

UNIT 1: INTRODUCTION TO SCHOOL MANAGEMENT

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

1.1. MEANING OF SCHOOL MANAGEMENT

School Management means the practical measures, which we take to ensure the system of work, which we use will be of the greatest possible assistance in carrying out our aims, and of the greatest possible benefit to our children. School Management may be composed primarily of persons, of materials, of ideas, of concepts, symbols, forms, rules, principles or more often, or a combination of these. It is regarded as the agency by which we achieve the desired aims and objectives of school. School Management deals with making systematic arrangements so that the purpose of the entire programme can be achieved. It means an organised body or system or structure or arrangement or framework which is undertaken for ensuring the unity of effort, efficiency, goodwill and proper use of resources. The management of a school has four aspects: (a) management of materials, (b) management of school plant, (c) management of humans and (d) management of ideas and principles.

1.2. DEFINITIONS OF SCHOOL MANAGEMENT

According to Ivan, good school management motives, the best efforts of the teachers and students and Paul Monroe says School management, as a body of educational doctrines, comprises several principles and precepts relating primarily to the technique of classroom procedure, and derives largely from the practice of successful teachers. The writers in the field have interpreted these principles and precepts in various ways, usually concerning longer and more fundamental principles of psychology, sociology and ethics. School management means running the school along with the desired educational policies. It takes into account all aspects of the school and integrates it.

1.3. AIMS OF SCHOOL MANAGEMENT

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

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

1.4. SCOPE OF SCHOOL MANAGEMENT

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

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

1.5. OBJECTIVES OF EDUCATIONAL MANAGEMENT

The objectives of educational management include are as follows:

- It helps in the achievement of the institution's objectives.
- It improves planning, organizing and implementing of an institution's activities and processes.
- It helps to create and enhance a good public image of the institution.
- It helps in the appropriate utilization of human resources
- It enhances the efficiency of the institution.
- It helps to attain institutional goals with minimum cost and time.
- It facilitates optimum utilization of infrastructural facilities.
- It prevents the duplication of work.
- It enhances job satisfaction among staff members
- It enhances satisfaction with the institution among students.
- It enables the institution to create and maintain a good school climate.
- It improves interpersonal communication among members of the school.
- It enables the head teacher to execute his responsibilities effectively.

1.6. PRINCIPLES OF EDUCATIONAL MANAGEMENT

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

- Principle of democratic philosophy
- Principle of freedom
- Principle of student centred
- Principle of flexibility
- Principle of equality
- Principle of linking with community
- Principle of division of labour
- Principle of authority and responsibility
- Principle of initiative

1.7. TYPES OF EDUCATIONAL MANAGEMENT

There are five major types of educational management. These types are: (1) Centralized and Decentralized Education Management, (2) External and Internal Education Management, (3) Autocratic and Democratic Educational Management, and (4) Creative Educational Management and (5) Lassiez Faire Educational Management.

1. CENTRALIZED AND DECENTRALIZED EDUCATIONAL MANAGEMENT

Centralised educational management refers to the centralization of the power and responsibility of educational administration, supervision and control. In this type of educational management all sorts of powers, responsibilities in relation to educational management are vested in one hand. He/she may be the real or titular head. Practically speaking, this type of educational management is outdated and useless in the modern educational system. The reason is that it was prevailed when expansion of education was a charitable work for the kings and emperors. But in the decentralized educational management the powers, responsibilities are distributed.

2. EXTERNAL AND INTERNAL EDUCATIONAL MANAGEMENT

External Management of educational programme means for those elements, factors and supporting agencies which provide opportunities and facilities for the smooth management of educational programme in external perspective. They are the community members, specialists, experts, administrators, parents, supervisors and all other agencies. Their first and foremost duty is to create a suitable and sound atmosphere and provide all sorts of resources and help in moral ground.

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

3. AUTOCRATIC AND DEMOCRATIC EDUCATIONAL MANAGEMENT

This type of educational management generally found in totalitarian or unitary states. In this type of states, educational management remains in the hands of the head of the educational institution, who exercises authority and control in a centralized form. It implies that he directs every action of his teachers and students. He plans all the school activities. He tells the teachers and students what to think as well as what to do. He takes decision and gives all directions to teachers and students. He thinks himself as an only active agency in the management of every educational programme of the institution. In this type of management 'I-feelings' are pre-dominant and ego of one individual prevails.

Now in the modern era democracy is unanimously regarded and accepted "as the way of life." This is not only applicable in case of a particular nation but also for the entire world. This very statement implies that in every aspect of development the democratic principles, values and ideas must be adhered or accepted. It recognizes the rights of all the agencies or persons who are linked with the educational institution. In this type of educational management 'we feelings' prevail in the educational institution with an environment of mutual trust, accompanied by co-operative planning, group discussion, participation of all the staff members and organization of the programme in a joint-venture. In this management teachers get proper scope for planning, administering, organizing, directing, coordinating, supervising, controlling and evaluating the assignments entrusted upon them.

4. CREATIVE EDUCATIONAL MANAGEMENT

The creative management of every educational programme indicates the uniqueness of the head of the educational institution in which the programme is conducted. It means when the educational management of any educational programme is done through utilization of creative talents associated with this from top to bottom in a desirable and acceptable manner.

5. LASSIEZ FAIRE EDUCATIONAL MANAGEMENT

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

1.7. THEORIES OF MANAGEMENT, RELEVANT TO SCHOOL

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

1.7.1. POSDCORB

The concept of POSDCORB was developed by Luther Gullick and Lyndall Urwick, who elaborated Henri Fayol's management ideas in their management paper. As a result, the acronym POSDCORB is coined, which stands for Planning, Organising, Staffing, Directing, Coordinating, Reporting and Budgeting. With the POSDCORB concept, they demarcated the various important tasks of supervisors, managers and directors.

1. PLANNING

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

2. ORGANISING

Managers not only have the task of assigning activities but also have the task of allocating these tasks to their respective departments and employees. To

achieve a result, the manager needs the necessary resources, including a budget, raw materials, personnel and their expertise, technology and machines. He/she will have to organise all sorts of things to achieve the result. To get started as efficiently as possible, it is important that the employees' division of labour suits the end goal and result as well as possible.

3. STAFFING

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

4. DIRECTING

Direction, of course, lies in the hands of the manager; he/she is the person with final responsibility and is held accountable for this. In practice, this means that the manager maintains control over all functions. Besides, the manager monitors but also motivates his employees. He/ she tell them how best to do their work, encourage them and drive them to take on certain challenges.

5. COORDINATING

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

6. REPORTING

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

7. BUDGETING

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

1.7.2. THE ADMINISTRATIVE THEORY OF MANAGEMENT

The administrative theory of the fourteen Principles of Management by Henri Fayol is effective. The principles of management by Henri Fayol are the statements that are based on a fundamental truth. These principles of management serve as a guideline for decision-making and management actions. They are drawn up employing observations and analyses of events that managers encounter in practice. His principles are as follows:

1. DIVISION OF WORK

In practice, employees are specialized in different areas and they have different skills. Different levels of expertise can be distinguished within the knowledge areas (from generalist to specialist). Personal and professional developments support this. According to Henri Fayol specialization promotes the efficiency of the workforce and increases productivity. Besides, the

specialization of the workforce increases their accuracy and speed. This management principle of the 14 principles of management applies to both technical and managerial activities.

2. AUTHORITY AND RESPONSIBILITY

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

3. DISCIPLINE

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

4. UNITY OF COMMAND

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

5. UNITY OF DIRECTION

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

of the defined and planned activities. Focus areas are the efforts made by the employees and coordination.

6. SUBORDINATION OF INDIVIDUAL INTEREST

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

7. REMUNERATION

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

8. THE DEGREE OF CENTRALIZATION

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

9. SCALAR CHAIN

Hierarchy presents itself in any given organization. This varies from senior management (executive board) to the lowest levels in the organization. Henri

Fayol's "hierarchy" management principle states that there should be a clear line in the area of authority (from top to bottom and all managers at all levels). This can be seen as a type of management structure. Each employee can contact a manager or a superior in an emergency without challenging the hierarchy. Especially, it concerns reports about calamities to the immediate managers/superiors.

10. ORDER

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

11. EQUITY

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

12. STABILITY OF TENURE OF PERSONNEL

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

13. INITIATIVE

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

strength for the organization according to Henri Fayol. This encourages the employees to be involved and interested.

14. ESPRIT DE CORPS

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

1.8. ADMINISTRATIVE STRUCTURE OF EDUCATION IN INDIA

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

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

Now, we have a common pattern of education throughout the country, consisting of pre-primary education, (named also as Kindergarten, Montessori Schools, Pre-basic schools and Play centres), elementary education ranging

from standard I to standard VII or VIII and divided into lower-primary and upper-primary education, secondary education consisting of standards VII or VIII to X and the higher secondary education or +2 education of grades XI and XII. Thus, up to +2 level, there is undiversified school education. Other forms of education have also developed so as to meet social demand. These include, among others, non-formal education, open school education, vocational education, and commercial education etc. To administer all these forms of school education, there is an organizational structure and some constitutional provisions. The organizational structure of school education in India is presented as follows: Education as indicated above, is the joint responsibility of States and the Centre. The organizational structure has been developed to manage education at different levels i.e., Centre, State, District, Block and at village level.

1.18.1. ADMINISTRATIVE STRUCTURE OF EDUCATION AT CENTRAL LEVEL

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

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

one or more sub-divisions under them. These divisions form part of different bureaus.

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

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

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

(CABE), the State Education Ministers' Conference, the Conference of Education Secretaries and Planning Commission of the Government of India.

1. CENTRAL PROVISION FOR SCHOOL EDUCATION

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

(A) CENTRAL ADVISORY BOARD OF EDUCATION (CABE)

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

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

(B) CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

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

- to prescribe syllabus for secondary education,
- to conduct examinations for secondary schools,
- to affiliate secondary and higher secondary schools, and

- to develop curriculum and textual materials for secondary and higher secondary schools.

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

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

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

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

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

- to formulate policies and programmes in school education.

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

(D) NATIONAL COUNCIL OF TEACHER EDUCATION (NCTE)

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

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

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

The National Institute of Educational Planning and Administration is the apex institute in the area of planning and administration of education in the country. For the first ten years of its existence, the institute functioned as a UNESCO Institute having been established in 1962, as the UNESCO Regional Centre for Training of Educational Planners, Administrations and Supervisors

in Asia and the Pacific. On 1st April, it was renamed as Asian Institute of Educational Planning and Administration. The Institute was again renamed as National Institute of Educational Planning and Administration (NIEPA) in 1979. Some of the functions of NIEPA are:

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

(F) KENDRIYA VIDYALAYA SANGATHAN (KVS)

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

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

(G) NATIONAL INSTITUTE OF OPEN SCHOOL (NIOS)

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

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

2. RESPONSIBILITIES OF CENTRAL GOVERNMENT IN SCHOOL EDUCATION

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

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

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

3. FUNCTIONS OF CENTRAL GOVERNMENT IN SCHOOL EDUCATION

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

1. PLANNING

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

2. EDUCATIONAL REFORM

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

3. ORGANISATION

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

4. DIRECTION

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

5. CONTROL

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

6. EQUALIZATION OF EDUCATIONAL OPPORTUNITIES

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

7. PILOT PROJECTS

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

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

8. ADMINISTRATION IN CENTRALLY ADMINISTERED AREAS

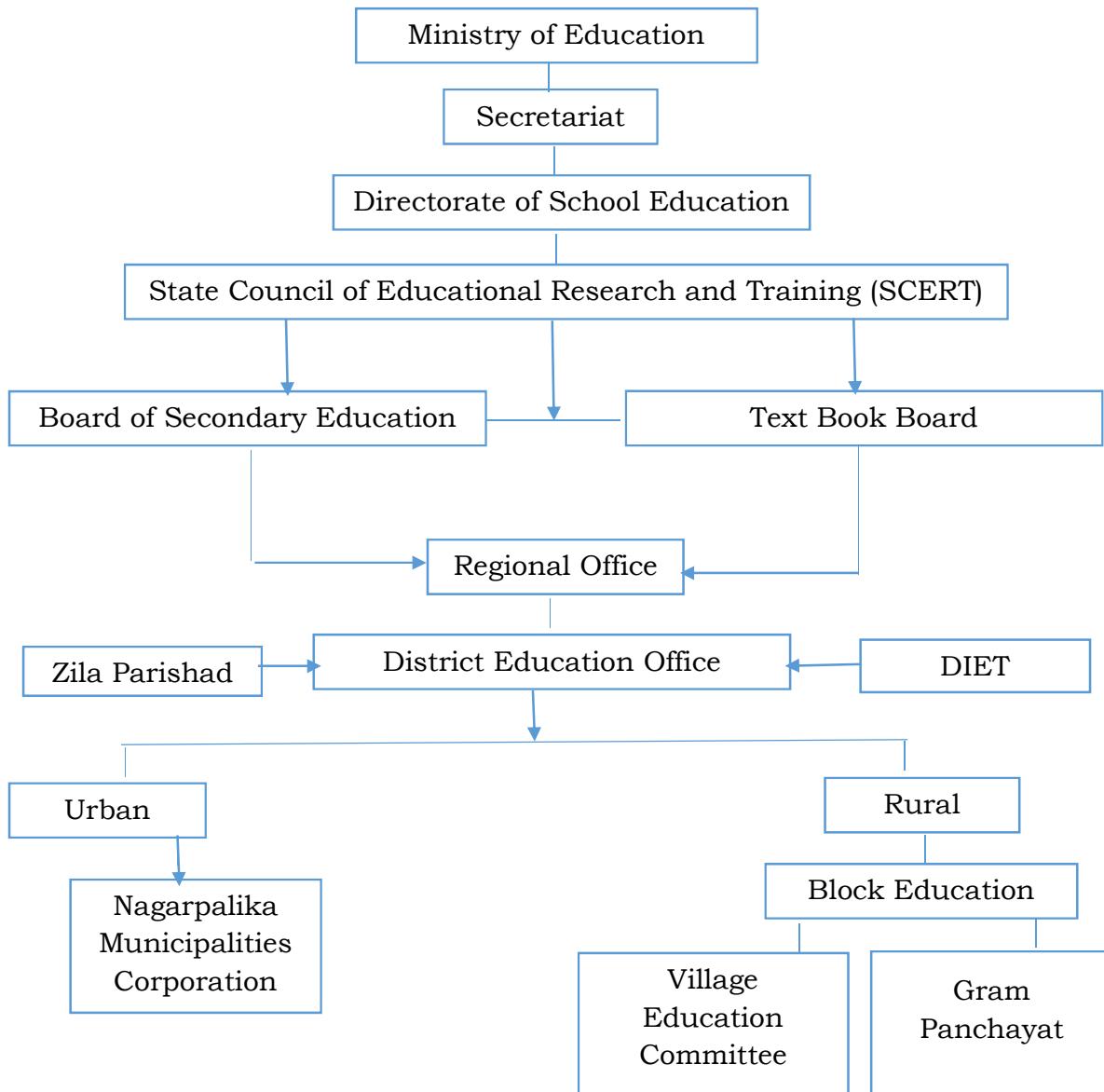
Centre is directly responsible for education in various union territories and other centrally-administered areas.

9. CLEARING HOUSE FUNCTION

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

1.18.2. ADMINISTRATIVE STRUCTURE OF SCHOOL EDUCATION AT STATE LEVEL

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



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

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

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

1. STATE PROVISIONS FOR SCHOOL EDUCATION

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

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

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

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

Education, Textbooks Production and Non-Formal Education etc. The functions of SCERT are as under:

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

3. BOARD OF SECONDARY EDUCATION (BSE)

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

- to grant affiliation/recognition to schools.

