

Experimental Edition, for Limited Circulation only

**CURRICULAR MATERIAL
FOR
DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed) COURSE
IN DIETs OF
ARUNACHAL PRADESH**

Course Code: 09

**SCHOOL CULTURE
LEADERSHIP AND CHANGE**



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
GOVT. OF ARUNACHAL PRADESH
GOHPUR TINALI, VIDYA VIHAR, ITANAGAR**

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The curricular material has been developed keeping in view the learning needs of the D.El.Ed Course trainees as per the current PSTE curriculum. While developing the material authentic textual/reference materials from various sources have been referred. As far as possible the content of the materials have been presented in an objective manner. The ideas and opinions as presented in the content of the materials are entirely of the developer of the material.

FOREWORD

The Diploma in Elementary Education (D.El.Ed.) curriculum for 2 year PSTE course of the DIETs in Arunachal Pradesh was revised and updated as an exercise deemed necessary in the context of National Curriculum framework-2005 and enforcement of Right to Education (RTE) Act-2009. The curriculum was revised on the basis of recommendations of the National Council for Teacher Education, National Curriculum Framework for Teacher Education (NCFTE) and the guidelines of Bordia Committee Report entitled “Implementation of RTE, Act and Resultant Revamp of SSA” (2010). Since 2013-14 the revised D.El.Ed Curriculum is being implemented in all the eleven DIETs of the state. However, in view of change in the structure and content of the revised curriculum, there has arisen a pressing need for content specific and contextualized curricular materials which could be handy for both teacher educators and student teachers of the DIETs in the state. Further Justice Verma Commission Report on Teacher Education-2012, constituted by the Hon’ble Supreme Court of India observed, “our prospective teachers are educated through substandard readymade materials available in the form of ‘guides’ which are conceptually confusing and regressive in perspectives”. Hence, the commission strongly recommended for development of learner friendly curricular materials for different types of teacher education courses.

The D.El.Ed curricular material has been developed in workshop situation with participation of Resource Persons from Department of Education, Rajiv Gandhi University, Itanagar and faculty members of SCERT and DIETs of the state.

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Lastly, it is hoped that the curricular materials will be highly useful as reference materials for the teacher educators and student teachers of the DIETs of the Arunachal Pradesh.

Moto Nyori, Joint Director SCERT, Itanagar

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R. K. Sah

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UNIT-I

School culture, Leadership and Management

Structure

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1.1: Introduction

The word “culture” describes a wide range of influences on how people behave in organizations, communities and even nations. In general, it refers to a set of common values, attitudes, beliefs and norms, some of which are explicit and some of which are not. Just as water surrounds and envelopes fish shaping their perspectives and determining their courses of action, culture surrounds and envelopes teachers forming their perspectives and influencing their decisions and actions. Teachers work within a cultural context that influences every aspect of their pedagogy, yet this pervasive element of schools is elusive and difficult to define. Culture influences all aspects of schools, including such things as how the staff dresses (Peterson & Deal, 1998), what staff talk about in the teachers’ lounge (Kottler, 1997), how teachers decorate their classrooms, their emphasis on certain aspects of the curriculum, and teachers’ willingness to change (Hargreaves, 1997b). As Donahoe (1997) states, “If culture changes, everything changes “

1.2 Concept of School Culture

Imagine entering a school. What do you see? What do you hear the teachers and other staff members saying? What do the bulletin boards look like? How easy was it to enter the school? What are the children saying and doing? How noisy is it? Do you feel welcome or afraid? What is the general “feel” of the environment? All these questions and more pertain to the underlying stream of values and rituals that pervade schools. This underlying stream is the culture of that particular school. Culture is the stream of “norms, values, beliefs, traditions, and rituals built up over time” (Peterson & Deal, 1998). It is a set of tacit expectations and assumptions that direct the activities of school personnel and students.

1.2.1 Need and importance of School Culture

A school culture influences the ways people think, feel, and act.

When a school has a positive, professional culture, one finds meaningful staff development, successful curricular reforms and the effective use of students performance data. In an environment of positive school culture, staff and student learning thrive. In

contrast, a school with negative or toxic culture that does not value professional learning, resists change or devalues staff development hinders success school culture will have either a positive or a detrimental impact on the quality and success of staff development. School with positive culture often have a common professional language, communal stones of success, extensive opportunities for quality professional development and ceremonies that celebrate improvement, collaboration and learning. All of these elements build commitment, forge motivation and foster learning for staff and students.

1.2.2 Definition of Organisation

The dictionary definition of organisation is “Structure” or “the mode in which something is organised” or systematic arrangement for a definite purpose.

At the root of any organisation there are group of people. The organisation involves the people coming together, to realize certain definite objectives. These objectives give the distinctiveness to organizations. For example, When the objective is to disseminate knowledge, we have organisations like school and when objectives is to lead a life under some controlling laws and regulations we have the organization of state type.

Robbins defines organization in terms of “a consciously coordinated social unit composed of two or more people, that function on a relatively continuous basis to achieve a common goal or set of goals.”

1.2.3 Meaning of School organisation

Theoretically speaking the “Organisation of the school is the administrative expression of educational theory. The school organisation may be viewed as the structure or the framework within which the teachers and supervisors/ headmasters operate so that the activities of school may be carried on. The organisation of school is dependent on the objectives, curriculum, methods etc, which constitute education theory for it.

1.2.4 Administration vs organization:

(1) The organisation is a structure or a plan. The creation of organisation is a function of administration.

(2) The administration develops educational policy of principles which underline a philosophy of education. The organisation is required to operate in accordance with the accepted theory.

(3) The techniques or procedure which are employed in operating the organization in accordance with the established policies constitute administration.

Thus, administration is responsible for creating the organization as well as the basic policies. The basic policies create the need for organization and also identify some of the essential elements which organization should have.

1.2.5 Concept of management:

In the words of Henry Fayol, to manage is to forecast and to plan, to organise, to command, to coordinate and to control, to foresee and to provide means to examine the future and drawing up the plan of action. To organise means building up the dual structure, material and human. To command means maintaining activity among the personnel. To coordinate means binding together, unifying and harnessing all activity and effort. To control means seeing that everything occurs in conformity with established rules and expressed command.

Management entails the coordination of human effort and material resources towards the achievement of organisational objectives as well as the organisation of the productive functions essential for achieving stated or accepted goals.

Educational management is a field of study and practice with the operation of educational organisation. Educational management may be defined as a process of creating an educational environment where individuals (the head, the staff, other members of the organisation) working together can perform effectively and efficiently towards the attainment of the set educational aims. It is concerned with spelling out the educational objectives, planning process, staffing pattern, organisational process, budgeting, financing, directing activities and evaluating performance.

1.2.6 Characteristic of management

1. Management is a process.
2. Management is an art as well as science.

3. Management aims at the optimum utilization of resources- material as well as human.
4. Management is always goal directed.
5. Management involves the need for leadership.
6. Management involves organised and coordinated acts.

1.2.7 Need and importance of management

Management is needed everywhere and every walk of our life. It is needed to bring discipline and order in the work. It is important because of the following few reasons;

1. It helps in achieving objectives of the organisation or institution.
2. It helps in utilizing available resources judiciously and productively.
- 3 Reduces costs and increases output.
4. Maintains equilibrium.
5. Benefits the students.
6. It helps in coordination, administration and control.
7. Helps in planning and innovations.
8. Guides routine working and supervision to achieve target.

1.2.8 School management

School management is a specified procedure whose work is to modify the human and physical resources of the school in dynamic organised unites. School management implies systematic arrangement or framework of school devoted to ensuring unity of effect, efficiency, good will and proper use of resources for the all round development of all the learners.

School management may be compared to a lens that brings everything about the educational system or the community, faculty and students. If it is a poor lens, the image is fussy and obscure and no one in the educational system or the community gets a clear picture of the educational system becomes a clearcut and vivid projection of the ideals and ideas that have been envisaged to bring into being.

School management has four aspects :

1. Management of Material Equipment: This includes material things like furniture and other goods.

2. Management of School Plant: This includes school building, laboratories, playground etc.
3. Management of Human Resources: School staff, pupils and their parents, vec members,
4. Management of Ideals and Principles : This means organisation of ideas and principles into school system, curriculum, time schedule, norms of achievement, co-curricular activities etc,

1.3 Definitions of Leadership

1. Leadership is “*the process of guiding followers in a*

Certain direction in pursuit of a vision, mission or goals” (Gold and Evans, 1998).

2. Leadership is “*the ability to provide direction to a group of people and influence those people to follow the direction and act accordingly*” (Samson Itoje).

3. *Leadership is the ability to bring out the best in everyone*

1.3.1 Types of Leadership

There are many theories about the types of educational leadership. In order to provide an overview of the different theories, below are brief definitions of the types of leadership, including Transformational Leadership and Pedagogical Leadership which are key to school improvement. However, it is important to note that the context of the school and the particular situation you face would determine the type of leadership you use. As head teachers, you might need to be transactional leaders on one occasion, and, on other occasions, you might need to be bureaucrats; however, research and experience show that if you focus on Pedagogical Leadership, your school improvement efforts are more likely to be successful.

Instructional leadership

Instructional leadership focuses on the role of the head teacher in coordinating, controlling, supervising and developing curriculum and instruction in the school (Hallinger, 2003).

Bureaucratic leadership

Bureaucratic leadership focuses on the role of the head teacher in mandating tasks and outcomes. Management systems that emphasize supervision, evaluation and incentives support this type of leadership (Sergiovanni, 1998).

Visionary leadership

Visionary leadership focuses on the role of the head teacher in providing a vision for the

school. The visionary leader does this by motivating and inspiring schools to change

Entrepreneurial leadership

Entrepreneurial leadership focuses on the role of the head teacher in encouraging competition, providing incentives for winning and disincentives for losing. (Sergiovanni, 1998)

Transactional leadership

Transactional leadership focuses on the role of the head teacher in providing rewards (e.g. salary and other extrinsic rewards that the head teacher controls to a certain degree) in exchange for services (e.g. from a teacher).

Transformational leadership

Transformational leadership focuses on developing leadership capacity within the organization rather than limiting leadership to the head teacher. It focuses on capacity development of school community members in order to bring about improvement in teaching and learning. This is in contrast to instructional leadership, where the head teacher focuses on directly improving classroom teaching and learning. Transformational leadership stresses on the head teacher's moral role.

Transformational leadership is linked with change and improvement and it is seen when leaders:

- Stimulate interest among colleagues to view their work from new perspectives
- Generate awareness of the mission and vision of the team and organization
- Develop colleagues to higher levels of ability and potential
- Motivate colleagues and followers to look beyond their own interests towards those that will benefit the group

(Bass and Avolio, 1994, p. 2).

1.3.2 Leadership Styles :

Bill Reddin classifies leadership style into four basic types. Each basic leadership style has sub leadership styles.

Basic leadership styles	Sub-Basic leadership styles
Integrative Type	Compromiser
	Executive
Related Type	Missionary
	Developer
Dedicated Type	Autocratic
	Benevolent Autocratic
Separated Type	Deserter
	Bureaucratic

On the basis of emotion , there are six types of leadership styles, called emotional leadership styles :

1. The visionary leadership styles
- 2.The Affillative leadership styles
3. The coaching leadership styles
- 4.The Democratic leadership style
5. The Pace setting leadership style
- 6.The Commanding leadership style

The most leadership style in context of Indian situation is Democratic leadership style.

