

SCHOOL MANAGEMENT AND ORGANIZATION



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SCHOOL MANAGEMENT AND ORGANISATION

Chapter 1

MEANING, NEED AND ROLE OF SCHOOL ORGANIZATION

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

—John Dewey

Q.1. Define the term educational management. Discuss the need of educational management.

Ans. Meaning of Educational Management

Educational management operates in educational organizations. There is no single definition of educational management because its development has drawn heavily or several disciplines like—Economics, Political Science and Sociology. As **Tony Bush**, puts it, “*Most of the definitions of educational management which have been offered by writers are partial because they reflect the particular sense of author. Those which attempt a broader approach are often bland*”.

Definitions of Educational Management

According to **Paul Monroe**, “*School management, as a body of educational doctrine, comprises a number of principles and precepts relating primarily to the technique of classroom procedure, and derived largely from the practice of successful teachers. The writers in the field have interpreted these principles and precepts in various ways, usually by reference to larger and more fundamental principles of Psychology, Sociology and Ethics*”.

According to **Shelly Umana**, “*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 known when we have done. Management is not an arcane mystique. It is a method of operation. Good management should result in an orderly integration of education and society*”.

According to **G. Terry Page** and **J. B. Thomas**, “*The educational management is the Theory and practice of the organization and administration of exiting educational establishment and systems*”.

Need of Educational Management

While writing about the purpose of educational management **Kandel** says, “*Fundamentally the purpose of educational management is to bring pupils and teachers under such conditions as still more successfully promote the ends of education*”. **Sir Graham Balfour** writes very aptly, “*The purpose of educational management is to enable the right pupils to receive to the right education from the right teachers, at a cost within the mean of the state, which will enable pupils to profit by their learning*”.

In democratic country like ours, educational management is a necessity. Some suitable, stable elements are properly motivated and organised in the machinery becomes necessary to withstand and survive the changes and upheavals caused because of change of Governments. Superior educational management, in fact is so basic to the satisfactory functioning of democracy. Errors of judgement can be retrieved in a farm or factory but these can be fatal when we are concerned with the moulding or

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

Besides, with crores of children being educated in educational institutions, with thousands of teaching and other personnel working in them, with huge sums of money being spent on education, is absolutely necessary to evolve an efficient system; of educational management at all levels—national, state, local and institutional. So that light of education penetrates in every corner of this country to make the dream of a democratic, socialistic state a reality as early as possible.

Obviously, 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 right of citizens.

Q.2. “Educational management is a teaching-learning process”. Discuss.

Ans. Educational Management of Teaching-Learning Process

I. K. Davies and **Thomas** have given the new concept of management of teaching-learning. This concept is based upon modern theory of organization. It is task and relationship-centered. This has two types of teaching activities.

First activity is to organize teaching learning situations and second activity is to perform teaching learning tasks. **Bertrand Russell** has pointed out these two teaching activities—

“First altering the position of matter at or near the earth’s surface, relative to other such matter—second is to tell other people to do so”.

Davies calls the teacher as a manager because he has to organise teaching activities first and then he has perform these activities in the teaching process. He has described the four major activities which he performs in four steps—

1. First Step : Planning—Before going to the classroom, teachers analyse the content or topic into its elements which are arranged in logical sequence. He formulates his teaching objectives in behavioural terms. He selects the appropriate teaching strategies. This step consists of 1, 2, 3, 4, 5, 6, 14 and 15 activities of teaching learning process as given above list. Teacher must have knowledge and skill about these activities, then he may be able to solve the problems of learning system and can make his teaching effective. The planning is an important step of managing teaching learning.

2. Second Step : Organizing—This is the second step of managing teaching learning process. The learning sources and organized by the teacher so that he can achieve the objectives successfully. The effective and economical resources are used. In this step learning environment and learning structures are generated by the teacher for realizing the learning objectives. The teacher has to take decision about teaching strategies, teaching aids and tactics of teaching. In this way, this step includes two major activities—seven-organizing learning resources and eleven-learning and teaching system. This step requires the training of teaching skills and practising teaching skills, then the teacher can make his teaching effective. The main problem of this step is to integrate teaching and learning resources.

3. Third Step : Leading—The teacher’s task is to motivate the students-activities. In managing teaching-learning process, the teacher encourages and praises the students-activities and behaviours so that they can learn by being active and learning objectives can be achieved. The leading is an individual activity. The most important aspect is that, how does a teacher motivate his students in learning process? The main task of teacher is to encourage, to guide and to observe the students activities so that the learning objectives may be achieved.

The leading step involves the various types of instructions and teaching tactics. The appropriate teaching tactics are selected by considering the learning situations. The teacher has to make use of his imagination, creativity and experiences.

In this way the leading step includes activities—(1) Selecting appropriate teaching strategies and (2) Encouraging and motivating the students-behaviour activities, the teacher should have practical knowledge and understanding about the theory of motivation and techniques of motivation. The students-needs are considered about taking decision for strategy of teaching and technique of motivation.

4. Fourth Step : Controlling—Controlling is also the duty of a teacher. Teaching is incomplete without this step. The teacher takes decision about the success of organizing and leading steps that how far these activities of teaching can be achieved the learning-objectives. If they cannot achieve the objectives successfully the teacher has to revise or modify his teaching activities of these step and has to apply again in teaching process.

This step includes—The following activities 10-evaluation of teaching system, 12 observing the learning system and 13-modifying the teaching-learning system. This step requires practical knowle-dge of measurement and evaluation strategies, only then the teacher evaluate the workability of organizing and leading activities. He should have the knowledge and skill for developing the criterion test. ●

Q.3. Explain the meaning and nature of educational planning.

Meaning of Educational Planning

According to **Hagman and Schwartz**, “*Planning selects among alternatives, explores routes before travel begins and identifies possible or probable outcomes of action before the executive and his organization is committed to any*”. Educational planning has been one of the early instruments of independent governments. Resources have to be used as effectively and systematically as possible. A considerable amount of pressure forms both the donors of aids and international organizations made adoption of some form of planning unavoidable. UNESCO and the World Bank become early promoters of a functional educational planning mechanism as a condition or external assistance.

Educational planning is a process utilized by a administrator while performing the role of a leader, decision-maker, change-agent and so on. It is a basic management task. It is a means of achieving higher levels of effectiveness. Its uniqueness lies in its future-orientation or anticipation mode.

Nature of Educational Planning

The following viewpoints have been utilized by the experts to understand and explain the meaning and nature of planning—

1. Forecasting—Educational planning is describing or defining or determining events, conditions and needs of some future point in time. It implies forecasting or projections of important factors in education such as number and types of students and expansion of facilities needed for them.

2. Interpretation—Educational planning should also call for interpretation of future's data and its translation into competencies or operational capabilities demanded to maintain effectiveness under the conditions anticipated.

3. Goals and Objectives—Educational planning is a means of generating relevant present and future goals and objectives for the organization.

4. Decision-Making—Educational planning is the preparation or pre-courses in the decision-making process. It is to help determine the optimal decision or choice rendered. While educational administration is mostly decision-making, planning in education is only the other side of it.

5. Operations Optimization—Educational planning is operations optimization or performance improvement. It is for the enhancement of existing conditions rather than for those that exist in the uncertain future. It is to guide the actions of the operations. It must result into standard operating procedures, operations manuals, administrative guidelines or system and policies.

6. Problem Prevention—Educational planning is a kind of contingency anticipation or problem-prevention. It should minimize the magnitude of an educational problem likely to be encountered at some future point in time. It should spell out the procedures to be followed if some crises or contingencies arise.

7. Management Change—Educational planning is a part of organization renewal. MBO, PERT and various other forecasting techniques are part of the process of educational planning. It provides a mechanism, a model or a tool for achieving specific objectives of an organization.

8. Complexity Resolution—Educational planning is complexity resolution, a process for coordination and control. It is interpreted as a means of coping with complexity or co-ordination of facets of such projects. Planning has been defined by **Dror** as “*The process of preparing a set of decisions for action in the future directed at achieving goals by optimal means*”. It relates to decision-making. **Knezevich** defines it as a “*set of formal and rational activities that seek to anticipate conditions, directions and challenges at some future points in the time for the purpose of enhancing the readiness of the personnel and organization to perform more effectively and attain relevant objectives by optional means*”. This definition contains four important characteristics of planning (a) future orientation, (b) goal orientation, (c) related to performance enhancement and (d) goal achievement by optimal means. Most people prefer to describe or define planning, ‘to make plans’. They emphasize the plans as the product of planning. If a plan has been prepared it means that they have done planning. However, planning means more than the development of plans. It is a process resulting into a product. But plan and the process of preparing the plan are future-oriented. Planning seeks to gain some control over future developments.

Q.4. Enumerate the characteristics and principles of educational planning.

Ans.

Characteristics of Educational Planning

The following are the main characteristics of educational planning—

1. Choice of Best Alternative—Modern educational planning is a logical, systematic and scientific process different from the elementary kinds of procedure utilized in the past of bringing about changes in the systems of education. Earlier adhoc decisions were taken by the administrators to solve immediate problems faced by them.

2. Team Work—Modern educational planning emphasizes that only the top administrator or the government should be involved in planning. Planning should be a responsibility of all people concerned with the desired change. A team of experts, responsible people and those who are to implement the plan should determine the goals and appropriate ways of attaining them.

3. Social and Economic Goals—Modern educational planning emphasizes that the goals of a democratic society should be social and economic concerned with the welfare and progress of all citizens rather than the selfish goals of some special interest groups,. The expected goals of the society and needs of children and young pupils in the schools and colleges should be the broad frame of reference.

4. Co-operation—Modern educational planning emphasizes involvement of representatives of most of the concerned sectors of the society in the process of planning. Co-operative planning is considered an important principle of planning in all fields.

5. Anticipation—Modern educational planning anticipates probable developments and needed change in future, much ahead of time so that proper facilities, supporting media and required resources for implementing the planned change may be secured. Thus, relevant changes and efforts are avoided and the changes are effectively implemented.

6. Remedial Measures—Another characteristics of modern-education planning is that it is remedial and guidance-oriented. With appropriate planning procedures it is possible to identify maladjustments or deficiencies in the system that causes educational problems. Identifying cause of the educational problems and suggesting relevant solution is the main objective of educational planning.

7. Scientific Changes—Changes made on adhoc piecemeal basis to solve immediate problems may create some kinds of problems in course of time. Hence, modern educational planning carefully

and objectively collects data, interprets and analyses inter-relationships between present and future needs. It also interprets analysis inter-relatedness of the various components of the social and educational system.

Principles of Educational Planning

The following principles of educational planning are formulated—

1. Educational planning must be one aspect of general national planning.
2. Research is based planning based on system analysis.
3. Planning must be a continues process.
4. Planning should find a definite place in educational organization.
5. Planning should take into consideration resources and establish conditions of work.
6. Planning must be realistic and practical.
7. Planning must involve active and continuing participation of all interested individuals and groups.
8. The content and scope of planning should be determined by the needs of the individuals and groups to be served.
9. Planning should utilize the services of specialists without allowing them to dominate.
10. Planning should provide opportunity for all persons and groups to understand and appreciate the plans.
11. Planning should provide for continuous evaluation.
12. Planning should have opportunity for modification for further action.



Q.5. What is school Organization? Describe its functions.

Ans.

Meaning of School

Etymologically the word school is derived from the Greek word 'Skhole' which means leisure. In ancient Greece leisure places were used for self-development. Gradually these places came to be known as schools where teachers under a pre-planned system used to give specific dozes of curriculum during a fixed time. The four walls, the furniture and other educational materials came gradually. Throwing light on the word leisure **A. F. Leach** writes, "*The discussion forums or talking shops where the youth of Athens spent their leisure time in sports and exercises, in training for war, gradually crystallized into school of philosophy and the higher arts. In the leisure aspect in the trim gardens of the academy, schools developed.*"

Definition of School

1. According to **John Dewey**, "*School is a special environment, where certain quality of life and certain types of activities and occupations are provided with the object of securing the child's development along desirable lines*".
2. According to **J. S. Ross**, "*Schools are institutions devised by civilized man for the purpose of aiding in the preparation of the going for well adjusted and efficient members of societies*".
3. According to **T. P. Nunn**, "*The school must be thought of primarily not as a place of learning where certain knowledge is learn but as a place where young are disciplined in a certain form of activities namely, those that are of the greatest the most permanent significance in the wider world*".

The school is a place where experiments in life are carried on and where the minds of the future citizens are moulded, and the habits, attitudes and outlook of those are formed that are to shape and preside over the destinies of nation. School is the epitome of the life outside. Its function is to simplify, purify and balance the activities of the society.

Meaning of School Organization

1. According to **Ryburn**, “Organization simply means the practical measures which we take to ensure that the system of work we use will be the greatest possible assistance in carrying out our aims and of the greatest benefit to our children”.
2. According to **J. B. Sears**, “Organization is a machine for doing work. It may be composed primarily of persons, of materials, of ideas, of concepts, symbols, forms, rules, principles or more often, of a combination of these. The machine may work automatically or its operation may be subject to human judgement and will”.
3. According to **Prof. H. G. Stead**, “The organization is that agency by which we achieve the desired objective”.

Organization is an organised body or system or structure of arrangement or framework or manner of being. School organization is concerned with the process of regulations, forms, calendars, schedules, arrangement of material and human equipment and other facilities of work.

Functions of School Organization

1. Providing the human equipment headmaster, teaching staff, ministerial staff and menial staff.
2. Providing the material equipment such as building, furniture, farms, laboratories, library, museum, art gallery etc.
3. Preparing the curriculum for the different classes.
4. Organization of a systematic co-curricular programme.
5. Preparing time-table.
6. Maintaining discipline.
7. Organization of library, museum, hostel etc.
8. Organization of health and physical education.
9. Organization of exhibitions and museums.
10. Organization of guidance service.
11. Maintaining the school records.
12. Providing various auxiliary services like mid-day meals, school uniform, text books etc.
13. Coordinating the work of home, school and community.
14. Supervision of school work.
15. Evaluation of pupil achievement.
16. Financing and budgeting.
17. Co-operating with departmental authorities and implementing the orders of the higher educational authorities.

In short, anything and everything having to do something with the education of the child through the agency of the school will be included in school management.

Q.6. What is the need of school organization?

Ans.

Need of School Organization

1. **For redefinition of educational objectives**—An important need of the educational organization is to take cognizance of modern developments in redefining the aims and objectives of education in the light of the particular situation facing a nation. The people's hopes and aspirations as well as social and economic pressures determine the objectives of education from nation to nation. In modern times, some other factors have also influenced educational objectives. Explosion of knowledge, advancement of science and technology, social mobility, etc., have compelled revaluation of the old objectives. The former religious and cultural emphasis is now being replaced by political and economic considerations.

2. For deciding priorities—Having redefined the educational objectives the educational organiser has to assign the priority or decide the order of importance of each objective. He has to face the claims of different classes of experts. The educationist would like to develop the capacities of the individual as a man, so that besides successfully occupying his position in society he may appreciate his cultural and spiritual heritage for a fuller and richer life. The economist would like educational effort to concentrate on the capacity for exploitation of the nation's natural resources and scientific achievement for increasing the individual's productivity of goods and services for a higher standard of living. The sociologist would like to develop the individuals' capacity for getting more and more knowledge to make pure scientific discoveries. The politician would want to educate the individual as a citizen and expect him to make all sacrifice for the nationalist cause.

The organiser has to strike a balance among them. The priorities should be kept flexible so that with the change in the national situation the necessary modification may be smoothly made.

3. For providing not only more educational facilities but also more services—The school enrolment is rising and the demand for education continues to grow as it is extended to the lower strata of society. Our national policy of democracy, socialism and secularism is committed to universal education up to 14 years of age and as the country achieves greater development the age for compulsory education will have to be raised. This necessitates provision of more and more buildings, equipment, personnel and other facilities and a differential education to meet pupils' individual differences of needs, capacities, interests and attitudes. The educational organiser has to recognise this need and provide for it.

With the growing complexity of life education cannot remain contented with instruction alone. The school has to cater to more varied youth welfare services, such as health and recreation, mental hygiene and work experience, guidance and counselling, etc. The organiser has to look ahead of five to ten years, foresee requirements and plan for them.

4. For securing the co-operation of the education workers to tackle important educational questions—The organiser is interested in the maximum use of the scarcely available financial and other resources. He naturally wants the curriculum and methods of education to make a favourable impact on the budget. He is justified in asking whether the teaching-learning process cannot be accelerated so that what could be done in say ten years may be achieved in eight. He wishes the method and techniques to be so devised as to require a lesser number of teachers to teach a larger number of pupils. He is also keen that educational equipment and teaching aids be made less expensive. He wants all this to effect a saving in the financial input, yet ensuring a better output. In other words, planning aims at better utilisation of resources, more efficient and less expensive methods and techniques, richer curriculum completed in shorter time, a lesser number of teachers teaching more pupils and improvement in the overall efficiency of education at lesser cost. These questions offer a big challenge to the educational experts, the teachers, supervisors and administrators, because they alone are capable of solving them. The organiser should, therefore, secure their full and whole-hearted co-operation and participation in the planning process.

5. For bringing about gradual social change—Education is a powerful instrument of social change. In a democracy we prefer an evolutionary to a revolutionary change. Education can play this role effectively only when the planners and administrators are clear in their minds about the degree and direction of desirable social change during the foreseeable future. The means of securing these changes should be well considered and they should be an inbuilt feature of educational organization.

6. For imposing certain restriction—Social demand for education is universal. Every parent wants his children to receive the best and highest possible education through unrestricted educational opportunities. Parents consider the type and level of education that their children should receive as their personal concern. Such desires of parents conflict with three opposite forces. Firstly, their wishes

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have to be restricted because of the limited national resources available for education. Secondly, their wishes are quite often not in consonance with their children's capacities and aptitudes. Thirdly, if their wishes are not restricted to the needs and demands of society they will lead to social confusion and chaos, defeating the very purpose of planning. It is, therefore, clear that the educational organiser has to rationalise and balance four things—the parent's desires, the nation's resources, the children's capacities and aptitudes, and the needs and demands of society. Organization has to impose some necessary restrictions. However, unpalatable, these restrictions are an essential part of the very process of organization which must take into consideration the scarce resources, their purposeful allocation and proper utilisation in relation to specific objectives.

7. For securing co-operation of the community—The above-mentioned restrictions are bound to have sharp reactions. This has to be compensated to avoid frustration and failure. The organiser will, therefore, do well to secure the co-operation of the community in the matter of framing and implementing of the plans through group discussions and group decisions. He should provide opportunities for wide participation in arriving at responsible collective decisions. It is also necessary to educate the parents and the public about the significance of the educational plans. Participation will bring about the community's active interest, enthusiasm and moral support in educational matters. It will also encourage the much needed voluntary effort to supplement the state enterprise.

8. For equalising educational opportunities—In a large country like ours there are probabilities of unequal distribution of wealth and other resources. There are bound to be pockets of backward areas and groups of under privileged communities. In the broader national and social interests these inequalities have to be removed. The educational organiser has to pay special attention to rectify these imbalances by providing equal educational opportunities, which in democracy means opportunities appropriate and according to the special needs of the particular community.

9. For utilising the available financial resources to the maximum—All over the world there is a cry for allocation of more and more funds for education. It is specially so in developing countries like ours. The demand for education has increased manifold, which even wealthy nations are finding difficult to cope with. Here arises the problem of the 'economics of education'. There is always a scarcity of financial resources available for education. The organiser has, therefore, to ensure two things. First, he has to stretch every rupee to the maximum possible limit. Second, he has to see that the input-output ratio is satisfactory. In other words, he has to make sure that the available resources of both money and materials are being put to the best and maximum possible use.

10. For taking into consideration the overall national requirements for funds—Education is not alone in demanding more funds; industry, commerce and other national activities for development are clamouring for more money for investment. Without entering into the justification or otherwise of these rival claims, one can safely say that educational organization has to fit itself in the broad national perspective of developmental plans. Ultimately, the educational organiser has to cut down the demands to the minimum, so that only very essential projects and activities of real and practical utility find a place in the plan. In discharging this economic responsibility he has to face the uphill task of satisfying the educationist, and in the process he may even have to incur his displeasure. But, he should not feel shy of this in the greater national interest.

11. For ensuring the economic viability of the educational product—Of great significance to education is its objective to promote the economic productivity of the individual. Economic development of a nation is closely related to the development of its human resources. This development is marked by two qualifications. The manpower should be developed according to the nation's needs and at the same time it should be balanced so that there is no disproportion of one or the other type of manpower. The present excessive production of men suitable only for the white collar jobs is a glaring example of wastage of precious resources.

Imbalance in the development of manpower leads to the great evil of unemployment. Today's educated youth not only remains unemployed because of his aimless and unplanned education, he also proves a social parasite and a stumbling block in the nation's economic growth. The educationist cannot ignore any more the problems of unemployment and underemployment, for these have far-reaching social and political repercussions. He must co-operate with the educational planner to see that scarce resources are not wasted, that the manpower trained by education is useful for the nation's economic development and that the human resources are synchronised with the nation's needs.

12. For providing the growth of knowledge and technology—In recent years there has been considerable expansion of scientific and other knowledge as a result of which technology has undergone a rapid change. Means, methods and materials of production have changed because of rapid industrialisation. As a consequence, old occupations are dying out and new ones springing. The educational organiser has to exercise his vision as to what the shape of economy and economic production would be, say ten years hence, so that today's education may not produce tomorrow's misfits. Here comes the need for continuing life-long education. The economist, the educationist and the planner have to join hands for providing growth of knowledge and technology. ●

Q.7. Define organization. Discuss the characteristics of organization.

Ans.

Definitions of Organization

1. According to **Fraser**, “Simply stated an organization consists of deliberate arrangements among groups for doing things....(a) arrangements for co-ordinating the activities of (b) coalition of groups that have a collective identity for (c) pursuing interests and accomplishing given tasks, and (d) co-ordinated through a systems authority”.
2. According to **Corwin**, “An organization can be defined as (a) stable patterns of interaction (b) among conditions or groups having a collective identity (e.g., a name and location), (c) pursuing interest and accomplishing given tasks, and (d) co-ordinated through a system of authority”.
3. According to **Peter M. Blau** and **W. R. Scott**, “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 process of which educational organization are a part”.
4. 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 characterized 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”.
5. According to **Meltzer**, “Organizations are complex systems made up of psychological, sociological, technical and economic factors which requires intensive investigations”.

Characteristics of Organization

The main characteristics of organizations are as follows—

1. **Large, Complex and Highly Specialized**—In the ancient days, man's social institutions were primarily established on an informal face-to-face basis. Upto medieval time, the feudal system provided the primary social system to which the individual belonged. 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 towards more complex organizations is moving in a large way.

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

3. Contrived—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 like teaching, law and medicine were carried out in a non-organizational context in close interpersonal relationships with clients. This was different from today's bureaucrats or 'organizational men'. "*Within of social life. It is essential to analyses and interpret this within organization environment*" reflected in the climate of the organization to understand a modern organization, may it be a school or a teacher education institution.

4. Managerial or Administrative Function—With primitive and informal social organization, the administrative functions was simple. With the organization, the administrative functions were simple. With the growth of complex organization, the administrative function has assumed great importance resulting to the development of new organization theories and concepts of administrative practices during the twentieth century. 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*". They emphasized achieving efficiency through structuring and controlling the human participants, close supervision of participants and co-ordination. They failed to consider many of the environmental influences upon the organization and many important internal aspects.

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 a system. Systems may be closed or open. An open system is in interaction with its environment. Social system 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 essential 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 pressures and task requirements, shared values and expectations and various rules enforce a unique quality of organization. The roles, norms and values furnish three inter-related based of the integration of social system determining the psychological environment of the organization.

Q.8. What is organization? Explain the role of school organization in education.

Ans.

What is Organization?

Scott defines organization in these words, "*Organizations are defined as collectivities that have been established for the pursuit of relatively specific objectives on a more or less continuous basis*". Other features include relatively fixed boundaries, a normative order, authority ranks, a communication system, and an incentive system which enables various types of participants to work together in the pursuit of common goals. **Hall** adds to this one more dimension—the environment as the environment affects the inputs and outputs of the organization.

Characteristics of Organization

Modern social, educational and business institutions have emerged as complex, massive systems. This trend towards more complex organizations, is basic in all human societies, and is moving in a large way through many cultures. Societies are not static. They are continually changing. New social

forms emerge; old ones modify their forms, change their traditional functions and acquire new meanings. This growth of large scale organizations has resulted into a changed organizational climate which affects the effectiveness and productivity of all organizations.

Educational Organization

Interdependence Administration

Organization and administration are greatly interdependent. Good administration depends to a large extent on good organization. Good organization determines the degree of success in administration. If organization is just like setting up a machine then its proper functioning and operation may be compared to administration. One in the absence of other is meaningless. Nevertheless they are not identical. In other words organization determined the degree of success in administration.

Distinction from Administration

1. Administration is primarily concerned with management—with the conduct, operation and management of an enterprise. Organization is primarily concerned with the pre-execution stage—the stage which involves collection and co-ordination of materials and resources so as to be put into operation, whereas administration is execution stage.

2. The organizational aspect is primarily concerned with making arrangements that permit the beginning of purpose realisation; the administrative phase is concerned with actual conduct and operation of the arrangement made available through organization. Thus, construction of a school building and procurement of different supplies and equipment would be a matter of organization, making proper use of those things would be a matter of administration.

3. **Elsbree** observes, “*The organization of a school is the administrative expression of educational theory*”. The educational theory leads to educational attained through the efforts of the administration. The organization is a structure or plan. The creation of it is the function of administration.

4. The appropriate procedures, which are to be followed in the organization or even to create the organization so that basic policies may be implemented, are planned and executed by the administration.

Role of School Organization

Gullick stated seven activities, viz., planning, organising, staffing, directing, co-ordinating, reporting and budgeting, which enter into the two phases. It may be difficult to say which one of them exclusively belongs to this or that phase. Organization may be poor to begin with. It can be improved upon by the administration. Organization is a part of administration. We cannot have administration without organization. If one were to compare the organization and administration to a healthy body and its daily work, one would not be far from understanding their exact relationship: Health is a pre-requisite of a successful human being. Without it, most of the proposed work would remain unaccomplished. ●

Q.9. Define educational supervision. Discuss the characteristics of educational supervision.

Ans. Definitions of Educational Supervision

Educational literature abounds with many definitions of supervision given at various times. Through these definitions their authors have tried to put forth neither respective view points with particular emphasis on some focal point that would give a complete idea of supervision. Here are a few definitions—

1. According to **Jesse B. Sears**, “*Slowly we came to the practice of supervision without authority to command, supervision at once became highly responsible and friendly the supervisor, a co-partner with the teacher in the joint task of improving instruction*”.

2. According to **A. S. Barr**. “*Supervision is an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth*”.

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3. According to **Chester T. McNerney**, “*Supervision is the procedure of giving direction to, and providing critical evaluation of the institutional process. The end result of all supervision should be to provide students at all levels with better education services*”.

4. According to **T. H. Briggs** and **Joseph Jusman**, “*In general, supervision means to co-ordinate, stimulate and direct the growth of the teacher in the power to stimulate and direct the growth of every individual pupil through the exercise of his talents towards the richest and the most intelligent participation in the civilization in which he lives*”.

5. According to the **Secondary Educational Commission**, “*In our view 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 the advice and recommendations*”.

6. According to **William A. Yeager**, “*Supervision is now conceived as process has for its purpose the general improvement of the total teaching-learning situation*”.

7. According to **H. R. Douglass**, “*Supervision is the effort of 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 instruction, so that they will be better able to stimulate and direct each student's continued growth toward a rich and intelligent participation in society*”.

8. According to the **National Union of Teachers**, “*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*”.

Characteristics of Educational Supervision

The following are the main characteristics of supervision—

1. It is a creative and dynamic experts technical service.
2. It provides leadership with extra knowledge and superior skills.
3. It promotes co-operative educational efforts in a friendly atmosphere.
4. It gives coordination, direction and guidance to teacher's activities.
5. It stimulates the continuous growth of teachers and development of pupils.
6. It improves instruction and the teaching-learning situation and the process, and
7. It helps achievement of appropriate educational aims and objectives.

Thus, 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.



Chapter 2

CHANGED FORM AND OBJECTIVES OF SCHOOL MANAGEMENT

"Management may be defined as the art of securing maximum prosperity with a minimum of effort so as to secure maximum prosperity and happiness for both employer and employee and give the public the best possible service".

—John. F. Mee

Q.1. Indicate the principles and scope of school management.

Ans. Principles of School Management

India happens to be the largest democracy in the world. To make democracy successful, we have to revitalize and recharge our schools to the full. Schools will be able to add tempo to the struggling democracy if the following principles are taken into consideration while administering them.

1. Democratic Philosophy of Education—In his Report on Indian Administration, **Paul H. Appleby** has emphasized the need for a philosophical but simple theory for administration for a country which is determined to create a welfare state. If philosophy is necessary for general administration, it is all the more so for educational administration which is seeking to fashion a new pattern of education suited to the needs and aspirations of modern India. In a educational institution in a democracy, the administrator is a friend and a guide. He consults his colleagues, honours their opinions, confers with them in staff meetings, meets them informally in gatherings and clubs. He is one among the quails. He recognizes the worth of each individuals child, finds out his potentialities and gives him help and guidance according to his requirements. Thus the total managements becomes a joint show of the headmaster, teachers, and pupils. Everybody has a clear consciousness and realisation of the purpose of democratic philosophy with which the school is administered.

2. Freedom—Enough freedom should be given to all to exercise their power and talents. The power of critical thinking, an important requisite of democracy, can only be cultivated by individuals in an atmosphere of freedom. The headmaster should given due recognition to any signs of display of resourcefulness on the part of teachers. They should be free to questions, offers constructive suggestions, conduct fresh experiments, and bring about healthy changes. The pupils should also be allowed enough freedom to rise to the full stature of their abilities.

3. Student-Centred—All educational management must be largely student-centred. The purpose of all educational endeavour is the welfare of the students. This 'flesh and blood' should never be lost sight of in the midst of facts, figures and files. Enough, opportunities must be provided for the wholesome development of the students. Whatever is done in school should be of the students, by the student and for the students.

4. Flexible, Adaptable and Stable—Educational management must hold fast to the good, change what requires changing and be fertile in considering individual differences in all personalities involved.

Democracy can only become real through its educational institutions, which will teach its children the democratic way of life. There must pervade an atmosphere of justice, freedom, and cooperation in the educational institutions, only then good training in leadership and followership can be given.

Scope of School Management

By scope, we mean the sphere within which functioning of educational management takes place. The scope of educational management today is as vast as that of education itself. Any activity conducive to the achievement of educational goal is a part of educational management. Such activities could be at the school level, at the college level, at the university level or at the control level. Anything done to improve the quality of education at any stage may be ranging from the supply of material, human and financial resources to the highest cultural or academic needs—comes under the scope of educational management. Hence we shall consider the scope of educational management under the following three heads—

1. Goal Development—The educational system is sub-system of a society, and therefore the society not only provides human and non-human resources but also certain expectations that the system of education will achieve certain goal. Since society is in a constant process of change, needs of the society change and so do the goal specifications. It is necessary for the educative process to be responsive to these changing expectations and it is through the educational management system that persons involved in the process of management can continuously examine, evaluate and change (if appropriate) the goals of education.

2. Programme Planning and Actualization—According to the **Oxford English Dictionary**, “*Planning is to design some action to be done before hand*”. **Philips** regards it is “*the process of setting in advance a pattern of action to bring about overall national policies by the closest possible means and ends*”. Thus we can say that planning is the process of preparing a set of decision for action in the future and directed towards realizing some goals by the best possible means. The essence of planning is an appraisal of a many operational alternatives as possible and then selecting the best for launching action. “*Planning selects among alternatives, explores routes before travel begins and identifies possible of probable outcomes of action before the executive and the organization is committed to any*”.

According to the **Education Commission** (1964-66) Planning at the first two stages, *i.e.*, national level and state levels alone suffers from some deficiencies such as (i) lack of emphasis on local issues in educational development, (ii) non-involvement of educational workers and (iii) overemphasis on expenditure-oriented programmers. Planning at the local level, *i.e.*, college level is only to offset these drawbacks. Planning at the college level does not mean that the principal or a few of the members of the faculty prepare the plan for various activities of the college. Instead it is a cooperative endeavour of all those who are involved the implementation of the plans not only members of the faculty, teaching and non-teaching, but even the students, the parents and the local communities must be associated while planning of the programmes.

The goals that are developed by the management system become the rationale for programme planning and actualization. Programmes represent the intended engagement opportunities for students who are to be educated. The responsibility for the planning and actualization of programmes rests on the management system. It is therefore essential that the management system should provide technological support to the educative process in the form of consultations and services. The management system should initiate, coordinate, provide services and to be part of these activities.

3. Organization—Organization has been a major problem in the field of education. The debate over the control of education has over and again raised the salient issue of how educational machinery should be best organized, politically, professionally and administratively. Here too, as in several other vital areas, education is handicapped by tradition. If conventional biases and prejudices can be replaced by decisions made logically and scientifically, with the achievement of objectives as the only consideration modern principles and techniques of organization will provide as basis for effective distribution and coordination of functions.

Q.2. What are the characteristics of present school management? What practical measures are to be realised?

Ans.

Present School Management

1. Flexibility—One of the essential characteristics of successful school management is its flexible character. The manager 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 administration. The framework of administration should provide enough scope to the administrator to help the needy student, and the needy teacher, to change the time schedule to suit the weather to meet any emergency. A word of caution here. Flexibility does not mean that the administration should be in a fluid condition without any specific norms or standard rules and regulations, creating confusion and chaos at every step. What is meant is a proper balance between rigidity and elasticity?

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

3. Conformity to the social and political philosophy of the country—There must be close connection between school management and the social and political philosophy of a country. It must adjust itself to the impact of new ideals, new patterns and new mores 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 decentralised by regimentation due to political philosophies of the respective countries. In India, school administration has to be democratic because of political democracy in the country.

4. Efficiency—Successful management is that which results in maximum efficiency. This will be possible only when human and material resources are properly utilised—right man at the right place; right work at the right time, every activity and project is well planned and well executed.

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

School management must facilitate education. It exists for pupil and its efficiency has to be measured by the extent to which it contributes to teaching and learning. ●

Q.3. Explain the concept of school management and describe its characteristics.

Ans. Since the 1950s educational administration has become a field of study in its own right. As an applied field it has much in common with other applied fields such as medicine, engineering, etc. It builds upon psychology, sociology, economics, political science and other behavioural sciences. For the past twenty to thirty years emphasis has increased on the development of theory and research in educational administration. Also it has increased understanding of educational organization and the people working in them yet, there is much to be achieved.

With the beginning of 1970s a new era has emerged in the field of educational administration. Changes have been taking place in all its aspects, conceptual as well as operational. At the conceptual level new terms, constructs and approaches are being introduced and used. Even the very nomenclature of the field seems to be changing. The terms educational management and educational organization are frequently being used in place of educational administration. The term “educational manager” is being used for “educational administrator”. Terms such as administration, management and organization are now used very loosely in the field of educational administration. Many use of them synonymously, while others observe very fine distinction between them.

Concept of School Management

The concept of Management has been used in Functional: Human relations; Leadership and; Decision making; Productivity and Integration sciences. Different authors on management have defined the term management according to different concept. Classified on the basis of their concept following are the important definitions to management.

1. Functional concept—According to functional concept of **Louis Allen**, “*Management is what a manager does*”.

2. Human relation concept—According to human relation concept Management of **Herold Koontz**, “*Management is the art of getting things done through and with people in formally organised groups. It is the art of creating an environment which people can perform and individual could co-operate towards attaining of group goals. It is an art of removing blocks to such performance, a way of optimising efficiency in reaching goals*”.

3. According to the Leadership and decision-making concept—According to concept and leadership of **Donald J. Clough**, “*Management is the art and science of decision making and leadership*”.

4. According to the Productivity concept—According to productivity concept of **John F. Meet**, “*Management may be defined as the art of securing maximum prosperity with a minimum of effort so as to secure maximum prosperity and happiness for both employer and employee and give the public the best possible service*”.

It is clear from the above definitions that management has been defined in different senses, emphasising different concepts of management. It is not fair to define management in terms of only one aspect. For example, when one says that management is what the management does, the social and human aspects of management are overlooked. Similarly, the definition, “*Management is management of people and not things*,” is incomplete as it lays under emphasis on the contribution of workers and under-estimates the contribution of other factors of production. In the same manner, to regard management as a discipline is insufficient since the discipline of management has not yet been able to fully develop its own theory and tools of analysis. As the co-ordinator of material and human resources is also very important, there can be no concept of management without proper integration and co-ordination. To conclude, management may be finally regarded as—(i) formulation of plans, policies and objectives; (ii) securing men, material, machinery, money and methods for their achievement; (iii) putting all of them into operation; (iv) directing and motivating the men at work; (v) supervising and controlling their performance; and (vi) providing maximum satisfaction and service to employer, employees and public at large.

Characteristics of School Management

Educational Management, then, is the executive function that concerns itself with the carrying out of the administrative policy laid down by educational administrators. Following are its characteristics—

1. Educational assessment—It is a systematic assessment of future conditions by inference from known facts today. We should collect all sorts of information about the present position of the system, its present and expected resources and try to form a picture in terms of the accepted philosophy in a particular country.

2. Educational decision-making—After considering the various alternatives and weighing the consequences of each course of action, a choice must be made; a course of action must be determined. Decision making is a key factor in educational administration as here we have to think of generations which will be affected by the policies decided. Guess work, arbitrary exercise of authority, ill considered hasty decisions have no place in educational administration.

3. Educational planning—The plan should be flexible. There should be enough scope of change to cater for any unforeseen situation. There are many variables : the priorities may change due to unforeseen circumstances; personnel may be posted out or proceed on leave all these variables contributing to the non-implementation of decisions. The very existence of variables and uncertainties and decision making and planning is a necessity.

4. Educational organization—Organization is the combination of necessary human effort, material equipments brought together in systematic and effective correlation to accomplish the desired results. In education, we organise—

- (a) human beings into schools, classes, committees, groups, school staff, the inspecting staff;
- (b) materials into buildings, furniture and equipment, libraries, laboratories, workshops, museums and art galleries;
- (c) Ideas and principles into school systems curricular and co-curricular activities, time schedules, norms of achievement and the like.

5. Educational direction or motivation—It is the process of guiding the human effort for achieving the target. The modern term for direction is motivation *i.e.* to make the man to be cheerfully willing to do the job we want him to do. Involvement in deciding policies and plans help in motivation. Communication, down, up and across is also of great importance to the motivation of organization members. Face to face communication is quite useful if organization members are to be motivated to do their best.

6. Educational control—The manager must constantly check on his team's and his own performance to see that it corresponds to the standards laid down. The manager needs to take corrective action in the form of adjustments to the physical environment of work, modification and addition to materials and methods, or review of the personnel in terms of their spirits, abilities and motivation, to achieve the targets.

7. Educational co-ordination—It is the process of harmonising in a uniform programme of educational service all the elements—the persons, materials and ideas, knowledge and principles and so to interweave them as to achieve a common objective and a single effect. To carry on the difficult task of co-ordination properly, the administrator should have the management competence to see clearly (i) the relations among people; (ii) the allocation of tasks; and (iii) division of labour necessary to organizational achievement.

Q.4. Explain the objectives of school management.

Objectives of School Management

1. To reflect and conserve basic values—“*The utility of culture consists in the fact that all valuations are mutually shared in some degree*”. In the United States today, in the face of new emerging values, and despite the rhetoric of ‘cultural pluralism’ a cement of shared values binds individuals and groups to the commonwealth, to the national society.

As a social institution, school primarily reflects and conserves the values, norms, and practices of particular society : only secondarily, and then rarely, does it initiate change and innovation on its own.

2. To carry out educational futures—Thus, educational futures are drawn mainly, and by implication from societal futures, on all levels from family, through state and nation to planet. For example, **Harry Broudy** has suggested that the major future demand by U.S. society on schooling will be for vocational competence, civic competences and humanness (*i.e.*, individuality, personhood, and freedom). **Dwight Allen** concluded that, “*To get past (rigid prerequisites and lockstep credentialing)...., we need to implement non-linearity, simultaneity and random access to education by allowing students to learn what they want, when they want it, to make education self-directed continuing and enjoyable*”.

3. To manage social change—Changes continue to occur in society. Individuals never react with each other in the same way on any two occasions. In each of their contact, there it be called ‘social change’ or ‘transformation’. It indicates the dynamic nature of society.

The process of change in society is not simple. Society is a complex network of relationships, in which different members participate in different ways. With the change in relationships the behaviour changes. Men are daily faced with new situations. Behaviours, differ with each situation. Thus, social change may involve new techniques, new ways of living, developing new ideas and formulation of new values.

4. To profit by experience—Education implies profiting by experience. Learning is nothing but gaining through experience, when we think of educating the young we means providing them with such experience as may help them develop physically, mentally, morally, socially and culturally. Thus, education aims at an all-round development of individuals. The aim of education is not only to develop individuals, but to make them adjusting members of society and useful citizens.

