A good filing system ensures efficient working of the filing department and the attainment of its main object. An essential feature of good filing system is its capacity to dispose of old and dead files and records when they are no longer useful.

### **CLASSIFICATION OF FILES**

The main purpose of classification is to give a heading or title to each file so that they can quick and accurate location of files. Since time is the essence of filing work, Computer Application classification greatly helps in saving the time required for accurate location of files. It also facilitates indexing which is an essential adjunct of some filing systems. The alphabetical and numerical methods of filing are most widely used. Under the alphabetical method each folder bears the name of a correspondent. These folders are arranged in the strict alphabetical order of the surnames of the customers. Under numerical method, each customer or subject is allotted a number. All papers relating to a particular customer or subject are placed in one folder bearing his distinctive number. These folders are arranged in the cabinet in the numerical sequence.

### **2. INDEXING**

The word 'Index' is derived from the word 'Indicate' which means 'to point out'. The function of an index is to indicate the location of some information, data or record. In filing, the main purpose of an index is to facilitate the location and accessibility of the files. For the purpose of filing, self-indexed methods of classification should be adopted as they save considerable labour and time

required in preparing the index and locating the files. In some business offices, however, a separate index is maintained along with alphabetical filing systems as the index serves another valuable purpose. It helps to maintain, in a handy and readily available form, all necessary data regarding a customer or subject. The index may be derived as to contain not only the names of the customers but also their addresses, telephone numbers, telephonic addresses, bank references, credit ratings and other valuable information. In order to be useful the index should be brought up to date from time to time. Filing work involves two basic functions:

- receiving papers from different departments and placing them in files and
- issuing files to other departments for their use or reference

#### **5.12.4. SKILLS REQUIRED IN OFFICE MANAGEMENT**

The following are the skills requires in office management

##### **1. PRINCIPLES OF OFFICE LAYOUT**

The following guidelines are useful in planning an office:

##### **I. PHYSICAL LAYOUT**

Rooms should be according to the need of the organization keeping in mind future expansion physical structure should be well lighted and ventilated and easily approachable.

##### **II. FUNCTIONAL ORGANIZATION**

Office may be divided into a number of functional unit e.g. room for general office, accountant's office, visitors room, assistant matron's office etc.

##### **III. OFFICE EQUIPMENT**

Proper requisition and placement of them is essential and appliances for efficient functioning of the office.

#### **IV. NO. OF PERSONNEL**

Space should be planned according to the number. There should be flexibility and scope for future expansion.

#### **V. SERVICE FACILITIES**

Proper ventilation, lighting arrangement, drinking water facilities, toilets, rest room, telephones, intercoms etc., are essential for enhancing efficiency of the staff working in the office.

#### **VI. FACILITIES FOR RECORD KEEPING**

Store room with cupboards for stationery and storing records.

#### **VII. OFFICE FURNITURE AND FIXTURES**

Suitable furniture is essential for improving work should be of right size, easily cleaned and fire resistant. Those should be properly placed in order to facilitate easy movement and also cleaning and dusting.

#### **VIII. HOUSE KEEPING**

Good housekeeping will reflect proper functioning of the office if all the guidelines given above are fulfilled but maintenance is not there through good housekeeping.

#### **IX. STAFF EMPLOYED IN AN OFFICE**

Every office employees certain number of staff depending on the size of its organization. These staff members are for different purpose and they are of different category. Usually in an office there are:

- Secretary who may be a steno-typist also.
- Clerical staff who will also act as typist.
- Accountant who will deal with finance

Depending on the size of the organization the number of staff in each category may increase. For example, in school which has 400 employees, the Office of the principal may be having following Office staff:

- Secretary cum steno-typist-1
- Clerical staff-10
- Accountant- 1
- Accounting clerk-2
- Administrative officer-1
- Peon-3
- Cleaner or maintenance staff-3

#### **5.12.5. FUNCTIONS OF AN OFFICE**

The office is responsible not only for the functions mentioned under the process but also for looking after the welfare of the staff. For example, the office of headmaster is expected to carry out the following routine functions:

- Direction for job for all teaching and non-teaching staff
- Maintenance of records of all employees
- Preparation of pay Rolls.
- Preparation of Records.
- Maintenance of Statistics of manpower.
- Planning and Calculation of Budget.
- Annual planning up teaching service as a whole.
- Maintenance of Public Relations.
- Maintenance of establishment of Office Staff.
- Any other job that may arise in relation to teaching service.

An office should have followings for running efficiently:

- Dictionary - one handy and the other elaborate.
- Directories - of telephone, hospitals, fire service etc.
- Time-tables - air, bus, rail etc.
- Addresses - postal, e-mail, fax etc., of all concerned.

- Postal rates and rules.
- Key board - where all the keys will be kept.
- Notice Board - at a suitable place for optimum display.

#### **5.12.6. SKILLS OF THE MANAGER**

Headmaster/principal as the office Manager, is the leader of the team working in the office. One must have self-sort out and share ideas that we need today and tomorrow. One must constantly strengthen oneself. One must concentrate even on small things of one's job. When notices are hung, follow it till it gets done. One must ask questions to get more information's more clarifications, one must know the priorities and learn to do right things first. One must be able to tolerate whatever criticism one hears or sees or smells and takes to heart what is good and let go what is not useful. He must be loyal, faithful and sincere. Thus the characteristics of a good manager may be described in broad terms of initiative, dependability, intelligence, judgement, good health, integrity, perseverance and so on. However, this broad approach is not very useful in describing how a given individual can develop into a better manager. The more useful approaches provide conceptual help to those aspiring to management positions. One approach, suggested by Robert Katz is, to explain the skills, which can be developed by the manager. In this approach three skills are fundamental:

- Technical
- Human Relationship
- Conceptual

#### **1. TECHNICAL SKILLS**

It is related to the proficiency of performing an activity in the correct manner and with the right techniques. This skill is the easiest to describe, because it is the most concrete and familiar. The executive likewise develops skills in such areas as supervision, direct care and reporting that are especially important at lower levels of a health organisation. As the executive raises to more responsibilities other skills become relatively more important. A second

required skill involves human relationships. The executive deals with people and must be able to "get along" with them.

## **2. HUMAN RELATIONSHIP SKILL**

Human relation concentrates on developing this skill of cooperating with others.

## **3. CONCEPTUAL SKILL**

A third skill involves conceptual ability, to see individual matters as those relate to the total picture. This skill is the most difficult to describe yet is the most important especially at higher levels of an organization. Much of this skill can be learned and is not "just born into a person". A conceptual skill depends on developing a creative sense of disconcerting new and unique ideas. It enables the executive to perceive the pertinent factors, to visualize the key problems and to discard the irrelevant facts.

A second approach to analysing factors important in developing skills is suggested in an early work by Charles E. Summer. He emphasizes knowledge factors and ability factors. Knowledge factors refer to ideas, concepts or principles that are conscious, able to be expressed and accepted because they are subject to logical proof. Attitude factors relate to those beliefs, feelings, desires and values that may be based on emotions and may not be subject to conscious verbalization. Interest in one's work, confidence in one's mental competence desire to accept responsibility, respect for the dignity of one's associates and desire for creative contribution are some of the attitudes that can be acquired by proper education.

Ability Factors are too often treated as being unaffected by environment. Executive skill development depends upon attention to four major ability factors such as skill, Art, Judgement and Wisdom. These ability factors are abstract, but they direct one's thinking of factors that can be developed by the individual, who takes the trouble to consider them.

The development of managers can best be achieved through a directed effort in the study of the subject of management. The leaders with innate abilities, varies practices or education could more rapidly become superior managers if they acquired the necessary knowledge and attitudes in the most efficient manner.

Dr. S. Vidhyanathan, Ph.D.

## **UNIT 6: COMMUNITY & SCHOOL**

Nature and meaning of Community in Social, Cultural & Economic context - Relationship between School and Community - Strategies for Community Mobilization - Role of H.M, and Teacher in bringing Co-ordination between School & Community - Need and Importance of Parent-Teacher Association, Constitution of PTA/School Education Committees, Views of Commissions

### **6.1. INTRODUCTION**

Man cannot live in isolation. He cannot live alone. He keeps contact with his fellow beings for his survival. It is not possible for him to keep contact with all the people or to belong as a member of all the groups existing in the world. He establishes contact with a few people who live in close proximity or presence to him in a particular area or locality. It is quite natural for people living in a particular locality for a longer period of time to develop a sort of likeness or similarity among themselves. They develop common ideas, common customs, common feelings, common traditions etc.

They also develop a sense of belonging together or a sense of we feeling. This kind of common social living in a specific locality gives rise to the community. The examples of community include a village, a tribe, a city or town. For example, in a village community, all the villagers lend each other hand in the event of need in agriculture and in other occupations. They take part in all important occasions which occur in a neighbour's home. They are present when marriages, deaths, births take place in any family. They celebrate the festivals together, worship common deities and jointly face all calamities. In this way the sense of belongingness is generated among the villagers which creates village community.

### **6.2. NATURE AND MEANING OF COMMUNITY**

The word community has been derived from two words of Latin namely 'com' and munis. In English 'com' means together and 'munis' means to serve. Thus, community means to serve together. It means, the community is an

organisation of human beings framed for the purpose of serving together. Community is a people living within a geographical area in common interdependence. It exists within the society. It is bound by the territorial units. It is a specific group while society is abstract. Community living is natural to man.

He is born in it and grows in the community ways. It is his small world. Men, we have seen began with group life. Over the time, they occupied a habitat and while in permanent occupation of it; they developed likeness, common habits, folkways and mores, interdependence and acquired a name. They developed amongst themselves a sense of togetherness and an attachment to their habitat. A community thus has a habitat, strong community sense, and a manner of acting in an agreed and organized manner.

### **6.3. DEFINITIONS OF COMMUNITY**

Osborne and Neumeyer write, "Community is a group of people living in a contiguous geographic area, having common centres of interests and activities, and functioning together in the chief concerns of life."

According to Kingsley Davis, "Community is the smallest territorial group that can embrace all aspects of social life."

As Sutherland points out, "It is a local area over which people are using the same language, conforming to same mores, feeling more or less the same sentiments and acting upon the same attitudes."

Maclver defines community as "an area of social living, marked by some degree of social coherence.

For Bogardus it is a social group with some degree of "we feeling" and "living in a given area.

Mannheim describes community as "any circle of people who live together and belong together in such a way that they do not share this or that particular interest only but a whole set of interest

#### **6.4. BASIC ELEMENTS/CHARACTERISTICS OF COMMUNITY**

According to Maclver and Page, there are two main bases or essential elements on the basis of which community is formed.

##### **1. LOCALITY**

Locality implies a particular or territorial area unless a group of people live in a particular locality; they cannot establish relations and generate the we-feeling among themselves. Living together facilitates people to develop social contacts, give protection, safety and security. Locality continues to be a basic factor of community life. Maclver says, though due to the extending facilities of communication in the modern world the territorial bond has been broken, yet the basic character of locality as a social classifier has never been transcended.

##### **2. COMMUNITY SENTIMENT**

Community can be formed on the basis of community sentiment. It is extremely essential. It implies 'a feeling of belonging together.' It is a 'we-feeling' among the members of a community. People living in a community lead a common life, speak the same language, conform to the same mores, feel almost the same sentiment and therefore, they develop a feeling of unity among themselves.

In other words, it can be said that community feeling has the four important aspects such as we-feeling, interdependence, participation and community control. The community sentiments are developed by we-feeling. The members of community develop we-feeling by their mutual interdependence. They contribute to the progress of the community by participating in its activities. Community controls the behaviour of its members. The obedience to community rules brings uniformity among the members. The other elements or characteristics of community are as follows:

### **3. GROUP OF PEOPLE**

Fundamentally, a community consists of a group of people. A solitary individual cannot form a community when a group of people share the basic conditions a common life, they form community.

### **4. NATURALITY**

A community is not deliberately or purposively created. It is a spontaneous or natural growth. An individual is born in a community. It is my virtue of community that he develops.

### **5. PERMANENCE**

A community is generally not temporary or short-lived like a crowd or a revolutionary mob. It is a permanent organisation or durable social group. This durability is evident from the age-old communities existing in modern times. A community continues as long as members are there.

### **6. LIKENESS**

In a community there is a likeness or similarity in language, custom, mores, traditions etc. among the members. So A. W. Green has rightly said, "A community is a cluster of people living within narrow territorial radius who share a common way of life."

### **7. A PARTICULAR NAME**

Every community is always known with a particular name; their immediate bases of origin give such community a particular name. For example, based on the linguistic condition people living in Orissa are called Oriyas; living in Kashmiri culture are called Kashmiris.

### **8. SPONTANEITY**

Every community grows itself spontaneously. A community is not deliberately or purposively created. A kind of natural force acts behind the origin and

development of communities. Various factors like customs, conventions, and religious beliefs bind the individuals together.

### **9. COMMON LIFE**

Some sociologists like Elwood says that the life of the people in a community is near about the same. There is no epochal difference between the way of life of the individuals. Their eating pattern, dressing style, language etc. are found to be similar. Due to their inhabitation on a particular geographical area, they develop a kind of emotional and cultural uniformity. Community is never formed with a particular aim. But they are the outcome of social uniformity among the individuals.

### **10. COMMON INTERESTS**

In community, all the members have common and collective interests. People live in community and work together to fulfil these interests. Thus, Newmeyer says, community is a group of people living in a delimited geographic area, having common interests and activities and functioning together in their concern of life.

### **6.5. RELATIONSHIP BETWEEN SCHOOL AND COMMUNITY**

The relationship between school and community can lead to effective management of academic and administrative activities of the school as well as growth and development of the society. A democratic country like ours is based on cooperative living embracing social and political activities of individuals. Cooperative living comprises habits, thoughts, ideals, feeling and actions which are product of home, school, and community. In order to make democratic decentralization a success, school and community must function as inter-dependent organs, and supplement each other's efforts. The school-community partnership has been stressed by the Education Commission (1964-65), National Policy on Education (NPE) 1986, National Council of Education Research and Training (NCERT) and Government of India sponsored scheme of District Primary Education Programme (DPEP).

A teacher has an important role in the education of students. However, this role has been changing over time. It has now become more complex and challenging. In the past the teacher's main responsibility was to transmit knowledge to student by transmitting the curriculum and completing the syllabus. Only a few social and co- curricular activities and other programs were organised at school. Also there was no interaction between the school and the community. This type of system suited the society that existed during those times. You know that due to changes that are taking place in society the role of the school has now widened. It is not considered a place for acquisition of facts only. Its main function is to lead to all round development of student's personality i.e. his/her physical, mental, emotional, moral, spiritual, and aesthetic development through interaction with various elements of his/her environment and relating to ordinary ways of life. School is expected to prepare the child for life within and outside the school community.

As such it is not an isolated island but an integrated part of the community and one of the many educating influences on a child's life. As such, it has to take into account the goodwill of the community, people, agencies and organisation. Therefore, any understanding of the child must include knowledge of community that affects him/her and in which s/he grows up and lives. This knowledge also provides insight into many influences which may complement or obstruct the programme of the school. Education is thus a cooperative venture in which school has a selective role to play. The school relates with community through pupils and teachers and by working with it and drawing upon its vital resources to make teaching and learning meaningful and effective.

Thus under the changed circumstances, it is essential for us to understand the new role of school-community relationship and the influence of environmental factors on the child and manner in which these (environmental factors) can be utilized for sound educational programmes.

School is a place where instruction in various subjects of curriculum is provided to a group of students by the teacher with the help of text books specially planned and developed for and suited to the maturity level of children. It can also be defined as a place for providing continuous educational programmes for children enrolled on a regular basis by professionally qualified teachers in cooperation with home. Gain in the knowledge of students is judged by means of examinations and inspection. However, transmission of knowledge is not the be all and end all of all education. As John Adam says, 'schools are not knowledge shops and teachers are not information mongers.' Drilling knowledge to the pupils is replaced by the concept of all round development of the child and making him a socially useful citizen. Terminal examinations are replaced by continuous comprehensive evaluation. There are different types of schools such as pre-primary, primary, elementary, secondary and senior secondary financed by Government, local bodies or municipal corporation, village panchayats or religious bodies or trusts etc.

The term 'Community' means many things to many people. Cook & Cook define community, "as a configuration of land, people, culture, a structured pattern of human relations within a geographical area." Thus, community is a group of people sharing common social, economic and cultural interests, purposes, practices, codes, understandings and commitments. Its members are bound by social obligations towards one another and belong to a systematically organised group bound by language, religion, status, profession, common values and generally having some shared institutions.

Individuals are associated by geographical area as well as kinship. As such there can be rural, urban and suburban communities. Ethnic, religious and social groups within a wider society are also described as communities. Some communities can be formed on the basis of age, gender, profession, same families and shared concern etc. Thus, community includes all social units from home to the world. The small the community unit, the more direct and intensive is its influence on the individuals. But that does not mean that

bigger communities do not affect the individuals, their influence is also equally important.

Here, we can conclude on the basis of the above explanation that there are several communities in a society because of a number of overlapping groups of people. Individuals can simultaneously hold membership of these different groups -small or big, based on horizontal or vertical relationship. Thus, the concept of membership of the community represents a plurality. Whichever meaning of the community we take, it is quite clear that people in general are now more interested in the educational system. Hence, the need for the study of school-community relationship.

#### **6.6. NEED OF THE SCHOOL-COMMUNITY RELATIONSHIP**

No school can function effectively for a long time without a high degree of community interest, understanding and participation. By interaction with the community, the students can develop understanding and positive attitude towards community practices and the community too comes to know the school practices. Programmes of the school can be related to the life and the work of the people among whom it exists and functions. This results in transmission, preservation, assimilation and enrichment of culture. Social consciousness, socialized living and social affairs can promote the use of community both as a laboratory and as an educational resource.

Community resources provide first-hand experiences to the child and s/he is able to develop proper concepts about various aspects of processes of community life. What children see in the community, children bring with them to the classroom. Community resources like press, TV, radio provide up-to-date information about the latest happenings in the world. Thus, education is supported by the community and becomes less expensive. Moreover, gap between education and community is bridged, making learning informal and interesting

From history, we come to know that great religions of the world have laid stress upon qualities like tolerance, love, fellow feeling etc. Yet feelings of

destruction loom large on the minds of people. Feelings of hatred, religious fanaticism, violence, conflicts, inequalities etc. can be checked through improved social relation between one individual and another, individual and group, and between groups. Peace can prevail if schools are oriented to improvement of community life

Gandhi's concept of Basic Education makes every individual student conscious of his/her responsibility towards society. In basic schools, students are posed with real life problems faced by the community and the schools try to solve these problems in an intelligent and practical manner with the cooperation of the teacher and the community. The common schools too can become part of the community, centre of many of the community activities and an active agent for betterment of the community. This can result in continued mutually beneficial relationship and knowledge gained through the relationship is real, useful, practical and relevant to solution of the current problems.

School-community relationship can be utilized to:

- expose the student to actual work situations in the community.
- help students develop positive attitudes and values in their relationship with community.
- correlating and supplementing theoretical learning with real life experiences.
- enabling students to develop skills of observation, investigation, learning by doing etc.
- developing communication skills among students.
- develop qualities of cooperation, self-help, helping others, adjustment, tolerance, democratic values etc. among the students.

The following are the basic assumptions in school-community relationships:

- School is a part of the community and more development of community is possible through involvement of the school.

- Student's knowledge, attitudes, skills, and personality can be developed by involving them in community improvement work.
- It is necessary to bring school and community closer to each other for their more effective functioning.

The following are the chief organizational implications of effective school-community relationship:

- Schools should have good, well educated, matured teachers.
- Community should be closely associated with school programmes.
- Community should derive benefit from school plans, its library, programmes etc.
- Teachers should be trained to maintain close relationship and to secure meaningful partnership with community.
- Community should extend a helping hand to school in making its programmes functional as well as effective.

#### **6.7. COMMUNITY MOBILISATION**

Community is an attempt to bring both human and non-human resources together to undertake developmental activities in order to achieve sustainable development. Community mobilization is a process through which action is stimulated by a community itself, or by others, that is planned, carried out, and evaluated by a community's individuals, groups, and organizations on a participatory and sustained basis to improve the health, hygiene and education levels so as to enhance the overall standard of living in the community.

A group of people have transcended their differences to meet on equal terms in order to facilitate a participatory decision-making process. In other words, it can be viewed as a process which begins a dialogue among members of the community to determine who, what, and how issues are decided, and also to provide an avenue for everyone to participate in decisions that affect their lives. Community mobilization needs many analytical and supportive

resources which are internal (inside the community) and external (outside the community) as well. These resources include:

- Leadership
- Organisational capacity
- Communications channels
- Assessments
- Problem solving
- Resource mobilization
- Administrative and operational management

### **6.8. STRATEGIES FOR COMMUNITY MOBILISATION**

The following are the strategies that could effectively be used to mobilise the community for providing quality education to the students in collaboration with parents.

#### **1. SECURE STRONG LEADERSHIP**

The school management should engage a strong leadership with community member support to drive the community-wide efforts. These strong leaders can include both individuals who take on the work and the organization(s) that spearhead collaborative efforts. Leading of organisation should possess a number of key characteristics including: the will to serve as the leader of the community mobilization effort over a significant period of time; the capacity to provide both infrastructure and human resources; financial stability; the ability to garner and manage financial resources, and the respect and support of the community. The school management must ensure that individuals and organizations in leadership positions have adequate support and resources

#### **2. ESTABLISH A FORMAL STRUCTURE**

The school management should develop a formal structure that can effectively lead community change efforts. This structure serves six essential functions: providing overall strategic direction, facilitating dialogue between partners,

managing data collection and analysis, handling communication, coordinating community outreach, and mobilizing funding.

It establishes key structures and develop guiding documents to help facilitate the coordination of community-wide efforts. These may include specific committees (such as steering committees and subcommittees dedicated to a certain issue or strategy), organizational charts, codified rules of operation (such as bylaws), policy statements adopted by the partnership, and formal letters of agreement for those who lead, organize, and participate in the community-wide effort.

### **3. ENGAGE DIVERSE ORGANIZATIONS, LEADERS, AND RESIDENTS**

The school management should engage stakeholders who are most likely to support evidence-based educational efforts. Engage young people, parents, educators, health care providers, and community-based organizations. Reach out to organizations and key players that are outside of the “usual suspects”. This includes religious leaders, businesses, policy makers, media personalities, and others who have significant influence in the community.

### **4. ENSURE AUTHENTIC PARTICIPATION AND SHARED DECISION MAKING**

Support a sense of commitment and ownership of the vision and plan for the community-wide effort by establishing clear roles and responsibilities for all group members, developing shared decision making processes, and ensuring that community members are in key decision-making roles.

### **5. ENSURE AUTHENTIC AND PRODUCTIVE ROLES FOR YOUNG PEOPLE**

Engage young people in all aspects of program planning, development, implementation, and evaluation. Provide training on how to effectively develop youth-adult partnerships. Create opportunities for both youth and adults to share decision making. Be sure to carve out specific roles for both groups based in part on their age and prior experiences

Remember to consider the practical challenges of involving young people such as scheduling meetings after school and on weekends, providing transportation, and offering meals as incentives for attendance

## **6. DEVELOP A SHARED VISION**

Create a shared understanding of the goals of the community partnership by drafting a written mission statement specific to the collaboration. Though this statement may share aspects with the mission guiding the lead organization and/or its partners, making it distinct and different can help unify a vision. Once the mission statement has been agreed upon, be sure to make all partners aware of it so that everyone is working toward the same goal.

## **7. CONDUCT A NEEDS ASSESSMENT**

Build a solid understanding of the current state of education in the community by conducting an environmental scan and community mapping process. Use a variety of techniques such as surveys, focus groups, and interviews with residents and key stakeholders. Compile data on adolescent sexual behaviour rates, teen birth rates, health factors, school data, and information on out-of-school or youth at high risk as well as knowledge, attitudes, perceptions and behaviours. Assess what is already available to young people by gathering information on community-based, school system resources.

The needs assessment research will inform the direction of the mobilization effort by serving as the basis for creating a strategic plan, program activities, internal communication plans, and public education campaigns. Be sure to clearly define the community that the partnership is designed to serve whether it is by geographic location or other population characteristics

## **8. CREATE A STRATEGIC PLAN**

Draft a strategic plan that lays out the partnership's goals (the explicit ways that community partners are going to address the problems identified in the needs assessment) and objectives (the activities that will be carried out in

pursuit of the goal). The strategic plan should identify the social, structural, and individual changes that will lead to reductions in teen pregnancy and birth rates.

Social changes include increased public will; greater community leadership capacity; increased and high quality community participation, and supportive community norms. Structural changes include changes made by institutions such as schools or changes in policies and practices that support individual behaviour change. Individual changes include shifts in knowledge, skills, and behaviours among both youth and adults. Ensure that goals and objectives are SMART (specific, measurable, achievable, realistic, and time-framed).

### **9. IMPLEMENT MUTUALLY REINFORCING STRATEGIES**

Decide on the activities that participants will undertake to support the goals and objectives enumerated in the strategic plan. Identify a range of key strategies aimed toward youth such as implementing educational programs in schools or improving access to children with special needs as well as key strategies that support the overall mobilization effort. For example, develop strategies that will improve stakeholder participation, develop local leadership, and improve resource mobilization. Remember to re-evaluate these activities as conditions in the community change or new funding becomes available

### **10. CREATE A FUNDRAISING STRATEGY**

Explore a wide range of funding opportunities to ensure that the strategies and activities can continue beyond the life of the original funding cycle. Consider diverse funding sources including foundation grants, gifts from individual donors, and in-kind donations from organizations and business in the area. Focus on local resources whenever possible. Consider drafting standard fundraising language that can be used for a variety of “asks.” Make sure to include the best argument for why the community partnership is important as well as your mission, goals, objectives, strategies, and plans for

evaluation. Don't forget to add specific information about the community from the needs assessment

### **11. ESTABLISH EFFECTIVE CHANNELS FOR INTERNAL COMMUNICATION**

Ensure a constant flow of information by adopting formal communication strategies that allow for frequent, deliberate, and productive exchanges between partners. Consider appointing a skilled communicator to the role of "relationship manager" and putting this person in charge of continually informing members about what the partnership, the committees, the subcommittees, and even individual members are doing to advance the mission and strategic plan

### **12. EDUCATE THE COMMUNITY**

Educate and inspire the community by holding forums, engaging local media, designing public service announcements, creating billboard campaigns, drafting letters to the editor, launching web-based and social media campaigns, or holding home health parties, parent meetings, roundtables, and conferences. The goal of public education campaigns is to generate awareness, motivate action, encourage funding, and keep the community focused on the issue at hand. Remember to tailor the messages to the community, incorporate data from the needs assessment, and choose spokespeople who resonate with the intended audience

### **13. CONDUCT PROCESS AND OUTCOME EVALUATIONS**

Decide in advance how the partnerships are going to define success and remember that there is often a long delay between when a partnership begins its activities and when there is a measurable impact on youth in the community (such as a reduction in teen birth rates). Set key benchmarks and progress points along the way. Design both process and outcome evaluations and decide on the intervals at which each will be conducted. Process evaluations will help determine, for example, how many community members have participated in each activity and whether the activity was carried out as

originally planned. Outcome evaluations will assess whether the partnership resulted in expected changes in the community.