- to prescribe syllabi and textbooks for schools.
- to conduct public examination at Standard X and XI¹ at the state level.
- to maintain standards of secondary schools in the state.
- to improve evaluation practices at secondary school level.
- to co-operate with the State Institute of Education to provide in-service training to school teachers,
- to organize training programmes for paper setters and examiners,
- to conduct research relating to problems of examinations at school stage,
- to conduct special examinations for the award of scholarships and talent search examinations, and
- to maintain close relation with the state Department of Education.

4. STATE TEXTBOOK BOARD

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

The main functions of a Textbook Board are as follows:

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

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

5. RESPONSIBILITIES OF THE STATE GOVERNMENT

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

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

6. FUNCTIONS OF STATE GOVERNMENT IN SCHOOL EDUCATION

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

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

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

1.8.3. REGIONAL LEVEL ORGANIZATIONS

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

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

1.8.4. DISTRICT LEVEL ORGANIZATIONS

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

1. DISTRICT EDUCATION OFFICE

The District Education Office is considered to be the most important unit in school administration. It is under the charge of a District Education Officer (DEO) and under him there are two/three School Inspectors to assist him. In some States, there are separate DEO's for primary schools and for secondary

schools of the district. Both the DEOs have similar functions at their respective school levels. The DEOs perform both academic and administrative duties as under:

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

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

2. DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)

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

- Survey the local needs and problems in elementary education,
- Conduct in-service and pre-service training programmes for elementary school teachers,

- Improve the competence of teachers in subjects and methods of teaching,
- Conduct action research and training of teachers for action research, and
- Promote the quality of learning in schools.

3. ROLE OF LOCAL LEVEL ORGANIZATIONS

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

4. LOCAL BODIES IN RURAL AREAS

As per the Panchayati Raj Act, the state governments have to make arrangements for democratically elected bodies to look after education. According to Article 40 of the Constitution, "the States shall take steps to organize village panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government. The Balwant Raj Mehta Committee had suggested a three-tier system of administration viz. Gram Panchayat at the village level, a Panchayat Samiti at the Block or Taluka level, and Zila Parishad at the District level. development departments are nominated members in the Parishad. It approves the annual budget of each Gram Panchayat in its jurisdiction, considers the demands of the Block level samities and recommends to the state government for approval. It also guides the work of the Block Samities and asks them for revision of plans and budget.

5. PANCHAYAT SAMITI

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

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

6. GRAM PANCHAYAT

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

- To fulfil local needs through education,
- To bring school and local community together,
- To expand facilities for primary education,
- To plan school education in the village, and
- To provide suggestions to its Zila Panchayat and Block Samiti for improvement of school education.

7. VILLAGE EDUCATION COMMITTEE (VEC)

The Panchayati Raj Bill envisages that each Gram Panchayat will have a Village Education Committee in its village. The VEC would be responsible for the administration of the delegated programmes in the field of education at the village level. VEC comprises representatives of women, minority groups,

and head masters, Sarpanch and ward members. For constituting VEC, elections may not be required. The major responsibilities of VEC are:

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

8. LOCAL BODIES IN URBAN AREAS

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

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

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

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

9. TEACHERS' UNION

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

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

10. ROLE OF TRUSTEES AND PRIVATE MANAGEMENTS

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

- To appoint teachers and Principal of their schools,
- To regulate admission of students in their schools,
- To provide finances to their school and create infrastructural facilities,
- To see that rules and regulations of the State Government are followed in their schools, and
- To look into the day-to-day affairs of the school.

1.9. SCHOOL'S VISION AND MISSION

School vision statements outline a school's values and objectives. They provide parents and the community a brief but clear overview of the overall

ethos of the school. On the other hand, school mission statements explain what the school is currently doing to achieve its vision. Schools need both vision and mission statements to show their community what their values and beliefs are.

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

1.9.1. VISION AND MISSION OF PRIMARY SCHOOL

VISION

- To develop the 3Rs, i.e. Reading, writing and arithmetic
- To develop desirable social attitudes and manners
- To encourage healthy group participation
- To make the child sensitive to the rights and privileges of others
- To encourage aesthetic appreciation
- To stimulate the beginnings of intellectual curiosity
- To develop a good physique muscular coordination and motor skills
- To develop attitudes towards work
- To develop language acquisition skills

MISSION

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

1.9.2. VISION AND MISSION OF SECONDARY SCHOOL

VISION

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

MISSION

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

1.9.3. VISION AND MISSION OF HIGHER SECONDARY SCHOOL

VISION

- To increase professional and productive powers
- To develop the personality of students
- To develop leadership qualities
- To develop autonomy in thinking and in acting
- To develop vocational skills
- To sensitise the key focus issues in the country

MISSION

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

UNIT 2: SCHOOL AS AN ORGANISATION

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

2.1. CONCEPT OF SCHOOL

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

A school is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students' progress through a series of schools. The names for these schools vary by country but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught, is commonly called a university college or university.

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

economics or a school of dance. Alternative schools may provide non-traditional curriculum and methods.

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

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

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

2.2. CONCEPT OF AN IDEAL SCHOOL

There is hardly any doubt that schools play an important role in the life of individuals, in the life of the nation and in the life of mankind. An ideal school must make itself responsible for equipping its students adequately with civic as well as vocational efficiency and the qualities of character that go with it, so that they may be able to play their part worthily and competently in the improvement of national life. They would not then emerge as helpless individuals who do not know what to do with themselves and can only think

of crowding the college, which for the majority, are a last and reluctant resort, take up some clerical or teaching job which they have not natural inclination for. A school must address itself to the training of competent personnel for the ever expanding scope of opportunities. Such a school must incorporate certain features whose discussion we shall start now.

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

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

2.3. DEFINITION OF SCHOOL

According to K. Joshi says that "school is not a building of bricks and mortar. It is a meeting place of two souls – teacher and taught. It is Spiritual development. According to Balakrishna Joshi says that "The progress of a nation is decided not in legislature, not in court, not in factories, but in schools".

According to K.C. Ottaway says that “The school may be regarded as a social invention to serve society for the specialized teaching of the young”. According to John Dewey, “The school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing child’s development along desirable lines”.

School is a happy home, a sacred shrine, a social centre, a state in miniature of society. The school is one of the formal agencies deliberately founded by man to fulfil some of the vital needs of the human society. According to Indian Education Commission 1964-1966 says “the destiny of India is how being shaped in the classroom”. Schools are to be the first class nurseries for the education of children in democratic citizenship which India needs to make its democracy permanently viable.

2.4. COMPONENTS OF A SCHOOL PLANT

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

1. CLASS-ROOMS

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

The class-room should have a pleasant look. The rooms should be tastefully decorated and the walls should be painted with some light colour. Each

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

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

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

2. SUBJECT ROOMS

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

The subject-rooms helps economizing time, energy, when the equipment, apparatus and other teaching aids are not moved from one end of school to

another. So the schools which provide for the teaching of different practical subjects must have different special rooms for the purpose.

3. LIBRARY ROOM

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

Every school building should have a separate wing for library and reading room. Where resources permit, reading room should be separated from the library hall. The library room should be "attractive, colourful and inviting." It should be well decorated, so as to present a homely look. It should be centrally located so that it may be easily accessible to pupils.

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

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

4. HEADMASTER'S ROOM

In a secondary school, there should be a room for the headmaster. Site for this room should be carefully chosen. It should be situated at some prominent place where the headmaster's presence may be felt strongly. It should be

easily accessible to visitors, teachers and pupils. So the room should be a spacious one, so that whenever need of calling a meeting arises, the whole staff may be seated there.

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

5. THE SCHOOL OFFICE

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

6. THE STAFF-ROOM

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

The staff-room should have cup-boards in the wall, where the teachers may keep their class notes, examination papers and other things safe. Besides being equipped with cup-boards, there should be study tables and chairs and some comfortable easy chairs in the staff room. There should be adequate

arrangement of drinking water. It should have attached bath-room-cum lavatory. Adequate care should be taken for its proper flooring and decoration.

7. SCHOOL LABORATORIES

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

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

8. THE SCHOOL HALL

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

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

The hall should be properly furnished and well-decorated. It should have a suitable stage, a dias, mike and fans (including exhaust fans). There should be a permanent arrangement of seats and furniture. There should be adequate arrangements for lights and ventilation. The walls of the hall should be properly white-washed or painted and it should possess photo or pictures

of great men, charts, paintings and sceneries etc. Sometimes, it can be used as a place for community centre.

9. THE SCHOOL PLAY-GROUNDS

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

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

10. THE SCHOOL HOSTEL

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

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

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

study and reading rooms. There should be plenty of windows and skylights for proper ventilation.

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

THE HOSTEL SUPERINTENDENT

The school headmaster is ultimately responsible for the discipline of the school hostel. But naturally he depends to a very extent on whoever is in charge of the school hostel. So one of the members of the teaching staff should be selected as superintendent of the school hostel. His quarters should be located at a little distance from the main-gate of the hostel.

THE DUTIES OF THE HOSTEL SUPERINTENDENT

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

1. GENERAL SUPERVISION

- The superintendent naturally must supervise all the arrangements of the hostel and all its activities.
- He must keep an eye on how pupils utilize their leisure.

- He has to see that, as far as possible, the hostel loses the institutional atmosphere and becomes a substitute for home, not too far removed from the real thing.
- He has to take an interest in the physical activities of pupils, in their hobbies and in their work.

2. SUPERVISION OF LIVING-CONDITIONS OF THE HOSTEL

- The hostel superintendent must see that there is sufficient ventilation in the dormitories.
- He should pay attention to the neatness of the rooms and the way in which they are kept.
- He should be always on the look-up to help his pupils to cultivate habits of tidiness.
- The superintendent must see that the sanitary arrangement in the hostel are up to the mark, that latrines are in order, and that they are used.
- He must pay special attention to the kitchen and the cooking arrangements.
- He must exercise general supervision over the employees of the hostel and their work.

3. SUPERVISION OF FOOD

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

Along with all the above duties, the hostel superintendent should execute certain other responsibilities. He should supervise the study of the boarders during the prescribed study hour. He should minutely observe the student's activities in the hostel. He should organise curricular and co-curricular

activities. He should look into the matters relating to the cleanliness and beautifying of the hostel, arranging for special meetings and general matters of discipline of the hostel.

11. EQUIPMENT

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

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

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

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

In every classroom, a blackboard is highly essential. Blackboards are of several types. Generally, two types of black board are in use-the wall black-board and the easel black-board. Among these, the easel black-board is

considered to be the best. It can be moved from place to place and can be used outside the classroom also.

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

12. SCHOOL RECORDS

School records are indispensable for the successful functioning of the school administration. So every school should maintain certain records from which its origin, growth and development, condition and circumstances at various periods, achievements, efficiency and usefulness can clearly be known and estimated.

These records help in reporting to parents regarding the progress, merits and short-coming of their children and endeavour to enlist cooperation from them. This record also assists in furnishing the necessary information to the local educational authorities and departmental heads. The school records provide a useful help in supplying comprehensive data to those who are interested in educational reforms. The following records should be maintained in the schools:

(A) GENERAL

- Calendar
- Log Book
- Visitor's Book
- Service Registers
- Order and Circulars of the Educational Authority,
- Staff leave Register
- Memo Book

- Local Delivery Book
- From and to Registers or Receipt and Issue Registers.

(B) FINANCIAL

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

(C) EDUCATIONAL

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

(D) EQUIPMENT

- Stock Book of Furniture and School Appliances
- Library Catalogue

- Library Issue Book
- Stock and Issue of Games materials
- Register of News –Papers
- Register of Issue and Supply of materials.

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

1. THE SCHOOL CALENDAR

Every secondary school should prepare a calendar at the beginning of each academic session. All the probable dates of various events and activities to be executed during the session is reflected on the school calendar. The school authority, the parents, students and the community at large where the school is established, can very well know the total picture of the school programme in a year. The following information should find a place in the calendar:

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

2. LOG BOOK

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

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

3. ADMISSION REGISTER

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

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

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

4. PUPIL'S ATTENDANCE REGISTER

This is also important register of the school. The class teacher, to whom a class has been assigned, should keep the attendance register of his class. This register should contain the names of the pupils on the roll of the class or

section, during a month. Great care should always be taken to see that attendance is properly marked on the spot. All details concerning fees and so on which have to be entered in the attendance register should be carefully filled in. Holidays will always be shown in the attendance registers.

5. TEACHER'S ATTENDANCE REGISTER

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

6. THE CASH BOOK

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

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

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

7. STOCK REGISTER

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

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

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

8. SERVICE BOOK

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

9. ACQUAINTANCE ROLL

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

10. A VISITOR'S BOOK

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

2.6. NEED AND IMPORTANCE OF SCHOOL PLANT

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

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

The head of the educational institution will remain handicapped in the matter of realizing educational objectives, if they are not provided with adequate material facilities in the form of school plant. So school plant enjoys a key role

and important position in the educational process. The need and importance of school plant can be understood from its following functions:

1. HELPFUL IN BETTER TEACHING AND LEARNING

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

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

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

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

3. HELPFUL IN PROVIDING COMMUNITY CENTRE

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

4. HELPFUL IN BETTER SCHOOL ADMINISTRATION AND ORGANIZATION

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

2.7. SCHOOL UNDER DIFFERENT MANAGEMENTS

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

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

1. GOVERNMENT EDUCATIONAL INSTITUTIONS

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

2. PRIVATE AIDED (OR GOVERNMENT-AIDED) INSTITUTIONS

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

3. LOCAL BODY INSTITUTIONS

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

4. PRIVATE UNAIDED INSTITUTIONS

These are managed by a private organisation, trust, society or NGO and do not receive maintenance grants either from government, local bodies or any other public authority (except public-private partnership schools). The fee structure for the students may vary greatly, from low-cost private schools to

elite institutions more common in larger cities. Students are often admitted to private schools according to criteria (entrance examinations, interviews, etc.) designated by the school management. These schools may implement their own curriculum and examinations or may offer national or international curricula, such as the International Baccalaureate. Under the Right to Education Act (2009), all private unaided schools are required to reserve at least 25 per cent of school places for children 'belonging to weaker section[s] and disadvantaged group[s]', as determined by socio-economic status, caste and religion. The current exceptions are 'minority schools' catering to specific religious or tribal groups, as per a ruling by the Supreme Court in 2014.

However, implementation of the 25 per cent quota has been problematic for a variety of reasons. The Draft NEP (2019) notes that 'the large amounts of money and effort spent on implementing this [reservation] clause may be more effectively spent, e.g. by investing the money on the public schooling system, particularly in disadvantaged areas, which would directly support many more students from underprivileged backgrounds in a sustainable manner. It therefore remains to be seen whether this policy will remain. An initiative to set up 6,000 Public Private Partnership (PPP) 'model' schools by 2015 combines government funding for 40 per cent of students (from disadvantaged sectors of society) with typical private school funding (fees from the remaining 60 per cent).⁷⁵ These public-private partnership schools are largely independent in governance, like other private schools, and while no evidence of impact was found at the time of writing, this initiative has met with some concern from the popular press.

2.8. RECOMMENDATION OF VARIOUS COMMISSIONS ON SCHOOL PLANT

Commissions are generally high-level bodies constituted by Government for studying some specific problems and recommending measures to achieve solve the problems in case of a system, broad (such as of national level) or specific (such as pinpointed to a Department or organization). For example, Government of India established Kothari Commission in the year 1962 to study the problem of school education in India. The reports of the

commissions are to be placed in state legislature (in case of State level commissions) or before the parliament (in case of national level commissions). In this chapter the recommendations of commissions such as The Secondary Education Commission or Mudaliar Commission (1952-1953) and Kothari Commission or The Indian Education Commission (1964-1966) on school plant are discussed.