5. To carry out modernization—Modernization does not merely change the material culture but affects values and way of life of society. The society is transformed from its backward structure to a forward-looking, progressive and prosperous set-up. In modernization, society makes full use of the discoveries and innovations in science and technology. It can tap natural resources for better living of its people. It recognizes the importance of cultural heritage but is not bound by the orthodoxy beliefs.

6. To propagate science—Science involves search for truth. To find out truth, one has to develop a scientific attitude. It involves collection of data, analysis and synthesis of the information collected and drawing conclusion. Here again education plays an important role.

7. To adopt technology—Adoption of technology is the most urgent need of today’s society. By technology is meant not only the science of industrial arts, but a systematic and scientific way of doing things. As the knowledge in various subject areas in increasing, new methods are being developed. Making use of most novel technology in various fields of work and life, men can achieve best results. Here too education plays an important part.

8. To realise national integration—Today anti-social elements raising their heads in society. The unity and integrity of the nation is threatened. Slogans of casteism or communalism, linguism, or regionalism rent the air. Besides, andolans, gheraos and destruction of public property have become the order of the day. This disturbs peace and creates chaos. Under such circumstances, social transformation for national integration is the urgent need. This too can be achieved through education only.

By organizing *sarva dharma prarthana*, community life activities, picnics and feasts Indian schools can sow the seeds of national unity in children. Besides, the school uniform too of the institutions cultural and social functions in the schools, help develop the feelings of national integration.

9. To form character—Social transformation for character formation is an urgent need. Here school can play an important role. Since childhood is a malleable phase of student life, the impression formed at this time become lasting. During this period efforts should be made to inculcate virtues like truth, non-violence, sacrifice, love and tolerance in the minds of the children. The students of today will be the citizens of tomorrow and they will shoulder the responsibility of the nation. ●

Q.5. Enumerate the characteristics of successful school management.

Ans. Characteristics of Successful School Management

The characteristics of successful school management are given in the following points—

1. Flexibility—One of the essential characteristics of successful school management is its flexible character. The manager should be dynamic, not static: it should provide enough scope for additions and alternations. The rules and regulations should act as a means to end and not an end in themselves. Dead

uniformity and mechanical efficiency is the very antithesis of good administration. The framework of administration should provide enough scope to the administrator to help the needy student, and the needy teacher, to change the time schedule to suit weather to meet any emergency. A word of caution here. Flexibility does not mean that the administration 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 is a proper balance between rigidity and elasticity.

2. Practicability—The school management must not be a bundle of theoretical principals, but must provide practical measure to achieve the desired objectives. Whatever objective is decided it must be achievable and practicable to avoid frustration.

3. Conformity to the Social and Political Philosophy of the Country—There must be close connection between school management and the social and political philosophy of a country. It must adjust itself to the impact of new ideals, new patterns and new moves 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, school administration has to be democratic because of political democracy in the country.

4. Efficiency—Successful management is that which result maximum efficiency. This will be possible only when human and material resources are properly utilized—right man at the right place; right work at the right time, every activity and product are well planned and well executed.

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

School management must facilitate education. It exists for the pupil and its efficiency has to be measured by the extent to which it contributes teaching and learning.

Objectives of School Management

The objectives of School Management are given in the following paragraphs—

1. To reflect and conserve basic values.
2. To carry our educational futures.
3. To manage social change.
4. To profit by experience.
5. To carry out Modernization.
6. To propagate Science.
7. To adopt Technology.
8. To Realise National Integration, and
9. To form character and values.



Chapter 3

DATA IN SYSTEMS INCLUDED IN SCHOOL MANAGEMENT

Q.1. Describe system whose data is included in school management.

Ans.

System whose Data are Included

1. Group activity—Management is a group activity. No individual can satisfy all his desires himself. Hence, he unites with his fellow-beings and works in an organised group to achieve that he cannot achieve individually. **Massie** has rightly called management as a '*cooperative group*'. Management becomes essential wherever there is an organised group of people working towards a common goal. It makes the people realise the objectives of the groups. It directs their efforts towards the achievement of these objectives.

2. Goal-oriented—According to **Theo Haimann**, "*Effective management is always management 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 achievements of some pre-determined goals. Management is concerned with establishment and accomplishment of these objectives.

3. Factors of production—Management is not an end in itself. It is a mean to achieve the group objectives. It is a factor of production that is required to co-ordinate the other factors of production for the accomplishment of pre-determined goals, just as land, labour and capital are factors of production and are essential for the production of goods and services.

4. Organizations—According to **Socrates**, "*Over whatever a man preside, he will be a good president if he know what he needs and is able to 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 management function to be performed*". Management is required in all types of organizations. Wherever there is some human activities, 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.

5. All levels of the organization—According to the nature of 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 chief-executive, the lowest level supervisor has also to perform the function of decision-making.

6. Planning etc.—Management is a distinct process performed to determine and accomplish stated objectives by the use of human beings and other resources. Different from the activities, techniques and procedures, the process of management consists of such functions as planning, organising, staffing, co-ordinating, motivating and controlling.

7. Social process—In the words of **Breah**, "*Management is a social process entailing responsibility for the effective and economical planning and the regulation of the operation of an enterprise, in fulfilment of a given purpose or task*". Management consists in getting things done through others. Dealing with people management directs, co-ordinates and regulates the efforts of the human beings in

order 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.

8. System of authority—Authority to accomplish the work from others is implied in the very concept of management since it is a process of directing men to perform a task. Authority is the power to compel men 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 an efficient management without well-defined lines of command or superior-sub-ordinate relationships at the various levels of decision-making.

9. Alteration and change—As a dynamic function, management has to be performed continuously, in an every changing business environment. It is constantly engaged in the moulding of the enterprise. It is also concerned about the alteration to environment itself so as to ensure the success of the enterprise. Thus, it is never-ending function.

10. Art as well as science—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 is an inexact science or social science.

11. A profession—Management is a profession. It has a systematic and specialised 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 business, the management is now entrusted in the hands of professional managers.



Chapter 4

FUNCTIONS AND PRINCIPLES OF SCHOOL MANAGEMENT

“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”. —Cox and Langfittt

Q.1. Describe the functions of school management.

Ans. Functions of School Management

School is the basal unit of the big hierarchy of educational administration. To-day, as never before, India needs educational institutions not only to guard its past but also to advance its future. “*The destiny of India is now being shaped in the class-room*”—this is the assessment of situation by the first ever comprehensive commission (1946-66) on Indian Education. 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. Efficient school administration is crucial to the success of democracy. Some theory and philosophy will have to be evolved for guiding the educational administration process at all levels and to be clear about the objectives so that we do not miss the targets.

The following may be considered the functions of school management—

1. Forecasting
2. Decision-making
3. Planning
4. Organization
5. Direction or Motivation
6. Control
7. Co-ordination
8. Evaluation
9. Recording and Reporting
10. Supervision.

These varied functions are named identified merely for the sake of convenience in analysis, management is not a collection of disjointed tasks, rather it is a seamless wall, in which functions are closely integrated into a process of pattern.

1. Forecasting—It is a systematic assessment of future conditions by inference from known facts to-day. We should collect all sorts of information about the present position of the system, its present and expected resources and try to form a picture in terms of the accepted philosophy in a particular country.

2. Decision-making—After considering the various alternatives and weighing the consequences of each course of action, a choice must be made; a course of action must be determined. Decision-making is a key factor in educational management as here we have to think of generations which will be

affected by the policies decided. Guess work, 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—(i) the goal must be clear, (ii) the course of action should be simple and easily understood by all concerned, (iii) standards for targets must be laid.

3. Planning—The plan should be flexible. There should be enough scope of change to cater for any unforeseen situation. 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 proceed on leave; all these variables contributing to the non-implementation of decisions. The very existence of variables and uncertainties make decision making and planning a necessity.

4. Organization—Organization is the combination of necessary human effort, material equipments brought together in systematic and effective correlation to accomplish the desired results. In education, we organise—

- (a) human beings into schools, classes, committees, groups, school staff, the inspecting staff;
- (b) material into buildings furniture and equipment, libraries, laboratories, workshops, museums and galleries;
- (c) ideals and principles into school systems, curricular and co-curricular activities, time schedules, norms of achievement and the like.

5. Direction or Motivation—It is the process of guiding the human effort for achieving the target the modern term for direction is motivation i.e. to make the man to be cheerfully willing to do the job we want him to do. Involvement in deciding policies and plans help in motivation. Communication, down, up and across is also of great importance to the motivation of organization members. Face to face communication is quite useful if organization member are to be motivated to do their best,

6. Control—Effective control is another important element of educational administration. The administrator must constantly check on his team's and his own performance to see that it corresponds to the standards laid down. The administrator needs to take corrective action in the form of adjustments to the physical environment of work, modification and addition of materials and methods, or review of the personnel in terms of their spirits, abilities and motivation to achieve the targets.

7. Co-ordination—It is the process of harmonising in a uniform programme of educational service all the elements—the persons, materials and ideas, knowledge and principles and so to interweave them as to achieve a common objective and a single effect. To carry on the difficult task of co-ordination properly, the administrator should have the administrative competence to see clearly (i) the relations among people; (ii) the allocation of tasks; and (iii) division of labour necessary to organizational achievement.

8. Evaluation—It is also one of the most important elements in the administrative process. Sound objectives have been formulated, proper planning has been done, organization has been made, a programme has been established, all directed to purpose. Now, what has been accomplished? How well has it been executed? What are the results? Any means are not good enough to gain our great ends and the checking up of our standards of administration. 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.

9. Recording and Reporting—Recording and reporting are also essential elements of management. The educational management is answerable to the parents, the higher authorities, the society etc. for whatever is done in the educational institutions. It is, therefore, very important that a faithful record of all the events is maintained and reports are sent to the concerned persons.

10. Supervision—The basic purpose of management is to organise and operate the school so that instruction may take place. The purpose of supervision is to bring about a continuing improvement in

the instructional programme. Cox and Langfitt write, “Management executes directs, supervision advises, stimulates, explains, leads, guides and assists. Both plan, both diagnose inspect, but management decides and orders execution, while supervision helps to decide and assist in improving instruction”.

Q. 2. What are the principles of school management?

Ans.

Principles of School Management

India happens to be the largest democracy in the world. To make democracy successful, we have to revitalise and recharge our schools to the full. Schools will be able to add tempo to the struggling democracy if the following principles are taken into consideration while administrating them.

1. Democratic philosophy of education—In his report on Indian Administration, **Dr. Paul H. Appleby** has emphasised the need for a philosophical but simple theory for administration for a country which is determined to create a welfare state. If a philosophy is necessary for general administration, it is all the more so for educational administration which is seeking to fashion a new pattern of education suited to the needs and aspirations of modern India. In an educational institution in a democracy, the administrator is a friend and a guide. He consults his colleagues, honours their opinions, confers with them in staff meetings, meets them informally in gatherings and clubs. He is one among the equals. He recognises the worth of each individual child, finds out his potentialities and gives him help and guidance according to his requirements. Thus, the total management becomes a joying show of the Headmaster, teachers, and pupils. Everybody has a clear consciousness and realisation of the purpose of democratic philosophy with which the school is administered.

Democracy can only become real through its educational institutions, which will teach its children the democratic way of life. There must pervade an atmosphere of justice, freedom and cooperation in the educational institutions, only then good training in leadership and followership can be given.

2. Freedom—Enough freedom should be given to all to exercise their powers and talents. The power of critical thinking, an important requisite of democracy, can only be cultivated by individuals in an atmosphere of freedom. The headmaster should give due recognition to any signs to display of resourcefulness on the part of teachers. They should be free to questions, offer constructive suggestions, conduct fresh experiments and bring about healthy changes. The pupils should also be allowed enough freedom to rise to the full stature of their abilities.

3. Student Centred—All educational management must be largely student-centred. The purpose of all educational endeavour is the welfare of the student. This ‘flesh and blood’ should never be lost sight of in the midst of facts, figures and files. Enough opportunities must be provided for the wholesome development of the students. Whatever is done in the school should be of the students, by the student and for the students.

4. Flexible, adaptable and stable—Educational management must hold fast to the good, change what requires changing and be fertile in considering individual in all personalities involved.



Chapter 5

MEANING AND PRINCIPLES OF SCHOOL ADMINISTRATION

“Administration is the comprehensive effort to direct, guide and integrate associated human striving which are focussed towards some specific ends or aims...administration is conceived as the necessary activities of those individuals (executives) in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realize certain defined purposes”.

—Ordway Tead

Q.1. What is the meaning of school administration?

Ans. **Ordway Tead** has been defined administration as “*A comprehensive effort to direct, guide and integrate associating human strivings which are focused towards some ends of aims*”. Thus school administration is a comprehensive effort to achieve some specific educational objectives. It deals with the educational practices. It is the dynamic side of education. It is concerned with both human and material resources. The human elements include (i) children (ii) parents (iii) teachers, and (iv) other employees in general—Board of Education at local, state and national levels of government. On the material side there are (i) money (ii) Buildings and grounds (iii) equipment and instructional supplies. Beyond these two elements are ideas, laws and regulations, community needs and so on. All these have a bearing on the educational process in the ‘integration’ of these ‘parts’ into a ‘whole’ Educational administration.

French, Hull and Dodds compare educational administration to a lens as it brings into focus everything about the school for community, faculty and students. If it is a poor lens, no one in the school or community gets a clear picture of what the school is trying to do. If it is a good lens, the school becomes a clear cut and vivid projection of the ideals and ideas we hope to bring into being.

Definitions of School Administration

1. According to **Ordway Tead**—*“Administration is the comprehensive effort to direct, guide and integrate associated human striving which are focussed towards some specific ends or aims....administration is conceived as the necessary activities of those individuals (executives) in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realize certain defined purposes”.*

2. According to **Arthur B. Moehlman**, The executive activity may be defined as “*All the acts of processes required to make policies and procedures effective.*”

3. According to **H. Hagman and A. Schwartz**, “*The ends of school administration....are to be found in the direction of the ends of society....School administration is and of itself has no value. It acquires value as it performs a service function to the educational undertaking*”.

4. According to **L. S. Chandrakant**, “*Although there is no single accepted definition of administration, there is general agreement that it concerned with the dealing and of the activities of groups of people*”.

From these definitions we conclude that school administration is—

1. making all efforts and agencies work together in unison.
2. assisting in the realisation of the aims and objectives of education.
3. rendering service to society in its progress and that of the individuals.
4. concerned with diverse human beings, the teachers, students, parents and public, and coordination of their efforts.
5. concerned with all those activities undertaken, and fullest utilisation of resources, for education and its purposes through the procedure of organising, ordering, facilitating and improving the efforts of people in the realisation of the goals of education.

Q.2. Explain the principles of school administration.

Ans.

Principles of School Administration

In the not-so-distant past, administration was regarded equivalent to good government, use of authority and control, exacting work from others and maintenance of orderliness, or at least a semblance of it. With the growing complexities of life and the people's belief in the democratic philosophy, today's administrator finds these old techniques insufficient and infructuous. In order to offer the new type of leadership required to meet new challenges the new administrator should clearly understand his functions and responsibilities and develop in himself and his colleagues the requisite qualities and abilities. In every sphere of life, be it education, government, industry, commerce or any other walk of life, we need persons of intelligence, integrity, ability loyalty, devotion, discipline and selflessness. We need persons with a sense of duty and conscience.

We have accepted the democratic way of life. It stands for certain values and implications for the conduct of human affairs. "There is first of all a recognition that an individual human being is of surpassing worth, that he should be treated as an end in himself, and not a means to end. Related to this concept of worth is the belief that every normal individual has a unique contribution to make to our society, and that therefore, he deserves respect... The high regard for the individual should become a basic principle underlying all policies and practices in personnel management. Democratic administration involve, argumentation and debate the presentation and weighing of evidence, sensitive regard for the needs and rights of others, the give and take of compromise, and willingness to abide by majority opinion".

Principles

From the democratic philosophy we can derive the follow working principles for school administration—

1. Provide equality of opportunity to realise the individual's potential because he is an end to himself and not a means to other's end.
2. Respect and protect the rights to freedom of speech, association, sharing of interests and experience and communication, both upward and downward.
3. Self-govern personal, power and utilise it for socially useful effort.
4. Organise common group life for the good of all, because each person is of special value to himself and society.
5. Use the discussion method to resolve differences, eschew violence.
6. Use scientific knowledge and method to solve problems.
7. Have faith in the basically good nature of man.
8. Understand that public authority is greater and stronger than that of groups, so regard public interest as superior.



Chapter 6

PROCESS OF EDUCATIONAL ADMINISTRATION

“Educational administration is to enable the right pupils to receive the right educational administration is to enable the right teacher at a cost within the means of the state under conditions which will enable the pupils best to profit by their training”.

—**Graham Balfour**

Q.1. Define educational administration. Enumerate the characteristics, scope and process of educational administration.

Ans. Definitions of Educational Administration

The following are the definitions of educational administration—

1. According to **Knezewich**, “*Educational administration is a specialized set of organizational functions whose primary purpose is to insure the efficient and effective delivery or relevant educational services as well as implementation of legislative policies through planning, decision-making and leaderships, behaviour that keeps an organization focused on predetermined objectives, provides for optimum allocation and most prudent care of resources to insure their most productive uses, stimulates and coordinates professional and other personnel to produce a coherent social system and desirable organizational climate, and facilities determination of essential changes to satisfy future and emerging needs of students and society*”.

2. According to **Brook Adams**, “*Administration is the capacity to coordinate many, and often conflicting, social energies in a single organism, so adroitly that they shall operate as a unity*”.

3. According to **Graham Balfour**, “*Educational administration is to enable the right pupils to receive the right educational administration is to enable the right teacher at a cost within the means of the state under conditions which will enable the pupils best to profit by their training*”.

4. According to **Jesse B. Sears**, “*In education, administration contains much that we mean by the word government and is closely related in content to such words as supervision, planning oversight, direction organization control, guidance and regulation*”.

Characteristics of Educational Administration

These definitions involve the following characteristics of Educational administration—

1. Making all efforts and agencies work together in unison.
2. Assisting in the realisation of the aims and objectives of education.
3. Rendering service to society in its progress and that of the individuals.
4. Concerned with diverse human beings, the teachers, students, parents and public, and coordination of their efforts.
5. Concerned with all those activities undertaken, and fullest utilization of resources, for education.
6. Its purpose through the procedure of organising, ordering, facilitating and improving the efforts of people in the realisation of the goals of education.

Scope and Process of Educational Administration

Ordway Tread has laid down the scope of general administration under five areas, *viz.*, production, Assuring Public use, Finance and Accounting, Personnel and Coordination, Applying these five areas to the field of education we get the following scope of educational administration—

1. Production—Production refers to the social activity of work for which an organization is set up. In education it means realization of the goals of education which have been set up by society. Educational administration has, therefore, to interpret the aims of education to the educational workers so that they may shape the final product of education (the achievement of the pupils) in the desired form and behaviours.

2. Assuring Public—Assuring public use means that the activity and the product of the efforts of the organization, the goals and services are produced, must be such that they are acceptable to the public and of use and benefit, because it is for this that the public has set up the organization. It is the business of educational administration to define the operations needed, to make them known and to promote them so that the final educational product is good for public use.

3. Finance and Accounting—Finance and accounting refers to the receipt and disbursement of money invested in the activities of the organization. Educational administration is also concerned with receiving and spending money necessary for the operation and activities of the educational machinery. It should record and measure the monetary and other resources invested in the educational enterprise and also evaluate the inputs and outputs.

4. Personnel—Personnel is the framing and operation of policies and procedures for recruitment of workers and maintenance of goodwill and personal relationship among them in order to ensure fullest interest, cooperation, morale and loyalty of all the persons working in the organization. This is specially important for the educational enterprise where the whole work is centred round the impact of one type of human beings, the teachers, upon another types of human beings, the students. The scope of educational administration, therefore, spreads over the personnel.

5. Coordination—Coordination is an important activity of educational administration. It ensures the close inter-relation and integration of all the functional activities of the organization such as personnel, finance and production of desired results. Such integration has to be brought about not only of the structure of the organization but also of the attitudes and efforts of the weavers, so that all of them pull together in the direction of the desired goals and achieve them.

Sears has pointed out the process of administration more specifically in relation to education as follows—

1. Establishing educational purposes—It is by expressing them in the form of aims and the programme of work in order to accomplish them, *i.e.*, laying out the work of the organization.

2. Provision and development—It is of the personnel and necessary finances, housing materials and facilities for carrying out the work of the organization, *i.e.*, mobilising resources of man and materials for the realisation of the aims of education.

3. Laying down procedures and techniques—It is for the performance of the work and the policies and plans to guide the work, *i.e.*, the curriculum and methods of teaching and supervision.

4. Defining the nature and procedure of use of authority—It includes legal, official and personal authority and scientific and democratic control by which the administrative process will operate.

5. Deciding about the nature of aims and procedures—It is by which the administrative process will operate.

6. Deciding about the mechanism—It refers to structure and relationship of authority and power applied in the administrative process.

Russell T. Gregg describes the administrative process as having seven functions or components—decision making; planning; organizing; communicating; influencing; coordinating; and evaluating.

1. Decision making—The soul, life and force of an activity is its purpose. Purpose gives direction to effort for reaching the goal. So purpose comes first and then comes the activity. Educational administration is a service function; so every administrative activity should be carried on in the direction of serving the chief and the great aims of education. These aims are laid down by society but they become purposes only when they animate the persons engaged in the educative process. Each individual looks upon the aims of education somewhat differently but administration has to make all of them likeminded, that is, having the same purposes. The educational process can be successful only when all persons engaged in the activity identify themselves with these purposes.

2. Planning—For translating purpose into action planning is necessary. Planning is the selection of a good course of action out of several alternatives. Planning is useful because it clarifies what is to be accomplished. It saves time, effort and money and increases efficiency and effectiveness. It is, therefore, fundamental to the administrative process and a vital step in the enterprise. Democratic society is dynamic and changing for the better. Change is the law of nature and is bound to come. Evolutionary change is better than the revolutionary. It is necessary to bring about change in a smooth and orderly process. The alternative to planning is the trial-and-error approach, which is dangerous and wasteful. Planning is therefore, indispensable. It requires future objectives, good, perception and vision and ability to profit from theoretical experience in advance of the fact.

Planning is a method of approaching problems and as the latter change and differ from time to time and situation to situation, planning should be continuous, dynamic and flexible. Plans and ideas are to guide and direct the workers' efforts and activities. Their success depends upon other individuals understanding and willingness to cooperate, *i.e.*, upon their identification of themselves with the activity, its purpose and its success. Planning for others does not bring good results, for the individuals keep themselves detached and unconcerned. Good administrators plan with others, their participation leads to identification and successful operation. A wise administrator stimulates group planning without dominating group decisions and action.

The basic principles of good planning are—

- (i) It should be related to and integrated with the broad social planning for progress.
- (ii) It should be based on extensive research to save it from subjectivity and conjectures.
- (iii) It should look both to the present and the future.
- (iv) It should solve the problems as they arise, so it should be realistic and practical and must be periodically reviewed and revised.
- (v) It should utilise all available resources.
- (vi) It should be carried on under favourable conditions, *i.e.*, carried on continuously with the active participation of the concerned persons and groups and co-operation of experts (without their domination).

3. Organising—The basic principles of good organization are—

- (i) It should not be static organization needs continuous reorganization.
- (ii) It should be flexible so as to improve both relationships and standards of efficiency.
- (iii) It should be modified as and when educational theory advances, bringing in curricular and other changes. New challenges cannot be met with old machinery. But changes should be brought about slowly and with consultation and consent.

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- (iv) It should provide for participation in policy-making and other administrative activities by teachers, students, parents and community. Participation broadens and strengthens human relationships.
- (v) Organizational charts detailing “functions, jurisdictions, responsibilities, relationships, limits of authority, objectives and methods of measuring performance, etc.” promote better understanding and larger output.

4. Execution—This means executing or working out the plans in concrete and practical terms. In discharging this function administration has to perform, besides others, three important tasks or responsibilities, viz., direction, coordination and control. It includes communicating, influencing, coordinating and evaluations.



Chapter 7

ADMINISTRATION AND ORGANIZATION

"Administration is the capacity to coordinate many, and often conflicting, social energies in a single organism, so adroitly that they shall operate as a unity".

—Brook Adams

Q.1. Compare and contrast administration and organization.

Ans.

Administration

Ordway Tread has laid down the scope of general administration under five areas viz., Production, Assuring Public Use, Finance and Accounting, Personnel and Coordination.

1. Production—It refers to the social activity of work for which an organization is set up. In education it means realization of the goals of education which have been set up by society. Educational administration has, therefore, to interpret the aims of education to the educational workers so that they may shape the final product of education (the achievement of the pupils) in the desired form and shape.

2. Assuring public use—It means that the activity and the product, of the efforts of the organization, the goals and services are produced, must be such that they are acceptable to the public and of use and benefit, because it is for this that the public has set up the organization. It is the business of educational administration to define the operations needed, to make them known and to promote them so that the final educational product is good for public use.

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4. Personnel—It is the framing and operation of policies and procedures for recruitment of workers and maintenance of goodwill and personal relationship among them in order to ensure fullest interest, cooperation, morale and loyalty of all the persons working in the organization. This is specially important for the educational enterprise where the whole work is centred round the impact of one type of human beings, the teachers, upon another type of human beings, the students. The scope of educational administration, therefore, spreads over the personnel.

5. Coordination—It is an important activity of educational administration. It ensures the close inter-relation and integration of all the functional activities of the organization such as personnel, finance and production of desired results. Such integration has to be brought about not only of the structure of the organization but also of the attitudes and efforts of the workers, so that all of them pull together in the direction of the desired goals and achieve them.

Characteristics of Organization

1. Division of work—In organization the total work of the enterprise is divided into activities and functions. For efficient accomplishment various activities are assigned to different persons. This brings in division of labour. Specialisation in different activities is necessary to improve one's efficiency.

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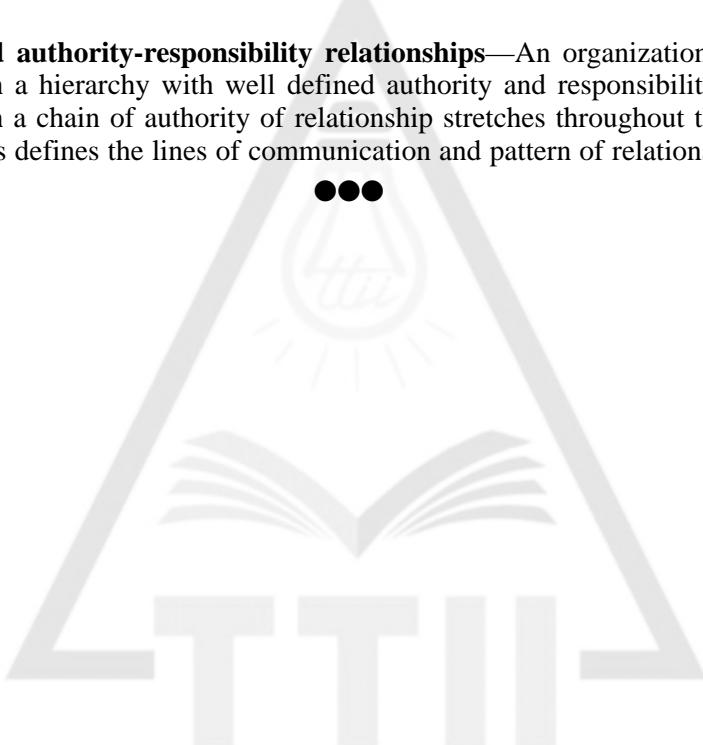
Organization helps in division of work into related activities so that they are assigned to different individuals.

2. Co-ordination—Co-ordination of various activities helps in integrating and harmonising them. Co-ordination avoids duplications and delays. As various functions in an organization depend upon one another and the performance of one influences the other, all of them should be properly co-ordinated.

3. Common objectives—An organization is a means towards the achievement of enterprise goals. The goals of various segments lead to the achievement of major business goals. The organizational structure is built around common and clear-cut objectives. This helps in their proper accomplishment.

4. Co-operative relationship—An organization creates co-operative relationship among various members of the group. It cannot be constituted by one person. It requires at least two or more persons. Organization is a system which helps in creating meaningful relationship among persons both vertical and horizontal. The structure should be so designed that it motivates people to perform their part of work together.

5. Well-defined authority-responsibility relationships—An organization consists of various positions arranged in a hierarchy with well defined authority and responsibility. There is a central authority from which a chain of authority of relationship stretches throughout the organization. The hierarchy of positions defines the lines of communication and pattern of relationships.



Chapter 8

HEAD MASTER IN SCHOOL MANAGEMENT

"Headmaster is both innate and made. There are some such qualities which headmaster acquires from nature, for instance: firmness, resourcefulness, heart touchingness and capabilities of personality making. But, inspite of these qualities, he has to become an ideal headmaster by his covational study, experience, and learning on the basis of other".

—P. C. Wren

Q.1. Describe the qualities of a headmaster.

Ans. As we have seen above, the post of a headmaster is of great responsibility. Generally, all the educationists are unanimously of one opinion in this respect that there must be essentially some special qualities in man for carrying out responsibilities of this position. **Ward G. Reader** and **Bray** have laid much stress on the best man, purity of character, firmness, and power of leadership, "*Headmaster is both innate and made. There are some such qualities which headmaster acquires from nature, for instance: firmness, resourcefulness, heart touchingness and capabilities of personality making. But, inspite of these qualities, he has to become an ideal headmaster by his covational study, experience, and learning on the basis of other".* —**P. C. Wren**. On the basis of the above thoughts headmaster's qualities can discussed under the following heads :

(A) Personal Qualities

Under this head, there must be the following qualities in headmaster—

1. Good Physique Liveliness—It has been proved by the experiments that healthy mind has a high co-relation with good physique. Therefore, there should not only be good physique of headmaster notwithstanding he must be keeping vitality or liveliness in him, because vitality provides optimism. Thus he should be active and lively.

2. Good Habits and Personal Piousness of Life—The headmaster himself should form good habits within himself. If he does not possess good habits, he cannot form good habits in his students. Along with it, his personal life should also be pious. If his personal life is not good, it will leave bad effect on his skill and success. He should follow good conduct in his personal life. He should always place high ideals before himself and he should lead his life according to them. He should follow the ideals of "simple living and high thinking".

3. High Character—The headmaster should be a man of good moral character. If his character is not high, he cannot raise the level of his school. The whole of the morale at the school depends upon the character of the headmaster only.

4. Workmanship—The leader of the school should be practical. He presents the principles and ideas before his pupils and the colleagues, if he follows them himself, he would be successful in leading them. Thus the headmaster should always try to produce an example before his pupils and colleagues.

5. Capability of Leadership—For running each organization, there is need of a capable leader, School is also an organized society for running of which a capable leader is required. The headmaster is the leader of this organized society. Thus the headmaster should have the capacity of leadership. The headmaster has to lead such persons who are generally equal in academic qualifications. Thus, there is a great difference between his leadership and that of soldiers. His leadership would be a success only

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when he seeks willing co-operation from his colleague followers. For seeking such co-operation he has not to become a dictator, but he has to adopt democratic view by having faith in abilities and capacity of his associates.

The highest test of leadership of the headmaster is this whether he has capacity or not to motivate and lead his associates, students and guardians. By his motivating power, the students can avail all those opportunities which have been provided them in the school. By this power, the headmaster can communicate life in his colleagues, and by making guardians and other people conscious about their duties, he can benefit the interest of the education most.

6. Sense of Sympathy—It is most essential to be the sense of sympathy in the headmaster. In the absence of it, he cannot be trustworthy of his students and associates and cannot seek there willing co-operation. The teachers and the students would not put up their difficulties and problems before him. If he would be sympathetic towards them, he would lead them successfully and they would always be ready to provide their willing co-operation to him.

7. Capacity of Establishing Human Relations—The headmaster should essentially have the ability of establishing human relations. His success or failure depends upon this ability. If he cannot establish relation between teacher and teacher, students and students, teacher and student, teacher and officials, and teachers and guardians he would be unable to run his school well. Because the success of school depends upon all these good relations.

8. Intellectual and Emotional Qualities—The headmaster should possess the following intellectual and emotional qualities—

- (i) Abilities to explain the plants.
- (ii) Research attitude or objective attitude.
- (iii) Consciousness towards his role.
- (iv) Industrious or hard working.
- (v) High I.Q. (Intelligence Quotient).
- (vi) Capacity of taking initiative.
- (vii) Knowledge of students and their progress.
- (viii) Knowledge of social problems.
- (ix) Resourcefulness and tactful.
- (x) Power of inspection and observation.
- (xi) Understanding of individual difference.
- (xii) Knowledge of various subjects.
- (xiii) Knowledge of the latest theories of education and practicals.
- (xiv) Anxiety of know his own weaknesses and capacity to get rid of them.
- (xv) Emotionally firm and confident.
- (xvi) Free from worries and struggles.
- (xvii) Motivator and encouraging.
- (xviii) Optimistic and positive outlook.
- (xix) Inspiring and enthusiastic.

9. Personal, Social and Ethical Qualities—In successful Leaders, there must be the following personal, social and ethical qualities—

- | | |
|---------------------|-------------------|
| (i) Skilfulness | (ii) Trustworthy |
| (iii) Creative | (iv) Impartial |
| (v) Self-confidence | (vi) Open-minded |
| (vii) Regular | (viii) Respectful |

- (ix) Co-operating
- (x) Well wisher
- (xi) Sociable citizen
- (xii) Sympathetic
- (xiii) Suggesting
- (xiv) Honest
- (xv) Of serving nature
- (xvi) A man of good character
- (xvii) Self-controlled
- (xviii) Self respect and
- (xix) To realize his own mistake.

(B) Professional Qualities

Under this head, there must be the following qualities in headmaster—

1. Professional Knowledge—The headmaster should have the knowledge of objectives of his school and for formulation of means for their achievement, requirement and ideals of secondary level schools. He must also have the knowledge of this thing, “*What is importance of his school in educational system and what are its functions?*” He must be acquainted with special features of social institutions of philosophy and history of educational movement, psychology and learning processes. The headmaster of secondary school must know mainly about adolescent’s behaviour because he lives in the contact of the boys of this age and he is to solve their problems. He should also have the knowledge of methods of school-administration, principle of formulation of syllabus, educational methods etc. In the absence of the professional knowledge, he cannot discharge his duties successful. For keeping his knowledge up-to-date, he should always study professional literature.

2. Learning—The headmaster is a leader of teacher and the society both. Being leader of the teacher, he is expected to be a learned man, so that all the teachers may respect him for his general learning. He must be specialist at least of someone branch of knowledge. Besides for leadership, he must have knowledge of latest educational principles (theories) and practical. He must have experience as a good teacher, because by examples instead of preaching, he can make his functions more successful. In addition to this, he should always have interest in studies. He himself and of his teacher can progress only when he continues to be a student of his subject and profession.

3. Loyal—This is not only essential for the leader of a school that he should be a man of good character and learned man but he must also be loyal. If he would not be loyal to his profession, he would not be able to perform his duties successfully well. Thus, the headmaster must have loyalty, he cannot lead successfully.

(C) Administrative Qualities

The School Headmaster should essentially possess the following administrative qualities—

1. Skillful Administrator—The headmaster should essentially be a good administrator. For being good administrator, he should possess administrative ability. He can only be a good administrator when he is a good planner, organizer, good teacher, able to appoint other officials to arrange their functions and capable to prepare report and budget.

2. Skilled Organizer—The headmaster should possess organizational skill. Thus, he must know the basic principles of school organization, the requirement of the society and ideals. Due to this ability, he can solve many problems relating to school organization.

By viewing aforesaid qualities, it becomes clear, that if the headmaster does not possess the above mentioned qualities, he cannot perform the duties and liabilities of the post of the headmaster well. In the end, it can be said that to become a headmaster, there should be essentially an innocent man.

Q.2. Enumerate the duties and responsibilities of headmaster.

Ans.

Headmaster's Duties

The headmaster is supposed to discharge numerous duties which may be grouped under two heads—(A) General duties, and (B) Specific duties.

(A) General Duties of Headmaster

1. Duties before the Commencement of the Academic Year—Before the commencement of the academic year the following items demand and careful attention on his part—

- (i) Preparation of a school calendar showing details of different courses, co-curricular activities, rates of tuition fees, school timings, duration of the class-period or recesses, a list of holidays, the practice for the collection of tuition fees.
- (ii) Provision of teaching, clerical and other staff.
- (iii) Distribution of work-teaching and administrative.
- (iv) Finalizing the school time-table.
- (v) Purchase of necessary equipment, books and supplies.
- (vi) Completion of the admission of as many new pupils as possible.
- (vii) Formation of new classes showing the names of pupils of class teacher, and
- (viii) A school administration bulletin may be prepared for the convenience of teachers. It should show the distribution of work of different teachers, the co-curricular duties, different committees of the schools, clubs and associations, dates of staff meetings, the procedure for taking casual leave etc. Every teacher should be supplied with a copy of the bulletin. It is helpful to a new teacher. It acts as a reminder to the old teachers. It is an aid to headmaster to plan for the coming year.

2. Duties on the Opening Day—The opening day of the school must be planned with great care. The classroom, the library, the lavatories, the laboratories should be spick and span to receive the new comers. A staff meeting for facing the new problems with confidence should meet headmaster. Everyone should be familiar with the work he or she is supposed to do.

On the first day, the headmaster should meet the students and clarify the day's arrangements of work.

So many problems need immediate solutions during the first week *e.g.*, arrangement of optional subjects, balancing class sizes, adjustment of classrooms and equipments, etc.

3. Duties throughout school year—One or two weeks preliminary work would settle the major issues. After that the headmaster has to the supervisory programme, organize the guidance service, arrange medical examination of children, check the evaluation programmes, send internal assessment marks and inform parents regarding the deficiencies of their children.

He has to administer the entire programme of the school through his personal supervision and direction. He should reach the school before the regular work begins, inspect the sanitary arrangements of the campus, attend the school assembly, do office work, supervise curricular and co-curricular activities, meet visitors and parents and should be the last to leave the school.

4. Duties while Closing a School Year—Before the close of the year, a headmaster should attend the following—

- (i) Arrangement of the final examination programme setting and printing of question papers, evaluation of answer books, preparation of result sheets, and declaration of result.
- (ii) Completion of pupil's cumulative records, and the data on which they are to be submitted to parents for information.
- (iii) Announcement of the next year's textbooks to pupils.
- (iv) The issues of school leaving certificates of pupils, desiring to leave the school before close of the years and the annual report of the school.

(B) Specific Duties of Headmaster in a School

1. Supervision of Headmaster—As the leader of the school, the headmaster has to supervise various types of activities—

(i) Supervision of Instruction—Classroom is the heart of teaching situation. It is the center of instructions. It is a center of supervisory attention. The headmaster should upgrade the quality of education through creative, co-operative and constructive supervision.

Supervision of the teaching work is a very ticklish job. It is not a simple matter of rushing into a classroom to make a correction or an adjustment or apply a skill as an auto-mechanic adjusts a faulty motor. Instead; it calls for deliberate and long-range planning. A classroom has many human, ramifications, and its operation is tied into a multitude of connecting parts on the outside. Its supervision includes classroom visitation. It also capitalizes upon patient work with teachers in out-of-school study groups, extending over a period of time. Class visits, form an essential part of the duties of the headmaster. But by the alone he has no right to snub or criticize a teacher in the presence of the class.

There is need for flexibility and willingness to recognize that varied procedure can have a common goal. A headmaster must run everything smoothly. He must avoid doing anything which is likely to hurt anybody's feeling, except where there is no other way out. The supervision should be comprehensive and creative.

(ii) Curriculum Development and Improvement—To take accounts of the aspiration and changing needs of a nation, the learning which take place in the schools must be constantly adapted and improved. This requires constant revision of the curriculum of a school. Experimentation must be an accepted practice. The headmaster can exercise his influence in the following ways—

- (a) He may understand and commend the good work that is already being done.
- (b) He may encourage the attitude of inquiry, by being receptive to new ideas, inviting from the members of his staff suggestions for improvements, consulting pupils and parents by conducting investigations of pupils progress, promoting follow-up studies of dropouts posing questions of many kinds, and by setting the wheels in motion to find the answer.
- (c) He may help his staff to understand better what the school should accomplish?
- (d) He may provide security and recognition for those who attempt change. While to those who undertake providing new assignments he can make it plain that all the expects is a 'good try' that if a new programme does not work out successfully, there will be no recriminations, and that those who have made the attempt, will be commended for it.
- (e) He may organize and administer the work so that it will be effective.
- (f) He may provide time and facilities of curriculum work. He can keep work moving towards success.
- (g) He may help to co-ordinate the work that affects other schools as well as his own.
- (h) He may participate in curriculum programmes conducted by other agencies.

(iii) Evaluation Programme—The introduction of internal assessment headmaster is a task which should be performed with great care. The headmaster should be of the following in this connection—

- (a) Appoint a committee of teachers together and tabulate the marks in a proper manner.
- (b) Periodically check the position of students and pull up those who are not facing well and encourage those who can obtain distinctions.
- (c) Pick up the talented and weak students and ensure adequate attention to them.
- (d) Send the award to the Boards after through checking in time.