#### **14. EVALUATE THE COMMUNITY MOBILIZATION EFFORT SEPARATELY**

Conduct an evaluation to help determine the impact of the mobilization effort that is, whether the partnership was successful in building leadership, shifting norms in the community, harnessing community buy-in, and mobilizing financial resources. Evaluate the partnership by looking at the quality of the strategic plan, level of member participation, total number of actions implemented, satisfaction of members and staff, collaboration of members and member agencies, members' knowledge of the problem at hand, perceived ownership and empowerment of members, partner mobilization and maintenance, and team functioning.

#### **6.9. NEED AND IMPORTANCE OF PARENT TEACHER ASSOCIATION**

Parents send their children to school for education. School educates children. Both are interested in children's progress and both are answerable to each other but we have experienced that illiterate and uneducated parents do not understand the importance of education, so they do not provide a good educational environment for their children. In a village, few children complete primary education and the problem of absenteeism from school is more rampant. Parents are busy in agricultural and other activities. They do not keep contact with the school. On the other hand, educated parents are often busy in their professional work. They might not find time to keep contact with school. It, thus, becomes the responsibility of the school to ensure the growth and development of children. One-fourth of a child's time is spent in school. Once a child is admitted to a school, parents start thinking that their responsibility is over. Teachers think that parents do not take interest in child's education. On the other hand, parents think that teachers do not teach well in the school. Both are blaming each other. But both are equally responsible for child's progress, so both have to take interest in the child's growth and development. In such a situation the Parent Teacher Association is a necessity. Apart from getting an opportunity to know the progress of their

children it gives a chance to parents to understand needs and ideals of the school and also helps parents to participate in some of the school activities. Thus it helps in developing social aspect of school life.

#### **6.10. ROLE OF HEADMASTERS AND OTHER STAKEHOLDERS IN PTA**

In the functioning of the PTA the major role is played by the Head of the institution. In some schools he is the President, in some others he is the Secretary and in some the Treasurer. Whatever the role he has to play, the condition of the Headmaster sometimes pitiable. As the administrator of the institution he should be very clever and talented to run the institution in an effective manner. His efficiency is realised only when he runs the school without many problems. As the administrator of a school, he is answerable to many persons. Whenever he receives a letter from the State PTA, District PTA and the Educational District Parent Teacher Association, prompt action is necessary. He has to implement all instructions by officials. There should be a close coordination between the Headmaster and officials for a better performance of the PTA. The Headmaster should bear in mind that for any mistake committed by anybody, he is answerable. If the functions of the Headmaster are smooth, he is appreciated by officials. State PTA is giving awards to smart functioning PTAs. Students' unrest is a major problem nowadays. In Higher Secondary Schools students, in the age group of sixteen and twenty are admitted, in their adolescent period. Tackling such students is really a Herculean task. The Headmaster, with the help of the teachers and other PTA members, should handle those students carefully. Proper counselling and regular guidance should be given to them. Lectures of such type should be given to them then and there. In their absence, there is a possibility of students going astray. Some Headmasters face problems from teachers and parents. When erring teachers are warned by the Headmaster such teachers with the help of some parents give headache to Headmaster. So, the Headmaster feels the pinch condition and he is compelled to make a compromise. This is commonly seen in many schools. But at the same time with the help of the PTAs, some Headmasters effort commendable reforms in their schools.

The PTA is a forum where a variety of perspectives can be brought together to identify action plans to solve common problems, share common interests and responsibility. It brings parents and teachers together on equal footing and on friendly terms so that they can discuss issues of common concern frankly and freely, ensuring that the welfare of children is primarily addressed. Initiatives taken by teachers to contribute to the PTA activities will encourage parents to get more involvement, leading to the achievement of educational goals. A caring teacher finds time to talk to parents and guides them regarding what students need to do to succeed. Information to parents about changes in educational methodology, introduction of new subjects and new courses of study from time to time facilitates the process. Clarity to parents will help them to aid and monitor the home assignment, thereby reducing the tuition problem. Together they are able to impress the students on issues like time management, including time for television watching. This merging of the home with the school will lead to a better understanding of the child's emotional and psychological needs. Working in close co-ordination with the parent will help the teacher to improve the output from the teaching learning process. He/she is also able to guide parents on providing a positive and encouraging environment at home. This will help students to be emotionally secure and hence better learners.

The PTA can be a very supportive body to the cause of teachers, taking up issues with the Government bodies and other organisations. Very recently the Government had to revert back to the original policy of free education to students and the salaries due to teachers in response to parents' intervention. Parents can also act as resources for the various school programmes like career awareness programmes, sports day and annual day functions. On 'Open House Day' and 'Access Day', the parent representative of the class is a great source of support and information to the class-teacher in terms of his efforts to align parents towards thinking on similar lines. In case of any conflict, the PTA can help in resolving it. Again, the process of change can be smoother if the required information is shared openly, and there is transparency seen by its members. Regular exchange of views and

interactions among members will help to look at issues in a broader perspective and also to understand parents' concerns and expectations from the school. A feedback system from the PTA members will act as a source of information for continuous critiquing and evaluation of current needs, attitudes, trends, methods and actions. The PTA is a team, which strengthens and supports the teacher community in its endeavour to provide quality education. This is possible if all people work in collaboration with and in alignment towards a common purpose.

S. Vidhyanathan, Ph.D.

## **UNIT 7: CHILD RIGHTS AND SCHOOL MANAGEMENT**

Child Rights and School Management - Child Rights and Democratic Education - Concept and Ladder of Child Participation - Models of Child participation.

### **7.1. INTRODUCTION**

Etymologically, the term child comes from the Latin word “infans” which means the one who does not speak. For the Romans, this term designates the child from its birth, up to the age of 7 years. This notion evolved a lot through centuries and cultures to finally designate human being from birth until adulthood. But this conception of the child was wide and the age of the majority varied from a culture to another.

The Convention on the Rights of the Child of 1989 defines more precisely the term child: “a child is any human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier”. The idea, through this definition and all the texts concerning child welfare, is that the child is a human being with rights and dignity.

Child rights were recognised after the First World war, with the adoption of the Declaration of Geneva, in 1924. The recognition of the child’s interest and his rights become real on 20 November 1989 with the adoption of the United Nations Convention on the Rights of the Child (UNCRC) which is the first international legally binding text recognizing all the fundamental rights of the child. Child rights are human rights. They protect the child as a human being. As human rights, child rights are constituted by fundamental guarantees and essential human rights. They are given as below:

- Child rights recognize fundamental guarantees to all human beings: the right to life, the right to dignity through the protection of physical and mental integrity.
- Child rights are civil and political rights, such as the right to identity, the right to a nationality, etc.

- Child rights are economic, social and cultural rights, such as the right to education, the right to a decent standard of living, the right to health, etc.
- Child rights include individual rights such as the right to live with his parents, the right to education, the right to benefit from a protection, etc.
- Child rights include collective rights such as rights of refugee and disabled children, rights of minority children, etc.

Child rights are human rights specifically adapted to the child because they take into account his fragility, specificities and age-appropriate needs. It takes into account the necessity of development of the child. Thus, the child has the right to live and right to develop physically and intellectually.

Child rights plans to satisfy the essential needs for a good development of the child, such as the access to an appropriate alimentation, to necessary care, to education, etc. It considers the vulnerable character of the child. They imply the necessity to protect them. It means to grant a particular assistance to them and to give a protection adapted to their age and to their degree of maturity. So, the child has to be helped and supported and must be protected against labour exploitation, kidnapping, and ill-treatment, etc.

## **7.2. CHILD RIGHTS AND SCHOOL MANAGEMENT**

The school management has an important role in implementing child rights, some of which are directly related to education are discussed as follows: Article 28.3 of UN Convention of Child Rights states, “states shall promote and encourage co-operation in matters relating to education, particularly with a view to contribute to the elimination of ignorance and illiteracy and facilitating access to scientific and technical knowledge and modern teaching methods”.

There is also a trend in some countries that this responsibility is moved from schools from state. This is probably sound in many ways and will hopefully enhance the responsibility of the school management. The government of India is a signatory to the International Convention of Child Rights and hence it is obligatory on the part of the government of India to respect the provisions

of convention in the country. Towards this goal the Indian parliament in the year 1974 adopted a National Policy for Children. The objectives of the National Policy adopted by Government of India are relevant to school education and therefore relevant to school management of different schools be it a state, private, local bodies, aided, unaided and public school. The details are as follows:

- Nutritive programme should be organised with the object of correcting the deficiencies in the interest of the children
- The schools shall provide free and compulsory education to all children within the age group of 14 years. Special steps to be taken to reduce wastage and stagnation, particularly in the case of girls and children of disadvantaged groups, minorities and physically challenged.
- Children who can't afford full time formal system of education should be provided with other forms of education keeping in view their needs and requirements by the management
- Physical and health education, cultural activities, art education and other types of recreational activities shall be promoted in schools for enhanced participation of children
- Children should be protected against neglect, abuse, cruelty and exploitation
- Education facilities have to be created for all children as every child as a fundamental right to education and that every child has got different characteristics, interests, abilities and needs. The combination of the principle of non-discrimination and the recognition of the uniqueness of each child become the pillar of the Salamanca statement and its framework for action.
- To meet the special needs of children with disability of learning problem requires planned efforts by the school management. In other words, children with special educational needs should have access to regular schools and that child centred pedagogy should be developed to accommodate them. Further states that the disabled child should be able

to enjoy a full decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in society.

- The school management should organise better education so that he or she can achieve the fullest possible social integration and individual development

The above said objectives have to be implemented by all the school managements. It is obligatory on the part of the management to follow in letter and spirit these regulations. For this they have to encourage teachers, provide facilities for students' participation and educate parents.

### **7.3. CHILD RIGHTS AND DEMOCRATIC EDUCATION**

The Convention on the Rights of the Child argues for a democratic school. Article 12 not only says that the child should have the opportunity to express herself or himself, but also that these views should be given "due weight". The school is of course an important arena for providing this right; it is not by chance that the Committee on the Rights of the Child in discussion after discussion has asked government delegations to explain how Article 12 is implemented in their school system.

Again, there should be a link between the message in school textbooks about democratic values and human rights and daily life in the school. Judging from the State Party Reports on the Convention, this is a slow process. India is no exception in that regard and there is now another round of discussions about 'pupil democracy'. It is stipulated by Indian law that students should be able to influence their own education in accordance with their age and maturity. The national curriculum encourages students to take personal responsibility for their studies and working environment, to exert progressively more influence on their education and the activities of the school, to learn about the principles of democracy and to take part in democratic co-operation.

Teachers are encouraged to contribute to a democratic atmosphere and to welcome student's participation. This policy has been developed on the basis of three key arguments. Firstly, that participation is a human right, a point which was further emphasised in the Convention. Secondly, that it is an

important task for the school to make students understand and respect democratic values. It is one of the most important that these values are prominent in school. The third argument is about pedagogic effectiveness, that participation is a condition for an interactive learning process. Certain structures have been developed to give a framework for democratic procedures in the schools.

Each class is recommended to have 'class council' meetings run by the pupils themselves and each school to have a 'school council'. The students are also encouraged to appoint 'environmental representatives' among themselves to monitor the general working conditions in the school. Evaluations of these steps have not indicated a huge success. In general, students still feel they have little influence in school. They consider themselves badly informed about curriculum and education targets and that consequently they can hardly have a meaningful say. However, students think they actually can influence work during lessons.

The formal structures have had problems. They have been accused both of 'tokenism' with the students having no genuine influence and the precise opposite and with elected pupils having been given responsibilities which are too heavy. The attitudes of teachers have not always been constructive. A major conclusion has been that the democratic spirit must develop during ordinary work in the classroom itself. Though the formal structures can be supportive, it seems clear that informal dialogue in the classroom is the starting point.

Regular evaluations and exchanges about previous lessons are important in order to allow students to be involved in the planning of their learning. There are interesting examples of schools where the teachers have made efforts to open a genuine discussion on the question of what knowledge the students wanted to obtain, and thereafter, to allow lessons to be directed according to that response. The experience is that such attempts can break a vicious circle of boredom and hostility.

The emphasis in India on the continuous classroom dialogue, rather than on the formal structures also seems to be the result of a changing concept of democracy. There is now a stronger emphasis on 'direct' participation when possible, rather than on 'indirect' representation. Students want to have a direct influence on their own learning situation, here and now. This makes teachers even more important for the functioning of school democracy and, indeed, the experience is that their role is crucial.

A democratic school gives the students, power over his or her own learning process. It allows students to participate in the planning, implementation and evaluation of their education. It gives students an influence on larger issues of education policy. A democratic school gives students power over the administrative aspects which are directly relevant to them, for instance the purchase of learning materials. It enables students to participate in the decision-making process of the administration of the individual school. It also gives them influence over the political decisions which determine the framework of the school's overall activities.

It goes without saying that physical abuse violates the spirit of democracy. It is also important that there is the possibility of appeal against repressive decisions. A student who has been expelled from school should be able to have his or her case reviewed. A good school should always endeavour to be a model of fairness. Progress in any country is unlikely to be faster than the teachers can manage or accept. They are, of course, also influenced by the community in which they live. Here is an obstacle but also an opportunity. Teachers, after all, are progressives in many societies.

#### **7.4. CONCEPT OF CHILD PARTICIPATION**

The term 'participation' is used to refer generally to the process of sharing decisions which affect one's life and the life of the community in which one lives. It is the means by which a democracy is built and it is a standard against which democracies should be measured. Participation is the fundamental right of citizenship.

The degree to which children should have a voice in anything is a subject of strongly divergent opinion. Some child advocates speak of children as though they were potentially the saviours of society. But many will say that participation by children is a naive notion for children who simply do not have the decision-making power of adults. Others feel that children should be protected from undue involvement and responsibility in the problems of society; that they should be allowed to have a carefree childhood. The erosion of children's free time and free play in the industrialized countries is a matter of too much protection, not too little. Children need to be involved in meaningful projects with adults. It is unrealistic to expect them suddenly to become responsible, participating adult citizens at the age of 16, 18, or 21 without prior exposure to the skills and responsibilities involved. An understanding of democratic participation and the confidence and competence to participate can only be acquired gradually through practice; it cannot be taught as an abstraction. Many western nations think of themselves as having achieved democracy fully, though they teach the principles of democracy in a pedantic way in classrooms which are themselves models of autocracy. This is not acceptable.

There are a multitude of examples of children who organize themselves successfully without adult help. You can probably remember building a play house with friends at seven or eight years of age, unknown to adults, or perhaps selling refreshments from a small stand in front of your home. Such examples from your own memory are the most powerful evidence of young people's competence. The principle behind such involvement is motivation; young people can design and manage complex projects together if they feel some sense of ownership in them. If young people do not at least partially design the goals of the project themselves, they are unlikely to demonstrate the great competence they possess. Involvement fosters motivation, which fosters competence, which in turn fosters motivation for further projects.

William Golding described in *Lord of the Flies* the kind of society boys might create if left to themselves on a desert island. This is a useful reminder to idealists about children that the kind of society we need to look for is one

where children learn to become competent, caring citizens through involvement with competent, caring adults. While there may be many valuable examples of children organizing themselves without adults, these are not always for good causes: the street gangs of Santiago in Chile or Medellin in Colombia are just two current examples. We should not underestimate the importance of adult involvement, not only for the guidance they can offer, but also for the lessons they need to learn.

Young people's community participation is a complex issue which varies not only with a child's developing motivations and capacities, but also according to the particular family and cultural context. In cultures where adults themselves have little opportunity to influence community decisions, young people can become the initiating force for change. An interesting example is the Sarvodaya Movement in Sri Lanka where, in many villages children are the key to the development of community participation. Early childhood school teachers first change how the children participate and subsequently extend this to the adult population

There are, however, negative examples of the use of young people by particular groups, such as the Youth Movement used by Hitler as a subversive force with adults: children were even encouraged to spy on their own parents. There are also many positive examples of youth radicalism developing as a response to adult inertia, but these usually involve older teenagers and young adults. Most commonly, however, the degree of opportunity for a child to collaborate in the everyday management of family, schools, neighbourhood and community groups is a reflection of the participatory opportunities for adults in that culture. The two are inevitably intertwined and so one must speak of encouraging participation by all, including children. Intervening to improve children's participation is one means of fundamentally improving the whole society, but this should always be done while keeping in mind the child's family and the impact that a child's empowerment may have on his relationships within the family

## **7.5. CHILD RIGHTS AND CHILD PARTICIPATION**

The Convention on the Rights of the Child, now ratified by over 100 nations, has significant implications for the improvement of young people's participation in society. It makes it clear to all that children are independent subjects and hence have rights. Article 12 of the Convention makes a strong, though very general, call for children's participation:

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

It goes on to argue in Article 13 that:

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

The Convention, being more concerned with protection, does not emphasize the responsibilities which go along with rights. Children need to learn that with the rights of citizenship come responsibilities. In order to learn these responsibilities children, need to engage in collaborative activities with other persons including those who are older and more

experienced than themselves. It is for this reason that children's participation in community projects is so important. While much of the Convention emphasizes the legal protection of the child and the child's ability to speak for himself in legal matters, Articles 12 and 13 go well beyond this. Unfortunately, they also go well beyond what many families in most cultures would allow of their children even within the family. The family is not, of course, the sole agent in a child's socialization, but it is the primary one and is recognized as such in the preamble to the Convention:

Convinced that the family, as the fundamental group of society and the natural environment for the growth and wellbeing of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community.

While the child's freedom of expression and participation in community issues may often be contrary to the childrearing attitudes of the child's parents or caretakers, it is ultimately in the best interests of all children to have a voice. This is sometimes especially difficult for disadvantaged, low income parents to understand when they themselves have had no voice and see authoritarian child rearing as the best approach for their child's success. The aim should be to encourage the participation of the whole family. Sometimes children may themselves be the initiators but the goal should always be at least to make the parents aware of the process.

There is a universal tendency in families not to recognize the capacities of their children as decision makers even when, as workers, they are critical to the economy of the family. This became clear during the search for valid examples of genuine participation for this booklet: some of the best examples of children's self-government came from working children living apart from their families on the streets. In these instances, parental dominance has been broken, and street workers have been able to support young people to collaborate more with one another using some of the principles and techniques described in this Essay.

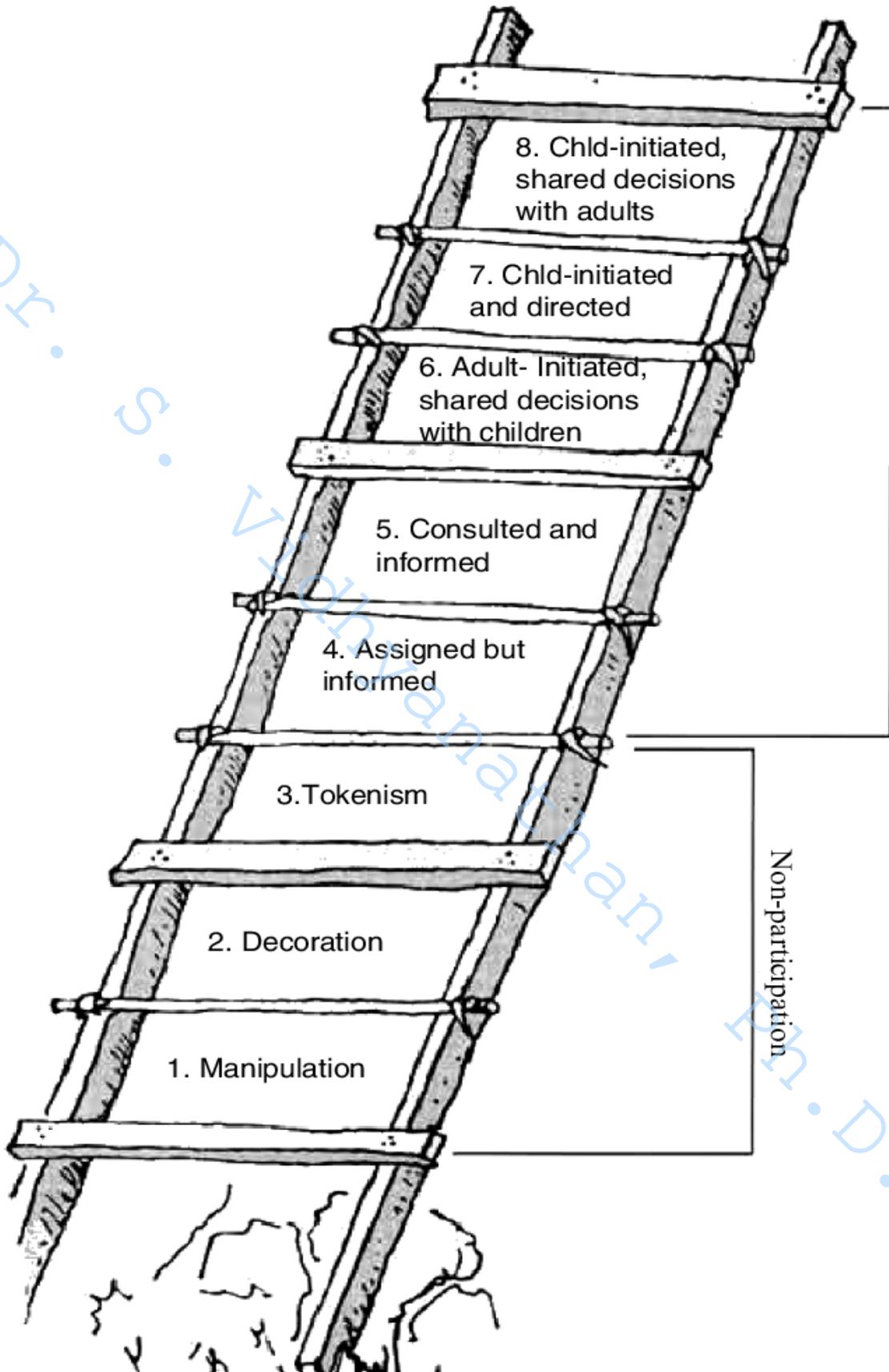
There is growing support for children's rights. For those whom UNICEF calls 'children in especially difficult circumstances' this is leading to some radical departures from past cultural norms. Some street children, for example, have been helped to form their own organizations; and there are increasing numbers of court cases on behalf of abused and neglected children. But the larger solution to improving children's lives must involve families and communities: they must be supported to do what they have traditionally done - to care for their children in a stable manner consistent with their culture.

Simultaneously, families need to be encouraged to open up traditional practices to the greater involvement of their children as part of a general move towards creating a more democratic society, with greater opportunities and equal rights for all.

#### **7.6. LADDER OF CHILD PARTICIPATION**

Sociologist Roger Hart wrote a book called *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care* for UNICEF in 1997. This ground-breaking work put the work of young people and adult allies around the world in the context of a global movement for participation, offering needed guidance and criticism of many efforts. The "Ladder of Children's Participation," also called the "Ladder of Youth Participation," is one of many significant tools from the book.

Ladder of Participation



1) Manipulation. Happens where adults use young people to support causes and pretend that the causes are inspired by young people. This rung of the ladder reflects adultism.

2) Decoration. Happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people. This rung of the ladder reflects adultism.

3) Tokenism. When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate. This rung of the ladder reflects adultism.

4) Assigned but informed. This is where young people are assigned a specific role and informed about how and why they are being involved. This rung of the ladder can be embodied by community youth boards.

5) Consulted and informed. Happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. This rung of the ladder can be embodied by youth advisory councils.

6) Adult-initiated, shared decisions with young people. Occurs when projects or programs are initiated by adults but the decision-making is shared with the young people. This rung of the ladder can be embodied by participatory action research.

7) Young people-initiated and directed. This step is when young people initiate and direct a project or program. Adults are involved only in a supportive role. This rung of the ladder can be embodied by youth-led activism.

8) Young people-initiated, shared decisions with adults. This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life

experience and expertise of adults. This rung of the ladder can be embodied by youth/adult partnerships.

### **7.7. MODELS OF CHILD PARTICIPATION**

The models of child participation, proposed by Sociologist Roger Hart are as follows:

#### **7.7.1. MODELS OF NON-PARTICIPATION - MANIPULATION AND TOKENISM**

Children are undoubtedly the most photographed and the least listened to members of society. There is a strong tendency on the part of adults to underestimate the competence of children while at the same time using them in events to influence some cause; the effect is patronizing. There are, however, many projects entirely designed and run by adults, with children merely acting out predetermined roles, that are very positive experiences for both adults and children. Children's dance, song, or theatre performances are good examples of this as long as people understand that they are just that: performances. Problems arise when children's involvement is ambiguous or even manipulative

**Manipulation** is the title of the lowest rung of the ladder of participation. Sometimes adults feel that the end justifies the means. One example is that of pre-school children carrying political placards concerning the impact of social policies on children. If children have no understanding of the issues and hence do not understand their actions, then this is manipulation. Such manipulation under the guise of participation is hardly an appropriate way to introduce children into democratic political processes. Sometimes such actions stem from adults' unawareness of children's abilities. It might be more accurate to call them misguided rather than manipulative, but either way there is certainly a need for improved awareness on the part of adults.

Another example of manipulation is a situation where children are consulted but given no feedback at all. The most common method is for children to make drawings of something, such as their ideal playground. Adults collect the drawings and in some hidden manner synthesize the ideas to come up with

'the children's design' for a playground. The process of analysis is not shared with the children and is usually not even made transparent to other adults. The children have no idea how their ideas were used. A simple improvement on this idea would be to do a content or thematic analysis of the drawings with the children and thereby arrive at some principles for a playground design, or whatever the subject may be. Such an improvement would move the project up three rungs of the ladder, to become participator.

**Decoration**, the second rung on the ladder, refers, for example, to those frequent occasions when children are given T-shirts related to some cause, and may sing or dance at an event in such dress, but have little idea of what it is all about and no say in the organizing of the occasion. The young people are there because of the refreshments, or some interesting performance, rather than the cause. The reason this is described as one rung up from 'manipulation' is that adults do not pretend that the cause is inspired by children. They simply use the children to bolster their cause in a relatively indirect way.

**Tokenism** is used here to describe those instances in which children are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions. Such contradictions seem to be particularly common in the western world because of progressive ideas about child-rearing which are often recognized, but not truly understood. There are many more instances of tokenism than there are genuine forms of children's participation in projects. Commonly, as far as the adults are concerned, the projects are in the best interests of children, but they are manipulative nevertheless.

Tokenism might be a way to describe how children are sometimes used on conference panels. Articulate, charming children are selected by adults to sit on a panel with little or no substantive preparation on the subject and no consultation with their peers who, it is implied, they represent. If no explanation is given to the audience or to the children of how they were selected, and which children's perspectives they represent, this is usually

sufficient indication that a project is not truly an example of participation. This does not mean that young people cannot genuinely and effectively be involved in conference panels. If such events are organized in a participatory manner, and the children are comfortable with that medium of communication, they can be valuable experiences. An excellent example of young people's participation in a conference will subsequently be described on the highest rung of the ladder. Sadly, no matter what the children say, or how unrepresentative of other children their comments might be, one can be sure of a lot of applause and photography, and some cute stories in the newspapers the following day. Because children are not as naive as usually assumed, they learn from such experiences that participation can be a sham.