1. THE SECONDARY EDUCATION COMMISSION (1952 -1953)

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

- Open-air schools should be encouraged and the heavy cost of construction of school buildings avoided.
- Playgrounds and open spaces for students' recreation are essential.
- Every class-room should provide for an area of not less than 10 sq. ft. per student.
- Number of students in any class should be limited to 30 and the maximum should not exceed 40.

- The school must provide for (1) certain amenities for the students such as common room, sanitary conveniences, provision for mid-day meals and refreshments to be taken, and in the case of girl students retiring rooms with necessary conveniences separately; (2) accommodation for teachers with a common room available for them; (3) a reading room and a library; (4) a visitor's room where parents or relations who wish to interview the headmaster may wait; (5) a room for the Headmaster and an office room, and a room for the Assistant Headmaster, should such a person be appointed; (6) laboratories and workshops where necessary, such laboratories and workshops being constructed on an approved plan and for a definite number of students.
- The furniture should suit the age group, height, etc. so as to develop proper sitting postures, etc.
- Expert Committees should be appointed to lay down the equipment required for each of the diversified courses, including the workshop equipment and the number of pupils that can be conveniently accommodated in the workshop.
- It recommended both residential schools and residential day schools.
- It recommended to provide staff quarters for teachers.

2. KOTHARI COMMISSION (1964-1966)

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

- Allocations for construction of school buildings in the Central and State budgets should be increased.

- The 'nucleus' approach recommended by the Ministry of Education will be of great help and deserves to be generally adopted.

2.9. INFRASTRUCTURAL FACILITIES FOR AN IDEAL SECONDARY SCHOOL

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

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

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

Whereas the facilities consist of:

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

UNIT 3: TEACHER AND SCHOOL MANAGEMENT

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

3.1. THE CONCEPT OF TEACHING

Teaching is an art when creativity, personal values, attitudes and natural dispositions are taken as the bases for teacher's behaviour. Teaching is science when through a systematic application of certain techniques of behaviour modification and desirable teaching competencies are developed and undesirable teaching behaviour are modified or eliminated. In both the considerations, teaching behaviour of a teacher remains our main concern. In the former, behaviours are covert and in the latter, they are overt in expression. Since teacher's behaviour is modifiable, various training techniques have been developed and followed by teacher educators. These teacher training techniques have a scientific basis in which the total behaviour is analysed into small units and new desirable behaviour is developed. Objective observation of behaviour and applying certain techniques to develop new behaviour under controlled conditions lead to scientific way of looking at teaching. Now let us discuss the concept of effective teaching in the following section.

3.2. CONCEPT OF EFFECTIVE TEACHING

Effective teaching is a process in which teacher teaches and realizes the objectives of the lesson on the one hand, and children learn in a spirit of joy creatively, on the other hand. Children are further motivated and impressed upon even to learn of their own. The way of motivating the students to learn and achieve better results by the teacher is referred to as effective teaching. Effective teaching can be identified with the help of the following characteristics:

- Process Realization of objectives/goals.
- Motivating the students to learn.
- Structuring a learning climate for students.
- Focused/directed teaching.
- Involvement of maximum number of students during teaching.
- Bringing variety in teaching.
- Generating student's curiosity for further learning.
- Bringing new information to classroom teaching.
- Citing examples from daily life.
- Questioning to generate students' thinking.
- Effective use of teaching aid/equipment.
- Clarity of ideas/thoughts.
- Encouraging self-paced learning.
- Humanistic approach in teaching (love and compassion).
- Development of positive thinking/open mindedness in students.
- Effective classroom management.
- Using adaptive strategy according to varied situations.

3.3. CODE OF CONDUCT: PROFESSIONAL ETHICS

When a question is asked — ‘who is a human being?’; and as an answer to this question, it is said, a human being is the supreme creation of God.’ But soon next question jumps up like a boomerang, ‘Is human being maintaining his or her supremacy?’ In the present scenario, is he or she behaving as per the rules and regulations in the society? Such questions really remain without any satisfactory answer! In today’s materialistic and scientific age, men and animals do not seem to be different from each other. However, only one characteristic differentiates them. It is intelligence. A human being can think. He or she knows what is good and what is bad. He or she also knows what is right and what is wrong. Such differentiation animals cannot make. But a human being can. Yet, regret to note that today’s people have become more materialistic, more money-minded and more and more concerned with his or her own beliefs and benefits.

There is absolutely no time for him or her to think of others. People have become so self-centred that they cannot see the sorrows of others. Hence, it is correctly said that today people have completely lost the cultural values! Education is usually looked upon as an organised, purposive activity with pre-established goals. But in reality it does not seem to be so. In fact, education is essentially the art of learning, not only from books but from the whole movement of life. Good education is that which helps pupils to deal with life as a whole, and as helps them to discover lasting values. True and good education helps the pupils to discover true values which come as unbiased investigation and self-awareness.

Globally, there is an overwhelming concern over the quality and relevance of education. The progress of a country depends on the quality of education which further depends on the quality of teachers and teacher-education system. Teaching is considered as one of the noblest profession and the teacher is of paramount importance in the field of education. The teacher is the key person on whom depends the future of mankind. In fact, teachers can do miracles, which can shape raw material into a finished product. As Chanakiya has rightly said: However, for this, a teacher has to be conscious of his or her role model, through his or her conduct, action and adherence to human values. In fact, every profession has certain values attached to it; and a person can do justice to his or her profession, if he or she obeys those values. Hence, professional laws are very essential for becoming a good teacher. A good teacher is non-stop learner to play his or her role effectively.

On account of this, role of the present-day teacher has become very challenging, complex and multifaceted. The challenges can be easily met if the teacher works towards his or her profession with commitment and obeys the professional laws. In fact, a teacher's job is more difficult than the recognised professionals. Professional ethics demands that a teacher should not try to exploit, school influence for private gains. The all-round development of the pupils depends upon the professional competency and efficiency of teachers. Professional values for teachers measure all the characteristics of teaching profession like responsibilities, attitudes, honesty,

fairness, integrity, diligence, loyalty, cooperation, justice, faithfulness, respect for others and self, teaching procedures, assessment of students and conduct of behaviour.

In today's atmosphere of competency, proper training of teachers is very essential. Because this helps them to inculcate desirable values in their pupils. Teacher is not merely a given of information; but he or she is the one who points the way to wisdom and truth. Good teachers maintain the perfect equality between them and the pupils; and it is they who create real freedom in the institution. Education and significance of life must be synthesized, because peace starts in the individual and then grows into world peace!

Because of the above said facts teacher must be provided value-oriented education; and teachers' training institutes should develop ethical values through seminar, training and colloquium. There should be in-service training for teacher-educators. Because a teacher has to discharge unlimited responsibilities, he or she must be very much well-versed with all types of professional values. Hence, a teacher must necessarily have good knowledge of values. In fact, values should become the core of teacher education without which education is not at all considered complete.

3.5. QUALITIES AND QUALIFICATION OF EFFECTIVE TEACHER

The teacher plays an important role in school. He is not simply to impart knowledge but also mould the habits, traits and character of students. He is to achieve educational objectives through the curriculum of the school. In order to discharge his duties effectively he must possess certain qualities and qualifications which may be described as below:

A. GENERAL ACADEMIC BACKGROUND

The teacher is required to answer questions which require fair command of subject. He should have sufficient knowledge so far as the students are concerned. That is why minimum qualifications are laid down for the appointment of teachers in schools. For primary school, the teachers should be at least matriculate. For middle schools, the teacher should be at least

graduate. For high schools, the teacher should be an M.A. In addition to knowledge of his subject, he should have sufficient general knowledge. For this he should have literary tastes. He must be a well-read person.

B. PROFESSIONAL EFFICIENCY

Knowledge of the subject matter is not sufficient to be an effective teacher. A first rate scholar may be a poor teacher. He must have some pre-service training, so that he is conversant with things and outcomes of teaching. While in service, teacher should attend short-term refresher courses, workshops, seminars and educational conferences so that he goes on adding to this professional efficiency. The teacher should have a sense of dedication to the teaching profession. He should be dedicated to teaching and teach enthusiastically. Teacher's enthusiasm, professional insight and sense of dedication are his valuable assets.

C. PERSONALITY TRAITS

Teacher's personality traits have deep impact on the students. The following traits in the teacher are worth mentioning here:

1. LOVE FOR CHILDREN

The teacher must love his pupils. He must understand them individually and try to help them in overcoming their difficulties. His attitude should be sympathetic and friendly.

2. A MAN OF CHARACTER

The teacher should have high moral character. He should have sound principle of life as his ideas and conduct will affect the children profoundly.

3. EMOTIONALLY STABLE

The teacher must be emotionally stable. He must be free from complexes, worries and frustration. An emotionally unstable teacher cannot do justice to his work.

4. GOOD EXPRESSION

The teacher must be able to express his thoughts clearly His oral and written expression must be good. He has to write reports and so many other things. His speech, pronunciation and voice must also be impressive.

5. SENSE OF HUMOUR

In the school, the teacher should have smiling face and a cheerful look while teaching. His sense of humour will help him to overcome very serious situations, which can be sometimes laughed away.

6. SOCIAL TRAITS

The teacher should be sociable in nature. He must maintain good relations with his colleagues, pupils and their parents and general public. He must be mixing with people. Only then he will be able to develop social virtues in students.

7. LEADERSHIP QUALITY

The teacher should be able to provide effective leadership to the children who are immature and need guidance in matters of study, activities and other courses etc.,

D. ROLE OF THE TEACHER

Teaching is a complicated job. It is not mere communication of knowledge to the student. Even knowledge cannot be handed over to students like currency. The teacher has to attend to a number of factors while working in the school. Some of his functions may be discussed as under:

1. ROLE IN TEACHING

Teaching is the first and foremost duty of the teacher. The teacher should prepare his lessons regularly. He must motivate the pupils and use methods and techniques of teaching suitable for particular group of students. He must always try to improve his teaching skills. He should give regular homework

and check it regularly. Activities on the part of pupils should be properly stimulated and directed.

2. ROLE IN PLANNING

In order to be a successful teacher, the teacher must plan his work well. At the first place he should plan his teaching work. He should decide how much work is to be done in a particular month and in a particular week. Daily teaching work must also be planned. He should plan use of teaching aids in advance. Activities of the pupils are also to be planned by him.

3. ROLE IN ORGANIZING

The teacher has to organize a number of activities in the school. He has to organize the school plant. He should see that the class-rooms are well-equipped. He has to make seating arrangements, distribute equipment's and keep it neat and clean. He has to organize instructional works dividing the syllabus into units, classification of students, construction of time-table and co-curricular activities are also to be organised. Besides library work, laboratory work, sports etc. need proper organisation.

4. ROLE IN SUPERVISING

The teacher has to supervise a number of tasks and activities. He is required to supervise attendance of pupils, their daily work, homework, their work habits and behaviour. He has to maintain order and discipline in the school. He may have to supervise pupils in the hostel.

5. ROLE IN GUIDING

The teacher not only supervises pupils and their work but also gives them tasks relating to selection of courses, home work, and other study activities. Pupils study habits and work habits have to be guided properly. He must pay attention to all children particularly to the delinquent, abnormal and mal-adjusted children. Guidance in health matters is also to be given.

6. ROLE IN EVALUATING

Work of the pupils and their participation should be evaluated by the teacher from time to time. It is evaluation which will throw light on teachers' work and pupil's achievement. Evaluation will point out weakness in teaching and learning process and the teacher can adopt suitable remedial measures. The teacher has to conduct house tests and report the progress of pupils to parents and the headmaster. Policies of promotion have to be chalked out in the light of evaluation.

7. ROLE IN RECORDING

The teacher has to maintain record of pupil's achievement in different subjects and activities. He has to record their admission, attendance, their scores, in different tests. The teacher may also be required to maintain school records such as property register, supply of equipment, issue of book etc. He also has to write annual reports of various activities and functions done during the year.

8. ROLE IN MAINTAINING RELATIONS

It is the duty of the teacher to maintain good relations with the pupils, their parents and general public. For this purpose, Parents Teachers Association (PTA) may be organised by the teacher. The relationship with parents will solve many problems. The teacher must have healthy and cordial relations with the headmaster and his colleagues. For all this the teacher should possess a sociable nature.

E. RESPONSIBILITIES OF A TEACHER

Teaching is a tri-polar process which has three indispensable elements or constituents-the teacher or educator, the taught or educated and the curriculum. Out of these three, the teacher plays the most significant role in making the teaching process a grand success. Because the teacher is the real practitioner of the teaching learning process.

He is the pivot in any system of education around which the whole system of education revolves. It is dead sure that the importance of school building, school furniture and equipment, curriculum, the text-books cannot be ignored. But without the teacher, they all are meaningless. But it is not simply the teacher, rather good teachers that are required in this connection. Dr, E.A, Piry says, "If a nations teachers are C3 the nation itself cannot but the C3, and let there be no doubt about this if we wish to be an A-1 nation our teachers will have to be A-1".

The importance of effective teachers is emphasized by Professor, Humayun Kabir by saying without effective teachers, even the best of system is bound to fail. With effective teachers, even the defects of the system can be largely overcome. The importance of the teacher is also stressed by the Secondary Education Commission (1952-53) in the following words: "We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational qualification, his professional training and the place he occupies in the school as well as in the community.

In the words of The Education Commission (1964-66), "of all the different factors which influence the quality of education, and in contribution to material development, the quality, the competence and character of teacher are undoubtedly the most significant. After having such discussion, it will be better if we provide an insight into the role or duties and responsibilities after having discussion on the qualification or qualities of a good teacher.

3.6. EVALUATION OF EFFECTIVENESS OF TEACHERS

In the present scenario, the role of teachers is highly recognised in the teaching-learning process. But, it is not always happened that teachers perform their fundamental function for optimisation of learning. Their role is doubtful. Now, there is a felt need for evaluation of teachers. The fact is that evaluation of teachers is currently receiving a lot of attention in our country. However, this evaluation of teachers has been the weakest links in our educational system.

A. NEED FOR TEACHER EVALUATION

It is admitted on all hands that the quality of educational services depends ultimately on the quality of the people who provide them. In other words, the quality of teachers has a direct bearing on the quality of education imparted in our educational institutions. Since, society spends in the form of allocation on education; it is naturally that society expects something from teachers who constitute a major force in the educational system. Teachers have to be accountable to the community and they are subjected to public scrutiny. The need of teacher's evaluation is felt due to the following three reasons: (a) improvement of teaching performance, (b) identification of In-service training needs, and (c) promotion of improved communications.

- Firstly, by systematic evaluation of teacher's performance, teachers get the opportunities to improve their skill and performance, the evaluation procedure acts as a powerful feedback device to let them know their weak points while performing their job in the classroom.
- Secondly, the evaluation of teachers is needed from the point of view of management of the institution. This process of evaluation can surely enhance the level of institutional awareness. The management identifies the difficulties and constraints faced by teachers in achieving the desired objectives of teaching. Therefore, management gives a chance to the teachers to undergo in-service training for maximization of teaching and learning. Thus, in this way, training needs of the staff are easily located.
- Thirdly, it is an essential requirement of the teacher that communication ability of teachers is to be promoted. Unless, a teacher improves his/her communication ability he/she cannot maintain a good link with his/her students.