(iv) Co-Curricular Programme—In a comprehensive co-curricular programme the headmaster has to see that all the activities are efficiently planned, carefully carried on and lead to students development. His patronage and keen supervision of the various, societies and clubs is important for improving the standard of the activities. He should see that the teacher entrusted with the job knows it thoroughly and his interest in it is genuine. He should also pay attention to the smartness and alertness of the group. He himself might give occasional demonstrations of minor games by taking active part in time. He should—

- (a) Distribute the activities according to the interest and aptitude of the teachers. If possible, training facilities for some specific activities like Athletics, Scouting, N.C.C., N.S.S., First Aid, Home Defence may be provided or the teachers deputed for such special training.
- (b) Encourage voluntary participation of students and give guidance to them for proper selection.
- (c) Keep a proper record of the participation of students and ensure sound evaluation.
- (d) Make adequate budget allotment for activities. A sense for proper use of money should be development in the students and all wastages and unnecessary expenditures should be checked.
- (e) Recognize creditable, participation.

(v) Supervision of Hostel—The headmaster is also responsible for the careful supervision of the hostel. He should see that an atmosphere of the home prevails in the hostel. Every now and then should taste the food supplied, to the boarders and examine the cooking arrangements, kitchens, the dining rooms, the arrangements for washing dishes and so on. He should go into the question of diet with the superintendent and see that it is the best that can be supplied for the money that is being paid. Occasional visit must also be paid to the hostel to see its management.

(vi) Registration Work and Account—By supervising the various registers and accounts, in this way, the headmaster will know his teachers and will know the work needs special attention and supervisions. His office is said to be “the heart around which and through which the life of the school operates.”

(vii) General Set-up—The headmaster is responsible for the all-around progress, development and upkeep of the school. High standard of school administration can be the result of his constant vigilance. Everybody in his place, everything done in a systematic manner will only possible if he keeps his eyes wide open and is well-informed.

2 Teaching Work of Headmaster—The headmaster has to be an effective instructional leader who perceives the right moment to initiate action, to lend encouragement, to instill new zest, to give due recognition, to evaluate and to culminate the activities. He is the key person, charged with the responsibilities of improving instruction. No one expects him to be an expert in all instructional areas but he must be an expert at least in one or two subjects. He should teach two or three periods per day in one or two in which he has specialized. He should be a first rate teacher. Teaching work of a headmaster is the first duty.

3. Management of Headmaster—The headmaster has got to discharge following management duties—

(i) School Plant Management—The headmaster has important responsibilities in planning plant facilities, in managing their utilization, in equipping them in administering their maintenance and operations.

- Plant utilization
- Equipping the school plant
- Maintenance of school plant
- Operation of School plant and
- Keeping school plant tidy.

(ii) Equipment and Supply Management—A headmaster has vital responsibilities for procuring, protecting and using the school supplies. This involves careful planning. Estimates should be prepared regarding the quantity and quality to be purchased and how to be purchased? Specifications for each item should be laid down, quotations should be invited, goods should be ordered, inspected and checked on arrival and properly stored to obviate any chance of damage or loss through insects, rain etc. These should be issued as and when required.

(iii) School Business Management—Business management includes jobs that to the efficient and effective handling of money and materials within the school. It is an important part of the headmaster's job and one that needs to be performed with care.

(a) Internal Accounting—Whether the school is managed by Government or by private management bodies, it does involve a lot of money. Students clubs, class groups, athletics, dramatics and musical programmes, spend and receive money :

1. Preparing budgets
2. Recording receipts
3. Crediting receipts to the proper fund or head
4. Banking receipts
5. Authorising expenditures
6. Receiving invoices or statements
7. Making payments for expenditures
8. Billing expenditures to the proper fund
9. Issuing regular financial reports, and
10. Providing for periodic outside audits.

(b) Budgeting and Finance—The headmaster should know the roles of the various levels of government in financing education. He should know the source of income which are both physically adequate and socially equitable. He should have knowledge of the various types of grants-in-aid and of the interrelation of education and economic growth.

(c) School Office Management—The headmaster responsible for the management of the school office which is the contact point between the school and the public. The impression that people receive from the office is often the impression they have of the entire school. The office should be well-managed.

(d) Items of Management—The headmaster must have make himself an office manager. He is an educational leader. Office management is only a small part of his job. He should not become enmeshed in office details, as it can lead to a most inefficient use of his time. The different office tasks must be provided for, but not by headmaster himself.

1. The office work necessary for the efficient operation of the school.
2. Sufficient personnel to make the school office do the necessary office work.
3. The management of the office to the responsible clerical assistant.
4. Evaluation of the effectiveness of the school office, checking irregularities, removing inefficiency and ensure regular and prompt work.
5. Varied type office duties.
 - ▶ Legal duties *i.e.* the duties for which is legally responsible.
 - ▶ Duties prescribed by the Education Department or the Managing Committee or both.
 - ▶ Rules and regulations prescribed by the University or the Board to which the school is affiliated.
 - ▶ Routine duties such as admission classification checking, class register, cash book, acquaintance roll, attendance registers, registers of accounts of various fees and funds, etc.
 - ▶ Forms should be developed to facilitate the work of the school. These make work go faster and eliminate errors that occur from the random recording of information.

(iv) Special Services—Many special services have been introduced in a modern secondary school for the proper development of the pupils—these are school health services, school guidance services, free supply of mid-day meal, school uniforms, text books, etc. The headmaster should administer these ancillary services well so that maximum number of pupils are benefited. ●

Q.3. Describe the specific functions of headmaster.**Ans.****Specific Functions of Headmaster**

There are very few persons in the world who have more higher duties and responsibilities than those of a headmaster. This statement is completely true, because no nation is built in legislative assemblies, and factories etc. but in schools. In schools, those citizens of future are made on whose shoulders, there is quantum of running the work of society, national and the world. In this way there comes very important responsibility on the headmaster. It is but natural, the headmaster performing which he can make a nation. His first and foremost duty is regarding attainment of objectives of education. The chief duty of school is to achieve maximum of objectives which have been fixed by keeping requirements ideals and desires of individuals, society and the nation, ideals and desires in mind. Thus, being leader of a school, the headmaster has to bear following functions and responsibilities for the achievement of these—

1. School Supplies—A headmaster has vital responsibilities for procurement, protection and judicious use of school supplies. *"This, of course, involves considerable planning. Estimate have to be prepared regarding the quantity to be purchased, specification for each have to be laid down quotations have to be invited, goods to be ordered inspected, and checked on arrival, properly stored to obviate any chances of damages or loss through insects, rain, pilfering and finally these are to be issued as and when required".*

In this respect the headmaster has to make the following arrangement—

He will appoint a selection committee for purchase and maintenance are needed indispensably and will prepare the budget. Quotations shall have to be invited from the leading firms and the lowest quotation approved by the headmaster. Although the purchases are usually to be made through the Stores Purchase Department, but this procedure is sometimes disadvantageous. The supplies are cheap at the cost of quality, it is suggested that—

- (i) A few schools may combine for making purchase. The committee should see that the goods supplied are in good condition.
- (ii) The headmaster may start School Co-operative Department which may procure, store, supply and sell petty items of daily use, especially concerning the students such as books, stationery etc.
- (iii) It is the duty of the headmaster to ensure protection to the school equipment and to prevent damage. For this purpose, he should get the co-operation of the students, staff and the menials. He should impress upon students a proper respect for the school equipment.
- (iv) The headmaster should see that a proper record of the equipment is maintained, every year a physical verification of the items of equipment is purchased or prepaid.
- (v) Lastly, it is the duty of the headmaster to know the latest trends in equipment. He may adopt the modern scientific equipment, such as epidiascope, tape-recorder, loud speaker, radiogram, fluorescent lights and the mike.

2. School Campus Activities—The headmaster is responsible for the following specific tasks in connection with the school campus—

- (i) He must see that the school plant provides adequate educational service. The best use must be made of all the rooms, laboratories, workshop and the farm. If there is over-crowding, students may attend the laboratories in groups. All the specific facilities of the campus should be used to the best advantage of the students. For instance, the hall may be used for morning assembly, films show, extension lecture, dramatics, exhibitions, class-teaching and public meetings.

- (ii) He must look to the protection of the buildings and guard against any building hazards. He must arrange for timely repairing and decorations.
- (iii) He must look to the daily maintenance of the campus through a committee of the staff-members. The committee will be responsible for protection from fire and theft, petty repairs, decorations, landscaping, etc.

3. Co-Curricular Activities—The following tasks need emphasis regarding the administration and organization of activities—

- (i) The over-all responsibility for management of the co-curricular activities rests with the headmaster. He may delegate powers to the staff-members for their conduct, but his task is to supervise and monitor.
- (ii) The activities must be distributed amongst the staff members in accordance with their previous background, interest and aptitude. The work load of teaching must be reduced in proportion to the magnitude of the responsibilities. If possible, training facilities for some specific activities like athletics, scouting, home defence etc. may be provided, or the teachers deputed for such special training.
- (iii) Voluntary participation of students should be encouraged and guidance given to them for the proper choice of activities and hobbies. The proper spirit and attitude should be fostered and jealousies, friction and unhealthy competition avoided.
- (iv) Recording of the participation of the students in the activities should be made regularly and evaluation done.
- (v) The headmaster should make adequate budget allotment for the expenses to be involved in the activities. The proper spirit in the use of money, that is, the spirit of economy should be fostered in the minds of the pupils and the teachers. All wastage and unnecessary expenditure should be checked.

4. Office of the School—The modern conception of a headmaster's office is that it is a service center. The various services are—

- (i) Communication with the higher authorities, the parents, the public, the teachers and the students.
- (ii) Transaction of school business, such as admission, registration, attendance, collection of fees; etc.
- (iii) Co-ordination of work done by various school agencies.
- (iv) Recording, *i.e.*, working as a repository of school records.
- (v) Maintaining account.

The specific duties of the headmaster in respect of efficient working of the school office are—

- (1) The office must be housed at a suitable place. It must be adequately spaced and its proper up-keep ensured.
- (2) The office work must be distributed equally and adequately so that each member of office gets his share of work in accordance with his ability and post occupied. He must supervise their work, check irregularities, check indolence and inefficiency and ensure regular and prompt work.
- (3) For this own convenience he must decide for himself.
 - (a) The time is to be devoted for office work.
 - (b) The number of administrative assistants are needed.
 - (c) The equipment is needed and provided..
 - (d) The organization and division of work.
- (4) He must make note of all his office duties such as—
 - (a) Legal duties *i.e.*, the tasks for which he is legally responsible.

- (b) Duties prescribed by the Education Department and the Managing Committee.
- (c) Compliance of the rules and regulation prescribed by the University or the Board to which the school is affiliated.
- (d) Routine duties such as admission, classification, checking class registers, cash book, acquaintance roll, attendance roll, attendance register, accounts of various fees and funds etc. ●

Q.4. Describe the importance of Headmaster.

Ans.

Importance of the Headmaster

1. Major Component—The Headmaster is the major component of school management. On his ability and skill, personality and professional competence largely depend the tone and efficiency of the school. “*Schools are good or bad, in a healthy or unhealthy mental moral and physical condition, flourishing perishing as the principle is capable, energetic and of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principles have change of them*”. Everything in the school, the plant, the staff, the curriculum, method and techniques of teaching, co-curricular activities, human relationships bear the impress of the personality of the headmaster. The schools is as great as the Headmaster. The schools become great not because of the magnificent buildings but because of ‘magnificent’ Headmaster. Harrow, Eton and Rugby have been made famous by their great heads. As is the Headmaster so is the school.

2. Keystone. The Headmaster is the keystone in “the arch of school administration. He is the hub of the educational effort. What the main spring is to the watch, the fly wheel to the machine or the engine to the steamship, the headmaster is to the school. The character of the school reflect and proclaims the character of the Headmaster. He is the seal and school is the wax...He is organizers; leader, governor, business director, co-ordinator, superintendent, teacher, guide, philosopher and friend”.

3. Group Leader. The principal is group leader who know. How to involve people how to arrange cremations and initiate professes that will bring out the best in each participant. ‘No school can succeed’, in the words of **Mohiuddin**, “*If the teachers in it, work only as individuals and not as a group*”. The Headmaster is the group leader to direct and stimulate group effort.

4. Unique Status. In the school management the Headmaster occupies a unique position. He is in the strategic centre of a web of “instructional relationships-teacher-pupil, teacher-parent, teacher. It is he who arranges their co-ordinated efforts”.

5. Big Role. He is the despatching station at the centre of educational endeavour. He plans what is to be done in the school and how? He organises interdependent elements into a functional or logical whole. He directs to get the solution of the common problems of the institution. He co-ordinates all the elements into a unified programme to achieve a common objective and a single effect. He evaluates to get at the reason of failure or success. He keeps the public as well as the authorities informed through records, research and inspection as to what is going on. He is responsible for supervision of special services. He is the constant factor in a school’s leadership picture—his is the big role in the school play.

6. A New Type of Leader. School Headmaster is a man of character, an excellent organiser, a skilled administrator, a model teacher. Society needs all these qualities in a Headmaster plus something more. It wants that the Headmaster should be a good leader to be able to inspire those who work under his direction. In a democracy, he cannot drive them. In the old authoritarian schools, where the Headmaster was a dictator, a despot — his was perhaps an easier role. What he needed was the ability to inspire or fear among the staff and the students, and all went well. But now the emphasis is more on freedom of participation and reciprocal co-operation and less on dictatorship. “Leadership in a democracy is known by the personalities it enriches, not by those it dominates or captivates”. Hence the task of the Headmaster has become rather taxing and challenging. He has to earn the leadership. To make a success of assignment, he must come into close contact with teachers, pupils and parents. He cannot afford to live in an ivory

tower (office) and command respect. He cannot afford to be a mere detective, critic or fault finder. His leadership should be constructive. His job is to see. That parts of the machinery work spontaneously and in harmony and unison, not under an artificial compulsion.

7. A Community Leader. The principal is a community leader. He has to bring about a continuous long-range improvement programme. He has to exercise more initiative to meet the new needs that at any time in the past. He has to keep a step or two ahead of their constituents. He has to vigilant because if he gets too far ahead, the public won't follow him. If he falls behind, they will fire him. He would do well to study his community thoroughly, learn its resources of wealth. Know the intricacies of political manoeuvring and do his best so that the public is familiar with its schools.

8. A Good Business Manager. The rapid increase in school size and the changed conditions under which schools operate today have greatly increased the business responsibilities of school headmaster. For efficient administration of school enterprise, it is necessary that he looks after the school plant and the school activities in a business-like manner. ●

Q.5. "What the main spring is to the watch, the flywheel to the machine, or the engine to the steamship, the headmaster is to the school". Comment upon the above statement of P.C. Wren.

Or

"As the headmaster, so is the school". Comment.

Ans.

Status of Headmaster

Following are some views on the status of headmaster in a school—

1. P. C. Wren, "*What the main spring is to the watch, the flywheel of the machine, or the engine to the steamship, the headmaster to the school*".

2. W. M. Ryburn, "*The headmaster holds the key position in a school just as the captain of a ship holds the very position on a ship. The headmaster is the co-ordinating agency which keeps the balance, ensures the harmonious development of the whole institution. He sets the tone of the school and is the chief force in moulding the traditions which develop as goes on*".

3. General Grant, "*There are no poor regiments but only poor colonels. So is it with the school also*".

4. Secondary Education Commission, "*The reputation of the school and the position it holds in the society depends in large measure on the influence that he exercises over his colleague, the pupils and their parents and the general public*".

5. The Central Advisory Board of Education, "*No scheme of educational reconstruction will produce the desired result unless it is administered with vision and efficiency*".

Status of Head Master

1. Major Component—The headmaster is that major component of school administration on whose ability and skill, personality and professional competence largely depends upon the tone and efficiency of the school. "*Schools are good or bad, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing as the principal is capable, energetic and of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principles have charge of them*". Everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, co-curricular activities human relationships bear the impression of the personality of the institution. The school is as great as is the headmaster. It is rightly said that the schools become great not because of the magnificent buildings but because of "magnificent" headmaster. Harrow, Eton and Rugby have been made faceous by their great heads. In short, as is the headmaster so is the school.

2. Keystone—The headmaster is the keystone in the arch of school administration; he is the hub of the educational effect. What the main spring is to the watch, the fly wheel to the machine or the engine to the steamship, the headmaster is to the school. The character of the school reflects and proclaims

the character of the headmaster. He is organiser, leader, governor, business director, co-ordinator superintendent, teacher, guide, philosopher and friend.

3. Group Leader—The headmaster is a group leader who knows how to involve people, how to arrange conditions and initiate processes that will bring out the best in each participant. “*No school can succeed*”, in the words of **Mohiuddin**, “*If the teachers in it, work only as individuals and not as a group*”. The headmaster is the group leader to direct and stimulate group effort.

4. Strategic Center—In the school administration, The headmaster is in the strategic centre of a web of instructional relationships—teacher-pupil, teacher-parent, teacher-teacher. It is he who arranges their co-ordinated efforts.

5. Despatching Station—The headmaster is the despatching station at the centre of educational endeavour. He plans what is to be done in the school and how. How organises interdependent elements into a functional or logical whole. He directs to get the solution of the common problems of the institution. He co-ordinates all the elements into a unified programme to achieve a common objective and a single effect. He evaluates to get at the reason of failure or success. He keep the public as well as the authorities informed through records, research and inspection as to what is going on. He is responsible for supervision of special services. He is the constant factor in a school’s leadership picture—his is the big role in the school play.

Q.6. “**In a democratic organization, the head of the institutions should realise their importance of democratic practices**”. In the light of this statement, outline the relationship between the head of the institution and his colleagues. **Or**

“**In an ideal democratic school, there should be no principal**”. Discuss giving reasons, in support of your answer.

Ans.

Role of the School Headmaster

1. A New Type of Leadership—Since ages, society has been making heavy demands on the school headmaster. He should be a man of character, an excellent organiser, a skilled administrator, a model teacher. Society wants that the headmaster should be a good leader to be able to inspire those who work under his direction. In a democracy, he cannot drive them. In the old authoritarian schools, where the headmaster was a dictator, a despot—his was perhaps an easier role. What he needed was the ability to inspire awe or fear among the staff and the students, and all went well. But now the emphasis is more on freedom of participation and reciprocal co-operation and less on dictatorship. “*Leadership in a democracy is known by the personalities it enriches, not by those it dominates or captivates*”. Hence, the task of the headmaster has become rather taxing and challenging. He has to earn the leadership now. He must come into close contact with teachers, pupils and parents. He cannot afford to live in an ivory tower (office) and command respect. He cannot afford to be a mere detective, critic or fault finder. His leadership should be constructive as the steering wheel is even now with him. His is the duty of direction and superintendence. His job is to see that part of the school machinery work spontaneously and in harmony and unison—not under an artificial compulsion.

2. A Community Leader—The headmaster is a community leader. He has to bring about a continuous long-range improvement programme. He has to exercise more initiative to meet the new needs than at any time in the past. As educational leader, he has to keep a step or two ahead of their constituents. He has to be vigilant here because if he gets too far ahead, the public won’t follow him. If he falls behind, they will fire him. He should study his community thoroughly, learn its resources of wealth, know the intricacies of political manoeuvring and do his best so that the public is familiar with its schools.

3. A good Business Manager—The rapid increase in school size and the changed conditions under which schools operate today have greatly increased the business responsibilities of school

headmaster. For efficient administration of school enterprise, it is necessary that he looks after the school plant and the school activities in a business-like manner.

Q.7. Explain head master's duties and responsibilities.

Ans. Headmaster's Duties and Responsibilities

The headmaster is supposed to discharge following specific and general duties and responsibilities—

Specific Duties and Responsibilities

1. Supervision.
2. Teaching.
3. Management.
4. Special Services.

General Duties and Responsibilities

1. Duties before the session.
2. Duties throughout the year.
3. Duties at the close of the session.

Specific Duties and Responsibilities

1. Supervision—As the leader of the school, the headmaster has to supervise various types of activities—

(i) **Supervision of instruction, curriculum development and improvement and evaluation**—Class-room is the heart of teaching situation. It is the centre of instruction. It is, therefore, natural for it to be a centre of supervisory attention. It is very important that the principal upgrades the quality of education through creative, co-operative and constructive supervision.

(ii) **Curriculum development and Improvement**—The learnings which take place in the schools must be constantly adapted and improved so as to take account of the aspirations and changing needs of a nation. This requires constant revision of the curriculum of a school. Experimentation must be an accepted practice. In this respect, the headmaster can exercise his influence in a number of ways.

(iii) **Supervision of evaluation**—The headmaster has a task which should be performed with great care. He should—

- (a) appoint a committee of teachers together and tabulate the marks in a proper manner.
- (b) periodically check the position of students and pull up those who are not advancing well and encourage those who can obtain distinctions.
- (c) pick up the talented and weak and ensure adequate attention to them.
- (d) send the awards to the Board after thorough checking in time.

(iv) **Supervision of co-curricular programme**—In a comprehensive co-curricular programme the headmaster has to see that all the activities are efficiently planned, carefully carried on and result into student development. His patronage and his keen supervision of the various societies and clubs is important for improving the standard of the activities. One of the main things to be checked in this connection is to see that the teacher entrusted with the job not only knows it thoroughly but, his interest in it is genuine. He should also pay attention to the smartness and alertness of the group. He himself might give occasional demonstrations of minor means by taking active part in them.

(v) **Supervision of hostel**—The headmaster is also responsible for the careful supervision of the hostel, if there is one. He should see that the atmosphere of the home rather than that of the hostel, prevails therein. Every now and then, he should taste the food supplied to the boarders and examine the cooking arrangements, the kitchens, the dining rooms, the arrangements for washing dishes and so on.

He should go into the question of diet with the superintendent and see that it is the best than can be supplied for the money that is being paid. Occasional visits must also be paid to the hostel to see its management.

(vi) Supervision of registration work and account—The headmaster has to supervise the various registers and accounts. In this way, he will know his teachers and will know whose work needs special attention and supervision. His office is said to be "*The heart around which and through which the life of the school operates*". His competence is measured by the manner in which the office is run. He should see that the office procedure are systematized and duties are properly assigned to the teachers, so that office work may not take too much of his time and energy. All registers should be carefully checked occasionally. He should also see to the accounts because it is he who ultimately is responsible to the managing committee or to the department of these sums.

(vii) General supervision—The headmaster is responsible for the all-round progress, development and upkeep of the school. High standard of school administration can be the result of his constant vigilance. Everybody in his place, everything done in a systematic manner—will only be possible if he keeps his eyes wide open and is well-informed. There are so many problems which can be solved right from the time they raise their heads, if he knows the situation and tackles them well in time. Prevention is better than cure.

2. Teaching—Despite the frustrations of administration and demands on his time, improvement of instruction is one of the most important responsibilities of the headmaster. He has to be an effective instructional leader who perceives the right moment to initiate action, to lend encouragement, to inject new zest, to give due recognition, to evaluate and to culminate the activities. He is the key person, charged with the responsibilities of improving instruction.

3. Management—The headmaster has got to discharge following management duties viz.—

(i) School plant management—The headmaster has important responsibilities in planning plant facilities, in managing the utilization of these facilities, in equipping the facilities and in administering the maintenance and operation of these facilities.

Using the plant for educational purposes requires careful direction or much of its effectiveness can be lost. Effective utilisation is all the more a great problem when principles have to work in outmoded or poorly planned buildings—

- (a) Enrolment data for a room and subject for each period of the day.
- (b) Maintenance schedule.
- (c) School policy relating to community use of school facilities and other school plant matters.
- (d) Calendar of use of school facilities by both school and non-school groups outside of regular school hours, or for example, in the case of an auditorium and examination hall, during school hours.
- (e) File of instruction manuals relating to various pieces of equipment in the building. This file should include guarantees.
- (f) List of equipment servicing agencies approved by the department to make necessary inspections or repairs of the equipment in the building.

(ii) Equipment and supply management—A headmaster has vital responsibilities for procuring, protecting and using the school supplies. This involves careful planning. Estimates have to be prepared regarding the quantity and quality to be purchased and how to be purchased. Specifications for each item have to be laid down, quotations have to be invited, goods to be ordered, inspected and checked on arrival, properly stored to obviate any chance of damage or loss through insects, rain etc. and finally these have to be issued as and when required.

(iii) Internal accounting—Whether the school is managed by Government or by private management bodies, it does involve a great deal of money. Student clubs, class groups, athletics, dramatics and musical programmes, each of these and many more spend and receive money. The responsibility for these internal funds or non-appropriated money almost always rests squarely with the principal. This means the headmaster needs to be responsible for the development of a system that provides for the following—

- (a) Preparing budgets,
- (b) Recording receipts,
- (c) Crediting receipts to the proper fund,
- (d) Banking receipts,
- (e) Authorising expenditures,
- (f) Receiving invoices or statements,
- (g) Making payments for expenditures,
- (h) Billing expenditures to the proper fund,
- (i) Issuing regular financial reports,
- (j) Providing for periodic outside audits.

(iv) School office management—The headmaster has great responsibilities as far as the management of the school office is concerned. The office is the contact point between the school and the public. The impression that people receive from the office is often the impression they have to the entire school. Thus, it is very important that the office is well-managed.

- The headmaster should attend to the following for the proper management of the school office—
- (a) Be aware of the office work necessary for the efficient operation of the school.
 - (b) Staff the school office with sufficient personnel to make it possible for the necessary office work to be done.
 - (c) Delegate the management of the office to responsible clerical assistant.
 - (d) Periodically evaluate the effectiveness of the school office, check irregularities remove inefficiency and ensure regular and prompt work.
 - (e) Know his varied type office duties—
 - (i) legal duties, *i.e.*, the duties for which he is legally responsible;
 - (ii) duties prescribed by the Education Deptt. or the Managing Committee or both;
 - (iii) compliance of the rules and regulations prescribed by the University or the Board to which the school is affiliated;
 - (iv) routine duties such as admission, classification, checking class register, cash book, acquaintance roll, attendance registers, registers of accounts of various fees and funds etc.

Much of the school office work can be made routine. Whenever possible, forms should be developed to facilitate the work of the school. Not only do forms make work go faster, they also eliminate errors that occur from the random recording of information.

4. Special services—In a modern secondary school, so many special services have been introduced for the proper development of the pupils—school health services, school guidance services, free supply of mid-day meal, school uniforms, text-books etc. It is obligatory on the headmaster that these ancillary services are administered well so that maximum number of pupils are benefited.

General Duties and Responsibilities

1. Duties and responsibilities before the commencement of the academic year—The headmaster has to do so many things before the commencements of the academic year. The following items demand a careful attention on his part—

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- (i) Preparation of a school calendar showing details of different courses, co-curricular activities, rates of tuition fees, school timings, duration of the class-period of recesses, a list of holidays, the practice for the collection of tuition fees;
- (ii) Completion of teaching, clerical and menial staff;
- (iii) Distribution of work—teaching and administrative;
- (iv) Purchase of necessary equipment, books and supplies;
- (v) Completion of the admission of as many new pupils as possible; and
- (vi) Formation of new classes showing the names of pupils of each class.

2. Duties and responsibilities throughout the year—One or two weeks preliminary work should settle the major issues. After that the headmaster has to do planning the supervisory programme, organising the guidance service, arranging medical examination of children, checking the evaluation programmes, sending internal assessment marks, informing parents regarding the deficiencies of their children. He has to administer the entire programme of the school through his personal supervision and direction. He reaches the school before the regular work begins, inspects the sanitary arrangements of the campus, attends the school assembly, does office work, supervises curricular and co-curricular activities, meets visitors and parents and is the last to leave the school.

3. Closing the school year—Before the close of the year, the headmaster should be ready with—

- (i) arrangements of the final examination programme setting and printing of question papers, evaluation of answer-books, preparation of result sheets, and declaration of results;
- (ii) completion of pupil's cumulative records, and the date on which they are to be submitted to parents for information;
- (iii) announcement of the next year's text-books to pupils;
- (iv) the issue of school leaving certificates to pupils, desiring to leave the school before close of the year;
- (v) the annual report of the school.

Q.8. Explain administration and inspection of headmaster with reference to staff and pupils.

Ans. Administration and Inspection

1. Staff—Upon the headmaster of the school rests the chief responsibility of organization and administration. The tone and efficiency of a school depend largely on his personality and professional competence. In a climate of radically democratic opinion, it is important for the administration to realise and to act upon the realisation that principals are 'head teachers', Primus inter pares that many teachers are as well-qualified, as experienced and as capable as their headmaster and hence they must be given a positive say in matters of school policy. The headmaster should remember the wise statement of **Ronald Gould**, "*No quality education is possible without good personal relationships. When teachers are treated as allies and colleagues, are consulted and give responsibility, they respond the better teaching results.*" If, on the other hand, teacher is given no effective power, the truth of Adlai Stevenson's axiom becomes apparent, "*Power corrupts, but lack of power corrupts absolutely*".

The headmaster must establish democratic relationship. The attitude to carry out orders, good, bad or indifferent—will create deep frustration among teachers. Teachers need to be given a much bigger share in the actual day-to-day administration of the school and the principal should strive to establish true support within the staff through informal, and formal individual and group consultations and conferences. There should be frequent staff meetings of the whole staff or sections of the staff, at which there is full and frank discussion and two-way traffic of ideas on all matters pertaining to the welfare of the school is generated. Headmaster and teachers can educate each other about new developments in educational theory and practice—these are essential means of promoting healthy and creative teamwork.

2. Pupils—Contact with the pupils of the school is one of the important secrets of the success of a headmaster. If he sees the pupils only through the eyes of his assistants, he lacks in the essential quality of responsibility. He must be helpful to the pupils. He must try to know as large a number of children in his school as possible. He can achieve this end by taking some periods in the lowest class. This will also make the problem of discipline easier because the pupil will come to know their principal earlier than usual. Students must be associated with the school administration through Students' Council, Students' Panchayat, Students' Parliament. They must be entrusted with the organising and running of co-curricular activities. Wherever possible, they should be entrusted with positions of responsibility. There are problem cases in every school. They should be reclaimed tactfully.

The headmaster should be easy of access but certainly not one to be trifled with. He should be able to maintain the prestige and dignity of his office without, however, giving the impression that he is harsh, indifferent or callous to his students. He should see that he is respected but not feared. ●

Q.9. “A good headmaster is not merely good administrator”. Discuss and explain what additional qualifications the head of a school should possess?

Ans.

Qualities of Headmaster

To perform the difficult and manifold duties, the headmaster should possess following qualities—

1. Sound educational philosophy—He should have a clear understanding of the philosophy of life and the values on which society is based. He should have a clear conception off the functions and objectives of school education as also the correct methods and practices through which the objectives can be effectively realised. This philosophy must be constantly examined and received in the light of new problem and new insights.

2. High scholarship—The headmaster should be an educational expert to win and hold the real respect of his staff as well as the community. It must be felt that he is their principal by superior ability, energy and character. The headmaster should be able to take intelligent interest in the work of all teachers and be able to give valuable suggestions.

3. Adequate professional training—Educational administration, as discussed in earlier pages, is a specialised job. Without specialised training in the line, proper leadership is not possible. The headmaster should have adequate professional training to make him conversant with the administration technique.

4. Proficiency in human relations—The headmaster must be an expert in human relations. He should be able to enter understandingly and sympathetically into the thoughts, the aspirations and the motives of teachers, pupils and parents. He must know how to win the goodwill and respect of others and how to motivate them to put in their best efforts for the success of the school. He must; keep their channels of communication open from the top of the bottom and vice versa. It is better to anticipate the demands and requirements before they become vocal through organised effort. The headmaster should have sympathetic attitude. He should not be partial to anyone. His colleagues should get the impression that they are running the whole show.

5. Good physical, mental and emotional health—To discharge the multifarious and heavy responsibilities of his office, the headmaster should have sound physical, mental and emotional health. He should keep himself as young, fit, active, healthy and physically energetic as possible.

6. Qualities of personality—The headmaster should have qualities of personality like sound judgment, self-control, integrity, general purity of character, firmness, initiative, resourcefulness and common sense. If he is not a high power dynamo, there will be inertia and listless apathy all round. He must be progressive.



Chapter 9

THE TEACHER

"A true teacher is one who can immediately come down to the level of the students, and transfer his soul to the students soul and see through and understand through his mind". —**Vivekananda**

Q.1. Describe the meaning and importance of teaching as profession.

Ans. Teaching as Profession

Now-a-days teacher's professional development is an important issue in the area of teacher education. It is stated in several ways. There should be professionalization of teaching at every level i.e. from primary stage to the higher education. Teachers should develop his professional excellence. There are some fundamental questions related to profession development such as what is teaching profession? How is it different from other profession? Upto what extent teaching can be accepted as a profession? What are the ways and means for professional development? How can professional development be measured? These questions have answered in this chapter for the awareness of this issue.

A profession is a calling and it implies acquisition of a fund of knowledge, range of skills and their application in the service of humanity. There are only three learned professions: Law, Medicine and Teaching.

The service rendered by a profession may be directed as in the case of teachers and doctors or indirect as it is with teacher education. Further this service may be rendered for a limited section of teacher renders his professional service for a limited period of time when his clientele is in the educational institutions and generally the teacher practices the profession within the institutional framework of a school, college or university. Further, a profession (such as medicine or law) can be practice independently or within a institution or both.

Meaning of Profession—It is very simple word that it is way for earning live. It is very broad term to cover most of the occupations, but it is very specific related to specific job or vocation. Teaching profession is related to teaching job. The profession can be stated as job-role of teaching. Teaching profession requires education and training for job-role. In this profession a teacher tries to impart knowledge, develop skills and attitudes towards his students. Teaching is considered as noble profession. There are several professions which have different job roles. The characteristics of a profession have enumerated here.

Characteristics of A Profession

The professional group of a profession indicates certain specific characteristics. They are as follows—

1. A profession demands possession of a body of specialized knowledge and extended practical training.
2. A profession renders an essential social service. Even though a professional seeks to live by what he earns, his main purpose and desire is to be of service to those who seek his assistance and to the community in which he lives.
3. A profession demand continuous in-service training of its members.

4. A profession has a clearly defined membership of a particular group, with a view to safeguard the interest of the profession.

5. A profession assures its members a life career.

6. A profession evolves its own code of ethics.

7. A profession set up its own professional organization.

As stated above, a typical profession exhibits a complex of characteristics. Are all these criteria the monopoly of a profession? The forming of a professional organization, developing a code of ethics, offering a life carrier to its members or even granting of action are all shared by trade associations guides. Then where is the difference? There are two criteria that are basic to a profession. A profession professes to do two things; one is to serve and the other is to serve with conscious understanding and efficiency. While all other vocations also serve, the profession not only serves but makes service its prime motive. Even when there is a conflict between the interest of the client and that of the society selfish interest falls in favour of the professional interest. The profession and other vocations differ in the sense that a profession is well grounded on its sound knowledge and expertise. It has the highest quality that any professional can lay his hands on. The two qualities, altruism and longing for authentic knowledge on the part of the members make the distinction between a profession and a trade.

The following are the some major characteristics of a profession—

1. It has long term education and training for a job-role.
2. It should cater the needs of the society, nation and personal priority is to be given to his own job.
3. There should be social accountability.
4. There should be some ethical norms or considerations.
5. There should be professional association.
6. There should be autonomy and self regulations.
7. There should be freedom to charge reasonable fee for the service.

Q.2. Indicate the qualities of a teacher.

Ans.

Qualities of A Teacher

Now the question arises, ‘What makes a good teacher’? Before we discuss the various traits and qualities necessary for a good teacher we must know from whose point of view the teacher should have certain good qualities? Whose judgment should we consider while accepting the essentiality of such traits? Pupils have their own criteria of judging a teacher, and so have the headmaster, the parents, the educational authorities, and the laymen. It is really difficult to strike a balance between the demands put on the teacher, by all these categories of people. Then there is another question: what technique should be followed in deserving the essential traits of a good teacher and thus painting a complete picture of him? We may sum up briefly the main points helpful in coming to definite conclusions regarding the two questions given above.

Qualities of A Teacher from Different Point of View

1. The Point of View of Pupils—Pupils have their own likes and dislikes. **Hart**, in his investigation, found that the first five important traits ranked by the majority of the students, who were called upon to give reasons for liking a teacher, were—

(i) Cheerful, happy, good-natured, jolly, sense of humour and joke.

(ii) Human, friendly, ‘one of us’.

(iii) Interested in understanding pupils.

(iv) Making work interesting, motivating them to work with pleasure.

- (v) Commanding respect. Again he has found that the first five traits, disliked by the pupils are—(a) Bad temper, (b) Not helpful in school work, (c) Partiality, (d) Haughtiness, (e) Extreme strictness.

When we are finishing a list of traits essential for a good teacher we must take the likes and dislikes of pupils into cognizance.

2. The Point of View of Headmasters—The headmaster wants the teacher to be obedient. Loyal, hard-working, intelligent, co-operative and helpful. He wants to give the best results and to raise the status of the school.

He is not so much concerned with some of the traits listed essential by the students, e.g., sense of humour, remaining one with students etc., He has his own points of view—the total out of the school. Perhaps he is satisfied with one essential. i.e. the teacher is able to bring credit to the school through the University Results 100% pass, maximum number of scholarships etc.

3. The Point of View of Parents—The parents have their own criteria. They want the teacher to be highly sympathetic to the child, paying individual attention to him. The teacher, helping the child to get best results in the best.

4. The Higher Educational Authorities—They have their own whims. It is observed these days that their best criteria for judging a teacher is examination results. They are prepared to punish the teacher if he does not show results better than the pass percentage of the university. They want the teacher to be meek and humble. They want him to work in the worst of the conditions. They will dismiss all his demands about the work-condition in the school, with a reply in one sentence. The teacher should be resourceful. They want him to be extra-resourceful so as to teach children without any house accommodation (hence under the shade of tree) and any equipment i.e., through verbal images alone.

5. The Point of View of a Layman—He perhaps thinks that a teacher should work as mental labourer on monthly wages, and should put in at least 8 hours daily work. He should live no material wants. He need not join public functions and should have no recreation.

6. The Point of View of Educationists—Educationist have also gives a long list of traits and qualities essential for a good teacher. In that list, perhaps no favourably qualifying adjective in the dictionary, has been lift out. They make him a paragon of virtues ‘a Daniel’ on earth; or a superhuman being. We have not yet discovered an ideal teacher on earth, down the ages, who possess all those traits mentioned by the educationists.

Q.3. Enumerate the functions of a teacher.

Ans. Functions of A Teacher

The duties and function of teacher can be categorized as follows—

1. Planning—Before proceeding with the actual teaching work and class management, a teacher should plan thoroughly the following items—

- (i) He should plan the curriculum as a whole, the syllabus in the subjects, he teaches, divides the syllabus into monthly and weekly units or yearly plan.
- (ii) He should plan the use of audio-visual and other teaching aids, and procure those in advance.
- (iii) He should plan the time-table, and the actual class-work in accordance with the time.
- (iv) He should plan all the co-curricular activities, to be organized during the session.

2. Educating—Teaching is his first and foremost duty. It is his duty to have a thorough knowledge of the subject, he teaches, study and practice the latest techniques of teaching, select the learning materials, manage the daily routines and procedures of teaching, and motivate the students to learn. He should give sufficient and adequate home-task and make regular correction of written work. He has to direct co-curricular activities and look to the all-round development of pupils.

3. Organizing—A teacher has to organize the following items—

- (i) He has to organize various curriculum and curricular activities.
- (ii) He has to organize the school plant look, to decoration and up-keep of the school campus, make seating arrangements, maintain the equipment, distribute the furniture and pay attention to the sanitation of the surroundings.
- (iii) He has to organize library work of the pupils.
- (iv) Organization of the instructional work is the most important duty. This includes organization of syllabus, classification of pupils, construction of time-table, and assignment of work.

4. Supervision—A teacher has to supervise the work of the pupils. He should ensure regular attendance and regular work, and detect irregularities. He has to check the practical work, the written work and supervised study by the pupils. He has to maintain discipline and order in the school. He has to supervise games and other activities of the pupils. He may have to supervise the work of the pupils in the hostel.

5. Guidance—The teacher has to guide the students in a number of matters. He has to guide them in the proper selection of subjects, leading to whole-some vocations. He has to guide them in their studies. He shall have to recognize the personality, strengths and weaknesses of his pupils and so adjust his own attitude and behaviour that he is able to motivate the students to work. He has to give guidance to the back-ward, and the slow-learner. He has to guide and adopt remedial measures for the delinquent, abnormal and maladjusted children. In brief, educational, vocational and personal guidance is an essential part of the teacher's duty.

6. Recording—He has to keep record of the work of the pupils and of their day-to-day participation in activities. He has to record 'their admission attendance, realization of fee and other matters. He has to help the office in maintaining certain school records such as stock of furniture, issue of furniture, supply of equipment, university results, scholarship awarded to pupils. Fees realized, admission and withdrawals, cumulative records, etc.