### **7.7.2. MODELS OF GENUINE PARTICIPATION**

The ladder of participation introduced in the previous section is useful for helping one think about the design of children's participation, but it should not be considered as a simple measuring stick of the quality of any programme. There are many factors affecting the extent to which children participate other than the design of a programme. The ability of a child to participate, for example, varies greatly with his development: a preschool child may be only capable of carrying materials to a playground building site, whereas an adolescent might be able to oversee the entire building operation. This question, together with some of the subtle cultural issues affecting children's participation, will be considered in a subsequent section. Also, it is not necessary that children always operate on the highest possible rungs of the ladder. Different children at different times might prefer to perform with varying degrees of involvement or responsibility. The important principle again is one of choice: programmes should be designed which maximize the opportunity for any child to choose to participate at the highest level of his ability.

### **ASSIGNED BUT INFORMED**

It is labelled the fourth rung of the ladder of participation 'Assigned but informed'. There are a number of important requirements for a project to be truly labelled as participatory:

- The children understand the intentions of the project;
- They know who made the decisions concerning their involvement and why;
- They have a meaningful (rather than 'decorative') role;
- They volunteer for the project after the project was made clear to them.

It is useful to take a conference as an example, for this is commonly a setting for 'decorative', 'manipulative', or 'token' involvement of children. The recent World Summit for Children held at the United Nations Headquarters in New York was an extremely large event with great logistical complexity. It would have been difficult to involve young people genuinely in the planning of such an event, but the organizers wanted to go beyond the normal involvement of children and youth as merely cute representatives of their age group. Roles were created which were important both functionally and symbolically. For example, a child was assigned to each of the 71 world leaders. As 'pages', these children became experts on the United Nations building and the event, and were able to play the important role of ushering the Presidents and Prime Ministers to the right places at the right times. Of course, the symbolic power of this was not missed by UNICEF, the press, or by the leaders themselves, and ample opportunities were given for photography. Nevertheless, the children's roles as pages were important and were clear to all. The children were proud to be serving at an event of such importance. Had they been asked to speak in order, somehow, to represent the views of children, this would have removed the example to the bottom rungs of the ladder, for these were the children of diplomats and were selected for convenience rather than to be representative of any particular group. To use them as pages was appropriate; to present them as spokespersons would have been yet another example of tokenism.

### **CONSULTED AND INFORMED**

Young people sometimes work as consultants for adults in a manner which has great integrity. The project is designed and run by adults, but children understand the process and their opinions are treated seriously. An interesting example is available from the corporate world, a useful reminder that genuine participation experiences are important for all children in all settings. At Nickelodeon, a television company based in New York, new ideas for television programmes are sometimes designed in consultation of children. Low cost versions of the programme are created and critiqued by the children. The programmes are then redesigned and again shown to the same expert panel of children. This is very different from the normal use of children in market research in the corporate world where the children are paid for their time to discuss a product in a group session, but are not informed of the results of the session and in no way become involved in the process.

A survey was recently designed by the city of Toronto, Canada to obtain youth views on the city. Based upon a similar survey by 'Kids Place' in Seattle, Washington in the USA, it is more than most cities do with their children and it is honest about the process. It could probably be called an example of 'consultation' though it does not seem to go far enough in involving youth in the process, except for the lucky winner who becomes 'Mayor for a day'. An improved design would promise to share the findings of the survey with the participating youth. Furthermore, if the surveys were conducted by students in the public schools the children could themselves analyse and report on the data, rather than sending it to a distant city agency.

### **ADULT INITIATED, SHARED DECISIONS WITH CHILDREN**

The sixth rung of the ladder is true participation because, though the projects at this level are initiated by adults, the decision making is shared with the young people. Many community projects are not meant for use by any particular age group, but are to be shared by all. Invariably, of course, it is the most politically powerful age groups (from 25 years to 60 years in many industrialized nations) which dominate the planning process even when it is

participatory. Our goal in these instances should be to involve all persons, but to give particular concern to the young, the elderly, and to those who may be excluded because of some special need or disability.

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### **CHILD INITIATED AND DIRECTED**

We can all think of dozens of examples where children in their play conceive of and carry out complex projects. When the conditions are supportive for them, even very young children can work cooperatively in large groups. The photograph below illustrates part of a large dam system which children under eight years of age, as many as fifty at a time, built on a sandbank behind a school in Vermont in the USA over many months. Here the supportive conditions were an enlightened school staff who understood the value of such play activity so well that they did not interfere or direct. They also had such strength in their conviction as educators that they were willing to suggest to parents complaining about soiled clothes that they send their children to school with different clothing! It is more difficult, however, to find examples of child initiated community projects. A primary reason for this is that adults are usually not good at responding to young people's own initiatives. Even in those instances where adults leave children alone to design and paint a wall mural or their own recreation room, seems hard for them not to play a directing role.

### **CHILD INITIATED, SHARED DECISIONS WITH ADULTS**

One of my best examples of this category of participation comes from a public school in India. Two ten-year-old boys had enviously observed me taking small groups of children from another class into the woods to observe animal behaviour from behind a specially built blind or hideout. They built a blind beneath a table in their classroom and began to observe other children's behaviour, using one of the forms I had designed for studying animal behaviour. Their teacher observed this and supported the children by suggesting ways they might improve their blind and the design of the form. The activity became a valuable means for the class of children to learn about themselves by observing their own behaviour, and it was extremely useful at the end of the school day in aiding conflict resolution and suggesting new strategies for classroom organization and management. This example obviously relied heavily upon the impressive insight and creativity of a caring school teacher.

It is usually only children in their upper teenage years who tend to incorporate adults into projects they have designed and managed. The National Commission on Resources for Youth (1974) documented the efforts of the Student Coalition for Relevant Sex Education in New York City. A group of New York City high school students formed a coalition to petition the Board of Education for a relevant programme of sex education; they had seen too many of their peers leave school pregnant. They worked with the Planned Parenthood organization to write a proposal, but unfortunately the Board of Education lost the 8,000 signatures. They persisted, and a subsequent petition led to meetings and a favourable response from the school's Chancellor. As a result of these efforts, peer counsellors were hired in the schools offering referral services and information on problems of pregnancy and venereal disease. In a related vein, teenage students from a school in Paranoá, a low income settlement on the outskirts of Brasilia, designed and directed a video report on how pregnant teenagers feel about being pregnant and what advice they have for other teenagers.

Regrettably, projects like these, on the highest rung of the ladder of participation, are all too rare. The reason, I believe, is not the absence of a desire to be useful on the part of teenagers. It is rather the absence of caring adults attuned to the particular interests of young people. We need people who are able to respond to the subtle indicators of energy and compassion in teenagers. 'Animator' is the term used in some countries to describe the kind of professional who knows how to give life to the potential in young people. Street workers, an expanding profession in certain developing countries, are wonderful examples of animators, to be described in the section on Children in Especially Difficult Circumstances

### **7.8. BARRIERS OF CHILD PARTICIPATION**

Child development is usually conceptualized as a solitary affair with an individual child gradually climbing a ladder of higher steps of ability, alone. Recently, child development theory has become more contextual, enabling us to understand better the role adults play in a child's development. Children's participation does not mean supplanting adults. Adults do, however, need to learn to listen, support, and guide; and to know when and when not to speak. One should not, therefore, think of a child's evolving capacities to participate as a simple step-like unfolding of individual abilities. One should rather think of what a child might be able to achieve in collaboration with other children and with supportive adults.

It is misguided to use simple developmental stages or age-related norms to determine what children are capable of, though it is useful to be familiar with some of the most important sequences of development, such as the development of a child's ability to take the perspective of others. It is important to remember that the ages at which these occur can vary greatly according to culture and to the individual characteristics of the child. Just as important as the unfolding of a child's ability to think and speak is the motivation behind his or her behaviour. A child who is troubled or who has low self-esteem is less likely to demonstrate her competence, to think, or to work in a group. For this reason, in attempting to facilitate the participation

of children who seem less competent than might be expected, one must identify situations which will maximize a child's opportunities to demonstrate her competence. Similarly, one should also use alternative techniques for enabling different children's voices to be heard.

### **SOCIAL AND EMOTIONAL DEVELOPMENT**

Erik Erikson has written of a child's psychosocial need to develop competency through ever larger scales of play environments. From play with their own bodies, infants proceed to play with the small world of manageable toys, before feeling sufficiently competent to enter the world shared with others. One could undoubtedly expand this theory into other observable spheres of growing competence across the life span. Joe Benjamin, for instance, who worked for years as an adventure playground leader in the UK with delinquent youth, tells us that such playgrounds may offer an easier place than the streets for some youth to learn to master troubling issues or relationships.

Self-esteem is perhaps the most critical variable affecting a child's successful participation with others in a project. It is a value judgment children make about self-worth based upon their sense of competence in doing things and the approval of others as revealed by their acceptance as intimate friends. Children with low self-esteem develop coping mechanisms which are more likely to distort how they communicate their thoughts and feelings; group interaction among these children is particularly difficult to achieve. Including a wide range of situations where these children can demonstrate.

### **THE DEVELOPMENT OF PERSPECTIVE TAKING ABILITY**

The ability to truly participate depends on a basic competence in taking the perspective of other persons. In a very limited way children can do this by the age of three, but the process of being able simultaneously to take another perspective, while maintaining one's own view, continues to develop through adolescence. The field of developmental psychology has spent considerable effort investigating this process (e.g., Selman, 1980). The ages are approximate and are developed from Western research. Most important in

thinking about young people's participation is the sequence of phases in perspective-taking, and the insight that the child is actively trying to construct the world of the other, while simultaneously constructing her own understanding of that world.

The process begins in the second or third year with a child's first awareness of psychological processes in others. But while she gradually becomes more aware that another person has feelings and thoughts, there is confusion until the ages of five or six between the subjective psychological, and the objective or physical characteristics of the person's behaviour. For example, intentional and unintentional behaviours of the other person are not differentiated. Gradually the 'perspective taking ability' improves so that between five and nine years of age she becomes capable of clearly differentiating the physical and psychological characteristics of a person. She now realizes that each person has his own, unique, subjective view of the world.

Developing between the ages of seven and twelve, a child begins to be able to step outside herself to take a self-reflective look at her interactions and to realize that other people can do the same thing. This phase of 'sequential perspective taking' means that two children now realize they can put themselves 'in each other's shoes'. They also recognize now that a person may have multiple or mixed feelings, such as being interested and happy, but a little frightened. This final phase means that they are beginning to understand that they and others are capable of doing things they may not want to do. These pre-adolescents, however, cannot simultaneously coordinate the perspective of self and others.

The next stage, 'mutual perspective taking', is necessary for children to be able to organize themselves into enduring democratic groups. According to Selman, this 'generalized other' perspective arises between ten and fifteen years of age. Youth, thinking at this level, now spontaneously coordinate their perspectives with those of others.

Beyond this mutual perspective-taking ability of adolescents Selman hypothesizes a higher level of 'societal-symbolic perspective-taking'. A person

can now imagine multiple mutual perspectives forming a generalized societal, legal, or moral perspective in which all individuals can share. A person believes others use this shared point of view in order to facilitate accurate communication and understanding. This final phase, which can emerge at any time from the age of twelve on, is obviously the one to be desired for the most fruitful cooperative projects of children.

It is clear then that even during their early elementary school years' children are at least intellectually capable of working with adults; but the adults need to be sensitive to some of the limitations children have in taking the perspectives of others. Also, it must be remembered that the sequence described above is limited to an account of a child's intellectual development and his or her logical ability to take the perspective of others. It does not take into account such factors as a child's understanding of the different roles people have and the power they possess. This must surely influence the degree to which children think it is appropriate to take the perspective of others. For example, knowing someone in a group is a school teacher or a policeman, and knowing that these kinds of persons punish misbehaving children, may override their intellectual ability to understand the person as an individual, thereby reducing their participation.

### **SOCIAL CLASS VARIATIONS IN CHILDREN PARTICIPATION**

It is important for each of us wishing to encourage children's participation to be aware of child-rearing patterns since we are likely to have a middle class bias. Comparisons of child-rearing in many countries reveal that families with adequate economic resources tend to value independence and autonomy while low-income families place higher value on obedience from their children. The poorer families in such cultures see obedience as the means by which their children can succeed economically. Child participation advocates therefore need to understand that a lack of independence and self-direction in the children of working, poor families may simply be an appropriate socializing response to their parents who have little freedom themselves in their daily lives - working in routinized jobs that demand obedience and

efficiency. Also, poor parents may feel they do not have the time or patience for supporting children's spontaneous activities. Furthermore,

children from these backgrounds see examples in their daily lives which support what they are learning from their parents about not speaking out. The implications of these inequalities are that advocates for children need to work doubly hard to liberate the voices of poor children, for without such extra efforts it is likely that only middle-class voices will be heard.

### **THE DIFFERENT PARTICIPATION OPPORTUNITIES OF GIRLS AND BOYS**

While opportunities for the majority of low income children throughout the world are limited, the situation is particularly bad for girls. Their socialization emphasizes protection and dependency, not autonomy, even though they may at ten years of age already be responsible for feeding and looking after three younger siblings. In my visits to programmes in the developing world, I have observed many examples of innovative projects for street and working boys who are actively involved in evaluating and improving their own lives in a collective manner, but relatively few for girls. Whereas working boys are commonly in the streets, the girls are invisible - hidden in kitchens and backyards, involved in endless domestic chores. We need to create more special programmes of participation for these isolated, forgotten children.

In designing programmes for girls we will need to recognize the different ways girls are treated in different cultures and discover how to address the barriers to their effective participation in family, school, and community. For example, in many societies it is still assumed that boys will be decision-makers and girls will not. Integrated programmes, with girls and boys participating equally, may therefore have some special values for girls.

This section has highlighted some of the more important variables influencing children's participation. I do not propose that programmes of community participation be designed to take account of each possible age group or every different kind of personality or behaviour problem. It is rather my intention to remind the reader that there is no single best strategy or technique for any

project; diversity is the key. Projects should be designed to enable different degrees and different types of involvement by different persons and at different stages in the process.

### **7.9. THE BENEFITS OF PARTICIPATION**

It is frequently said by professionals working in international development that community participation slows the social and economic development efforts of developing nations. Such comments, and the statistics which have sometimes been used to support them, have not been sufficient to stop what appears to be a growing international trend towards local community participation. For those projects where the end product or programme is for the participants themselves, the arguments for participation are particularly strong. But for young people, even in such obvious examples as the design of classrooms, playgrounds, sports facilities, or afterschool programmes, participation is rare.

There are additional and more important benefits to a society beyond the short-term one of making a programme or product more appropriate for the user. Unfortunately, these benefits have the kind of indirect, long-term impact that cannot be easily measured quantitatively. The benefits are of two major kinds: those that enable individuals to develop into more competent and confident members of society, and those that improve the organization and functioning of communities.

### **THE DEVELOPMENT OF SOCIAL COMPETENCE AND SOCIAL RESPONSIBILITY**

Adolescents struggle to find meaningful roles in society. If they do not find opportunities to develop their competence in ways that are responsible they will find others that are irresponsible. Mark Francis, a landscape architect from California, is an expert in the participation of people of all ages in landscape design. He explains how his concern for youth participation came from his own experiences: "I was good in blowing up mailboxes. I just felt that there was no place to be. There was no place for me and no place that would give me the responsibilities that I thought I had to get and because of that I

created a lot of negative energy.” It is because of this that much of the writing about youth participation projects concerns the provision of opportunities for delinquents.

It is unfortunate that for most public administrators the only value of young people’s participation is to reduce delinquency and vandalism by ‘keeping them off the streets’. Nevertheless, it is useful, whenever trying to express the value of participation to more conservative thinkers, to explain that involvement of young people in projects leads to a sense of responsibility for the maintenance and protection of those products which are created. Hundreds of sculptors, muralists, playground designers, and gardeners who have conducted community projects in New York City, for example, attest to this with personal anecdotes about the absence of vandalism and graffiti. The long-term effects of involvement in other kinds of projects cannot be as easily observed as they can with building projects, but they surely exist nevertheless. Participation not only allows a child the right to have a voice; it is equally valuable in enabling children to discover the rights of others to have their own very different voices. Because they are concerned with real projects, dialogue and negotiation with other young people and adults is inevitable. There is an important spin-off benefit from developing the skills of social cooperation for a child’s personal development.

The growth of autonomy in a child is not simply a matter of gradually pulling away from dependence on a parent. Piaget, the Swiss developmental psychologist, demonstrated through the game of marbles that cooperation and mutual agreement between equals is necessary for the development of autonomy. He found that children learn a game of marbles not by accepting the authority of one of the players regarding the rules, but by developing the rules in a cooperative way. From discussion, the children discover different children’s points of view and reach their own consensus. Piaget argued that if they are always subject to authority and do not have opportunities for establishing rules through relationships with mutual respect, they cannot develop as autonomous selves. The blooming of a personality through the development of autonomy depends then on these social relationships. Seen in

this light, children's participation is not just an approach to developing more socially responsible and cooperative youth; it is the route to the development of a psychologically healthy person.

### **COMMUNITY DEVELOPMENT**

'Communities', in the broadest sense of the word, are constructed. To support children or youth in working together is, by definition, to be engaged in community development. Through positive group experiences children discover that organizing can work in their self-interest. Such mutual self-interest is probably the strongest base for cultural and political organization.

The physical environment can be particularly useful for community building because it offers opportunities for a group to see the impact of its joint efforts in a direct and lasting way. Early pioneers in the USA found it necessary to ask their neighbours to help them in the large task of building a barn as they struggled to survive in their new land. The community spirit, which such group projects engendered, was great, and the term 'barn raising' is still used today as a metaphor for community building projects. The community garden movement of the 1970s and 1980s has been more valuable to US cities in more ways than are immediately apparent. It has allowed community groups continue to form around a simple, easily understandable, and relatively 'neutral' project politically. Sometimes the resulting organizations are able to go on to more ambitious projects which may have more basic importance to their lives, such as creating day-care centres or self-help housing.

Building a den or tree house can be a valuable way for children to express their common interests to one another, and thereby help them forge a sense of group or community. Adults who wish to convince children or teenagers that a programme is designed for them might think, as a first step, of allowing young people to redesign and transform the place where they meet.

### **POLITICAL SELF DETERMINATION**

I have noted earlier in this Essay that schools are more likely to be concerned with political indoctrination, rather than with the kind of critical debate which

allows children to establish their own beliefs. Democratic theory requires that citizens be allowed to consider changing their form of government, but there is little or no recognition of this principle in school curricula. Even with nations which loudly proclaim their democratic principles, little is done in the schools beyond presenting children with a history of the struggle by which their government was originally formed. Consent to the political system is manufactured, rather than springing spontaneously from critically self-conscious individuals. The reason given for political indoctrination in schools is its necessity for establishing a stable, democratic form of government through the creation of a patriotic citizenry. In fact, by offering a fixed set of beliefs, rather than the opportunity for political self-determination, the state is failing to prepare young people to join democratically with others in the kind of flexible response to a changing world that is ultimately necessary for genuine stability.

Participation is an important antidote to traditional educational practice which runs the risk of leaving youth alienated and open to manipulation. Through genuine participation in projects, which involve solutions to real problems, young people develop the skills of critical reflection and comparison of perspectives which are essential to the self-determination of political beliefs. The benefit is two-fold: to the self-realization of the child and to the democratization of society.

## **UNIT 8: CO-CURRICULAR ACTIVITIES**

Meaning, Importance of Co-curricular activities - Organisation of Co-curricular activities: School Assembly, Debates, Discussions, Seminars, Symposia, Cultural Activities, Scouts & Guides, National Green Corps, Physical Education Activities

### **8.1. INTRODUCTION**

Four decades ago it was comparatively easy to define co-curricular activities because all of them were organised and promoted largely by students themselves, with relatively little assistance from teachers and administrators. Equipment were meagre, little official recognition was given and no credit was allowed for participation. These activities were really extracurricular. Today, it is difficult to define co-curricular activities because all teachers have some definite responsibilities for their organisation; many full time professional teachers are employed, school rooms, time, equipment and materials are provided; their relationships with regular curricular activities are regarded as vital; credit for participation is allowed and recognition is also given. In short, we can say that according to modern education thinkers, curriculum is not only teaching and learning in classroom. It also includes work in library, laboratory and workshop, participation in games and sports in playground and numerous informal contacts between teacher and pupils in these places. In these informal contacts there are very many activities. one of which is co-curricular activities. It is a part of curriculum of the institution.

### **8.2. MEANING OF CO-CURRICULAR ACTIVITIES**

Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, Enthusiasm, and Energetic, Positive thinking are some of the facets of personality development and the outcomes of extracurricular activities

Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of non-academic curriculum helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-Curricular Activities. Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning. These activities are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have wide horizon to cater to the cultural, social, aesthetic development of the child.

### **8.3. TYPES OF CO-CURRICULAR ACTIVITIES**

Co-curricular activities are categorised under seven headings:

#### **1. LITERARY ACTIVITIES**

Debates and discussion, subject-wise club, School Magazine, Dramatics, Study Circle, Story Writing, Seminar, Recitation, and Library Work.

#### **2. PHYSICAL DEVELOPMENT ACTIVITIES**

Games, Indoor and Outdoor Athletics, Mass Drill, Parade, Scouting, NCC, ACC.

#### **3. AESTHETIC AND CULTURAL DEVELOPMENT ACTIVITIES**

Music, Dancing, Drawing, Painting Sculpture, Dramatics, Exhibition, Fancy Dress, Folk Dance, Folk Songs, Variety Programme.

#### **4. CIVIC DEVELOPMENT ACTIVITIES**

Cooperative Bank, Cooperative Store, Assembly, Students' Council, Canteen, Celebration of Religious, National and Social Festivals, Organising of School Panchayat Mock Parliament

## **5. SOCIAL WELFARE ACTIVITIES**

Social Study Circle, Social Services on Special occasions like Fairs, Festivals, Professions, Cultural Programmes, Assembly, Scouting, or Guiding, First Aid and Red Cross, Social Survey

## **6. LEISURE TIME ACTIVITIES CO-CURRICULAR ACTIVITIES**

Stamp Collection, Coin Collection, Collection of Copies, Photography, Reading, Needlework and Knitting

## **7. EXCURSION ACTIVITIES**

Picnic, visit to Museum, Zoo etc., Visit to Exhibition.

## **8.4. NEED AND IMPORTANCE OF CO-CURRICULAR ACTIVITIES**

Co-curricular activities have a number of values like educational value, development of social spirit, character training education for leadership, worthy use of leisure time or recreational value, team spirit, development of civic virtue, physical development, improved discipline, aesthetic development and development of cultural values. Let us discuss them one by one in the following sections:

### **1. EDUCATIONAL VALUE**

These activities have great "educational" potential. All classroom teaching is theoretical. Practical knowledge can be imparted through co-curricular activities. Excursions and tours provide first-hand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Language and expression improves through debates and recitations. Teaching of History gets vitalised by dramatization. Practical lessons in civics can be given through student self-government. School magazines teach students the art of writing forcefully and effectively. Celebration of functions develops organisational capacities and leadership qualities in students. Projects provide direct learning opportunities.

## **2. PSYCHOLOGICAL VALUE**

These activities as the name suggests meet the psychological needs of the students, mainly with reference to social demands of the pupils. They help in expressing personal behaviour and provide a vehicle for creative thinking.

### **A) THESE ACTIVITIES ACT AS AGENT FOR SUBLIMATION OF THE INSTINCTS**

Co-curricular activities are a means of channelizing students' instincts into healthy and fruitful channels e.g. instinct of curiosity can be fruitfully channelized by library, stamp and coin collection etc. The instinct of gregariousness can be directed through self-government, social service and other group work.

### **B) EMOTIONAL 'HEALTH'**

A student is a bundle of innate urges or drives. It is natural for him/her to be curious, to show off, to master, to be loyal and to be sympathetic. Co-curricular activities provide valuable opportunities in which these drives may be capitalised for educational benefit. But fortunately or unfortunately, they may not come up to the required expectation e.g. some students who are backward in studies develop inferiority complex and find school life disgusting and can get emotionally unbalanced. Such activities provide a means of emotional adjustment for students.

### **C) TO INCREASE THE INTEREST OF STUDENTS**

A student who gives his time and effort to his school is, therefore, more interested in it, because of his contributions e.g. the athlete talks about school spirit

### **D) RECOGNITION OF INDIVIDUAL DIFFERENCES**

Co-Curricular Activities by providing a number of co-curricular activities, we can ensure the expression of potential capacities of each individual e.g. writing, public speaking, dramatics, painting, different games and sports, organisation of functions etc. which provide training in different aspects of

personality of students. These activities, thus, cater to aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation.

### **3. DEVELOPMENT OF SOCIAL VALUE**

Social cooperation is recognised as one of the important demands of citizenship. It is difficult to teach through school subjects like Languages, Mathematics or Social Sciences. By 'participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group. Through team activities, students learn social cooperation. They develop group spirit, 'we' - feeling, belongingness, unity and ability to be co-operative.

### **4. DEVELOPMENT OF CIVIC VALUE**

In group activities students learn the value of doing one's duty. For example, students' self-government in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. These activities train the students for good citizenship. Co-curricular activities offer many opportunities for the development of self-discipline e.g. NCC and ACC. They develop in students a spirit of toleration of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace. Secondly, the school is a miniature society and the activities of the school should have direct relations with the activities of the society. Qualities like initiative and leadership are not always developed in a classroom. On the playground, students get opportunities to develop leadership qualities like initiative, decision making, judgement, tolerance etc. These qualities are required for a democratic society. Many girls and boys have little practice in controlling themselves and in directing their own affairs. They have not developed the ability to do these things. As a result, when they are placed in settings that demand self-direction, they are lost. Co-curricular activities provide numerous situations in which students may gradually get increasing

responsibilities for their own direction. The settings for developing these carry-over values must be definitely provided. A school must be a workshop in democracy. The traits and qualities of leadership are developed in students, when they organise these activities by themselves under the guidance of teachers. Students learn to plan, organise and execute the plan that has been developed. This develops in them initiative, planning, thinking and power of independent judgement. These activities provide excellent moral training. Through these activities are learnt the importance of obeying the law, rules and regulations, love for truth and above all, these activities develop moral consciousness by providing moral experiences. For example, a boy in charge of finances has to act honestly. On the play field, one has to show sportsman spirit.

#### **5. PHYSICAL DEVELOPMENT VALUE**

While games, sports and athletics directly contribute to physical development of students, other co-curricular activities also indirectly contribute to it. These activities provide a useful channel for the growth and development of the body.

#### **6. RECREATIONAL VALUE**

Lack of ability and training in proper utilization of one's leisure time is one of the major defects in our present system of education. By providing and organising various activities, we provide wholesome opportunities to our students, rather than to spend their spare time in undesirable activities e.g. Movies, TV, idle talk etc. Hobbies developed at the secondary school stage become lifelong habits.

#### **7. CULTURAL VALUE**

Some co-curricular activities are of tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, for example, activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture, foster cultural

tastes and awaken cultural interests among students. Student would appreciate/learn all these though our language, religion, culture, food habits, dress etc. are different but we are one, and that we are human beings of the same universe. Thus, co-curricular activities will help in developing national and international understanding. We can conclude by saying that co-curricular activities cater to the development of a child's entire personality, draw out the latent powers of children of different temperaments, supplement academic work, develop social and civic sense. Without these activities students would be mere book-worms.