The introduction of an effective appraisal system gives teachers an opportunity to communicate their feelings, performance and constraints with their fellow teachers, heads of institutions and other decision-making bodies in the sphere of education. Therefore, evaluation of teachers is needed for

promotion of improved communications and relationships. In addition to the above three, other reasons attributed to evaluation of teachers are as follows:

- Teachers deal with the students who are young. They are being entrusted upon the former care. Society entrusts them such a serious task which cannot be neglected at any cost. By evaluation mechanism, society monitors the activities of teachers in a systematic way.
- Further, evaluation of teacher gives an opportunity to teachers to get their contributions appreciated. Let's take an example of a teacher who has adopted an innovative approach in teaching social studies by making use of different teaching aids. An evaluation system gives him or her a chance to get his or her efforts appreciated and known to others. This acts as a motivational device to boost their self-esteem.

Teacher's evaluation system provides a scope to teachers to appraise their own roles vis-a-vis other professions. It helps them develop their professionalism. Thus professional growth is reinforced by the evaluation process. Stoner and Freeman (1992) have attributed two major reasons to a formal evaluation:

- To get the individuals know formally how their current performance is being rated. For example, current rating of a teacher's performance in school becomes very significant keeping his or her multifarious roles in mind.
- To locate individual who needs additional training. By evaluation, his/her strengths and weaknesses can be identified and thus helps him/her to pursue training for improvement of performance.

B. IMPORTANCE OF EVALUATION OF TEACHERS

The importance of evaluation of teachers can be thought of in the following way:

1. FOR A COMPETENT AND EFFECTIVE TEACHER

- To enhance job satisfaction

- To provide motivation
- To share ideas and expertise
- To support new initiatives and growth of professionalism
- To restore or raise self-esteem
- To develop confidence and morale

2. FOR TEACHERS IN DIFFICULTY AND STRESS

- To offer support
- To offer counselling
- To help improve performance
- To improve their standard

3. FOR THE SCHOOL

- To help pupils through supporting their teachers
- To build a whole school approach
- To identify in-service, teacher development needs and plan programmes

4. FOR TEACHER TRAINING INSTITUTES

To develop a “sound knowledge base” from evaluation reports. From the above discussion, it is apparent that performance appraisal system helps each teacher to understand more about his role and clear about his functions in the entire garment of education.

C. LEVELS OF TEACHER’S EVALUATION

1. AT THE AUTHORITY LEVEL

Evaluation of teachers is done at the authority level. The immediate authority of teacher is the head of the institution—Principal or Headmaster, as the case is. He/she is critically evaluated by the head of the institution. His/her teaching performance, organisational abilities, managerial capacity in the class room and every aspects or traits of his/her personality is thrown to open scrutiny by the Headmaster or Principal of the institution. Next to the immediate authority, his or her performance and other allied activities are

evaluated by the departmental authority on the basis of inspection and report of the first authority.

2. AT THE STUDENT'S LEVEL

Now time is ripe to involve students directly in the process of teacher evaluation. Students' evaluation of teachers is justified on the ground that students are supposed to be a very good source of information about teacher's quality as there goes a reciprocal interaction between the students and the teacher. Moreover, they know their own situation well and they know, feel and benefit from good teaching. Student ratings also provide feedback to teachers to be more responsible and serious in their teaching.

D. RATIONALE OF STUDENT EVALUATION OF TEACHERS

- Evaluation of teachers by the students is justified on the ground that students are the valuable consumers and stake holders of good teaching who can assess the type of service provided to them by the service providers (teachers) in a better manner than that of others.
- Students are the most reliable source of information about their teachers. They are the true observers of the class-room situation and their reports on the teachers are reliable and usable.
- For the growth of professionalism among teachers, this form of evaluation acts as a powerful feedback device. By this procedure of evaluation teachers are likely to be dedicated and committed to their profession. Through the feedback mechanism, they will be very sincere and try to improve their teaching by rectifying the drawbacks in teaching.
- Student's evaluation will surely contribute to the professional competency and make them efficient and proficient.
- Professional ethics demands accountability. As teaching is a profession, it is quite natural that teachers should be accountable to the educands for their own acts of omission and commission. Therefore, this form of assessment will be a good starter for improvement of standard of teaching.

- This form of evaluation also helps in developing morale of teachers.

E. TOOLS FOR TEACHER EVALUATION BY STUDENTS

Generally, two types of tools are resorted to for evaluation of teacher's performance viz. survey form and interviews.

1. SURVEY FORM

A teacher is rated by the students by attending to a number of items or statements about the teacher and class. Some are open-ended questions with a difficulty to interpret and others are closed-ended type. It is desirable that surveys with a few items should be used in comparison to long surveys, for in the latter cases, there may happen that students may be distracted and there may have the chances of halo effect. Halo effect means that if a student finds a few traits of teacher favourable, they have a tendency to rate them favourably in all. The survey forms should be distributed to students by a neutral person and they should be explained about the purpose of evaluation in a friendly atmosphere.

2. INTERVIEWS

Face to face interaction can be semi-structured in the form of question and answer sessions. A neutral person can conduct the session and the responses of the students can be recorded by the interviewer who is supposed to prepare a summary report. Interviews can either be individual interviews or group interviews. Group interviews are preferred to the former as the group interviews give more perspective, details and spontaneity. The following questions can be asked in a group interview setting.

- What are different activities which should be repeated in the class?
- How can grading be improved?
- What activities of the teacher do you like most?

In comparison to individual interviews, group interviews are valid, reliable and also cost-effective. However, individual interviews do have an added

advantage. Individual interviews permit discussion of more sensitive issues that students in groups might be reluctant to discuss.

F. DISADVANTAGES OF STUDENTS' EVALUATION OF TEACHERS

Students' evaluation of teachers is beset with some problems. They are as follows:

- Students are not mature enough like adults to judge their teachers in an unbiased and impartial way.
- They are not the subject experts having a sound base of knowledge who may not be able to judge quality and delivery of content taught in the class.
- If there exists any sort of friction in the teacher-taught relationship, then it may cause problems in assessment. For example, if a teacher behaves with a student in a stern and careless way, then there is a possibility that the reports of these students may not give an accurate picture of teacher performance.
- There could be a tendency of some teachers to get high ratings, the possibility arises when one aspect of teacher's behaviour tends to influence student ratings in other aspects. Moreover, teachers can leave no stone unturned to influence the students at any cost. Therefore, there is the death trap for the value neutrality. Erosion of values may be crept into the system of education,
- The system of assessment is psychologically unsound as it creates a hiatus between the efficient and inefficient teachers which, in turn, develops a superiority Vs. inferiority complex in an institution, this will affect the morale of the inferior teachers. As such, unhealthy atmosphere will prevail in the institution.
- Neutrality in assessment may be affected. Due to excess subjectivity, some students will form different opinions on the same theme. Objectivity may be thwarted in an atmosphere of freedom.

Therefore, it is erroneous to think this form of evaluation by the major stakeholders in the educational system. In spite of constraints on the evaluation of teachers by students, their benefits cannot be under-rated at any cost. Proper safeguards and adequate care should be taken to make it impartial, objective and worthwhile.

G. TEACHER'S SELF-EVALUATION

- Teachers are not only accountable to their employers and students but to themselves. They need to question their own ideas and practices and to be open to new ideas for the growth of professionalism and personal development.
- If a teacher evaluates himself/herself properly and impartially, his/her improvement will be possible which will have a positive effect on the qualitative improvement of teaching. As an important step in evaluation process, self-evaluation brings improvement in the performance of teachers. They can evaluate various aspects of their performance indicating their strengths and weaknesses.
- They can also get the opportunity to think, reflect and note down the problems and constraints on the way to his/her effective functioning. Further, teachers can have a chance to predict their main targets to be attained in the coming year and think about their career advancement.
- For facilitating self-evaluation, it is suggested that a rating scale or a checklist should be structured focusing on past performance, future targets, career advancement, training needs and above all special contributions of the teachers.
- In the scale, a detailed set of questions are prepared evaluating all aspects of a teacher's contribution pari passu with suggesting maximum potential in the areas of training, experience and additional responsibilities.
- Although this is a good appraisal procedure, it is replete with some lacunae. It is a general tendency on the part of weak teachers to over-assess their capabilities and overrate their performance. Secondly,

some teachers tend to be more conservative while estimating their capacities.

- Empirical evidences support this trend as it is revealed that some teachers are in a position to give themselves better ratings than those given by students, peers and administrators. Thirdly, most teachers overstate the quality of their own performance relative to others.
- In-spite of the disadvantages as stated above, self-evaluation will go a long way to help the perspective teachers to improve their performance provided that they need to be objective in recognizing their true capabilities and potentialities.

H. PEER EVALUATION

Another form of evaluation in teacher's performance is peer evaluation which simply means judging by teachers of similar experience and training working in different settings. For example, a class eleventh teacher is evaluated by another class eleventh teacher of similar training and experience who knows students and school conditions of the teacher being assessed. In other words, it does not imply using any teacher of any level, having vastly different experience and training. Peer evaluation is a process whereby teachers of same experience and training judge the merits and values of another teacher's teaching practices and techniques.

1. ADVANTAGES OF PEER EVALUATION

- Teachers of same experience and expertise, know the subject matter, curriculum, instruction materials and class room practices, problems and demands, Thus, they evaluate properly and effectively in comparison to other practices of evaluation of teacher.
- Since peers are good judges of subject matter expertise, they can give highly specific feedback. Therefore, peer evaluation is to be considered as the best one as far as improvement of performance is concerned.
- Peer evaluation removes teacher-teacher isolation. Teachers get an opportunity to learn from each other effectively as they make access to

each other's ideas, techniques, innovations, practices, modes of presentation of teaching etc.

- Therefore, it helps in improvement of teaching practice. A sense of professionalism is strengthened with the idea of shared knowledge and in an atmosphere of support, compliment and acknowledgement from peers.
- Lastly, peer evaluation offers an opportunity to teachers to plan, design, evaluate and prepare teaching materials together.

2. DISADVANTAGES OF PEER EVALUATION

- Peer evaluation seems to be fraught with some difficulties. It seems to be unreliable as teachers assess their counterpart teachers on the basis of some subjective considerations like friendship ties, political affixations and social links etc. Therefore, this form of evaluation is not sound and objective. Subjectivity envelops the validity of peer evaluation.
- Here could be a possibility that teachers may not be interested to participate in peer evaluation as they may prefer to avoid the onus and prefer to leave the task to others.
- Lastly, teachers may also have doubts about their own training and abilities for peer evaluation. This type of feeling may hamper the efficacy of peer evaluation of teachers. In-spite of difficulties, peer group evaluation is a right step in right direction to help in improving the efficiency of teachers.
- Evaluation of teachers is a part and parcel of any sound teaching-learning process. It is a continuous process and improvement of teachers is based upon the pillar of proper and effective evaluation. Teachers should be assessed for the qualitative improvement of education and the growth of professionalism.
- It needs to be continuous and systematic. It makes them accountable to their own profession, to the students, organisation as a whole and above all to the community. Therefore, it is ascertained that evaluation of teachers enables them to become better teachers on the job. The need

of the hour is to put our concerted efforts to make evaluation of teacher as an integral part of our educational system.

3.8. PROFESSIONAL GROWTH OF TEACHERS

Teachers are made, not born: Since teaching is regarded as a profession, it is always desired that an army of teachers having sound knowledge both in pedagogy and mathematics i.e. science of teaching and science of learning, should enter into the periphery of teaching profession. As such, quality, not quantity matters most. With a view to promoting quality and quantity of education, it was felt essential to develop the professional competencies of teachers through a planned programme of improved training.

Professional growth means updating, strengthening and sharpening of the professional competencies and promotion of understanding and insight in the field of teaching skills and strategies. The performance of a teaching is directly linked with the factor of professional growth. The National Policy on Education (1986) and the Revised NPE (1992) have emphasized the professional growth of teachers. The International Commission on Education. Report "Learning to Be" (1972) and the UNESCO Commission's "The learning: The Treasure within" (1996) have laid stress on the professional growth of teachers for making them capable of discharging their duties and responsibilities efficiently and effectively. For the professional growth of teachers, a host of programmes and strategies have been experimented and found successful.

The programmes which are worked upon for development of competencies of teachers are in-service training, workshops, seminars, panel discussion, conferences etc. All such programmes will bolster improving the quality of teaching. Besides, teachers should improve their competencies and expedite their professional growth through self-study and life-long education. Some of the strategies for the professional growth of teachers are discussed threadbare as under.

I. IN-SERVICE EDUCATION

A teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flames". — Rabindranath Tagore. From the remarks of Tagore, it clearly indicates that a teacher should go on continuing self-learning in order to keep himself/herself abreast with the latest trends and developments in the spheres of multifarious subjects.

In the age of science and information technology, it is not wise to sit on the fence of knowledge, rather try to update their knowledge and skills for discharging their duties satisfactorily. In-service education is the right mode to acquaint teachers with the latest trends and practices in different fields of education. Further, to continue working effectively, a teacher requires continuous personal and professional renewal in knowledge and teaching skills and redirection of task and expertise as the changing or emerging society necessitates. In this respect, training on job is highly essential.

The UNESCO Commission on Education for 21st century in 1996 rightly emphasized that there is need to update an improvement of teachers' knowledge and skills throughout their life time. In-service education is essential like the pre-service education even for quality improvement. Further, in-service education is essential for teachers in order to enable themselves to cope up with the changing conditions and times. It enables them to bridge the widening gap between what they have learnt at the pre-service education stage and the present need based curriculum to be handled.

In short, in-service education or training of teachers while in jobs is necessary for helping them to teach students more effectively for continuing professional growth and for helping them adjust to change and innovative approaches. So, in-service-training is a lifelong process in which a teacher is constantly learning and adapting to new challenges of his/her job. To enable teachers to create a thirst for knowledge among children they must continue to learn and keep abreast of changes in different areas of knowledge.

Then professional growth cannot be a night-mare for the teachers who are the chief agents of social change and national reconstruction. Fundamentally, in-service education refers to education that a teacher receives after he/she has entered the teaching profession and after he/she has got his/her education in a teacher's college. Broadly speaking, if refers to all activities on the part of teachers that contribute to their professional growth and competencies.

For example, when a teacher undergoes short-term training by active participation, he/she feels confident in teaching a group of students effectively applying all the new methods in the field. When a teacher undergoes refresher course or orientation training or participates in workshops, seminars, conferences, panel discussion and other study programmes, he/she is capable of updating his/her knowledge in diverse fields which contribute materially to the development of his/her competency in teaching. Thus, in-service training or education enables a teacher to teach effectively with ease and confidence.

II. WHY IN-SERVICE EDUCATION FOR TEACHERS

In-Service education is needed:

- To enable the teachers to learn new ways and methods of teaching.
- To help the teachers in their professional growth. It provides adequate professional training for effective teaching.
- It provides opportunities to grow in their profession. It infuses in them a sense of professionalism to their profession.
- To upgrade academic qualifications of teachers.
- To keep teachers abreast of latest developments in the profession due to the multifarious research activities in the area of teacher education.
- To help them to face new problems efficiently. While in service, a teacher encounters a host of problems in the classroom how to teach to the dull and slow learners, how to motivate, how to deal with emotionally disturbed children, how to teach difficult concepts etc. In-service

education enables teachers to encounter the above problems intelligently, ingeniously and effectively.

- To develop necessary skills and attitudes to enable them to be effective change agents in the society.
- To develop skills and attitudes to be responsive to emerging national development goals and programmes.
- To disseminate specific information and undertake educational innovations such as change in curriculum, population education, environmental education, SUPW etc.
- To fill the missing gaps in knowledge. As there is explosion of knowledge, it is quite natural that there would be some gaps in knowledge, and this training helps them fill the gaps.
- To enable the teachers to contribute to the qualitative improvement of education. In-service education enables them to be more responsive to the change in every arena of education. Thus, it helps in qualitative improvement of education.
- To boost the morale of teachers. A good in-service education programme contributes directly to the morale of teachers by giving help and recognition to those who want to learn to do better. It is said that a teacher, who goes on learning, is more admired and emulated by students than teacher who is least interested in learning in course of his/her career.