In case of democratic leadership style, ‘We feeling’ prevails in the school . Democratic leadership style looks upon the school personnel as socially equal.it does not believe in taking decisions by itself but with the school family. Responsibility and accountability are shares in managing the school. A code of conduct is prepared and all constituents of school family are bound to this code . No body is allowed to enjoy any special privilege. An environment of trust becomes the corner stone of the management.

1.4 Teacher- role, qualities and professional code of conduct

H.G.Wells, a great thinker and historian, has said, “ The teacher is the real amker of history”. The teachers are considered literally the arbiters of the nation’s destiny.

In the srimad Bhagwat Gita, Sri Krishna says to Arjun, his disciple, “ without having a

Guru(Teacher), you can not get true knowledge”. Teacher is one who removes darkness and leads the man towards liberation. The teacher is an embodiment of knowledge and paragon of all virtues.

The teacher is the main dynamic force in the school. He is the person upon whom depends all the activities of the school. The importance of material resources can't be denied, but they are all meaning less in absence of good teachers.

The Kothari Commission has given a place of importance to the teachers status. It maintains that of the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers undoubtedly the most significant.

1.4.1 Qualities of a Teacher

The qualities of a good teacher may be listed as follows:

1. Love for the children.
2. Well adjusted personality.
3. Interest in community activities and events.
4. A high sense of professional prestige.
5. Knowledge of child psychology.
6. good command over the subject matter.
7. A teacher must be studious and updated.
8. Professionally trained.
9. Have high character.
10. Patriotism.
11. Leadership traits.
12. tolerance and patience.
13. Imagination.
14. Reflective.
15. Emotional stability .
- 16 Constructiveness.
17. Sense of Humour.
18. Interest in Co-Curricular activities.
19. Free from complexity.
20. Good health.

1.4.2 Role and Functions of Teacher

A teacher plays an important role in the progress and welfare of society. A teacher is a member of the society. He lives and works in the society yet, in view of his special responsibilities and roles, he is expected to rise above the average member of society. His general attitude in society should be of enthusiasm and optimism. He is expected to be quite sensitive to its needs. He should be guided by the idea of Democracy, Secularism and Socialism. He is to be sufficiently appreciative of the changing needs and problems of society and plays a dynamic and positive role.

A teacher plays his role in two ways :

3. Inside the school by preparing students for effective citizen.
 - (ii) Outside the school by assuming the role of a social worker and agent of social change.
- Beside this, teachers play a very important role in school management and administration, elimination of social tension and conflict and contribute towards international understanding.

The major function of a teacher is to teach. He is expected to give the best of himself to his students. Before the teacher can give the best of himself, he should acquire the best for himself. Beside teaching there are a number of other functions which a teacher must perform. These are in relation to the creation of effective teaching-learning situation. They may be described as working in close co-operation with the supervisor, the co-curricular activities, the guidance activities, helping the headmaster in administrative works, improvement of curriculum, keeping records and preparing reports, maintaining public relation, maintaining good relation in school with staff, the utilisation of school plant and school equipment, development of leadership quality among students.

1.4.3 Professional code of conduct for teachers :

Whoever adopts teaching as a profession, is under an obligation to conduct himself in accordance with the ideals of the profession. A teacher is constantly under the scrutiny of his students and society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice.

1. Code of conduct in relation to students

- a. Teacher should respect the right and dignity of the students in expressing his/ her Opinion.

- b. Teacher should deal justly and impartially with students regardless of their religion, caste ,political, economic, social and physical characteristics.
- c. Teacher should recognise the difference in aptitude and capabilities among students and strive to meet their individual needs.
- d. Teacher should be affectionate to the students and not behave in a vindictive manner towards any of them for any reason.
- e. Teacher should pay attention to only the attainment of the students in the assessment of merit.
- f. Teacher should make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward.
- h. Teacher should aid students to develop an understanding of our national heritage and national goals.
- i. Teacher should refrain from instigating students against other students, colleagues or administration.

2. Code of conduct in relation to the colleague.

Teachers should:

- (1) treat other members of the profession in the same manner as they themselves wish to be treated;
- (2) speak respectfully to other teachers and render assistance for overall professional betterment;
- (3) refrain from lodging unsubstantiated allegations against colleagues to their higher authorities; and
- (4) refrain from allowing considerations of caste, creed, religion, race or sex to influence their professional working.

2. Teachers and Authorities:

Teachers should:

- (1) discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and / or professional organisations for change of any such rules detrimental to the professional interest;

- (2) refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities.
- (3) co-operate in the formulation of the policies of their institution by accepting various offices and discharge the responsibilities which such offices may demand.
- (4) co-operate through their organisations in the formulation of policies of the other institutions and accept offices; as necessary,
- (5) co-operate with the authorities for the betterment of the institutions keeping in view the overall interest and in conformity with the dignity of the profession;
- (6) give and expect due notice before a change of position is made ; an
- (7) refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility towards the completion of the academic schedule.

Teachers and Non Teaching Staff:

- (1) Teachers should treat the non teaching staff as colleagues and equal partners in a co-operative undertaking, within every educational institution, and
- (2) Teachers should help in the functioning of the Joint staff Councils covering both teachers and the non-teaching staff.

Teachers and Guardians:

Teachers should try to see through teachers bodies and organisations that institutions maintain contact with the guardians of their students send reports of their performance to the guardians whenever necessary and meet the guardians in meeting convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

Teachers and society:

Teachers should:

- (1) recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided;
- (2) work to improve education in the community and strengthen the community's moral and intellectual life;
- (3) be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;
- (4) perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;

(5) refrain from taking part in or subscribing to or assisting in any way, activities which tend to promote feeling of hatred or enmity among different communities, religious or linguistic groups but actively work for national integration;

Code of conduct in relation to self:

Teachers should:

- (1) adhere to a responsible pattern of conduct and demeanour expected of them by the community,
- (2) manage their private affairs in a manner consistent with the dignity of the profession;
- (3) strive for continuous professional growth through study and research;
- (4) express free and frank opinion when participating in professional meetings seminars and conferences;
- (5) maintain active membership of professional organisations and strive to update their knowledge through them;
- (6) perform their duties in the form of teaching, tutorials practical and seminar work conscientiously and with dedication;
- (7) co-operate and assist in carrying out functions relating to the educational responsibilities of the schools, the Board of School Education such as assisting in appraising application for admission advising and counselling students as well as assisting in the conduct of Board and School examinations, including supervision, invigilation and evaluation, and
- (8) participate in extension, co-curricular and extra-curricular activities including community service.

1.5 Duties, Functions and Responsibilities of headmaster

The headmaster has large number of academic, organisational and administrative duties and responsibilities. But, for convenience sake, these can be classified into the following:

(a) Planning.

(b) Teaching.

(c) Organising and administering.

(d) Supervising and guiding.

(e) Maintaining discipline and relations.

(a) Planning:-Planning is the first step in any academic and administrative assignment. The headmaster was to plan all kinds of his activities in time for implementing various programmes

with success. He is required to plan his duties and functions throughout the year, but mainly at the following stages: (1) before opening of the school,(2) On the opening day and during the first week of the session,(3) during the session, and (4) at the end of the session.

With a view to planning effectively, the headmaster should involve all including his staff , students, guardians and parents. He has to convene the meetings of staff council, managing committee, parent-teacher association and students' council for holding discussions and arriving at the decision for implementation. Planning should embrace all activities , curricular, co-curricular projects and community service.

(i) Planning before the opening of the school:- Unless proper planning is made before opening of the school ,there will be a chaotic condition in the school. There may teachers without students, classes without teachers and so on due to lack of timely planning. The headmaster should, therefore, plan all arrangements before opening of the school so that everything is found ready and as per the needs and conditions. The following tasks will be taken up at this stage:

- * The headmaster should announce the opening of the session after the summer vacation, the date of application for admission tests for that purpose and so on. All these may be notified on the Notice Board of the school and/or advertised in the newspaper.

- * He should make plans for admission either on the basis of class promotions or holding necessary tests or adopting certain procedures and criteria. This has to be planned according to the prescribed intake capacity, available accommodation and teacher's strength.

- * He should ensure physical verification of all kinds of stock of the school like equipment, furniture, library books and journals, etc.

- * Necessary registers and files should be opened or made upto date according to programmes and projects being or to be undertaken during the session.

- * A calendar of activities should be prepared for the whole session in advance. It includes, inter alia, rates for admission tests and other examinations, for admission, for applying, for fee concessions and so on, school calendar and students diaries can be printed if funds and necessary information should be given in these publications.

- * Steps should be taken for appointment of new staff members due to additional sections/ classes, death and transfer of teacher.

- * If the school is government aided, necessary proposals should be submitted to Government earlier, e.g. for creation of posts, releasing grants/sanctions and so on.

(ii) On the Opening Day and during the First Week of the Session:

Planning should be made as regards the following:

- * Teacher-wise, student-wise, and room-wise time tables should be prepared.
- * Individual teachers should develop their scheme of lessons/activities.
- * Earlier to this, distribution of work, particularly teaching assignments should be done among the staff.
- * Making arrangements for necessary physical facilities like furniture equipment , etc. should be done.
- * Students assemblies may be convened to orient the new students and giving necessary instructions.
- * Announcements should be made for purchase of text-books, note-books, etc

(iii) During the Session: The following tasks should be planned by the headmaster throughout the year:

- * Organisation of the instructional work.
- * Organisation of various projects/co-curricular activities.
- * Organisation of the evaluation/examination.
- * Organising extramural
- * Organising class-supervision and verification of records, students works, etc.
- * Organising guidance services, school broadcast programmes and so on.
- * Making correspondence, furnishing proposals to Government for improving infrastructure and academic programmes.

(iv) At the end of the session: The headmaster has to make planning for the following works:

- * Holding annual sports, prize distribution ceremonies, etc.
- * Preparing abstracts of attendance, enrolment, fee collection, expenditure statement, etc.
- * Recording supervision remarks, making class promotion, etc.
- * Preparing Annual Reports.
- * Taking preliminary steps for the next session.

In this context it may be noted that the headmaster should plan mainly for two kinds of work:

- (a) maintenance, and
- (b) development.

Any headmaster has to manage the school planning some routine activities. But the innovative and resourceful head teacher should make plans for new projects, developmental programmes and improvement of the school programmes and improvement of the school plans.

(b) Teaching

The headmaster is the head of teachers. He should be the teacher first and then everything else. He should take some classes, give guidance to teachers and see that teaching work and standard in the school is not impaired in any way. He should command due respect and play a leadership role only by making himself good in teaching and better in knowledge and understanding the teachers' problems. He, of course, cannot be an expert in all subjects or fields, but he should have skills, interests, and positive attitude towards academic activities.

It is, however, found that many headmaster keep themselves so much engaged in administrative and non-academic work that they do not spare time for academic and teaching activities. They thus become the administrative head, not the academic head which is more essential than anything else. They should realise the standards of students and teaching work of teachers, their problems and difficulties, so that they can render necessary guidance for improving the conditions. They should act as the light-house of knowledge and inspiration.

There cannot be any hard and fast principles or criteria regarding the number of periods, higher or lower classes, subjects of teaching and so on to be taken up by the headmaster. It depends on the volume of his administrative and supervisory responsibility, his expertise in the subjects, nature of school and so on. On the whole, the headmaster has to take up some teaching work according to his interest and convenience.