7. Evaluation—A teacher is expected not only to educate but also to evaluate the achievement of the pupils from time to time, diagnose, weaknesses and spotlight brightness. For this purpose he has to conduct house-tests, score papers, tabulate marks, determine policies of promotion and prepares results. In the case of secondary classes, he has to send awards in internal assessment to evaluation. He must be conversant with the new-type tests, construction of test-items according to objectives and methods of scoring.

Q.4. Indicate the qualities of a successful teacher.

Ans. Qualities of A Successful Teacher

In the words of **Joad**, "*Teaching is not everybody's cup of tea*". To become a teacher, book learning, passing the examination and the ability to instruct are not enough. He should possess a sterling character and certain physical, intellectual, social and emotional qualities which are per-requisite for success in teaching. The following are the essential qualities of successful teacher—

1. Teacher's Character—A flower in bloom is loved by all and in this lies its glory. Similarly man may be viewed as having achieved everything in life when he becomes perfect in character. In the best flowers among making take to teaching, society is abundantly enriched, their fragrance and beauty are then made the best use of. If the teacher becomes an embodiment of right conduct in thought, word and deed, the students by their association will learn virtue and develop manly qualities. They can be humanized and can live and act like normal human beings. They can become thoughtful, concerned and courageous.

2. Teacher's Personality—Every teacher must have a good personality. Radiant, pleasing and impressive personal appearance, refinement, pleasant manners, industry, enthusiasm, drive, initiative,

open mindedness etc. are some of the essential traits of an ideal teacher. External appearance has a psychological effect upon the students. By attractive appearance he can win the love and affection of his students and can command respect. He should be frank, tolerant, kind, fair and straight forward so that he can stimulate learning.

3. Teacher's Mental Health—We speak of education as a lamp lighting lamp, one life making another life and a spirit speaking to another spirit. We can achieve this objective, if the teachers have good mental health. Students develop interest in those subjects, which are taught by pleasing and genial teachers. The teacher makes the emotional atmosphere in the classroom. A neurotic teacher may spread fear, nervousness and worry in the classroom. A fanatic-teacher may spread hatred, prejudice and hostile feelings among the students. If he has a good mental health, he can create love, interest and enthusiasm for learning and a taste in the subject he teaches.

4. Teacher's Physical Health—A teacher should possess a sound body along with a sound mind. He should have a sound physical health, physical energy, vitality and he should be free from physical defects. This will make him alert, cheerful, happy, dynamic and enthusiastic. He can maintain emotional stability.

5. Teacher's Social Adjustment—Sociability is another important quality of a teacher. He should have a sound social philosophy and he should make his best contribution to the society. He should know how to adjust himself to the social surroundings in which he lives. He should not be quiet, retreating and introverted. He should be free from worry, anxiety and thinking and feeling about himself. He should mix well in society to have a large body of friend and to take a helpful interest in his neighbours. Normal social life outside the school will go long way to give him happy social adjustments.

6. Teacher's Professional Efficiency—A teacher must possess a strong sense of vocation and true devotion towards teaching. He should have genuine love for his calling. For his professional efficiency, he should have a knowledge of physiology, educational philosophy, aims, contents, methods and materials of instruction, skill and interest in teaching. He must possess a fair knowledge, of current affairs about his own country and other countries of the world.

7. Teacher's Academic Achievements—A teacher should possess knowledge of the fundamentals of the subjects he teaches. He should have a sound academic and cultural background.

A teacher must have the required professional training; without which he will commit serious pedagogical blunders. **Prof. Montesque** in his book, "**Education and Human**" asserts that, "*No one should ever be permitted to become a teacher of the young unless by temperament, attitudes and training, he is fitted to do so*". Teaching is no doubt a profession. A man, it is essential that he should undergo necessary training to know the art of teaching. Thus for a successful teacher, sound academic achievement and professional training are highly essential.



Chapter 10

CLASSIFICATION AND PROGRESS OF PUPILS

"It is like pouring water from a bucket into bottles with necks of different sizes; some bottles get more and some less and a great part is spilt".

—*Sultan Mohiyuddin*

Q.1. What is need of classification of pupils? Describe advantages and disadvantages of class system.

Ans.

Need of Classification

The fact that "*the nucleus of school organization is sound-classification*" cannot be denied. A good class is not a mere aggregation of children, arbitrarily grouped, as a matter of mechanical administrative convenience, but the members of a class are related by common interests, equal or almost equal attainments, similar aptitudes and common aims. A class is a homogeneous group of pupils—homogeneity existing in the various spheres of human attainment—intellectual, physical, social and emotional.

Classification is a necessary and at the same time an embarrassing problem of school administration. This is so because it is very difficult to group the complex individuals into homogeneous units called classes. Particularly in the world of today when education has been psychologised, when the individual has come to the forefront in the arena of education it is said that the class system is going to meet its death. But it should be remembered that although the patient is in a bad way, the corpse is hardly yet available for the post-mortem! The class, as a unit of teaching, may disappear; but as a unit of organization, it will certainly stay until we have a better method of organization to replace it.

Advantages of Class-system

1. Making the child socially conscious—The class as has been said above, is not a mere aggregation or conglomeration of children, but they are related by common interests. The very fact that interests are common provides them with incentives of work. Each individual is enabled to measure his own ability against those of others. A strong stimulus to activity is furnished through emulation and co-operation. We are in entire agreement with **L. P. Jacks** when he says that the most precious art in the world is that by which crowds can be turned into communities. School is undoubtedly the first and foremost agency which can perform this duty most efficiently. With a community life of its own, it is an excellent training ground for children and the class is an organization in this society. When the child cannot live in this small organization on a co-operative basis, how can we expect that he will be able to pull on well in a very complex world where co-operation is a necessity? So as opposed to individual treatment the child will becomes socially conscious through a class. He will learn to sacrifice his own interests for the interests of his class and this may form the very basis of his later sacrifices for his community, nation and country.

2. Advantages of collective teaching—These lie in the discovery and removal of misunderstandings which have arisen during individual and group work. It is also useful in clearing up of general difficulties which arise in individual and group work.

3. Sense of time and money—If individual methods are followed, the cost of education will certainly go up manifold. This fact alone may result in reducing the scope and extent of the most humanitarian and essential service. In class methods we see that one teacher can teach a class of 30 pupils or so at one time and thus the cost thereof is within manageable limits.

4. Teaching of inspirational subjects—There are some subjects especially inspirational subjects which can be taught better to a class than to an individual. History, Music and Religious Instructions are examples of such subjects. The ‘sympathy of numbers’ in these cases is extremely helpful to the quality of instruction.

5. Equality and cooperation—The class-system is based on the principles of equality and co-operation and these are necessary, if we are to save ourselves from class-distinctions. If we provide education to a few only instead of giving general education to the masses, we shall be on the high road to creating a new class of intellectual aristocracy. This will be against the very foundations of democracy.

6. Learning through interaction—It should be carefully borne in mind that pupils learn not only from teachers but from each other also. The class system, which permits free mixing of pupils, helps in that direction and provides facility for the same.

Disadvantages of Class-system

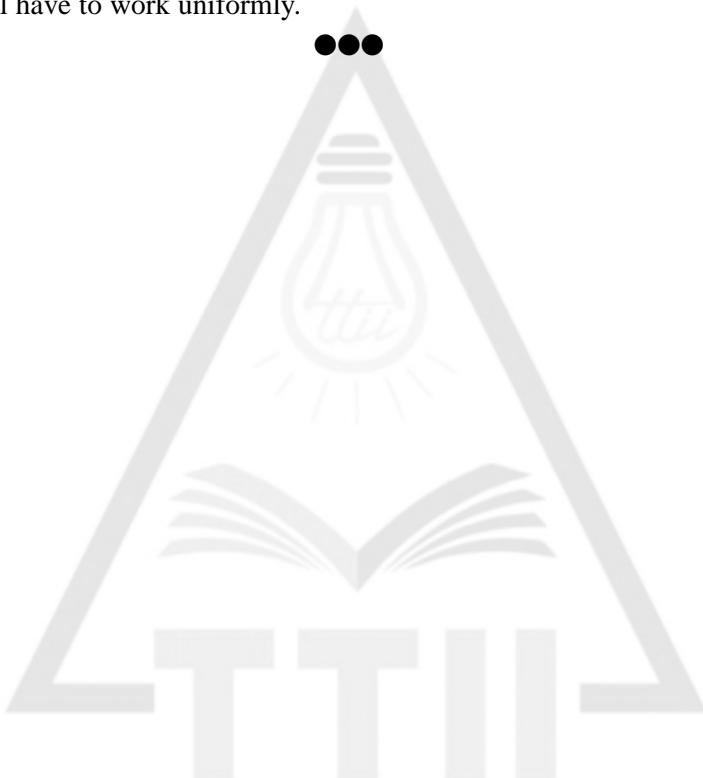
1. Ignoring individuality—The class-teaching is based on the assumption that the differences between individual children are not of enough significance to be considered in the organization of class-room procedure, that all pupils will react in a similar manner to similar situations and will progress at the same rate. But this is not the case in reality. Nothing in the world presents a greater range of variety within the type than a class of boys. There is the mathematician, the linguist, the scientist, the artist, the clever-handed, the subtle, the dull, the keen, the lazy, the weak, the amenable, the slow, the thorough, the superficial and there are the knave, the fool, the righteous! There are as many types as there are boys. Individuality is generally ignored by the class-teaching. As opposed to this, individual instruction makes for the development of initiative and individuality. Mass teaching so often tends to exercise memory and memory alone. Individual methods teach pupils to think, feel and act for themselves and not subordinate themselves to the majority without rhyme or reason. The very attitude of the pupil to school and school work undergoes a fundamental change from being passive recipients of knowledge to becoming active partners in the work.

2. Average teaching—In a class, the teacher adjusts his teaching to the average child, but an all-round average pupil is a statistical myth. However homogeneous the class may be, there is no average boy in it. In fact, no two boys are identical, in ability, energy, tastes aptitudes and the desire to learn. No doubt, children have exactly the same gifts and potentialities of body and soul. So the uniform intellectual diet that the teacher offers to the class often suits none completely. There is the danger of holding back the bright and over-pushing their dullards. If the teacher directs his attention to the bright section, the dull are dragged along hurriedly beyond the natural pace of their mental process and suffer a severe strain physically and mentally. If the teacher directs his attention to the weak, there is the danger of making the bright also weak and thus turning them into backward children. But this is not the case under the individual work system. In this case, each pupil works according to his own ability and aptitude.

3. Wastage of teaching effort—In a class system individuals cannot derive equal benefit from the teacher’s efforts which are considerably wasted through lack of adjustment to individual needs. In the words of **Sultan Mohiyuddin**, “*It is like pouring water from a bucket into bottles with necks of different sizes; some bottles get more and some less and a great part is spilt*”. But under an individual work system, the teacher gets far more real satisfaction from his work. When dealing with his pupils

individually, he is able to understand and meet their difficulties. He is able to make sure that his pupils understand his explanations. He is able to vary his way of dealing with a view to suit different individuals. In this way, he is being of real help to his pupils and, in point of fact, he is being of far more help to large numbers of them than he can possibly be under a system of class-teaching. He can put in more time with those who need it, and he is able to teach them how to think and work for themselves. In every way, the teacher realizes that he is doing the job for which he is in the school much more efficiently and this naturally gives him satisfaction. Working with such a scheme may and does mean harder work for the teacher, but the extra work entailed is certainly well worthwhile.

4. No care of individual rate of progress—Class organization takes no care of the individual rates of progress. All pupils have to devote a fixed time to a fixed subject. But some students need less time for History and more for Geography, while with others the reverse is the case. In the case of class-teaching, however, all have to work uniformly.



Chapter 11

SCHOOL DISCIPLINE

"The instructional procedures imply the components of skill and knowledge. They are clearly analyzed and defined and instructions are arranged to the component not already possessed by the students and instructions are revised until objectives are attained".

Q.1. Explain the causes of indiscipline in school and suggest how to maintain discipline?

Ans. Freedom and discipline are essential for proper and full development of personality. Hence both should give up their narrow concept and jointly co-operate in the development process. A synthesis of the two apparently contradictory concepts is to be achieved through impression and emancipation which integrate to develop self-discipline. This self-discipline is the bed rock of all developmental activities which aim at the development of the individual as well as the welfare of society.

Growing Indiscipline amongst Students and its Cure

In modern times one finds indiscipline in the class room as well as outside. There are some specific reasons for this—

Causes of Indiscipline in the Class

1. Lack of interest—Generally children in class-room do not get adequate opportunities to receive education according to their interests. Hence they show inattention and ultimately indiscipline.

2. Formation of bad habits—Some children develop bad habits in the company of parents, family members, friends and class-fellows. Consequently these children indulge in indiscipline in various ways.

3. Unsuitable curriculum—In the prevalent curriculum, there is little provision for subjects connected with disciplinary habits. Thus children do not take interest in studies. As such, the modern curriculum is also partly responsible for the growing indiscipline and disorder.

4. Too much restrictions in the class—Some teachers employ terror and punishment tactics to enforce order in the class. They compel children to remain sitting dumb in the class. These rigid restrictions produce reaction in the form of indiscipline as soon as the teacher is away from the class.

5. No attention to individual differences—In the collective teaching of a class, attention is paid to individual differences. Hence children, go no astray and show indisciplined behaviour.

6. Unpsychological methods of teaching—Most of the teachers employ unpsychological methods of teaching with the result that children fail to understand the content. Thus they indulge in indiscipline.

7. Large number of pupils in the class—Class rooms are generally over crowded these days. Thus individual contact of teacher with each child becomes very difficult. In such situation disorderly behaviour of children is a natural reaction.

8. Over competition amongst students of the class—Generally a teacher overemphasizes competitive spirit among children with the result that those who score more marks take to self-conceit and snobbery and those who do not do well become frustrated. Thus both groups indulge in indiscipline with different motives and in different ways.

9. Lack of right type of teacher—These days other considerations rather than merits and academic achievements play a greater role in the selection of the teaching personnel. Incapable teachers are often selected with the result that such teachers are unable to control and guide children properly.

10. Lack of facilities for education—Physical conditions of class namely rooms of school, area of rooms pure air, sun light, fans and furniture are responsible to make the educational process welcome and congenial. Indiscipline among children is often a reaction to the lack of aforesaid facilities.

Causes of Indiscipline Outside the Class Room

1. Effect of poverty—Children from poor families suffer from wants of books, stationery, fees and other essentials of educational process. They remain worried and sometime in desperation react in an indisciplined manner.

2. Effect of rejection by parents—Sometimes parents show a feeling of indifference and rejection towards their own children who are mentally handicapped or physically ugly. Such children develop a feeling of revolt and revenge towards society in general. They show indiscipline in schools and outside of schools.

3. Effect of favouritism by parents—Sometimes parents show discriminatory attitude towards their children. The favoured ones develop a sense of egoism and snobbery towards those who are less cared for and favoured. Children of both the groups show indiscipline in different manners according to their feelings of hatred and revolt.

4. Effect of high ideals of parents—Some parents are so authoritarian in attitudes and votaries of absolute ideals that they force their children also to follow those ideals against their wishes. Such compulsion generates mental complexes which often explodes in indisciplined activities.

5. Wrong locations of school—Sometimes schools are located in crowded localities and market places. The effect of these situations is obvious. Outside activities distract the attention of children and they begin to show indiscipline as an unavoidable reaction.

6. Economic status of teachers—Generally economic condition of teachers is miserable. Thus they try to supplement their meagre income by tuitions or other forms of work. This dejection and fatigue make their teaching lifeless and the result is indiscipline on the part of children.

7. Social prestige of teachers—In this age of capitalism, respect and recognition is directly correlated to economic status and material plenty. Since teachers are economically unsound, therefore they do not receive respect from the rich parents. Generally children of well to do parents, behave in an indisciplined manner and poor teachers keep silent about these delinquents. Other children also copy this indisciplined behaviour.

8. School as teaching shops—Schools of today are teaching shops where knowledge is sold to those who pay. Thus no ideal is followed with the result that children indulge in various forms of indiscipline.

9. Lack of moral education—There is no provision of moral education in our educational system of today. Thus children fail to discriminate between right and wrong. This lack of moral education leads children to evil habits and indiscipline.

10. Lack of co-curricular activities—Co-curricular activities have their own importance in the education of a child. Participation in these activities satisfies the emotions and impulses of children in healthy ways. But our system of education ignores these activities with the result that impulse of children finds indisciplined and undesirable outlets.

11. Political associations—Political parties are also responsible for indisciplined behaviour of children. These political parties excite them for their political gains and spoil their right development teaching them all sorts of indiscipline and disorderly behaviour.

12. System of examination—The present system of examination is such that often lures children towards copying and other underhand means to pass out. Sometimes the success of these unfair means provokes others to take resort to them and thus indiscipline is created.

13. More students, less teachers and limited number of rooms—More and more children are coming to schools for education today. But class rooms are very few and teachers are also not in sufficient numbers. The result is crowded class rooms, crowded campus, free periods and over burdened teachers. This creates chaos, disorder and indiscipline around.

14. Student unions—In all institutions we see student unions today. These unions create various problems for teachers and administrators leading to open and violent confrontations.

Suggestions for Maintaining Discipline in Schools

W. R. Shoring has advocated three types of disciplinary activities to remedy their problem of indiscipline in schools of today. They are—(1) Constructive, (2) Preventive, and (3) Remedial. In the following lines, we are discussing all these three separately together with suggestions to achieve each of them—

1. Constructive discipline—To achieve constructive discipline such thoughts and activities should be inculcated in children which develop in them a sense of self discipline in a normal and natural way. For this, the following suggestions should be kept in mind—

- (i) Do not prescribe taboos and don'ts to children.
- (ii) Such feelings should be developed in children who teach them their duties together with their rights.
- (iii) More opportunities should be provided to children to participating co-curricular activities.
- (iv) For every work in the school, co-operation of children should be sought by pursuasion.
- (v) Full respect should be accorded to the individualities of all children.
- (vi) Teachers should try to understand the interests and needs of children and try to meet them as much as possible.
- (vii) The ideals and traditions of school should be inconformity with the constructive discipline.
- (viii) The personality of teacher should be so effective as to exert the wholesome influence on all children.

2. Preventive discipline—Preventive discipline is concerned with those restrictions which prevent the indisciplined behaviour of children. Following suggestions are relevant for this purpose—

- (i) Teacher should know all children of the class by their names.
- (ii) While teaching, the teacher should keep an eye over the whole class.
- (iii) Seating arrangement for children should be comfortable.
- (iv) Inattentive children should be warned and pulled up.
- (v) Interesting methods of teaching should be employed.
- (vi) Behaviour of teacher should develop in children a sense that the teacher is their well wisher.
- (vii) Children disturbing teaching should be psychologically death with to make them cooperate in the work.
- (viii) A child should not be harshly treated and pulled up before others because it injures the self respect of the scolded child.
- (ix) Teacher should be serious from the start of the session. Laxity in the beginning may spoil the future attitude and behaviour.
- (x) Teacher should stand at the head of the class and should not move about unnecessary as movements distract attention.
- (xi) School campus should be kept neat, clean, tidy and attractive.

3. Remedial discipline—Remedial discipline means to reform the child. For this, two things are essential. They are—(a) Diagnosis or understanding the cause of indiscipline, and (b) Treatment i.e. removal of the causes of indiscipline. For this, following suggestions are adduced—

- (i) Defaulting children should be isolated from others till they are reformed.
- (ii) Such defaulting children should first be given opportunity to explain their conduct and their explanation should be patiently heard.
- (iii) Such children should be clearly told about their guilt and they should not be compelled to apologize at the beginning of talks.
- (iv) Punishment should be awarded to the delinquent child after due deliberation and decision.
- (v) After the award of punishment, the talk about his guilt should cease,
- (vi) A guilt of a child should not be discussed before others.
- (vii) If the guilty child is not found out, then the whole class should be warned.
- (viii) Guilt of one should not be generalized and the punishment be given to the whole class.
- (ix) For reforming a child, help from his parents and guardians should be solicited.
- (x) Guilty child should not be severely scolded.
- (xi) Guilty child should not be laughed at.
- (xii) Small mistakes should not be taken as indiscipline.
- (xiii) Punishment should suit the guilt.
- (xiv) Help from senior teacher should be sought when a teacher fails in the task.
- (xv) Remedy should be made clear to the guilty child.
- (xvi) The teacher must know the back ground of the guilt.
- (xvii) Before the award of punishment, full investigation should be done by the teacher.
- (xviii) If the guilty child has done some good deeds, he should get appreciation for them.
- (xix) Full precautions should be taken after punishing the indisciplined child, so that there is no repetition of the guilt.
- (xx) All remedial measures should be well understood by the child.



Chapter 12

ORGANIZATION OF INTERNAL FUNCTIONS AND PROGRAMMES

"The general movement is away from the old over-reliance and verbal instruction, formulated subject and learning from books, and in the direction of more varied and many-sided individual activities in keeping with child's real interests".

—John Dewey

Q.1. Explain organization of internal functions and programmes in a school.

Ans. The Ideal Campus

Beautiful, neat and attractive schools campus motivates both the teachers and the pupils to work best. It is said "*The campus is to the school what dress is to a woman*". The problem of water supply can be solved with the help of Persian Wheel or electric motor. Trees and ornamental bushes or climbers once planted need only regular watering and occasional pruning. A few evergreen shady trees in the campus, can provide good effect. Flowering trees can make the campus beautiful. Some wall climbers are prolific in a variety of richly coloured flowers which blossom for many weeks and give a gay look to the building. Bougainvilea is very rich in possibilities. These can be easily trained into arches and bushes.

Hibiscus, oleander, poinsettia are other ornamental plants which give flowers for many weeks.

Green hedges if properly pruned can be very valuable in isolating different areas. With well-groomed hedges and a few coloured flowers, the school can be made to look happy. Gardenia with white flowers, Hibiscus with scarlet flowers may be tried.

Organization of Internal Functions and Programmes

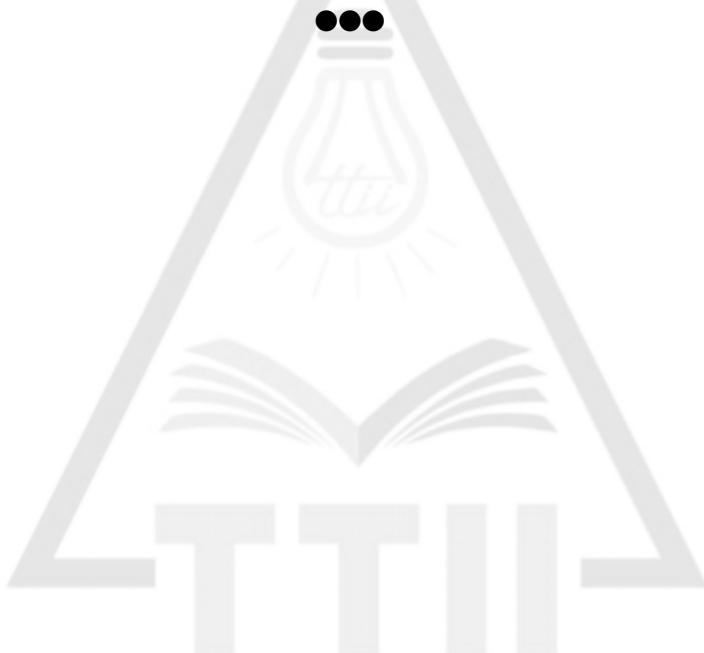
All facilities and equipments in the school must be inspected regularly and frequently in order to assure its proper working in all times. Any defacement marks and obscenity writing should be removed immediately. Both teachers and students should be made to imbibe the virtues of good house-keeping. No waste-papers, pieces of chalks, should be lying about. The co-operation of the faculty is essential in building up attitudes part of the pupils against carelessly dropping waste-paper etc. in the halls or on the class-room floors or on the grounds. Such co-operation results in desirable training for citizenship in addition to improving the appearance of the school. The rooms should be free from dirt accumulation on walls, tables, equipment etc. School plants should be regularly and periodically inspected for detecting the needs of repair. While the emergency repairs should be immediately attended to general repairs might be undertaken during vacations.

The school is utilized only for 5 or 6 hours a day and about 6 months in a year. Rooms in the schools, particularly the library, science-rooms, drawing rooms, craft-rooms, auditoriums and halls are put to 50 to 70 per cent use and may be even less in some cases. In many schools, halls are used only for examinations or for holding three or four meetings in the year, while science laboratories are used only for a few periods every day. Similarly, the school building and other facilities remain unused during the summer vacation and long breaks. Following ways may be utilized for organization of internal function and programmes.

1. School day may be lengthened.
2. Double sessions can increase building utilization.
3. Scheduling the regular use of library by groups or classes can increase the use of the library.
4. Laboratories may be used for general purposes.
5. Playground may be utilized by carefully scheduling classes in physical education throughout the day and by consciously using playgrounds both for sports programme whenever weather conditions permit and for those games that can be played out of doors. The careful scheduling of intra-mural sports after school will also help utilize the playgrounds to maximum advantage. Games that require much space but provide opportunity for a few to participate should not be permitted.

6. Auditorium can be more fully utilized if proper provision and scheduling is made for cultural activities. It can also be used to hold workshops, seminars and other projects.

7. A school plant can be used as a social centre, as a polling station during elections and as a meeting place for civic societies, welfare associations as well as parent-teacher associations. It can serve as a recreation centre where the children, youth and adults of neighbourhood use the playground the gymnasium etc. in out of school hours.



Chapter 13

PRINCIPLES AND TYPES OF CURRICULUM CONSTRUCTION

“Education.....regards the child as an individual growing by his own activity, living in his own environment, and preparing himself for adult life, not by imitating the adult, but by living as fully as possible in the environment of childhood”.

—Smith and Harrison

Q.1. Describe the fundamental principles of curriculum construction.

Ans. Fundamental Principles of Curriculum Construction

Curriculum is a tool in the hands of the teachers to bring about the harmonious development of children. It is the sum total of school activities. It is, therefore, very essential that the curriculum should be constructed on following sound principles—

1. The conservative principle—‘Nations live in the present, on the past and for the future’. This means that the present, the past and the future needs of the community should be taken into consideration. The past is a great guide for the present as it helps us to decide what has been useful to those who have gone before and what will be useful to those who are living today.

2. The forward-looking principle—Future needs and requirements of the community should be given their due place. Children of to-day are the future citizens of tomorrow. Therefore, their education should be such as it enables them to be progressive-minded persons. Education should give them a foundation of knowledge, feeling and that will enable them to change the environment where change is needed.

3. The creative principle—Those activities should be included in the curriculum which enable the child to exercise his creative and constructive powers. The objective of education is to discover and to develop special interests, tastes and aptitudes. **Raymount** says, “*The promptings to anyone of the intellectual interests may fade away and become practically irrevocable unless opportunities be then and there forthcoming. None of child’s native gifts should escape our notice. In a curriculum that is suited to need of today and of the future, there must be a definite bias towards definitely activities*”.

4. The activity principle—The curriculum should be thought in terms of activity and experience, rather than of knowledge to be acquired and factors to be stored. Growth and learning take place only where there is activity. ‘Experience’ rather than ‘instruction’ is to meet the needs of the various stage of growth. In the words of **John Dewey**, “*The general movement is away from the old over-reliance and verbal instruction, formulated subject and learning from books, and in the direction of more varied and many-sided individual activities in keeping with child’s real interests*”.

Playgrounds, shops, workrooms and laboratories not only direct the natural active tendencies of youth, but they also involve intercourse, communication and co-operation.

Abbott and Wood report has also stressed the activity principle, “*It is vitally important that young children should not be required to sit still for long periods at a time. A young child needs rest, it*

is true, but he must play, he must explore, and he must be physically active if he is to derive a daily satisfaction out of his attendance at school. In short, he needs experience more than instruction".

The curriculum must ensure the activity of body and mind. It should be the centre of the curriculum. All modern methods of teaching, i.e., Kindergarten, Montessori, Project, Basic etc., are based on this principle of activity.

5. Principle of preparation for life—This is the most important principle in the construction of the curriculum. In the previous question we have stressed that education must equip an individual for life. Hence curriculum must include those activities which enable the child to take his part effectively and amicably in the activities of the community when he becomes an adult. We have to prepare him in such a way as he is capable of facing the various challenges of the complex problems of the future.

6. Principle of child-centered curriculum—It is true that the child is to be prepared for life. But this does not mean that his immediate interests should be sacrificed for the sake of the future which is indefinite. As **Ryburn** puts, "*The best preparation for life that we can give a child is to help him to live fully and richly his life at that stage at which he is.*" The child automatically prepares himself for the next stage by living well and truly life at one stage. **Smith** and **Harrison** also observe, "*Education.... regards the child as an individual growing by his own activity, living in his own environment, and preparing himself for adult life, not by imitating the adult, but by living as fully as possible in the environment of childhood*".

7. Principle of maturity—Curriculum should be adapted to the grade of the pupils and to their stage of mental and physical development. In the early childhood 'wonder' and 'romance' predominate. So subjects and activities which present the elements of 'wonder' and 'romance' should be included at this stage. At a later stage they are interested in practical things. So at the Junior Secondary stage the curriculum should provide for practical problem. At the next stage, that is the Senior Secondary stage, students are interested in generalisations and accordingly curriculum should provide such activities. The child at this stage is keen to discover, to find out and discuss new facts. The curriculum should harness the adventurous spirit of the growing child.

8. Principle of individual differences—Individuals differ in taste, temperament, skill, experience, aptitude, innate ability and in sex. Therefore, the curriculum should be adapted to individual-differences. It should not be rigid.

9. Principle of linking with life—The community needs and characteristics should be kept in view while framing the curriculum.

10. Principle of comprehensiveness and balance—The curriculum should be framed in such a way as every aspect of life, i.e., economic relationships, social activities occupations and spiritual life, is given due emphasis.

11. Principle of flexibility—Curriculum should take into consideration the special needs and circumstances of the pupils. Curriculum of the girls may not always be identical with that of boys. The special needs of both the sexes should be given their due consideration.

In general the curriculum of the village and urban school will be the same but there might be variation according to the specific needs of the locality.

Q.2. Describe types of curriculum construction.

Ans. Types of Curriculum Construction

There are different views regarding the curriculum construction. There has been changing emphasis on the components of education which has influenced the types of curriculum construction. Some of the important types of curriculum are enumerated as follows—

1. Subject-centered or teacher-centered curriculum construction—The curriculum is greatly influenced by social philosophy. Idealism metaphysics is that idea is real. Therefore ideas or subject

content should be given emphasis in developing curriculum. **Herbartion** approach gives emphasis on presentation of content in classroom teaching. It is also known as content-centered curriculum or teacher centered-curriculum. This type of curriculum is unpsychological as it does not consider the students needs, interest and abilities. It is not helpful in developing democratic outlook of the students. This type of curriculum is easy to design and easy to understand by the teacher. It can be easily revised and modified. It depends on the social and educational thinking. It helps to test the student's performance easily. This type is preferred by teacher, students and parents.

2. Child-centered or learner-centered curriculum construction—This type of curriculum is more psychological and given by the naturalism. The curriculum is designed, based on the nature of child. It considers the need, interests and abilities of the learners. It considers the stages of growth and development of children. The type of curriculum is used in Montissori and Kindergarten education.

3. Task-centered or activity-centered curriculum construction—John Dewey has suggested this type of curriculum. Kelpetrik has given project-method teaching for this curriculum. Mahatma Gandhi emphasized on basic education *i.e.*, 3H education—hand, head and heart. Which is also activity-centered. The child takes interest in social useful more.

4. Objective-centered curriculum construction—B. S. Bloom has suggested evaluation approach to education. It is tripolar process—Educational objectives, Learning ‘experiences and Change of behaviour. The curriculum is the major component of learning experiences which should be objective-centered. In the formation of objectives—national, social and students needs are considered. The evaluation of students is also made objective-centred. The curriculum is designed in view of the objectives of education. This type of curriculum is used in the present system of education.

5. Experience-centered curriculum construction—In this type of curriculum main states is given on the learner experiences. This type of curriculum is given by pragmatism. It is same as activity centred. The learning by doing device is used for this curriculum.

The experience-centred curriculum establishes the relationship between school and society. It helps in developing creative aspect of the students and develops the leadership qualities.

6. Correlated-curriculum construction—In this type of curriculum different subjects of school are taught by correlating each other. All the school subjects have same purpose. It assumes that knowledge is an unit. All the subject should be taught with the help of correlated curriculum. It is difficult to design this type curriculum. The content of different subjects should have same level of students comprehension.

7. Core-curriculum construction—This type of curriculum includes compulsory and optional course of study. The compulsory courses have to be studied by every student. Hence it is also termed as core-curriculum. The core-curriculum is related student and social needs. It helps in preparing good citizen. The optimal courses are offered by student according to his need and interest. Thus, it is also learner centered curriculum.

8. Integrated curriculum construction—There has been a great controversy about the integration of the curriculum. Some people advocate that curriculum should achieve integration among different subject areas to give the contents, unity of knowledge. There are others who plead that the curriculum should steadily integrate the goals which a particular society sets before itself. There is a third group of those, who convincingly assert that the source of essential integration should be the expanding experiences and environment of the child. According to them, a model curriculum will be integrated into two dimensions. Needs and experiences of the child should lead to horizontal integration, the common purposes of education should integrate it vertically throughout the meet the needs of different children and their diverse environment.



Chapter 14

TIME-TABLE

"A Time-table, in fact, is the second school clock, on 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, the recreation intervals as well as the time for assembly and dismissal". —*Safaya and Shaida*

Q.1. Indicate the need of school time table. Describe the principles of good time-table.

Ans. Need of A School Time-Table

School time-table is a necessary, tool for its efficient working. Its primary objective is to provide time for suitable and varied learning experiences for all the children. It prevents waste of time and guide by directing the teachers' attention to one thing at a time and saving him from digression, confusion and unnecessary repetition. It gives each subject and activity the place, attention and emphasis that it deserves. It ensures that most effective use of the time at the disposal of the school. It regulates the distribution of work. It makes it possible to fix courses wanted by each pupil. It secures the adjustment of the energy and their capacity to meet them. A very important element in the internal economy of the school it indispensable from the pupils', teachers' and principal's point of view. Hence, it is called the '**Second School Clock**'.

Principles of Good Time-Table

The main principles of time table have been given in the following paras—

1. Flexibility—The time-table should be flexible enough to suit the changing needs and requirements of the pupils, environment, season, other internal school circumstances and latest treads of education.

2. Some Periods for Recreation—There should be periods for recreation like play and games, physical exercises, radio listening and other activities intervening between periods of serious study.

3. Sufficient Place for Activities—Activities must find an honourable place in the time-table.

4. Room for Change of Posture and Place—The time-table should admit adequate change of posture, room and seat pupils.

5. Suitable Duration of Period—Duration of period should suit the age of the pupils. A period of thirty-five minutes in summer and forty minutes in winter for higher secondary school and thirty minutes for primary school will be quite justifiable for sustaining interest.

6. Co-ordination of Efforts—The time-table should permit adequate co-ordination of efforts of teachers. The time should be provided for conferences and co-operative planning. It should give free hand for adopting modern methods of teaching. Teachers should not be made slaves to any static time-table. They should be entitled to make the necessary alterations.

7. Providing the most Appropriate Work for Each Teacher—It allotting work to teachers, case should be taken that each teacher is assigned those subjects which he is best qualified to teach. Teaching load should be almost evenly distributed so that there may be no bickerings on that score.

8. According to the Needs of Every Pupil—A good time-table should make it convenient for every pupils, to take the optional subjects he desires.

9. Variety of Work—Change of work is the best form of rest for both pupils and teachers. Children should not be kept for too long at a stretch at the same subject or type of subjects which are higher in fatigue-causing power. It will be better not to have the same subject for two consecutive periods excepting, however, the practical subjects as Science, handwork, art etc. Easy and difficult lessons should alternate. Physical exercises or music can be introduced between Mathematics and Reading. Singing and writing work may not follow physical exercises. This provision should apply to teachers also. For instance, a teacher of English or Mother-tongue should not have a run of oral lessons one after other; writing and composition lesson should alternate with oral lessons.

10. Provision for Best room and Equipment Utilization—The number and size of classes and classrooms also affect the school time-table. In a school where two classes are held in the same room, the time-table should be drawn up in such a way that one class may do silent work and the other may, at that time, be engaged in vocal work such as reading. The fittings and furniture available in the school also determine the time-table to some extent. Drawing and manual instruction, require specially furnished rooms. All the classes cannot have those subjects simultaneously, even though a particular time in the school days may be the most suitable for them.

11. Avoiding Incidence of Fatigue—Children get fatigued at certain school hours or certain days in a week. Following are some measures that tend to minimise fatigue—

- (i) The length of the period should decrease with the monotony and increase with variety of the activity required in the lesson.
- (ii) There should be alternation of intense and of easier talks, mental and of physical applications, of study and of recreation, pinging, marching or games should interrupt sedentary work for about one hour.
- (iii) The ‘hard’ subject should claim the best part of the day never during the opening periods, but only after a certain momentum has been gained. The curve of power on a school day, reaches its highest point only during the second and third periods, and then declines rapidly. Similarly, in the working days of the week one is at best on Tuesdays and Wednesdays, but lethargic on Mondays and Saturdays. Mondays following a visit home on Sunday. Mondays are days of recollections. Saturdays are full of expectations, as on a Saturday, students should think of visiting their homes the next day.
- (iv) Age, physical conditions and season be considered while fixing the duration of periods. Pupils, in lower classes, need frequent changes of occupation, with short periods to prevent incidence of fatigue. Pupils in higher classes can have longer periods of forty to forty five minutes' duration each. During summer, pupils get tired very soon hence shorter school periods and shorter school day.
- (v) The size of the classes should be almost equal. Secondary schools have generally several sections of the same class. There are also groups for optional subjects. These sections and groups should be of uniform size. Too many large and small classes are not desirable interests of the school.

12. Variation to Suit Local Conditions—The needs of the particular locality should be taken into consideration while adjusting the working hours, and the duration of summer vacation, spring recess and winter recess. The needs of a rural school are different from those of the urban school. Similarly, the needs of the school in a hilly area are different from those of the school in the plains. For example it is not inconvenient or impractical for a school in the plains to start work at 8.30 A.M. whereas for a school in a hilly area, it is not feasible to start work before 10 A.M.

13. Time for Teacher's Conferences—Some time should be provided in the school time-table for teacher's conferences for joint planning in the interests of pupil needs. There should be provision for shortened period for conferences. The conference period should be during the day and not at its close. In this period, students can have access to teachers, teachers to students, and teachers to teachers.

14. Co-operative Teaching—Provision for an opportunity for co-operative teaching in the integrated programme should be made available if and when teachers want it. Co-operative teaching implies that two or more teachers and their classes during the lengthened period may work together for one or for several days. It includes interchange of work and is based upon joint planning for the work of the classes. A good time-table should provide this.

15. Fluid and Dynamic—Time-table should be fluid enough to allow variations within a broad frame whenever desired. So there should be periods of various lengths ranging from 30 minutes and assemblies, school recess, or even for revision lessons. Supervised study, co-operative planning and discussion co-curricular activities, audio-visual instruction, field trips etc. should be assigned longer periods.

16. Continually Revised—Time table should never be accepted as a fact for all times. It should be examined critically in the light of the particular factors operating in the school. ●

Q.2. Describe the procedure for preparing school time-table.

Ans. Procedure for Preparing School Time-Table

A school time-table is the blue-print of school working schedule and usually types of time table are prepared—

1. Classwise school time-table.
2. Teacherwise school time-table.

The classwise school time-table is prepared first and then teacherwise time-table is prepared. Both are used in preparing school time-table. The following steps are used for the time-table—

First Step—Under this step required informations for preparing time-table are collected which are as follows—

1. A list of teacher also their teaching subject.
2. A list of classrooms in the schools.
3. A list of classes with sections along with subject.

The above informations are the basic elements of school time-table. These informations are collected in very specific form.

Second Step—A list of optional subjects with classes laboratory facilities, geography, history and Art room number of students etc., informations are collected.

Third Step—The size of the rooms and numbers of students in the time-table for seating arrangement,

Fourth Step—The last year time-table can be consulted along with additional subject and class for the present year.