3.9. SIGNIFICANCE OF (INSET: IN-SERVICE EDUCATION FOR TEACHER)

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to bum its own flame.”-R.N. Tagore. It is the education a teacher receives after he has entered the teaching profession and after he had his education in a Teacher’s college. It includes all the programmes-educational social or others, in which the teacher takes vital part. It also includes all the extra education which the teacher received at different institutions by way of refresher courses and all the travels and visits which he undertakes.

A. NEED AND IMPORTANCE

It may be noted that the predictive value of the Teacher Education Course is no longer a matter of concern today. On the other hand, it is being recognized as a continuous process, coextensive with teaching. That is why the Adiseshiah Committee put emphasis on the organisation of in service training courses for existing teachers in schools on a mass scale in addition to pre-service education. But, yet it can be treated as a corrective and pace-setting programme for the stage of general education for which it is designed. The following are the needs and importance of In-Service Teacher Training programme:

1. EVERY TEACHER A STUDENT

Education is a life-long process. The teacher should continue to learn throughout his life. According to R.N. Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to bum its own flame." Hence, no man or woman should decide to teach unless he or she is determined to learn, because a true teacher is a student all through his life.

2. LIFE-LONG EDUCATION

The International Commission on Education has further strengthened the need of in-service training by giving a new concept of life-long education. This report states, "Every individual must be in a position to keep learning throughout his life. The idea of life-long education is the key-stone of the learning society."

3. FOR PROFESSIONAL GROWTH

In-service training is most essential for the professional growth of the teacher. He needs to renovate his experience, refresh his knowledge, develop a wider outlook, benefit by the experiences of others, acquire new information and hence reoriented himself

4. EDUCATION IS DYNAMIC

Education is dynamic which is always changing. Educational theories which were considered true twenty years back, no longer hold good today. Therefore, a teacher who received his training twenty years back, must receive new training today. He must remain in touch with latest trends in education. He must have the up-to-date knowledge of new problems, new methods, new techniques in education.

5. TRAINING IN DEMOCRATIC LIVING

When the teachers meet in seminars or workshops, they develop a sense of security; a like-mindedness, a team spirit and a feeling of belongingness. So, in toto, the teachers get a training in democratic way of living.

To sum up all the above needs and importance of in-service teacher training, let us repeat what was stated by the Ministry of Education in England which holds good even today in our country. "The hall mark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of children and young people. In short, a teacher-should he a person who, because of his attitude to knowledge, to ideas, to his fellows and to life generally is better educated today than he was yesterday and will; tomorrow better educated than he is today."

3.10. THE TEACHER AND HIS STATUS

Henry Brooks Adams says, "Teacher are the makers of history. A teacher affects eternity; he can never tell where the influence stops". The success of an educational endeavour ultimately depends on the type of persons who deliver good and effective teaching. Teacher as the mainspring of teaching-learning process performs his role as a successful manager and an instructional input to bring out changes in behaviour of the pupils. As a manager, he/she plans the instructional system at the pre-teaching stage, makes decision to shift from one mode to another if situation warrants at the teaching stage and he analyses results, reflects on self and modifies the teaching-learning process at the post-teaching stage.

As an instructional input, the teacher is directly involved in teaching-learning process to bring about learning in students. In this context, he/she introduces a lesson, explains a concept, clarifies doubts or misconceptions with suitable illustrations, explains with suitable diagrams, charts and models, puts questions to students. Besides, he/she resorts to novel way to get the content transacted in an interesting way to promote effective learning. Moreover, teacher also acts as a facilitator of learning. When he/she provides guidance to students in order to bring about learning of students by way of their interaction with relevant instructional components, he/she is labelled as a facilitator of learning. As such, in the role of a facilitator of learning, student's role of interacting and moving forward is emphasised. Thus he/she helps in maximisation of Learning. Let us discuss the characteristics of a teacher.

A. CHARACTERISTICS OF A TEACHER

The following are the characteristics of a teacher:

1. MASTERY OVER THE CONTENT

Mastery over the content is an essential characteristic for becoming an effective teacher. In other words, unless one has mastery over content of a subject or discipline one cannot become an effective teacher. If one lacks competence in the discipline, he or she cannot face students with confidence and motivate them to learn the required concepts, skills and attitudes. Therefore, basic knowledge base is pre-requisite for effective teaching. Content mastery can be achieved through various ways as reading books, magazines, periodicals, journals, newspapers, dictionaries, encyclopaedias, attending seminars, workshops, symposia, conferences, public meetings, discussing with colleagues, experts, authorities, professionals, observing the happenings in and around the environment and a curiosity to learn.

2. FLAIR FOR KEEPING ABREAST OF LATEST KNOWLEDGE IN EVERY FIELD OF HUMAN ACTIVITIES

In the scenario of explosion of knowledge in every field, it is quite essential on the part of a teacher to remain in touch with the latest trends, ideas, practices and thoughts in various fields. Unless the teacher continuously learns himself, he cannot be a good and effective teacher. He/she cannot pay due justice to his/her duties and responsibilities, if he/she does not up-to-date his/her knowledge in the context of rapid changes in every stream of learning and thought. Hence, it is not out of place to quote the famous words of Viswakabi and Nobel laureate Rabindranath Tagore, “A lamp can never light another lamp, unless it continues to burn its own flame. A teacher can never truly teach, unless he is still learning in himself”.

3. KNOWLEDGE OF INSTRUCTIONAL SKILLS

Knowledge of a set of skills is essential for facilitating teaching-learning process. Instructional skill is defined as the cluster of behaviour shown by a teacher which can be acquired through continuous practice. The skills which help a teacher to carry out his/her instructional process consist of the following:

- Introducing a lesson
- Questioning
- Probing
- Providing reinforcement
- Explaining
- Illustrating with examples
- Using audio-visual aids
- Using blackboard
- Recognizing attending behaviour of students
- Silence and non-verbal clues
- Stimulus variation
- Achieving closure

4. OTHER PROFESSIONAL SKILLS

Certain amount of other professional skills is essential such as planning, preparation, behaviour interventions and instruction. A teacher needs to be an effective planner taking account of needs of the students, available resources of the institution and time. Planning is followed by adequate preparation taking time, resources and objectives to be achieved.

Through need-based instruction and behaviour interventions a teacher can be effective in achieving desired learning outcomes among the students. Teacher is required to facilitate pupil's learning by using precise, remedial, compensatory and realistic teaching techniques. He or she should have the competency to design proper instructional programmes to modify the behaviour of the students adequately. Therefore, a teacher is a good system designer and developer of teaching learning module for causing effective learning. In an age of open and distance learning, it is expected that a teacher should have the ability to prepare audio-instructional materials and modules that would promote self-learning on the part of the pupils.

5. INTERPERSONAL SKILLS

Another important characteristic of an effective teacher is interpersonal skills i.e. ability to communicate with the students clearly and precisely, to identify students' concerns and needs, to respond to students with an open and stable attitude, to appreciate and acknowledge the efforts of students, to accept each student as a distinct individual, to demonstrate self-confidence in dealing with them and to interact with them in ways that are adaptable. So, an effective teacher can foster a strong confidence in students by dealing with them kindly, effectively and fairly through the device of inter-personal skills.

6. ORGANIZATION COMPETENCY

A teacher should have organizational competency to manage the material resources available in the class-room in an effective way. As a manager in the class, he/she controls the class in an effective manner to ascertain effective learning. Besides, he/she is expected to develop expertise in handling library

resources such as dictionaries, encyclopaedia, library catalogues, atlases, globes, maps, models, references etc. As such, organizational competency is an important asset of a teacher that makes him/her effective in teaching learning situation.

7. DIAGNOSTIC AND EVALUATIVE SKILLS

A teacher should possess certain amount of diagnostic and evaluative skills. The teacher should have the competency to gather data related to student behaviour and to analyse student misbehaviour in a class-room in the light of probable causes. He/she has to probe the case history for identification of behavioural characteristics. Likewise, he/she should have the capacity to design, develop and administer appropriate instruments to measure student's achievements and interpret objectively to apply proper remedy. Therefore, diagnostic and evaluate skills are essentials for becoming an effective teacher.

8. MOTIVATIONAL SKILL

Another professional competency of a teacher is the ability to inspire and motivate his/her pupils. She/he should have flair for motivating pupils towards intellectual growth. Instead of harping on criticising the student's mistakes, the teacher should show them right path to learn effectively. He/she has to show them way to get rid of problems on the way to learning. He/she is required to find out strong points in each student and give them opportunity to promote their growth. He/she should inspire them to learn in a better manner for securing proper growth and development of pupils. He/she should inspire them to learn in a through proper feedback, reinforcement and rewards.

9. QUALIFICATION OF TEACHERS

In order to be an effective teacher, a person should possess certain requisite qualifications—general, professional and special. Generally, it is expected that a teacher should have an excellent academic record and stock of general knowledge pertaining to various streams or disciplines. In addition to this, it is desired that a teacher should have proficiency in one or two areas of

subject's vis-a-vis a plethora of subjects in the current scenario of knowledge explosion. Over and above general and special qualifications, professional qualification is a sure passport for making an entry into teaching profession. Since, teaching is regarded as a profession, professional qualification is a pre-requisite before making an in-road to teaching profession. Thus, a teacher pursues professional training programme, known as teacher training programme, with a view to internalizing the skills or techniques of the profession—basic requirements to become effective teacher.

10. JOB SATISFACTION

Research works on job satisfaction of teacher's reveal the stark reality that there is inevitably a direct and positive relation between job satisfaction and effectiveness of teacher. In other words, it is his/her earnest involvement in the job that determines his satisfaction in the job. His/her positive attitude to the teaching profession contributes to effectiveness of teaching. On the contrary the feeling of being unfortunate to be in the teaching profession is very pernicious which brings untold harm to his/her style of teaching. Job satisfaction differs from person to person. But, it is an essential pre-condition for being an effective teacher. In addition to the above professional characteristics, a teacher possesses certain personal characteristics to be an effective and resourceful teacher.

11. REPERTOIRE OR REPOSITORY OF VALUES

An effective teacher is a store-house of all eternal values-honesty, truthfulness, loyalty, punctuality, politeness, cleanliness, dedication, affection etc. He/she influences the behaviour of pupils by his/her own illumination. He/she is a light who kindles other lights. A student imbibes all values and virtues through observation and imitation of his or her own teacher's behaviour. Therefore, a teacher stands as a model who shows by his/her own action. It is not the matter how he/she preaches but in what way he/she actually behaves. Therefore, goes a saying, "Example is better than precept." As such, his/her behaviour has to be exemplary for the students and he/she stands as an ideal example before the students.

12. AFFECTION

As a part of personality, a teacher needs to have the basic traits of love and affection. Just as a mother puts her affection on her child, a teacher should show love and concern for his/her pupils. Lack of affection does have its baneful consequence upon the behaviour of students. For example, a student who is starved of affection tends to be inactive and indifferent to the teaching executed by a teacher. This also tells upon the performance of that student. He/she feels insecure inside the school and she/he tends to develop certain psychological problems. His/her emotional development gets impaired thus, his/her personality gets mutilated and maimed.

13. EMPATHY

An effective teacher needs to possess a great virtue i.e. empathy. It is a feeling that one is virtually concerned with other needs and feelings. This quality enables a teacher to understand his/her pupils better both emotionally and intellectually. It enables a teacher to be judicious, impartial and objective. It prompts a teacher to avoid stereotyping and prejudices and to treat all pupils with equanimity without any differences.

14. CONCERN AND COMMITMENT

Genuine concern and commitment to the tasks are other qualities which need to be reflected in the teacher. The teacher should be dedicated and concerned about the development of pupils like their parents. He/she should stand as a parent figure. If a teacher is genuinely dedicated and concerned with the growth of his/her pupil, it is required that he/she should remove all inconsistencies in his/her talks. In other words, a teacher should avoid blaming and shaming, ordering and bossing, and ridiculing and belittling his/her pupils. A teacher needs to be authentic, genuine, sincere and committed.

15. HUMOUR

It is an essential trait which a teacher should possess. It breaks the monotony of the class and makes teaching an interesting affair. A joke here or a witty utterance there can make pupils happy and active. It can arouse laughter on the lips of students which could make their minds lighter and relaxed. Without an element of humour, teaching could be uninteresting. Therefore, humour can turn out to be a good tool in the hands of an enlightened teacher. Care should be taken to see that humour is not at the expense of any individual student, Teacher should shirk any comments that hamper a child's self-esteem. Therefore, humorous teaching helps in maximization of learning.

In short, it can be agreed that a teacher should possess both professional and personal characteristics in order to be an effective one. A teacher needs to develop several personal qualities as well as professional skills to do his/her job effectively. Therefore, the quality of teachers is of vital importance. Further, his or her own behaviour does it have influence upon the effectiveness of his/her teaching. Undesirable behaviour stands as a great barrier on the way to good and effective teaching. Good behaviour, other qualities and skills can be developed by proper training—pre-service, induction and in-service component. S.S. Krishnan and M.A. Nightingale! (1994) have succinctly outlined the characteristics of an Effective teacher which are as follows:

- He can teach using different methods of teaching, employing a plethora of audio-visual aids,
- He should have developed morality,
- Have intellectual depth,
- Have a sense of humour,
- A man of all-round and balanced personality,
- Should be confident and at ease while teaching,
- Should have amicable relation with pupils,
- Should manage the class efficiently,
- He should plan the lessons properly,

- He should explain points lucidly,
- Make lessons interesting,
- He should stimulate and motivate pupils to think independently,
- He should be creative, constructive, resourceful, innovative and co-operative,
- He should be flexible, alert and democratic in nature,
- Should be a good presentation and a vivid narrator,
- And he should pay attention to revision and examination reforms.

To conclude with the observation of Henry von Dyke:

He (teacher) communicates his own joy learning and shares with boys and girls the best treasures of his mind. He lights many candles, which in later years will shine back to cheer him. This is his reward. Knowledge may be gained from books but the love for knowledge is transmitted only by personal contact. No one had ever deserved better of republic than the unknown teacher.

B. ROLE OF TEACHERS

A teacher performs multifarious roles in educational system right from teaching to guiding and from evaluating to making the students. A teacher has to build the future of the pupils in different ways in consonance with the native capacities and natural interests of them. He/she has to show them the right path to build their bright future. But, a plethora of problems and challenges haunt them which enable the pupils to face them without making any compromise. They need not look backward, rather need to be optimistic to cross the hurdles and reach the goals. They have to be enmeshed in troubles and have to find out suitable means and methods to come out of the problems to prove themselves successful which help them build up their confidence to meet any sort of challenges in future. How can they come out of the problems? Surely, it is teachers who have to do difficult jobs in preparing them to encounter any formidable challenges. There are many spheres in which pupils have to face the challenges. It is a good and earnest job on the

part of teachers to prepare the students to face the challenges with bold and confidence without any fear.

1. IN THE POLITICAL ARENA

There are many problems which pose a challenge to all in general and pupils in particular. Global terrorism, naxalism, cross-border infiltration, death of morality in politics, corruption at the highest echelon of politics, bribery and nepotism are a few of political challenges that the present generation of students have been facing. Although these are common problems for all Indians, they are significant particularly for the budding citizens who are the futures of the nation and who can build the nation with a promising future and prospects. They need to face the challenges and in this perspective they are required to be prepared.