I Organising and Administering

The headmaster, besides planning, is required to organise and administer various programmes and projects in the schools. At the outset, he must procure adequate furniture, equipment and instrument for the school. He has set the old equipment and furniture repaired, set-up libraries, workshops and other physical facilities in an effective and improved manner.

The headmaster has to develop curricular preparation classify pupils distribute teaching jobs among teachers, allotting other duties among staff through discussion and deliberation. He should organise sports, school broadcasts, festival, scouting, redcross, parent-teacher association, faculty, meeting, staff meeting and so on.

Office work is also an important competent of the headmaster's responsibilities. He has to make budgeting correspondence accounting verification, checking the up-to-date entries in the registers and documents of the school. Unless it is alert in the matter, there may be forgery, corruption, misappropriation and other difficulties in the school administration. Office is the life centre of the school and the headmaster has to maintain it properly.

(d) Supervision and Guiding

In traditional sense supervising and guiding are taken as components of administration and organisation. But, in the modern days supervision has acquired new significance and needs skills and insight. Administration, for example, means providing physical facilities and ensuring successful functioning of the institution, whereas supervision is concerned with improving the total teaching-learning situation. Modern supervision is not "fault-finding", but encouraging and guiding the teachers and students, even the parents for improving quality of the educational process.

A headmaster should supervise the work of teachers in order to help encourage and guide, not to criticise and find faults. He can do this through participation and in a spirit of co-operation. His supervision should be regular and continuous. The headmaster is required to supervise the following work in the school:

*Supervision of the teaching work: The headmaster should supervise the teaching work done by the teachers regularly and in actual situations. Sometimes he may be required to demonstrate through teaching any difficulty point or concept. He should discuss any defects found in teaching of a teacher afterwards in his own office-room not in the class-room in the presence of students. His attitude should be friendly and co-operative. He should instruct by way of guidance.

The headmaster should also supervise the work of students. He may prepare a schedule according to which the monitors will submit the note-books of students to the headmasters. He should give his brief remarks regarding the nature and extent of correction and suggestions for improving the situations. The standard and neatness of the students' writing should be evaluated by the headmaster who can give his views for guidance.

*Supervision of the Practical and Out-door Work: Students are required to do map-work, conduct surveys, undertake projects, carry on practical and craft- work in and outside the school. They play games and sports, hold meetings and go on picnics and field trips. The headmaster should supervise these activities every now and then and extent necessary co-operation as well as guidance.

*Supervision of Welfare Services: Provision of adequate physical facilities and welfare for better teaching-learning activities. For example, physical facilities like water and light, seating accommodation and furniture, hostel provision, for board and lodging and services like medical inspection. Some other facilities like cycle-stad, common-room, canteen, etc are necessary. All these facilities are and services have to be supervised regularly by the headmaster.

*Supervision of the Office Work: An office as mentioned earlier is an important as the heart of a body. It has to keep communication both vertical and horizontal. It has to deal with admission, attendance, maintaining registers and accounts, etc. The headmaster should supervise all these office work and check-up the files and registers from time to time for ensuring proper maintenance and regular drawal as well as disbursement. Otherwise, indifference and callousness on the part of headmaster will create problems for many, seriously affecting the discipline and morale of the personnel.

*Maintaining Discipline and Inter-Human Relations: Discipline is of vital importance functioning of the school. It mostly depends upon the competency of the headmaster. It is not a particular functioning or duty of the headmaster. It is an overall outcome of all his activities, dealings and rapport with others. The headmaster has, therefore, to maintain his proper relations with others-staff, students, parents and community.

(a) Staff:-He must be just and sympathetic towards staff members. He is not an autocra ,but a democratic leader. He should show respect to others' personality and maintain human relationship as congeial as possible. He must recognise the individual difference and capitalise the uniqueness in everybody. He should participate in the actual situation himself and share the burden of the work as well as responsibility. He must give instruction and at the same time seek advice and suggestions from teachers both individually as well as jointly. For this purpose, both personal interviews/discussion as well as staff meetings are to be held as frequently as possible.

(b) Students:- The headmaster is not only the leader of the staff but also a well-wisher of pupils. Through democratic administration he should promote willing participation and sharing of pupils in the management and organisation of both curricular and co-curricular programmes. The headmaster should take keen interest in students' welfare activities and provide all facilities for all round development of their personality. He should maintain friendly relations with students in order to encourage and inspire them.

I Parents:- The headmaster should maintain both direct and indirects contacts with guardians. It has been found that teachers close relationship with parents and students achievement as well as behaviour are positively correlated. Parents- teacher association may be formed for the purpose and the headmaster should involve guardians in the annual functions and occasional celebrations in the school. The headmaster should be co-operative, sympathetic, and courteous toward them.

(d) Community:- Since the school is regarded as the centre of community development, headmaster should maintain close and they can be invited to schools to give talks and demonstrate their work to students and teachers. Theheadmaster should keep contacts with various voluntary agencies and philanthropic organisations to enlist their help and co-operation for promotion of school improvement.

1.6 Role of School activities in the creation of school culture

Most of the school activities are co-curricular in nature. Earlier, these activities were regarded as extracurricular and so much emphasis was not given on organising the same. But of late , attitude towards these changed and all round development of the child has been the goal of education.

The value of school activities are multifarious and important from educational and cultural point of view. Modern culture is evaluated by the criteria of leisure time activities. It is said that one's culture is known by the way his leisure is used. Unless the students are taught how to utilise their leisure most usefully, they can not contribute to cultural growth satisfactorily and enjoy their life to the optimum.

1.6.1 Activities that contribute to the creation of school culture.

1. School assembly: Pupils through assembly learn how to behave in public meetings, to get

accustomed to be speakers as well as audience which is a kind of citizenship training and contributes a lot towards positive school culture.

2. Debate, Discussion, Seminars and Symposia : The pupil gets confidence and speaks with the presence of mind, learns oratory or art of elocution through participation in these activities and finally contributes towards enrichment of school culture.

3. Dramatics : Dramatics is a playful activity in which both creative expression and artistic imitation combine. It helps to get themselves acquainted with various subjects like music, staging, decorating and so on. All these finally provide greater inputs for enrichment of school culture.

4. Literary activities : The literary activities are useful means of promoting creative writing and self-expression. It is an important means of projecting the school culture.

5. Games and sports : Games and sports are important for conservation of health of children, development of good habits, promoting personality. Traits like alertness, confidence, judgement, co-operation, team-spirit and finally contribute towards the development of positive school culture and citizenship qualities.

UNIT-2

STRUCTURE AND PROCESSES OF THE INDIAN EDUCATION SYSTEM

Structure

2.0 Introduction

2.1 Educational Structure

2.1.1 New Pattern Of Education (10+2+3)

2.1.2 National policy on education (1986) and structure of education

2.2 Roles and Responsibilities of Educational Functionaries of Block and Cluster Resource Centre

2.3 Understanding and interpretation of educational policies that impact schools

2.3.1 Important features of NPE(1986)

2.3.2 Sarva shiksha abhiyan

2.3.3 RTE Act 2009

2.0 Introduction

We are familiar with various aims of education such as democratic aims, cultural aims, moral aims, vocational aims, idealistic aims of education and the like. But sometimes, questions come to our mind that how can we achieve these aims through the process of education? Is there any strategy or system formulated for this?

There must be some strategies to achieve the aims. So in order to achieve the aims of education various strategies are being devised. These strategies provide a technical base for understanding and realization of aims of education. In this unit we deal with structure and Processes of Indian education system which provides strategies to achieve the aims of education.

2.1 Educational Structure

The structure/ladder of education may be said as the skeleton of any educational system. It implies to the number of stages into which the course is divided. Its total duration for each stage and types of institution at different stages are specified.

The systematic educational structure in India was first introduced by the Wood's Despatch of 1854. The Despatch emphasized on the establishment of the graded schools that constitute of four stages, namely, the primary, the middle, the high schools, colleges and universities. Several committees and commissions suggested new pattern of education. As a result, the new pattern of education i.e. 10+2+3 has been introduced in several schools of our country.

2.1.1 New Pattern Of Education (10+2+3)

The concept of new pattern of education(10+2+3) was first recommended by the Calcutta University Commission (1917-19) Which is also known as Sadler Commission. It suggested the introduction of examination at the end of matriculation, intermediate course (+2 course) and first degree course (+3 course). The university commission (1948-49) headed by Radhakrishnan repeated the idea of 10+2+3 educational structure. The secondary Education Commission (1952-53) also pondered over the problem of 10+2+3+ educational structure. By the time the education commission was appointed under the chairmanship of Dr. D.S.Kothari, there were four patterns of educational structure in our country, namely:- 10+2+3, 10+2+2, 11+1+2, 11+1+3. Thus, the Kothari Commission (1964-66) emphasized on the introduction of a uniform educational structure on 10+2+3 which was supported by the National Policy Statement issued by the Central Government in 1968. The pattern of Education(10+2+3) implies that:

(1)General education is to be imparted to the child for a period of 10 years. Out of 10 years of

school education , 8 years of schooling are for Elementary Education which generally is divided into Lower Primary and Upper Primary and two years of secondary school. The study of three languages, science, mathematics and social sciences is made compulsory.

(2) Ten years of schooling is followed by two years of Higher Secondary Education. This +2 education is taken up by the students who wanted to continue their formal education. At this stage emphasis is given on vocational and academic courses. Courses are diversified and specialized courses are also provided with more emphasis on vocationalisation.

(3) After completion of 10+2 education, the aspiring students can go for first degree courses of three years run by the university. It is known as +3 stage.

2.1.2 National policy on education (1986) and structure of education

The NPE-1986 on Education was adopted by Parliament in May 1986. It is a landmark in the history of education in the post independence India. It aimed at promoting national progress, sense of common citizenship and culture, and at strengthening national integration. It laid stress on the need for a radical reconstruction of the education system and on improving its quality in all stages. It gave much attention to science and technology, the cultivation of moral values and a closer relation between education and life of the people.