### **8.5. ORGANISATION OF CO-CURRICULAR ACTIVITIES IN SCHOOL**

By now we are clear about various types of co-curricular activities and how these activities help in achieving the manifold goals of education. A question may arise in your mind. "Can I organise activities in my school though I am not a specialized teacher in any activity?" Yes, you can, if you are specialised in some specific areas like dance, singing, painting, writing etc., If you do not have any specialization in any activity, do not worry, you can develop skill and abilities for organising activities, if you are keen about it. When we think about organising co-curricular activities, the nature of the activity, involvement of students, teachers, parents and community as well as objectives of a particular activity must be thought of. Secondly, we have to remember that it is a joint activity and joint effort of many people. The learning experiences of the students are improved when the organiser of co-curricular activities utilizes the talents and energies of all optimally. A better climate for learning is established and finally, school community relationship is always improved.

### **8.6. ORGANISATION OF LITERARY AND CULTURAL ACTIVITIES**

In this section, we are going to discuss organisation of literary and cultural activities in a school, what are the points to be kept in mind and what role a teacher has to play. Before discussing these points, let us find out what is a literary activity and what are the activities included under literary activities.

What is a literary activity? Which activities are included under literary activities? Literary activities are those activities which are related to literature. It includes activities like debate, elocution, recitation, writing articles, organising visits by eminent personalities, study circle, essays, recitation of self-made poem, dramatization (dialogue writing), literature corner, exhibition, news bulletin etc. How will these activities help us in achieving educational objectives? Literary activities help in language building and in enhancing vocabulary, improve articulation, expression, communication, creative writing skills, independent thinking etc. They also give an opportunity to students to show their hidden talents and develop self-confidence. Thus literary activities help in achieving educational objectives. By now, we are clear about what activities are included in literary activities and also, we know how they help in achieving educational objectives. Let us now look at cultural activities.

What are cultural activities? What are the activities included in them? Cultural activities are those activities which are based on culture and tradition, e.g. celebration of religious, social and national festivals, folk songs, folk dance, music, drama, dance, painting, picnic, excursion, fancy dress, funfair etc. How do these activities help in our day-to-day teaching? Cultural activities contribute towards attainment of group feeling i.e. belongingness, which provide an opportunity to show hidden talents. Students learn group responsibilities, express ideas, share ideas, etc. Through celebration of religious festivals or birthday celebrations students learn about culture along with entertainment. They get good exposure to our rich cultural heritage. Feelings and emotions are developed and they get a change from routine life. So far, we have discussed how cultural activities help the students to know their culture and heritage. When we observe well-planned literary activities or cultural activities, we immediately react, "The activity is nice and well organised. How to organise these activities? What are the points to be kept in mind to make these activities meaningful and effective? If we want to make any programme successful, we must look after its organisation. Without

organisation, objectives cannot be achieved. Moreover, resources are wasted, planning and organisation help in making activities successful

What are the points to be kept in mind for planning and organisation of activities? For organising the following points need to be considered: Students should feel the need for activities and should demand them. Activities should be selected keeping in view students' interests. There are a number of activities and there are also differences in students' interests and liking. An activity should be selected in such a way that all students are able to participate i.e. there should be maximum involvement. More and more students should be involved. Activities should be such that all students are able to participate. A teacher should help students plan and organise co-curricular activities. planning and implementation should be done by students. Activities should be organised during school hours but some activities like can be organised on holidays. The ultimate tours, picnics I Minute details of activities should be worked out for the success of the programme. Activities selected should be economical i.e. they should not place unnecessary financial burden on the school or parents. Activities having educational value should be selected. The selected activities should support and enhance classroom learning. Activities selected should be such that they provide opportunity to students to learn and also to become self-reliant. I Activities should not be imposed on students. They have to be selected by students themselves. Students should meet and discuss such aspects as the venue, date and resources available. Objectives of activities should be made clear. Various sub-committees should be formed e.g.

- Stage committee
- Decoration committee
- Seating arrangement
- Reception committee
- Invitation committee
- Overall organisation

Work has to be allotted to various committees depending upon abilities of persons. Activities should be supported by teachers, principal, parents, community members and management. The rules and regulations regarding activities should be mentioned well in advance to the students. The best participants are to be identified. Activities should be planned year wise so that they find place in school calendar, and that parents know their dates in advance. Expenditure on activities should be borne by the school only. Only in unavoidable circumstances should students be charged. Records should be kept of the activities. In order to make co-curricular activities successful, what should be the contribution of a school? The school should provide necessary facilities and infrastructure, and a dark room to show T.V. or films. It should provide necessary equipment and allocate proper time for various activities. It should also provide required stationery and provide financial help. Apart from all these, it should reduce the workload of teachers in charge of co-curricular activities. We have fully discussed how to organise literary cultural activities systematically and effectively. Now let us look at the objectives of these activities.

### **1. OBJECTIVES OF LITERARY ACTIVITIES**

A participating student will be able to do any or all or some of these: express his/her feelings effectively, get exposure to various literary works, develop independent thinking,

Co-curricular Activities trace references related to a topic,' comprehend magazine articles and edit them, develop interest in supplementary reading, collect articles related to subject matter, develop skill of articulation, comprehension and analysis, develop creative ability, develop interest in literature, and communicate effectively.

### **2. OBJECTIVES OF CULTURAL ACTIVITIES**

Students will be able to: develop effective expression control their emotions develop creativity use leisure time properly build good character and develop personality exhibit hidden talents become socialised promote national

integration co-operate and co-ordinate with teachers develop skill of planning and organising know and respect their culture and traditions. Now, let us discuss the principles to be kept in mind to make these activities effective.

### **8.7. PRINCIPLES UNDER ORGANISATION OF CO-CURRICULAR ACTIVITIES**

The Fig. below summarizes the main principles which need to be kept in mind while organising these activities. Select activities that are closely related to curriculum. They should be educationally relevant. The selected activities should be constructive and should aim at development of higher level objectives, which are not attainable through regular classroom teaching e.g., novelty and originality, writing, skill of recitation of poems, discussion etc. Co-curricular activities should have place within school timings so that all can participate. As far as possible all students should participate in one or other activity going on in the school. The Atmosphere has to be democratic: more suggestions and ideas can be incorporated in democratic atmosphere so nothing is imposed on students. Leadership should be proper and careful: every time the same person should not get a chance to lead. Leadership should be rotational and maximum number of students should get opportunity to conduct an activity.

#### **1. ADMINISTRATION AND SUPERVISION**

The responsibility for organising and arranging the programme should be placed on students, while teachers can supervise and facilitate.

#### **2. REGULARITY**

Co-curricular activities should be organised regularly i.e. they should have a place in school time-table.

#### **3. ADVISOR**

The teacher should have an advisory role and should not impose his/her will on students. Programme should grow from small to large gradually. Initially there may be a few items and a few students but gradually the programme should widen with maximum number of students being involved.

#### **4. EQUIPMENT**

Necessary equipment should be provided well in time to students for practice and organisation. A record of each programme should be maintained. Teachers should enter the details in a special co-curricular register.

#### **8.8. ORGANISATION OF PHYSICAL EDUCATION ACTIVITIES**

Co-curricular Activities Physical development is a crucial and important aspect of human development. A sound mind rests in a healthy body. Physically, a person has to be fit in order to concentrate on various activities. So physical training has become one of the important aspects of school education, Physical development activities include mass drill, parade, ACC, NCC, sports, indoor as well as outdoor games. Indoor games include chess, table tennis, badminton, etc. Outdoor games include kabaddi, cricket, kho-kho, football, volleyball, hockey, etc. Physical activities in the form of sports, games and athletics are important not simply because they provide physical exercise, but for a number of other reasons also. They develop qualities of sportsmanship, self-confidence, perseverance, judgement, foresight, judiciousness, fair play etc. Through team games and competitive games, sociability, co-operation, team spirit, spirit of self-sacrifice and attitude of healthy competition develop. In short it can be said that these activities ensure an all-round development of the personality of students. A playground is said to be the cradle of democracy. Students have lots of energy. This energy is displayed on the playground. For students' proper physical and mental development, sports are a must. On a playground students become fresh and active. Physical, mental and moral development are possible through sports. They will learn to concentrate on academics, develop good hobbies, get opportunities to exhibit hidden talents and develop control over emotions and aggression. For physical development, sports and games play an important role e.g. muscles develop, heart and lungs become strong, blood circulation becomes proper. As a result, mental fitness increases. Now we will discuss how to organise games and sports in schools. Sports and games should be properly organised in each school. Activities of the entire year have to be

planned out and also team wise charts should be prepared. Games have to be selected, depending upon available resources. The season must be kept in mind while selecting the games. For instance, outdoor games cannot be played in rainy season and or on a very hot day. Activities should not be monotonous. Games should be of various types. Games and sports should be planned according to need, facilities, equipment's and finances available. Rules and regulations have to be obeyed. Teachers should get appropriate representation in sports' committee. They should prepare students for inter-school competitions. They should point out strong points and should also point out where improvement is needed. It may be emphasised that it is ultimately the responsibility of the headmaster to ensure that adequate facilities for sports and games are available in the school. He/she is also to ensure that each student chooses one or the other game or physical activity and participates in it. For physical activities in a school, there should be a physical instructor. He/she must be assisted by teachers. They should supervise the play activities of students and provide them with necessary guidance. In short, all students should participate in sports and arrangements for them have to be done. Every student should get an opportunity to play. Objectives of Physical Activities Students will be able to: gain physical development, get psychomotor development, develop discipline, inculcate in themselves team spirit, develop leadership qualities, and develop social qualities.

### **8.9. PRINCIPLES UNDERLYING ORGANISATION OF ACTIVITIES**

The following principles need to be kept in mind while organising physical activities:

Various games and sports have to be selected in such a way that students get chance to play according to their age, abilities and interests. a Games and sports have to be organised keeping in view the needs of boys and girls. Students should be divided into various groups. Students have to be encouraged to participate in games and sports in an increasing measure. In one week three to four periods can be kept for sports. Before and after school,

student should get opportunity to play. A plan for sports activities should be drawn. Teachers should make pupils aware of rules and regulations of sports and games. In addition, in the playground which are important for sports equally important is need of enthusiastic, energetic, strong, sports teachers. Every student should be encouraged to participate in one or other game. Some good schools call all the students on the playground in the evening or during school recess. This is good practice. It is necessary that each student learns to play some game. Students should be encouraged to excel in competitive games but this should not become the end for all physical or games activities

### **8.10. ROLE OF TEACHER IN ORGANISING CO-CURRICULAR ACTIVITIES**

#### **1. PLANNER**

As a planner, the teacher must be a good planner and should plan out all the activities to be performed in a year, preferably in form of a chart.

#### **2. LEADER**

As a leader the teacher should give the student opportunity to exhibit their leadership qualities and this opportunity should be given in rotation.

#### **3. INNOVATOR**

As an innovator in order to break monotony of activities, a teacher should try to introduce some novelty (new programme) gradually.

#### **4. DIRECTOR**

As a director teacher should see that the programmes selected by the students are constructive. The programmes or activities should be scrutinised for their educational relevance.

#### **5. ORGANISER**

As an organiser the planned activities should be implemented through a strong organiser. The teacher should supervise activities of students for effective programmes.

## **6. RECORDER AND EVALUATOR**

As a recorder and evaluator, a teacher has to keep a record of all activities undertaken in the academic year. The record must consist of names of participants and winners. The programme should be evaluated periodically.

## **7. MANAGER**

As a manager, the teacher has to be an effective manager in order to plan, organise, co-ordinate, direct, record, evaluate and control activities.

## **8. DECISION MAKER**

As a decision maker, as far as possible a teacher should use democratic methods for taking decisions regarding organisation of activities. Care should, however, be taken that style of decision-making is democratic.

## **9. ADVISOR**

As an advisor, the role of a teacher is to advise students as and when it is required. Teacher should not impose upon and compel students to accept his/her ideas.

## **10. MOTIVATOR**

As a motivator, at times, students are reluctant to participate in some co-curricular activities. In such circumstances, the teacher must motivate them to participate in such activities.

## **11. COMMUNICATOR**

As a communicator, the teacher should be able to communicate well regarding the programme and its objectives very clearly and well in advance.

## **12. COORDINATOR**

As a coordinator, the teacher has to co-ordinate resources, time and activities. He/she should also coordinate effectively amongst students, colleagues,

principal, management and community in order to have an effective programme.

### **8.11. DIFFICULTIES IN ORGANISING CO-CURRICULAR ACTIVITIES**

When a teacher organises any activity, whether it is literary or cultural or sports or games, he/she should not think that everything will always be smooth. Many difficulties may arise at organisation and planning stage as well as at performing stage. Sometimes there is financial crisis; equipment is not in order, electricity has failed, the time is short and place is not suitable. Like these there are many problems which prove to be hurdles. But a teacher should not lose hope. He/she should try to solve the problems. There will always be financial problems. Fund be low and activities more. At the end of the year, there has to be an annual day and sports day, for which money has already been allotted. What is to be done throughout the year without money? Every activity needs some finance. Without finance also activities can be organised. A teacher should select such activities, which do not require any finances e.g. debate, quiz, fancy dress, role play, jokes, mono-acting, songs etc. An exhibition can be arranged. Students can be asked to bring items to exhibition and at the end of the exhibition they can take them back. Even sports and games do not require finances. A teacher should be competent and resourceful to manage activities, even without finances.

#### **8.11.1. DIFFICULTIES FACED BY STUDENTS**

Students do not take active interest in co-curricular activities because: School Activities Provision for these activities in schools is not adequate to meet all the needs of all the students. In crowded cities, it is generally not possible to have spacious playgrounds. Activities are not given a place in school time-table, during school hours. These are either fixed before or after school hours and many students do not participate in them because it is neither convenient nor compulsory for them to do so. Sometimes students feel that these activities interfere with their studies. Therefore, whenever they are organised, students participate in them unwillingly. These activities are not assessed in the examinations. No extra credit is given for them. At present

one passes an examination without participating in these activities. Teachers are not competent to organise a sufficient number of activities. There is hardly any trained staff to inspire students to participate in these activities. Students are not economically well off to bear the extra expenses involved in participating in these activities. Many students work and learn, they do not have sufficient time for these activities. Heavy homework is assigned to students. So they do not find time to participate in these activities, though they are interested. Some students are not familiar with the importance of these activities due to lack of proper guidance. Students are too shy to participate in these activities. Some students do not know their hidden potentialities.

### **8.11.2. PROBLEMS FACED BY THE TEACHERS**

Teachers expect extra allowance for organising these activities. They lack of knowledge and training to organise such activities. Few teachers realise that the aim of education is the development of the total personality of children. They assess students only on the basis of their performance in examination and consider these activities as superfluous. Thus we have discussed the problems faced by the students and by the teachers. The question is can we solve these problems? How? One should remember that these problems are not permanent in nature. They can be solved by using various techniques and foresight.

### **8.11.3. HOW TO OVERCOME THESE DIFFICULTIES?**

As far as possible, these activities should be accommodated in the time-table during regular school hours. This will enable all students to take part in these activities and also give more importance to these activities. A wide variety of activities should be planned in order to meet the different needs of a large number of students. Activities having educational value should get greater attention e.g. literary activities like debates, elocution contests, composing poems etc. ' Activities should be selected according to the economic means of the school aid needs of the students. Activities thus differ from school to school. Different activities are required for rural and urban schools and for

primary and secondary sections. Students should be motivated to participate in activities by asking them to choose activities of their interest, for example, students who are interested in taking part in drama should choose dramatics. Aims and function of each activity should be well defined. Each activity should have its objectives which should be made clear to the participants. A system of rewards should be instituted for best performance. Some prizes, merit, certificates, shields, running trophies etc. would motivate students to participate. While allowances may not give to teachers for organising these activities, the principal can reduce their workload! through proper allocation of duties.

### **8.12. SCHOOL ASSEMBLY**

School assembly clarifies school activities and lays out program focusing on the co-curricular activities. It simply strengthens the way a school works. It is conducted with a complete and active participation of the students, and the teachers. Morning assembly meetings generally well planned and carefully conducted, putting a lot of light on various aspects of school activities and culture.

#### **8.12.1 PURPOSE OF AN ASSEMBLY IN THE SCHOOL**

- The main intention of the school assembly is to develop a feeling of unity among all the students and teacher.
- To inform the students about daily activities and program more clearly.
- To develop in students about the sense of identity in the school.
- To give an insight of experiential moments with anecdotes and stories and co-curricular activities.
- To motivate the students with appreciation, rewards, and accolades on performing well in academics and curricular activities.

### **8.13. SEMINAR**

Seminars could be organized to discuss current issues, and problems or share ideas. A teacher in secondary or higher secondary school could organize seminars. A seminar is a small group discussion in a formal setting with a

clear agenda. A speaker presents a theme or a set of papers and it is discussed by all those who participate. The chairman/chairperson of the seminar guides, directs, coordinates and organises the discussion in a systematic way in order to optimize time, resources and get more benefits. In a seminar, teachers could discuss the A secondary or higher secondary teacher needs to be resourceful in organising a seminar. He/ she may contribute a paper or an idea, constructively criticise or review a conventional approach. He/she has to enlist cooperation of the principal and supervisor in school. He/she needs to take the help or support of colleagues to organise the seminar. A group of teachers could also organise a seminar. The resources required for organising a seminar are finance, facilities to sit and discuss (a seminar room with adequate furniture and lighting facilities), facilities to present (overhead projector, black or glass board green in colours, chalks, slides, projector, etc.) The general themes to be discussed, dates and time need to be communicated to participants giving adequate time for preparation (programme schedule or a letter (note) indicating the date, time, theme (topic) presentation. For example, the time given for preparation could be one or two months. It applies to the host institution and the participants. All the papers received for presentation need to be classified and made available at the requisite time in the format required to facilitate clear presentation. A few teachers could act as recorders of discussion and present and overview to arrive at a few conclusions by the group on certain issues or problems. A report of the proceedings of the seminar needs to be prepared and distributed to all the participants of different institutions for their observations and to further channelize the thoughts through certain experiments, activities or teaching. It could be published by the host institution as an instructional and educational activity.

#### **8.14. WORKSHOPS**

A workshop is generally organised by an institution or professional association in order to develop certain instructional materials, hook, resource material, supportive material, work book etc. Workshops can be organised to develop certain skills in teachers. For example, teachers could be provided

certain knowledge about computer language for which they could develop some simple computer software. Teachers could be trained in certain new laboratory skills, develop a question bank. analyse questions in set different examinations and suggest reforms. A workshop could mean hard and concentrated work on the part of experienced teachers to create certain educational materials. For example, teachers could develop instructional material in a regional or local language for National Open School or in-service training material for District Institute of Education and Training. The inexperienced teachers could be oriented to institutional ethos, problems and perspectives through institutional visit, interviews, discussion and practising skill of human relations. Generally, a workshop comprises a small, selected group of teachers or experts drawn from actual working situations or related experts who theorise on the activities (For example, teacher educators).

#### **8.15. DISCUSSION**

The simplest form of group-based learning technique is the discussion, which can be used in a variety of situations in the elementary school context. Its value lies chiefly in the fact that it represents a type of intellectual teamwork, resting on the principle that the pooled knowledge, ideas, and feelings of several persons have greater merit than those of a single individual. The strength of discussion lies in the broad participation of members of the group. It is a process of thinking together that breaks down if one member or group dominates it. It is the responsibility of the teacher to encourage the students to participate. For example, discussions may be held on the causes and remedies for ground water depletion, deforestation, maintaining discipline in school, etc. It can develop higher cognitive abilities effectively apart from reinforcing knowledge. The uniqueness of this alternative lies in its simplicity, but its effectiveness depends on the abilities of the moderator (IGNOU, 2000).

#### **8.16. PANEL DISCUSSION**

There may be a discussion with learners or you may organize a panel discussion where a panel of experts in the area presents their view points. Thereby learners come to know of different views/experiences/ideas on a

topic. It is not essential that only teachers may be panelists. You may conduct a panel discussion with students of your class as panelists or some members of the community as the panelists. For example, for teaching the need for rain water harvesting, you may invite members of the community with knowledge of related techniques and organize a panel discussion. You may also conduct a panel discussion with your students on the topic “environmental pollution”. The conditions that make lecture effective also hold good for discussions. However, panel discussions need anchoring so that there is a strong introduction and summary, all speakers get the opportunity to speak and they remain focused and there are no arguments due to contradicting views. You will also need to see that only few people do not dominate the discussion and that opportunity to speak is equitable.

### **8.17. DEBATE**

This alternative is especially suitable for controversial themes or issues and for developing certain skills like giving logical arguments and counter arguments. At elementary level, debate may be organized for topics like: a) Do you think that it is important for people to be involved in decisions that affect them, for example, protecting forests, keeping water bodies unpolluted; b) Raziyya Sultan was unique in the history of the Delhi Sultanate. Do you think women leaders are accepted more readily today? The participating students could be divided into two groups, one for a proposition and the other against it. The remaining students can form the audience. Towards the end, the audience can interact with the speakers. This method makes students actively involved in the learning process as they gather information, process it and present it to the audience, as arguments and counter arguments.

### **8.18. YOUTH MOVEMENTS**

Youth movement is a critical component of the education system that can play an important role in the area of disaster management. The following institutions have capability potential, and are very suitable for disaster management:

- The National Cadet Corps (NCC)
- Bharat Scouts & Guides
- National Service Scheme (NSS)
- Nehru Yuvak Kendra (NYK)
- National Green Corps (NGC)

NCC, Boy Scouts and the Girls Guides, NSS and such organized youth should include Disaster Management as one of their main activities. They could be incorporated into the local level relief and awareness programme. NYK, Youth Clubs and Mahila Mandals at the grass-root level to be organized for creating a mass movement for disaster preparedness.

### **1. NATIONAL CADET CORPS(NCC)**

The NCC came into existence on the 16th July, 1948 under the NCC Act XXI of 1948 under the Ministry of Defence with the following objectives:

- ❖ To develop character, comradeship, ideals of service and capacity for leadership in the youth of the country
- ❖ To stimulate interest in the defence of the country by providing service training to youth
- ❖ To build up a reserve to enable the Armed Forces to expand rapidly in a national emergency.

The NCC curriculum was extended to include community development as part of the NCC syllabus. Its broad activities are institutional training, community development, youth exchange programme, sports and adventure training. All the activities of NCC tend to develop a trained and disciplined manpower to help the country in the eventuality of disaster emergency. NCC can play an important role in Disaster Management due to the followings:

- ❖ The physical fitness, including their participation in adventure, sports and games to make them eminently and suitably for assisting the country in such situation.

- ❖ Activities to shape defence force aims and objectives. As armed forces are sometimes required to work in disaster management area, the NCC also tries to give some similar inputs to NCC Cadets
- ❖ Some training inputs are there in their activities which enable them to provide first-aid services.

## **2. BHARAT SCOUTS & GUIDES**

The Boy Scouting and the Girls Guiding as movements started in India in 1909 and 1910 respectively. Now they are known as the Bharat Scouts & Guides with the objectives to:

- ❖ Make boy scouts and girl guides resourceful, self-reliant, and ever helpful towards others.
- ❖ Enable them discover their latent faculties and talents.
- ❖ Enable them to express them creatively.
- ❖ Promote character-building spirit of adventure and spirit of service amongst the youth.

These activities are not only recreational to students but also develop endurance, build competencies to survive in difficult situations and provide opportunities to serve the society. Thus, it is seen that the major emphasis in their training is on resourcefulness, self-reliance, character building and service to the community. Since the age of the scouts and guides is usually below 16, they have the idealism in themselves and a very good material to develop right type of attitudes and also distribution of food and other relief material to the victims of disaster. However, there is a need to focus on those activities that enable them to become effective disaster management volunteers specially in strengthening communication network and in certain cases even in the rescue work.

## **3. NATIONAL SERVICE SCHEME(NSS)**

National Service Scheme (NSS) was introduced in India in a formal way in 1969 with the central theme the students should always keep before them their social responsibility. The National Policy on Education, 1986 has

recognized the role of NSS in serving the community. The main objectives of NSS are:

- ❖ Understand the community in which they work
- ❖ Understand themselves in relation to their community
- ❖ Identify the needs and problems of the community and involve themselves in problem-solving process
- ❖ Develop among them a sense of social and civic responsibility
- ❖ Utilize their knowledge in finding practical solution to individual and community problems
- ❖ Develop competence require for group living and sharing of responsibility
- ❖ Gain skills in mobilizing community participation
- ❖ Acquire leadership qualities and democratic thoughts
- ❖ Develop capacity to meet emergencies and natural disasters
- ❖ Practical national integration and social harmony.

The NSS programmes may be classified into regular NSS activities and special camping programmes. Broad areas of activities are:

- ❖ Environment enrichment and conservation
- ❖ Health, family welfare and nutrition programme
- ❖ Programmes aimed at creating an awareness for improvement of the status of women
- ❖ Social Service Programmes
- ❖ Production oriented Programmes
- ❖ Relief and Rehabilitation work during natural calamities
- ❖ Education and recreation

Some other similar programmes are:

- ❖ Youth Against Dirt and Disease (1974)
- ❖ Youth for Rural Reconstruction
- ❖ Orissa Cyclone Relief Work
- ❖ Gujarat Earthquake Relief Programme

#### **4. NEHRU YUVAK KENDRA (NYK)**

Now one of the largest grass root level organisation of its kind in the world, NYKS was established to harness and channelize the power of youth on the principles of voluntarism, self-help and participation. On the present reckoning, youth in India forms nearly 35% of the total population which has already crossed 1 billion mark. India's youth also account for 35.8 per cent of the world's total youth population. This is a vital vibrant and dynamic human resource having bearing on the future state of not only India but the also the entire world.

The Nehru Yuva Kendra Sangathan has 500 district offices, 46 regional offices, 18 zones, 1000 youth development centres and over 181 thousand village based youth clubs enrolled under it. The purpose behind these clubs at the grass-root level is to form village-level voluntary action groups of youth that may come together with concern for the poorest of the poor. NYKS' strength lies in 5000 national service volunteers and nearly 8 million youth volunteers through a vast network of Youth Clubs and Mahila Mandals at the grass-root level. Through NYKS, these village-based organizations have become local pressure groups as well as catalytic agents for socio-economic, cultural, political and environmental transformation. These groups have in fact become Functional Action Groups with rural sustainability and self-reliance as their hallmark. When viewed in these terms, the role of NYKS could be defined as that of not merely an organization but a mass movement, that can play an important role in disaster management.

#### **5. NATIONAL GREEN CORPS**

National Green Corps is a programme of the Ministry of Environment and Forest of India covering around 120,000 schools in India with NGC School Eco Clubs. Environmental activity in schools in India is promoted through the National Green Corps. Each NGC School Eco Club has 30 to 50 NGC students or NGC cadets who form the National Green Corps.

These NGC students participate in activities related to biodiversity conservation, water conservation, energy conservation, waste management and land use planning and resource management. Locale specific issues are focused by the NGC eco clubs. When young girls and boys from NGC take up the environmental activities and outreach activities, they attract huge public attention which eventually becomes public support for an environmental causes or environmental intervention. Water harvesting, plantation, composting of bio-degradable waste are most popular activities in the NGC school eco clubs. These NGC School Eco Clubs promote environmental discipline and environmental responsibility through the selected schools in India using environmental awareness as the medium. Each of the 250 districts in India has about 250 NGC Eco Clubs. These NGC Eco Clubs are provided with an annual grant of Rs2500. Each of the Indian State has a State Nodal Officer who implements this programme.