Therefore, the role of teacher is to prepare the vast army of students to encounter the aforesaid challenges to save the nation from an ostensible catastrophe. Teachers are there who can foster right attitude and value in them to see the challenges with their naked eyes and they can take right decision from the earlier times of their lives to meet the challenges without an iota of hesitation. Moreover, they are prepared adequately to face the problems in accordance with their strengths and stamina. They need to co-operate the government to give right information with respect to the menace of terrorism, naxalism, corruption and other allied malice's. So, teachers have to build the lion strength and iron determination in the students to meet such problems with adequacy and efficiency.

2. IN THE ECONOMIC SPHERE

It is apt to be mentioned that a lot of challenges stand like the mountain before all irrespective of age and place. Rampant poverty, all-visible unemployment, conspicuous exploitation, wide-spread black money, beggary, over population, hoarding of essential goods, mind-boggling rise of prices etc. raise their ugly heads in every time in our glorious India. It is required that the budding citizens, who are the futures of India, should come forward to

build a prosperous nation. But, this is not a simple job. It requires right preparation from the very earlier of their school life. Teachers should come forward to prepare them adequately and effectively to face the challenges in a bold manner. Teachers need to prepare them by providing advanced knowledge and need-based information and skill so that pupils will be able to use and apply those skills and knowledge to meet the economic challenges with which they have been confronting with.

3. IN THE SOCIAL SPHERE

A host of problems baffle the conscious people of our nation. It is very natural that students also face these problems. These are not only the present challenges but also the future challenges. Social injustice, untouchability, bonded labour, corruption, child labour, prostitution, trafficking of human beings, dowry etc. are some of the problems which pose a serious challenge to the future citizens of India. Therefore, they need to be prepared by the right persons from the school stage of their lives. Teachers are there to foster positive outlook and attitude in pupils to face the challenges at the social level. Teachers have to prepare them with adequate knowledge and skill to strike at the roots of the aforesaid problems. Teacher generates an awakening in them to face the social challenges in a confident manner. They are required to be prepared to save our society from the morass of degradation and destruction.

4. IN THE CULTURAL SPHERE

There is seemingly rise of the incidence of cultural sterility. Alien culture has engulfed the national culture. Our own culture and tradition push to the background. This is the situation of cultural aggression. Therefore, age-old values are thrown away welcoming the modern individualistic and consumerist culture. As a result, there is the rising trend of value crisis.

This is a serious challenge to the future citizens. Teachers need to prepare them to accept the good elements of alien culture retaining the age-old values of our hoary culture. They are to be given right information about the bright aspects of different cultures so as to retain and assimilate them for betterment

of their lives. Teachers should give value education to the students in this perspective.

5. IN THE PRESENT SCENARIO OF KNOWLEDGE EXPLOSION

Students need to be prepared by the teachers for a better and successful life. Now information technology is spread its wings to every spheres of human life. Since there is the raj of computer and I.T., it is essential that pupils need to be injected I.C.T. knowledge so that they will be capable of meeting the present needs of India and other nations. The role of teachers is very clear in this scenario. The students can be prepared by giving right knowledge on computer and software to meet the host of challenges relating to different areas of human activities. So, teachers can do a commendable job in this aspect.

6. IN THE INTERNATIONAL CONTEXT

The role of teacher is very necessary to prepare the students to face the global challenges in future. In accordance with the global standard, our students need to be prepared adequately by giving high-tech quality education. Since there is free-flow of trade and services in the wake of the trend of globalisation and liberalisation students need to be prepared with a quality-based education to meet the challenges associated with different services. As such, quality is central to the development of a human resource. It is the unknown teachers who can prepare the future buds to full-blossom who can contribute their selves to rebuild the nation in a new form.

From the foregoing discussion, it is crystal clear that the role of teacher is very crucial in preparing the hidden talents to encounter the plethora of challenges in different spheres in order to make them self-sufficient and confident to lead a successful life.

An educational institution is a fertile ground to build the future citizens in an effective way. To lead a successful and happy life means to face the challenges of future in a bold manner. Therefore, teachers can do this job in a fruitful way to build a prosperous nation. There goes a saying, "No one can rise above

the teacher". The NPE '86 stated that "No system of education can rise higher than its teacher". The teacher cannot be substituted, for he/she is the builder of a nation, an agent of social change, a custodian of values and a career maker of student. He/she prepares the future citizens to face every challenge tactfully and intelligently to make their own lives sublime. It is the right teacher who helps them directly by igniting their growing minds to encounter future challenges boldly and ingeniously.

C. STATUS OF THE TEACHER

Status is the word that usually stands for social position and prestige enjoyed by a person in society. When applied to teachers it is invested with a very wide connotation. Unless an operational definition of status is formulated, it is difficult to ensure appropriate status to the teachers. Status is a phenomenon, not of intrinsic characteristics of men or women but of social organisation and is likely to vary from society to society and to differ from one professional group to another. We can define the 'status' of teachers as both the standing or regard accorded to them that is evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions and other material benefits accorded to them relative to other professional groups. The central point is that considering the crucial role of higher education, salaries should be such as to make the teaching profession attractive. This will result in some of the best students wanting to become teachers. Working conditions should be such as to enable teachers to give their best to teaching, research extension and other related responsibilities. Freedom of expression particularly through scholarly work must be ensured. This could be through autonomy of schools as also by legal protection of this right for individuals. Numerous recommendations already exist in all these spheres.

D. THE SIGNIFICANCE OF THE TEACHER

We are, however, convinced that the most important factor in the complicated educational reconstruction is the teacher, their personal qualities, their academic qualifications, their professional training, and the place that they

occupy in the school as well as in the community. The reputation of the school and its influence on the community, invariably depends on the kind of teachers working in it. The Kothari Education Commission wrote, ‘Of all the different factors, which influence the quality of education, and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant’.

Professor Humayun Kabir says, ‘Without good teachers even the best system is bound to fail. With good teachers even the defects of the system can be largely overcome’. Dr E. A. Pries observed, ‘If a nation’s teachers are C3, the nation itself cannot but be C3, and let there be no doubt about this—if we wish to be an A1 nation, our teachers will have to be A1’

Henry Van Duke has paid glowing tributes to the teachers who perform their professional duties honestly and sincerely, ‘I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the unknown teacher who directs and guides the young. He lives in obscurity and contends with hardships. For him no trumpets blare, no chariots await, no golden decorations are decreed. He keeps watch along the border of darkness and makes the attack on the trenches of ignorance and along the border of darkness and makes the attack on the teachers’ ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the rages, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind.... He lights many candles which, in later years, will shine back to cheer him. This is his reward. Knowledge may be gained from the books, but the love of knowledge is transmitted only by personal contact.’ Sir John Adams describes the teacher as a maker of man. He rightly believes that ‘no one exercises a greater influence upon the mind of the young persons than a teacher. Pupils learn in many ways from the attitude of their teacher on life’s problems. The teacher’s philosophy of life has an important bearing upon the life of the pupils. It does not matter what subject a teacher teaches, it is his general attitude, his ideas

and ideals that impress his pupils. No one has ever deserved better of the republic than the unknown teacher. No one is more worthy to be controlled in a democratic aristocracy, king of himself and servant of mankind'.

Dr F. L. Clapp lays down ten qualities as the components of a good teaching personality. A rude teacher discourages a sensitive pupil and kills their enthusiasm for work. A well-bred teacher should be polite and courteous to their pupils. A teacher must always be cheerful and optimistic. A teacher should be a good leader. They must develop the trail of leadership as they have to develop this very trait in their children.

The reputation of a school and its influence on life of the community invariably depend on the kind of the teachers working in it. Priority of consideration must, therefore, be given to the various problems connected with the improvement of their status. In fact, the general experience is that on the whole, their position today is even worse than it was in the past. It compares unfavourably not only with persons of similar qualifications in other professions but also in many cases with those of lower qualifications who are entrusted with less important and socially less significant duties. They have often no security of tenure, and their treatment by management is, in many cases, inconsistent with their position and dignity. A programme of high priority in the proposed educational reconstruction, therefore, is to feed back a significant proportion of the talented men and women from schools and colleges into the educational system. The Kothari Education Commission has recommended the following steps for improving the status of teachers:

- Review the teachers' salaries after every five years.
- Provision of residential accommodation.
- Provision of accommodation and special allowances of women serving in rural areas.
- Linking of salary scales with the improvement in qualifications of teachers.
- Freedom to exercise all civil rights such as contesting election for public office at the local, district, state or national level.

- An increase in the number of national awards.
- A better system in investing provident fund.
- Advance increments to teachers doing outstanding work.
- A general programme of welfare services.

For this purpose, it is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers in order to attract the able young men and women to the profession and to retain them in it as dedicated, enthusiastic and contented workers. This can be done to a very limited extent only through appealing to emotions, such as love of children or of teaching, interest in academic work or research, idealism and desire for social service, which attract a small proportion of able young persons to the teaching profession. There can, however, be no doubt that the provision of adequate remuneration, opportunities for professional advancement, and favourable conditions of service and work, are the major programmes which will help to initiate and maintain the feedback process.

3.11. ACCOUNTABILITY OF TEACHERS

Teaching as a profession requires accountability on the part of teachers. Accountability is the measurement of the assigned duties virtually performed by a person, as a member of the particular organisation or profession. In the context of responsibility, it indicates a sense of commitment and devotion to duty. It is an index of measuring efficiency and proficiency of person with regards to his or her placement. It touches upon his sincerity of purpose, commitment and devotion to duty and assignments. A person is rated according to the parameter of performance of one's allotted duties. In other words, how a person is actually plunged into one's station of work is measured or evaluated absolutely to know the efficiency of teacher's work or duty. Therefore, accountability is related to productive aspect.

A teacher is entrusted with certain duties and responsibilities which need to be performed diligently and meticulously by teacher for the larger interest of the students and the society. Since he is a part and parcel of the teaching profession, it is required that teacher should perform it with utmost sincerity

and dedication. Therefore, teacher is absolutely accountable to the Dept. of education and to the general public. In comparison to other professions, teaching profession is very important as far as its values are concerned. A teacher is regarded as a custodian of values a generator and transmitter of knowledge power and an architect of the nation-building. As such, teacher is more responsible and accountable for performance of his primary and secondary duties in comparison to other professions.

In the context of teaching profession, accountability refers to a sense of responsibility on the part of teachers and educators for the attainment of academic excellence of the students. The teacher is solely responsible for the learning and behavioural alterations of the pupils. For discharging of the duties and responsibilities, the teacher needs to be very dedicated, committed, devoted and sincere to his duties. Ultimately, teacher is responsible to the students for teacher's own acts of omission and commission of teaching.

Teacher's primary thrust lies upon the spectacular achievements of the students. Obviously, the concept of accountability of teacher is related to the quality component of education. To the contrary, if a lot of students do not attain the minimum standards of learning through the teaching activity of the teacher in the class room, the accountability of the teacher calls in question. Eye-brows are raised and public criticize the teachers for their negligence and dereliction of duties and responsibilities. Thus student's achievement is the touchstone of the sound concept of accountability. Naturally, a teacher should be committed to his/her profession so that objectives can be achieved.

The Programme of Action (1986) clearly elaborates this issue of accountability in the following lines: "The NPE places complete trust in the teaching community. It calls for a substantial improvement in the conditions of work and the quality of teacher's education. The policy also emphasises the teacher's accountability to the pupils, their parents, the community, and to their profession". Now, accountability of teacher is stressed because, the development of nation depends on the teachers, the engineers of the nation's

development. The development of nation is possible due to the quality human resources It is teacher who builds this resource.

Therefore, his /her duty is under the thorough search and open scrutiny by the society and government. In the ultimate analysis, teacher is inevitably responsible to the parents, society and government through the students. In other words, responsibility of teachers to students implies their onus to the parents, community and government. Teachers need to be very conscious of their own roles and responsibilities for attaining the ultimate objectives. They should try with heart and soul to maximize their teaching learning activities to achieve something solid and spectacular for the larger interest of the budding citizens. They are truly called benevolent managers in the man making factory. In fact, they are solely responsible for bringing out an all-round development of human personality through their whole-some influential behaviour and winsome personalities.

A. MERITS OF ACCOUNTABILITY OF TEACHERS

- When the weapon of accountability is placed upon teachers, they would be sincere and cautious with a view to imparting a good deal of knowledge, information and skills to the pupils.
- The teachers would be morally inspired to see that all students learn to the best of their abilities. Further, accountability ensures proper care for the pupils.
- They would motivate the pupils to learn in an effective manner.
- They would implement new methods and improved strategies in their teaching activities so that better learning would be ascertained in the long run.
- Evaluation of the achievement of pupils would be more objective and scientific to ensure good and effective teaching.
- Tapping of physical and non-physical or human resources would be accorded top priority for the larger interests of the pupils.

- The teachers would provide individualized instruction to ensure proper development of the learner concerned. In other words, proper attention should be paid to the needy learners and not to the entire class.
- Government would be more serious in the context of accountability of teachers. In short, all available materials will be provided to the institutions on the basis of survey of needs and problems of the institution concerned.
- As it is linked with performance and responsibility, teaching would be performance oriented.

B. DEMERITS OF ACCOUNTABILITY OF TEACHERS

- Accountability instead of being induced responsibility, it would force teachers to perform their tasks mechanically and artificially and devoid of originality and ingenuity.
- In this system of accountability, more emphasis would be put on the outcomes of students because accountability is related to performance of both teachers and students. Therefore, it is likely that test scores would be over emphasized at the cost of other indices of behaviour, character, co-imperativeness, discipline leadership, initiative and responsibility.
- Accountability gives emphasis on cognitive objective and negates the affective and psychomotor objectives. Thus, it is lop-sided and narrow.
- It will dehumanize education because it would reduce education to a series of inputs and outputs just like an industry or enterprise. But, education is thought of as a dynamic and human business dealing with emotional, social and psychological qualities.
- It may be regarded as a lame excuse for the budget cut and as a whip for forcing teacher to work mechanically. It is not at all right to consider it as a reality.
- In this system, it is crystal clear that quantity is given priority, not quality, i.e. the essential ingredient of the development of education.
- It will encompass teachers, parents, management, community and government as it is an all-embracing and complex concept.

- Since the teacher is the backbone of the educational system, maker of the mankind, architect of nation and the agent of change, the need of the hour is to make teacher accountable to the society and nation. Teacher needs to be committed to his/her profession. Unless teachers are committed and capable, the education system cannot become a potent instrument of national development.
- A teacher is accountable or unaccountable is known from their performance of duties. There is the need of evaluation of this accountability. But it is a fact that the formal accountability of teachers is restricted on various grounds. As the introduction of accountability may hurt their emotional state although teachers themselves know to what extent they are capable of continuing their missions.
- It may be quite natural that teachers would ask for providing minimum facilities for performing their work. Besides, it is likely that there would prevail an unhealthy atmosphere, characterized by mutual distrust and recrimination among the teachers, management or administration, supervisors and parents. Further, formal evaluation to ascertain accountability is not at all desired because it is very complicated requiring a plethora of tools and their proper implementation.
- Moreover, availability of designers and reviewers may be a difficult task. Also it would be an impossibility to place a very bulky budget for the purpose of evaluating teachers' performance. Therefore, self-evaluation is the best option for ensuring accountability of the teachers. This method largely depends on the professional commitment of teachers. This form of evaluation can provide adequate competence to teachers to define their goals, assess their values and weigh their efforts in achieving the goals and values.
- Since accountability of teachers is directly related to the promotion of quality and standard in education and to the growth of professionalism, care should be taken to evaluate the performance of teachers in the context of teaching in the classroom. But, self-evaluation is the best method of assessment, which needs to be free from subjectivity, personal bias, interest and values. Unless teachers themselves are motivated and

committed, it would be an impossibility to bring about desired results. As such, accountability is to be infused into the teaching profession which implies responsibility not only for maintaining the quality and standard but also for promoting academic excellence. It should form an integral and in-built component of the professional growth of teachers. Given its proper place in our educational fabric, accountability would prove spectacular and miraculous to bring excellence in education.