Fifth Step—With the help of above informations classwise schools time table is prepared by an experienced teacher. It is two dimensional chart. On the first raw period and time in ascending order are noted. Thus periods and classes forms the cells. In each cell subject and name of teacher with days are written. It has been shown with example as shown here—

Classwise School Time-Table

| Period Class | I 10-10.40 | II 10.40-11.20 | III 11.20-12 | IV 12-14.40 | Interval 12.40-1 | V 1.1.40 | VI 1.40-2.20 | VII 2.20-3.00 | VIII 3-3.40 |
|-----------------|----------------------------|---|-----------------------------|--------------------------------|---------------------|-----------------------------|-----------------------------------|--------------------------------|---|
| Class X | Hindi R. Maths Daily | Physical Science Satish C. Daily | Maths Mahesh C. Daily | Bio. Sci. S. Singh Daily | — | English Arun S. Daily | Social Study R. P. Singh | Chemistry D. Singh Daily | Practical Work Science Physical MTW Bio. Sci. Th. E. S. |

| | | | | | | | | | |
|------------|--------------------------------|---|---|-------------------------------|---|---|--|---|---|
| Class IX | Maths Mahesh C. Daily | Biology Science S. Singh Daily | Hindi R. Mishra Daily | English Arun S. Daily | — | Physical Science Satish C. Daily | Chemisry D.Singh Daily | Social Study R. P. Singh | Bio. Chem. Practical M.T.W Physical Science Th. F S. |
| Class VIII | English Arun S. Daily | Maths Mahesh C. Daily | Social Study R. P. Singh Daily | Science Satish C. Daily | — | Hindi R. Mishra Daily | Art and Drawing Kalash C. Daily | Computer Science Rakesh S. Daily | Physical Exercise N. P. Singh |

PRINCIPAL

Teacherwise School Time-Table

| Period Class | I 10-10.40 | II 10.40-11.20 | III 11.20-12 | IV 12-14.40 | Interval 12.40-1 | V 1.1.40 | VI 1.40-2.20 | VII 2.20-3.00 | VIII 3-3.40 |
|--------------------------|----------------------------|--------------------------------|----------------------------------|--------------------------------|---------------------|------------------------------|-------------------------------|---------------------------|----------------|
| R. Mishra | Hindi Class X Daily | — | Hindi Class IX Daily | Hindi Class VII Daily | — | Hindi Class VIII Daily | Hindi Class VI Daily | — | — |
| Mr. Mahesh Chandra | Maths Class IX Daily | Maths Class VII Daily | Maths Class X Daily | — | — | Maths Class VII Daily | Maths Class VI Daily | — | — |
| Mr. S. Singh | — | Bio. Sci. Class IX Daily | Bio. Sci. Class VIII Daily | Bio. Sci., Class X Daily | — | Science Class VI Daily | Science Practical Daily | Science Practical X | — |

PRINCIPAL

Q.3 Enumerate the different time in the school.

Ans. Time-Table in Single or Double Teacher School

In the construction of time-table for a single or double teacher school. One teacher has to teach two, three or even four classes at the same time and in the same room. The difficulties increase in proportion to the number of classes a teachers have to engage at a time. No efficient work can be expected in such schools. The following principles may be helpful in framing-time-table in such schools—

1. Monitorial System—Intelligent and capable students of senior classes should be trained as monitors and asked to teach junior class. They can be of substantial help in calligraphy, dictation, sums of arithmetic and questions of social studies and general science. During the time when the teacher is attending to another class students may carry on.

2. Self-study by Pupils—Self study under the supervision and control of the monitor. This will help in framing the school time-table. Independent work or self-study by pupils, provided in the time table itself may be done individually or collectively in small groups. When a teacher attends to one class, other classes will go on doing some work through self-study. Such work should not extend to more than 40 minutes in the higher class and 20 minutes in the lower class.

3. Collective Classes—While teaching the subjects like General Science, Social Studies, Physical Training and Drawing etc. The teacher can combine classes. He will have to plan the work very carefully and adjust the time-table accordingly.

4. Subject-wise Attention—The teacher can pay special attention to important subjects like Mathematics and Languages. He can meet different classes for each subject individually while he can teach the other subjects collectively. He can adjust his time-table.

5. Double Shift System—The teacher can introduce double shift system to make the school work more effective. He can meet half the classes in the morning shift and the other half in the afternoon shift.

6. Dismission lower classes earlier—The first and the second primary classes may be dismissed earlier in the day, so that the last periods are left completely for the senior classes.

Guiding Principles of Making Time-Table

Wofford suggests the following guiding principles in programme making—

1. Equitable Distribution of Teacher's Time-Table—The programme should be so planned that each child and each group has an equitable distribution of the teacher's time.

2. Fair allotment of time on the Basis of Subjects—The organization of the school should be such that a fair allotment of time is made on the basis of subjects and subject-matter. What is fair allotment would have to be decided on the basis of the needs of children.

3. Time to Study and Play—Every good programme should provide for time to study and play as well as to recite.

4. To Serve Children—It should always be kept in mind that the programme is made to serve children, not to be served by them. It should be child-centred.

Time-Table in Double Shift Schools

Due to overcrowding of pupils and non-availability of enough school buildings double-shift system has been introduced in a number of high and higher secondary schools. The following four types of double-shifts have been introduced—

1. Ladder-wise Shift—High and higher secondary classes attend the school in the morning shift and middle classes in afternoon.

2. Section-wise Shift—Half the sections of each class attend the school in the morning shift and the remaining half in the afternoon.

3. Sex-wise Shift—Girls attend the school in the morning shift and the boys in the afternoon.

4. Overlapping double-shift—Some classes attend the school in the morning shift, some in the afternoon and some in both the shifts for certain special subjects like music, drawing, science, Sanskrit, Home Science, art and crafts. In this case the same teacher teaches these subjects in both the shifts.



Chapter 15

HOME-WORK

"Under normal conditions, a reasonable day's work for a child has been done at the close of the afternoon session and home-work, as it is generally organised, does more harm than good as a rule in this country, except, perhaps from the point of view of examination success". —**Bray**

Q.1. What is the importance of home-work. What are its problems? Explain principles governing suitable home-work.

Ans.

Importance of Home-work

Bray said that, "*Under normal conditions, a reasonable day's work for a child has been done at the close of the afternoon session and home-work, as it is generally organised, does more harm than good as a rule in this country, except, perhaps from the point of view of examination success*", and if a boy has been kept well at work for five or six hours, he has been reading, writing and thinking, the evening should be devoted to games, recreation or a hobby. But there are others who hold that "*Home lessons render material assistance in the direction of private efforts without which self-reliance is an impossibility*". "*Plenty of occupation is the one secret of a good and healthy moral life*", says **Thring**.

Home-work properly understood, skilfully planned, intelligently assigned and sympathetically checked is indispensable and invaluable. It provides opportunity to the pupils to plan and perform their work. It is a valuable means of study without the restrictions of class-work, it supplements the teaching work done in the class. It involves much repetition essential for fixing up the lesson that has been taught in the class. It develops the moral and intellectual qualities of self-reliance, self-direction and initiative. It stimulates in the pupil voluntary effort to follow up the study of subjects that appeal to his interests. It accustoms him to revise and consolidate the work done in school. With the help of this device the parents are able to examine and inspect the work of their children and to suggest further improvements. Thus home-work serves as a link in the teacher-parent co-operation.

Problem of Home-work

1. Home-work as punishment—"*Any teacher who assigns home-work, as a disciplinary measure, exacting quantities of drill and meaningless busy work perpetrates an outrage on the teaching profession. This is not teaching, but exploitation*". The major criticism on the problem of home-work is directed, on the amount of home-work.

2. Need of parents supervision—There is something definitely wrong when parents have to supervise their children's serious work and all that teachers do in school is to make sure that has been done.

3. Unsatisfactory conditions for study—Home conditions introduce disparity between pupil and pupil, for, some get no help, others get too much, and others yet help of the wrong sort. In very few homes, adequate light, quiet and privacy are available. The discomforts and distractions with which children have to put up in some homes make study more harmful than profitable. In the case of better homes, there is often much of "helping" of the misguided sort, which is worse than none at all, upsetting the teacher's plans and, deceiving the teachers utterly as to the child's effort and capacity.

4. Danger to health of the child—There is danger to the health of the pupil who works hard through the school hours and late in the evening, wanting to sleep. Keeping fit and ready for next day's work should be considered a definite requirement.

5. Creating indifference—"To set too much home-work is to give pupils something they may neglect. And it is the worst possible thing, when something which a teacher wishes to be carried out, is not done. This risk should not be taken".

Suitable Amount of Home-work

1. Primary school—There should be a sliding scale, for home-work. Children below ten, should have no work at an academic character for performance at home.

2. Middle school—In the Middle school, for children of 11-13, about one to two hours' work might be considered adequate.

3. High school—In the High school, two to three hours, should be regarded as the limit, the work increasing from year-to-year.

Principles Governing Home-work

1. The work that the pupil can undertake without assistance from parents or a private tutor—The opportunity of doing the work unaided and yet successfully, will develop self-reliance and make possible greater confidence for the higher tasks.

2. Beneficial to mind and body—Unmitigated grinding routine work such as transcription of pages of matter, cramming verses, neither understood nor appreciated, or 'mugging', multiplication tables must be prescribed. On the other hand, the spelling of the word met with, the writing out of lines already studied, memorizing of selections done in the class, the reading of passages containing familiar vocabulary, are examples of the right type.

3. Diversification of work—Verbal expression must have a place in the system and weekly debate among the members of the class is a useful way of promoting this. Home-work may be given as revision of previous work and the preparation for a coming lesson.

4. Hobbies—Given a fairly good library, any teacher should be able to fix valuable voluntary home-work to widen the boy's outlook, deepen his interest, his ideals and lengthen his hours of real intellectual life.

5. Ability to use books as a means of gaining knowledge—The actual study to be done at home should be planned to guide the children into an abiding interest in the recalling of such history, travel and literature as is contributing to lives of culture and refinement.

6. Fostering a taste for art, music and drama—In selecting the task for the evening and for the holidays, if teachers would look for those things into which the whole family might enter, family circle and its interests might begin to be built around the fascinating lesson of the school. In this way home life can be enriched and beautified.



Chapter 16

ORGANIZATION AND ADMINISTRATION OF GUIDANCE PROGRAMME IN SCHOOL

“Home lessons render material assistance in the direction of private effort without which self-reliance is an impossibility”.

Q.1. Explain the meaning and principles of guidance services in school. What is the role of guidance personnel in school.

Ans.

Guidance Services in School

Meaning

Organization of guidance services in school means supervision, planning and co-ordination on the part of the head of the institution. Moreover, it means active co-operation of the parents, the staff, the guidance experts and the pupils. Thus, organization of guidance work in schools implies the following—

1. Laying down objectives in clear terms.
2. Mustering resources and utilizing them in the judicious manner.
3. Systematic planning of guidance work.
4. Co-ordination and conduct of certain activities within administrative framework.
5. Allocation of duties and responsibilities.
6. Provision of minimum essentials.
7. An able leadership to co-ordinate supervise and direct activities.
8. Working of various guidance personnel as a team.

Principles of Organization

1. Child-centredness—Guidance services should be organized while keeping in view the needs, interests and purposes of the students in the school.

2. Continuity—Guidance services should be organized because individuals face problems throughout their lives. These should be meant for all and not merely for the maladjusted.

3. Wholeness—Guidance, services should be concerned with the whole individual in his total environment and with specific needs and principles.

4. Prevention as well as cure—Guidance should be organized to deal not only with serious problems after they arise, but also with cause of such problems, in order to prevent them from arising or to be better prepared for their solutions.

5. Specialization—Guidance is a specialized service. It should be provided by specialists like School counsellor, school psychologist, school psychiatrist, school social worker, school physician, curriculum expert, placement worker and coordinator of school activities. Services of these specialists should be organized and administered in such a way so that they may constantly strengthen other members of the school personnel and help in their problems.

6. Self-knowledge and self-direction—Guidance should be directed towards improvement of self-knowledge and self-direction in the pupil.

7. Securing and recording adequate information—Guidance services should provide for securing and recording adequate information regarding educational and occupational requirements and opportunities through tests and other devices.

8. Leadership and co-ordination—Guidance service should provide for leadership and co-ordination of all the agencies of school and community for long-term guidance of youth.

9. Co-operation—Guidance service should enlist the active cooperation of parents so that better organization may be arrived at. It should also enlist the interest and efforts of every member of the school staff.

10. Simplicity—Guidance service should be as simple as possible.

11. Collection and analysis of data—Up-to-date data of the person should be obtained, properly recorded and cautiously analysed.

12. Latest ways and means—Some definite ways and means should be selected so as the latest ‘technical-know-how’ can be imparted to the concerned worker.

13. Budgetary provision—The organization of guidance service should be according to the budgetary provisions, which should be made beforehand.

Specialized Personnel

As guidance is specialized job in schools, it requires specialized personnel. These may include the headmaster, school counsellor, school psychologist, school social worker, child welfare worker, school physician, school psychiatrist curriculum expert, placement worker and co-ordinator of school activities. The following is the role of various specialized personnel—

1. Headmaster—The headmaster is the leader, director and co-ordinator of guidance programme in the school. Some of his functions are the following—

- (i) Recommending to the authorities for the employing of competent counsellor.
- (ii) Appointing guidance committee to study the school’s guidance needs.
- (iii) Providing necessary facilities to the guidance worker and staff connected with guidance.
- (iv) Providing assistance in planning guidance programme in the school.
- (v) Encouraging teacher to attend special guidance courses and seminars.
- (vi) Keeping the parents informed about the guidance activities available in schools.
- (vii) Formulating plans and policies regarding organization of guidance programme.
- (viii) Interpreting the programme of guidance services to the school and the community.

2. Teacher—The following is the role of the teacher in organizing guidance services in school—

- (i) Collecting information and maintaining cumulative record.
- (ii) Observing the pupils in various situations—in the classroom, in the library, in the playgrounds etc.
- (iii) Detecting maladjustment of pupils.
- (iv) Preparing case histories of children’s problem.
- (v) Helping the pupils to secure better education, personal and social adjustments.
- (vi) Sending information about the pupils to the parents and the headmaster and taking an active part in the Parent-Teacher Associations.
- (vii) Helping the pupils in evaluation of their own growth.
- (viii) Providing opportunities for the maximum development of the pupils.
- (ix) Taking the help of experts.

3. Counsellor—The role of the counsellor has been explained in counselling.

4. School Psychologist—The functions of the psychologist in organizing guidance services in schools may be summed up as follows—

- (i) To know the individual, *i.e.*, his abilities, potentialities, interests and aptitudes with the help of psychological tests and other sources.
- (ii) To help the individual in solving emotional and other problems and making maximum adjustment.
- (iii) To conduct research.

5. Health Specialist—In organizing Guidance Service in schools, the role of the health specialist is as follows—

- (i) To make arrangement for medical examination of each child after a suitable interval.
- (ii) To report physical handicaps of students to parents, teachers and headmaster.
- (iii) To maintain complete record pertaining to the health of children.
- (iv) To develop a programme of improving physical health of the pupils.
- (v) To take up follow-up work.

Guidance Services in School

1. Data collection service—It collects relevant psychological data such as data regarding pupil's interests, abilities, aptitudes and personality traits, family background or social environment data, school data, and data concerning educational and vocational plans. This data is collected with the help of various, psychological tests such as intelligence tests, personality tests and interest inventories : questionnaire, interview, observation, rating scales, case history and cumulative record card. This data helps the guidance worker in understanding the pupil and also in imparting 'educational, vocational and psychological guidance.

2. Occupational information service—It relates to supply of information concerning occupations to pupils according to their abilities, aptitudes and interests. The information includes importance of occupation, nature of work, opportunities for advancement, remunerations, advantages and disadvantages, industrial information, training information, educational information, social economic and cultural information. Occupational information may be supplied through : (i) school subjects, (ii) field trips and visits, (iii) career (iv) films, (v) radio, (vi) television, (vii) library, (viii) charts, (ix) curricular activities, and (x) talks on occupation by teacher-counsellor or any other specialist.

3. Self-inventory service—It enables the individual to obtain information about his assets, liabilities, aptitudes, interests, limitations and personality traits without which he cannot make a wise selection of an occupation.

4. Counselling service—It enables the individual to solve educational, vocational and psychological problems through personal interviews. Counselling interviews are conducted in privacy and friendly atmosphere.

5. Vocational preparatory service—It is designed to help the individual to make preparation through pre-service training, in-service training or apprenticeship. Vocational education helps the individual in such preparation. Success in occupations mostly depends upon how this service is performed?

6. Placement service—It is concerned with assisting the pupils to get admission in suitable schools, colleges or training institutions and to get suitable jobs.

7. Follow-up service—Its purpose is to find out the progress and achievements made by the students in the educational or professional career. Counselling is incomplete without such service.

8. Research service—Research services bring about improvement in the effectiveness of the other services by conducting research regarding new techniques.

Minimum Programme of Guidance

1. Minimum services—The minimum services which must be started in every school are data collection service, occupational information service and counselling service.

2. Provision in time-table—There must be a provision for guidance programme in the school time-table as well as in the school budget.

3. Co-operation—There must be active co-operation between the staff and the counsellor. A committee for guidance may be set up to enlist the co-operation of the staff. The headmaster or principal should be administrative head. The counsellor should be the advisory head of the committee.

4. Trained counsellor—There must be trained counsellors one for every 200 students in every school.

5. Facilities to teachers—Facilities to the teachers should be provided so that they may become increasingly efficient in guidance work. These include orientation courses and seminars in guidance for as many teachers as possible to enable them to assess and evaluate pupils needs and the ways to meet them.

6. Guidance Bureau—In every school, there should be Guidance Bureau in the charge of an expert psychologist or under a teacher having a sound knowledge of psychology and guidance techniques like the responsibility of developing information, knowledge, skills, attitudes, interests, co-curricular activities like debates, dramas, self-government, social service programmes, sports, and games and manual work of different types, he should acquaint himself with the environment and orient the pupils accordingly in educational, vocational and psychological or personal areas.

Advantages of Guidance Services

1. Advantages for the Students

- (i) Understanding of themselves, *i.e.*, their abilities, aptitudes, interests, personality patterns, their strengths and weakness.
- (ii) Developing their potentialities in the right manner.
- (iii) Selection of subjects, books, hobbies, co-curricular activities and preparing from the examination point of view.
- (iv) Selection of occupation, preparing for it, entering in it and to make suitable progress in it.
- (v) Solving personal, emotional, sexual and social problems.
- (vi) Making educational, vocational and psychological adjustments.

2. Advantages for the Teachers

- (i) Understanding their students, *i.e.*, their abilities, aptitudes, interest, personality patterns, their strengths and weaknesses, their emotional and social characteristics, affection, self-recognition, rest, their physical condition, family history and achievements through intelligence tests, aptitude tests, personality tests, interest inventories and various other data collection techniques such as questionnaire, interview, rating scale, case history, cumulative record, anecdotal record, autobiography and sociometry.
- (ii) Developing their potentialities by detecting maladjustments and solving their problems.
- (iii) Improving classroom relationships and emotional climate through emphasis upon democratic procedures.
- (iv) Providing educational, vocational and psychological guidance.

3. Advantages for the Parents

- (i) Understanding the abilities, aptitudes, interests, personality patterns, good and weak points of their children.
- (ii) Improving parent-child relationships.

- (iii) Improving parent, school and community relationships.
- (iv) Improving study habits of children.
- (v) Helping the parents in solving the problems of their children and assisting them in making adjustments.

4. Advantages for the Community

- (i) Preventing crimes and problems which may lead to mental illness.
- (ii) Identifying and developing the talents of gifted children.
- (iii) Producing better adjusted citizens.
- (iv) Utilizing the staff, energy, money and other resources of the community in more efficient way.

5. Advantages for the Administration

- (i) Selecting candidates at the time of admission.
- (ii) Selecting or recruiting staff members or employees.
- (iii) Using appropriate techniques of evaluating the educational programme of the school.
- (iv) Using guidance data in promotional policy and practice.
- (v) Setting up and maintaining an effective cumulative record system.
- (vi) Collecting, organizing and using occupational information.
- (vii) Decreasing the number of failures and increasing the achievements of the school.
- (viii) Knowing the areas of the school where improvement is needed.
- (ix) Planning, placement and follow up procedures.
- (x) Increasing the overall efficiency of the school programme by providing more information through contacts between school and employer concerning the educational institutions, courses and jobs.



Chapter 17

CO-CURRICULAR ACTIVITIES

"We conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities in the school provide for the pupils through all the manifold activities, in the school or outside, that are carried on under its supervision".

—Education Commission

Q.1. Describe the advantages of Co-curricular activities.

Ans. Advantages of Co-curricular Activities

1. Opportunities for the pursuit of established interests and the development of new interests—The pursuit of desirable interests gives zest to life, broadens horizons, provides an excellent background for the profitable use of leisure time, and not materially affects vocational choices. School clubs contribute more to the achievement of this objective than do any other types of activity. Athletics, music and school publications make substantial contribution to this function.

2. Education of Citizenship—Through experiences and insights that stress leadership, fellowship, co-operation and independent action. They educate for citizenship. By the social appeal of student activities, their co-operative methods, their spontaneity and their intrinsic interest, they are a social medium for the civic training of the young. Student council and school assemblies etc. make the greatest impact on the development of citizenship among the students of the school.

3. School spirit and morale—When students are persuaded to make sacrifices for the school, they learn to love it and take pride in its success. The need for enforcing discipline ceases when there is an army of lovers of the school. When both students and faculty are proud of their school and enjoy working together the school has a strong instructional programme and a good staff of teachers. Through inter-scholastic activities, student council and many other activities, the activities programme creates a distinct school spirit and morale.

4. Satisfaction of the gregarious urge—These activities provide practice in right social conduct in actual social situations. Training for effective service comes to fulfilment when opportunities for service are presented in the school. They make for like-mindedness and provide opportunities for the exercise and development of aspirated corps. The individual identifies himself with the group of his own choice. He is no longer an individual but a member of the group. Through the activities like student council, clubs and societies, dramatics etc., his gregarious urge is satisfied.

5. Moral and spiritual development—The development of moral and spiritual is basic to all other educational objectives. Uninspired by moral and spiritual values education is directionless. The best method of imparting moral training to the youths is to get him practice it in the actual life. "*For every ounce of moral experience is worth a pound of ethical teaching*". Co-curricular activities furnish innumerable opportunities for the inculcation of moral standards and moral qualities such as honesty, truth, justice and purity. Through these, the pupils find opportunities to decide and choose the right. They learn the value of self-control and moderation. The child is brought gradually from the place where he is unable to control himself to the point where he is the master. Through the free discipline is

created which abides with the child as a directing and restraining influence when he is away from the school and ceased to be a pupil.

6. Mental and Physical Health—Well-conceived and supervised sports activities promote better physical health. Through provisions for a wide variety of activities in which the student has a chance to be at least moderately successful in something, be it learning to dance, writing a poem, or serving as a member of a committee etc. good mental health may be promoted.

7. Well-rounded social development—In a wide variety of social settings the pupils can be taught how to act properly. They can be instructed about the accepted procedure at a dance. They may be instructed how to participate effectively in a group discussion. They may be instructed how to use approved table etiquettes. All these make for well-rounded social development of students.

8. Widening students contacts—As individuals move towards maturity their horizons become more comprehensive. They broaden their contacts with people and learn new ideas and ways of doing things. They become concerned about new issues and problems. The co-curricular activities can help in this process of maturing through sports, trips, excursion, etc.

9. Opportunities to exercise creative capacities—These activities provide opportunities for novel pupil expressions. Writing an editorial for the school magazine, painting a mural, developing plans in the student council to improve the functioning of the school—all these demand the utilization of creative power and provide a chance to develop creative abilities.

10. Improvement of curriculum—The co-curricular activities supplement and enrich class-room experiences. Pupils are stimulated by certain class-room experiences and may form clubs to explore certain area still further. Dramatics, music and citizenship activities stem from stimulating class-room experiences.

11. New learning experiences—Learning experiences stemming from class-room activities, if found valuable in co-curriculum, can be made a part of the curriculum, a number of recognised class-room experiences e.g. music, intramural sports etc. serve their apprenticeship in the activities programme.

12. Individual and group guidance—With the help of the varied activities, the latest potentialities of the pupils can come to the surface and educational and vocational guidance can be given. Guidance is inherent in all of the co-curricular activities.

13. Class-room instruction—External stimulation is needed to insure that a student is learning best at his level of capability. Many a boy has been kept in school because of his interest in sports; Many pupils have become better oriented through school assembly. Interest in club activities has frequently generated greater in class-work interest.

14. Effective school administration—The co-curricular activities foster more effective work between students, faculty and administrative and supervisory personnel. Team work is essential for the smooth functioning of the various organs of the school. Teachers expect co-operation in the classroom. The student expects his teachers to be interested in the things which interest him such as sports, plays and other similar activities. These activities provide opportunities for more personal and friendly relations between the students and the faculty. Through the student council, students help in the determination of school policies and in seeking the solution to some of the perplexing problems facing the school.

15. Utilization of spare time—Many students have one or more hours of leisure time at the end of the school day. Informal intramural activities, marching band rehearsals and play practices during these periods help in the proper utilization of the spare time. Thus leisure can be converted from a curse into blessing.

16. Teachers to understand the pupils better—By studying their behaviour in play and other social activities of their own choosing teacher can get a more complete idea of his students. He may find a “dud” in his History class, having the thrill of his life as he plays a match or runs a race. He may

see more of his shy pupils behaving in an unrestrained manner in groups of their associates. By standing around and listening, by going on trips with groups of students, or by becoming a fellow worker in any of these shared experiences. He may learn what students really think about their school experiences.

17. Promotion of community relations—The school and the community can be drawn closer together when the pupils go out on excursions and camps, the schools arrange debates, declamation and music concerts, citizens are invited; and the schools hold hobby fairs in which students, faculty and town people participate.

18. Greater community interest in school—When parents and other members of a community are well-informed about their school and have participated in some of its activities, their interest and co-operation increases. They may be motivated to improve the schools with the facilities at their disposal.

Q.2. Indicate the principles of good co-curricular programme.

Ans. Principles of Good Co-curricular Programme

1. Democracy of opportunity—An opportunity for all to think and act without fear of ridicule, is to be provided with the belief that every individual, can make at least some contribution to the common welfare and to his own happiness.

2. Diversity—For this will help satisfying the diverse needs of the large number of students in a school. The number of such activities should be the maximum that a school can afford, and they should be as varied as possible.

3. Few restrictions—All interested students should be permitted to participate in different activities. The nature of the activity may make some restrictions necessary, which should be held to a minimum.

4. Wide distribution of participation—This will be possible through personal conference and group discussion.

5. Accounting for special needs—No two schools are ever exactly alike. The programme of each must be adjusted to the particular need of its own students. The needs of young people in a rural community will differ from those who live in a wealthy urban area. Even though clubs and assemblies are common place, the learning experiences made available through these activities should vary from school to school.

6. Motivation for class instruction—By using problems involving pitching averages in base ball or foul shooting in basket ball. Bearing to do percentage problems in a mathematics class may be strongly motivated for some pupils.

Guiding Principles for Organizing Activities

French et al have suggested the following principles for organising and administering co-curricular activities—

- (i) The justification for each activity must lie in the contribution it can make to the learning and development of youth. They should not be used to publicise the school or glorify the principal.
- (ii) The activity programme for each school should grow out of the life of that school and be adopted to the local situation.
- (iii) To be vital, the student activity programme must be dynamic. When interest in any activity shows signs of waning, it should be discontinued.
- (iv) Participation in student activities should be equally available to all students with restrictions related only to competency and interest in the given activity.
- (v) Student activities should be a recognised responsibility of the school and as such should be planned and supervised.

- (vi) There should be a continuous interpretation to the public of the activity programme. Many a time such activities are adversely criticised and therefore, the community should know the significance and importance of various activities in the programme of education.

Q.3. Describe the objectives, formations and functions of the student council.

Ans.

The Student Council

Reasons for Council

1. A feeling of urgency to make democracy function as it should in view of increasing world tension.
2. A realization of the fact that intelligent participation in democratic action must be learned.
3. An increasing faith in the contributions that young people can make to democratic thought and action.

Specific Objectives

1. To allow pupils to participate in or manage co-curricular affairs.
2. To develop student responsibility, initiative, leadership and school pride.
3. To promote the welfare of the school through proper student faculty relationships.
4. To promote citizenship training.
5. To promote general welfare.
6. To aid in the internal administration of the school.
7. To provide for pupil expression.
8. To furnish a working model of government.

Guiding Principles

1. Desired by the School—The students, teachers and administrators should believe in a council and what it can achieve. At no time should the organization of the council be hurried. It should be introduced in response to a felt-need of the school citizens.

2. The entire school should be represented.

3. Representation—The work of the school council should be so conducted, that each member of the school community may feel that he is represented. Each individual should have the opportunity to suggest problems and projects for council consideration, to assist with the determination of policies and activities, to vote for certain council officers, and to otherwise participate in the work of the council.

4. Gradual—A council should be begun gradually. Even after there is an evident desire for a council, the succeeding steps should be taken slowly to insure that everybody understands and approves of them. It is better to sacrifice speed for firmness of foundation; particularly at a time when a new council is in the process of being born.

5. Simplicity—The organization of the Council should be kept simple. The organization plan should be adopted to the conditions existing in a particular school. Plans borrowed from other schools seldom fit local needs.

6. Clarity—The duties and responsibilities of the council must be clear, specific and understood by all. A clearly written statement should be developed about the obligations and policies of the council to leave no scope for any estrangement on any side.

7. Authority—Sufficient authority should be granted to the council to formulate rules and regulations governing the chartering and supervision of other co-curricular activities—One of the major responsibilities of the council should be that of general supervision and coordination of the entire co-curricular programme. It would include—(a) Forming clubs (b) Recommending the elimination of activities that have outlived their usefulness, (c) Suggesting modification of any activities that seem to

be ineffective, (d) assisting with the establishment and co-ordination of the financial structure of the curricular activities and (e) Helping to determine and administer school policies for the co-curricular field.

8. Constructive programme of activities—The council should concentrate on constructive projects designed to improve the school. Council programmes should be challenging to students and result in successful achievement.

9. Supervision Council activities must be supervised—The co-curricular programme is a part of the total instructional programme of the school. The council is primarily an organization in which learning takes place through the planning and completion of projects. An adviser should be present at all council meetings to serve as a consultant or guide.

The Organization

School councils are composed of members elected by different houses, classes and clubs. The council should be representative in scope. It should be thoroughly democratic in its method of election. It should be the voice of all the people. It should be the legislative branch of total school Government in which all school citizens participate actively. The council should have powers and privileges. Its limitations should be defined as clearly as its powers and privileges. Each school should evolve the constitution of its own council. Limitations of jurisdictions should be carefully stated in the constitution and not continually used as a threat by faculty. The veto power should be seldom used and never emphasised. Regular and adequate time should be provided, during the school days for elections, discussions, reporting and evaluation. The organization plan should be simple and workable. It should be developed and conducted on a basis of clearly defined constitutional areas of responsibility.

Election of Members

In some schools, there is the practice of representation by clubs. In others grade level of school class is the basis. There are the automatic, the exofficio council plans under which the class officers or the school administrative officers or the honorary society, are the members of school's student council. Provision should be made for representation of the faculty and other adult citizens of the schools.

Activities of the Council

1. Co-curricular regulatory activities.
2. Assembly activities.
3. Orientation of new students.
4. Recreational activities.
5. Welfare activities.
6. Income producing activities.

Q.4. Indicate the objectives and programmes of the school assembly.

Ans. The School Assembly

The school assembly can serve as the focussing centre of all forms of co-curricular life of a school.

Objectives

1. To unify school—The assembly affords an opportunity for the entire school personnel to work, think and even plan together as a unit. The members of the school family need to stand and appreciate those with whom they come in contact in the school. By working together as a unit, each feels that there is a common bond.

2. To interpret the work of the school—One of the most important tasks of the assembly programmes is to share what is going on in the school both in and out of the class-room. Every

departmental should be urged to assume responsibility for at least one assembly each year to stimulate new interests, suggest vocational choice and improve the activities themselves by spotlighting them on assembly programmes.

3. To develop desirable attitudes and appreciations—Through assemblies such desirable attitudes may be strengthened as respect for property, consideration for people of all religions and races, responsibility for one's actions, obedience to constituted authority and a willingness and ability to co-operate. Appreciations are best developed by frequent exposure to activities in a setting to which the learner reacts with some favourable emotional responses. Students can be stimulated to do their best in studies also.

4. To assist in the selection of a vocation—Assembly programmes can assist the student as he chooses a vocation. Activities such as lectures by successful individuals, a dramatic description by the commercial department of the vocational requirements of workers in the field, carefully selected motion pictures etc. can prove quite useful.

5. To develop a better understanding of critical issues and problems in our contemporary culture—In order to enable the youth of today to adjust to the mores of his environment, he must be informed about religion and politics, social and economic set-up, service in the armed forces. School assembly is a good forum for the purpose.

6. To furnish opportunities to appear before an audience—The school assembly may well serve as a laboratory for learning how to become an effective leader. Participation in plays, reciting a song, making a speech all help to "break the ice" and give assurance and competence to the participants.

7. To learn more about the community and how it functions—Members of the community can be invited to participate in the life of the school. The school can emerge from its 'ivory tower'.

8. The recognise superior achievement—The assembly can be utilised to give public recognition to superior achievement such as athletic prowess, special music talent, high scholastic attainment, superior citizenship, commendable honesty.

9. To encourage the development of good audience behaviour—Good audience behaviour is essential for good citizenship. A lot of time and intelligent supervision will enable us to achieve the goal.

10. To furnish wholesome entertainment as well as to educate—There can be assembly programmes which have entertainment as well as educational value.

11. To provide an opportunity to present certain administrative problems and to seek solutions of them—The principal may well point out certain undesirable acts leading to undesirable consequences. He might as well suggest acts leading to undesirable consequences. He might as well suggest some desirable courses of action. He can stress how one could co-operate to make their school a better school avoiding criticism of overt acts.

Guidelines for Making Assembly Programmes

1. Every pupil and teacher should actively participate in at least one assembly programme each year.
2. Assemblies should include a wide variety of activities.
3. Important speakers and entertainers should be invited to participate in assembly programme.
4. Programmes should be well-planned and should be conducted by both teachers and students.
5. If the problem of the Assembly is to be the "Clearing House" of the school corporate life, careful preparation is very necessary. Programmes should be reviewed and rehearsed before they are actually staged.
6. Reasonable order must be maintained.
7. Assembly programmes must be supervised.

8. Programmes should be evaluated.
9. Class assemblies should not take more time than that allotted to a regular class period.
10. Assembly programmes should be regularly scheduled at the same time of day and on the same day of each week.
11. Meetings of the assembly should be held frequently. One good programme a week is better than daily routine affairs consisting of formal talks and necessary announcements.
12. School assemblies should be open to all students.
13. Reprimanding or pious sermonising and heavy subjects should be avoided. Talks in the assemblies should be interesting, instructive and inspiring.

Duties of the Principal

1. He must understand what specific contributions the school assembly can make to the total educational programme of his school.
2. He should see that effective student and faculty leadership are selected.
3. He should assist in the determination of policies governing school assemblies and should approve all those policies that are consistent with the general policies of the school system.
4. He should delegate authority commensurate with responsibility to those selected to implement all approved policies and should back up those in charge.
5. He should see that sufficient time for school assemblies is allocated within the school day.
6. He should do everything within his power to guarantee that the maximum potential of school assemblies is reached in his school.

Q.5. Briefly describe the school excursions.

Ans.

School Excursions

The school excursion may be so simple as the first trip of the five year old to explore the school plant or so ambitious as the week's visit to the nation's capital taken by the senior high school class.

While things which can be learnt best in school should be learnt there, things which can be learnt best outdoors should be learnt outdoors. These range from the discovery of the smallest forms of life to a study of heavenly bodies; from an enjoyment of constructive purposeful work to interest in natural beauty; from having fun 'to' learning how to work together.

Objectives of Excursions

- 1. To capitalize educationally the migratory instinct of the child**—The school excursion properly initiated, organised, conducted, completed and evaluated represents an excellent capitalization of his migratory urge.
- 2. To acquaint the pupil with his environment**—When the pupil visits a fire department, court or-council in session, post office, historical monuments, he acquires information correlated with the idea or relationship that is being presented in his school work.
- 3. To interpret, supplement and enrich curricular experiences**—Excursions may be undertaken for securing information, changing attitudes, awakening interests, developing appreciations, promoting ideals, enjoying new experiences. They can initiate a unit of study. They are a very good means of getting knowledge first hand, of confirming and supplementing second-hand knowledge.

Type of Excursions

1. Some are complex undertaking requiring elaborate transportation, full day planning and additional adult helpers. These longer journeys/trips to historical sites and special events beyond the local community offer valuable opportunities for observation of the environment along the way.
2. Some trips are shorter and more easily planned as visits to factories, radio stations, newspaper plants, wholesale and retail establishments, libraries and the like.

3. Still others are simple to undertake and may be embarked on almost at the moment of conceiving the idea—the walk around the block to see nature and man getting ready for winter, the journey to the neighbouring farm, the walk through the park to gather some needed specimens.

Planning

Before an excursion is actually taken up, every pupil as well as the teacher, should be fully aware of just why this particular trip is being planned and if it is related to his own classroom experiences and activities. Children also need to be directed while they are observing. It is always advisable to test the success of the observations while they are still being made. The teacher and pupils may together work out the details and handle the event committee may be formed together material, formulate questions, and increase the interest of the group, not merely in seeing, but in seeing the ‘how’ and ‘why’ of the thing. The teacher should only be a guide. A few sub-committees may be appointed by the teacher or selected by the pupils.

Evaluations

Excursions should be evaluated in terms of the originally established purposes, mistakes and difficulties should be diagnosed, conduct of the group should be discussed, letters of thanks should be written to the persons concerned and highlights of the trip should be recorded in some permanent form for future use.

Q.6. Describe the weaknesses in the administration for co-curricular activities.

Ans. Weaknesses in the Administration For Co-curricular Activities

1. Lack of understanding—In certain schools, various activities have been introduced simply because there have been very successful in certain other schools. There is no real understanding by teacher and pupils of the function it should be perform.

2. Staff Dominated—Teachers have no good faith in the ability of the pupils to make intelligent decision and shoulder responsibility. Student councils other activities are staff dominated. If we want to have good citizens of democracy who should neither by slaves nor rebels pupils and teachers must play the proper roles.

3. Lack of Participation—Participation in the activity programme may be limited to too few pupils. In some institutions, a group of capable or prominent pupils monopolise the opportunities available. Fair distribution if activities is very necessary.

4. Emphasis on Competition—In some schools competitive aspects of the programme are over-emphasised. Winning of contests becomes the sole aim. The effort to equip competitors and to finance their attendance at state and national contests taxes school resources and diverts funds which should have been available for extension of opportunities within the school. Spirit of co-operation should be promoted for promoting the democratic spirit. To win the game should not be our sole aim.

5. Discrimination—The school is there to serve all the people of the community. So organizations which deepen class lines or foster discrimination should have no place in the school which aims to promote democracy.

6. Unrelated to Curriculum—Co-curricular activity programme has not been related to the curriculum. It is considered to be can extra burden. “*Wherever possible, extra curricular activities should grow out of curricular activities and return to them to enrich them*”. Activities should not be recognized as a means of keeping young people out of mischief but as an important agency of adolescent education.

7. Lack of Evaluation—There has been no consistent effort to evaluate activities in terms of fundamental objectives. When introducing activities, we have no set object before us. Activities continue somehow or the other. There is no system or principle to evaluate them.

8. Lack of Teacher's Training—Teacher-training institutions fail to provide appropriate experiences for prospective teachers to prepare them for responsibilities in relation to co-curricular activities. Like other practical training, the training to show the responsibilities, should also be one of the parts of the course.

9. Additional Burden—These activities are considered to be an unnecessary burden by teachers as they have to do them in addition to their already heavy load. The appropriate 'teaching load' should be determined in the light of a realistic consideration of the teacher's total contribution to the school.

10. No fixed and well-prepared programme—Sometimes the annual sports day is fixed when the annual examinations are just at hand. In some institutions, so many activities take place just near the end of the year. In some schools, a period of a week or two is devoted for the various functions. This practice is good in so far as regular school work does not suffer much.

Q.7. 'The co-curricular activities in a school are the very soul of school life'. Discuss. Or

"Co-curricular activities add to the appeal of the school and realise the creative talents and social aptitude of students". Discuss. Or

"What children most require is an abundance of opportunities for wholesome activities wisely directed. If these can be made sufficiently stimulating varied and reward full, educative growth is inevitable". Discuss and suggest ways to derive the proper results. Or

"Co-curricular activities as organised in our school at present fail to achieve the desired aims". What suggestions will you offer to organise the activities properly. Or

"The playground is an open-air school". Discuss.

Ans.

Meaning of Co-curricular Activities

India is the largest democracy in the present world. Democracies, are nourished by democratic methods adopted in the various institutions of a country. It depends more on the quality of its schools than on the educational contribution of any other single, social institution with the possible exceptions of the home. The quality of the schools will depend upon the educational experiences provided to the pupils. Co-curricular activities form a vital link in the pattern of blended educational experiences so necessary for all boys and girls in the modern Indian School. To cover all facets of growth pattern and ensure balanced development of the child and good citizenship for the country educative experiences comprise experiences inside as well as outside the classroom, curricular as well as extra-curricular, curricular as well as co-curricular must cease to exist. The Education Commission also stressed "*We conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities in the school or outside, that are carried on under its supervision*".

Uses of Curricular Activities

The Secondary Education Commission wrote, "*We do not visualise this school as merely a place of formal learning whose main concern is to communicate a certain prescribed quantum of knowledge but rather as a living and organic community which is primarily interested in training its pupils in what we have called the 'gracious art of living'....The art of living is much more comprehensive concept than the acquisition of knowledge, however intelligently planned. It included training in the habit and graces of social life and capacity for co-operative group work....These can only be cultivated in the context of the social life and the many co-curricular activities that must find a recognised in place the school'*".