Relating to the structure of education, the common structure i.e. 10+2 structure was made part of the NPE- 1986. The NPE made recommendation for a uniform pattern of duration in respect of the three sub-stages of first ten years of schooling. It has stipulated that +2 stage should be brought within school system gradually. The structure of education suggested by NPE- 1986 is as follows:-

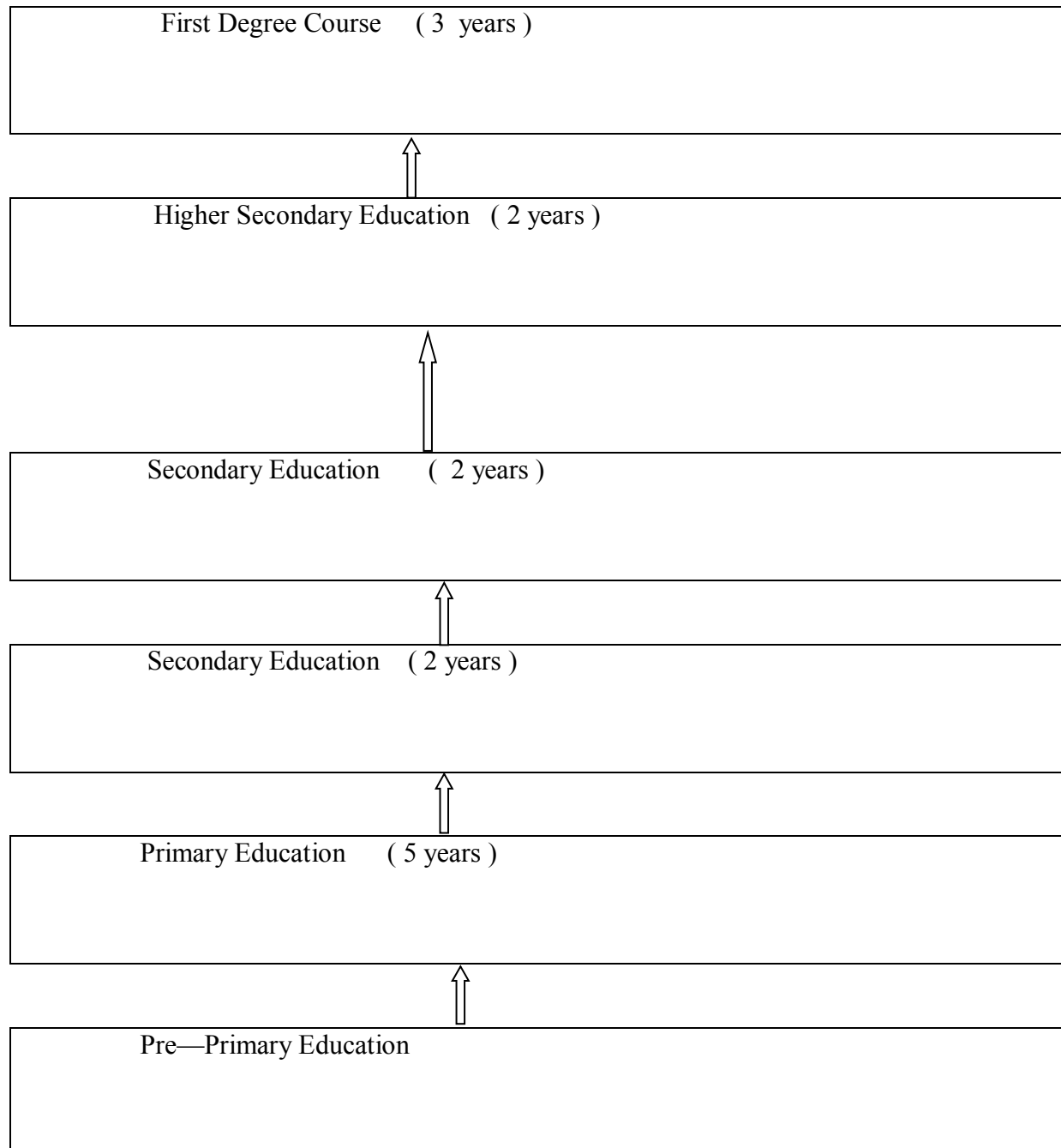
--Pre-Primary Education.

--Primary education for a period of 5 years i.e. class-I to class-V.

--Upper primary Education should be for a period of three years i.e. class –VI to class VIII

- Secondary Education for a period of two years i.e. classes- IX and- X.
- Higher Secondary Education for a period of two years i.e. class –XI and class-XII
- First degree course for a period of three years.

Educational ladder suggested by NPE-1986.



2.2 Roles and Responsibilities of Educational Functionaries of Block and Cluster Resource Centre

Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) were established in each block of every district under SSA to conduct in-service teacher training and to provide academic support to teachers and schools on a regular basis as well as to help in community mobilization activities. BRCs are headed by BRC co-ordinators and CRCs are headed by CRC co-ordinators. The BRC co-ordinator is academic co-ordinator/facilitator at Block level who is responsible for in-service training of teachers and providing guidance to the CRC co-ordinators. They also organize training programmes for members of Village Education Committees (VEC) and School Development and Monitoring Committees (SDMCs). BRC co-ordinators also collect material from District Project Office for distribution among the teachers, SDMCs etc. through CRCs and provide continuous support to teachers while monitoring implementation of pedagogical and other interventions at school level.

The task of CRC co-ordinator include providing constant support to the teachers, monitoring their performance, identifying their needs both in formal schools and alternative education centres and liaising with the SDMCs, the community and NGOs working in the area of education. Monthly meetings at cluster level are held and periodic visits to schools are made by CRC co-ordinators to monitor teachers performance and to provide them on site support.

In nutshell, role of BRC/CRC is a mixed set of academic, supervisory, managerial, networking and creative activities. It goes beyond routine monitoring and supervision work as it encompasses providing support to schools and teachers through teacher training and teacher mentoring for their professional growth, strengthening community school linkage, providing resource support and carrying out action research.

2.3 Understanding and interpretation of educational policies that impact schools

2.3.1 Important features of NPE(1986)

NPE-1986 was the outcome of Kothari Commission recommendation and the NPE-1968. The NPE 1986 was reviewed and revised in its plan of action POA(1992). These were the result of board consensual consultation with national and state representatives. The important features that emerge from NPE-1986 and its plan of action,1992, may be summarized in the following sequence:-

1. Administration of Education will be decentralized.
2. Sufficient resources will be made available for the organization of education.
3. 10+2+3 pattern of education will be implemented in the whole country.
4. Education at different level will be organised.
5. Pre-Primary education will be organized.
6. The goal of free and compulsory education will be achieved as soon as possible.
7. Secondary education will be organised.
8. Higher education will be expanded and uplifted.
9. Technical and Management education will be reformed.
10. Examination system and evaluation process will be uplifted.
11. Educational technology will be used at all level of education.
12. Concrete steps will be taken for the Equality of Educational opportunity.
13. Special attention will be paid on women education.
14. Education for ST and SC will be properly organised.
15. Special attention will be paid on the education of the children of minorities.
16. Education for handicapped and mentally retarded children will be organised.

In nutshell, both NPE and its POA have provided significant direction for implementation of policies on school education.

2.3.2 Sarva shiksha abhiyan

It was in 1998 that the conference of Education Ministers of the states recommended the launch of a major programme for Universalization of Elementary Education. They recommended the pursuance of a holistic and convergent approach for achieving the goal of UEE in a mission mode within a defined time frame. It resulted in the launch of the massive government programme for UEE, the Sarva Siksha Abhiyan (SSA).

The Sarva Shiksha Abhiyan (SSA) was launch in the year 2000-01 to achieve the goal UEE through a time bound integrated approach, in partnership with states. The programme aims at providing elementary education to all children in the 6-14 age group by 2010, by improving the performance of the school system and providing community-owned quality elementary education in the mission mode. It also envisages bridging of gender and social disparities at the elementary level. The SSA has a special focus on the educational needs of girls and children belonging to SC and ST groups including children in difficult circumstances.

The sarva Shiksha Abhiyan is expected to accord the highest priority to community monitoring, transparency in programme planning and implementation of capacity building at all levels as also to the adaptation of a mission approach by the mainstream Education Department functionaries.

Objectives of sarva shiksha abhiyan:--

- * All children in school , education guarantee centre, alternate school , ‘ back-to-school’ camp by 2003(now revised to December 2005).
- * All children complete five years of primary schooling by 2007.
- * All children complete eight years of elementary schooling by 2010.

- * Focus on elementary education of satisfactory quality with emphasis on education for
- * Bridge all gender and social category gaps at primary stage by 2007 and at Elementary education level by 2010.
- * Universal retention by 2010.

2.3.3 RTE Act 2009

The recent “The Right of Children to Free and Compulsory Education Act, 2009” marks a historic moment for the children of India. Children have been guaranteed their right to quality elementary education by the state with the help of their families and communities. It came into force on 1st April 2010.

Important features can be best understood by the major provisions given in the act:--

3. The right of children to free and compulsory education of elementary education in a Neighborhood school.
2. It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
3. It makes provisions for a non-admitted child to be admitted to an age appropriate class.
4. It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education and sharing of financial and other responsibilities between the central and state Governments.
5. It lays down the norms and standards relating to, inter alia, Pupil Teacher Ratios (PTRs) buildings and infrastructure, school working days, teacher working hours.
6. It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is practically no urban-rural imbalance in teacher postings. It also prohibits deployment of teachers for non- educational work, other than decennial census, elections to local authority, state legislatures, parliament, and disaster relief.
7. It provides for appointment of appropriately trained teacher, i.e. teachers with the requisite training and academic qualifications.

8. For children in 6-14 age group it prohibits, (i) physical punishment and mental harassment, (ii) screening procedures for admission. (iii) capitation fees, (iv) private tuition by teachers, and (v) running of schools without recognition.

9. It provides for following penalties:-

- * for charging capitation fee: fine up to 10 times the capitation fee charged;
- * for resorting o screening during admission: Rs.25,000 for first contravention Rs. 50,000 for each subsequent contravention; and
- * for running a school without recognition: fine upto Rs one lakh and in case Of continuing contravention Rs. 10,000 for each day during which the contra-vention countries.

10. It provides for development of curriculum in consonance with the values enshrined

In the constitution and which would ensure the all round development of the child ,building on the child's knowledge, potentiality and talent and making the child free from fear, trauma and anxiety through a system of child friendly and child centered learning.

11. It provides for protection and monitoring of the child's right to free and compulsory education and redressal of grievances by the National and State Commissions for Protection of Child Rights, which shall have the powers of a civil court.

12. All private schools have to admit 25 percent children from disadvantaged groups from their neighbourhoods for free education, which can be extended if the number is not filled up with the customary one km radius-every year in the class in which they induct new children.

UNIT-3

INSTITUTIONAL PLANNING AND CLASSROOM MANAGEMENT

Structure

3.1 Meaning and Concept of Institutional planning

3.1.1 Objectives of Institutional planning

3.1.2 Nature and Characteristics of institutional plan

3.1.3 Advantages of Institutional Planning

3.2 Steps in Preparing an Institutional Plan

3.2.1 Classroom Management

3.2.2 Some Definitions of Classroom Management

3.2.3 Concept of Classroom Management

3.3 Factors Responsible for effective classroom management

3.1 Meaning and Concept of Institutional planning

Institutional planning, which is the basis of educational planning emphasises programme of qualitative improvement. In fact, education, qualitative and quantitative both, presupposes Planning .Institutional planning necessitates the involvement of not only teachers but even parents and students and provides adequate scope for initiative, creativity, freedom and experimentation by teachers It is also helpful in breaking down the authoritarian and conservative attitude of the educational administration which is generally impervious to change.

Our country embarked upon a big programme of educational planning and expansion soon after Independence but failed to achieve success to the extent expected of them .It is because of the following reasons :

- 1.The plans were prepared only by a few officials of the Planning Commission at the centre and the state. The teachers , parents and the students were hardly consulted. The result was that the plans lacked the whole hearted and willing cooperation and involvement of these groups.
2. Major stress was laid on the utilisation of finances. Planning was expenditure oriented.
3. Planning did not influence the classroom situation very much.

Institutional planning aims at removing these short comings.

Mr. M.B.Buch (1969 , p.4) has succinctly defined institutional planning as,” An institutional plan is a set of programmes prepared by an educational institution on the basis of felt needs and the knowledge of its resources—available and likely to be available—with a view to improve the school standards and practices and with a view to provide for the future development of the Institution”.The institutional plan may be for a duration, either longer or shorter, and is based on the principle of optimum utilization of the resources available in the school and the community.

3.1.1 Objectives of Institutional planning

The main objectives if institutional planning are improvement and modernization of academic infrastructure and its optimum utilization innovating the transactional techniques and making the school a centre of community activity.