3.12. RECOMMENDATIONS OF VARIOUS COMMISSIONS AND COMMITTEES ON TEACHER EDUCATION

The government of India realised the importance of teacher education as a result of which many reforms were brought out particularly after independence. Many committees and commissions were set up for strengthening the system of teacher education during the post-independence period. As a result, the number of secondary stage institutions have gone up to more than 2000 from a mere 51 institutions in 1947-48. The University Education Commission (1948) recommended that theory and practice of pre-service teacher education must support each other. The Education Commission (1966) recommended the quality of training institutions and of how teacher education programs should be implemented.

The Secondary Education Commission (1952-53) recommended the adoption of new techniques of evaluation and suggested that more capable and intelligent persons should be attracted to the teaching profession. The important landmark was the setting up of the State Institutes of Education (SIEs) in 1964 for providing greater coverage and regional specificity in the programs of in-service education and training of teachers and other educational personnel concerned with primary education. In 1973, the government of India constituted the National Council of Teacher Education (NCTE) to act as a national advisory body on all matters relating to teacher education and to review progress and plan schemes to ensure adequate standards in teacher education.

The National Policy on Education (NPE) (1986) and Programme of Action (POA) (1992) called for an overhaul of the teacher education system. The Acharya Ramamurti Committee of 1990 and the Yashpal Committee Report of 1993 made very useful recommendations. The NCTE was established as a statutory body in 1993 by an Act of Parliament for maintaining the norms and standards in the country. In 1998, the NCTE brought out the Curriculum Framework for Quality Teacher Education, which provides guidelines for the organisation of curriculum for different stages of teacher education. The National Council of Educational Research and Training (NCERT) also brought out teacher education curriculum during 2004. The National Curriculum Framework (2005) recommended that teacher education programs be recast to reflect professionalism in the process of training and teaching.

UNIT 4: HEAD TEACHER AS SCHOOL MANAGER

Importance and Roles - Academic Aspects: Inspection & Supervision, Guidance, Maintenance of Standards, Institutional Evaluation, Time-table, Subject Clubs, Co-curricular activities - Administrative Aspects: Institutional Planning, Budgeting, Mobilization of Resource, Supervision, Staff Meetings, Registers & Records, DISE (District Information for School Education), School Discipline

4.1. IMPORTANCE OF A HEADMASTER

The following are the importance of a headmaster as an effective leader:

1. KEY STONE OF THE SCHOOL

The headmaster of the school is the key stone of every aspect of it. It means he is the seal and school is the waze. He is the organizer, leader, governor, business director, teacher, coordinator, friend, philosopher and guide.

2. GARDENER OF THE SCHOOL

As every headmaster starts his career as a teacher his position is like a gardener who tends every plant in the school garden with his love, affection and guidance.

3. UNIQUE STATUS

In a school the headmaster occupied a unique position as he is the centre of maintaining instructional relationships-teacher-pupils, teacher-parents, teacher – teacher.

4. LEADER OF THE SOCIETY

The headmaster is not only the leader of the school administration and management but also a leader of the society as the school is a society in miniature and the entire societal picture is reflected in school. He is also regarded as the leader of the society. Hence the headmaster, who is the leader of the school, has also to act as the leader of the society.

5. A GOOD BUSINESS MANAGER

Changing nature and condition of the society compels the school or educational institution for adopting business techniques in a desirable manner. For this the headmaster should be a good business manager. For ensuring proper management of educational programme he has to look after the school plant and the school activities in a business – like manner.

6. COORDINATING AGENCY

The headmaster is the coordinating agency who keeps the balance and ensures harmonious development of the institution. As the coordinating agency he co-ordinates between the society and the institution or school and its various human elements.

7. A VISIONARY FIGURE

The headmaster of a school should be a man of sound morale character, an able administrator, an efficient organizer, competent manager and a role model for his students and society. In this regard he can be regarded as a visionary figure for his students and society and he shows new light and vision to them.

8. PRESTIGIOUS PLACE

The headmaster occupies a very prestigious place in the school as well as in the society. For giving a concrete shape he should have a balanced and dynamic personality in the one hand and should be capable of wiping out the social evils through education.

4.2. ROLES OF HEADMASTER

Brief outlines of the seven major roles of headmaster are discussed in the following section. The roles are (1) Role in Planning (2) Role in School Organisation (3) Teaching Role (4) Role in Supervision (5) Role in Guidance (6) Role in Maintaining Relations (7) Role in General Administration.

1. ROLE IN PLANNING

Planning is the first and foremost duty of the head of a school. He has to plan a number of things in the school with the co-operation of the teachers, the pupils, the parents and general public. Planning goes on throughout the year. It consists of the following phases:

PLANNING BEFORE THE OPENING OF THE SCHOOL

The headmaster has to plan a number of things in the school. He will chalk out the policies and rules of admission. Dates of admission are to be publicized. He should convene the meetings of the staff and discuss with the teachers their activities and programmes for the whole year. Thus the school calendar may be prepared in advance. In case of need fresh staff will be recruited before the actual functioning of the school. The headmaster must also check that whole school plant is in proper shape and the equipment is adequate. He must also see that various registers needed for different purposes are there in the school.

PLANNING DURING THE FIRST WEEK

In the beginning, the headmaster has to set the school machinery into motion. Work allotment to the teachers is an important function of the headmaster. He should urge the teachers to balance class-sizes and classify students into suitable groups or sections. Preparation of time table general, teacher wise and class wise is another important thing to be done. Unless the time-table is prepared, school work cannot be started. General assembly of the students may be convened and instructions be given to the students. The prescribed text-books are to be announced.

PLANNING DURING THE YEAR

As the classes start, the headmaster starts attending to each activity to be done. The headmaster has to prepare the budget of the year keeping in view the estimated expenditure in the session.

PLANNING AT THE END OF THE YEAR

The headmaster will ask the teachers to prepare reports of the activities done during the year. Various records have to be completed. Holding of valedictory and annual function has to be planned.

PLANNING OF THE NEXT YEAR

The headmaster should convene staff meetings and appraise year's work. In the light of this appraisal, next year's work has to be planned.

2. ROLE IN SCHOOL ORGANISATION

The headmaster is not to plan things theoretically, but to give them a practical shape. In this regard, he must organize the following items:

ORGANIZING INSTRUCTIONAL WORK:

The head of a school must organize the instructional work. He will ask the teacher to divide the year's work into smaller units. This will also involve the formulation of objectives, selection of methods of teaching, classification of pupils, framing of time-table etc.

ORGANIZING CO-CURRICULAR ACTIVITIES:

The headmaster must organize the activities of the school with the co-operation of staff and students. There are so many school activities like sports, scouting, girl-guiding, red-cross, parent-teacher association, celebration of religious and social functions and festivals etc.

ORGANIZING THE SCHOOL PLANT

The headmaster is to organize the school plant so that it will be properly maintained, equipped and put to maximum use. Classroom library, laboratory is to be well furnished. Repairing may be done wherever needed.

ORGANIZING SCHOOL OFFICE

The office work must also be properly organised. Routine work, registration, correspondence, maintenance of accounts etc. have to be organised so that office work will be done regularly and efficiently.

3. ROLE IN TEACHING

The headmaster must share instructional work with the teachers. He should consider himself teacher first and last. His teaching should be exemplary. This way he keeps in touch with the work of the teachers and the achievements of students. The headmaster should understand the problems of the teachers and the pupils better when he himself teaches.

4. ROLE IN SUPERVISION

The head of a school should not simply sit in his office. He should supervise the work of the school here, there and everywhere. He should supervise instructional work. He may have a round of the class-rooms. However, it is not to be a fault finding business.

The headmaster should supervise the activities going on in the playground, hall, art room, library, workshop etc. He must supervise the proper use and keep up of school materials. In general, he should supervise the behaviour of students, provide facilities for them to maintain cleanliness of the campus etc.

5. ROLE IN GUIDANCE

The headmaster is not simply a fault finder. Wherever he finds defects, errors and inefficiency he should show the correct path to the students. He must guide the teachers in the methods of teaching and organisation of activities. Besides students are to be guided by him in matters of study, activities and personal difficulties. A guidance cell may be organised in the school. Besides, the headmaster has to guide parents and higher authorities etc.

6. ROLE IN MAINTAINING RELATIONS

The reputation of the headmaster and of the school mostly depends upon the relations that he maintains with the staff, students and their parents and the community.

RELATIONS WITH THE STAFF

The head of a school must work in a team spirit and he should regard the teacher as his co-workers. He should not have bossing tendency. He must give due regard to the teachers, their views and their problems.

RELATIONS WITH THE PUPILS

Great headmasters have been great friends of pupils. The headmaster should think that the teachers, the school and he himself all are meant for the pupils. He must listen to their genuine difficulties and try to remove the same. He must provide proper facilities for their learning.

RELATIONS WITH THE PARENTS

The headmaster must maintain link of the parents with the school. They may be invited to the school on important occasions. He should organize parent teacher organisation in the school. When the parents come to school they should be treated with courtesy and be given due respect.

RELATION WITH THE COMMUNITY

The school is meant for the community and must be made a community centre. A number of community activities may be launched by the headmaster on behalf of the school. Community members may also be invited to the school on certain occasions.

7. ROLE IN GENERAL ADMINISTRATION

As the head of the school, the headmaster is responsible for all that is being done in or by the school. He is to issue necessary orders and get their compliance. He must see that the teachers and the pupils attend their duties

punctually and regularly. He must ensure that human and material resources of the school are adequate. Purchases should be made wherever needed in accordance with the prescribed official information and correspondence.

4.3. ROLE OF HEADMASTER IN SUPERVISION AND INSPECTION

The headmaster is the team leader and the spirit of cooperation should permeate in his dealing with the staff, pupils and community. He, with collaboration of his staff, should work for accomplishing the objectives and ideals of the institution. The success and achievement of the school largely depends on his efficiency, ability, alertness, imagination, experience and resourcefulness. In fact, he is the friend, philosopher and guide in the school. Administration is related to totality of the school organization whereas academic supervision is a part of administration. The headmaster has to play a vital role as administrator as well as academic supervisor. His role as academic supervisor includes the following aspects.

- He should inspect all the classes while teaching is going on and sit in each class to find out instructional strategy and methodology adopted by the teachers. He should check their teaching notes, diaries etc.
- Class-room supervision/inspection should not disturb the classwork.
- He should not point out defects noticed in the teaching before the students. Individually, he should call teachers and discuss with them the mistakes committed. In other words, he should never hurt the feelings of teachers before students.
- He should arrange panel inspection with subject experts to derive the benefits of subject specialists in improving the teaching competencies of his teachers.
- Innovative approaches like Team-teaching, Microteaching, Tutorial should be planned for the better instruction.
- He should keep himself abreast to modern developments and implement modern strategies of class-room management, curriculum transaction, evaluation, recording and reporting system in his school. To get better

results he should appoint a team of experts and seek their advice in this regard.

- He should organize staff meetings, subject clubs and discuss with the staff member's various issues relating to academic improvement programme.
- He should provide necessary infrastructure facilities in the school such as equipment, furniture, computers, T.V, tape recorders for effective teaching.
- He should supervise the work of students and check periodically the work done by them and ascertain reasons for educational backwardness of students.
- He should arrange for expert guidance to teachers and encourage them to participate in the in-service training programmes, extension work and community service.

4.4. ROLE OF HEADMASTER IN GUIDANCE

The function of a headmaster in academic guidance is of recent origin. He is expected to guide:

- ❖ The students in the selection of the subjects at the secondary stage, leading to suitable vocations after the school leaving stage
- ❖ The students in their day to day activities and instructional work
- ❖ The teachers in organising teaching and other activities, in making a deeper study of their subjects, and in solving specific problems of discipline, backwardness of students in studies
- ❖ The parents in supervising the education of their ward and in planning their education according to their abilities and aptitudes
- ❖ The higher authorities in matters of curriculum, textbooks school organisation, framing of educational policies and other educational problems.

4.5. MAINTENANCE OF STANDARDS AND HEADMASTER

One of the common criticism against education imparted in schools at present is that there has been a fall in standards by quoting the increase in the number of student's sub-standard attainments. But the fact to be

remembered that, a part of the increase in the number of students with substandard attainments is due to first generation learners, but whose entry into schools in large numbers, especially in rural areas, is a sign of progress. Secondly, non-provision of proper infrastructure facilities is leading to substandard teaching and finally ill-quipped teachers and outmoded teaching technology also lead to sub standards in education.

The overall picture is a mixture of light and shadow. However, while determined the standards, the basic issue to be considered is not to compare the standards of today with those of the past or to determine whether they are rising or falling. On the other hand, the headmaster should determine on the basis of adequacy, dynamism and comparability.

- Adequacy in relation to the tasks for which they are intended
- Dynamism should keep on rising with the demands for the higher levels of knowledge, skills which the 21st century demands
- Comparable in all schools under different management where such comparison is essential

Keeping in view the above philosophy, the head of the institution should plan for better standards:

- Request the management to appoint well qualified staff according to the subject requirements
- Conduct staff meetings regularly and check whether teachers are teaching in the classroom with well-prepared lesson plans and using proper and appropriate teaching aids
- Arrange for demonstration or model lessons inviting experts from DIETS, SCERT and NCERT
- Organise subject clubs in the schools
- Arrange for in-service training programme for teachers
- Develop minimum levels of learning to be achieved after thorough discussion with the teachers and parents and plan for their achievement of students in progress cards.

- Conduct unit tests, monthly tests, terminal examinations with rigor and make the teachers record the achievements of students in the progress cards
- At the end of each examination schedule staff meetings should be conducted to assess the extent to which success is achieved and reasons for failure and plan for remediation before the next test commences.
- Arrange for computers and television for effective classroom transaction
- Ensure that the teachers complete their syllabus in time and systematically
- Organise institutional coaching for the benefit of backward students and supervised them
- Plan for graded assignments for weak students and bright students respectively
- Ensure that students utilise library facilities effectively and conduct competitions regularly to develop good reading habits among children
- Arrange monthly meetings of parents with teachers
- Encourage student's participation in various competitions such as essay writing, debates, seminars, music, dance and painting, etc.
- The ultimate function of the headmaster is to see whether the teachers teach and students learn.

4.6. TIME TABLE AND HEADMASTER

Timetabling is the method by which the curriculum is brought to the pupils in the school. The school timetable is a methodical and a pre-arranged scheme of studies and activities. It is a plan, showing the daily allotment of time among the various subjects, activities and classes. It shows the hours of schoolwork, the time allowed to different items of this work, the teaching load of each teacher, the length of each period and the time of interval. A timetable, in fact, is the second school clock, in the face of which are shown the intervals, the hours of the day between which lessons are given, the kind of activity in progress in each class, like recreation interval as well as the time for assembly and dismissal. It also shows art, craft, community, social service and sports

activities which, though recurring regularly, do not rank as ordinary scholastic lessons in the classroom. The head of a school has a number of resources at his/her command - teachers, teaching areas, finance and time. A timetable is the means by which these resources are marshalled to provide the greatest possible educational opportunities and alternatives for pupils in the most cost-effective manner. In the developing world the emphasis on cost-effectiveness cannot be overstated. The more efficiently resources are utilized the better the education for the greater number of children. Decisions expressed by the timetable affect the entire school population and reflect the educational programme and philosophy of the school.