The NGC children are making a huge impact in our country. Karnataka, Andhra Pradesh, Telangana, Gujarat, Maharashtra, Orissa, Kerala, Punjab, Jammu and Kashmir, Assam, Chhattisgarh, Madhya Pradesh and Tamil Nadu are some of the states where this programme is making huge impact on the society. Telangana and Andhra Pradesh have a separate Directorates for conducting this programme, while all other states conduct this programme through one of those organisations which is interested in environmental awareness and conservation aspects. Telangana has much more involvement than any other state. They even own a website. In Telangana and Andhra Pradesh, Sikkim, Delhi and Himachal Pradesh the eco-club schools participate in the Green Schools Programme conducted by the Environment Education Unit of the Centre for Science and Environment. The eco-club schools that win awards at the state level go on to compete for the National Awards organised by Centre for Science and Environment (CSE) in Delhi. •

Since school children are involved, most of the activities of National Green Corps children are linked to the culture and cultural aspects of conservation of natural resources and environment. There are Master Trainers trained by the State Nodal Agencies with the help of the State Resource Agencies who

train the Teachers-In-Charge of the NGC Eco Clubs. Each district has the District Implementation and Monitoring Committee which is supported by the District Coordinator, while at the state level the State Nodal Officer is guided by the state level Committee.

This is the largest such programme anywhere in the world. When these trained NGC Students grow up and take the environmental challenges of this second the most populous country, it is expected that there will be huge difference made to the way the resources are consumed and conserved. Andhra Pradesh is trying to groom the NGC Cadets as an environmentally disciplined force. It has introduced Uniform and Band along with a structured programme of formation of five teams of cadets exclusively in all NGC School Eco Clubs. These NGC Cadets are the Green Brigade of the school, protecting the natural resources from misuse and promoting the conservation of the natural resources. These NGC Cadets are getting the pride place during the National Days when they participate in full NGC Uniform during the ceremonial parades along with other uniformed forces of the country.

## **UNIT 9: INSPECTION AND SUPERVISION**

Meaning, Aims & Scope of Inspection and Supervision - Need and Importance of Supervision and Inspection - New Trends in Supervision and Inspection - Principles of Good Supervision - Qualities and duties of effective supervisor.

### **9.1. EDUCATIONAL INSPECTION – INTRODUCTION**

Inspection in educational parlance, stands a little different from its traditional meaning of general sense. Inspection means to test and probe with an easy and critical view. In education, this sort of test is reflected from the inspection of school with activities related to education. The main function of an inspector is to inspect the school. They should do this function with sympathy and dexterity and give counsel on the basis of their knowledge and experience. According to this suggestion the inspector is entrusted with the function of providing advice and encouragement.

In England, where important changes were made in the concept and practice of inspection gradually, there was sufficient work to show that it began to help in the progress of work in schools that were following the democratic way. But, in India, no important steps were taken to change this concept and practice. Even today the same meaning is attached to inspection which was prevalent during the British era. The school inspector is appointed by the government to go to various, schools regularly, where they inspect some classes, laboratories and playgrounds. Besides, they receive other information by asking questions from the headmaster and teachers and by doing inspection of registers regarding office and financial matters with a view of critical observation. Thus, information is received in this way and on the basis of self-observation, inspectors prepare their report and submit it to higher authorities. This report goes through the hands of various officers, with each giving their remarks and passing it to the next higher level. Thus, the result of inspection, to a great extent, automatically becomes redundant. This result, by the time it reaches the principal, loses much of its originality and purpose.

The school inspection is a thorough scrutiny and observation of all matters related to school administration, curricular and co-curricular programmes and activities carried out over a period of time, as well as expansion plans, funds position and such other genuine needs of a growing educational institution, carried out by an especially designated government official in accordance with the inspection schedule. The official is generally known as the District Inspector of School (DISO) and is a qualified person. According to Secondary Education Commission, an inspector should possess high academic qualifications, i.e., a master's degree in any subject along with a degree in teaching, and should have vast and extensive experience of school administration, either as a teacher or headmaster for at least 10 and 3 years, respectively, or should be a qualified staff of a teacher's training college. As such, an inspector is an educational administrator who enjoys the confidence of the teacher community and is someone who has gone through the mill.

### **9.2. DEFINITIONS OF INSPECTION**

National Union of Teachers says, if all inspectors would make it clear that they come as friends to encourage and inspire, not to depress, and that their reports may be anticipated with confidence, the lives of the children and of the teachers would be happier and the results of inspection more beneficial. S. N. Mukherjee proposed that the purpose of inspection in an age of democracy is the improvement to institution. Secondary Education Commission says, the true role of an inspector, for whom we would prefer the term educational advisor is to study the problems of each school to take a comprehensive view of all its functions and to help the teachers to carry out his advice and recommendations.

### **9.3. AIMS AND OBJECTIVES OF EDUCATIONAL INSPECTION**

The following objectives of inspection are, especially, important:

- To promote the professional growth of all teachers by providing them service training.

- To help teachers to meet situations successfully before they actually arise
- To anticipate the difficulties of teachers and helps them to avoid them.
- To prevent misdirection of resources and energies.
- To liberates the teacher from a set of procedures and makes themselves reliant and enthusiastic in their work
- To appraise the work of educational institutions
- To offer suggestions for improvement.
- To reveal inconsistencies and gaps
- To give concrete suggestions for improvement
- To ensure that errors have been corrected and defects have been removed.
- To improve the quality of education by providing professional leadership to the heads and the teachers.

#### **9.4. NEW TRENDS IN INSPECTION**

Inspection, as it prevails in the modern times in India, is marred with several defects or shortcomings. Attention should be paid towards elimination of these defects to make the present-day inspection effective, efficient and trustworthy. The defects can be enumerated as follows:

- The present-day inspection is not teacher-friendly, as the inspector has no time to establish a rapport and know the working conditions, well-being and grievances of the teachers, who are the backbone of any progressive school system.
- The present-day inspection deters an inspector to establish a rapport with teachers and to know their problems due to heavy load.
- The present-day inspection neglects subject like home science, music, art and craft, etc., due to non-availability of experts, which results in non-supervision of these subjects.
- The present-day inspection is critical due to the unsympathetic attitude of the inspector with the result that their visit is looked upon in awe and terror.

- The present-day inspection is superficial as sufficient time is not given for improvement of instructional activities.
- The present-day inspection is casual, cursory and perfunctory.
- The present-day inspection is hasty as most of the time available is spent on book inspection such as accounts, results, timetable and curriculum distribution.

Inspection of schools during the colonial era and the immediate past, which was teacher-centred is now giving way to supervision by subject-specialists and is geared towards the totality of teaching-learning environment. Thus, traditional supervision, centred on the teacher and the classroom situation, was based on the misconception that teachers, being under-trained, needed constant direction and training. It is not funny then, that inspectors of old were used to jumping through windows into classrooms, parking their cars a distance to the school and taking the school community by surprise; harassing and terrorizing the teachers and hiring and dismissing teachers on the spot. They seemed to hold a sword of Damocles on the teachers and inspection then was unsystematic and inadequate. Modern supervision is seen as a cooperative service that is primarily concerned with identifying and solving professional problem. Rather than focusing attention on the teacher and the classroom situation, attention is focused on the totality of the teaching-learning situation.

The new trend is away from supervision as super-inspection and super-rating and towards the newer concepts of supervision as providing cooperative services, consultation, and in-service education. Burton and Bruckner (1995) summarizes six major points in comparing traditional and modern practices in school supervision. They said that traditional supervision consisted largely of inspection of the teacher, was poorly planned, authoritarian and usually by one person.

Modern supervision, in sharp contrast, is based on research and analysis of the total teaching-learning environment and its many functions and usually carried out by many specialist-individuals over a period of time.

Modern supervision is objective, systematic, democratic, creative, growth-centred and productive, and accentuates the spirit of inquiring by emphasizing experimentations and continuous evaluation. Democratic principles do control supervision and evaluation in school. In fact, the main objective of all types of inspection is the improvement of instruction and general school operations. Most students of organisation improvement argue that operations activities and other improvement-related strategies in an organisation are better developed from within than from without. They contend that to improve performance in an institution, one needs to identify with, become part of, get involved in the aspirations and problems of the institution and then carefully and systematically begin to influence and change operations in the system. In the same way, school inspection should start with the inspector being seen as a friend and colleague rather than as a Ministry official who has come to criticize and condemn. By so doing post-inspection recommendations will be implemented by the school with ease and without any misgiving. Equally implicit in the above trend is the spanning of inspection over several days rather than a few minutes, hours or a day. This enables the inspector not only to worm into the fabric of the institutions, but also to perceive and appreciate the merits and problems of the institution from a realistic perspective.

The Federal Government, according to the National Policy on Education, decided that its control of schools will involve regulating the opening of schools, supervising and inspecting all schools regularly and ensuring the provision of well qualified teaching staff, and generally ensuring that all schools follow government approved curricula and conform to the national policy on Education. To this extent, the relevance of quality control in schools is not in doubt. Thus, the purpose of the current trends in inspectorate services is to make teachers to be willing to improve and to become convinced that they can also improve through self-improvement. Inspection deals primarily with the achievement of the appropriate instructional expectation of educational services. On the other hand, Kyte submits that inspection should help teachers to believe that they can become competent in self-criticisms,

self-analysis and self-confident in their ability, capability and professional competence. Thus, inspection is a cooperative service designed to aid teachers rather than to report about them. In order to achieve the above, Osinowo said that inspection should be aimed at developing an effective learning process and provide an education which should constantly suit the changing needs of individual and the purpose for which such an education has been set up. Akpofure opines that inspection should not only encourage flexibility and initiative, but it should also attempt to provide all those connected with the school system with a constant awareness of where it is going and ways and means of getting there. He went further to say that inspection visit should enable the educational system fulfil its stated aims and objectives within the national system.

### **9.5. PRINCIPLES OF EFFECTIVE INSPECTION**

The following principles should go a long way in making inspection effective and reliable:

#### **1. GENERAL GROWTH**

Inspection should contribute to the general growth of the school and to the professional efficiency of the teacher.

#### **2. UNDERSTANDING**

Inspection should be done sympathetically and an inspector should be considerate and appreciative of the working conditions under which teachers perform.

#### **3. SCIENTIFIC ATTITUDE**

Inspection implies the impartial observation of facts. The inspector must maintain a scientific and critical attitude and should be free of prejudices.

#### **4. THOROUGHNESS**

Inspection should be very comprehensive and thorough. It should not merely be concerned with the financial aspects of school management and administrative details but should cover all aspects of schoolwork.

#### **5. ESPRITE DE CORPS**

Inspectors should try to assess the spirit of a school in addition to its instructional work. The spirit of school may be gauged from the records of staff meetings, co-curricular activities and any experimental work done in educational methods. The standard of discipline on the playing field and outside the class is a sure index of the spirit of oneness and affinity between various components of a school.

#### **6. APPRECIATION**

The individuality of the teacher's method should be respected. The inspector should not insist on 'deadly uniformity'. They should try to understand the methods employed by the teachers and appreciate the methods.

#### **7. JUSTICE**

The inspectors should be judicious in their criticism of the work of the teachers. They should not be 'misers' in giving praise when it is deserved.

#### **8. ALL-ROUND DEVELOPMENT**

Inspection should not be cursory in character. At least two or three days should be devoted to it. Doing is always better than telling. Demonstration lessons by an inspector are more useful than writing pages of suggestions. However, it must be executed when an inspector finds a class weak in a subject or finds unsatisfactory methods are being used by the teacher. Such a step is likely to lower the prestige of the teacher in the eyes of the students.

## **9. GROUND REALITY**

The inspecting staff should understand the local conditions perfectly well then decide for themselves what progress may reasonably be expected.

## **10. INTEGRATION**

The written work of the students should be carefully assessed. In case of subjects with practical work, such as science, agriculture and drawing, the inspectors should always get the practical work done by the students.

## **11. LINKAGE**

Inspection should not be confined to the four walls of the school. As the school serves the community and is intimately connected with it, the inspector should help the school to develop proper contacts with the community and to improve its relations with people.

## **12. PLANNING**

Inspections must be planned in advance. They should not be a hit-or-miss affair. A good planned inspection will have a set of clearly stated objectives and will outline the devices, means and procedures which are to be used in the attainment of these objectives. It will also include a clear outline of the criteria, checks or tests which are to be applied to the results of inspection in order to determine the success or failure of the programme.

## **13. COOPERATION**

The academic work of the school should be thoroughly checked by a panel of experts with the inspector as its chairman. Inspection should be planned in such a way that cooperation of all concerned is readily available.

## **9.6. QUALITIES OF AN EFFECTIVE INSPECTOR**

Only those persons should be appointed as inspectors who have practical experience of teaching in schools, possess first-hand knowledge of educational problems and an organizational ability of a high order. The

Secondary Educational Commission recommended thus, there should be a free exchange between professors in training colleges on the one hand and selected headmasters of schools and inspectors of the education department on the other, and that for varying periods of three to five years, there should be a possibility of sending one or other of these to any of the posts mentioned herein.

Brailley suggests that the motto of an inspector should not be 'Check your teachers, frighten your teachers, weaken your teachers and examine them' but its variant, 'Train your teachers, inspire your teachers, encourage your teachers and trust them'. The inspectors are required to keep themselves in touch with the latest developments in education not only in India but in other countries also. Their knowledge of educational thought and practice must be up-to-date. For this purpose, there should be provisions of in-service training of inspectors. The training should be indigenous to the country taking in view its basic educational objectives. An inspector should preferably possess the following qualities.

### **1. ORGANIZING CAPACITY**

As they have to serve as 'teacher of teachers', they should have the capacity to organize refresher courses, meetings, seminars and discussions.

### **2. SYMPATHY**

They should always show respect for the teachers' personality. A good inspector is one who can inspire and enthuse the teachers without dominating them like a harsh taskmaster. They should place the teachers on a footing of human equality and should be cooperative, sympathetic and affectionate.

### **3. EXPERIMENTS**

They must be an experimenter. An able inspector will select forward-looking schools where the teachers and the headmasters have a progressive outlook on education and are imbued with the spirit of experimentation, and will turn

these schools into nurseries wherein the seeds of educational reform and progress are sown, cared for and their progress carefully monitored and the message carried to other schools.

#### **4. LIAISON ABILITY**

An inspector should be a friendly liaison officer between the department and the field workers, a mediator linking up scattered educational experiences and experiments. Hart, a specialist in school administration at California University, has enumerated seven abilities which an administrator and supervisor should possess in ample degree to discharge their duties well. Firstly, the ability to recognize the especially worthwhile things that are taking place in the school system. Secondly, to organize the school system so that essentially worthwhile things discovered are spread throughout the system. Thirdly, to overcome the inefficiencies of others without losing their goodwill. Fourthly, to set goals that are within the reach of an individual. Fifthly, to make everyone in the school system feel the worth-wholeness of their job. Sixth, to help everyone in the system to grow professionally and grow in society. Finally, to make those who work for or with the administrator or supervisor, personally happy.

#### **5. EDUCATIONAL VISION**

An inspector should be aware of the new trends in education, latest techniques of education and recent problems in the field. They should not merely assess the academic achievements of the schools, but attend to all-round progress of the schools.

#### **6. IN THE ROLE OF A GOOD ADMINISTRATOR**

An inspector should be an expert in playing various roles such as personnel administration—appointment, promotion and transfer of the teaching, non-teaching and inspecting staff, their performance, appraisal and disciplinary control; financial administration—sanctioning and disbursement of grants-in-aid, disbursement of teachers' salaries, audit and inspection of accounts; dealing with disputes between teachers and management and attending to

quasi-judicial cases, dealing with local bodies and the Panchayat Raj institutions.

### **7. PLANNING**

The inspector should plan their work thoroughly and should not undertake it at random.

### **8. CONSTRUCTIVE MIND**

An inspector should possess a constructive mind rather than destructive. They should never undertake a visit to a school with the pure objective of fault-finding. An inspector who fails to praise when commendation is deserved is failing as much in their duties as someone who fails to criticize when criticism is deserved. They should have a problem-solving attitude and should help teachers in tackling the problems with which they are faced.

### **9. EXPERTISE IN VARIOUS SUBJECTS**

An inspector should be a specialist in many languages and subjects. This is particularly important in our schools where different medium of instruction is followed.

### **10. FAITH**

There is no use being impatient, for growth and improvement always take time. The inspector must have a far-reaching programme, but while putting it through they should proceed item by item.

### **11. IMPLEMENTATION OF PROJECTS**

The inspector should help the individual teachers or group of teachers to plan and carry forward out-of-class projects which have a direct bearing on the improvement of learning conditions. These projects are:

- Planning and initiating instructional devices suitable to individual students.
- Utilizing community resources to enrich classroom teaching

- Collecting supplementary materials.
- Conducting workshops for the study of special problems.
- Undertaking special projects in the use of audio-visual aids
- Planning testing programmes and constructing tests.
- Analysing test result and planning remedial procedures.
- Defects in the Present-day Inspection

### **9.7. DUTIES OF EFFECTIVE INSPECTOR**

An inspector should understand the local conditions perfectly well and then decide for themselves what progress may reasonably be expected. There is no use of being impatient as growth and improvement always take time. Very often inspections are cursory in character. It is not useful to try to judge the work of a teacher in a few minutes and then offer them advice and suggestions. More careful and longer observation is necessary. Telling is one thing and doing is another, and the latter is better than the former. A demonstration lesson by an inspector is a far more effective piece of assistance than writing pages of suggestions.

Ordinarily in India inspections are concerned far too greatly with money matters and administrative detail. In contrast, every inspection should contribute to the general efficiency of the school and professional growth of the teacher. One of the qualities frequently found lacking in inspectors is sympathy. An inspector should not be looked upon as an unpleasant event but as an occasion when teachers may derive encouragement and professional improvement. An inspector should carry with him loads of sympathy. They must have the desire to cooperate and help.

Inspection is not merely the exercise of authority. The inspector is, of course, given certain powers not in order to exercise them arbitrarily but for the purpose of improving school conditions. Mere exercise of authority will not be of any use without the willing cooperation of subordinates.

Inspections need not be limited to the four walls of the school. The school serves the community and is intimately connected with it. The inspector

should help the school to establish proper contracts with the community and to improve its relations with the people. In these days of democracy, schools cannot exist and prosper without the support of the community. Inspection implies the observation of facts. Faults may be discovered by the inspector and they have to be frank and straightforward in their remarks.

### **9.8. EDUCATIONAL SUPERVISION - INTRODUCTION**

In modern educational thought, supervision is a phase of administration with particular emphasis on the products of teaching and teaming activities. Educational administration and supervision are regarded as the total processes inclusive of all responsibilities and functions necessary for running a school. Good interpersonal relationships between the administrator and the supervisor, the supervisor and teachers and teachers and pupils, and also inter-institutional relationships between the school and the state, the school and the community, group and dynamics, etc. are receiving greater emphasis. All these factors have resulted in a new philosophy, according to which administration is concerned with managing resources, allocating tasks, making decisions and solving problems; whereas supervision is concerned with their improvement as well as that of the whole teaching-learning situation. Supervision is concerned with everything that directly concerns the further development of every member of the faculty and student body towards physical and social competence.

Supervision as expert service... is an accepted principle in all difficult and complex human undertakings in any line of endeavour (Brar). It is a planned programme for improvement of institutions. Supervision is a wider term than inspection, which may be restricted to checking and fault-finding, whereas inspection is an expert technical service directed at studying and improving the ground situations and realities, especially those concerned with child growth, and development and well-being of the faculty.

### **9.9. MEANING OF EDUCATIONAL SUPERVISION**

Educational Supervision means an all-out effort of the school officials directed towards providing leadership to teachers and other educational workers for the improvement of institution. It involves both human and material elements. The human elements are the pupils, parents, teachers and other employees, the community and other officials of the state. On the material side money, building, equipment, playgrounds etc. are included. Besides these, the curriculum, methods and techniques of teaching also come under the scope of supervision.

Teaching is a creative act. A teacher has to coordinate his thought with action. So the basic psychological problems underlying supervision is to see that the teaching is improved through supervisory techniques and supervisor is able to secure integration between teaching practices and sound principles of education on which the practices are based. As commonly used, the term 'Supervision' means to guide and to stimulate the activities of others with a view to their improvement. It attempts to develop instructional programmes according to the needs of the youth of modern democratic society and also to provide materials and methods of teaching for enabling the children to learn more easily and effectively. There are various definitions of supervision in educational literature. They are discussed as follows:

### **9.10. DEFINITION OF EDUCATIONAL SUPERVISION**

R.P. Bhatnagar and I.B. Verma says, "Supervision is a creative and dynamic process giving friendly guidance and direction to teachers and pupils for improving themselves and the teaching learning situation for the accomplishment of the desired goals of education".

According to H. R. Douglas, "Supervision is the effort to stimulate, coordinate and guide the continued growth of teachers, both individually and collectively, in better understanding and more effective performance of all the functions of institution, so that they will be better able to stimulate and direct each

student's continued growth toward a rich and intelligent participation in society”.

Glen G. Eye and A. L. Neizer says, “Supervision is that phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectation of educational service”.

A.S. Barn declares that, “Supervision is an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth”.

Supervision is assistance in the development of a better teacher-learning situations. Kimball Walls

#### **9.11. AIMS OF EDUCATIONAL SUPERVISION**

- To enable teachers with classroom management.
- To enable teachers to evaluate themselves.
- To enable teachers to plan for the institution.
- To enable teachers to work together.
- To enable teachers in providing them with a reasonable workload.
- To enable teachers to use modern methods of teaching.
- To enable teachers to present lesson plan.
- To enable teachers with curriculum development.
- To enable teachers to evaluate the institution, and
- To enable teachers through in-service programmes.

#### **9.12. OBJECTIVES OF EDUCATIONAL SUPERVISION**

The following objectives of supervision are, especially, important:

- To promote the professional growth of all teachers by providing them service training
- To help teachers to meet situations successfully before they arise
- To anticipates the difficulties of teachers and helps them to avoid them.
- To prevent misdirection of resources and energies.

- To liberates the teacher from a set of procedures and makes themselves reliant and enthusiastic in their work
- To appraise the work of educational institutions
- To offer suggestions for improvement.
- To detect their mistakes during regular or surprise visits
- To reveal inconsistencies and gaps
- To give concrete suggestions for improvement
- To ensure that errors have been corrected and defects have been removed
- To improve the quality of education by providing professional leadership to the heads and the teachers.

### **9.13. CHARACTERISTICS OF EDUCATIONAL SUPERVISION**

Supervision is a creative and dynamic process giving friendly guidance and direction to teachers and pupils for improving themselves and the teaching-learning situation for the accomplishment of the desired goals of education.

The following are the main characteristics of supervision:

- Gives coordination, direction and guidance to teachers' activities.
- Promotes cooperation in educational efforts in a friendly atmosphere.
- Stimulates the continuous growth of teachers and development of pupils.
- Helps achievement of appropriate educational aims and objectives.
- Creative and dynamic expert technical service.
- Improves institution and the teaching-learning situation and the process.
- Provides leadership with extra knowledge and superior skills.

### **9.14. FEATURES OF EDUCATIONAL SUPERVISION**

Supervision is a creative and dynamic process, giving friendly guidance and direction to teachers and pupils, for improving themselves and the teaching-learning situation for accomplishing the desired goals of education. The following form the features of supervision:

- It provides leadership with extra knowledge and superior skills.
- It promotes cooperation in educational effort in a friendly atmosphere.
- It improves institution and the teaching-learning situation and the process.
- It stimulates the continuous growth of teachers and development of pupils.
- It is a creative and dynamic expert technical service, and
- It helps in the achievement of appropriate educational aims and objectives.

### **9.15. FUNCTIONS OF EDUCATIONAL SUPERVISION**

The scope of educational supervision can be further understood by its primary functions. These are listed as follows:

- Improve morale of the teacher
- Formulate policies
- Improve the product of education
- Improve group interaction
- Provide leadership
- Improve the teaching-learning situations
- Study the teaching-learning situations
- Improve supervision
- Improve human relations
- Generate favourable learning climate
- Improve the personnel

### **9.16. SCOPE OF EDUCATIONAL SUPERVISION**

The scope of educational supervision can be described as follows:

#### **1. SUPERVISION OF SCHOOL ENVIRONMENT**

The supervisors are concerned with the discipline of the students, their personal habits, general behaviour, etc. They look into the cleanliness of the students, cleanliness of the school surroundings, beautification of the school,

hygienic conditions of the school canteen, proper drinking water arrangement, cleanliness of urinals and toilets, etc. They evaluate the steps taken by the school authorities for the welfare and safety of the students.

## **2. SUPERVISION OF PUPIL'S GROWTH**

The supervisors alone are concerned with the overall development of the children.

## **3. SUPERVISION OF INSTRUCTIONAL WORK**

The supervisor supervises the effectiveness of the methods of teaching used in a particular institution; the audio-visual aids employed to make teaching interesting and effective; the timetable enforced to carry out the instructional work; distribution of work among the members to carry out the instructional work; distribution of work among the members of the staff; distribution of the prescribed curriculum in suitable terms in the school; written work done by the students and experiments conducted, etc. In fact, they are concerned with the entire planning of the institutional work, in addition to inspecting the teacher's diaries.

## **4. SUPERVISION OF DEVELOPMENTAL ASPECTS**

The supervisor tries to assess whether the school is justifying its existence or not. They examine the various steps taken by the school to serve the locality in which it is situated. They report about the school's participation in the social, cultural and recreational programmes of the community.

## **5. SUPERVISION OF SCHOOL REGISTERS**

The supervisor examines all sorts of school records and registers. They scrutinize all accounts, and boys' and girls' funds. They also verify whether or not apparatus and equipment stock registers are up-to-date.

## **6. SUPERVISION OF CO-CURRICULAR ACTIVITIES**

As the present education is not concerned with mere teaching of the three Rs, the supervisors also supervise the work carried out in the co-curricular field.

They are concerned with scouting, games and sports, clubs, school government, school magazine, library service, hobbies, school museum, school exhibition, and so on.

### **9.17. DIFFERENT TYPES OF EDUCATIONAL SUPERVISION**

Supervision today is greatly affected by the increasing insight into the aims of education, the relation of education to the society in which it exists, by the scientific method, and by the democratic philosophy. Supervision has become participative and cooperative, that is, democratic; it is increasingly oriented towards the fundamental aims of education and of society.

Beginning slowly in the 1920s of the twentieth century, developing rapidly in the 1930s and 1940s, was the concept of cooperative supervision and democratic leadership, the supervisor being regarded as an individual who served to be a critic. Democratic supervision demands respect for personality. It makes ample provisions for self-direction on the part of teachers, participation to a great extent and in-service growth. Supervision can be broadly classified into the following.

#### **1. CREATIVE SUPERVISION**

Creative supervision should encourage the discovery of all kinds of better ways of learning, teaching and community improvement not merely those which relate to self-expression and problem solving' (Fred C. Ayer). 'Creative leadership in the long run is vitally necessary to the success of democratic life' (Barr et al.).

#### **2. PREVENTIVE SUPERVISION**

This type of supervision helps the teachers to anticipate new situations and to find ways and means to correct them. It is obvious that this type of inspection is helpful to the teachers.