3.1.2 Nature and Characteristics of institutional plan

According to Mr. M.B.Buch, the following are the nature and characteristics of an Institutional plan.

- 1.It is need Based
- 2.Specificity
- 3It is based on optimum utilisation of resources.
- 4.Augmentating Human Efforts
- 5.It is goal oriented

- 6.Co-Operative in nature
- 7.It has dual aspects (i) Improvement (ii) Development
- 8.Reflects the state and National Educational Policy.
- 9. Flexibility
- 10.Seeks Community support

3.1.3 Advantages of Institutional Planning

- (i) . Planning at Institutional level is based on realism and real requirements
- (ii) Institutional planning is more economical and effective.
- (iii) Planning done from the centre becomes bureaucratic in nature, whereas planning done from below is democratic in spirit as it involves those who are going to be affected by the planning.
- (iv) Institutional planning is goal based as well as need based.
- (v) It is psychologically much more sound and having more intrinsic motivation.
- (vi) Institutional planning provides adequate scope for initiative , creativity, freedom and Experimentation by the teachers who are personally involved in the process.It also emphasizes human resources more than physical resources. As such it reduces the expenditure which our plans have wrongly acquired through the past years.

3.2 Steps in Preparing an Institutional Plan

There are no hard and fast rules for preparing an institutional plan. No rigid steps are to be followed for the purpose because like an individual, one institution differs from another in its background, tradition, size, location, strength, staff, equipments , furniture and so on. Therefore plan for all institution cannot be the same or even uniform, rather every institution will have a unique plan of its own improvement and development. However, some guidelines may be suggested as regards the broad steps to be taken for preparing institutional plans. They are as follows :

1. **Study of the Background** : Before preparing a plan for an institution, it is essential to study the background as regards the lines of growth over a period of last five to ten years. The tradition, the extended co-operation of the community, the level of pupils' performance, the rate of teachers' turn over etc. should be studied. These data through the past years would provide practical guidelines for planning for the future improvement and development of the institution.

2. **Goals to be achieved should be determined** : Every institution should have its unique personality.

It should have an image of individual features. Accordingly, it should have its own philosophy of doing things or administration. Such philosophy and image determine certain values, which are ultimate goals for the school to achieve in course of next ten to twenty years. Hence, institutional planning should keep these goals in view.

3. **Assessment of needs** : An important prerequisite of planning is the knowledge of needs and awareness of problem faced by the institution. The head teachers, his colleagues, students, management and the community should sit together and make an assessment of the needs and the problems. They have to decide the priorities and area of improvement over a period of next few years. These need survey of the institution should have two steps (i) The improvement of needs (ii) The development and expansion of needs.

4. **Survey of Resources** : After the assessment of needs and problems, a survey is made of the resources both material as well as human, available in the school and in the community. Sometimes,

It is found that teachers and management are not conscious of the potentialities of the person working in the institution. Teachers of a school have different abilities, interests, or hobbies and variegated experiences, which should be taken into account while making plans for institutional improvement of the school.

5. Planning : After the survey of resources, steps for planning should be taken up. In view of the urgency in the subjects or areas as identified by the staff, improvement programmes should be chalked out taking availability of resources into account. All teachers who are interested in planning improvement programmes should be involved in the planning the programmes. Different teachers may be entrusted to take up different improvement programmes according to their interest and experiences.

Since a series of projects will constitute an improvement programme, each project should be under the following heads :

- (i) Definition of the project,
- (ii) The objectives,
- (iii) Procedures and target,
- (iv) Educational aids required, and
- (v) Method of Evaluation

6. Implementation : This is an important stage , where an improvement plan on paper will be translated into action. There will be a flow-chart or a chain of activities to be performed in course of implementing a project. Here, different human and physical resources are to be utilised and activities are to be co-ordinated. The teacher working on a project should meet periodically and discuss their problems ; and progress of the project. All the activities should with certain flexibility under the changing circumstances.

7. Evaluation : At this stage an assessment will be made of failure and success of the project. It should be made at different levels and at different times. Such evaluation may be made by the teachers concerned or by a committee of teachers involved in planning these projects. This is called internal evaluation. Some outsiders like BRCC, CRCC or any person in the community interested in the project should be involved in the evaluation. This is an external evaluation. This

external evaluation require to be held by a committee. Lastly, the findings of the committee along with pupils' opinion and teachers' judgement should be studied together in order to arrive at a definite conclusion about the success of a project or an improvement programme as a whole.

3.2.1 Classroom Management :

The classroom management refers to a process that guarantee the classroom instruction, the order, the effectiveness and management of time and space . The traditional view point was that, the purpose of classroom management is to deal with student's misbehaviour. In this sense classroom management is a way to manage student's behaviour and activity. It is a way of dealing with a school class that reduces complexity, it is compensation for disadvantages that arise from having to learn with several people all at the same time.

3.2.2 Some Definitions of Classroom Management :

According to British Council, “ Classroom Management is the ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity and promotes learning and takes into account different needs and abilities of learners and demonstrates an awareness of equal opportunities and diversity issues”.

In the words of Alberto and Troutman, “ It can be defined as the teacher's ability to cooperatively manage time ,space,resources and student roles and student behaviour to provide a climate that encourages learning.”

According to Richards, “ Classroom management are the way i which student behaviour, movement and interactions during a lesson are organised and controlled by the teacher to enable teaching to take place most effectively”.

3.2.3 Concept of Classroom Management

The concept of classroom management can be easily understood in the light of the following dimensions :

A. Physical Dimension : A teacher as a manager has to look into the physical settings of classroom as seating arrangement, desk and benches, light and air management, blackboard etc. which should be favourable to learning.

B. Psychological Dimension : Psychological dimension plays an important role in students' participation and learning. No learning can take place in the absence of motivation. Teacher motivates his students verbally and Non-verbally.

C. Social and Cultural Dimension : A classroom management involves relationship of social and cultural environment which depends upon different factors as relationship between teacher and student, relationship among students, relationship among teachers .relationship between teacher and head of the institution. A teacher should know the background of the students.

D. Ethical Dimension : Ethical dimension of classroom management is concerned with feeling, attitudes and ethical aspect of the students.

The effective classroom management can be summed up in these words : FIRM, FAIR and FRIENDLY.

Firmness implies strength, organisation, resilience and leadership rather than rigidity.

Fairness implies equal respect for all kinds of learners and learning styles.

Friendliness implies a readiness and joy of learning and association with knowledge, engagement with the process and appreciation of each other.

3.3 Factors Responsible for effective classroom management :

There are many factors included in the classroom management. It is a dynamic process. Its success depends upon the efficiency of the teacher. Classroom management:

1. Personality Traits of the Teacher: The personality of the teachers is also an important factor which affects classroom management. If the teacher has self-confidence, impartiality, optimistic outlook, sense of humour, good intellect, enthusiasm, industrious, wisdom, etc. Then the

classroom management will be more effective.

2. General Academic Qualities Of The Teacher: The teacher with mastery of the subject matter, adequate general knowledge, thirst for the knowledge, fluency in expression, etc. can manage the classroom effectively.

3. Modes of Teaching: Generally there are four modes of teaching as conditioning, training, instruction and indoctrination. Every mode of teaching has its own classroom management efficiency. Conditioning and training are used for developing habits, skills and conduct of the pupils i.e. to fulfil the psychomotor and affective objective whereas instruction and indoctrination are used for developing knowledge, feelings, attitudes, beliefs and value aiming the student. It depends upon the teacher that what type of modes he will use for classroom management.

4. Condition of Teaching : Conditions of learning determine the structure of classroom management. The basic conditioning of teaching is stimulus response which is fundamental to learning. The teacher's attitude to provide different learning situations in the class helps in providing effective classroom management.

5. Strategies of Teaching: The classification of strategies of teaching is based on management approach of teaching. The various strategies are available as teacher-centrstrategies, learner centred strategies , action centred strategies, group centred strategies, etc. It depends upon the teacher that what type of strategies he wants to opt according to .the abilities of the students as well as situation of the class. Today, the thinking is that use of learner centred strategies are more effective for classroom management.

6. Type of Discipline : Classroom management is also influenced by the type of discipline opted by the teacher. The teacher should be just and fair , avoid sarcastic remarks, avoid

threats, attend to minor problems before they become major ones , etc. Self-discipline is the best type of discipline. He should try to opt this philosophy, I like you even though, I do not like what you do.

7. Teaching Skills: Teaching skills of the teacher greatly influence motivation. It is difficult to mention all the skills but commonly identified skills in the teaching learning process may be listed as under:

- *Skill in introducing the lesson.
- *Skill in dealing with pupils' answers.
- *Skill in the use of chalkboard.
- *Skill in handling teaching aids and other equipments.
- *Skill in stimulus variation.
- *Skill in reinforcement.
- *Skill in explanation.
- *Skill in the use of illustration with examples
- *Skill in using appropriate methods of teaching.
- *Skill in encompassing group discussion.
- *Skill in the closure of the lesson.

8. Motivation: Motivation is regarded as the heart of teaching learning process. Adequate motivation influences classroom management, because the students will remain in discipline, active, cooperation, enthusiastic etc. It will help in arousing curiosity, interest and enthusiasm in the students. For motivation the teacher can use reward and punishment, active participation, competition, audio-visual aids, etc.

9. Interest: Teachers own interest in the subject also influences classroom management. The teacher must be interested in what he is teaching and in the children whom he is

teaching. It may be said that a teacher who has been teaching the same subject to the same class for years tends to lose the interest, but this is not the fact. The subject matter may be the same but the children are not the same. Even the subject matter is changing and developing.

10. Social Environment of the Class:-Classroom management depends upon the social environment in the class. The teacher should encourage cooperation among the students. It helps in better understanding and better discipline in the class.

11. Physical Environment Of The Classroom: It is essential for effective classroom management because it helps in creating proper teaching learning environment. It includes:

- * Proper classroom size.
- * Adequate light and ventilation
- * Adequate furniture and seating arrangement.
- * Cleanliness of the classroom.

The teacher should keep in mind the above factors while managing the class effectively and efficiently.

UNIT-4

SCHOOL EFFECTIVENESS AND SCHOOL STANDARDS

1.0 School Effectiveness – Meaning and Concept

Martin Luther once said, "We can get along without burgomasters, princes and noblemen but we can not do without schools for they must rule the world"(Ashwani Kumar, 1984). Schools are indispensable. They are the human resource development centres. The objective of education given at any level is expected to be the improvement in the quality of the life of the learners. Several committees and commissions have reviewed the educational problems and made recommendations for bringing about the desired improvement in the quality of education.

The question of quality education has baffled man since time immemorial. As such, a variety of attempts have been made over the ages to fix the meaning of school effectiveness. The most basic element of an effective school is to stir up and strengthen the pleasure and power of every child to work hard and uninterruptedly for optimum realisation of his veritable potentialities through the process of education. It will make children, by the end of their primary education, wellinformed, skilled, well-behaved and balanced persons, keen and eager to perceive and pursue the further vistas of their education and life stage. It will offer maximum motivation for its children to learn maximally through its programmes and activities, methods and content. It will exploit the total school environment including community resources for enhanced learning achievement and development of children.

Kerawalla, G.J. and Pandya, S.R. (1996) have defined that school effectiveness is the contribution, which the school makes to the students' educational performance in terms of their academic achievement.