"Thus, by planning a coherent programme of these different activities, rich in stimulus, 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 while training them in other fine qualities".

[A] Uses to the Students

1. Provide opportunities for the pursuit of established interests and the development of new interests—No one can deny that the pursuit of desirable interests gives zest to life, broadens horizons, provides an excellent background for the profitable use of leisure time, and not infrequently, materially affects vocational choices. School-clubs potentially contribute more to the achievement of this objective than do any other types of activity. Athletics, music and school publications are other kinds of activities that make substantial contributions to this function.

2. Educate for citizenship—This is done through experiences and insights that stress leadership, fellowships, co-operation and independent action. By reason of the social appeal of student activities, their co-operative methods, their spontaneity and their intrinsic interest, are a significant social medium for the civic training of the young. Student council and assemblies etc. can make the greatest impact on the development of citizenship among the students of the school.

3. Develop school spirit and morale—This applies to institutions as well as to persons. If students can be persuaded to make sacrifices for the school, they will learn to love it and pride in its success. The need for enforcing discipline will cease when there will be an army of lovers of the school. Moreover, when students and faculty alike are proud of their school and enjoy working together, the school is likely to have a strong instructional programme and a good staff of teachers. The activities programme may make its contribution to the objective of creating a distinct school spirit and morale through interscholastic activities, student council and many other activities.

4. Provide opportunities for satisfying the gregarious urge of children and youths—These activities provide social conduct. They give practice in right social conduct in actual social situations. Training for effective service comes to fulfilment when opportunities for service are presented in the school. They make for like-mindedness and give opportunities for the exercise and development of esprit de corps. The individual identifies himself with the group of his own choice—a debating or a dramatic club etc. He is no longer an individual but is a member of the group. His gregarious urge is satisfied. The activities like student council, clubs and societies, dramatics etc. serve this particular need the best.

5. Encourage moral and spiritual development—No one can deny that the development of moral and spiritual values is basic to all other educational objectives. Education uninspired by moral and spiritual values is directionless. Values unapplied in human endeavour are empty. And the best method of imparting moral training to the youths is to get him to take in the actual life about him. Co-curricular activities furnish innumerable opportunities for the inculcation of moral standards. Moral qualities such as honesty, truth, justice and purity are put to test and, therefore, forced into functioning. Through these, the pupils find opportunities to decide and choose the right and to learn the great value of self-control and moderation. The child learns through the free community life of games, excursions, and the school societies an inner discipline which abides with the child as a directing and restraining influence when he is away from the school and even after he has ceased to be a pupil.

6. Strengthen the mental and physical health of students—Well-conceived and supervised sports activities can do much to better physical health. Good mental health may be promoted through provisions for a wide variety of activities in which the student has a chance to be at least moderately successful in something, be it learning to dance, writing a poem, or serving as a member of a committee, etc.

7. Provide for a well-rounded social development of students—The pupils can be taught how to act properly in a wide variety of social settings. For instance, they can be instructed about the accepted procedure at a dance, they may be instructed how to participate effectively in a group discussion, they may be instructed now to use approved table etiquettes. All these can make for well-rounded social development of students.

8. Widen student contacts—As individuals move toward maturity, their horizons become more comprehensive. They broaden their contacts with people and they learn new ideas and ways of doing things. They become concerned about new issues and problems. The co-curricular activities can help in this process of maturing through sports, trips, excursion, etc.

9. Provide opportunities for students to exercise their creative capacities more fully—These activities provide with opportunities for novel pupil expressions. Writing an editorial for the school, magazine, painting a mural, developing plans in the student council to improve, the functioning of the schools—all these are illustrations of typical experiences which demand the utilization of creative power. These activities provide the children with a chance to develop their creative abilities.

[B] Improvement of Curriculum

1. Supplement and enrich class-room experiences—Pupils are frequently stimulated by certain class-room experiences and may wish to explore certain area still further and may form clubs for the purpose. Dramatics, music and citizenship activities often stem from stimulating class-room experiences and can return to them to enrich them.

2. Help in exploring new learning experiences—Learning experiences stemming from class-room activities, if found valuable in co-curriculum, can be made a part of the curriculum. We have got a number of recognised class-room experiences, *e.g.*, music, intra-mural sports etc. which serve their apprenticeship in the activities programme.

3. Provide additional opportunity for individual and group guidance—With the help of the varied activities, the latest potentialities of the pupils can come to the surface. In the light of these relegations educational and vocational guidance can be given. In fact, guidance is inherent in all of the co-curricular activities.

4. Motivate class-room instruction—Many times, external stimulation is needed to ensure that a student is learning best at his level of capability. Many a boy has been kept in school because of his interest in sports; many pupils have become better oriented through school assembly; interest in club activities has frequently generated greater in class-work; interest and so on.

[C] More Effective School Administration

1. Foster more effective work between students, faculty and administrative and supervisory personnel—Teamwork is essential for the smooth functioning of the various organs of the school. Teachers expect co-operation in the classroom and the student, in turn expects his teacher to be interested in the things which interest him such as sports plays and other similar activities. These activities provide opportunities for more personal and friendly relations between the students and the faculty. Through the student council, students help in the determination of school policies and help in seeking the solutions to some of the perplexing problems facing the school.

2. Provide opportunities for the utilization of spare time—Many students have one or more hours of leisure time at the end of the school day. Informal intra-mural activities, marching band rehearsals and play practices during these periods will help in the proper utilization of the spare time. Thus, leisure can be converted from a curse into a blessing, from a burden into an opportunity for a fuller, richer and noble life.

3. Enable teachers to understand the pupils better—By studying their behaviour in play and other social activities of their own choosing, the teacher can get a more complete idea of his students. He may see the boy who is a “dud” in his History class, having the thrill of his life as he plays a match or runs a race. He may see some of his shy pupils behaving in an unrestrained manner in groups of their associates. He may learn what students really think about their school experiences and teachers by merely standing around and listening, by going on trips with groups of students, or by becoming a fellow worker in any of these shared experiences.

[D] Contribution to the Community

1. Promote better school and community relations—The school and the community can be drawn closer together when the pupils go out on excursions and camps. The schools may arrange debates, declamation and music concerts, where citizens may be invited. The schools may hold hobby fairs in which students, faculty and town people participate.

2. Encourage greater community interest in school—There is a tendency for interest and co-operation to increase when parents and other members of a community are well-informed about their school and have participated in some of its activities. They may be motivated to improve the schools with the facilities at their disposal. A clearer understanding and appreciation of the potential contributions of the co-curricular activities translate into practice will result in better programmes for youth.



Chapter 18

EVALUATION— SCHOOL RECORDS AND REGISTERS

"We do not invisualized that these schools will have dull, routine-ridden formal lesson in the class plus a number of independent related 'extra-curricular' activities which have no intrinsic relationship with them either in content or methods. The entire programme of the school will be visualized as a unity and inspired by a psychologically".

Q.1. Give meaning of school evaluation. Name the evaluation devices.

Ans.

School Evaluation

Evaluation is the medium evolved to asses, measure and appraise growths, changes and developments. It measures change and judges the desirability and adequacy of those changes. It includes all kinds of efforts and means to ascertain the quality, value and effectiveness of the desired outcomes. It involves three steps—

1. Identification and formulation of objectives.

2. Their definition in terms of pupil behaviour—that is what changes do we expect in the child by each one of those objectives; and

3. Construction of valid, reliable and practical instruments for observing the specific phases of pupil behaviour such as knowledge, information, skills attitudes, appreciations, personal social adaptability, interests and work habits.

Thus, evaluation is concerned with all the goals of an educational programme, the degree of success in reaching the goals and suggestions for changes in the programme, so that the goals may be achieved more completely. It is related to the two fundamental aspects of the curriculum—(i) Educational objectives, and (ii) Learning experiences. It brings about an internal relationship between and evaluation trinity, namely objectives, learning experiences and evaluation techniques in such a way that one influences and strengthens the other.

Evaluation Devices

Teachers, administrators and counsellors make use of the following devices to accomplish the total purpose of evaluation.

1. Tests

(i) Achievement Test—(a) Informal teacher-made, oral, essay type, short answer type and objective tests, (b) Standardised objective type tests.

(ii) Psychological Tests—(a) Intelligence, (b) Interest and (c) Personality.

2. Observation

3. Interviews

4. Rating Scales

5. Questionnaires, checklists, inventories

6. Records and Reports—
 - (i) Diaries
 - (ii) Anecdotal Records
 - (iii) Cumulative Records
7. Sociometry
8. Socio-drama
9. Case studies and case conferences.
10. Student Projects—
 - (i) Note-books
 - (ii) Assignments
 - (iii) Auto-biographies.



Q.2. What is the concept of school records? Explain its objectives and types.

Ans. Concept of School Records

In this school the emphasis must shift from examination to education. Teachers and children should concentrate on the real purpose of the school and take examination in their stride. Much greater credit can be given to the actual work done by the students from day-to-day, of which careful and complete records should be maintained. Moreover, in assessing his progress and his position, factors other than academic achievement should be given due weight—his social sense, initiative, truthfulness discipline, co-operation leadership, etc.

Objectives of School Records

1. To help the school—

- (i) To locate each pupil quickly.
- (ii) To have available the facts significant about each pupil.
- (iii) To explain and remove undesirable conditions.
- (iv) To find if all legal requirements are met.
- (v) To determine if any administrative or other changes are desirable.
- (vi) To make important investigation and case studies possible.
- (vii) To find if school funds are adequate and wisely expended.
- (viii) To reduce retardation and failure to the minimum.

2. To Help the Class-room Teacher—

- (i) To know pupils when the school year begins.
- (ii) To determine what work a pupil is capable of doing.
- (iii) To provide learning activities suitable to each pupil.
- (iv) To formulate a basis for the intelligent guidance of pupils.
- (v) To explain the behaviour characteristics or unhappy conditions of any pupil.
- (vi) To make possible the development of unusual capacities or exceptional talents.
- (vii) To identify and make proper provisions for mentally slow.
- (viii) To make assignments to committee work and monitorial positions.
- (ix) To make periodic reports correctly and in time.
- (x) To be properly informed when conferring with parents and other about pupils.

3. To help the Pupil—

- (i) To receive fair consideration in his classification.
- (ii) To do his best in making a good record.
- (iii) To make a progress in accordance with his ability.

- (iv) To secure development of his natural capabilities.
- (v) To secure transfer of correct information to others schools when desired.
- (vi) To receive proper adjustment and guidance.

Types of School Records

School records and registers can be broadly classified under the following heads—

1. General Records—(i) School Calendar, (ii) Log Book, (iii) Visitor's Book, (iv) Service Registers, (v) Admission and Withdrawal Register, (vi) Transfer Certificate Book, (vii) General Order Book.

2. Financial Records—(i) Acquaintance Roll, (ii) Contingency, (iii) Contingent Order Book, (iv) Free Collection Registers, (v) Abstract Register of Fees, (vi) Bill Register, (vii) Register of Donations, (viii) Register of Scholarships, (ix) Boy's Fund Register.

3. Educational Records—(i) Pupils Attendance Register, (ii) 'Teachers' Attendance Register, (iii) Class Time-Table, (iv) General Time-table, (v) Teacher's Monthly Programme of Work, (vi) Monthly Progress Register, (vii) Terminal Examination Result Register, (viii) Headmaster's Supervision Register, (ix) Private Tuitions Register, (x) Cumulative Records.

4. Equipment Records—(i) Stock Book of Furniture and School Appliance, (ii) Library Catalogue, (iii) Accession Register, (iv) Issue Books, Register of Newspapers and Magazines received, (v) Stock and Issue Register of Sports Material.

5. Correspondence Records—(i) 'From' and 'To' Registers, (ii) Peon Book, (iii) Memo Book, (iv) File of Department Orders, (v) Register of Casual Leave Granted.

6. Account Books—(i) Cash Book for Daily Receipts and Expenditure, (ii) General Ledger or Classified Abstract of the Monthly Totals, (iii) Remittance Book, (iv) Register of Pay Bills.

7. Special Registers Maintained by the Basic Schools—(i) Craftwork Record, (ii) Community Activity Records, (iii) Production Register, (iv) Producers' Register, (v) Art Work Record, (vi) Hobbies Record, (vii) Physical Education Programme Records, (viii) Scholarship Subjects Achievement Records.

A stock list of registers should be prepared in the school. On the outer cover of each register, the following particulars should be written directly—

- (i) The name of the school.
- (ii) The serial number of the register.
- (iii) The name of the register.
- (iv) The number of volume.
- (v) The number of pages of the volume.
- (vi) The opening and closing dates.

Q.3. Indicate the need and objectives of school records in the organization.

Ans.

Need of School Records

The records of a school essential for its management, administration and organization. A school head to provide, marks sheets and certificates to students when they complete the education of the school. These certificates are issued to the students by the school head on the basis of school records. The school records are required for the following purposes—

1. The work distribution of teaching is done by preparing classwise and teacherwise time-table. It indicates the work load of teachers and for the functioning of the school. Teachers leave record is maintained by teachers attendance register.

2. The students attendance register is needed for students attendance and fee account and to realize fine of students. The students are required 75 percent attendance for appearing in final board examinations. The students try to reach in the school in right time before the school time.

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3. Teacher diary indicates the courses assigned and completed before the examinations and also the students performance record. Teacher work is recorded.
4. The students admission and their enrolment and cumulative records are maintained for issuing the certificate to them. The leaving certificates or withdrawal transfer certificates are issued on the basis of their records in the schools.
5. The N.C.C. incharge of the school also maintains the attendance and their participation in the programmes for issuing the N.C.C. certificate or N.S.S. certificate.
6. The sport officer also maintains the record of student's participation for issuing games certificate.
7. The library maintains daily issuing books and return of books of each and every student and teacher.
8. The stock register of a school maintains record of furniture books apparatus and other equipments for the school.
9. The correspondence made to state and district education authorities is essential for reminding and replying the queries.
10. The cashbook register is maintained daily income and expenditure. The salary register and finances are maintained for school budget, etc.

Objectives of School Records

The objectives of school records have been given in the following paragraphs—

[A] To help the School

1. To locate each pupil quickly.
2. To have available the facts significant about each pupil.
3. To explain and remove undesirable conditions.
4. To find if all legal requirements are met.
5. To make important investigation and case studies possible.
6. To find if school funds are adequate and wisely expended and maintained.
7. To reduce retardation and failure to the minimum.

[B] To help the Class-room Teacher

1. To known pupils when the school year begins.
2. To determine what work a pupil is capable of doing.
3. To provide learning activities suitable to each pupil.
4. To formulate a basis for the intelligent to each pupil.
5. To explain the behaviour characteristic or unhappy conditions of any pupil.
6. To make possible the development of unusual capacities or exceptional talents.
7. To make proper provisions for mentally slow.
8. To make assignment to committee work and monitorial positions.
9. To make periodic reports correctly and in time.
10. To be properly informed when conferring with parents and others about pupils.

[C] To help the Pupil

1. To receive fair consideration in his classification.
2. To do his best in making a good record.
3. To make a progress in accordance with his ability.
4. To secure development of his natural capabilities.
5. To secure transfer of correct information to other schools when desired.
6. To receive proper adjustment and guidance.

Q.4. Classify school records in the board categories and indicate its advantages.**Ans.****Main School Records**

The details of some important record have been given in the following paragraphs—

1. The School Calendar—The school calendar is a mirror where the probable dates of various events and activities to be done during the coming session are provided. It is usually prepared at the beginning of each academic session. It should contain the following items of information—

- (i) Informations about the general, local and gazetted holidays.
- (ii) Dates for the submission of monthly, quarterly, holidays and annual reports and returns.
- (iii) Dates of monthly, quarterly and annual examinations.
- (iv) Dates of the meetings of the school and faculty committees. Teacher's Associations, different societies, school excursions and educational tours, school tournaments, etc.
- (v) Dates of important school functions like the annual prize day, the parents day, the U.N.O. DAY, Independence Day, Republic Day, Birthday of eminent persons, etc.

Thus the school calendar provides important information about various activities to be carried out throughout the academic session.

2. Log Book—The Log Book is specifically designed for the purpose of containing remarks of the school inspector or other important officers of the education department, who pay an official visit to the school. But it should not be confined to the remarks of the inspecting officers only. It should contain a complete record of the important events that occur during the session. It should also contain the history of the school in a particular year. Information like the introduction of new text-books or apparatus, visits of the inspecting officers, changes in etc., should be written in the Log Book. The headmaster is the only authority to make entries in this book.

Every school should keep a Log Book. At present only the inspecting officers are entitled to put down their remarks in it. But it should contain a complete record of events and furnish material for a history of the school. It should mention special events, the introduction of new text-books, apparatus or courses of instructions, any plan of lessons approved by the inspector, the visits of the inspecting officers and other distinguished persons interested in education, absence and illness of any of the school staff and any failure in duty on their part, changes in the working hours of school, some special circumstances affecting the school that may deserve to be recorded for future reference or any other reason.

3. Admission Register—A record of all the pupils who are admitted to the school. The admission Register contains the date of admission, the serial number of the pupil, the age and name of the pupil, the father's name, caste, occupation and address, the class to which the pupil is admitted and the date on which he leaves the school. An admission register has to be preserved permanently and is often required by some superior authority in a court of law as evidence for the date of birth of a pupil. Authority in a court of law as evidence for the date of birth of a pupil. Special care should be taken in keeping the register so that there are no mistake whatsoever, especially in the column of the date of birth of the pupil when he is admitted to the school. Fresh entries have to be made when pupils move from one department to another in the school.

It is record of all the students who are admitted to a school. According to departmental rules, the admission register is to be preserved permanently in the school. Therefore, it is essential that it should be got specially bound and kept in safe custody. It is to be free from mistakes because this register is at times required by superior authorities in a court of law as an evidence for the date of birth of the students. The admission register should contain the following items—

- (i) The serial number and name of the student.
- (ii) Father's name, caste, occupation and address.
- (iii) Date of birth.

- (iv) Date of admission to the school.
- (v) The class to which he is admitted.
- (vi) Date of withdrawal or migration from the school.

4. Student's Attendance Register—This is another important register which is maintained in each class and section, showing the names of the students on the roll of the class or section during a month. The attendance is marked in the beginning of the school hour. Entries should be made in ink. Blanks should not be left. Students who remain absent from the school without leave for fifteen consecutive days are struck off from the rolls. Holidays are marked in red ink. Monthly fees and fines are collected from the students in this register.

Only one attendance register should be kept by one teacher. Exceptions may be made, however, in those cases where classes are small. As the attendance registers provide a separate column for each session of the school day, attendance has to be marked for both the morning and the afternoon sessions, as soon as the class assembles at the prescribed time. Holidays and their nature should be shown in the attendance register. It should show the absences, tardiness, entrances, withdrawals, promotions failures and other information which may be desired by the administrators.

5. Teacher's Attendance Register—To record the daily attendance of the teachers, schools maintain the teacher's attendance register. This shows the time of arrival and departure of the teachers on each day. The teachers are to sign regularly in the forenoon and afternoon everyday. Time of arrival of the late comers should be indicated. Leave taken by the teachers during the month, holidays etc., are to be written on it. It should be kept outside the room of the headmaster. When the first period starts, it should go to the headmaster for verification.

It records the daily attendance of the teachers in a school showing the time of arrival and the time of departure of the teacher each day. It should be regularly filled in and signed by all teachers, morning and afternoon, every day. Late comers should indicate the time at which they arrive. The principal should also mark his own attendance and check the attendance of his assistants at the commencement of each school session. Holidays and their nature should also be indicated in for leave and nature of the leave should be shown and all application for leave should be filled in the school office. The number of days of casual leave or other leave taken by each teacher during the month, should be noted in the register by the principal at the end of the month.

6. Cash Book—Cash book is a record of all money transactions occurring from day-to-day in the school. Money received by the school from different sources like fees, fines, donations stipends, scholarships, grant-in-aid are entered on the credit side. On the debit side the payments like the salaries of the teachers, stipends, scholarships, contingent office are shown. Balance is shown in red ink. It should be regularly written and the day's business should be closed with the signature of the headmaster. It should be an up-to-date record.

7. Cumulative Record Cards—It is documents in which the relevant information about a particular student at one educational institution is recorded cumulatively. This gives a complete and growing picture of the individual student, which helps him during his long stay at the school and the time of leaving it, in the solution of his manifold problems of educational, vocational, personal and social. It follows the student from class to class and from school. It provides an opportunity to have a comprehensive picture of the all-round development of the personality of the child. It is a very important record which should be maintained in every school. Therefore, the Secondary Education Commission (1953) opines "*These should be a common feature all over the country*".

8. Stock Register of Equipments—This register keeps information of all the movable property of the school. While purchasing equipment or furniture, it must be duly entered in this property register. The head of the institution should check this register physically at least once in a year. Verification

report should be recorded in the stock register. It can show which articles are missing and which need immediate repairs. The register should contain the following information—

- (i) Name of the article.
- (ii) Quantity and cost of the articles.
- (iii) Date of purchase.
- (iv) Name of the firm which supplied the articles.
- (v) The authority ordering purchase.
- (vi) Signature of the authority.

9. Reports to the Parents—To get cooperation from the parents, reports containing various informations about the child be sent to the parents periodically. It should contain informations like the academic progress of the child, his health condition, participation in curricular and co-curricular activities and other important information. As a result, the parents can know the physical, intellectual, social, moral and emotional growth of their children. Parents are also requested to guide their children according to the informations given in the report.

10. Service Book—The service book contains the service history of the employees. Information like the employee's date of appointment, his date of birth, educational qualifications, identification marks, permanent home address, transfer, leave accounts, date of increments, reversion if any of reinstatement etc., are carefully written in this book. The original service book is kept in the custody of the headmaster in the secondary school. The authorities should duly verify the service book and make necessary entries. The first page of the service book contains the following informations—

- (i) Name.
- (ii) Residence.
- (iii) Date of birth by Christian era as nearly as can be ascertained.
- (iv) Educational qualifications.
- (v) Exact height by measurement.
- (vi) Personal mark for identification.
- (vii) Father's name and residence.
- (viii) Left hand thumb and finger impression.
- (ix) Signature of the teacher.
- (x) Data of entry into service.
- (xi) Signature of the Headmaster.

11. Teacher's Diary—A teacher diary is issued by the school for every teacher in the beginning of an academic session. It consists various types of proforma which are to be filled by teachers regularly and continuously throughout a session. The following informations are filled by the teacher.

- (i) In the beginning teacher has to provide his personal identification such, name of teacher, teaching subjects, class teacher, his address and telephone number, etc.
- (ii) The blank proforma of personal time-table and time table of his class is to be copied down.
- (iii) The subjects and their courses for the assigned classes are to be written in the diary.
- (iv) The amount of content of subject taught in last weak is recorded regularly and continuously. If no content could be taught, in a weak he has to mention reason. The school remain close due to holiday or some other reasons.
- (v) The students internal assessment marks record is also maintained in the teacher diary.
- (vi) The principal has to sign every month, the teacher has to put his signature on every record.
- (vii) The teacher has to manage his teaching activities according to school calendar.
- (viii) The courses are to be completed before the half yearly and annual examinations.

- (ix) The teacher has to mention his participation in other school programmes and activities.
- (x) It is the responsibility of the teacher to make his diary up-to-date.

12. Withdrawal Register—The students records are maintained in the registers—Admission register, Enrolment register students attendance register and withdrawal register. The withdrawal register are used for students who are leaving the school. They have to fulfill the withdrawal form and they have to seek the no-dues certificates from different sections of the school such as, library incharge, games incharge and class teacher etc.

The withdrawal form is duly completed by the student and submit in the school office. The office has to examine the form entries from admission and enrolment register after that school head has to sign on the withdrawal form. The name pf students and his particulars are mentioned in the withdrawal register. The office has to issue a transfer certificate or migration certificate to him. The details of the certificate are also recorded in withdrawal register of school.

The admission register and withdrawal register complete the profit of student school life. It has the legal evidence for his date of birth, work and conduct. These register are maintained carefully in the school records for future use.

Q.5. Indicate the maintenance of school records and role of teachers in this context.

Ans.

Maintenance of School Records

- 1. Stock List**—In every institution, a stock lists of register should be prepared.
- 2. Particulars**—On the outer cover of each register, the following particulars should be written—
 - (i) The name of the school,
 - (ii) The Serial No. of the register,
 - (iii) The name of the register,
 - (iv) Number of the volume,
 - (v) The number of page in the volume and dates on which the volume was opened as closed.
- 3. Pages**—When a register is opened, the page should be numbered consecutively, either in red ink or with a numbering machine.
- 4. Registration**—Registration should be kept tidy. Writing and figuring should be such as will give a neat appearance to the entries. Figures must not be joined. Registers should not be folded or the page crumpled. Over-writing should not be permitted.
- 5. Countersigning**—Entries should be countersigned by the principal. A new volume of a register should not be opened every year, if the previous volume contains some blank pages. Whenever a fresh book is put into use, a remark on the fleshed of the book that the previous volume has been fully used and lodged in the records should be recorded and the date from which the new register is used and the number of pages it contains should also be noted therein.

Mode of Maintaining Records

There is no hard and fast rule for the maintenance and use of the school records. However, the following are some useful suggestions in respect of the maintenance of the records—

1. Schools should prepare and maintain a stock-list of all records.
2. The outer cover of each register should contain the following particulars
 - (a) The name of the school.
 - (b) The serial number of register or records.
 - (c) The name of the registers or files.
 - (d) The number of the volume.
 - (e) The number of the pages of the volume.
 - (f) The dates of opening and closing of the volume.

3. At the time of opening a new register or a file, its pages should be numbered, either with red ink or with a numbering machine.
4. It must be properly certified by the Headmaster (head of the institution) on the first page.
5. Registers and files should be kept neat and tidy. Cuttings and over-writing should not be permitted. It must not be scratched.
6. If the old register is not exhausted, a new volume of a register or a file should not be opened. No blank page of the register should be left unused.
7. There must be provision for checking the register periodically. Entries in the register must be made in ink.

Objectives for Maintaining School Record

The following are the objectives for maintaining school records—

1. It helps in the functioning of school activities, e.g. School time-table, teacher attendance register, students attendance registers, progress registers, enrolment-register, etc.
2. It helps in the inspection management committee and other bodies of the schools activities and decisions.
3. It maintains the examinations results.
4. It maintains the functional aspects. Students fees teachers salary, building funds, boys funds.
5. It maintains grant, and aid records—income and expenditures.
6. It helps in developing a plan for educational development.
7. It maintains record of correspondence made of state, and selected bodies and organizations.

Problems Regarding the Maintenance of Records—The following are problems in maintaining records—

1. **Who should maintain the record cards?** The teacher in charge of various subjects should maintain records and evaluate the child's achievements from time to time and to record the same.

The class teacher should maintain a file containing the record cards of all the students in his class. He should be responsible for getting the necessary entries made by subject teacher or class teacher or teacher incharge of various activities. He is to act as a liaison between the pupil and the subject matter and between the pupil and parents.

2. **Where to keep them?** The record should remain with the class teacher, but should be easily accessible to the other teachers. Whenever they want to make entries, the best place is the principal's room or the staff room where these remain confidential.

3. **When to fill up these cards?** Record of written work may be kept by the teacher and entries made fortnightly and monthly. Other entries may be made at the time of particular event or tests. Each teacher should have a small note book in which he records his observation at the time of incident about a particular pupil and then makes entries in the card at some convenient time.



Chapter 19

SCHOOL SUPERVISION AND INSPECTION

“Supervision is that phase of School Administration which deals primarily with the achievement of the appropriate selected instructional expectations of educational service”.

—Gleng G Eye and A. L. Netzer

Q.1. Describe the meaning, definitions and nature of Supervision.

Ans.

Meaning of Supervision

Supervision has several meanings. People interpret its meaning according to their “*past experiences, their needs and purposes*”. Supervision, for a supervisor is a “*positive force for programme improvement, for a teacher it is either a threat to his individually or an assistance and support to his profession*”. Teacher’s feelings about supervision differ because of various ways in which supervisors have interpreted their role.

Commonly the term ‘**supervision**’ means “*to superintend, or to guide and to stimulate the activities of others with a view to their improvement*”. In education, supervision carries the same general concept, but is usually applied to the activities of teaching the supervision of instruction.

Instruction implies that “*there are persons to be educated, teachers to carry on education and there are materials and methods by which education may be accomplished*”. Since society maintains schools in order that youth may be educated for participation in the society, the educational organization organizes supervision to maintain, change and improve the provision and actualization of learning opportunities for students.

Definitions of Supervision

Supervision of instruction may be defined as, “*The effort to stimulate, coordinate and guide the continued growth of the teachers in school, both individually and collectively*”.

1. According to **Barton** and **Burckner**, “*Supervision is an expert technical service primarily aimed at studying and improving cooperatively all factors which affect the child’s growth and development*”.
2. According to **Dicky**, “*Supervision is a planned programme for improvement of instruction*”.
3. **Wiles** writes modern supervision as “*Assistance in the development of a better teaching-learning situation*”.
4. According to **Barr** and **Burton**, “*Is the foundation on which all programmes for improvement of teaching must be build*”.
5. According to **Asams** and **Dicky** Educational Supervision as, “*The function of educational supervision is the improvement of instruction*”.
6. In the words of **Flayer**, “*At its best supervision is the most noble and dynamic of all endeavours*”.

Thus, the terms supervision has been defined by different educationists in different ways. But all agree that the improvement of instruction is a cooperative process in which all the teachers participate and the supervisor is an educational leader who acts as a stimulator, guide and consultant to the teachers in their effort to improve instruction.

Nature of Supervision

In order to carry on instruction, we take the help of administration and supervision. From the standpoint of their contribution to education of students, administration is subordinate to supervision. The purpose of supervision is to bring about a continuing improvement in the instruction programme. Administration executes and directs, but supervision advises, stimulates, explains, leads, guides and assists.

Q.2. Describe the Functions of Educational Supervision.

Ans.

Functions of Educational Supervision

The scope of educational supervision can be further understood by defining its primary functions. These may be enumerated as follows—

1. Providing Leadership—The educational enterprise calls for the share and contribution of people of diverse temperaments, abilities and capacities. Their efforts are to be coordinated so that they can work in cooperation with a common mind and purpose. This needs leadership, which may be defined as the process of formulation and achievement of the goals and purposes of the group. For success it is necessary to maintain the unity of the group and release its force and energy, “*If supervision is to be effective, it is imperative that some person or persons be assigned the responsibility for stimulating groups of teachers with common interests to share their educational experiences to the end that a more effective educational process will be available to boys and girls*”. Without leadership both group activity and group existence are in danger. Leadership is essential because it is “*The total process through which appropriate human and material resources are made available and made effective for accomplishing the purposes of an enterprises*”. One of the most significant functions of supervision is, therefore, to provide leadership that will maintain the solidarity of the group through the promotion of group felling and group effort.

We have already seen that one of the factors that has influences education and educational supervision in modern times is the democratic way of life. Democracy has faith in the equal right and respect of all individuals. It is belief in the dignity of the individual, a faith that everyone is capable of contributing something unique to the betterment of the group. When we talk of leadership in educational supervision we mean, to emphasize that leadership is not an exclusive quality or possession of the officially appointed leadership that it is a quality of group activity in which every worker can and should participate and contribute. Reader has drawn our attention to the fact that, “*In recent years a small group of theorists has developed a different approach to the concept of educational leadership. Devoted to the democratic ideal....this group would conceive of an educational leaders simply as a sort of chairman of a collection of educational co-workers*”. So leadership can be exercised by any members of the group. In fact the quality of group achievement would be very much enhanced if every members of the group is called upon to play the role of the leader at suitable times. It is, thus, the diverse resources, talents and capacities of the members that can be pooled together for the group cause.

2. Formulating Policies—Education is a purposeful activity aiming at the development and growth of the individual's powers and capacities and meeting the needs and demands of society so as to develop a better self and an improved and richer democratic social order. For this definite policies have to be formulated, aims and objectives have to be laid down and proper planning has to be undertaken. It is for the realization of these policies and goals that society establishes schools, the state invests resources and the teachers and administrators strive hard. Without a definite policy there can neither be good planning nor effective implementation. The services are to be provided, the organization to be set up, the activities to be undertaken. All these things depends upon the policies and plans that have been chalked out Supervision is charged with the task of improving education in all its aspects. So, it should be responsible for formulating educational policies.

The principles of democracy and the necessity for practical planning demand that in policy making there should be an every wider participation by the public. It is only reasonable that participate in its making. With a wider participation in educational affairs we are assured of their proximity to the people's needs. "*Policy and plan are thus, kept closer to the needs of the total of community*". So far, in India, public participation has been confined to providing funds for education, or indirect determination of policy through popular ministers or school boards. It is now necessary to launch publicity campaigns to inform the community about the latest professional thinking on education. This is necessary for carrying the public with educational efforts and to win their support and contribution.

3. Studying the Teaching-Learning Situation—As stated earlier modern supervision is concerned with the total teaching-learning situation, its ultimate purpose being to bring about all round improvement, in the learning programme and activities. For this, it is indispensable that, supervision should first survey the present state of the situation, which includes the pupils, teachers, classrooms, the curriculum and materials of instruction as well as the administrative factors such as funds, equipment, time tables, evaluation of pupils, their progress reports and records, etc. In other words, all the four important elements, namely the learners, teachers, curriculum and the socio-physical environment, have to be systematically studies. Supervision has to find out whether the growth and achievement of the learners are satisfactory in the light of the aims and objectives; cooperatively set up by all persons concerned.

In the past, the supervisor's job was; to visit the classrooms, rate the teachers and teach them on the job. The purpose was to ensure the growth of children by imparting to them information and knowledge. It is now realized that growth has to be interpreted not only as academic training and skill but also as stimulation of interests, development of powers and capacities through the learners cooperation to enable them to acquire a teacher and a more abundant life. Supervision has to study the situation in the light of these new demands.

4. Improving the Teaching-Learning Situation—Having studies the situation and having observed it in operation supervision proceeds to take positive steps for its improvement. These steps should be planned and undertaken with the cooperation of all the workers. It has to be realized that learning is much more than mere memorizing and in order to develop the learners interests, capacities and habits and to enhance their achievement their active participation in the learning process should be enlisted and their continuous growth should the individual differences of the learners. "*Effective guidance of the learning activity depends upon a knowledge by the teachers of the characteristics and background each pupil.*"

Teachers possess **knowledge** is necessary for professional training but these are not enough. There is constant need of their on-the-job improvement by keeping them abreast of the current researches and developments in educational theory and practice. The ever-going social changes make it all the more imperative to reform of educational technology. Supervision should be regarded as a necessary step in this direction and as a continuation of their pre-service training and guiding them to do a better job. "*Teacher growth is promoted through the kind of faculty organization that encourages teachers to exert leadership by stating their problems, by devising ways of seeking solutions, by participating in decision-making and by accepting responsibility for the outcome. For this, we must maintain a permissive climate in which creativity is valued and diversity or opinion is recognized as an asset*".

The curriculum too, has to be constantly revised on basis of experimental testing of material. It should be life-centered, that is to say, related to the nature and community life. "*A programme of curriculum improvement to be successful must be about many important changes within persons and within elements constituting the setting for learning*".

Similarly; supervision has to concern itself with the improvement of equipment facilities and services and also of the socio-physical environment. These have to be made conductive to the growth and progress of pupils which constitute the real scope of supervision.

5. Improving the Personnel—Long ago, Elliott defined supervision thus : *Supervisory control is concerned with what should be taught; to whom, by whom, how and to what purposes.* If we substitute the word ‘control’ by the word ‘cooperation’, this definition still holds good, provided that decision regarding the what, when, how and why are made not be ‘higher authorities’, as is done today, but by the instructional staff and the supervisor. It is the supervisor’s responsibility to release and coordinate the teacher’s creative abilities and efforts for the ultimate purpose of modern supervision, namely the improvement of the teaching-learning situation, for which the improvement of the personnel is important and indispensable. Today’s teachers, despite their knowledge, skill and framing, need “*able leadership to foster their growth as teachers and to coordinate their efforts to operate a good school*”. Supervision has to supply the leadership to help teachers grow professionally and to improve the situation.

It should, however, be understood that the improvement of teachers is possible only when they realize the need for it. “*Foremost among the important functions of a supervisor is that a helping teachers become aware of their need for growth*”. Improvement of teachers can come only when they themselves make the effort. It has been rightly said 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*”.

Improvement or the staff can be effected through in-service training in which both the teachers and supervisors participate on the basis of the following well-established principles of learning—

- (i) Learning is occurring all the time.
- (ii) The learning that an individual does in a situation is determined by his purposes, his needs, and his past experiences.
- (iii) When force is applied, the learning that occurs may be the opposite of what is desired.
- (iv) The learning of the teacher will be nearer what the supervisor feel secures and when both have had a part in establishing purposes.
- (v) The supervisor and the teacher learn simultaneously.

The right direction of the improvement of personnel lies in promotion of truly creative and effective teaching. The supervisor and the teachers together explore and study children’s behaviour, discover the needs, find ways and means to meet these needs and finally evaluate how far the measures taken have proved fruitful.

6. Improving Human Relations—The attitudes and values of a person depends upon the type of experiences he has had with other people. If others treat him well, give him understanding, respect and love, he develops a healthy personality with a sense of security and self-confidence. His morale is high and so also his achievement. Good human relations among the members bring individual satisfaction and group success. It, therefore, follows that a significant function of supervision is to develop and maintain good human relations with and among all the educational workers. Principles of democracy tell us that good human relations depend upon manifestation of the belief in the worth and dignity of all individuals, regard and respect for the other man’s feeling and point of view and equality of opportunity for working in harmony for common goals by sharing interests and purpose.

Good human relations cannot be achieved by merely bringing people together to form a group. “*Good human relations cannot be obtained by demanding or requesting them. They are built by living and working with fellow staff members in such a way that they can practice good human relations too*”. The supervisor has to make positive and deliberate efforts to develop and maintain good human relations.

First of all, he should erase from his mind all feelings of superiority. He should treat his co-workers as his equals and should be imbued with the spirit of serving and not dominating or governing.

Secondly, the supervisor should also have faith and confidence in other people’s worth and honesty. He should firmly believe that everyone possesses that capacity for making a unique contribution

to the group's activity. So, he should provide every worker opportunities for sharing problems and participating in their solution.

Thirdly, he must always share with the members the credit for the group's success. He should own his mistakes and be magnanimous enough to take the blame even for other's failure.

Fourthly, good human relations can be sustained by generating a stimulating atmosphere of cooperation by exchange of ideas and experiences and continuous experimentation.

Finally, good relations are the result, not of talks and precepts, but good group living. The supervisor should live up to other's expectations and above all behave not only as a teacher and helper but also as a human being.

7. Improving Group Interaction—Education is a cooperative group enterprise. It is the function of supervision to secure and maintain cooperation so that each worker is enabled to make his best contribution to group effort towards the desired goals. This raises two important questions—those of released energy so that everyone pulls in the same direction.

For releasing the full power of the group some conditions are necessary. **Firstly**, the workers should know each other's duties and responsibilities. This knowledge will not only tell them how far they can go but also help them appreciate other's view-points and activities and thus promote mutual respect and goodwill. **Secondly** decisions should be made by the group after discussion and free and frank exchange of ideas and experiences. Decisions thus arrived at are readily acceptable to all the members of the group as well as outside authority and the general community. Common interests, purposes and values emerge only from group thinking. **Thirdly**, the channels of communication among the members should be open, free and quick. Then only can members know what is to be done and how and whether any change of procedure is necessary as a result of some new finding and experience.

For coordinating the effort of the group some positive steps can be suggested. The work of the school should be planned and organized after discussion by the whole staff or representative committees if the staff is too big to be brought together frequently. In a big school various, committees, like a policy committee, planning committee, coordination committee, etc. may be appointed by the staff. Each committee should work at the problems in the areas assigned to it. Its responsibility is to bring specific proposals before the staff for discussion and adoption. The supervisor has to play an important role by summarizing the findings. He should take care not to dominate either the discussion or the decision. Domination can lead only to superficial behaviour, feelings of inadequacy and insecurity frustration and fear. Opportunities should be provided for the staff to come together at reasonable regular intervals and time should be set apart for the purpose. Free and frequent communication promotes and improves group understanding and interaction. Group work encourages individual development, strengthens democratic practices and fosters moral and ethical values.

The educative process is launched and operated to achieve certain general purposes and specific aims and objectives. Briefly speaking, these are the all round development of the individual's powers and capacities and fulfilment of the needs of society. The organization, administration and supervision of education, all are geared to the realization of these aims through teaching. In modern educational thought, the concept of leeching has some important connotations. It is universally agreed that both **what** and **how**? We do are important, that men are more important than materials, that the personality of the teachers is more important than the curriculum and that learning is more important than teaching. It has been rightly recommended that "*The principal and supervisor have the responsibility for seeing that conditions of leadership and environment make it possible for the teachers to release himself/herself for more effective learning*". With these views in mind the educational workers strive to accomplish the product of education of contemplated standard mutually decided upon by all the concerned persons. Supervision has continuously to assess the extent to which the aims are being fulfilled and how far the resulting products of education has reached the desired level. It has to discover the strength

and weakness of this product and what still remains to be done in the light of assessment made. Supervision should next proceed to adopt remedial measures whenever and wherever needed. Educational practices should constantly upgrade the educational product.