### **3. CORRECTIVE SUPERVISION**

This is also known as 'fault-finding' exercise. In this case, the inspector visits a school to identify the areas that are creating problems, and is always on the lookout of pointing out the inconsistencies and gaps to the head of the institution. Such an inspection does not serve any useful purpose. It simply makes the teachers unhappy. An inspector must remember that any progress depends on a judicious combination of encouragement of good work and removal of defects.

### **4. DEMOCRATIC SUPERVISION**

Democratic supervision eliminates the feeling that the supervisor is a superior worker and the teacher an inferior worker. Democratic supervision tends to be a cooperative endeavour for the common good. It recognizes the dignity and worth of an individual encouraging freedom while furnishing direction and active suggestion.

### **5. INSPIRATIONAL SUPERVISION**

It inspires teachers, lifts them above themselves and reinvigorates their flagging spirits. True inspirational supervision must strive to broaden the base of leadership by utilizing the full potential of teachers. It will nurture qualities, such as initiative, originality, creativity, sincerity and honesty. It discourages rigidity and stereotyped approach to teaching and meets the needs of teachers sufficiently to serve as the foundation of a good programme of supervision.

### **6. AUTOCRATIC SUPERVISION**

Autocratic supervision is based upon practice like 'I told him to do this'. This kills the creative ability and the initiatives of teachers and serves as a hindrance when they try to improve the instructions that they give. Autocratic supervision forces and prescribes methods. It implies that the supervisor is a master or a super teacher who can walk in, take over the class and get the desired results.

### **9.18. DIFFERENCES BETWEEN DEMOCRATIC AND AUTOCRATIC SUPERVISOR**

- An autocratic supervisor is jealous of ideas and reacts in several ways when someone makes a proposal. They assume that the suggestion merely implies a criticism and are in turn offended. They ignore those suggestions that they think are not excellent with sarcastic remarks, whereas the democratic supervisor is quick to recognize the ideas that are presented by others.
- The autocratic supervisor cannot bear to let any of the string of management slip from their fingers, whereas the democratic supervisor knows how to delegate duties.
- The autocratic supervisor does not admit even to themselves that they are autocratic, whereas the democratic supervisor consciously practises democratic techniques.
- The autocratic supervisor is so tied to their routine work that they seldom tackle their target job, whereas the democratic supervisor frees themselves from routine work in order to fully utilize their energy to create leadership.
- The autocratic supervisor sacrifices everything, teachers, students, progress, to the end of a smooth running system, whereas the democratic supervisor is more concerned with the growth of individuals.
- The autocratic supervisor does not know how to use others' experience, whereas the democratic supervisor knows how to use them.
- The autocratic supervisor believes that they know all angles of problems, whereas the democratic supervisor realizes the potential power in 30 or 50 brains.
- The autocratic supervisor does not let the leadership slip away from them and take upon themselves all duties and formulation of tasks, whereas the democratic supervisor believes in sharing leadership with as many people as possible and make them equally accountable.
- The autocratic supervisor takes decisions that should have been taken by the group, whereas the democratic supervisor refers to the group all matters that concern them.

- The autocratic supervisor expects hero worship, giggles in delight at their attempts at humour, etc., whereas the democratic supervisor expects to be respected as a fair and just individual as they respect others.
- The autocratic supervisor is greedy for publicity, whereas the democratic supervisor allows others to take credit for the work, thereby allowing them to taste success.
- The autocratic supervisor adopts a paternalistic attitude towards the group 'I know best', whereas the democratic supervisor is friendly with others, both on personal and professional matters.

### **9.19. NEED OF EDUCATIONAL SUPERVISION**

The necessities of supervision can be elaborated as follows:

#### **1. GROWTH OF TEACHERS**

In spite of better professional training, teachers still need continuous and improved on-the-job training in a realistic situation.

#### **2. KEEPING TEACHERS UP-TO-DATE**

With continuous social change, comes continuous development in educational theory and practice. Creative suggestions derived from critical analysis and discussion of research findings are indispensable for growth. Supervision can account for this.

#### **3. HELPING TEACHERS TO PREPARE FOR TEACHING**

Teachers have to perform diverse activities and face a heavy load of work. They cannot devote much time to a thorough preparation of teaching. Supervision can very well help to lighten the burden of teachers.

#### **4. PROVIDING DEMOCRATIC PROFESSIONAL LEADERSHIP**

Supervision can provide creative contribution. It can also unify the efforts of all the persons engaged in the education process.

## **5. PROVIDING EXPERT TECHNICAL ASSISTANCE**

Education is a complex and difficult activity because it deals with living persons. It is carried on through minute divisions of a variety of curricula by a large number of teachers of different abilities. In recent times, education has largely expanded. All these require expert assistance in supervision.

## **9.20. IMPORTANCE OF SUPERVISION/FUNCTIONS OF SUPERVISOR**

### **1. ENSURES ISSUING OF INSTRUCTIONS**

The supervisor makes sure that all the instructions are communicated to each and every employee. The top level and middle level, plan out all the instructions but the instructions are issued only by supervisory level management.

### **2. FACILITATES CONTROL**

Control means match between actual and planned output. Whenever the workers are under constant supervision or monitoring then step by step check is kept and if they are deviating from plan then immediate instructions are issued by the supervisor. By this constant monitoring, the supervision function ensures strict control over the activities of subordinates.

### **3. OPTIMUM UTILISATION OF RESOURCES**

When the workers are constantly monitored or observed then they always use the resources in the best possible manner which leads to minimum wastage. But if there is no supervision or check on workers they may result in wastage of resources.

### **4. DISCIPLINE**

The strict supervision and guidance of supervisor encourages the employees and workers to be more disciplined in their activities. Under the guidance of supervisor, the workers follow a fixed or strict time-table and execute the plans in right directions.



### **5. FEEDBACK**

The supervisors are directly dealing with the subordinates. So they are the best persons to give feedbacks of subordinates. They give the report regarding the working of every worker which becomes the base for the performance appraisal for the employees. The supervisor gives the feedback regarding complaints, grievances and problems of subordinates to superiors.

### **6. IMPROVES COMMUNICATION**

Supervisors issue instructions and orders to all the subordinates and make sure that these instructions and orders are clear to all the members. While playing the role of the linking pin or mediator the supervisor tries to remove the communication gap between the superiors and subordinates as he passes on the complaints and problems of subordinates to superiors and instructions of superiors to subordinates.

### **7. IMPROVES MOTIVATION**

The relationship with the supervisor is a very good incentive to improve the motivation level of the employees. While guiding the employees the supervisors encourage the subordinates to perform to their best capacity.

## **8. MAINTAIN GROUP UNITY**

Supervisor plays a key role in maintaining group unity among workers working under him he maintains harmony among workers by solving their disputes.

## **9.21. FACTORS INFLUENCING EDUCATIONAL SUPERVISION**

### **1. CULTURE, DEMOCRACY AND SOCIETY**

All social agencies dealing with children and youth should be made to cooperate in the educational enterprise. Modern supervision has been deeply influenced by some recent cultural and social trends, such as the democratic philosophy of life, which is the emergent social theory. Democracy believes that leadership and creativity, far from being an exclusive possession, are found in all persons though in varying degrees. Hence, cooperative procedures must be followed in developing policies, plans, aims, methods, evaluations, etc. Pupils, parents, public, community leaders, teachers and administrators all should be invited to participate and contribute to the discussions. Supervision should be viewed as democratic professional leadership and not as an authoritative fault-finding activity. Good supervision should mobilize the opinion and effort of all persons in formulating the aims and objectives of education because its principles and techniques will have to be attuned to these. Education is now viewed as a powerful social force for the development of personality and the values of democratic social order. Democracy requires that supervision should be made more and more participative and cooperative. Democratic philosophy extends the scope of supervision to the ultimate goals and values of education determined democratically through the participation of all the people concerned with the educational process.

### **2. SCIENTIFIC APPROACH**

Another element influencing modern supervision, is the development of scientific approach to life and its problems including education. It has to be properly planned and methodically implemented. It has to be more and more experimental in its methods and techniques and evolutionary in nature. As a

result of critical thinking about the nature, functions and procedures of education, the scope of educational supervisors has expanded from the traditional, subjective, whim-centred, denouncing activity to a systematic, objective and scientific process.

### **3. TEACHER TRAINING PROGRAMME**

Better teacher education has improved the staff's ability to serve. The staff, having received better training, is in a far more favourable position to tackle educational problems cooperatively and to deliver the goods. More attention should now be paid to the teaching-learning situation instead of individuals.

### **4. INDUSTRIAL, ECONOMIC AND SOCIAL CHANGE**

Physical, social and psychological pressures and challenges, mechanization of industry, methods of production, modes of transport, mass media of communication and urbanization and mobility of population, etc., are having a far-reaching effect on modern society. It is rapidly growing in nature from the closed to an open society. Education, in order to adapt and adjust the individual's capacities to meet the challenge of today's life and future needs, has also to change. The old curriculum and traditional methodology will no longer hold good. The modern concept of supervision has to necessarily modify and evolve itself according to the ever-changing situations and circumstances. Educational supervision, too, cannot remain static. It has to be dynamic and flexible and should continually reconstruct and revise its policies, purposes, plans and procedures.

### **5. TRAITS OF AN EFFECTIVE SUPERVISOR**

An effective supervisor should have the ability to direct professional growth, develop teacher's control, maintain teachers' interest; measure teachers' achievement; earn profit by criticism: accuracy; amicability; alertness; attention to individual needs of teacher and institutions; attractive manner; broadmindedness; cheerfulness; cooperativeness; clarity in speech; clarity in writing; clarity in thinking; courtesy; constructive mind; contentment; consistency; courage; definiteness of aim; dependability; desire for self-

improvement; devoted to democratic ideals; effectiveness in the use of audio-visual aids; enthusiasm; experimental attitude; firmness; forcefulness; friendliness; fairness; generosity; helpfulness; honesty; humour; humility; hard work; industriousness; intellectual interests; interest in community affairs; interest in community affairs; interest in people; interest in teaching as a profession; interest in working with teachers; judiciousness; justness; kindness; knowledge of subject matter; loyalty; mental alertness; neatness; open-mindedness; optimism; patience; posture; preparation of instructional material; politeness; promptness; quickness; reasonable attitude; resourcefulness; skill in guiding teachers; self-discipline; self-reliance; sincerity; skill in locating good points and difficulties; skill in motivating work; sociability; tactfulness; teaching skill; understanding of the teachers; variety of interest; vitality; wisdom etc.

#### **9.22. NEW TRENDS IN MODERN SUPERVISION**

The modern concept of supervision is distinct from the old, as regards its purpose, nature and scope. In the past, supervision was limited to visiting the teachers and classes, and rating them. The scope of modern supervision extends to the improvement of the whole teaching-learning situation. Hence, it is concerned with the pupils, teachers, curriculum and socio-physical environment and their improvement. The purpose of supervision has been described by Willard S. Elsbree and Harold J. McNolly, in their book *Elementary School Administration and Supervision*, as 'the improvement of the learning programme'. Modern supervision is a cooperative enterprise experimental in its approach. Instead of authority and control, the relationship between the supervisor and teachers is of the colleague and peer type. Kimball Wiles, in his book *Supervision for Better School*, regards supervision as 'skill in leadership, skill in human relations, skill in group process, skill in the personnel administration, and skill in evaluation'. Instead of paying attention to the teacher, it concerns itself to the whole of the teaching-learning situation and tries to improve it. It provides democratic professional leadership to help teachers do their job better. We can, therefore, fully agree that the improvement of teachers is not so much a supervisory

function in which teachers participate, as it is a teacher function in which supervisors participate.

### **9.23. FEATURES OF MODERN SUPERVISION**

#### **1. MODERN SUPERVISION IS DEMOCRATIC IN NATURE AND APPROACH**

We have already known from the foregoing discussion that supervision is concerned with providing effective leadership through Cooperative working relations which is the democratic nature of supervision. This supervision is leadership oriented and contradicts the traditional inspection which is bureaucratic and authoritative. It implies that in the modern supervision the supervisor plays his role as the leader of the group. For playing his role effectively, he should have to play his role with dynamic understanding and co-operative leadership attitude. He is supposed to be an expert and experienced person in this regard.

#### **2. MODERN SUPERVISION IS A CONTINUOUS PROCESS:**

In this type of supervision, the supervisors have to play their roles in a continuum with the purpose to stimulate, co-ordinate and evaluate the efforts of teachers and pupils for the sake of the improvement of the teaching learning situation. Here it is essential to highlight the fact that while inspection is a time bound task before the supervisors as the inspecting officers. Supervision is regarded as a continuous task for them as there is scope for refinement. This trend was not prevalent in earlier days but has got immense practical value in the modern educational value system.

#### **3. MODERN SUPERVISION IS COMPREHENSIVE IN NATURE:**

Gone are the days when importance was only given on improvement of teaching efficiency and professional growth of teacher as the main purpose of supervision. But now the concept of modern supervision has increased its jurisdiction being comprehensive in nature.

It means now supervision, encompasses the activities and programmes for ensuring pupils educational development and teacher's professional growth

and improvement of the entire teaching learning process. In this light it can be clearly visualized that in the modern supervision the supervisor's role encompasses the programmes and activities beyond the traditional classroom visitation and in this way supervision is comprehensive in nature.

#### **4. MODERN SUPERVISION STRESSES ON QUALITY MANAGEMENT**

Regarding the meaning and nature of the term modern supervision the Education Commission, (1964-66) has aptly remarked, "Supervision is the backbone of educational improvement." This very statement of the Education Commission means supervision is a keen study and analysis for improvement of the total teaching learning situation. But the traditional inspection mainly deals with class-room inspection and audit of accounts. Whereas supervision is concerned with all aspects of education as it lays stress on total management of the educational system.

#### **5. MODERN SUPERVISION IS CO-OPERATIVE IN SPIRIT AND ORGANISATION:**

The concept modern supervision is based on the assumption that education is a creative and co-operative enterprise in which all teachers, pupils, parents and administrators participate and supervisors are their academic leaders who stimulate, guide and advise them in improvement of the educational process. This can be done effectively and smoothly if there will be a great deal of co-operation among them in their taste and temperament while thinking and organizing the educational activities and programmes.

#### **6. MODERN SUPERVISION IS CREATIVE AND SCIENTIFIC IN NATURE:**

Supervision is not an easy and simple task on part of supervisors. Rather it is a creative one. Because the purpose of modern supervision is to find out the best in teachers to manifest their innate or hidden talents, to stimulate the initiative, to encourage their originality and self-expression as it seeks the creative participation of all the teachers for bringing improvement in the educational system. For this he should have new ideas, resourcefulness and original thinking.

In this sense, supervision must be creative. Besides, supervision should be scientific for enabling the supervisor to make his supervisory report precise, systematic and objective. He has to make the use of scientific methods in his supervisory work for bringing improvement in teaching-learning process. Through surveys, experiments and action researches he can make his supervisory remarks more scientific and effective.

#### **7. MODERN SUPERVISION IS POSITIVE AND CONSTRUCTIVE IN NATURE AND APPROACH:**

The nature of traditional inspection is negative and fault finding with the teacher whereas the nature of modern supervision is positive and not fault finding with the teacher. It means the modern supervisors are much more positive with the teachers in contrary to the traditional inspection system. They give good remarks, encouraging statements, appreciable comments on good work done by the teachers. And when they find faults with the teachers they show the ways and means to improve it again and again.

For this they give demonstration of the lesson by adopting a particular method, how to use a teaching aid and how to complete the lesson in stipulated time. The supervisors have to encourage constructive and critical thinking among teachers and discourage flattering and biased things.

#### **8. MODERN SUPERVISION IS COMMUNICATIVE IN NATURE:**

Modern supervision is communicative in nature in the sense as the supervisor is concerned with the communication within a group as leadership depends on letter interaction. To improve communication, the supervisor should increase his skill as a discussion leader to provide the physical facilities that facilitate communication and to improve the group processes. Researches which have already been conducted in this area reveal the proper communication is related to good moral of teachers and this exchange of information helps in good planning.

## **9. MODERN SUPERVISION ADOPTS A NUMBER OF MEANS:**

In the modern educational system, the supervision adopts, uses or conducts seminars, conferences, workshops, school visits, meetings, class visits to assess the quality and progress of any educational programme. As a result of this it becomes easier on part of the supervisor who takes necessary steps and measures for its improvement.

## **10. MODERN SUPERVISION IS PARTICIPATORY IN NATURE:**

This nature of the term modern supervision signifies the importance of the participation of all concerned directly or indirectly in the supervision of an educational programme. It includes teachers, pupils, parents, community members, resources persons, specialists etc.

### **9.24. PRINCIPLES OF GOOD SUPERVISION**

#### **1. HEALTHY ATMOSPHERE**

The environment should be made free from tension and emotional worries. The staff should be given incentives for work.

#### **2. STAFF ORIENTATION**

The quality and quantity of the work must be specified in clean and clear terms. Staff should be made to understand clearly what to expect and what not to expect. New staff must be given the necessary orientation. They should have a schedule to know from where to get information and materials to help them perform the work satisfactorily.

#### **3. GUIDANCE AND STAFF TRAINING**

Staff should be offered necessary guidance. They should be guided on how to carry out the assignment, standard should be set by the supervisor while information should be given ruling out the possibility of rumours. Information should be for everybody and specifics to individuals assigned to a particular task. Techniques of how to do it must be given at all times. The school must always arrange and participate in staff training.

#### **4. IMMEDIATE RECOGNITION OF GOOD WORK**

Good work should be recognized. This implies that the acknowledgement of any good work done must be immediate and made public to others which will then serve as incentive to others. Incentive of merit, recommendation for promotion, etc. improve performances.

#### **5. CONSTRUCTIVE CRITICISMS**

Poor work done should be constructively criticized. Advice and personal relationship should be given to the affected staff. It must be stated here that such criticisms should be made with mind free of bias.

#### **6. OPPORTUNITY FOR IMPROVEMENT**

Staff should be given opportunity to aspire higher and prove their worth. They should therefore be allowed to use their initiatives in performing their jobs and taking decision. It will give them the motivation to work much harder.

#### **7. MOTIVATION AND ENCOURAGEMENT**

Staff should be motivated and encouraged to work to increase their productivity. They should be encouraged to improve their ability to achieve organizational goal.

So, Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior members, monitoring the quality of professional services.

#### **9.25. QUALITIES AND DUTIES OF EFFECTIVE SUPERVISOR**

##### **9.25.1. QUALITIES OF A GOOD SUPERVISOR**

Some personal qualities like attractive personality, good health, high intelligence, persuasiveness and loyalty to the organization are assets to a supervisor, most of which are inherited rather than acquired. In addition to

these personal traits there are certain qualities which can be acquired by a person to become a good supervisor. According to Halsey a good supervisor must possess the following qualities:

### **1. THOROUGHNESS**

A supervisor must have detailed knowledge of all the information relevant to the task and take care of every necessary detail.

### **2. FAIRNESS**

A supervisor should exhibit a sense of justice, consideration and truthfulness towards subordinates.

### **3. INITIATIVE**

Includes qualities of courage, self-confidence and decisiveness.

### **4. TACT**

Saying and doing things in a way which give the subordinates a feeling of playing an important part in whatever is being done.

### **5. ENTHUSIASM**

It is an intense and eager interest in and devotion to the organizational goals.

### **6. EMOTIONAL CONTROL**

It means emotional maturity which controls and channels emotions in the right direction. Some more qualities of a good supervisor may be added.

### **7. PERSONAL QUALIFICATIONS**

which include integrity, honesty, ability to cooperate, ability to attract, motivate and unite others to work;

### **8. TEACHING ABILITY**

Ability to communicate with the workers.

## **9. GENERAL OUTLOOK**

The supervisor should show liking of the job and be absorbed in it.

Over and above all these qualities the most important quality essential for a supervisor is the human relations aspect of supervision. A supervisor must keep this in her mind and try to win over the confidence of her subordinates by treating them in a cordial, friendly and persuasive manner.

D.K.S. Vidhyanathan, Ph.D.

## **UNIT 10: LATEST TRENDS & INNOVATIONS IN SCHOOL MANAGEMENT**

School Complex - Village Education Committees - School based in-service programme - Centrally sponsored Schemes, Sarva Shiksha Abhiyan [SSA], RMSA- Use of Computers in School Management - Action Research in School Management: Concept, Importance, Steps.

### **10.1. INTRODUCTION – SCHOOL COMPLEX**

School complex is a proven institution, which can be entrusted with entire responsibility of management of education and major programmes like Operation Blackboard in the area as falling in its jurisdiction. Having consider the present stage of higher education, it seems to be rather farfetched to expect colleges and universities everywhere to play a leading role in educational complexes. - Report of the CAGE Committee on NPE 1986.

The concept of school complex was originated from the report of the Kothari Commission, 1964-66. It was introduced as an innovation in the school education. The Commission realized that modern education is a process of learning from real life and from the pulsating, dynamic society around us. Learning should be at the choice and pace of the learner. It must stem from roots of society. Co-operative efforts will help us to achieve these objectives.

Education can make its own contributions to the development of the individual, as well as the well- being of society, only when we can establish a face to face relationship between different schools within easily accessible distances. This can be done only when we develop all schools as a complex. So a school complex is organized by taking a group of elementary schools, high schools, a training school, a technical school etc. together. These institutions functions cooperatively for the improvement of their educational standards. It will facilitate to provide equal educational facilities and experiences to all the schools.

The Kothari Commission (1964-66) which observed that such an organisation would have several advantages in the helping to promote educational

advances. Firstly, it would break the benumbing isolation under which each school functioned; it would enable a small group of schools working in a neighbourhood to make a cooperative effort to improve standards; and it would enable the state education department to devolve authority to functional levels. So the networking of schools in a school complex is expected to facilitate sharing and exchanging of resources and experiences. In this context, there is much importance of school complex.

## **10.2. IMPORTANCE OF SCHOOL COMPLEX**

The following sections discussed the importance of school complex as a significant organisation.

### **1. NO ISOLATION OF SCHOOLS**

The school complex brings the schools of an area together. It will help to break the terrible isolation under which each school functions at present and like with other schools in a particular area for raising the quality of education and to organize similar units throughout the country. It will enable a similar group of schools working in a neighbourhood to make a cooperative effort to improve standards.

### **2. SHARING INSTRUCTIONAL WORKS**

The school complex provides scope for the sharing of instructional work among the different constituent schools. The expert teachers of the complex may visit other schools, teach and plan new educational experiments. It will help to follow improved methods of teaching.

### **3. SHARING MATERIAL FACILITIES**

The school complex can provide new teaching aids like projector, a good library, a good laboratory in each secondary school as a unit and make them functionally available to all the schools in one area.

#### **4.CO-OPERATIVE EFFORTS FOR IMPROVEMENT**

The deferent schools work in close co-ordination for mutual benefit. It will help for educational reforms and development of the country. It will help for educational reforms and development of the country. It will mobilize both human and material resources for the progress of education. It helps the schools to function in small, face-to-face co-operative groups.

#### **5. IN-SERVICE TRAINING**

The complex is able to facilitate to provide in-service teaching to teachers and upgrading of the less qualified teachers. The group of schools and teachers of one complex can get maximum freedom to develop their own programmes. Under this programme, the school will get much strength and will be able to make the system more elastic and dynamic. The school complex can coordinate its works with the local communities and can derive as much help from this source as possible.

In school complex, we find every activity is confined to schools alone. But networking of the institutions should be much-broad-based not confined to schools alone, rather; they should be Education Complexes, as distinct from School Complexes. So there is much need and importance of school and educational complexes for strengthening of educational planning and administration.

#### **10.3. RECOMMENDATIONS OF VARIOUS COMMITTEES AND COMMISSIONS OF NPE, 1986 ON SCHOOL COMPLEX**

National Policy on Education (NPE), 1986 says, “A very important role must be assigned to the head of an educational institution. Heads will be specially selected and trained. School complexes will be promoted on a flexible pattern so as to serve as networks of institutions and synergic alliances to encourage professionalism among teachers, to ensure observance of norms of conduct and to enable the sharing of experiences and facilities. It is expected that a developed system of school complexes will take over much of the inspection functions in due course.”

The Programme of Action (POA), 1992 speaks of school complexes as already brought earlier. But it is a limited concept of bringing schools together for sharing and exchanging of resources including personnel. While they have been envisaged as institutions with wide-ranging functions relating to the running of schools, they are not apparently conceived within an autonomous framework. The inspection functions of the school complex, according to the POA are also to be in addition to the normal inspection functions of the district/ block level inspecting authorities.

In July 1991, Central Advisory Board of Education (CABE) Committee on Policy which is popularly Known as Janardhana Reddy Committee, under the chairmanship of the Chief Minister of Andhra Pradesh and comprising six other Education Ministers belonging to the major political parties and eight educationists, was constituted to review the implementation of various parameters of the NPE, 1986 taking into consideration the report of the committee for review of the NPE (NPERC) and other relevant development since the Policy was formulated.

#### **REPORT OF JANARDHANA REDDY COMMITTEE**

School complexes will be promoted as a network of institutions on a flexible pattern to provide synergic alliances to encourage professionalism among teachers, to ensure observance of norms and conduct and to enable the sharing of experiences and facilities. The school complex will serve as the lowest viable unit of area of planning and will form a cluster of 8-10 institutions in which different institutions can reinforce each other by exchanging resources, personnel, materials, teaching aids etc. and using them on a sharing basis.

Although a number of states have experimented with the scheme of school complexes, the programme is yet to emerge as a comprehensive and systematically administered one. As the institutional resource endowment varies from place to place, there can be no single model for creation of school complexes. Every state has to evolve its own operational model based on experiences or by drawing upon experiences of other states. The states may

prescribe necessary guidelines for creation and functioning of school complexes and define the nature, mode, type of planning and inspection work to be performed by them. It would be desirable that the recommendations regarding the school complex programme are implemented on a state-wise basis during the Eighth Plan period. At the same time, it is desirable to attempt large net-working of institutions in a district in the shape of educational complexes on an experimental basis during the Eighth Plan period. In the educational complex, the net-working could be done from the primary to college and university level. The Central Government may develop in with next two years' guidelines for organizing this, on an experimental basis in situations where the atmosphere is congenial for launching such complexes. While developing the educational complexes, support form institutions like DIET, Teacher Education College, ITIs, Polytechnics, particularly community polytechnics may also be sought.

The Central Government had, in May 1990, appointed a Committee to review NPE, 1986, under the chairmanship of Acharya Ramamurti. The Committee submitted its report on 26th, December, 1990. The Committee views the concept of Educational complexes within the framework of local area planning' commend by the Approach Document for the Eighth Five Year Plan approved by the National Development Council.

#### **RECOMMENDATIONS OF JANARDHANA REDDY COMMITTEE**

On a pilot basis, at least one Educational Complex may be established in every district during the Eighth Five Year Plan, so as to develop a functional model. At the pilot stage full administrative and financial support should be given to these complexes. The features of these complexes arc described below:

1. The Management model may be that of local college, in high school or group of high schools and the associated middle and primary schools coming together in a cluster. The complex may work in coordination with Panchayati Raj institutions as well as local development and social welfare agencies- voluntary or Government.

The University may help in the development of the complex through its faculty, students and technical resources. There could be a memorandum of understanding between the complex and the university on the one hand, and the complex and the local body; on the other. The complex will follow its own self-monitoring system. The complex should be provided with adequate intellectual resources as well.