Mortimore (1983) has defined an effective school as one in which students progress further than might be expected from consideration of its intake. An effective school then adds an extra value to its students' outcomes in comparison with other schools serving similar intakes.

According to Brookever et al (1979) an effective school is one, characterized by high evaluations of students, high expectations, high norms of achievement with the appropriate pattern of reinforcement and instruction in which students acquire a sense of control over their environment and overcome the feelings of futility.

Definitions of school effectiveness are thus various. Yet there is now a much greater degree of agreement amongst school effectiveness researchers concerning appropriate methodology for school effectiveness studies about the need to focus explicitly on student outcomes and in particular, on the concept of the 'value added' to students' outcomes in comparison with other schools serving similar intakes.

According to Lee Baldwin, Freeman Coney, Diane Fridg and Roberta Thomas School Effectiveness is determined by the following components.

- ☐ Effective instructional leadership
- ☐ Clear and focused mission

- ☐ Safe and orderly environment
- ☐ Positive school climate
- ☐ High expectations
- ☐ Frequent assessment/monitoring of student assessment
- ☐ Emphasis on basic skills
- ☐ Maximum opportunity for learning
- ☐ Parent/community involvement
- ☐ Strong professional development
- ☐ Teacher involvement in decision – making.

1.01 Factors related to school effectiveness

Definitions of school effectiveness show that effective schools are characterised by a variety of factors. Some of the factor related to school effectiveness are given below :

Appropriate learning climate. Overcoming inequalities in socio-economic status, Use of local resources, Health programme. Home- school partnership. School- community relationship. Learner- centred teaching. Improved attendance. Emphasis on basic skills. Adequacy of competent teachers, Pupil- teacher ratio. High attendance. Adequate academic learning time. Instructional Technology, Concern with at-risk students, Performance - based education to help student achieve. Caring Staff, Students satisfaction and retention. Interaction of head-teacher with staff and parents, Sound resource management, State Intervention, Proper use of teachers. Strengthening of Operation Blackboard Scheme, Collegial interaction of teachers and head-teacher, Order and discipline. Substitute teacher availability, Punctuality, Monitoring, Utilisation of available facilities and obtaining the maximum return. Emphasis on universal learning, Reward accomplishment. Safety and discipline. Shared decision making. Clear instructional mission. Faculty council. Teacher supervision by Headmaster, Practice-oriented staff development at school site and Effective instructional arrangement and implementation.

In nut shell, Effective schools include students, teachers, parents, and principals who are willing to assume leadership roles and play a very important role in the functioning of school. Since effectiveness of schools are measured in terms of achievements of its objectives and learning outcomes of its students, the main focus of its objectives the learning culture of the schools need to be focused. In other words, the effective functioning of an organization lies in a strong School Learning Culture and Leadership Behaviour of the head of the school.

1.1 School Standards : Understanding and Developing standards in education as per RTE Norms

The Standards define what students should know and be able to do at each level. The Standards can be used as a reference point for planning teaching and learning programs, and for assessing student progress. Standards should help teachers set targets and monitor achievement and develop programs that support and improve student learning.

Norms and standards for school as per RTE Norms

- (1) No school shall be established, or recognised, under section 18, unless it fulfils the norms and standards specified in the Schedule.
- (2) Where a school established before the commencement of this Act does not fulfil the norms and standards specified in the Schedule, it shall take steps to fulfil such norms and standards at its own expenses, within a period of three years from the date of such commencement.
- (3) Where a school fails to fulfil the norms and standards within the period specified under sub-section (2), the authority prescribed under sub-section (1) of section 18 shall withdraw recognition granted to such school in the manner specified under sub-section (3) thereof.
- (4) With effect from the date of withdrawal of recognition under sub-section (3), no school shall continue to function.
- (5) Any person who continues to run a school after the recognition is withdrawn, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.

THE SCHEDULE

(See sections 19 and 25)

NORMS AND STANDARDS FOR A SCHOOL

Sl. No.	Item	Norms and Standards
1.	Number of teachers:	
	(a) For first class to fifth class:	Admitted children Number of teachers
		Up to Sixty Two
		Between sixty-one to ninety Three
		Between Ninety-one to one hundred and twenty Four
		Between One hundred and twenty-one to two hundred Five
		Above One hundred and fifty children Five plus one Head-teacher
		Above Two hundred children Pupil-Teacher Ratio (excluding Head-teacher) shall not exceed forty.
	(b) For sixth class to eighth class	(1) At least one teacher per class so that there shall be at least one teacher each for— (i) Science and Mathematics; (ii) Social Studies; (iii) Languages.
		(2) At least one teacher for every thirty-five children.
		(3) Where admission of children is above one hundred— (i) a full time head-teacher; (ii) part time instructors for— (A) Art Education; (B) Health and Physical Education; (C) Work Education.
2.	Building	All-weather building consisting of— (i) at least one class-room for every teacher and an office-cum-store-cum-Head teacher's room; (ii) barrier-free access; (iii) separate toilets for boys and girls; (iv) safe and adequate drinking water facility to all children; (v) a kitchen where mid-day meal is cooked in the school; (vi) Playground;

Sl. No.	Item	Norms and Standards
		(vi) arrangements for securing the school building by boundary wall or fencing.
3.	Minimum number of working days/instructional hours in an academic year	(i) two hundred working days for first class to fifth class; (ii) two hundred and twenty working days for sixth class to eighth class; (iii) eight hundred instructional hours per academic year for first class to fifth class; (iv) one thousand instructional hours per academic year for sixth class to eighth class.
4.	Minimum number of working hours per week for the teacher	forty-five teaching including preparation hours.
5.	Teaching learning equipment	Shall be provided to each class as required.
6.	Library	There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.
7.	Play material, games and sports equipment	Shall be provided to each class as required.

T.K. VISWANATHAN,
Secretary to the Govt. of India.

1.2 Management of Learning Resources

Learning resources are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by local or contextualised curricula. Before a learning resource is used in a classroom, it must be evaluated and approved at either the provincial or local level. Evaluation criteria may include curriculum fit, social considerations, and age or developmental appropriateness. Chalk, board, duster, charts, av-aids, educational software, library and instructional material are the examples of learning resources.

According to Owoko (2010), the term resources refers not only to teaching methods and materials but also the time available for instruction, the knowledge and skills of teachers acquired through training and experience. Therefore, School Time-Table is also a Teaching-Learning resource.

1.2.1 Definition of Learning Resources

At this juncture, it is important to define the learning resource. Various agencies described learning resources in a different manner. Some relevant explanations are as follows:

According to Department of Education, Canada “Learning Resources” refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources may include, but are not limited to, print and non-print materials; audio, visual, electronic, and digital hardware/software resources; and human resources.

This can be interpreted from the above definition that in a broader perspective learning resources includes human resource as well as physical resources. In this section, we will discuss a child’s ideas, ideas of community members, Resources from immediate environment, ICT as learning resource.

1.2.2 Various learning resources :

(i)Child’s Ideas as Learning Resources

This is one of the most important components of learning. Ideas of children can be learning resources for a teacher. Children develop abstract ideas from their physical surroundings and they select the idea relevant to them based on their objects/needs. It is important to understand that learning involves abstract thinking and the children have the ability to develop abstract concepts from their world. They develop this ability by interaction with the environment during games and other activities. They find new ways to represent objects and experiences and generalize those experiences; that’s how children learn to think abstractly. This skill allows the children to build theories about their world.

(ii)Community Members as Learning Resource

The role of community is very vital in creating a conducive learning environment. The families begin to create the kinds of connections that address both intellectual and emotional needs of children. The subjects taught in school are related to our daily life and therefore the concepts that a child learns, are not only in the class but outside the class too. A child interacts with his/her siblings, parents, guardians and other members of the community. These interactions are vital

learning resources. For example, village children get information about the crops from their elders. They develop the ability to identify different types of crops and crop cycle. It is easy to understand that the ideas and thoughts generated from community and its members may be used as important resource of learning to optimize the learning experience of the learners.

(iii)Resources from Immediate Surroundings

Teaching-learning of concepts is highly correlated with surroundings. The process of learning cannot be far removed from the immediate surroundings of the children. Different resources from immediate surroundings/environment are an essential part of the teaching-learning process. The relevant content available locally should be well utilized by the teachers. This content should be a part of the teaching-learning process ideally, to transact through activities drawn from the local resources. As a teacher, we should accept the importance of community members because most of the time children interact with them and there is a great impact of neighbours, friends and family members on their thought processes. Their daily life experiences help in developing a scientific attitude towards life. Children critically observe and explore the social reality around them while simultaneously enabling them to experience human and scientific values. The ideas given here demonstrate how the learning of science can be enjoyable and exploratory and how the science class can help in raising the awareness of learners about issues related to their environment, encouraging them to be instruments of change.

(iv)ICT as learning resource

Now days, it is being observed that there is a paradigm shift in the teaching learning process and therefore in the support system that we use for effective teaching and learning. Information and communication technology is going through rapid and continuous change and therefore use of ICT is highly common in the teaching learning process. These changes are reflected by the change in the learning strategy of learners. Different researches proved that new generation of children are using these resources extensively and they share, use, develop and process information and technology for different purposes. According to Meiers (2009), the teachers are required to possess all the skills that are essential to utilize ICT resources effectively. In this digital age, there is a growing body of evidence that use of ICT in the classroom can enhance learning. It is essential that the contemporary teacher has good ICT skills and is able to integrate ICT into the teaching and learning processes. It is highly recommended that after a good teacher education Programme, the newly appointed teacher demonstrates current knowledge and proficiency in the use of ICT in the following areas:

- Basic operational skills
- Information-technology skills
- Effective use of the internet
- Software-evaluation skills
- Pedagogical skills for classroom management.

Different ICT resources includes

- 1) **ICT based learning objects**-It refers to any digital resource that can be reused to support learning.
- 2) **Multimedia Learning Resources**- Computer-based multimedia learning environments - consisting of images, text and sound offer a potentially powerful setting for improving learner understanding.

3) **Mobile Learning-** The terms “M-Learning” and “Mobile Learning” are usually used to refer to teaching and learning with mobile technologies.

It has following characteristics :

(a) Spontaneous (b) Personal (c) Informal (d) Contextual (e) Portable (f) Ubiquitous (available everywhere) (g) Pervasive (so integrated with daily activities that it is hardly noticed)

4) **The Internet and Social Networking** – Internet is a rich resource for teaching and learning. Web 2.0 refers to a more recent 2nd generation collection of web-based tools, usually involving social networking (sites like facebook) and amateur publishing (like blogs and YouTube).

5) **Interactive whiteboards, slide/PowerPoint presentations** – In most of the schools, interactive whiteboards is used to deliver multimedia presentations in a classroom environment. Presentation software, such as Microsoft PowerPoint or Apple’s Keynote, plays an important role in many fields, especially in learning.

(v) Library as a learning resource : Library is also a learning resource because there are books in the library that helps students learn stuff like math books , science books and lots other books. The Library of a school is considered as part and parcel of the academic set-up. It is created and maintained to serve and support the educational activities of the school. The recommendations of numerous commissions and committees established by the Government of India and various other states for the improvement of school education can bring in desired results provided the school has the full complement of library resources, personnel, and necessary infrastructure. So far the school library has not been given its rightful place in the scheme of things. Nevertheless, it can play a very important role and help the school in achieving the educational objectives. If we recognize the value and importance of informal system of education, then library method of self-education is sure to get its due place.