Effective improvement of the educational product can follow only correct and reliable evaluation. This involves a critical analysis of the aims and objectives in terms of pupil behaviour, setting up or appropriate and objective criteria of appraisal and adapting the means of evaluation to available resources. Supervision has to draw heavily upon the modern techniques of measurement such as rating scales, checklists, interview, objective testing etc. Sound evaluation will guide us to the right, remedial measures for improving the educational product; and adoption of these is an important function of supervision.

9. Improving Administration—It may sound strange to some readers when we say that another important function of supervision is to improve itself. The significance of this statement will be clear if we remember that supervision sets forth its own purposes and procedures and so it essential constantly to evaluate whether and how far it is fulfilling its appointed tasks. This would involve appraisal of its results or outcomes, modification of its techniques and methods and improvement of the supervisory personal in the light of this assessment and the experiences gained during the process of supervision. As before, we have co-operatively to define the purposes of supervision, set up criteria and adopt appropriate ways and means of its measurement. This must be followed by suitable remedial measures for better administration.

Modern supervision directs attention towards the fundamentals of education within its general aims and specific objectives. It tries to improve the total teaching-learning situation. It encourages teachers to participate in the group's efforts to improve the product of education. Principle of democracy and scientific methods have much to contribute to its philosophy and procedures. More and more use should be made of the objective and diagnostic techniques as well as of an evolutionary and experimental approach. Much will depend upon individual effort. "*The mature individual will not only serve as a leader in group enterprise, not only make contributions to group discussion and decision, he will often engage in purely individual effort*". Modern supervision, therefore, emphasises that effort should be made by teachers and supervisors towards self-evaluation, self-direction, self-guidance and self-supervision.

10. Improving Morale of Teacher—Morale refers to a specific mental state of an individual. It is an attitude towards the achievement of a goal. If the individual feels and says that he can achieve the goal, it is inferred that his morale is high. If he says that he cannot achieve that, his morale is said to be low. Similarly, if a person perceives his present performance, achievement or status as unsatisfactory and experiences within himself feelings of anxiety, tension, depression, he is also said to be having low morale. Its opposite, on the other hand, indicates high morale. Feelings of hopefulness indicate high morale; feelings of helplessness reflect low morale. Morale is considered as a psychological state of the mind which develops as a consequence of the way the individual perceives his present achievement and the progress he is making. Various factors, psychological, sociological, economic and ecological, affect the morale of people. But, more important to understand for an educational supervisor is the role of morale in teaching-learning situation, and the ways it can be improved. A teacher whose morale is low does great harm to the students who are taught by him. His low morale is associated with frustration and tension which produce in him feelings of anger and aggression resulting into his undesirable behaviours such as criticizing authorities, policies and programmes, not teaching, showing temper tantrums, running away from facing responsibility and so on. Such teachers develop negative feelings in the students. They are ineffective in the classroom and students fail to learn from them.

Since the educational supervisor is responsible for improving teaching-learning situations, it becomes his duty to do everything that keeps the moral of teachers high. To achieve this, the supervisor has to understand what affects teacher's morale adversely and how such factors and conditions can be

controlled. This will be dealt with in detail in a separate chapter. Here, the purpose is only to impress on the readers that improvement of morale of teachers and other workers associated with teaching-learning situation is an important function of the educational supervisors.

11. Generating Favourable Learning Climate—Climate refers to the psycho-social characteristic of an environment. These characteristics greatly influence learning of students and teaching by teachers. These characteristics have been variously named as socio-emotional climate, social interaction, interpersonal relations, environmental ethos or thrust. These are, sometimes, described as the sum total of all the psychosocial characteristics of the environment in which learning takes place. This includes factors such as social relationships accompanied by various kinds of feelings and emotions which are generated in the teachers and pupils in educational institutions. It is, in a way, institutional atmosphere characterized by teacher's and learner's interactions, their attitudes, emotions and feelings, actions and reactions, their philosophies and perceptions which may or may not be conducive to teaching-learning. **Boocock** uses the term 'social context' for climate and says that "*The characteristics and attitudes of the individuals whose roles comprise the school combine to form its social context.*

Researches on climate conducted in India as well as abroad have shown that there is a high positive correlation between teaching-learning and the quality of classroom climate. *A good socio-emotional climate of the classroom is a potent facilitator of school learning.* It has been found to be positively correlated with pupils achievement. Development of desirable behaviours in the pupils is found linked with the classroom climate. Research has also revealed that the climate of the school and the classroom influence the development of attitudes, values and other personality aspects of the students. Teacher morale and institutional climate have also found to be positively related.

It is, therefore, emphasized that the educational supervisor should study, analyse and improve the teaching-learning climate. By providing needed facilities, by enlisting teacher's participation and involvement in decision-making, by talking to teachers, by supporting them and rewarding them properly, by minimizing chances of conflict among teachers, by providing effective counselling to both teachers and students, by emphasizing goal achievement, by improving human relations it is possible to generate a favourable climate. This is one of the most important functions of educational supervisors. ●

Q.3. Indicate the objectives of Supervision.

Ans.

Objectives of Supervision

In the educational literature, we come across words like 'aims', 'purpose', 'goals' and 'objectives'. The terms are used interchangeably and loosely. It should be observed that the dictionary equates 'objectives' with 'goals'. In instructional planning 'goal' and 'objectives' are not the same and should not be used interchangeably. For purposes of instructional design it is best to avoid using the words 'goals' and 'purposes'. These terms should be relegated to philosophical discussions of education on a broad scale. When somebody speaks of 'goals' he means the broad aims or purposes of education. Educational goals are concerned with the whole process of education. And schooling, but objectives are concerned with specific content. School supervision is a specific content of the whole process of education. Therefore, the instructional planners and specialists have recommended the following as the objectives of supervision—

1. Helping Teachers to Plan for 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 guide to instructional planning. Most instructional planners recommend two types of instructional plans : The lesson plan, which shows the planning for one day and the modular plan, which shows the planning for longer periods of time and from which the lesson plans are derived. Planning requires a good deal of both thought and time but it is an essential process whose ultimate aim is the enhancement of students learning.

2. Helping Teachers to Present Instruction—Lesson presentation involves a variety of component skills. The supervisor should help the teachers to translate their module and lesson plans into action and to select and use appropriate teaching strategy. In order to understand the use of strategy in the classroom, we do need to understand the meaning of strategy. Pedagogy has borrowed the word strategy from the armed services. The military men plan their tactics or strategy in the battlefield to win the battle. But we should not conceptualize the classroom as a battlefield with the teachers and students on opposing sides. It is rather, a team effort with the teacher as a leader and both teacher and students work together for a common cause. From a pedagogical point of view, teaching strategy may be defined as a procedure or set of procedures of utilizing resources and for deploying the central figures in the instructional procedure the teacher and the learners. The supervisor should encourage teachers to increase student participation and incorporate a variety of stimuli and activities in both their planning and actual participation.

Lesson planning a private affairs of the teachers. But lesson presentation is a phase of instruction which the public knows as teaching. This phase is most rewarding to the teacher. It is during this stage that ideas leap from mind to mind, skills are mastered by those who lacked them before instruction and knowledge is stored in the brain, primarily because of the right strategy followed by the teacher in the classroom. Therefore, an ideal supervisor should help the teacher in the art of presenting instructions which he planned beforehand.

3. Helping 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. The modern concept of instructional methods have departed from the traditional chalk and talk method. It is based on philosophical and psychological principles. Greater emphasis is laid on interests, capacities and abilities of the students for their adjustment to home, vocation, social group relationships and civic life. Instruction is imparted on the basis of individual differences. To master the modern techniques of teaching, a teacher has to develop certain teaching skills, it is the supervisor's responsibility to help the teachers to keep abreast of new educational movements, to study and learn new methods of teaching and to apply these new techniques in the classroom situation.

4. Helping Teachers to Evaluate instruction—Evaluation is conceived as an integral part of the instructional system. For this reason, evaluation should always be present and continuing. In some manner, no matter how brief or informal, evaluation should take place everyday with every lesson. The teacher wants to know, not only how well students will perform at the end of a lesson or a course, but also how well they have mastered each day's work. The supervisory activities can help teachers to master a variety of formal and informal evaluation techniques which they can call on as the need arises. It should develop a number of in-service activities to help teachers with the improvement of skills of evaluation, measurement, testing marking and reporting. Reporting systems should be designed to let students, parents, and others to know how well the learner is performing in school. The reporting system can be improved through the use of narrative reports, progress reports and evaluation conferences.

5. Helping Teachers with Classroom Management—A teacher not only teaches classes but manages them, or more properly, manage the learning environment in such a way that learning can go on. The skills which the teacher employs for this purpose are called classroom management.

"Both teachers and school administrators are in agreement that discipline is the most serious problem faced by teachers, particularly inexperienced teachers". It is an aspect which causes many teachers great concern and one with which teachers frequently need help. Pre-service training programmes hardly solve this complex problem and therefore, in-service training is essential to help teachers in developing classroom management skills and understanding about discipline.

Schools themselves contribute to a student's behaviour problems. The first task of supervisor is to order the classes and school environment in such a way that disciplinary problems will be minimised.

When behaviour problems do arise remedial measures should be tried to correct these problems and to take some action to prevent, reduce or eliminate disciplinary problems. It is suggested that supervisory activities should aim at enabling teachers to develop preventive and corrective measures of discipline in the classroom situation.

6. Helping Teachers with Curriculum Development—The word curriculum has different meanings to different people. To some people the curriculum consists of all the experiences undergone by children wherever they may be : in school, at home, on the street. To others, the curriculum is a set of subjects which students ‘take’.

The curriculum itself is a concept as planned concept. Instruction is curriculum in action. Whether in the classroom or in extra class activity, whether in the guidance office or the library, instruction is the means of putting the curriculum into action. Specialists in the field of curriculum talk and write about curriculum development, curriculum planning, curriculum improvement, curriculum construction, curriculum reform, curriculum change and curriculum evaluation. All these terms are, of course, interrelated but not necessarily synonymous. “*Curriculum development is a task of supervision directed towards designing or redesigning the guidances for specification indicating what is to be taught by whom, when, where and in what sequence or pattern*”. A successful curriculum requires an independent working relationship among all school personnel and cooperative planning for that relationship. Hence the supervisor should play an instrumental role in promoting curriculum development. He should bring the non-professional school personnel, lay persons and students into the process of curriculum development.

7. Helping Teachers to Evaluate the Curriculum—Evaluation is a fundamental part the curriculum development process. It is through evaluation that teachers learn whether or not stated subjective have been reached. It is only through evaluation that intelligent curriculum decisions can be made.

The objective of supervision is to help teachers to develop an evaluative frame of mind, an inquiring attitude, and a research-orientation.

8. Helping Teachers to Evaluate Themselves—Most teachers develop antagonistic attitudes and fears towards evaluation. Therefore, the objectives of democratic supervision are to help teachers to evaluate themselves rather than evaluating their competence by the help of a supervisor. The role of the supervisor in this evaluation should not be a threat to the teachers. It should be a help and assistance. He must master a variety of techniques for getting teachers to look at their own behaviour.

9. Helping Teachers to Work Together—Unless one lives in deserted island, much of one’s life from the cradle to the grave will be spent in groups of some kind or another. Most of the word’s work is conducted through group interaction. No less true of the school; most of the work of the school is carried on through interaction of personnel of the school. In order to accomplish much of the school’s work teachers must learn to work together in groups and one of the objectives of supervision is the enhancement of teacher’s skills is working cooperatively.

10. Helping Teachers through In-service Programmes—Every year on the campuses of hundreds of training colleges several thousand people receive the long-awaited B.Ed., degree which certifies that they have successfully completed their teacher training programme. With this degree they join the competition for teaching jobs. The talented, the lucky and sometimes the favoured get jobs in a tight market. Within a period of only ten months stay in the colleges of education, the students-teachers receive both knowledge in theory and practice of the training programme. Thus the preservice training programme usually culminates in a brief student-teaching experience. Hence there are the needs for a continuing in-service programme.

The goal of in-service teacher education programme is the continuing professional development of the teachers which in turn will enhance the achievement of the learners. Among the types of organized

in-service programmes are seminars, workshops and institutes, conferences, supervision of student teachers and visiting days. Organization of these activities is one of the most important objectives of supervision.

11. Helping Teachers in Providing Them with a Reasonable Workload—Another important objective of supervision is to look to the teaching load of the educational programme. In secondary schools teachers hold of the educational programme. In secondary schools teachers hold a heavy load of both instructional and non-instructional activities. A teacher is also expected to teach three or four subjects. Subject-combinations assigned to the teachers often have no fundamental-relationship. The young and inexperienced teachers tend to have a greater load. This situation demands supervisory effort to help in adjustment of teaching load.

Supervision thus has many different objectives for the improvement of professional techniques and procedures and to formulate the theory that will guide, advice and judge the progress of the school system.

Q.4. Discuss the methods of Supervision.

Methods of Supervision

Ans. The instructional plans can be actualized and will result in certain learning outcomes for students by the valid supervisory methods. Without methods, it is impossible to know to what extent one can attribute certain learning results. Without methods, the supervisor cannot make meaningful judgment about what procedure is to continue or discontinue. To actualize the “*engagement opportunities for students*”, the supervisor should follow the, following methods—

1. Collaborative Supervision—Collaborative supervision is a recent idea. It developed with a view for cooperative help, sharing the ideas, coordination etc., in the process of supervision. It recognized that the supervisors are specialized and competent workers. But they cannot be competent in all the areas. The titled supervisors may not be available in large numbers. Therefore, it is proposed that the competence of the titled supervisors and non-titled supervisors be utilized to collaborate with individuals needing psychological and technical support. Therefore the management should facilitate this method of supervision.

2. Scope of Supervision—The educational institution is assumed to be a sub-system of a group of interdependent parts which exist for the purpose of contributing to the overall goals of the organization. The organization of a particular school is the major factor in determining the special characteristics of supervision. This organization involves both the human and material elements, for the improvement of the quality of learning for the students. This is done through the following functions which come under the scope of supervision—

- (i) Technological and Psychological Support System for Teachers.
- (ii) Supervision of Curriculum Design.
- (iii) Continuing Professional Development of the Staff.
- (iv) Evaluation of Teaching-Learning Process.
- (v) Selection, Allocation and Development of Materials and Equipment of Instruction.
- (vi) Research Programme.
- (vii) Dissemination of knowledge.
- (viii) Supervision of co-curricular Activities, and
- (ix) Supervision of School Records.

(i) Technological and Psychological Support System for Teachers—Development of human resources in the teaching situation requires efficient supervision of instruction. To utilize the instructional supervision personnel effectively, there should be proper consideration of their function, allocation,

organizational structure, roles authority, needed specialization etc. They should be provided with improved materials of instruction, new instructional media etc., as a technological support system after proper supervision. Again the technological and psychological support can be provided to the teachers through cooperation with institutions of higher education, studying, analyzing, interpreting and implementing community expectations of the individual programme providing a programme of professional growth for the staff, evaluation of the effectiveness of the educational programme and the extension of school developed educational opportunity. If the teaching staff fulfils its mission through psychological and technological support, it will proceed with a definite programme.

(ii) **Supervision of Curriculum Design**—Supervision of curriculum design is essential for the improvement and development of curriculum. Most of our school neglect this. In our school system the individual schools and the individual teachers should be encouraged to move ahead on their own experimentation and innovation in the programme of curriculum development. The school staff, by the help of the supervisory staff should lay a set of criteria by which they can judge whether curriculum material developed by an outside source will fit into the design of the curriculum in the school system in which they work. A blueprint of curriculum in the school system in which they work. A blueprint of curriculum development should be drawn. To spend the money and effort wisely a proper plan and strategy and supervision must be conceived. The entire supervisory staff develop the plan with the advice and consultation of the teachers.

(iii) **Continuing Professional Development of the Staff**—The changing nature of what is to be taught and how it is to be taught demands the development of new understanding and skills on the part of teachers. Therefore, professional development of the staff comes under the scope of supervision. It is through the programme of professional development that teachers can maintain a readiness to meet the challenge of new programmes and new responsibilities. Hence the supervisory staff should know the special competence and skills of the professional staff and should guide them in their professional development.

(iv) **Evaluation of Teaching-Learning Process**—The focus of the evaluation should be on the outcome of instruction and learning rather than the instructional process itself. It is the responsibility of the supervisory system to know the effectiveness of each professional person in the teaching-learning situation. They must try to facilitate the process of self-evaluation of the teachers. The technological and psychological support system will help a lot in this connection. It should help the teachers with their development in the skill of teaching.

(v) **Selection, Allocation and Development of Materials and Equipment of Instruction**—The supervisory staff has the responsibility for locating and making available the materials and equipments of instruction that are appropriate, because teachers do not have time to get informed about them. The supervisory staff must survey what is available and recommended the desirable new materials in the teaching-learning situation. Not only instructional materials, but the selection of correct textbooks is their responsibility. As a result, text books can be used effectively and intelligently. The supervisory staff should also see that the materials are supplied quickly upon the request of the teachers. This will be possible by a well organized system of supervision.

(vi) **Research Programme**—A neglected function of supervision in our system is the conducting of research into instructional procedure and curriculum design. In this age of science and technology, when many new ideas are coming, research at every stage of education is essential. Therefore, the research programme comes under the scope of supervision. A well developed supervisory staff can encourage effective research practices in the school system.

(vii) **Dissemination of Knowledge**—Dissemination of knowledge is another important function of supervisory staff. To improve dissemination of ideas, teacher Supervision, headmaster groups, workshops and curriculum planning activities etc., should be encouraged.

(viii) Supervision of Co-curricular Activities—Modern schools should not only be a place of instruction, but also a place of joyous participation in a total and full life for the entire school community. Students should be humming with life throughout the day. Our playgrounds and libraries, laboratories and debating halls should throb with life. School should be a place of different co-curricular activities throughout the year. Therefore organization and management of co-curricular activities come within the range of supervision. The supervisory staff can bring life to the programme and can make it effective programme.

(ix) Supervision of School Records—A school has to maintain certain records, reports and registers. They are indispensable for the successful working of the modern school. The school, being a social institution is answerable to parents, who send their children to school, to the local and state government, which maintain it and to the students who must be developed physically, intellectually, morally, culturally and socially through different programmes, activities and functions. For all these reasons maintenance of school records is very much essential. Effective supervision of the school records is equally important.

(x) Supervision of Pupil Growth—The important objective of all educational activities is the growth of the students. The supervisory staff should see the effectiveness of instruction position secured by the students in the academic cultural and physical fields and the educational programme of the school to help the gifted, the backward and the retarded children and so on. All the students in the school have a potential for making a contribution to school improvement. Therefore, it is very important on the part of the supervisors, administrators, teachers, consultants and co-ordinators to help the students in the maximum unfoldment of their innate potentialities.

Thus, the scope of supervision is very wide. It is considered as a dynamic web of interpersonal influence, help, support and collaboration which is wrought of communication based on human openness, trust and authenticity.

The ‘student learning centre’ is the focus of the entire ‘supervisory behaviour system’. The support systems like technological and psychological support system for teachers, supervision of curriculum, professional development of the staff evaluation of teaching-learning process, selection, allocation and development of materials and equipment of instruction, research programme, dissemination of knowledge, supervision of co-curricular activities and supervision of school records, come under the scope of supervision. Through these supervisory activities, the teaching learning activities are actualized. The following figure is ‘a scheme for visualizing the scope of supervision in the school system.

Q.5. Describe the steps and guidelines of School Supervision.

Ans. Steps of School Supervision

The main function of school head in school management is to supervise the functioning of school. The purpose of supervision is to maintain the working of a school and improve and modify the school activities. He has to provide the leadership. The school head supervision is usually informal. The formal supervision is organized time to time for improving the school functioning. The following steps are used in organizing the school supervision—

1. A panel of supervisions is formed by appointing the members of subject specialist.
2. A schedule of school supervisors is to be prepared by indicating dates for supervising specific activities.
3. A guideline for supervision is to be designed for the members of the panel of supervisors.
4. The schedule of supervision is notified in the school for the preparation for the supervision.
5. The possible preparation is to be done in the school.
6. The subject experts have to observe the teaching classes of their own subjects according to the guideline.

7. The co-curricular activities are to be supervised by the panel of supervisors.
8. The members of the panel have to prepare his own observation of supervising.
9. The subject-experts are supposed to give a model lesson of teaching of their subject for school teachers.
10. The convener of the panel has to prepare his final report by incorporating the remarks of the other members.

A Guideline for School Supervision

A school head has very wide responsibilities and duties in the functioning and organizing school activities. The school activities are general as well as very specific. A school head has the general supervision but specific activities require the expert for supervising them. The subject experts are included in the panel of supervision. For maintaining uniformly in the supervision a school head has to construct a guideline for the school supervision.

The guide like includes the general and specific school activities. An observation rating is designed on three point scale. Good, average and poor. The last column is for the specific remark of supervision. The following is the format of school observation schedule.

Guideline for Educational Supervision

Name of the Member

Subject of Expert

| Item/Activities | Good | Average | Poor | Remark |
|------------------------------|-------|---------|-------|--------|
| 1. Classroom management | | | | |
| 2. Classroom discipline | | | | |
| 3. Classroom interaction | | | | |
| 4. Use of teaching aids | | | | |
| 5. Encouragement of students | | | | |
| 6. Students participation | | | | |
| 7. Teacher confidence | | | | |
| 8. Feedback to learners | | | | |
| 9. Guidance to students | | | | |
| 10. Teacher-presentation | | | | |
| 11. Class work to student | | | | |
| 12. Home work | | | | |

A school head can have the general supervision of school activities, but teaching of various subjects cannot be supervise and cannot provide guidance to the teacher. He can supervise library, games and sports activities, reading room and school physical and social environment.

Co-operation of Staff in School Supervision

A school head has to seek the co-operation of his staff for planning and organizing school formal supervision. The teachers have to prepare themselves and organize and manage school activities in best of their efforts and resources. The incharge of different activities have to plan and prepare for the supervision. A school head has to monitor the preparation of all the sections of the school. It is the responsibility and accountability of the school head. He has to give suggestions and direction to all section incharge to their best performance.

Staff-Supervision

The educational institution are established for creating teaching-learning situations or to provide the knowledge and awareness of various subjects. A school requires subject experts and specialists.

The quality of education depends on experts of the subjects. A school head can observe his subject in depth but cannot observe all the subject deeply. Therefore, a school head has to seek co-operation of subject experts in school supervision. He prepares teams of subjects or sister subjects in the following manner—

1. A team of language teachers.
2. A team of physical science and maths teachers.
3. A team of bio-science teachers.
4. A team of social-science teachers.
5. A team of commerce and economic teachers.
6. A team of agriculture teachers etc.

The above teams are homogeneous in nature by including sister-subjects experts. The classroom teaching can be observed by the teams by employing latest classroom observation techniques.

1. Classroom verbal interaction analysis of **Flanders technique**.
2. Classroom non-verbal interaction analysis of **Globe technique**.
3. Classroom content analysis technique of **C. P. Hill**.
4. Action research as supporting device for solving classroom problems.

The above techniques are complex and time consuming and these technique require training of using these technique. Every subject expert cannot use these techniques for classroom teaching observation. To maintain the uniform criterion of classroom supervision, an observation schedule is prepared on three points scale : **Good, Average and Poor**, the last column for the supervision remark. The format of the schedule is as follows—

A Schedule of Classroom Observation (A Guideline of Supervision)

| | |
|---------------------------|-------------------------|
| Name of the Teacher | Class |
| Subject | Topic of Teaching |

| Item/Activities | Good | Average | Poor | Remark |
|---|-------|---------|-------|--------|
| 1. Classroom management | | | | |
| 2. Instructional procedure | | | | |
| 3. Procedure of teaching | | | | |
| 4. Method and techniques of teacher | | | | |
| 5. Use of maxims in teaching | | | | |
| 6. Presentation of content | | | | |
| 7. Classroom interaction | | | | |
| 8. Students participation | | | | |
| 9. Motivation of Students | | | | |
| 10. Sequence of content | | | | |
| 11. Learning situation | | | | |
| 12. Diagnosis of learner | | | | |
| 13. Remedial teaching | | | | |
| 14. Use of teaching aids | | | | |
| 15. Class discipline | | | | |

This schedule is used to supervise or observe the quality of teaching not to evaluate teaching. The subject expert can provide very specific suggestions for improving teaching. A supervisor can

demonstrate some teaching points and can be discussed after the class with the teacher. This schedule is the guideline for teaching supervision. The use of the schedule can help in maintaining uniformity in teaching supervision of various school subjects.

A Guideline for Supervision of other School Activities

This type schedule can be designed for other school activities in the specific form. In each school activity separate schedule should be prepared for library, hostel game-sports, NCC, NSS and laboratories. A school head has to monitor all the school activities, because it is the accountability of school head for the school programmes and activities.

Q.6. Give a report of school supervision.

Ans. Report of School Supervision

A formal supervision is done by a panel of experts. There is a convener of the panel of supervision. Each member of the panel has to submit his report of supervision to the convener at the end of supervision work. The members are supposed to submit the schedule duly completed by his specific remarks or suggestions.

The convener has to collect the report from each member of the supervision panel. He has to prepare a final report by including the remarks of each member and his own observation. The report is prepared section wise. It is of general and specific nature. The report is prepared in third person and past tense. The reports are not written in first person. Generally the supervision report is prepared headwise into part-existing functioning of the school activity and suggestions for improvement. In the report excellent teaching and organization of activity can be reported by the names of teacher concerned. The words of appreciation can be noted.

The following format of supervision report is used by the convener of a panel of supervision—

1. General Informations—It includes the particular of the school, dates of supervision and names of members of panel. The objectives of the supervision can be mentioned.

2. General Condition of School Plant—The physical conditions and the environment, lawn, garden, playground conditions of the building and classrooms are to be reported. Some suggestions for development and improvement can be given.

3. School general programmes—The school prayers assembly sanitation. Students uniform, prayer ground condition participation of students and teacher are to be mentioned and suggestions may be given.

4. Classroom teaching group wise—The classroom teaching of various sheets are supervised thoroughly by setting in the classroom by the subject experts concern in the group.

- (a) Language teaching—Hindi, English, Sanskrit, etc.
- (b) Social Science teaching—History, Geography, Civics., etc.
- (c) Physical Science and Maths teaching—Physics, Chemistry and Maths.
- (d) Commerce and Economics teaching
- (e) Agriculture or Home Science teaching.

These heads require specific report of subject-wise by subject expert, availability of required teaching aids laboratory facilities and also the suggestions.

5. Co-curricular Activities—These activities are enumerate and then present conditions are reported and suggestion may be given for improvement.

6. Supporting System of Teaching—Some teaching subjects require the supporting system such as : Library, Laboratory, field work, history, geography and art rooms conditions and suggestions.

7. At the end of the report provides all over remark about the school members. A copy is given to school head.

Q.7. What do you understand by School Supervision? Describe characteristics of modern concept of supervision.

Ans.

Meaning of School Supervision

1. According to **John A. Bartky**, “Good supervision is always concerned with the development of the teacher, the growth of the pupil and improvement of the teaching-learning process.”
2. According to **Chester T. McNervy**, “Supervision is the procedure of giving direction to and providing critical evaluation of the instructional process. The ending result of all supervision should be to provide student at all levels with better educational services”.
3. According to **Gleng G. Eye and A. L. Netzer**, “Supervision is that phase of School Administration which deals primarily with the achievement of the appropriate selected instructional expectations of education service”.
4. According to **Secondary Education Commission Report (1953)**, “In our view the true role of an inspector for whom we would prefer the term Educational Adviser is to study the problem of each school to take a comprehensive view of all its functions and to help the teacher to carry out his advice and recommendation”.
5. According to **Burton and Brueckner**, “Supervision is an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development”.
6. According to **Fred. C. Ayer**, “At its best, supervision is the most noble and dynamic of all educational endeavours. It is the most noble because it coordinate, stimulate and direct the growth of the teachers in the power to stimulate and direct the growth of every individual pupil through the exercise of his talents towards the richest and the most intelligent participation in the civilization in which he lives”.
7. According to **Aims and Dicky**, “Supervision is a planned programme for improvement of institutions”.
8. According to **Moorar**, In modern education the term “Supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers”.
9. According to **Kimtal**. “Supervision is assistance in the development of a better teacher-learning situation”.
10. According to **Literal**, “Supervision means essentially ‘Superior Vision’. It is that phase of administration which undertakes the direct tasks assigned to individuals or small groups in order to assume and adequate performance”.

Characteristics of Supervision

1. Its main purpose is improvement. It is a service activity.
2. It is intended to stimulate, coordinate and guide and make the teachers self-directive.
3. It is based upon the belief that the improvement of instruction is a cooperative enterprise.

The Modern Concept of Supervision

The concept of supervision has undergone following noteworthy changes during the recent times—

1. Healthy guidance—Supervision is intended to cause improvement of teaching and learning by working with teachers who are working with pupils. The School Inspector is primarily an educational adviser, charged with the duty not of finding fault but of giving practical help and guidance. It is democratic, not bureaucratic for autocratic. Direction and regimentation have to be replaced by wise and constructive suggestions and expert guidance.

2. Experimental in nature and scientific in method—This characteristic distinguishes it from the authoritative supervision of the past. The foundation of emerging philosophy and practice of supervision is the belief that current practice should always be questioned, examined, evaluated and placed under the searching light of critical analysis and that such analysis should be applied to supervisory practice itself. Any aspect of learning situation is dropped or modified accordingly.

3. Powers will be used to promote growth, responsibility, freedom, creativity and initiative rather than conformity and obedience to orders—When the supervisor is equipped with authority—present and obvious and is enlightened and creative—he can become a positive force for the improvement of educational activities in schools. He can help the schools to attain quality by bringing about significant improvements in the methods of teaching and learning, in the use of teaching aids, and in the school environment.

4. Service activity intended to help teachers to grow professionally and do their jobs better—Teachers have greater potentiality than they use. Lack of vision, past experience, community pressure, lack of adjustment in human relations, poor personnel administration, inability to evaluate their work—all these factors prevent them from utilizing all their skills and abilities. The supervisor has to create congenial conditions where the best qualities, talents and energies in teachers are realised for the benefit of the school. This is possible only when he becomes a friend, philosopher and guide.

5. A technical sort of thing—The supervisor can become an effective guide only if he is trained for the job and continues to educate himself in the latest developments in education and techniques of supervision. Good supervision is not everybody's cup of tea. One should have the innate as well as the acquired ability to deliver the goods.

6. Participatory and co-operative—Supervision offers the teacher rich opportunities to right the wrong, to commend the good and propagate the best. The supervisor is a partner to teachers to help the teaching, not a detective to outwit him.

7. Planned programme for the improvement of instruction—The inspector employs various activities like individual conferences, group meetings, visitation, use of instructional materials and exchange of ideas to direct teaching-learning and growth. As teachers learn, grow and improve, pupils will also learn and grow. Pupil's growth is the ultimate goal of the total educative process. Supervision, therefore, is concerned with everything that furthers the development of teachers and pupils.

8. Focuses attention upon the whole range of elements effecting learning—Through supervision, emphasis is placed upon the teaching-learning situation and not upon a person or the techniques he uses. A, co-operative formulation of aims and objectives, a Study of the curriculum, the equipment and the materials of instructions and an evaluation of the results achieved are the conditions which affect teaching and learning. These are, therefore, the primary aspects of modern supervision.

9. Carefully planned technical service designed to improve the learning situation for children—Without planning, time and energy will be wasted. Planning is both necessary and desirable because most supervisory activities stem from the needs of a situation in which many participate. Pupils, parents, teachers, citizens, administrators and supervisors are all involved in school situation. They determine the functions and activities of the inspector.

10. Supervision and curriculum development—Although a variety of duties are performed by the inspector, the ultimate objective of each activity is the improvement of instruction and the curriculum. The programme of supervision cannot be developed fully when separated from the programme of curriculum development. Every aspect of supervision should give attention to such curricular problems as the development of materials, the fullest utilization of community resources, the capitalization upon parental resources and the development of curriculum planning procedures.

11. Inspires teachers—Supervision does not furnish a detailed plan of action for the teacher and chart his every move. It rather serves as supplementary guide to assist him in working out his own plan

of action. The supervisor cannot tell exactly what to do. He cannot furnish all the right answers. The teacher grows not by being "told" but by actually "doing" and "experiencing" through conferences, seminars, workshops etc. To grow professionally he has to be exposed to practices and experiences.

12. Harmonising—There is increased respect for human personality. There is a sense of high purpose which over-rides material self-interest. There is free and responsible participation. There is appreciations for leadership and respect for authority.

13. Coordination and integration of educational effort—The aim of supervision is to effect improvement in the total educational programme. The inspector has to coordinate the school with the community, the school with the other schools and the school with education department. The inspector is a key person in the community. He not only diagnose the disease but also offers a cure.

14. Teacher's participation in the study and improvement of the total teaching-learning situation—This requires constant stimulation of the teacher to the understanding of principles and their use in guiding behaviour. He should be a free, ingenious individual evolving his own techniques by intelligent use of principles. Supervision through minor suggesting techniques develops the basic understandings underlying the various aspects of the entire educational organization and process.

Thus, supervision has emerged from the early emphasis upon weeding out the deficient to the current challenge which seeks to help teachers become efficient. The modern supervisor is a democratic leader, a coordinator, a resourceful person and is one in a strategic position to pool together the threads of evaluation.

Q.8. Indicate the principles of good inspection.

Ans.

Principles of Good Inspection

Inspection, in order to be effective and fruitful, should be conducted according to certain principals which may be listed as—

1. Principle of General Growth—Inspection should contribute to the general efficiency of the school and to the professional growth of the teachers.

2. Principle of Understanding—Inspection should be done very sympathetically. An inspector should carry with him an abundance of sympathy.

3. Principle of Scientific Attitude—Inspection implies the impartial observation of facts. The inspector must maintain a scientific and critical attitude and should be free from prejudices.

4. Principle of Thoroughness—Inspection should be very comprehensive and thorough. It should not merely be concerned with the financial aspect of school management and administrative details but should cover all aspects of school work.

5. Principle of Esprit 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 a school.

6. Principle of Appreciation—The individuality of the teacher's method should be respected. The inspector should not insist on 'deadly uniformity'. He should try to understand the methods employed by the teachers and appreciate the good points they contain.

7. Principle of Justice—The inspector 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. Principle of All-Round Development—Inspection should not be cursory in character. At least two or three days should be devoted. The work of the teacher should not be judged in a few minutes. More careful and longer supervisions necessary. Doing is always better than telling. Demonstration lessons by an inspector are more useful than pages of suggestions. However, it must be stressed that it

is when an inspector finds a class weak in a subject or finds unsatisfactory methods being used by the teacher such a step is likely to lower the prestige of the teacher in the eyes of the students.

9. Principle of Reality—The inspecting staff should not expect impossibility. They should understand the local conditions perfectly well and then decide for themselves what progress may reasonably be expected.

10. Principle of Integration—The written work of the students should be carefully assessed, in the case of subjects with practical work such as science, agriculture and drawing. Inspectors should always get practical work done by the students.

11. Principle of Linkage—Inspection should not be confined to the four walls of the school. As the school is to serve 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. Principle of 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 contain an outline of the devices, means and procedures which are to be used in the attainment of these objectives. It will also include a clear out-line of the criteria, checks or tests which are to be used to the results of inspections in order to determine the success or failure of the programmes.

13. Principle of Cooperation—The academic work of the school should be thoroughly checked by a panel of experts with the Inspectors as chairman. Inspection should be planned in such a way as cooperation of all concerned is readily available.

Q.9. Enumerate the qualities of a good Inspector.

Ans. Qualities of A Good Inspector

Brilley 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*”.

1. Man of Education Vision—He should be aware of new trends in education, latest techniques in education and recent problems in the field. He should not merely assess the academic achievements of the schools but also the all-round progress of the school should occupy his attention.

2. Man of Faith—There is no use of being impatient, for growth and improvement always take time. The inspector must have far-reaching programme but putting through it, he should process item by item.

3. Man of Experiments—He 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 watched and the message carried to other schools.

4. Man of Planning—The inspector should plan his work thoroughly and should not undertake it at random.

5. Man of Sympathy—He should always show respect for the teacher's personality. A good inspector in one who can inspire and enthuse the teachers without domination over them like a harsh task master. He should place the teacher on a footing of human equality. He should place the teachers on a footing of human equality. He should be co-operative, sympathetic and affectionate.

6. Constructive Mind—An inspector should possess a constructive mind rather than a destructive one. He 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 his duties as one who fails to criticise when criticism is deserved. He should have a problem-solving attitude and should help teachers in tackling the problems with they are faced.

7. Organizing Capacity—As he is to serve as ‘teacher of teachers’, he should have the capacity to organize refresher courses, meetings, seminars and discussions.

8. Expert in Various Subjects—An inspector should be a specialist in many languages and subjects. This is particularly important in our schools where different media of instruction are followed.

9. A Liaison Officer—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 of the California University*, specialists in school administration, has enumerated seven abilities which every administrator and supervisor should possess in ample degree to discharge his duties well. The first is the ability to recognize the especially worthwhile things that are taking place in the school system. The second is to organize the school system so that essentially worthwhile things discovered are spread throughout the system. The third is to overcome the inefficiencies of others without losing their goodwill. The fourth is to set goals that are within the reach of an individual. The fifth ability is that of making everyone in the school system feel the worthwhileness of his job. The sixth is that of helping everyone in the system to grow professionally and grow in-service to society. And the seventh is to make those who work for or with the administrator or supervisor personally happy.

10. Supervisor as a Good Administrator—Expert in playing various roles include—

- (i) Personnel administration-appointment, promotion and transfer of the teaching, non-teaching and inspecting staff, their performance, appraisal and disciplinary control.
- (ii) Financial administration-sanctioning and disbursement of grant-in-aid, disbursement of teacher’s salaries, audit and inspection of accounts.
- (iii) Dealing with disputes between teachers and management and attending to quasi-judicial cases.
- (iv) Dealing with local bodies and the Panchayat Raj institutions.

11. Role as a Supervisor and Inspector—A supervisor should be able to provide academic leadership and technical advice for improving the teaching-learning process.

12. Role as Professional Leader and Innovator—He must be an expert in organizing orientation programmes, refresher courses, in-service training programmes, dissemination of new ideas and popularization of tested good practices, encouraging experiments and other innovations.

13. Role as Development Generalist and Planner—This implies adequate training and capability in co-operating and collaborating with other departments in the overall development planning of the district, formulating, implementing and evaluating educational plans at the district, regional level ; guiding and promoting programmes at the institutional level.

14. Role as a Bridge Builder between the School and the Community—A supervisor should be adept in fostering good public relations; securing community participation for improving and developing educational institutions; making institutions conscious of the need to serve the community better.

To sum up the qualities of an inspector, it may be stated that he should be a man of learning, faith, pains talking with life and energy and imbued with a spirit of progress and experimentation and above prejudices of all petty personal affiliations.

Inspection in most cases is hurried and lacking in the friendly suggestions as to method of teaching and organization which are the most valuable functions of school inspection.



Chapter 20

SCHOOL BUILDING AND SCHOOL FURNITURE

"The site should be near a road, yet back from the road as far as can be arranged to escape as much, dust as possible".

— W. M. Ryburn

- Q.1. What factors should be kept in mind while choosing site for a school building? Or
What factors should be kept in mind while constructing a school building?**

Ans.

Choosing the Site of School

A school cannot be put up anywhere and everywhere. Its site has a great importance and significance. Following are some very definite considerations which a proposed site must fulfil before it can be declared suitable for building a school on—

1. Good site—Good location, not the low cost, should be the deciding factor as the expense involved may be such a heavy drain on the resources of the school that the essential services may have to be curtailed to the detriment of the education function. Thus, the cheapest site in the long run may actually prove more expensive.

2. Outside town—As far as possible, the site should be outside the town. Particular attention should be given to the relationship of site to the existing or the future traffic routes, to minimise the danger to children on their way to school. **W. M. Ryburn** says, *"The site should be near a road, yet back from the road as far as can be arranged to escape as much dust as possible"*.

3. In Keeping with City Development—The direction in which the town is growing and extending should also be borne in mind, so that it may not be within the reach of the town in a short time. Crowded streets, heavy traffic, stagnant drains and rubbish heaps should serve as a challenge to the school authorities.

4. New facilities—The school should be located in correct relationship to the other physical facilities of a community such as parks, health centres, libraries.

5. Centre of population—The site of the school should be located near the present and probable future centre of the school population to be served. The educational authorities are generally of the view that elementary school pupils should not be asked to walk more than three-fourths of a mile and secondary pupils more than a mile and a half.

6. Pleasing—The site should have pleasing surroundings which soothe the eye and please the soul.

7. Open—The school should be constructed in places which are open and spacious enough. The child requires above all space to be active. The conception of education as a process in which the child was immobile and receptive, while the teacher was active and energetic, has been replaced by one of the child learning through his own activity, while the teacher is observantly and unobtrusively controlling the direction of the activity. For this new conception of education, space within the school and the ground is essential.