2. The management of education in the complexes should be the job of professionals, i.e. the teaching community, various aspects like curriculum, syllabi, content and process, evaluation, monitoring, teacher training and modes of delivery of education to different segment of the society will be the responsibility of the teaching- community itself.

3. In discharging this responsibility, teachers will closely interact with the community, where they are serving. In this arrangement, the quality of education will not be determined by a body of Inspectors or functionaries external to the educational system. Consequently, education being directly in the hands of those for whom it is a matter of day-to-day concern, its quality should significantly improve.

4. The Educational Complexes should be autonomous registered societies in structures. The National Policy on Education Review Committee (NPERC) assigned a very important role to the Educational Complexes in planning and implementation. The idea of school complexes was first mooted by the Kothari Commission, 1964-66.

The networking of schools in a school complex was expected to facilitate sharing and exchanging of resources and experiences. National Policy on Education (NPE) assigned a key role to school complex and Programme of Action (POA) elaborated the NPE perception.

But the Central Advisory Board of Education (CABE) in its meeting held on 8-9 March, 1991 examined the procedure to be adopted for consideration of the report of the NPERC and decided that a CABE Committee be constituted by

the Chairman, viz. Union Minister of Human Resource Development, to consider the recommendations of the NPERC.

In pursuance of the above decision, the Chairman of the CABE, appointed a committee on 31st, July, 1991, to review the implementation of various parameters of NPE taking into consideration the report of the NPERC and other relevant developments since the policy was formulated and to recommend modifications to be made in NPE.

The Chairman of this Committee was Sri. Janardhana Reddy, C.M. and Minister of Education, Andhra Pradesh, So the Committee is named as Janardhana Reddy Committee (JRC). Following is the report of this Committee as regards the Educational Complexes. “We find that the educational complexes suggested by the NPERC is an enlargement of the idea of school complexes in that college and universities are also brought into the network. We find a certain measure of uncertainty in the NPERC’S approach to the educational complexes. The NPERC had advocated experimentation with the idea of an educational complex in this chapter, while in other chapters the recommendations relating to educational complex proceed from the premise that educational complex is a proven institution which can be entrusted with entire responsibility of management of education and major programmes like Operation Black board in the area as falling in its jurisdiction. Given the present stage of higher education, it seems to be rather far-fetched to expect colleges and universities everywhere to play a leading role in educational complexes. We, therefore, suggest that the idea be tried on an experimental basis in selected areas.”

Lastly, we can conclude that if properly organised educational complex can admirably serve the purpose of closer supervision, upgrading the quality of education, better utilisation of resources, both men and materials and improvement of human relations and professional consciousness of all workers.

#### **10.4. VILLAGE EDUCATION COMMITTEES**

Village Education Committee is a village habitation level body set up through government order entrusted with responsibilities of administering educational programmes and looking after schools or other educational institutions at the village level. The committee usually has average 10 to 15 members with representation from the women, the disadvantaged groups such as SC and ST, elected panchayat members, head teacher and others. The nature and composition of the state varies from state to state, as each state has formulated its guideline for setting up such committees. This is also considered as one of the sub-committee under Panchayat system. The CAGE Committee highlighted some of the functions of the VEC as follows:

- Generation and sustenance of awareness among the village community ensuring participation of all segments of population
- Developing teacher instructor and community partnership to oversee and manage the effective and regular functioning of the schools and centres and
- Vesting it with appropriate statutory and financial authority

Some of the centrally sponsored programmes such as the DPEP and SSA have specified its roles and functions and have sought greater involvement in planning and implementing the programmes. Some of the functions currently being performed by the VEC under SSA are as follows:

- ensuring enrolment of all the children in the age group of 6 to 14 years
- monitoring school activities for retention and providing good quality education
- paying special attention to the educational needs of the girls and other disadvantaged groups
- to improve facilities in the school, e.g. compound wall, new classrooms, toilet facilities, repair and maintenance etc.
- on the whole to involve community with the school.

Thus at the village level, VEC is a community organization which assesses the requirements of elementary education and necessary schooling facilities required in the village. It identifies problems and works out solutions so as to be able to chalk out a feasible plan for the village. Village habitation being the smallest unit of microplanning, the VEC has an important role in preparing educational plan and universalizing elementary education.

### **10.5. SCHOOL BASED IN-SERVICE PROGRAMME**

School based in-service education of teachers is a growing trend in many European countries. The Association for Teacher Education in Europe, a professional association of teacher educators with members in universities and other teacher training institutions in most European countries, has documented that growth. This growth is documented with the case studies on a profile of the qualifications of school based in-service agents and most recently a career analysis of successful agents.

#### **10.5.1. CONCEPT OF SCHOOL BASED IN-SERVICE PROGRAMME**

Educators have begun to recognize that the school must be the central unit in any successful reform effort. No matter how elegant the design, innovations that do not meet the needs of the school and approaches that have no support among teachers will never lead to meaningful change. To effect real improvement, schools must identify their unique needs and develop policies and plans that meet those needs. These in-service education has changed from a way for teachers to update their professional knowledge to a tool for change. It has become an instrument that allows educational leaders to take their schools in new directions.

The working group from professional association of teacher educators has defined school-based in-service education as, “school-initiated in-service education ... derived from the curriculum needs and plans of the school. It may concern the school as a whole or in part as well as provide for the individual teacher's in-service needs....”. The following examples may give a more vivid impression of the concept of school based in-service.

### **CASE STUDY 1.**

An inner-city school in Germany had problems with children from a large Turkish minority, especially those from an Islamic background. With the help of a colleague in another school who had spent several years in Turkey, a Turkish parent who was a teacher herself, and the Imam of the Islamic community school, staff members learned to understand the differences in religion, culture, and tradition, and to devise some small school projects to enhance mutual understanding and tolerance without attempting to suppress cultural differences.

### **CASE STUDY 2.**

The Netherlands has a strong policy advocating equal opportunities in education. Staff members, the principal, and the deputy at one school decided to devote the year's in-service effort to the issue of gender-specific interaction in teaching. They engaged a team of four specialists from the education department in the neighbouring university who used a variety of methods, including mini-lectures and video observation to help the teachers modify the way they interacted with students.

### **10.5.2. GUIDELINES FOR IN-SERVICE EDUCATION**

The Association for Teacher Education working group used the analyses of thirty case studies from 12 European countries and other relevant literature as the foundation for a set of guidelines for school-based in-service education. Those guidelines address a number of factors, including those listed below.

**CONTEXT:** Schools need to look at their internal and external situation in order to identify their needs and potential. They should also look at what the school has achieved in the past and what plans it has made for the future.

**NEEDS:** The review will often uncover some different and sometimes conflicting needs. These needs must be prioritized, a process that may require the services of an external consultant.

**GOALS:** The needs then must be translated into realistic goals. Schools should describe these goals in full, and should include explicit information about the role of each staff member.

**ORGANIZATION AND METHODS.** The next step is to develop objectives that define precise tasks for each participant. Then teachers can work cooperatively to devise ways to adapt their teaching performance to the goals and objectives.

**RESOURCES:** An inventory of staff competencies should come next. Some schools may have a wealth of internal resources; others may need to incur the expense of hiring outside experts.

**EVALUATION.** Evaluation is an ongoing part of the school based in-service education process. Schools need to keep accurate records, document all decisions, and revisit these from time to time to monitor progress.

**CHOICES AND TRENDS:** The European educational landscape is diverse. Nevertheless, some common trends seem to support the development of school-based in-service education.

**INCREASING EMPHASIS ON IN-SERVICE EDUCATION AS A TOOL FOR SCHOOL MANAGEMENT AND CHANGE:** More school managers are using in-service training to help teachers develop and implement innovative new programs. This is especially true in those countries where schools have become more autonomous. For example:

In the Netherlands, parents value the freedom to send their children to the school of their choice. As a result, schools must compete for a share of the student population. To increase their chances in that competition, schools try to develop their own identity and image. Some schools serve gifted children; others manage diversity well. Some focus on sports; others stress the importance of the arts. In this process, they choose their own ways to help staff members develop a school identity and to work accordingly.

National educational policies that require written plans and systematic self-evaluations regulate development efforts. Schools may exercise autonomy as

long as they can demonstrate that they use it in an effective way and that they meet minimum standards. Teacher development efforts that are tied to the school's plan are convincing elements in demonstrating quality.

**MOVING FROM SUBJECT-ORIENTED IN-SERVICE EDUCATION TO METHODS, CURRICULUM, ORGANIZATION, AND MANAGEMENT:** Historically, in-service education focused on subject matter. School leaders viewed it as a way to help teachers update their knowledge of their subject matter. Today, many in-service education activities have broader goals. These include teaching methodology, classroom management, coping with diversity, problem-oriented learning, and improving study skills. In some countries, certain in-service activities remain subject-specific. However, this does not mean that those activities do not relate to the overall school goals. For example:

The staff members at a school in Slovenia wanted to focus on educating gifted children. After comparing their goals with their resources, they decided it was realistic to begin with the science department. They sent a group of science teachers to an in-service course at the local university to become familiar with new teaching material. (Those teachers would then introduce the material to their colleagues.) Other teachers contacted the organizers of summer science camps. Others began planning for an extracurricular science club. While science may be the subject at hand, supporting the program for gifted students is the true purpose of this in-service project.

**EMPHASIZING THE TRAINING OF INTERNAL CHANGE AGENTS:** Economic constraints prevent most schools from sending all teachers to in-service programs. The "cascade method" is one approach that can overcome this problem. A few teachers from each school participate in an in-service training initiative. They, in turn, function as change agents in their home school, sharing what they have learned with their colleagues. The cascade method might seem to be a traditional form of in-service training, but once the trained teachers begin to function as internal change agents in their home schools, the process often translates into school-based in-service education.

**SHIFTING FROM IN-SERVICE EDUCATION COURSES TO IN-SERVICE EDUCATION ACTIVITIES.** For years, in-service education meant courses aimed at individual participants. The theory was that the needs of the school were served by raising the knowledge and skill levels of the teachers. Today, many in-service efforts target school teams or departments, and they include a variety of activities. Consider the following example:

Staff members at a primary school in Denmark decided that due to changes in society and family patterns their "school start" routine no longer suited their students. Once a week for half a year, the entire staff got together, studied the current literature, talked with guest lecturers, and developed a new pattern for familiarizing children with school life. Their efforts created changes in the curriculum, the extracurricular activities of the school, and its physical ambience as well. Here we see in-service education combining study with development activities. This effort is a project rather than a course.

**CHANGING FROM "EXTERNALLY READY" TO "TAILOR-MADE" MODELS.** Traditionally, outside agencies developed training activities and brought them to the schools. Today, many schools define what they need and take the initiative to develop it. This shift requires that in-service education agencies be increasingly responsive to the needs of their clients. For example:

In Norway, a counsellor for preschool teachers suspected that many of her clients needed to make their teaching more meaningful. After negotiating with her clients, she initiated a project that involved staff members from 17 kindergartens and preschools in her region. As they worked to develop new teaching approaches, they became aware of how much knowledge and expertise they already possessed. Self-esteem increased, and a strong network developed.

This activity was the result of negotiations between the school staff members and the consultant. The consultant developed a program designed to meet the needs of the teachers. This activity also shows that "school-based" does not necessarily mean "focused on a particular school." Schools may share an initiative to avoid reinventing the wheel.

**MOVING FROM CENTRALLY-FINANCED TO SCHOOL-FINANCED IN-SERVICE EDUCATION.** In several European countries, money for in-service education is no longer given to agencies; it goes directly to the schools. The schools then may choose their in-service education providers. They "buy" the services they need. For example:

In the United Kingdom, Denmark, Sweden, and the Netherlands, many schools make their own spending decisions. Thus, to a large extent in-service education has become a free market system. Providers compete, and schools make their choices. Providers provide estimates. Schools negotiate the content, format, and cost. If they fail to reach an agreement, schools choose another agency.

Because of this process, many educators have begun to develop an increased sense of ownership. They want to get as much as possible out of their programs. Contrary to the expectations of cynics, educators are spending more not less money on in-service education, and perhaps more important, they are investing more energy in making it a success.

**RECOGNIZING THE NEED FOR TRAIN-THE-TRAINER PROGRAMS.** In-service education is no longer provided exclusively by successful teachers who share insights with their less fortunate colleagues. Delivering in-service requires an ever increasing array of skills. To that end, various European countries have undertaken initiatives to train in-service education trainers. Some relate to specific innovations or fields of expertise, while others are of a more general nature. These initiatives relate to the different roles that the in-service education trainers play.

### **10.5.3. SOME PROBLEMS AND CHALLENGES**

The following are some of the problems and challenges in the school based in-service program:

**COMPETITION.** Not all trends in in-service education for teacher's point in the direction of school-based programs. In Austria, Germany, and France, for example, most in-service education is still the province of universities or

special in-service training colleges that provide what they believe to be best for schools. In the Scandinavian countries, the Netherlands, and the United Kingdom, however, the schools develop the plans and choose the agencies that provide the services they need. As a result, the in-service education market has diversified. Competition has increased, and in-service agencies are attempting to develop distinctive features. They try to acquire quality certificates, and to take part in research. They also look for exclusive, long-term international contacts. European educators should keep this dynamic in mind as they explore their options.

**COST.** Most of the current trends support the use of school-based approaches. Unfortunately, as educators discover the school-based option as an inexpensive means to provide in-service activities, there is a danger that they will be tempted to select in-service options primarily on the basis of cost.

**BALANCING THE REQUIREMENTS.** There are a growing number of multi-school in-service projects and networks; there is a trend toward internationalization; and increasing numbers of officials are coming to view in-service education as a political tool for system changes. The challenge for in-service education in the future will be to find a balance among school, political, and individual needs. This will require research, the international exchange of experience, the training of trainers, and collegial support.

Finally, it is important to note that school-based in-service is not primarily an approach of in-service educators. It is an initiative of schools and school teams. Schools identify their needs, choose ways to meet those needs, and, if necessary, hire someone to help them provide in-service.

#### **10.6. CENTRALLY SPONSORED SCHEMES**

Education is the most important lever for social, economic and political transformation. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable and

just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity.

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

In order to achieve UEE (Universalisation of Elementary Education, the Government of India has initiated a number of programmes and projects. The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy on Education, to ensure that the education of equitable quality for all to fully harness the nation's human resource potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education. The following Centrally sponsored programmes are being implemented in the Education Sector under Ministry of Human Resource Development

### **1. SARVA SHIKSHA ABHIYAN (SSA)**

Sarva Shiksha Abhiyan(SSA), launched in 2001, is one of India's major flagship programmes for universalisation of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant

enhancement in learning levels of children. SSA is being implemented in partnership with the State Governments and reaches out to 192 million children in 1.1 million habitations across the country. SSA Goals are:

- Enrolment of all children in school, Education Guarantee Centres, Alternative school
- Retention of all children till the upper primary stage
- Bridging of gender and social category gaps in enrolment, retention and learning
- Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stage.

Provisions of Right to Education Act are being implemented through SSA. Accordingly, norms have been revised or modified to align them with the requirement of RTE Act, 2009. Under SSA India has not only been able to improve access to 99 per cent of primary level but has also been able to reduce out of school children to 3-4 per cent of the age cohort of 6-14 years. Under this programme, special focus is on girls, children belonging to SC/ST Communities, other weaker Sections, Minorities and urban deprived children.

## **2. KASTURBA GANDHI BALIKA VIDYALAYAS (KGBV)**

KGBVs are residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBVs are set up in areas of scattered habitations where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself. KGBVs reach out to:

- Adolescent girls who are unable to go to regular schools.
- Out of school girls in the 10+ age group who are unable to complete primary school.
- Younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools.

KGBVs provide for a minimum reservation of 75 per cent seats for girls from SC/ST/OBC and minorities communities and 25 per cent to girls from families that live below the poverty line. Till 2009-10 there were 2570 KGBVs in the country. After the RTE Act came into operation, an additional 1030 KGBVs were sanctioned, taking the total number of KGBVs in the country to 3600

### **3. NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL**

NPEGEL is implemented in educationally backward blocks and addresses the needs of girls who are in as well as out of school. NPEGEL also reaches out to girls who are enrolled in school, but do not attend school regularly. NPEGEL emphasizes the responsibility of teachers to recognize vulnerable girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out.

Both NPEGEL and KGBV are expected to work in tandem to complement efforts under SSA to ensure inclusion of all girls and provide them quality education. While NPEGEL is designed to work through the day schools, KGBV establishes residential schooling facilities for the girls in remote areas that are un-served by upper primary schools or in areas with educational disadvantage amongst certain social groups.

### **4. MID-DAY MEAL SCHEME (MDMS)**

In keeping with the Constitutional provisions to raise the level of nutrition of children and enable them to develop in a healthy manner, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally sponsored scheme in 1995. Commonly referred to as MDMS, this was expected to enhance enrolment, retention, attendance of children in schools apart from improving their nutritional levels. This was extended to upper primary (classes VI to VIII) children in 3,479 Economically Backwards blocks (EBBs) in 2007 and then universalised at the elementary level in the year 2008. The scheme is implemented through the States/UTs.

MDMS is managed and implemented by School Management or Village Education Committees, Panchayati Raj Institutions, and Self-Help Groups.

MDMS now includes madrasas and maktabas supported under the SSA as well as children under the National Child Labour Projects. A detailed survey of implementation of intended nutritional values including calorific value, protein inclusion, additional nutritional supplements and vitamins, as detailed in the scheme, needs to be carried out to ensure that the nutrition scheme is implemented in both spirit and letter.

MDMS covered 7.18 crore primary school children and 3.36 crore upper primary school children in 2010–11. The coverage of children in the States of Bihar (43 per cent), UP (57 per cent) and Jharkhand (58 per cent) is below the national average of 72 per cent, whereas it is well above the national average in Chhattisgarh (83 per cent) and Odisha (82 per cent). Based on the Annual Work Plan and Budget of the States/UTs for the year 2012–13, the district-wise performance of the MDMS in all the States/UTs has been analysed and the poor performing districts (144) have been identified for focused attention. Of the poor performing districts, 17 are in areas affected by the Left Wing Extremism (LWE); 11 in the North Eastern States (Tripura - 3, Meghalaya - 4, Assam - 4); 17 in tribal districts, and 13 in the hilly areas (Uttarakhand - 4, J&K - 9).

##### **5. RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN**

A Centrally sponsored scheme with a funding pattern of 75:25 between Centre and States (90:10 for Special Category and North Eastern States), was launched in 2009–10. The major objectives of the RMSA are to:

- raise the minimum level of education to class X and universalise access to secondary education
- ensure good-quality secondary education with focus on Science, Mathematics and English
- reduce the gender, social and regional gaps in enrolments, dropouts and improving retention.

The interventions supported under RMSA included

- upgrading of upper primary schools to secondary schools
- strengthening of existing secondary schools
- providing additional classrooms, science laboratories, libraries, computer rooms, art, craft and culture rooms, toilet blocks and water facilities in schools
- providing in-service training of teachers; and
- providing for major repairs of school buildings and residential quarters for teachers.

#### **6. SCHEME FOR SETTING UP OF MODEL SCHOOLS AT BLOCK LEVEL**

The Scheme envisages providing quality education to talented rural children through setting up 6000 model schools as benchmark of excellence at block level at the rate of one school per block. The scheme was launched in 2008-09 and is being implemented from 2009-10. The objectives are:

- To have at least one good quality senior secondary school in every block.
- To have a pace setting role.
- To try out innovative curriculum and pedagogy
- To be a model in infrastructure, curriculum, evaluation and school governance

The scheme has two modes of implementation, viz., (i) 3500 model schools are to be set up in educationally backward blocks (EBBs) under State/UT Governments; and (ii) the remaining 2500 schools are to be set up under Public-Private Partnership (PPP) mode in the blocks which are not educationally backward. Presently, only the component for setting up of 3500 model schools in EBBS under State/UT Governments is operational. The component for setting up of 2500 model schools under PPP mode will be operational in 12th Five Year Plan.

## **7. SCHEME OF VOCATIONALISATION OF SECONDARY EDUCATION AT +2 LEVEL**

Initiated in 1988, this centrally sponsored scheme of Vocationalisation of Secondary Education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education.

Hence, it is important and would be implemented from class IX onwards, unlike the present provision for its implementation from class XI, and would be subsumed under RMSA. Vocational Education courses will be based on national occupation standard brought out by the Sector Skill Councils (SSCs) that determine the minimum levels of competencies for various vocations. Academic qualifications would be assessed and certified by educational bodies and vocational skills would be assessed and certified by respective SSCs.

In the Twelfth Plan, a mechanism would be created for convergence of vocational courses offered by various ministries, private initiatives and vocational education institutions, and use schools as the outlet for vocational education of young people. A comprehensive repertoire of vocational courses, duration of each course, equipment and facilities, costs and agencies will be developed.

## **8. SCHEME OF ICT @ SCHOOL**

The Information and Communication Technology in School Scheme was launched in December 2004 to provide opportunities to secondary stage students to mainly build their capacity of ICT skills and make them learn through computer aided learning process. The Scheme provides support to States/Union Territories to establish enabling ICT infrastructure in Government and Government aided secondary and higher secondary schools. It also aims to set up Smart schools in KVs and Navodaya Vidyalayas which are pace setting institutions of the Government of India to act as Technology

Demonstrators and to lead in propagating ICT skills among students of neighbourhood schools.

### **9. INCLUSIVE EDUCATION FOR DISABLED AT SECONDARY STAGE**

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and would provide assistance for the inclusive education of the disabled children in classes IX-XII. The aim of the Centrally Sponsored Scheme of IEDSS is to enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment.

### **10. QUALITY IMPROVEMENT IN SCHOOLS**

During the 10th Five Year Plan, Quality Improvement in Schools was introduced as a composite centrally sponsored scheme having the following components:

- National Population Education Project
- Environmental Orientation to School Education
- Improvement of Science Education in Schools,
- Introduction of Yoga in Schools
- International Science Olympiads.

A decision was taken to transfer four of these components to National Council of Educational Research and Training (NCERT) with effect from APRIL 2006, except the component of improvement of Science Education in school that was transferred to States.

### **11. STRENGTHENING OF TEACHERS' TRAINING INSTITUTIONS**

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 poses major challenges for improving the quality of teachers and for expanding institutional capacity in States to prepare professionally trained persons for becoming school teachers. Government has initiated steps to

revise the existing Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education. This Scheme was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986 which emphasised the significance and need for a decentralised system for the professional preparation of teachers, and it was in this context that District Institutes of Teacher Education (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) were established. Analysis shows that there are 5.23 lakh vacancies of school teachers at the elementary level and the provisions under the RTE Act would lead to additional requirement of around 5.1 lakh teachers. Moreover, around 7.74 lakh teachers are untrained, i.e. they do not possess the prescribed qualification.

## **12. ADULT EDUCATION AND SKILL DEVELOPMENT SCHEMES**

Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including, basis education (literacy), skill development (Vocational Education) etc. In order to promote adult education and skill development through the voluntary sector, support to Voluntary Agencies (Vas) was so far being extended through two schemes:

- Assistance to Voluntary Agencies in the field of Adult Education
- Jan Shikshan Sansthan.

With effect from 1 April 2009 both these schemes have been merged and a modified scheme, named as “Scheme of Support to Voluntary Agencies for Adult Education and Skill Development” has been put up in place. The Scheme encompasses three components, namely, State Resource Centres, Jan Shikshan Sansthan and Assistance to Voluntary Agencies.

## **13. SCHEME FOR PROVIDING QUALITY EDUCATION FOR MADRASSA (SPQEM)**

SPQEM seeks to bring about qualitative improvement in madrasa to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of SPQEM scheme are:

- To strengthen capacities in Madrsas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium.
- Training of such teachers every two years in new pedagogical practices.
- The unique feature of this modified scheme is that it encourages linkage of madrasas with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such madrasas to get certification for class 5,8,10 and 12. This will enable them to transit to higher studies and also ensure that quality standards akin to the national education system.
- Registration & examination fees to the NIOS will be covered under this scheme as also the teaching learning materials to be used.
- The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madrasas.

#### **14. SCHEME OF INFRASTRUCTURE DEVELOPMENT IN MINORITY INSTITUTIO**

IDMI has been operationalised to augment infrastructure in private aided/unaided minority schools/institutions in order to enhance quality of education to minority children. The salient features of IDMI scheme are:

- The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.
- The scheme will cover the entire country but, preference will be given to minority institutions (private aided / unaided schools) located in districts, blocks and towns having a minority population above 20%.
- The scheme will, inter alia, encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst17.

## **15. SETTING UP OF NEW POLYTECHNICS AND STRENGTHENING OF EXISTING POLYTECHNICS**

There are 3716 Polytechnics in the country at present. A scheme Sub-Mission on Polytechnics under Coordinated Action for Skill Development has been launched during the 11th Plan. Under the scheme, this Ministry provides one-time financial assistance up to Rs.12.30 crores per polytechnic to the State/UT Governments for setting up of new polytechnics in 300 un-served and under-served districts of the country. The polytechnics are at various stages of construction and in provisioning of land. Central Government has sought progress report from the State Governments from time to time. Based on the progress reports further instalment of grant is released.

However, no time limit has been fixed for it. Under the “Sub-Mission on Polytechnics under Coordinated Action for Skill Development”, financial assistance is provided to the existing Government and Government aided polytechnics in the country for construction of Women’s Hostel in the country including states of North-East region and Arunachal Pradesh. The number of institutions provided assistance under the scheme in the country including North-East region and Arunachal Pradesh<sup>18</sup>

## **16. EKLAVYA MODEL RESIDENTIAL SCHOOLS (EMRSS)**

These schools are funded by the Government for the welfare of Scheduled Tribes. Proposals for setting of EMRS are received from the State Government. The Ministry of Tribal Affairs administers special area programme of grant under Art 275 (1) of the Constitution of India. Under this programme State wise allocation to 26 States including 9 Left Wing Extremism (LWE) States is made on the basis of percentage of Scheduled Tribes population in the State with reference to total ST population in the Country. A part of the grant can be used for setting up of Eklavya Model Residential Schools (EMRS). Priority for the development schemes including setting up of EMRS is fixed and executed by the State Government within the allocation depending on the felt need of the local area and its people in accordance with the guidelines issued by the Ministry in June 2010.

## **17. PRE-MATRIC SCHOLARSHIP SCHEME**

Pre-matric is the Scholarship for students from Minorities Communities. The Scholarship at Pre-matric level will encourage parents from minority communities to send their school going children to school, lighten their financial burden on school education and sustain their efforts to support their children to complete school education. The scheme will form the foundation for their educational attainment and provide a level playing field in the competitive employment arena. Empowerment through education, which is one of the objectives of this scheme, has the potential to lead to upliftment of the socio economic conditions of the minority communities.

## **10.7. USE OF COMPUTERS IN SCHOOL MANAGEMENT**

Computers can be used extensively for educational administration. The following are some of the areas where computers can be used for effective educational administration:

- General Administration
- Pay Roll and Financial Accounting
- Administration of Student Data
- Inventory Management
- Administration
- Personal Records Maintenance
- Library Systems

Grades or marks assigned to students must be recorded in some fashion, and these records must be easily and readily accessible to appropriate individuals. Currently, a number of educational institutions and boards are using computers to process the examination results. The volume of such operations is often massive involving thousands and even lakhs of students. With the introduction of computers now these organisations are able to process the examination data and announce the results in quickest possible time. With the advent of internet, a student is able to access the result at his/her home.