The school Library provides information, inculcates ideas, and develops knowledge that is so essential to functioning successfully in today’s information and knowledge based society. It is fundamental to school library to equip students with life long learning skills and develop in them creative thinking and imagination, and enabling them to live as ideal and responsible citizens.

Thus, the school library must be made the hub of all the activities planned and executed in school. It can be used by students to prepare for their next class period, home examination, general education, information, competitions, recreation and inspiration. To cater to the wide varieties of demands of students and teachers it has to judiciously select and procure the prescribed/ recommended text-books and other reading material from different sources, technically process it by making use of a standard scheme of classification, catalogue it to provide various access points, organise the collection on scientific lines, circulate the documents and disseminate the information in the manner most liked by the students and teachers. In addition, the school library has to serve as a resource centre as well.

1.2.3 School Time- Table

Timetable is a pre-arranged and systematic scheme of studies and activities of an institution. It is a plan showing the daily allotment of time among various subjects, topics, activities and classes. It shows distribution of time for each teacher, his teaching load, the length of each period, time –interval and total duration of work along with the time allotted to different

items of work load. A time table is also called the second clock of the institution on the face of which are shown the hours of work, intervals

In-between, the kind of activity in progress in each class, the recess and recreation as well as the time for assembly and dispersal. It also shows time for various co-curricular activities, art and craft, comm.*unity work, social service, games and sports. Time table is thus a mirror that reflects all kinds of programmes being organized under the control of school.

Features of a good timetable

- (i) They assign at most one course to each teacher for every time period.
- (ii) They are compact for the students, i.e. there are no empty slots in the student schedules.
- (iii) They are complete in the sense that they cover all courses required by the student curriculum and for the required amount of time periods per course.
- (iv) The timetable of each class-section is balanced, in the sense of “time spent at school” throughout the week.
- (v) All courses are scheduled for at most one time period per day, with the exception of those courses that specifically require consecutive time periods. –
- (vi) A school time table should serve, not constrict, its curriculum. It must enable the desired curriculum to be provided with by allowing all school resources, human and material both, as efficiently as possible.
- (vii) The preparation of time table must be open and must involve all teachers.

Basic principles of time table construction.

Time table gives a clear vision and comprehensive picture of school activities i.e., what work is being done during which period, where, by whom and when. It is a complicated task because it is determined by a number of factors and conditions which change from place to place and from school to school.

The following principles have to be kept in mind during preparation of a good time table:

(i) Type of School:

We see firstly whether the school is girls/boys oriented or co-educational, rural or urban, secondary or senior secondary. We determine the nature of activities involved in the school accordingly special needs of a school is to be taken into consideration while framing the time table.

(ii) Department Regulations:

The state department of education fixes length of the school year, and its terms i.e., when an academic year starts and when it ends, the duration of the school day and even the number of periods for each subject.

(iii) Amount of time available:

Time table is framed keeping in view available time i.e., the length of the school year and total number of holidays.

(iv) Principle of Justice:

While assigning work, special care has to be taken that

- (a) Each teacher is assigned those subjects who he/she feels his/her best qualified to teach.
- (b) He/she does not teach in more than two departments.

(c) Teaching load for every teacher is about equal to that of others.

(v) Relative Importance and Difficulty Value of Subjects:

The time dedicated to a subject should be at per the importance of it and its difficulty value. There are certain socio-economic considerations that determine the importance of a subject in the school curriculum and accordingly, time is allotted to them in the time table.

(vi) Incidence of Fatigue:

The element of fatigue influences the construction of school time-table a number of ways. Children are fatigued at certain periods or certain days. It is not only physical but also psychological in nature. It results in a definite weakening of attention and diminishing interest and effects of learning.

(a) Work Rate: Some subjects are more fatiguing than others. They involve more mental strain and effort. Such subjects are taught during early hours when the student's mind is fresh.

(b) Mental freshness is the greatest in the morning. This is also true after recess. The order of subjects causing strain is as follows:

(i) Mathematics

(ii) English

(iii) Hindi

(iv) Science

(v) Social Sciences

(vi) Science Practical's

(vii) Drawing/Physical Education.

(c) The fatigue principle is true for days of the week also. Tuesdays and Wednesdays are considered to be the best days in which maximum work can be done.

(d) Younger children are more quickly fatigued. The duration of a class period for them does not exceed 30 to 35 minutes.

(e) Seasons too cause fatigue. In summer due to heat we do not like to work.

(vii) Principle of Variety:

It has been seen experimentally that change of room, seat and posture usually is an antidote against weakness. It is applied on both students and teachers. Variety can be introduced in the following manners:

(a) No subject except science practical should be kept for two consecutive periods.

(b) The same class should not set in the same room for the whole day.

(c) The same teacher should not have two consecutive periods in the same class.

(d) If a subject is taught only 2/3 times a week, periods should follow at intervals.

(e) The physical training periods, science practical and drawing work allow a change.

(viii) Free Periods for Teachers:

We should provide free periods for teachers so as to increase their efficiency and also to provide time for their correction work.

(ix) Principle of Play and Recreation:

Careful attention needs to be given to provide for rest and recreation and provision for various co-curricular activities should also be made in the time table, to avoid monotony.

(x) Maximum Utilization of Resources:

The qualification, experience, room size should always be kept in mind so as to make the maximum use of all the resources and avoided wastage or under-utilization of resources.

(xi) Elasticity: The time table should have a flexibility so as to work the teachers smoothly.

1.2.4 Co-Curricular activities

Co-curricular refers to activities, programs, and [learning experiences](#) that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic [curriculum](#). Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of the non-academic curriculum that helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need for emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular Activities.

Co-curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are a very important part and parcel of educational institutions to develop the students' personality as well as to strengthen classroom learning.

These activities are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have a wide horizon to cater to the cultural, social, aesthetic development of the child.

Examples and Types of Co-curricular Activities

Sports, Musical activities, Debate, Art, Music, Drama, Debate and discussion, Declamation, Story writing competition, Essay writing competition, Art craft, Recitation competition, Wall magazine decoration, Writes ups for school magazine, Folk songs, Folk dance, Flower show
School decoration, Sculpture making, Fancy dress competition, Preparation of chart & models
Album making, Photography, Clay modeling, Toymaking, Soap making, Basket making, Organization exhibitions, Celebration of festival

Role of co-curricular activities in students' life

Co-curricular activities are the true and practical experiences received by students. To a greater extent, theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by the Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities.

Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among students both at the school as well as college levels.

Importance and Benefits of Co-curricular Activities

- (i) Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating in students.
- (ii) Activities like participation in-game debates, music, drama, etc., help in achieving the overall functioning of education.
- (iii) It enables the students to express themselves freely through debates.
- (iv) Games and Sports help to be fit and energetic to the child.
- (v) It helps to develop the spirit of healthy competition.
- (vi) These activities guide students on how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations-all these helps in leadership qualities.
- (vii) It provides the avenues of socialization, self-identification, and self-assessment when the child comes in contact with organizers, fellow participants, teachers, people outside the school during cultural activity.
- (viii) Inculcate the values to respects other's views and feelings.
- (ix) It makes you perfect in decision making.
- (x) It develops a sense of belongingness.
- (xi) CCA provides motivation for learning.
- (xii) CCA develop values like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values

1.3 Utilization of community resources

What is community ?

According to Ottaway (1962), “ A community is everybody, adults and children, social and non-social person, living in a certain territory where all share a mode of life, but not all conscious of its organization purpose. A society is a kind of community (or a part of a community) whose members have become socially conscious of their mode of life and united by a common set of aims and values.”

It turns out from the above definition that there is a fine difference between community and society. The members of a community are not conscious of their life styles and purposes of life and members of a society are conscious of their life styles and aims of life. For example

community of children, the members are not conscious of their life styles and aims of life, Whereas the Oju Mission Welfare society is well aware of their social life and more integrated emotionally. The society has well defined aims.

1.3.1 Community resources and its utilization

There are vast resources of community which can be utilized for the improvement of schools. The community, even at the stage of its under- development possesses abundant resources like firms and farms, temples and monuments, flora and fauna, fairs and festivals, rivers and hills which can be utilized for the benefits of schools, particularly, for effective learning experiences. A community may be backward and poor in economic conditions, but, may be rich in natural resources. The teacher should recognize these assets for their utilization by organizing curricular and co-curricular programmes and activities.

Similarly, there are human resources in the community whose services can be utilized for providing learning experiences in schools. There are local artisans, carpenters, blacksmiths, ironsmiths, painters etc. whose expertise can be utilized for teaching learning purposes. They can be invited to the schools for demonstration of their skills and taking classes. Retired teachers, doctors engineers etc. as well as unemployed educated youth may be engaged for taking classes. Such employment of local human resources leads to bring about awareness of the needs, deficiencies and paucity of resources. This helps in collecting funds and supplying equipments etc. on the one hand and ensuring better school-community relation on the other hand.

1.3.2 Involvement of school in community development

We can not deny of the fact that both the resources, physical and human, of the school belongs to the community. The teachers, the students and other staff members come from the community. All the physical facilities are provided by the community either directly or indirectly through government. There should not be any difficulty in utilizing these resources for the well-being of the community. Rather, there are many advantages in it. The learning experiences should not be confined to the four walls of the class room. The school should provide all kinds of experiences by allowing students to participate in the community activities. The services for participation of children in the community work are, for example, literacy drives, health campaigns, road construction etc. This will break the barriers between the school and the community and make the school life lively, realistic and meaningful.

The school halls can be used for organizing village meetings and marriage reception, the school play ground can be utilized for village sports and games, the school furniture and equipments can be borrowed for holding meetings and community functions. In this regard, the remarks made by the Education Commission (1964-66) worth mentioning here, “ The commission remarked that since it is very costly to provide and maintain the physical plant of educational institutions, it is necessary to utilize it fully as far as possible for longest period on each day and for all the days in the year by making suitable administrative arrangement. The libraries, laboratories, workshops etc. can be utilized for the community programmes.”

1.4 Organisation of meeting of PTA, MTA and SMC

1.4.1 Parent-Teacher Association

It has been rightly observed by George Tomlison,” **In particular, remember that any clash between parents and teachers must always be harmful to the child. Harmonious working together can alone bring us the result we want”.**

Parent-Teacher Association is an effective formal organization for facilitating the school-community collaboration and interaction. It should be formed in every school for the purpose of exchanging ideas that will help them in understanding each other’s point of view and will also help in the common task of giving a better, more rational, more healthy and sympathetic deal to children.

Both parents and teachers are custodians of children’s development, physical, mental, emotional and moral. Unless they join their hands most cordially, the common goal can not be reached and it will elude the grasp.

1.4.2 Constitution of PTA and its programmes and functions.

(a) It is a voluntary organization : Any kind of imposition or restriction may harm rather helping the purpose.

(b) All teachers and parents will automatically be the members of the association.

(c) Since, it is a democratic organization, its office – bearers including president and secretary should be elected by the parents and teachers.

(d) The PTA should sit at least twice or thrice in a year and the progress, problems and programmes of the pupils should constitute the main agenda for discussion.

(e) The proceeding should be properly maintained and all should be encouraged to participate in the proceedings.

(f) Everybody should be allowed to express his/her ideas, feelings and opinions about matters frankly and openly.