8. Spacious—The School Building Committee of the Central Advisory Board of Education, Delhi has recommended the following minimum area—

| No. of Children | Area of the Building | Area for Playgrounds |
|------------------|----------------------|----------------------|
| For 160 children | $\frac{2}{3}$ acre | 2.3 acres |
| For 320 children | 1 acre | 4.5 acres |
| For 480 children | $1 \frac{1}{3}$ acre | 6.7 acres |

9. Dry—The site should be a little raised if possible and at any rate should be dry. There should be no ponds or low lying water logged ground near at hand.

10. Sunny—The proposed site should be such as to permit a direct play of sunlight in even the remotest corner of the school building for quite a good part of the day.

11. Level—The site of the plant should be fairly level with the building located near the high point, so that the ground can be sloped away from the building.

12. High—Care should be taken to avoid land which is low lying made-up, damp, subject to floods.

13. Free from Pollution—The site should be sufficiently removed from the noise, dust smoke and physical dangers of factories, rail-roads. A stagnant pool, a swamp, stable or other sources of disagreeable odours or breeding place for insects and the germs are the disgraceful environment for a school.

14. Landscape—The site should permit proper gardening and landscaping.

15. Expansion—The site should provide sufficient space for future expansion.

Planning for Building Construction

1. Planning for Future—The campus of the school should have a master site plan that reflects the thoughts of many and conforms to the general purpose of the instruction. It is necessary that a careful master-plan is drawn up for the sight as a whole. Schools are neither built for the past nor for the present. They have to be planned and built for the future. The anticipated enrolment and the future developments and requirements of the school must be taken into consideration. Studies must be made of the trend in the expansion of industries, construction of roads and railways and development of community projects. Flexibility in functional lay out should be provided to the fullest extent possible. In his book on child Development, **Dr. Olson** points the new way we should think as we plan the learning environment of the child. The layout must provide opportunities for child growth. He lists six essentials for child growth : (1) food, (2) exercise, (3) shelter, (4) clothing, (5) health protection, and (6) opportunities for learning. With the exception of clothing, the modern school now attempts to provide for these essentials.

2. Planning for change—All of these needs then must be fully met in the ideally planned school building. Most of the writers agree that the school plant should be designed in terms of the changes likely to take place in the social purposes of education. The school building should be planned in anticipation of better methods and materials for teaching, of course, in terms of new development in architecture, both as to methods and materials. The school plant should be adaptable to change. The programme, scheduling and methodology should be able to change as fast or as slowly as the principal and the faculty feel to be necessary. The flexibility would permit a gradual change-over from current educational practices to those envisioned for the future and provide a high educational return for rupee spent.

3. Consideration of individual differences—While planning, the concept of individual differences should also be taken into consideration. A school planned along these lines will accommodate any student, whether gifted, slow learning or ‘average’. Remedial rooms, advanced laboratories and workshops, special spaces for individual study should be included.

4. Self-instruction—Man has always been able to teach himself new skills but Indian education has never fully capitalized on this concept beyond at the most providing a library. Now, the new technology encourages school planners and designers to create spaces that will exploit self-instruction. New schools should provide extensive student resource centres and individual study circles.

5. Grouping very large and very small numbers of students—A very large group means all students enrolled in particular section. They might meet together for 40, 50 or even 60 per cent of their instruction. Very small group would be 15 or 20 students, working with a teacher for more individualized instruction. Depending on the subject, pupils should be able to work in small groups in direct contact with the teacher for 40 to 60 percent of time devoted to that subject.

When a school is planned according to these concepts, it will accommodate today's practices and be adaptable to tomorrow's requirements.

Q.2. What is the importance of school furniture? Describe traits of suitable school furniture.

Ans.

Importance of School Furniture

Furniture plays an extremely important part in the physical, moral and mental welfare of the scholars. **Great** care should be taken in providing the same—for “*education is the cultivation of a first and legitimate familiarity between the mind and the things*”—as is said by **Bacon**. Each and every thing in the school affixes stamp upon the individuality of the child and “*the whole efforts of a school ought to be directed making boys manly, earnest and true be everything around them, all they do and all that is done to them, being the best stamp*”. We can only have the best work-man if we accomplish him with the best tools. It is, of course, true that fine teaching can be done with little furniture (the example of Santiniketan of Tagore) and very bad instruction can be given with a wealth of application. But this is also true that sufficient furniture, good apparatus and useful appliances in the hands of a first class teacher can produce results which cannot be obtained under any other circumstances.

Old furniture was the symbol of immobility and conformity. Long desks, each seating ten or twelve children, all of the same height; inevitably suggested exactly similar children, seated immobile in a minimum of space, working in the same way or at a similar pace.

Proper furniture and equipment are the essentials for the successful working of a school. Improper seating arrangements lead to physical deformities and thus endanger the health of the pupils. If the desks be of the wrong kind or if benches be used instead of desks, curvature of the spine, contraction of the chest, roundness of the shoulders and a confirmed stoop may result as physical injury; bad discipline, irritation, discontent and discomfort may result as moral injury and inability to sustain attention and concentration owing to lack of bodily ease may result as mental injury.

Traits of Suitable School Furniture

The fact that furniture may need to be shifted frequently in today's secondary class-room implies that it may be *movable* besides being *flexible, adaptable* and *durable*.

1. An Ideal Desk—The best school desk is one which is designed to afford comfort to the child and to allow effective school work at the same time. It should not be needlessly cumbersome or heavy and should be easily movable to allow the room being cleaned without much inconvenience.

There are three things about a desk which must conform to the conditions required before a desk can be declared as the best—(a) The height of a desk (b) The seat (c) The writing surface. The height of the seat above the ground floor should be such that while sitting, it permits the upper part of the legs to be horizontal and the lower part of the legs to be either resting on the ground or on a suitable footrest. The height from the seat to the writing surface should be such as to allow the child when writing to sit upright in an easy, position. The seat should be so designed as to afford comfort to a child when either he stands up or is working on his seat. Arm-rests may be provided as they allow the child to sit with the chest thrown out. The writing surface should be plain board at an angle of 15° to the

horizontal. With reference to the seat, the writing surface may have three positions as plus, minus and zero. In plus position, there is some space between, the leged of the desk and the edge of the seat. In zero position, the two are on a line and in minus position, the edge of seat is under the writing surface. In order that the desk may be capable of being adjusted to these positions, the top desk should be movables.

2. Suitable Chair—

- (i) No pressure under the knees.
- (ii) Free, space back of inside angle of knee.
- (iii) Room above the thighs.
- (iv) Back edge of table overlaps front edge of chair.
- (v) Low back, open at bottom, support for hollow of back only.
- (vi) Table top higher than elbow when arm is straight.

3. Black-board—Black-board is the necessary equipment of a class-room and a handy apparatus at the hands of a teacher. A teacher who does not use his black-board is not a teacher. He is either a lecturer or nothing at all that has a name and place in the educational scheme. Black-boards are many and various and include painted areas of the wall, framed wall boards, swing slates and board rising and falling, wall-boards and the black-board and the easel. Of all these, black-board with easel is the best for the reasons that it can be moved to any part of the class-room, that it can be raised as the teacher works downwards on it and that its angle can be instantaneously changed to meet a change of the angle of incidence of the light. Moreover, the board can easily be taken down for purposes of concealment of contents during a test and both sides of the board are available for use.

Black-boards should not be glossy; such a surface affects the eye-sight of the pupils. So the surface should be dull as far as possible. When blackboards become so shiny by constant use that they approximate more to the condition of mirrors, they should be painted. A dull dead black paint for the purpose known as "Jersey Jet" can be used.

4. Cupboards—Every class-room should be provided with a cupboard for the accommodation of such stock as is issued daily in the class and for the safe keeping of models, specimens, apparatus etc. If this be a glass-fronted cupboard and part of it can be turned into a museum of specimens provided by the pupils, so much the better.

Chapter 21

MUSEUM, LABORATORY, WORKSHOP AND SCHOOL LIBRARY

"Museums play a great part in the education of school children as they bring home to them much more vividly than any prosaic lectures, the discoveries of the past and the various developments, that have taken place in many fields of science and technology. Museum as an agency of education and recreation is invaluable".

—Secondary Education Commission

Q.1. Describe Education through School Museum.

Ans. Meaning of Museum

The word Museum—implies, the temple of the Muse. It is intended to be a place for study. Since ages, it was conceived as the reference file to real objects by which to verify and amplify knowledge, acquired and preserved in other forms. It is a place where one learns by seeing what is of interest. It is a centre of recreation where one learns pleasantly and enjoys seeing beautiful and strange things.

Instruction through Museums

Instruction through museum is becoming increasingly popular in all progressive countries. Their collections are being more and more utilised for mass education. Museums, especially those, which cater for historical and cultural objects, impart wholesome education at all levels. Those which contain collections of natural archaeology, history, traditions and culture impart education to general public. They function as instruments of teaching, on as wide a scale as possible.

In most progressive countries, the museum is recognised to be an instrument for public service. In Canada, a well-organised modern museum is as essential to the educational system as free public library. In Sweden, visits to the museum are connected with school curriculum. Lessons are given by specialist museum lecturers. At every stage of formal education museum collections are a valuable aid to teachers in giving life, and reality to school courses. An organised class visit to the museum is the accepted practice in most countries of Europe and America. Close co-operation between the educators and museums has given impetus to mass education. Guided tours, talks and illustrated lectures, supplement book-bound curriculum of the schools. Thus museum is an important link between the new environment and the older world.

Importance of Museum in School

In the words of the Secondary Education Commission, "*Museums play a great part in the education of school children as they bring home to them much more vividly than any prosaic lectures, the discoveries of the past and the various development, that have taken place in many fields of science and technology. Museum as an agency of education and recreation is invaluable". "For the scholar they represent repositories of the objects for study and research; for the educationist and the teacher they are a store house of concrete and vivid adjuncts which lend colour and reality to all forms of teaching; for the child the spark which can ignite, wonder and curiosity; for the ordinary citizen they are a source of pleasure, delight and knowledge".*

Every school can have a museum. Children like to collect. Many of them have collections of their own. They will react more favourably towards the idea of a school museum and co-operate more enthusiastically in developing it. Planning, accepting and discharging individual responsibility, doing the necessary research in obtaining understanding, classifying, mounting and labelling exhibits and working together for the common good may provide educational benefits for all concerned. Such a project can capitalise on almost any kind of collecting interest, guaranteeing variety in the final exhibits. "*No environment is so poor as to afford, no materials of such value and none so rich as to require no supplementation*".

Type of Exhibits in A School Museum

The school museum should be a repository of educative material. A good school museum is a useful collection of useful items. A great proportion of the exhibits should be immediately functional directly related to regular classroom activities. Making a relief map, a natural habitat or a picture scrap book or collecting minerals, leaves, nests will bring a natural approach to the curriculum, motivate the necessary research and when completed, will represent a neatly tied up summary of the unit.

The school museum should be divided into various sections whose number will depend upon the subjects taught and the specimens collected in the school. The most important sections may be the follows—

- | | |
|---------------------|------------------|
| 1. Art and Painting | 2. Crafts |
| 3. Photographs | 4. Posters |
| 5. Teaching Aids | 6. Home Industry |
| 7. Geology | 8. Zoology |
| 9. Botany | 10. Physics |
| 11. Social Studies | 12. Home Science |
| 13. Statistical | 14. Books |

Q.2. What is a Laboratory? What are its Advantages? State the Qualities of Good Laboratory.

Ans.

Laboratory

Meaning of Laboratory

The word 'Laboratory' is used for a large room where practical classes are conducted and a group of students carry out practicals. 'Science Laboratory' provides instruments, apparatus, chemicals and other materials safe and secure and ready for use. Various types of apparatus and materials are placed in shelves or almirah under lock and key. The environment and the setting of the laboratory encourage students' participation. Laboratories help in the development of a sense of cooperation and a spirit of competition.

Objectives of Laboratory

1. To develop scientific attitude among children through practical work in the laboratory.
2. To develop the skill in handling scientific apparatus, instruments and equipments.
3. To provide opportunity for the training in scientific method.
4. To help students in developing of the cooperation, resourcefulness, initiative, self-dependence, self-confidence, cohesion, sociability, self-reliance, and self-discipline.
5. To provide real and stable knowledge of science.
6. To provide opportunities to think, observe, apply reason to arrive at a decision conclusion independently.
7. To encourage students to save the time, resources as well as energy.
8. To arrange an atmosphere conducive to learning science.
9. To enable the students to interpret and verify the various scientific principles.

Planning a Science Laboratory

The Govt. of India, Committee on Plan Projects—In its report on science education in secondary schools, laid down that the following factors should be taken into consideration at the planning stage for the laboratory—

1. The number of students working at a time in the laboratory.
2. The minimum space necessary for every student for comfortable working.
3. Limitation of number of science teacher in secondary schools.
4. Need for ancillary accommodation for storage.
5. Designing the science-classroom and laboratory in such a way that it could be used for science teaching.
6. Imperative need for economy.

Organization of Laboratory

The laboratory should have a preparation room, store room, science room and dark room for organised teaching of physical sciences. In the preparation room of laboratory, such apparatus are collected which are to be used, in the laboratory. In this room, apparatus for daily experiments are kept. The laboratory assistant or the teacher can prepare the experiment in the ‘preparation room’. In this room various apparatus like nails, rings, screws, glass tubes, jars, ropes, pipes and various tools are used. Physical Science related apparatus and articles are stored in the store room which is generally inside the laboratory. This room should be kept locked. There should be one door opening in the ‘science room’. The articles should be properly arranged in large glass almirahs. The various articles should be labelled. There should be proper light and ventilation. In the ‘science room’ the teacher demonstrates the practical/experiment. The seating arrangement in this room should be in such a way that all the students can watch the experiment clearly. The seats should be as in theatre, i.e., in ascending order lower in front to higher at the back. There should be proper arrangement of light. The windows should have dark curtains so that the room can be darkened as and when required. The teacher’s table should be big enough to place all the apparatus in front of the students. There should be a blackboard at the back or towards the left, which the teacher can use whenever required. There should be pictures of scientists on the walls. The ‘dark room’ is permanently dark but ventilated. ●

Q.3. Explain the types of workshop maintenance. What are the principles of workshop encouragement?

Ans.

School Workshop

Maintenance of the school workshop must be carried out methodically and intelligently as a continued activity. However efficient and up-to-date a piece of machinery or equipment may be, or however well organised a particular process, optimum output cannot be secured unless proper working conditions, are maintained and service activities are properly taken care of. Lack of maintenance can lead to bottlenecks resulting in reduced output of high rate or scrap work leading to low student morale. Workshop maintenance is also essential to reduce service expenses.

Types or Workshop Maintenance

- 1. Capital replacement**—Use the equipment till it completely wears out its useful life and then replace it by a new one.
- 2. Break-down maintenance**—The equipment is to be attended only when it fails due to some reason or prevents the desired rate of output.
- 3. Scheduled maintenance**—It consists of the preparation of a list of major items of equipment in the workshop and suggests to the workshop superintendent the items likely to require attention during the calendar year. A tentative or annual schedule is drawn and sanctions obtained for the purpose.
- 4. Planned maintenance**—Planned maintenance endeavours to answer what maintenance is to be carried out and by whom.

5. Preventive maintenance—In this type of maintenance, the work of an inspection, maintenance, replacement or modification natures is broken down into elements and are studied to improve methods and to obtain more accurate to work contents.

Components of a good maintenance system—

- (i) A log or record sheet for each equipment or machine.
- (ii) A daily work programme.
- (iii) The list of persons responsible for maintenance.
- (iv) A chart showing expenditure or money and time and quantity of production.
- (v) Charts of different types of equipment and process for serving visual aids.
- (vi) Number of students attending the workshop in the different periods.

For optimum utilization of the equipment, and for maximum output in terms of material production and human development, through equipment and production, every part of the workshop must be kept spick and span.

Principles of Workshop Encouragement

Workshops are necessary for certain crafts like woodwork and metalwork, but these workshops in an educational institution have to be different from workshops in a factory and business premises. It is rather difficult, nay impossible, for the young children bubbling with enthusiasm to work with the hammer and chisel or to work on lathe mechanically. Children detest routine type of work; they never want to work in response to specifications given by an instructor. Even when they do, they are not at their best. If the teacher wants that children should love to work in a workshop, he should bear in mind the principles listed below—

1. Physical conditions in the workshop should be excellent—The arrangement of light should be proper. If necessary, artificial light may be provided. Adequate and good material should be provided in the workshop to avoid irritation. The size of tools should be suitable to those who are to use them. Tools should be in good condition.

2. Craftwork in a workshop must provide a high degree of imaginative activity leading to the creation of original forms—Routine activity, with little or no accent on creativity, kills the interest of the pupils. When all the pupils in a woodwork class are engaged in the production of the same type of article the specifications of which have been given by the teacher and when creative imagination of the pupils is not given any outlet, pupils will not be interested. Expression of individuality is one of the most important functions of craft.

3. A large measure of freedom should be given to children to choose, plan and execute the kinds of craft project on which they would like to work—There is no justification for pupils in , all basic schools to manufacture the same articles. Dull uniformity, regarding the preparation of objects, should be avoided. Students should be encouraged to make all kinds of articles, including toys. The guiding principle should be the promotion of originality and creativity.

4. Emphasis should not be laid on the quantity of goods produced but on quality, not on the number of hours per week spent on craft-work but on good craft teaching and on the acquisition of skill and artistry by the pupils—Stress should be laid on good craftsmanship so that children learn to take pride and to find satisfaction in a piece of work skilfully executed. Students should be helped to conceive and perform good designs in art class and create things of artistic appeal in a workshop. Craftwork which is devoid of artistic appeal may succeed in developing some mechanical skill, but it cannot touch, much less affect, the source of some of the greatest joys in life—the aesthetic emotions.

Thus if we want that crafts like Agriculture, Woodwork, Metal work etc, yield the intended results, the problem of their proper planning and arrangement must occupy our immediate attention. If any activity is worth doing, it needs doing well. Let us worry about the process—the product will definitely take care of itself.

- Q.4.** “The school library has a pivotal place in the modern instructional programme”. How will you use library for effective teaching?

Ans.

School Library

Importance

Library occupies a very prominent place in the educational setup at present. The changing pattern of education demands that the learning must be accelerated and broadened by the use of many and varied devices and materials. In a dynamic approach to teaching, library is an essential part of school. It supplies enriched materials in all fields of study; It also supplies materials in all levels of difficulty. *“All good methods of education postulate, the existence of a well-stocked, efficiently organised library”*. The teaching in the new set-up has to be child-centered and library-centered. The child’s learning has to be self-directed. He has to acquire reading skills and do reading activities through the agency of the school library.

The library aims at bringing out the individual differences as well as developing special interests and aptitudes to their best advantage. Civilization has progressed by virtue of specialization, and specialization is fed by out of the studies. Library habit creates specialists.

The place of library in the life of the school is the following—

1. The library is a collection of a “background material” which can be drawn upon to enrich the work of the curriculum.
2. It is a place where the use of books as sources of information may be taught and practised.
3. It provides material to inspire and develop a pupil’s extramural interests and pursuits.
4. It is a place where various valuable responsibilities may be exercised.

Thus, the school library can play an important role in all aspects of education. As all education does not take place at home or school, library makes a substantial contribution to children’s education during school life and also helps in their future search for knowledge. Therefore, **H. G. Wells** rightly remarked, *“A school without an easily accessible library of at least a thousand volumes is really scarcely a school at all, it is a dispensary without bottles, a kitchen without a pantry”*. **Frances Hence** writes, *“Good schools, very good schools and excellent schools, all need excellent libraries. Inferior schools, need excellent libraries too, to overcome the omissions of the curriculum and to compensate for the poor instructional programme”*.

Functions of the School Library

1. To facilitate the instructional programme for the teacher.
2. To provide reading materials to the pupil for ‘answering questions, doing assignments and solving problems’.
3. To teach a skilful use of books for self-education.
4. To create an atmosphere conducive to the growth of reading habits.
5. To stimulate literary appreciation.
6. To demonstrate the desirability of books and libraries as companions in one’s leisure.
7. To provide fruitful social experiences.
8. To make the library an agency for—
 - (a) Curriculum enrichment;
 - (b) Pupil exploration; and
 - (c) The dissemination of good literature.

Important Resources

[A] Book Resources

1. **Text-books**—The library should contain a variety of most up-to-date text-books in various subjects.

2. Unit booklets—The booklets on a variety of topics ranging from family life and neighbourhood to people of other lands and places, should also be available in the school library.

3. Literary materials—Inspirational and imaginative literature, particularly tales of adventure, should appear prominently alongside books of information on children's hobbies—which may be anything from boats and balloons to kites or from doll-houses to dress designs. Easy-biographies, historical series, animal stories are favourites with children. Travel books are really magic carpets to those who cannot leave their homes.

4. Reference materials—Reference materials may be divided into two categories *viz.*

(i) **Standard or conventional reference book**—Conventional reference books include Dictionaries, Encyclopaedias, Directories, Year Books, Atlases, Maps, Charts, Pamphlets, Handbooks and Manuals. The Dictionary and the Encyclopaedia are basic reference works which help from the 'look-it-up' habit. Oxford illustrated dictionary and a set of Oxford Junior Children's Encyclopaedia or a Book of Knowledge must be provided in the school library even though these are costly books. Picture collections include reproduction of well-known masterpieces and everything to which teachers and children are attracted *e.g.*, animals, insects, flowers, portraits, seasons, holidays, places of interest and events. These prove most valuable to teachers for class-room use.

(ii) **Non-conventional reference books**—The non-conventional reference material consists of all other library books that may be employed for reference service of any other kind. These include books on miscellaneous information and books on special subjects.

[B] Non-book Resources

School curriculum is concerned with happenings in the local community, the state, the nation and the world. Therefore, it becomes essential that books are supplemented by periodicals, pamphlets, newspaper and other such materials which may help vitalise the teaching of subject.

1. Periodicals—These include events periodicals and magazines, telling us about the current events and various aspects of life showing art, literature, music, dance, etc.

2. Pamphlets—Pamphlets published by various Government agencies and bureaus for specialised services are also very important sources of information about different walks of our social, economic and political life.

3. Newspapers—It is desirable for each school to provide local newspaper, one or two other daily newspapers of all-India circulation.

4. Special documents and publications—Brochures, yearly calendars, date-books, published by the state Governments, folders containing rich information about various places, regions and towns published by tourist bureaus, and important business concerns should also form important part of library materials.

5. Audio-visual or non-reading materials—A library should have maps, globes, charts, graphs, models, films, film strips, slides. Among the auditory materials may be included radio, tape-recorder, television and sound films. Audio-visual equipment such as projectors, recorders, radio and television receivers etc. may, also be housed in the library for use by the entire school.

Requisites of an Ideal Library

1. Library room—The first essential for a school library to work efficiently is that it must have a separate room. The room should be large enough not only for the present enrolment of the school but also for any subsequent increase in the enrolment. The library should have good natural light; artificial light should also be provided by means of semi-direct fluorescent light which should reach all the dark corners of the room. The library should also have a storage room which may store books that need binding and other essential audio-visual materials. There should also be a work-room consisting of a big table for purposes of mending books, mounting pictures and preparing books for the shelves.

2. Furniture—The library should be well-furnished with reading tables and chairs. The library should have a magazine stand or a rack, a desk for the librarian, card catalogue case, a clock and a bulletin board. The almirahs should be arranged all-round the walls. The shelves should preferably be open and not very high.

There should be an interesting display of new books on the New Arrival display rack. There should also be a “Show Window” in which some forgotten books and books by eminent authors are attractively displayed. The Library Display Board should have attractive books, jackets and pictures of real educational value of the students and teachers.

3. Scheme of organization—The resources of the library should be classified, catalogued and filed. The scheme of organization should be simple enough to be understood easily.

4. Resources—The library must possess adequate books appropriate to age, taste and standard of the children in the school.

5. A code of rules—For efficient service, a code of rules to regulate the use of library is to be evolved. The rules should be clear and simple and should place the fewest possible obstacles in the way of the use of library.

6. Decorations—The library should be decorated with beautiful and meaningful pictures. These should be on all possible topics. These should illustrate and supplement class work.

7. Atmosphere—Last but not least important, the atmosphere in the library should breathe a sense of a general seeking of knowledge and a love of “the true, good and beautiful”.



Chapter 22

SCHOOL COMMUNITY, SOCIETY AND HOME

"A school must obviously be based on the people' needs and problems. Its curriculum should be an epitome of their life. Its methods of work must approximate to theirs. It should reflect all that is significant and characteristic in the life of the community, in its natural setting".—K. G. Saiyadain

Q.1. What is the relationship of school and community? How can it be improved in rural area?

Ans.

Relationship of School and Community

1. According to the **John Dewey**—School and the community are very closely related to each other. The school is more or less the community centre in many small towns and in all villages. John Dewey says about their relationship, “*What the best and the wisest parents want for their child that must the community want for all its children. Any other ideal for our school is narrow unlovely; acted upon it destroys our democracy*”. The state should look after the interests of the community as a whole just as a home look after the interests of its own children in disregard to the class, caste or creed. A democratic society implies a democratic system of education. No child should be denied benefits of education simply because of his poverty.

2. According to the **K. G. Saiyadain**, “*A school must obviously be based on the people' needs and problems. Its curriculum should be an epitome of their life. Its methods of work must approximate to theirs. It should reflect all that is significant and characteristic in the life of the community, in its natural setting*”.

The school, therefore, must serve the community in which it is situated. It should be regarded as the “capital” on the community. The community spends a vast amount of money on a school’s building and equipment. So it will be wasteful if we restrict its use to a few hours only each day. It is not a place where children assemble in order to get information or knowledge but it is process of community living. The school is a small community within a larger community and the attitudes, values and modes of behaviour which are current in national life are bound to be reflected in a school.

3. **The Secondary Education Commission**—It is the business of the school to train individuals who will not only be duly appreciative of their culture and the good qualities of national character and national traditions but will also be able to analyse and educate it critically to eschew whatever is weak or reactionary and to develop the qualities of high sense of their duty only when they are made to realise that they are engaged in the of better human beings and a better social order and riot merely teaching a dull prescribe syllabus. Emphasising the importance of linking the school life with the life of community. **The Commission** says, “*The starting point of educational reform must be the relinking of the school of loss and restoring of the relationship between them which has broken down with the development of the formal tradition of education*”.

The **Education Commission** stresses the importance of close relationship between school and community in these words, “*The school will, no doubt, be a community it will be small community within a large community and its success and vitality will depend on the constant interplay of healthy influences between it and the large community interplay of healthy influences between it and the large*

community outside. What we would like to see is a two-way traffic so that the problems that arise in the home and community life and the realistic experiences gained there, should be brought into school so that education may be based on them and be intimately connected with real life and on the other hand the new knowledge, skills, attitudes and values acquired in the school should be carried into the home life to solve its problems to raise its standards and link up the teachers, parents and children in one compact and naturally helpful group".

Improvement in Rural Areas

1. Community functions—The community, Projects and National Extension Service Schemes have in view the object of making our village pulsate with life.

As India is an agricultural country, the rural school have an important duty to the nation. Rural uplift is the only solution if we want to see India advanced. The village schools have to play an important role in the reconstruction of the villages. **Mr. E L., Brayne** remarks that there is no better and cheaper agency possible for the remarking of village India than the village school.

2. Tools linking school to community—At present there is no particular difference between a rural school and an urban one. So far as the aims, curricula and methods of teaching are connected, both are alike. Village schools should be organised on a different pattern that of an urban school. The same curriculum and the same methods cannot be suitable to rural and urban children.

3. Community centre—School should be made a centre of community service. The curriculum, the methods of instruction, the school building and library, the experience of the teacher are the various tools to link the school with the community.

4. Curriculum—A good curriculum is built around three integrally related centres—

- (a) Physical environment,
- (b) Social environment,
- (c) Craftwork.

5. Rural problems—**K. G. Saiyadain** points out, "*In the rural areas, the schools should help the children to realise sympathetically the problems of rural life and train them to take part in it effectively when they have finished schooling. An acquaintance with plants and animals, with agriculture and gardening, with the laws of personal hygiene and sanitation, with the valuable and injurious elements in village life should be considered more important for the village school by than abstract arithmetical calculation or the learning of a foreign language. Similarly, in an industrial area, the school should gradually make the child familiar with industrial tools and processes and the conditions of life in the factories so that he may appreciate both the technical and the human elements of the situation.*"

6. Excursions for students—In a rural school, excursions are essential in order to make the pupils acquainted with the environment. For usual learning pupils require experiences with the raw materials of life. According to **W. M. Gregory**, "*A garden a shop, a live animals collection, a trip to a farm, a mill, a store, a park, a museum—all must have a place in the modern school*".

Children should be taken out to watch farmers, blacksmiths, potters, etc., at work and encouraged to ask all the questions they wish to and answers should be given carefully in full. In rural areas nature and the community are much mixed together. Teacher should provide opportunities and encourage children to look and take a keen interest in the natural and social life around the school.

7. Provisions of craft and productive work—The school should devote special attention to craft and productive work and, thus, redress the balance between theoretical and practical studies which have been upset for many years. Every well-established and reasonably well-financed school will have workshops and craft-rooms where students will learn to handle tools and to fashion different kinds of materials into form. Under proper encouragement, students all over India can, if necessary, carry out

minor repairs, whitewash school rooms, keep the school garden and compound in good shape, paint and polish the furniture, decorate the bare-walls of their rooms with charts, pictures and illustrations and enliven them with flowers wherever this loveliest of Nature's gift is available.

8. The school community—Another thing which will distinguish this school from most of the existing schools is that it will be organised as a community. There will be a close cooperation between the school and community. The holding of festivals, political meetings, and other social activities should be so managed by the Panchayat and other local bodies that the services of school students and teachers are effectively utilized for constructive work.

9. School community cooperation—According **K. G. Saiyadain**, “*School community co-operation is really something more basic than the parent teacher or student community relationship. The objectives and purposes of the school, its methods of teaching, the shape of its curriculum the techniques of teaching and discipline are all ultimately desired from the community in which it functions. If there is no living, dynamic relationship between the two, education will be anaemic unreal, unable to make any abiding impact on the mind and character of children. As social purposes change, as the technique of production develop, as knowledge advances, as the meaning of culture deepens the life of community is powerfully influenced by all these factors. If the school is not able to keep pace with these changes and adjust its programmes to them, it becomes an out-dated, backward-looking agency, an institution only interested in the teaching of certain prescribed course and text-books which may no longer matter in any significant sense for the contemporary world*”.

Q.2. Show the interrelation of school and society.

Ans.

The School and Society

Society is a system or organization of mutual relations between human beings, implicit in certain communities and institutions. The school is a group and education an institution. Evidently, the school is an important part of society. Here we mean a specific society, not the general concept of society, which is an abstract notion. And a specific society implies a group of human beings living within the limits of a definite country and which is characterised by a specific culture. The school is related to this specific society. It is for this reason that different educationists have defined the objectives of education differently for different nations. In the past, in India the objective of education was salvation, while at about the same time in China education was intended for scholarship. As time passes, the aims of education in a society when its cultural patterns undergo change. For example, in modern China, the objectives of education is to acquaint the educand with the ideology of Mao Tse Tung and to use him as a tool for implementing this ideology in practice.

Examplifying the intimate relationship between society and school, **T.R Nunn**, the famous educationist writes, “*A nation's schools, we might say, are an organ of its life, whose special function is to consolidate its spiritual strength, to maintain its historic continuity, to secure its past achievements, to guarantee its future. Through its schools a nation should become conscious of the abiding sources from which the best movements in its life have always drawn their inspiration, should come to share the dream of its nobler sons, should constantly submit itself to self criticism, should purge its ideals, should re-inform and redirect its impulses*”. This comment clearly indicates that the relationship between society and school is characterised by the following elements—

1. School keep the moral power of the society secure, and also maintain the social heritage of society. This social heritage is handed on by the schools to the following generation.
2. Schools also protect the historical continuity of society. Schools perform the function of acquainting the new generation with the ancient myths and legends, and maintaining the patterns of behaviour in the form of traditions and customs.
3. Schools also help to keep alive the society's achievements in the past, and transfer it to the younger generation through the teaching of history and the social sciences.

4. Schools are the guardians of the society's future, because educands are the future leaders of the nation. Schools shape the future of the country by achieving the complete development of these leaders. It is for this reason that the educator is often referred to as the architect of the nation.

5. Through the medium of the school, the members of society are acquainted with those motives and inspirations which formed the basis of all the literary achievements of the past. This is achieved through the teaching of literature.

6. Schools also encourage considerable discussion and exchanges of opinion on the functioning, methods of working, customs, and traditions existing in various parts of society. These elements are analysed and subjected to criticism in order to decide whether they should be retained or thrown out. In this way, schools are source of social change.

7. Through the medium of the school, leaders in various spheres such as an engineering, medicine, legal profession, teaching, literature, etc., are trained. In this sense the progress of society depends upon the progress of the schools.

It is evident from the foregoing account of the intimate relationship between society and school that development and progress of school is essential for the progress of society. Before introducing any change in society on a large scale, it can be experimented within the school and its nature and consequences observed. It can then be introduced into society. ●

Q.3. Describe school home partnership.

Ans.

School Home Partnership

1. Complete education of the child—A pupil gets a fourth of education from his teacher, another, fourth by his own efforts and the rest from his parents. If the teacher alone makes his contribution and the parents do not play their part, the education will be incomplete. The relations of a teacher and a parent with a child are obviously different. For the teacher, a child is one large number of students in his class. To the parents, however, the child is part of their own self and their future hope. The estimate of child's ability, faults and behaviour by teachers and parents often differ widely. It is only when there is a perfect understanding between the parents and teachers that the educational development of the child can be understood in the correct perspective. Parent-teacher co-operation is, thus, based on a bilateral understanding of a triangular relationship between the parents, the teacher and the child.

The understanding is to centre round the growing personality of the child. A wise parents and a wiser teacher should try to understand each other's efforts, so that the child's education may form an organic whole. The teacher should understand how immensely his own immediate aims are furthered by the whole-hearted sympathy of parents. The parents should try to understand the limitations of the school. Chronologically and psychologically, home starts the child off into life and its experiences. Home is the original and basic source of informal and incidental learning which subsequently limit and slant the individual's content, quality and rate of progress on different chosen fronts. In well-adjusted families, a child easily finds opportunities for full expression of his talents and development of his personality, but when the family life is not harmonious it has unhealthy effect on his development. Results of several studies have indicated that the progress of a child in the school is more closely correlated with factors in the home environment than with his intelligence. Parents are not only the first companions but also the first teachers of the children. The success of any educational programme stipulates healthy home influence in the early life of the students. If the parents pollute the early spring of life. If the whole of the educational effort will be set at naught.

2. Improvement of educational—Parental co-operation in the educational efforts is a valuable force in education. In the words of **Bray**, "*It is hardly possible to overestimate the value of strong sympathetic link between the home and the school*". Promotion of talent and quality is one of the main goals of any system of education. In order to develop the gifts or talent a child had, it is necessary to have a closer understanding of the child himself but also of his home. A great deal of effort in

school may be just wasted without such understanding. Because of unhealthy and unwholesome home influences and surroundings, a clever child may often not well in school. If the educational authorities are vigilant and have good contacts with the home, they would easily understand the various handicaps of a child lagging behind in the class and apply corrective measures well in time.

They should take a constructive interest in the education of their children. Their indifference towards the education of the children is dangerous, because when the children see the indifferent attitude of their parents towards their educations, towards their institutions and towards their teachers, they cease to give importance to anything concerning education and become indisciplined. Therefore, it is essential that guardians take proper interest in their wards.

3. Achievement of goals of education—The principal and the staff can get the co-operation of parents by keeping them informed regarding the aims of the school, the curriculum, methods of discipline, quality of teaching, administrative devices, the nature of the school plant and the needs of the school for improvement and development. Their help and co-operation can be sought for the preparation of institutional plans. The school can meet high standards usually associated with good house. The school machinery may be geared entirely to the needs of the various age-groups of the students. The school can be a home away from home a place where the sentimental love of the mother is supplemented by the thinking love of the teacher. A very happy stage in the education of the child will be reached when the teacher become the only true parents of the child and parents the only true teacher of his children. While parents must take positive steps to learn about the school and what is trying to do for their children; in return the school must take into account how the child lives at home. Parents and children should help to make children confident and secure.

Area of Parental Co-operation

1. Home work,
2. Medical welfare,
3. Lunch programme,
4. Disciplinary problems,
5. Sex education,
6. Moral and religious education,
7. Curricular and co-curricular programmes,
8. School's improvement projects,
9. School's development projects.

Value of Home-School Co-operation

Through home-school co-operation, youngsters gain in two ways—

1. They have a richer, fuller, more nourishing life in school and out, than would otherwise be open to them.
2. They get more consistent guidance in school and out; they stand a better chance of living up to the peak of their powers.



Chapter 23

EDUCATION FOR CITIZENSHIP

“Schools are institutions devised by civilized man for the purpose of aiding in the preparation of the going for well adjusted and efficient members of societies”. —**J. S. Ross**

Q.1. Describe education for citizenship.

Ans. Education for Citizenship

The democratic ideals which the existing educational policy is trying to achieve are outlined most precisely in the Secondary Education Commission's explanation of the objectives of education.

1. Development of democratic citizenship—The success of democracy depends largely upon the people's awareness of their rights and duties and the extent to which people fulfil their responsibilities. Education aims at developing this ability in the people, because education teaches the man to think and distinguish between right and wrong. He can understand social, economic and political issues and reflect on the possibility of solving such problems. He can decide upon the political party or the leadership which should be entrusted with the task of forming a government and undertaking administration. He does this thinking of the problems facing the country and considering the ability of each group or leader to face such problems. He can express his ideas and suggestions through lectures, essays, articles, etc. He can organize new movements or constitute various kinds of committees to solve the problems facing the country. It is the duty of the state to insist upon a syllabus which can be expected to generate such democratic awareness among the children being educated.

2. Training in skilful living—Democracy can be said to have succeeded only if it can translate the democratic ideals to its society. And, for this, socialization of individual through education is essential. It is desirable to develop such social qualities as collective feeling, co-operation, discipline, tolerance, sympathy, brotherhood, etc., in the individual. Education must also aim to create faith in social justice and willingness to rebel against injustice. Education helps people in adjusting to each other, and the educated individual is generally tolerant and liberal. Although he may differ from other people in their opinions he has the ability to adjust to such people because he can understand their attitudes. Hence, education is the only means of removing the obstacles in the path of democracy, and also of achieving some adjustment between people who differ from each other in respect of language, race, caste, religion, sex, etc.

3. Development of personality—The success of a democratic society also depends upon whether mature men and women from the majority or minority in its population. Democracy can succeed only if most of its members have developed mature personalities, because a mature person has gone through physical, mental, social, ethical and spiritual development. And education is nothing more than this comprehensive development; education should aim at the development of all aspects of the educand's personality through various kinds of training. Keeping this in view, most schools and colleges now provide many kinds of extra-curricular training, which supplement all that is taught as part of the curriculum.

4. Developing vocational skill—The Secondary Education Commission has pointed out that another aim of education is to develop some vocational skill in the educand. No nation can progress in

the absence of economic progress. The first duty of the state is to provide a system and means of educational skill to the educands so that they can earn their livelihood at the same time as they contribute to the nation's economic growth. The country urgently needs skilled craftsmen, engineers, doctors, teachers and administrators. For this, specialized colleges are required. Every child should be given the right to choose a profession of his own liking, and opportunity to acquire the highest training and education in this profession.

Other Aspects

Apart from these objectives of education laid down specifically by the Secondary Educational Commission, it is desirable to reflect upon some other objectives, which have significance in view of the fact that India is a democracy. In fact, the aims of education vary a little bit with the level of education—the primary, secondary and university education—a fact which has been recognized by the different education commissions established from time to time. The aim of education, at the primary level, is to develop the child's mind by presenting the fundamental elements in the various areas of knowledge, and also to give him an opportunity to develop all his abilities—physical, mental, moral, motor, creative imagination, etc. At this stage attention should be paid to physical development, no less than mental development but attention must also be paid to the burden such an education place on the child. The education imparted should not become a burden.

At the secondary level, attention should be focused on discovering the interests and abilities of every adolescent, and then developing such abilities. Education should be concerned not merely with the general welfare of society but also with the self-realisation and personal development of each individual.

Recommendations of Indian Universities Commission

The Indian Universities Commission has laid down the following objectives of university education in the country—

1. Providing leadership in polities, administration, professions, industry and commerce.
2. Training the intellectual leaders of culture and creating inventors.
3. Causing spiritual development in the educands.
4. Protecting the culture and civilization of the country and instilling the youth with the ideals of this culture.
5. Discovering the inherent qualities of individuals and developing them through training.

Development of Emotional Integration

For the success of democracy, education must have additional objectives of promoting emotional integration among the citizens of this country which has an unlimited variety of races, tribes, languages religions, communities, etc. Without this, the ideal of brotherhood cannot be realized, besides, such a situation also encourages the growth of disorganizing disruptive forces which hinder the country's growth.