For example, in March 2000 the Central Board of Secondary Education conducted examination for 10th and 12th class students. About 4.67 lakh students for 10th class and 2.76 lakh students for 12th class appeared in CBSE examinations across the country. The results were announced within a span of about 60 days and made available on the internet, therefore, accessible to students and schools throughout the world affiliated to it eliminating distance and time factors. The results were also e-mailed to schools on on-line request for their use.

Records showing the costs involved in running a school must be kept up to date in a thoroughly accurate manner. Computers can be tremendously helpful in maintaining financial records. The electronic spreadsheet software is very useful for administrators in recording and analysing the financial data of the educational institutions. It has been found that a computer system compared to a manual system produces more accurate student, personnel, and financial records.

The use of computer in educational administration reduce time expended on clerical or paper work tasks, produce accurate information, ensure generation of reports when needed, and facilitate decision-making process. In educational institutions computers can be used in preparation of time-tables of different classes so that the classes can be run without time and room conflicts

A computer has the capability to access student, teacher, and financial information. It may also be used to keep track of appointments and obligations; record notes on conferences and meetings held; produce inter office memos; and execute selective or mass mailings to students, parents, management members, and authorities at district, state or central level. It was postulated that the judicious use of a computer by a school principal could save up to 200 hours or equivalent to 25 eight-hour days in a school year. The time gained can help principals be more accessible to students, teachers, and parents in maintaining the standard of the school. It is also strongly believed that the use of computer by managers has increased the

productivity, increased the number and variety of responsibilities they can handle. This observation implies that information power and those who master its acquisitions have an edge.

Computers are very useful in the management of a library. It will be herculean task for a library to keep the records of periodicals, books, and other library materials manually. The library automation will help in maintaining accurate records, monitoring borrower's due-dates of books borrowed, and reservation of books or periodicals that are in great demand. The computer can also generate overdue notices automatically. Computers in library can give students at all levels access to an unlimited range of library materials. Using library databases and networks, students can locate and order materials from libraries in other schools within a town, city, district, state, or across the country.

Not much empirical data is available on the extent of application of computers in school administration in India. However, the survey results show that other areas of applications of computers in administration include examinations and evaluation, financial accounting, admissions, inventory management, personnel information, and library system.

### **1. GENERAL ADMINISTRATION**

Office automation, the electronic office, and the office of the future have become buzz words in the 1980s. Office automation facilitates the basic functions of an office as an information processing centre. As discussed in previous unit, the functions of office personnel at the lowest information handling level (clerical level) namely Office Automation System (OAS), involve:

- Collection of information
- Information processing
- Information storing
- Information retrieval

The application areas of automated office in general administration of an educational institution are as follows. These include:

- word processing
- e-mail
- computer tiling
- computer calendars
- computer networks

Word processing has been widely used and perceived as the driving force of the automated office. Word processing be linked to a computer network permitting documents to be shared within and between school offices. For example, the Central Board of Secondary Education (CBSE) places all the circulars meant for schools on its web page. The individual schools can get access to these letters using internet. Using spell check the documents can be checked for typing and spelling errors.

With the use of mail-merge, personalised letters can be prepared for students and parents on school opening and closure, student progress, and other information. The basic functions of word processor 'are text editing, formatting, storing, and retrieving documents. The editing capability is the most powerful function of the word processor. It is this feature that makes it so attractive, specially documents, which require revision of textual materials. Word processors can alter or manipulate text with ease.

Electronic mail or e-mail refers to the procedure of sending messages from one person to another person using internet facilities. A personal computer can be connected to the network through internet to send and receive messages and other bulk mail electronically. Some of the advantages of using e-mail are:

- speed, resulting in instantaneous delivery
- low-cost
- freedom of access, which permits user to send and receive messages as they wish

- increased productivity obtained by decreasing the number of times a sender wishes to contact a receiver.

Some of the disadvantages associated with email are: he fears that undelivered messages may be lost and, junk mail can proliferate.

Electronic filing of information is an important aspect of the automated office. Instead of filing hard copies of documents, electronic systems such as word processor, data base management systems, and spread sheets can store large amount of data information on a floppy or disk. Some of the benefits of electronic filing in a school are: reduction in storage space, faster access to information, reduction in misfiling, portability of files, and limited dependence on filing systems developed by office personnel Appointment calendars help busy administrators to manage their time. Meetings with principals and other management officials of schools account for a major proportion of time.

Electronic calendars have been touted as useful time management tools for managers. The electronic calendar has the capability as does the desk calendar, to setup an appointment schedule maintaining dates, times, expected participants, and space for comments. A school calendar can also be created which would record the date and time of plays, athletic events, field jobs, guest speakers, social events, reporting periods etc.

Electronic network offers users the ability to communicate and share information. As discussed in previous unit, the networks could be local area networks (LAN), wide area networks (WAN), e-mail, teleconferencing, or internet. The electronic networks are also very useful in giving access to the results of entrance tests, board examinations, admission announcements, circulars, and other useful information. The networks can also be used for sharing the information, computer conferencing, and publicity of schools.

## **2. PAYROLL AND FINANCIAL ACCOUNTING**

**PAYROLL:** Computers are used widely for preparation and maintenance of payrolls system. Initially, large business establishments were using payroll system. It has the potential in terms of time saving, accuracy, legibility, data

storage, record check, and amenable for further data analysis, comparative statements, task calculations, and preparation of summary reports. These activities influenced even smaller establishments like secondary schools to use the computer for maintenance of payroll system. Currently, the salary payments to teachers, and other staff of the schools are paid through banks. Through computer payroll system the school can prepare the summary statements of the net pay of its staff and the same can be shared with the banks electronically or hard copy to facilitate the bankers to pay the salary due. The objectives of payroll system are:

- payment of periodical salary and other payments to the employees
- maintenance of salary payment records of employees
- accounting for gross salary on basic pay, additional pay, house rent allowance (HRA).
- dearness allowance (DA), city compensatory allowance (CCA), special allowances etc.;
- deductions on advances made, tax payable, insurance premiums, provident fund, etc.;
- preparation of net salary (gross salary - deductions) statements; and
- Preparation of statements required within the school and outside the school by patrons, funding agencies, income tax departments, and audit personnel etc.

To meet these objectives, the school must prepare and maintain payroll system. The computer payroll system should be flexible enough to allow the schools to generate pay reports not only month-wise but also bimonthly, quarterly, or annually and handle school payroll schedules simultaneously without creating serious or difficult problems for the staff preparing payrolls.

The typical reports produced by payroll systems are:

- Preparation of pay slips to employees indicating gross salary on basic pay, special pay, HRA, DG CCA, etc.; deductions of PF, insurance premiums, loans and advances taken etc. and net salary payable.
- Summary statements indicating employee with net salary payable.

- Pension payment reports for the retired employees.
- Summary statements on payroll totals, deductions etc.
- Preparation of income tax reports of employees for onward transmission to income tax departments and employees.
- Payroll deduction reports.
- Statements on loans and advances to employees and their recovery.

### **3. FINANCIAL ACCOUNTING**

Schools maintain financial records regularly on the following activities:

- income from student fee and other internal resources
- building donations from public
- grants from funding agencies
- expenditure on building, equipment materials and consumables
- salary to employees, administration staff etc.;
- debts or liabilities to banks and other lending agencies; and
- maintenance of records of employee's provident fund etc.

The records of all these accounts are to be maintained systematically. The computerisation of accounts system helps in maintaining the records accurately, systematically, and timely.

**BUDGET:** Annually the schools are required to prepare budget. The item-wise estimated expenditure is given in the budget. For the preparation of budget, a lot of formulae and calculations are required. For example, to estimate the expenditure on purchase of equipment like tables and chairs for the students it is required to know how many tables and chairs are required and what is the likely unit cost of each table and chair. Similarly, the salary of the teachers and administrative staff can be estimated on the basis of average basic pay for each category of staff. The use of electronic spreadsheet facilitates the task of preparation of budget of a school easy and time saving.

In recent years many electronic spreadsheet software packages are available in the market. Microsoft Excel is one of the most popular software packages

for financial accounting offered by Microsoft. All developments of electronic spreadsheet extend the simple concept of column analysis papa consisting of rows and columns to the limits of available microcomputer capacity with facilities to edit and calculate rapidly. For example, Microsoft excel-97 spreadsheet size is 256 columns and 256 rows. Certainly, you will enjoy and experience the speed accuracy, flexibility, and legibility of analysis of financial data of your school when you use it Lotus 1-2-3 and Quattro Pro are two such other popular software packages available in the market.

#### **4. ADMINISTRATION OF STUDENT DATA**

The major applications of computers which have direct impact on the students are course schedules, attendance, and academic performance. There are three types of student data are input through computer to monitor and control the course schedules, attendance reports, and grade or marks reports. The historical data information obtained through these reports are also used for reviewing the performance of the school. These applications are explained in the following paragraphs.

**COURSE SCHEDULES:** The process of a course schedule of a school starts with announcement of student registration and ends with the announcement of examination results. The academic session of a school may start in the month of April or June of a year and may end in February or March of the following year. At the time of admission, the students and/or parents may look for information on courses offered by schools, the historical record/performance of the school, the fee structure, the entry qualifications etc. The school should be able to provide this information to the students/parents on request. Maintenance of data through computers will facilitate these tasks easier for the school administration. Once the student admission process is completed, the school administration needs to maintain time-tables on completion schedules of syllabus; conducting unit tests, term-end examinations, and final examinations; and announcement of results. Similarly, the teachers have to be assigned the individual classes and subjects that they should cover. This also helps the administration to assess the teacher load.

Generation of course schedules and their implementation through computers will certainly improve the control and management of academic calendar.

**ATTENDANCE** of students is a major concern to school administrators and teachers. The rules of schools also stipulate minimum attendance as a prerequisite for appearing examination and clearing a course. This has resulted in the establishment of elaborate attendance systems that have sought to monitor accurately the daily attendance of students. This helps the administrators to take appropriate measures like calling the parents, issuing warnings to students' etc. Also, chronic absenteeism serves an indicator to administrators and teachers that students are experiencing personal, home, and/or school problems. Computerisation of student attendance data will help:

- school administrators and teachers to monitor attendance periodically and take appropriate measures
- report the attendance data to higher officers and examination boards as required
- identify students who are not attending the school periodically and encourage them to attend the school regularly
- reduce the clerical time required to check absence of students
- communicate the absence to the parents
- enable attendance data to be entered on grade/marks reports

As compared to manual attendance maintenance system, a computerised system will be able to meet the above objectives in a better and more effective way.

**ACADEMIC PERFORMANCE** is another area where computers have been used in educational administration widely. The reasons for the success of computerisation of examination process are:

- The whole process of conducting examinations and declaration of results has become more manageable even if the student's numbers are very large.

- It is more cost-effective and time saving than the manual system.
- The accuracy of recorded information is greatly improved
- The computers can speed-up the generation of report cards for school personnel, students, and parents and analysis of examination results for school administrators and public.
- Confidentiality can be maintained to a great extent.

As explained earlier, computers are being used widely in the process of examination results. In addition, currently, there is a lot of competition for certain courses like engineering, medical, management, computer science etc. Similarly, a number of reputed schools/colleges are also facing the problem of admission process, due to large number of students seeking admission and the seat availability is limited. These schools or colleges are conducting entrance examinations to screen the applications for admission to competitive courses. Computerisation of entrance examination process facilitates greatly to announce the ranks obtained by students and final admission of students to various courses in shortest possible time. This also helps the students to work out their own alternative career choices depending on the ranks obtained by students, course-wise and college wise seats available, and the demand for individual courses and colleges.

### **5. INVENTORY MANAGEMENT**

Schools are required to maintain all supplies and equipment. The physical inventory should be taken by school periodically in agreement of accounts with records. The inventory list should identify each item by date of purchase, cost, location, item control number, and date of last inventory. The inventory system should facilitate adding new equipment and furniture to the master file, removing old or obsolete equipment, and recording the transfer of items. By having an effective inventory system, a school can:

- enhance the functioning of school
- aid cost accounting and development of budget

- avoidance of excessive stocks and shortage of stocks. Also, the effective control of inventory is achieved by maintaining appropriate levels of inventory and minimising the inventory losses

A prerequisite for computerised inventory system application is an item-coding that can be used for all sub-systems of inventory, bills of materials and purchasing records. Computer inventory system requires the use of several data files. The master file keeps track of the quantity of each item presently in stock, location of each item in the store, the list of the items, the reorder point, the quantity currently in order, and the name and address of the vendor from whom the item is purchased. This allows the user of the system to locate an item quickly, get a listing of items that need to be ordered, create and print new orders automatically and perform other similar stock-control tasks. Information on individual transactions is usually maintained in separate data files called transaction files.

The transaction file might maintain records on item number, quantity received, purchase price, amount received, and sender's name and address. The transaction file maintains a history of all individual transactions and the master file maintains the current status of goods in stock at any given moment. In a sense, the master file is an up-to-date summary of all activities in the transaction file. A number of inventory control software packages are available in the market which are aimed at primarily business. However, schools may have to make modifications to meet their needs.

## **6. PERSONNEL RECORDS MAINTENANCE**

Every school has to develop a personnel information system for the following purposes:

- To store personnel details (like name, address, telephone number, date of birth, educational qualifications and experience, salary, health data etc.) of individual employees for reference.

- To provide a basis for decision-making in every area of personnel work like recruitment and selection, termination and redundancy, education and training, pay, administration, health etc.

Personnel records can be maintained manually. However, the advent of micro-computers has increased the process of computerisation even in personnel records maintenance. The maintenance of personnel records on each employees of a school should include information on:

- The application form giving personal particulars
- Interview and test record
- Job history including transfers, promotions, and changes in occupation
- Pay details
- Education and training record
- Details of performance assessment and appraisal
- Absence, accident, medical and disciplinary records with details of formal warnings and suspensions.

The main advantages of computerisation of personnel records maintenance in schools are:

- Quickly providing information on the employees grade, pay, length of service, age, sex, qualifications, training details etc.
- Producing standard letters and forms for recruitment, promotion, transfer, upgrading, appraisal, pay review, career promotions etc.
- Information can be drawn from both personnel and payroll systems to analyse payroll costs and assess the impact of various pay increase options on the pay structure and on total payroll costs.
- Absence and sickness can be recorded by employee with reasons and analysis can be done on absenteeism and sickness.

## **7. LIBRARY SYSTEMS**

Applications of computers in school libraries can be classified into:

- library automation

- information storage and retrieval
- library networks

**LIBRARY AUTOMATION:** The term 'library automation' refers to computerisation of manual library activities. Library automation functions include book ordering system, cataloguing, circulation control, and periodicals control systems. The typical functions of an automated book ordering system are:

- Pre-order searching, especially to avoid duplicate orders
- Creating purchasing orders
- Providing information on orders outstanding and work-in-progress (that is, books received but not yet catalogued)
- Preparing vouchers to pay for the books
- Maintaining book fund accounts and printing book fund reports

The main activity of cataloguing systems is the production of catalogue cards.

The process of a computer aided cataloguing system include:

- Preparing spreadsheet
- Preparing input for cataloguing (from the spreadsheet)
- Generating bibliographical records
- Printing the bibliographical records

Circulation control is an operation mainly concerned with the clerical function of keeping track of document issued to the user. A typical automated circulation system is usually expected to perform the following functions:

- Identifying the location of the books
- Identification of books on loan to a particular borrower
- Printing the recall notices
- Renewal of loans
- Notification to the library staff of overdue books and printing of overdue notices

The main functions of an automated periodical control system are ordering, renewing, sending reminders to the vendor, and reader services. A systematic implementation of library automation will induce the efficiency of library management. For example, if one automates a book ordering system, it helps in automating cataloguing function, circulation control, and information retrieval.

**INFORMATION STORAGE AND RETRIEVAL:** The developments in the information technology particularly in the area of on-line storage and retrieval of large database has made great impact on libraries (on-line storage and retrieval of bibliographical and other database information). A bibliographical database must be non-redundant and multi usable. Computerisation of the library database has these special features. Also, library database enables the users to have a centralised control of data. The main advantages of having a computerised library database are:

- The amount of redundancy in the stored data can be reduced and in effect problems of inconsistency in the stored data can be avoided.
- Different users can share the stored data.
- Standards can be enforced.
- Security restrictions can be applied.
- Data accuracy can be maintained.

**LIBRARY NETWORKS:** The promotion of databases in India especially by National Informatics Centre (NIC) has influenced libraries to establish a computer network to share bibliographic information. The advent of internet has further strengthened the library information network in India. A number of networks are started functioning and many more are in the pipeline. For example, DELNET, a Delhi based network connects major libraries located in universities and research institutes in Delhi. Each participating institute prepares computerised bibliographic information and connects it to the network. The user can find out the books available of his interest and their location. They can also get the books on loan through participating institutes.

This avoids the duplication of buying expensive books by institutions and saves a lot of money.

### **10.8 ACTION RESEARCH**

Anita records her 1<sup>st</sup> standard student's responses to questions about general grammar after using different displays and activities with them. She wants to determine which presentations are more effective than others.

Four middle school teacher did an experiment with mnemonic key words in their science classes. They want to help students better retain and understand key science concepts and terms. They consult frequently with a headmaster and a professor from the nearby state university, both of whom are experimenting with the same method.

The teachers at Govt. High School want to increase student achievement. To obtain this goal, all teachers add a new instructional strategy, such as the inquiry approach or inductive thinking strategies. They observe and record student responses to the change in instruction and discuss their findings. A leadership team meets bimonthly for technical assistance with the Consortium for Action Research, a regional group sponsored by the state department of education.

These three scenarios all describe action research. The first, carried out by a single teacher, is individual teacher research. The second, conducted by a volunteer group working with a university professor and staff development officer, is collaborative action research. The third, involving an entire faculty in conjunction with a school consortium, is school wide action research. True to earlier concepts of action research, the work centres on the practitioner; this is research done by teachers and administrators.

Action research was here before, in the 1940s and '50s, developed by Kurt Lewin and his colleagues as a collective problem-solving cycle for improving organizations. The term action research captured the notion of disciplined inquiry (research) in the context of focused efforts to improve the quality of an organization and its performance (action). Today, action research remains a

powerful tool for simultaneously improving the practice and the health of an organization.

### **BENEFITS OF ACTION RESEARCH**

For teachers, principals, and district office personnel, action research promises progress in professionalization. The process allows them to experience problem solving and to model it for their students. They carefully collect data to diagnose problems, search for solutions, take action on promising possibilities, and monitor whether and how well the action worked. The cycle can repeat itself many times, focusing on the same problem or on another. The process can help develop a professional problem-solving ethos.

Action research can revitalize the entire learning community, as well as aid teachers in changing or reflecting on their classroom practices. It can support initiatives by individual teachers, schools, schools working with communities, and districts. In addition, more than one type of action research can be used in a given setting at the same time.

Selecting one type of action research over another has important implications for the school renewal process. From my work with action research as a consultant, coordinator, and researcher, I have gathered data on action research from 76 schools in three states. These data indicate that besides the obvious distinctions about how many people are involved, the three types of action research vary in their emphasis on achieving equity for students, improving the organization as a problem-solving unit, and developing collegial relations among teachers. Further, each type has different long-term objectives, purposes, and results. The key to selection is the purpose of the inquiry. Faculties and individuals choosing the type of action research that will best serve their needs should consider five elements: They are as follows:

- purpose and process
- support provided by outside agencies such as universities, etc.
- the kind of data utilized
- the audience for the research

- the expected side effects.

### **INDIVIDUAL TEACHER RESEARCH**

**PURPOSE AND PROCESS.** Individual teacher research usually focuses on changes in a single classroom. A teacher defines an area or problem of interest in classroom management, instructional strategies or materials, or students' cognitive or social behaviour. The teacher then seeks solutions to the problem. Students may or may not be directly involved in helping to generate alternatives and determining effects. If parents are involved, they are usually consulted as sources of information.

**OUTSIDE SUPPORT.** Individual teacher research is frequently inspired by university courses, a descriptive article about action research, or an encouraging supervisor, principal, staff development coordinator, or professor. Because support by administrators varies by site and by their personal interest in the area being explored, external agencies often provide teachers with the needed support. Sometimes the external agent acts as a mentor to the teacher.

**DATA UTILIZED.** Some individual teacher researchers use quantitative data, developing measures and forming and testing hypotheses. They experiment with different actions fashioned to address the problem, study and record the effects of those actions, and keep, modify, or discard ways of acting based on their findings. Some teachers use qualitative data in similar processes. A few teachers, operating more like phenomenologists, prefer to let the hypotheses emerge from the process.

**AUDIENCE.** The primary audience for the results of individual teacher research is the teacher conducting the research. If students have participated directly in the investigation, then they, too, form part of the primary audience. Whether the results are shared with secondary audiences through staff development presentations, professional conferences, school district newsletters, or articles in professional journals is at the discretion of the individual teacher.

**SIDE EFFECTS.** The effects of individual teacher research may or may not reach outside the classroom. Several teachers within the same school may be conducting action research on a similar topic, but they may or may not discuss their experiences and results. The amount of sharing depends on the collegiality of the individuals. Where such sharing occurs, collegiality at the school may be enhanced.

### **COLLABORATIVE ACTION RESEARCH**

**PURPOSE AND PROCESS.** Depending on the numbers of teachers involved, collaborative action research can focus on problems and changes in a single classroom or on a problem occurring in several classrooms. A research team might even take on a districtwide problem, but focus its inquiry on classrooms. The research team may include as few as two persons, or it may include several teachers and administrators working with staff from a university or other external agency. The team follows the same investigative and reflective cycle as the individual teacher-researcher.

**OUTSIDE SUPPORT.** Teachers and administrators often work with university staff, intermediate service agency personnel, or members of an educational consortium when doing collaborative action research. Collaborative action research frequently involves school-university partnerships and mutual support from each participating organization. The relationship is similar to the interactive research and development framework of the late 1970s.

Teachers engaged in collaborative action research generally volunteer to participate or seek out affiliation with local university personnel who have expertise in particular curriculum areas. Professors, district office personnel, or principals may recruit teachers to explore an area in need of improvement or to field-test promising approaches. Recruiting teachers for field-testing is especially prevalent when agency personnel initiate the study.

**DATA UTILIZED.** As in individual teacher research, the data utilized by collaborative action researchers may be qualitative or quantitative. Data are more likely to be quantitative if the central office or intermediate service

agency defines the study area. The larger collaborative research team might also use a greater variety of methods than the individual teacher-researcher and divide the labour, focusing on different dimensions of a problem. For example, in a study of disciplinary action, one member might survey parents, a second member might interview teachers, and a third might count referrals and organize them by cause and consequences.

**AUDIENCE.** The members of the research team are the primary audience for results from collaborative action research. Depending on their involvement in formulating and shaping the investigation, students and parents may form part of the primary audience. If the school administration, the district office, or a university sponsored the research, then these groups also form part of the primary audience.

Collaborative action researchers appear to share results with secondary audiences more frequently than do individual teacher researchers and participants in school wide action research. This may result from the involvement of university personnel in the process, who, besides providing support to teachers, are exploring their own areas of professional interest. Because their university positions require them to generate and share knowledge, university personnel often have more time to write about the action research experience and more opportunities to present the results. This writing and presentation is often done in collaboration with one or more of the participating practitioners.

**SIDE EFFECTS.** While the work between school or district practitioners and university personnel is collaborative and mutually beneficial, a major benefit to practitioners is the almost tutorial role university personnel play in helping them develop the tools of social science inquiry. Some groups stay together for several years, conducting several studies in areas of common interest, while their technical skills and expertise in inquiry continue to grow. Such collaboration also generally improves collegiality.

## **SCHOOL WIDE ACTION RESEARCH**

**PURPOSE AND PROCESS.** In school wide action research, a school faculty selects an area or problem of collective interest, then collects, organizes, and interprets on-site data. Data from other schools, districts, or the professional literature are funnelled into the collective decision-making process of the faculty, who then determines the actions to be taken. The process is cyclic and can serve as a formative evaluation of the effects of the actions taken.

School wide action research focuses on school improvement in three areas. First, it seeks to improve the organization as a problem-solving entity. With repeated cycles, it is hoped that faculty members will become better able to work together to identify and solve problems. Second, school wide research tries to improve equity for students. For example, if the faculty studies the writing process in order to offer better instructional opportunities for students, the intent is that all students benefit. Third, school wide action research tries to increase the breadth and content of the inquiry itself. Every classroom and teacher is involved in collective study and assessment. In addition, faculty members may involve students, parents, and even the general community in data collection and interpretation and in the selection of options for action.

A school executive council or leadership team composed of teachers and administrators often shares the responsibility for keeping the process moving. These leaders spur the collecting, organizing, and interpretation of the data, disseminate on-site data and applicable professional literature for collective analysis and study, and support the actions selected for implementation by the learning community.

**OUTSIDE SUPPORT.** School leadership teams or district administrators often initiate school wide inquiry because of their affiliation with a consortium that promotes action research as a major school improvement strategy. Through exposure to consortiums such as the Centre for Leadership in School Reform in Kentucky or the League of Professional Schools in Georgia, school leaders read about school wide inquiry, attend awareness sessions, or discuss it with

peers who are using it. They then work to apply school wide inquiry in their home settings.

**DATA UTILIZED.** The data gathered from studying the school site and the effects of actions taken may be quantitative, qualitative, or both. The data collection can be as simple as counting types of writing elicited from students or as complex as a multi-year case study. Faculty members might divide the labour as in the case of collaborative action research. They might also reach out to other schools studying similar problems and trying the same or different solutions.

For greatest effect, the data should be collected regularly, and evaluation of actions taken should be formative. Relying on summative evaluations such as yearly norm-referenced tests will lessen the dynamism of the process. Standard tests, however, can be used to corroborate the results of the formative studies. In almost all cases, multiple assessment measures are needed.

**AUDIENCE.** The audience for the results of school wide action research includes all the primary participants, at least the total school faculty. The faculty may decide to expand this audience to include students, parents, the general community, and the school board.

**SIDE EFFECTS.** Collective action may be the most complex type of action research, requiring participation from all members of the faculty. This complexity, however, generates important side effects: the faculty learns to build collegiality and to manage the group process. Teachers reflect on aspects of curriculum and instruction they might not have if they had worked alone.

School wide action research may feel messy and uneven, and conflict may arise during the first few cycles, but this is to be expected when a diverse community is learning to apply a complex process. Collecting school wide data on an instructional initiative requires trust and mental and physical collaboration. Marshalling the efforts of all both takes and provides energy.

Sharing the results from individual classrooms requires patience and understanding toward self and others.

### **REFLECTING ON ACTION RESEARCH**

In recent years many teachers and administrators have engaged in productive curricular and instructional improvement through each type of action research. Part of the promise inherent in the action research format is support of the current movement toward site-based decision making. In many cases, collaborative relationships have increased between school personnel and members of central district offices, intermediate agencies, and university personnel. Using school wide action research has increased the problem-solving capabilities of schools, and even districts.

As knowledge about the process accumulates and we explore action research, we will be better able to guide our school improvement efforts. Assuming that the trend toward action research continues and more and better studies about its effects are produced, we will be able to make more informed assessments of its influence on student opportunities to learn. These results should be positive, for action research has the potential to generate the energy and knowledge needed to support healthy learning communities. Our challenge as educators is to make this potential a reality.