(g) The PTA in its meeting should discuss the academic problems. However, more focus should be on administrative and supervisory problems which have bearing on the academic ones like, performance of students, supply of textbooks, procurement of equipments and audio-visual aids etc. and solution be found out in an objective manner.

(h) The PTA may appoint a sub-committee to go into some problems of crucial importance and suggest measures for improving the situations with fact finding data.

(i) Some important functions of local and national importance may be organized by PTA. For example, Parents’ Day, Teachers’ Day etc.

1.4.3 School Management Committee

According to RTE Act, 2009,

(1) A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, of RTE Act, 2009, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers:

Provided that at least three-fourth of members of such Committee shall be parents or guardians:

Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

Provided also that fifty per cent. of Members of such Committee shall be **women**.

(2) The School Management Committee shall perform the following functions, namely:—

- (a) monitor the working of the school;
- (b) prepare and recommend school development plan;
- (c) monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and
- (d) perform such other functions as may be prescribed.

1[Provided that the School Management Committee constituted under sub-section (1) in respect of,—

- (a) a school established and administered by minority whether based on religion or language; and
 - (b) all other aided schools as defined in sub-section (ii) of clause (n) of section 2,
- shall perform advisory function only.]

Function of SMC

(1) Every 2[School Management Committee, except the School Management Committee in respect of a school established and administered by minority, whether based on religion or language and an aided school as defined in sub-clause (ii) of clause (n) of section 2, constituted] under sub-section (1) of section 21, shall prepare a School Development Plan, in such manner as may be prescribed.

(2) The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be.

Unit-5

MAINTENANCE OF SCHOOL RECORDS

Structure

5.1 Need and importance of school records

5.2 Use of school records

5.3 Types of school records

5.1 Need and importance of school records

School is a such type of social institution which has much social responsibilities than any other agency. On one side the school is to maintain the past social traditions and on the other hand it has to prepare future citizens according to the aims of society. Besides it the school is to develop a maximum amount of social values among the youngsters. It is social institution answerable to parents, managing committee, educational department, Community and to pupils. All this makes keeping and maintaining of records essential. The following points highlight the need and importance of school records:

(1) Financial Needs:

Every school is required to keep an accurate and complete account of each and every pupil on its rolls and submit periodically reports based on the records. The school has to supply these facts and figures as they are the basis for receiving school grants. The budgetary statement of financial needs are prepared and submitted to the higher authorities.

(2) Legal Requirements:

School records are used to satisfy the legal requirements of the State Education Department, Examination Board etc. Every school has to maintain and supply annual reports regarding enrolment, growth and development of school from all aspects. Such records contain the following informations year wise as:-

- *Total number of students in the school.
- *Number of students newly admitted and struck.
- *Number of students transferred.
- *Students coming from SC,ST,OBC, rural and urban areas etc.
- *Income from fees, grant-in-aid and other sources.
- *Expenditure.
- *Staff statement.
- *School equipment etc.

(3)Administrative Needs:

Records are needed from administration point of view also. These data help in proper planning for efficient school organisation and administration.

(4)To evaluate Effectiveness of the Programme:

School records assist us in assessing the weaknesses and strengths of the educational programmes. They will depict the progress made by pupils in curricular and co-curricular activities, work done by the teachers, the guidance given by the headmaster and other authorities and the facilities provided by them and their utilisation. Educational reforms can be undertaken only when the school records provide comprehensive data to those who are asked to shoulder the responsibility of educational reforms.

(5)Essential for All-round Development:-

The school is entrusted with the task of all-round development of the personality of each child. It is absolutely essential to keep record of his/her growth and development.

(6)For Research Purposes:-

Records provide comprehensive data to those who want to undertake the responsibility of educational researches, M.Ed. students, Ph.D. scholars, M.Phil. students, Universities, Boards, and other government and non-government agencies undertake research in various problems of school education and for this require data from the schools. Sometimes some progressive teachers initiate action research in their own subject or area and for that also they need school records.

(7)Assessment of an Institution:-

School records are helpful to assess the progress and needs of particular locality. Any people from the society can evaluate the progress of an institution on the basis of these records and can suggest ways for its improvement.

(8)Future Reference:-

It is only through records that the history of the school can be written. Past records may also in improving the tone of the school and its performance. The plans for the future progress can be made.

(9)Efficient Management :-

On the basis of records, needed reforms are made in the structure of organisation and management of the school.

(10)Satisfaction of the management:-

In private institution, managing committee manage the affairs of the schools and are responsible for its efficient functioning. School can provide records of its functioning and it will provide satisfaction to the management for its smooth functioning.

(11)To Issue Different Type of Certificate:-

Students including ex-students need a variety of certificates for appearing in competitive examinations, applying for admission, jobs, etc. On the basis of records these certificates can be

issued to them.

(12) To Establish Closer Contacts Between Home and School:-

These records help in providing information regarding the progress, merits and shortcomings of their children to the parents from time to time. Conference with parents about their children are based on definite information obtained from school records. They help in establishing closer contacts between the home and the school.

(13) Guidance and Counselling:-

Records of performance of students on psychological tests and measurement prove very helpful in the counselling process and guiding for the future prospects.

(14) Satisfaction to Society:-

School is a miniature society and is set up by the society. The society wants to know whether the school is fulfilling the objectives for which it has been established. Records, are therefore, needed to satisfy the society.

(15) Helpful For Students:-

Students are promoted on the basis of records. Records are also needed for awarding scholarships to the students because they maintain the record of achievements of the students time to time in curricular as well as co-curricular activities.

(16) Records And Grants-in-aid

Sometimes certain conditions are laid down by the department for the payments of grants-in-aid to schools. This requires the supply of certain facts and data and for this it becomes necessary to keep the records up-to-date.

(17) To Measure Accountability:-

Records are needed to fix up responsibility of performance.

(18) Efficient Functioning:-

School records facilitate the efficient functioning of the school. The pupils, teachers, and others become conscious of the fact that their activities, achievements and failures are being recorded regularly. They make better efforts to make a better record of themselves.

(19) Satisfaction to Government:-

The school through records provide information to the government that public funds are being best utilised for the cause of education, norms, and standards. The directions given by the government are being observed honestly and efficiently.

5.2 Use of school records

Recorded information is of great advantage to different section that are interested in educational matters directly as:

Advantage to School Authorities

Records help the school authorities:

1. To find if all legal requirements are met.
2. To find if school funds are adequate and wisely used.
3. To reduce retardation and failure to a minimum.
4. To determine if any administrative or other charges are desirable.
5. To locate each pupil quickly.
6. To explain and remove undesirable conditions.
7. To make available the significant information about each pupil.
8. To issue certificates to the pupils.
9. To provide promotion to its teachers and other personnel.
10. To make important investigations and case studies possible.
11. To enable the background information of the students to ensure that the school property and equipments are kept in order.

Advantage to teachers

Records help the teachers:

1. To determine learning activities according to the need of each pupil.
2. To determine what work a pupil is capable of doing.
3. To identify and make proper provisions for the mentally slow pupils.
4. To make assignments to committee work and monitorial positions.
5. To explain the behavioural characteristics or unhappy conditions of any pupil.
6. To formulate a basis for the intelligent guidance of pupils.
7. To make periodic reports correctly.
8. To make records in time.
9. To be properly informed when conferring with parents and others about a pupil.
10. To bring changes in their methodologies of teaching on the basis of achievement records of students.
11. To make proper classroom managements.

Advantages to the pupils:

Records help the pupils-

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

7. To receive certificates whenever they needed.
8. To receive fair consideration in his classification .

Advantages for children with special Needs.

Brown has suggested the following benefits of records for children with special needs:-

1. Improvement in self-concept.
2. Pride in recording and in celebrating personal success.
3. Making specific suggestions as to how the pupil may improve.
4. Talking points to highlight personal interests and thus encouraging communication Skills.
5. Recognising achievements outside the core and foundation subjects of the national Curriculum.
6. Providing a basis for discussion at the annual review.
7. Reporting on subjects and profile components in the national curriculum.
8. Encouraging stronger links with the pupils' home.

5.3 Types of school records

School records come in many different forms and formats. Some are personal records and some are institutional records, and both types will be found in a wide variety of places. Some will be in family hands, some in local libraries and /or historical societies, some in school or school district offices, some in manuscript collections, and some in state literature and/or state archives.

Various records are kept in schools ranging from mandatory to non-mandatory ones. The keeping of some records may affect students' academic achievement. Such records include: Attendance register, scheme of work, record book, lesson note-book and terminal report books/cards.

Every school is required to maintain a large number of records which can be broadly classified as under:-

1. General Records

- *School calendar.
- *Log book.
- *Visitor book.
- *Service book of teachers and other personal.
- *Staff duty register.
- *Staff address register.
- *Teachers' personal files.
- *General order book.
- *Memo book.
- *Staff meeting records.

2. Financial Records

- *Cash book for daily receipts and expenditure.
- *General ledger or classified abstract of the monthly totals.
- *Register of pay bill.

- *Government grant register.
- *Expenditure order book.
- *Bill register.
- *Duration register.
- *Students fund register.
- *Fee collection register.
- *Contingency register.
- *Scholarship register.

3.Equipment Records

- *Stock book of furniture and school appliances.
- *Furniture issue register.
- *Stationary issue register.
- *Sports register.
- *Craft stock register.
- *Laboratory equipment register.
- *Stationary account register.

4.Library Records

- *Library catalogue.
- *Accession register.
- *Issue book.
- *Register of newspapers, magazines, journals, etc. received.
- *Library stock register.

5.Correspondence Records

- *'Forms' and 'to' register.
- *File of departmental orders, circulars.
- *Register of casual leave granted.
- *Memo book.
- *School education board circular file.

6.Records Dealing with Curriculum and Daily Work

- *Class time table.
- *Teachers' time table.
- *General time table'
- *Register related with monthly and term wise programme of work.
- *Teachers diaries.
- *Home work register.
- *Teacher free period time table.
- *Activities allotment register.
- *Pupils' attendance register.
- *Teachers' attendance register.
- *Private tuition register.
- *Register of corporal punishment.
- *Staff participation in oriental courses.

7.Records Dealing with Admission

- *Admission register
- *Withdrawal and transfer certificate register

8.Records Dealing With Examinations

- *Annual examination result
- *Monthly progress
- *Board/University examination result
- *Cumulative records

9.Records Dealing with Supervision and Inspection

- *Head supervision register
- *Honours roll register
- *Head instruction book
- *Applied health and physical record
- *Hobbies record
- *Guidance record
- *Punishment register

10.Records Related to Service Matters

- *Personal files
- *Service condition rules register

11.Records Related to Vocational/Production or Socially Useful Production Work.

- *Craft work book
- *Producers' register
- *Art-work record
- *Mid-day meal register
- *Free uniform distribution register
- *Farm work

This list is in no way a complete and comprehensive. It includes only those registers which are commonly used and an addition will have to be made to suit the needs and requirements of records.

The adequate keeping of these records may motivate the teacher or the student as the case may be to work towards the achievement of school goals which include the students' academic performance. Not only that there are some records as well may increase the administrative efficiency of the organisation such as movement book, stock records, cash book, time book etc. If all these records are properly kept, they may go a long way to enhance the achievement of school goals. The records can be grouped according to the following categories:

- *Pupils
- *Teachers
- *General staff
- *Materials
- *Finances.

Information in the above mentioned subjects can be recorded in different ways with varying amounts of detail, depending on a particular records function.

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