4.6.1. ROLE OF HEADMASTER IN TIMETABLE

The head should ensure that the school timetable gives full information in their distinct areas namely teaching stations, teaching staff and class distribution and subjects taught at certain times for teaching day. In order to compile a meaningful timetable, the school head should consult others so as to make full preparations and collect all the relevant data. A standing timetable committee of teachers with at least one timetable expert teacher as convenor may be constituted at the beginning of session of every year. He/she must possess the expertise to direct the production of a timetable that will serve the needs of all categories intellects and aptitudes among the school students. Finally, the head must know and be able to apply such timetable devices as blocking, setting, the extended day and week, and double sessions, in order to meet the special circumstances which may prevail in the school

4.7. ROLE OF HEADMASTER IN FORMING SUBJECT CLUBS

The headmaster should encourage and form subject clubs for the different school subjects. This will stimulate initiative and experimentation and assist in the revision and up gradation of curricula through the provision of better teaching materials and improved techniques of teaching and evaluation. He should also encourage subject clubs to hold seminars, conferences and meetings and discuss academic issues for the professional development of teachers. The subject clubs should be affiliated to district levels, association

and assist in running journals at the state level in the concerned subject, for the use of teachers all over the state.

4.8. ROLE OF SCHOOL PRINCIPAL IN INSTITUTIONAL PLANNING

The concept of Institutional Planning is totally based on efficient resource utilization. Principal of the school plays vital role in institutional planning, as a good principal, it is his/her responsibility to analyse the situation with the help of teachers, to assess the requirement and build consensus among the staff members to change the situation. This is the responsibility of the principal to maintain a culture of co-operation among staff members and avoid high ambitions and high hopes of staff which will lead to dissatisfaction among staff members. So, we can say that the principal is a resource allocator than maker and also helps in generating co-operation and co-ordination in the efforts of his/her team, role of a principal is vital and effectiveness of plans depend solely on him/her.

4.9. BUDGETING

The term budget refers an estimate or plan of expenditure in relation to income. It is too simple a definition. In fact, a budget is a fiscal expression, rather a comprehensive and coordinated plan, expressed in financial terms for the operations to be undertaken and resources available in an enterprise which in our case happens to be schools, for a specific period in the future.

A budget is a fiscal plan formulated to reach the goals of the school. It is a tool of educational effectiveness great importance for exercising financial control. It reflects the aspirations of the school and the financial means to fulfil them. As you know planning is fundamental to management since it involves the control and manipulation of the relevant variables and reduces uncertainty. Hence a budget expresses the plans regarding all the operations to be undertaken along with realistic estimates regarding the expenses that would be incurred to undertake these operations. Since the operations are either yet to be undertaken or are those that have already been undertaken but require to be continued in future, therefore budgets are futuristic in

nature. A budget is thus the main framework for financial management of schools. It provides the essential pathways through which the financial resources of the school could be harnessed for attaining the objectives that have been set. Hence the following has to be keep in mind while preparing the budget.

- Prioritisation of needs
- Identification of financial resources
- Estimation of costs
- Preparation and adoption of the budget

4.10. ROLE OF HEADMASTER IN STAFF MEETINGS

School heads as leaders and managers need to utilize their resources (people, money, property and time) effectively and efficiently so as to ensure that the school is and stays productive and profitable from an educational perspective. Meetings are an essential practical aspect of running a school. Used as management tools they can be very beneficial but all too often they do not achieve the results intended.

Holding effective staff meetings depend largely on effective management skills. Say the word "meeting" and expect to hear sighs, groans, or sarcastic remarks or all of these. Yet, planning requires people to come together frequently over a period of time for a meeting. Well-planned and facilitated meetings sustain participants' energy and allow them to contribute their best thinking to the planning endeavour. All of us and everyone wants productive meetings, which are well managed.

Managing meetings tends to be a set of skills often overlooked by the school leaders and managers. Meetings are very expensive activities when one considers the cost of labour for the meeting and how much can or cannot get done in them. So take meeting management very seriously. The resources are people, money, time, all of which should be conserved and treated with respect.

4.11. REGISTERS & RECORDS

School records are indispensable for the successful functioning of the school administration. So every school should maintain certain records from which its origin, growth and development, condition and circumstances at various periods, achievements, efficiency and usefulness can clearly be known and estimated. These records help in reporting to parents regarding the progress, merits and short-coming of their children and endeavour to enlist cooperation from them. This record also assists in furnishing the necessary information to the local educational authorities and departmental heads. The school records provide a useful help in supplying comprehensive data to those who are interested in educational reforms. The following records should be maintained in the schools:

(A) GENERAL

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

(B) FINANCIAL

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

- Cash Book
- Register for Pay bills.

(C) EDUCATIONAL

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

(D) EQUIPMENT

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

4.12. DISE (DISTRICT INFORMATION FOR SCHOOL EDUCATION)

Indian education system is one of the largest education systems in the world and it caters to the needs of more than 1,028 million people. Keeping in view its size, the school statistics form the basis of planning, monitoring and evaluation of various aspects of education, in general, and primary and elementary education, in particular. At the time of initiating District Primary

Education Programme (DPEP) in 1994, it was felt that a sound information system is essential for successful monitoring and implementation of the programme. It was expressed that DPEP, with a focus on decentralized planning, required up-to-date and reliable school level information soon after it was collected. The MHRD in 1994, as a part of the DPEP national endeavour, decided to design and develop a school based computerized information system, the main responsibility for which was entrusted to National Institute of Educational Planning and Administration (NIEPA), New Delhi.

In this background, a pilot project for revitalization of educational statistics in India was initiated at NIEPA during 1995 with financial assistance from UNICEF. The project was to examine issues related to identification of data needs, processes and procedures for data collection, developing a framework for data flows and computerization, and facilitating the use of educational indicators in planning, management, monitoring and evaluation. In tune with the spirit of the DPEP, district was selected as a nodal point for collection, computerization, analysis and use of school level data.

The first version (dbase) of the software, named as 'District Information System for Education' (DISE) was released by NIEPA during the middle of 1995. The district level professionals were assisted and trained in the establishment of EMIS units. The first major review of the DISE software was undertaken during 1997- 98 (PowerBuilder/SQL Anywhere). The software was later redesigned in 2001 in the light of requirements of the SSA (PowerBuilder/Oracle). Not only the coverage of DISE was extended to non-DPEP states but it was also extended from primary to the entire elementary level of education. DISE is under revision and the revised version will have the following additional variables:

- ❖ Schools by Type of Boundary Wall,
- ❖ Schools by Source of Drinking Water
- ❖ Furniture for Teachers and Students
- ❖ Availability of Kitchen Shed in the School

- ❖ Enrolment by Minority
- ❖ Distribution of Children by Multiple Disabilities
- ❖ Examination Results of SC and ST Students etc.

4.13. ROLE OF HEADMASTER IN SCHOOL DISCIPLINE

Success or failure of any school depends upon the personality of the headmaster. They must possess some philosophy of discipline and must have some well-grounded fundamental principles to guide them in their dealings generally, against which to set each individual case of discipline as it comes before them. As a successful disciplinarian, they should be given an adequate share in the management of school affairs. They should organize the corporate life of the school in such a manner that it may provide ample opportunities for the expression of pupil's impulses and a flow of their superfluous energy into worthy and fruitful channels. Such measures will surely help them in the smooth functioning of the school as a whole and in maintaining the desirable discipline and order in all school activities.

- Lead in the formulation and implementation of a Code of Conduct and a Disciplinary Policy for the school.
- Play a lead role in the articulation and implementation of the Code of conduct and Disciplinary Policy for the School.
- Ensure that all teachers have written classroom rules and access to the Code of Conduct and Disciplinary Policy.
- Establish partnership between home, school and community by encouraging active participation in the formulation and implementation of the Code of Conduct and Disciplinary Policy.
- Establish a Misdemeanours Book to record instances of disciplinary actions being administered.
- Monitor order and discipline both within and out of the school.
- Keep learners, teachers and parents engage with activities and decisions in relation to school discipline.
- Ensure that Peace Education, Conflict Resolution and Social Skills are taught to learners.

- Draft and monitor the implementation of plan of co-curricular activities to keep learners constructively occupied; religious clubs/societies, debating clubs, organized games – indoor and outdoor, etc.
- Control access to and use of the school compound.
- Screen all visitors to the school. Visitors to the school must report to the Head-Teacher.
- Administer corporal punishment to learners who warrant such.
- Report promptly any serious case (Category 2) of unacceptable behaviour to the relevant authorities.
- Reviews disciplinary strategies on a regular basis – include parents, learners and teachers.
- Expect support from officers of the Ministry of Education, Department of Education, teachers and parents in the implementation of disciplinary strategies.
- Model desirable/acceptable social and professional behaviours.

UNIT 5: MANAGEMENT OF RESOURCES IN SCHOOL

Issues related to management of Physical Resources of a School, Human Resource Management – Concept of Human Relations in a School, Group Dynamics, Motivating People, Communication, Management of Teaching-Learning Process, Essentials of Classroom Management, Financial Management, and Budgeting, Office Management.

5.1. CONSTRAINTS/ISSUES IN PHYSICAL RESOURCE MANAGEMENT

School Heads are often faced with many constraints which affect their ability to manage and maintain school resources effectively. These constraints generally pertain to lack or shortage of finances, space, manpower, time or one or more of the other resources. Some of these constraints have been listed in the previous unit. Here, we try to illustrate with examples how these constraints can obstruct the process of resource maintenance in a school, and should be tackled intelligently.

Lack of adequate funds: Non-provision or insufficiency of funds is one of the major constraints that frequently comes in the way of effective resource maintenance. They can be tackled in the following way:

- The school head should make a comparative study of the school budget over the last two or three years and assess the trends of budget allocation and actual expenditure incurred under different budget heads. This can give him/her a fairly realistic idea about the breakup of estimated demands for the next year. If he/she have access to ICT support in his/her school, the computerized database will enable him/her to project correct and adequate budget demands in the first instance.
- While granting expenditure approvals, the school head must insist on full justification for each expenditure item keeping the overall needs and sanctioned budget provisions in view.
- The school head must devise a reasonable strategy to use school funds and follow prescribed procedures in each case. Funds should not be

exhausted within the first two or three months of the year, nor should these be kept unutilized till the last month of the financial year.

- Shortage of trained manpower to handle maintenance and supplies: To meet this general problem, you should identify one, two or more teachers and office personnel and train them in related ICT skills needed to keep computerized records of resources and handle the maintenance and supply system under your guidance and direct supervision.
- Writing off unserviceable items of stock: This is a constraint that discourages many a good worker to take the responsibility for stock keeping. The Head must, therefore, devise and institute a proper system to dispose of, write off or auction old, unserviceable items of stock with proper justifications and safeguards.

Consumable and Non-Consumable Items: Sometimes, you may be required to tell and decide as to which resource item is consumable and which is non-consumable.

- A consumable item is usually of low cost and has a short life span and changes its shape or nature in normal usage or due to disuse. Although from a common sense point of view, the School Head may decide what is consumable and what is not, it is wise to consult local regulations and pursue a consistent procedure in all cases.
- No single factor alone is used to determine the category. Three factors have to be considered, namely cost, life span and change of shape or change of nature, for example, how would you classify an expensive 20-litre container of dishwashing liquid, or a 40-kilogram cylinder of gas or a metal container to store rice or packets of biscuits. Common sense will usually be enough to distinguish between consumable and non-consumable goods
- Shortage of trained personnel to handle maintenance and supplies
- Lack of storage space
- Insecure storage facilities

- Delays in the disposal of unserviceable stock items and equipment
- Lack of consultation between supplier and user
- Increase in maintenance demands because of limited facilities and equipment
- Inability of all members of the teaching and non-teaching staff in being regular and prompt in maintaining records

5.2. HUMAN RESOURCES MANAGEMENT: CONCEPT OF HUMAN RELATIONS

The concept of human relations is generally defined as the capacity to interact and work well with other people individuals. It looks at social dynamics at both the individual and group level and tackles how they can complement each other to work effectively. There are numerous problems and challenges when it comes to conflicts within human relations, which factor in a range of dynamics and individual criteria. However, some major issues which are common to most situations are:

- Self esteem
- Mutual respect
- Group Dynamics
- Communication skills
- Motivation

Most problems that may occur can be traced back to the lack of any one or a combination of the above skills or positive situation. Human relationship is an interpersonal relationship and association between two or more people that may range from fleeting to enduring. Human relationships are formed on different circumstances; it could be cultural, social family, friendship, work and social groups. Leadership and human relation go side by side, you cannot choose between them, and you have to choose them altogether.

Relationships involve some level of interdependence between two parties and people in a relationship tend to influence each other by different means; share their thoughts and feelings, and engage in activities together with trust. Educational leadership depends on human relation, it all about relationship

at every level, Relationship with teaching staff, administrative staff and students. Without good relation with teacher it is impossible for a leader to achieve good academic result. Without the help of administrative staff and teachers it is almost impossible to run a school in proper order, teachers are the soul of a school and without the help of them the school would be a chaos. Therefore, good relations between leader and his school teachers are very important for the improvement of school and the over-all performance of teachers.

1. RELATION BETWEEN HEADMASTER-TEACHER

Leadership is all about relationship, there is a good leader behind every successful task, and tool of every successful leader is good human relationship. A leader inspires other with his character and earned the trust with whom he interacts. He gives respect to his staff members and treats them like a family. He knows the problems of staff members and helps them at the time of crisis.

2. TEACHER-STUDENT RELATION

Teacher student relationship is also very important. A good relation between them will lead the school to better performance and academic achievements, which will be success on the part of leader, therefore it is the responsibility of a leader to provide them better environment where teacher and students could develop better relationship. Get together from time to time and tour of teachers and students outside the school. Arrange co-curricular activities in the school where teacher and student both participate.

3. TEACHER-PARENT RELATION

Teacher parent relationship is vital to achieve better academic results and enhance the performance of students. Because the students spend more time at home then at school, so it is important for a teacher to guide the parents about the strengths and weaknesses of their child. So it is the responsibility of a leader to organize teacher-parent meetings on regular basis to develop better relationship between them.

5.3. GROUP DYNAMICS

People may underestimate the importance of society and group memberships on their lives. Whilst people sometimes undertake solo journeys yet by and large much of our experiences of life involves being engaged with others and groups. Within an organization we do find number of groups. Individuals joining group (s) is a reality – may be formal or informal groups. People work in groups quite frequently and in many different areas of their life e.g. at work, school/college, sport, hobbies. The managers need to understand Group Dynamics that can enable managers to adopt the right approach of interacting with them.

Group dynamics deals with the attitudes and behavioural patterns of a group. Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning. Thus, it is concerned with the interactions and forces operating between groups. Group dynamics is relevant to groups of all kinds – both formal and informal. In an organizational setting, the term groups are very common and the study of groups and group dynamics is an important area of study.

5.4. MOTIVATING PEOPLE

Motivation is an important factor which encourages persons to give their best performance and help in reaching enterprise goals. A strong positive motivation will enable the increased output of employee but a negative motivation will reduce their performance. A key element in personnel management is motivation. According to Likert, “it is the core of management which shows that every human being gives him a sense of worth in face-to-face groups which are most important to him. A supervisor should strive to treat individuals with dignity and a recognition of their personal worth.

5.5. COMMUNICATION IN EDUCATIONAL MANAGEMENT

The word 'communication' comes from Latin word "Communicare" which means to share. Communication is a process that allows human beings and other organisms to exchange information by several methods. It can be both

an individual or a collective activity involving transmission or sharing of ideas, facts and information. It happens at many levels (even for a single action), in many different ways and is an integral part of our daily life: To illustrate my point I am sharing with you an incident. In the above example, you must have noticed that mere sight of their teacher was enough for the students to stop their arguments and greet her. What does it indicate.? It may show that teacher is an authority figure to them who values good behaviour of his/her students. Students communicated their regards to his/her by behaving in an appropriate manner. This process of responding and reacting is what we mean by communication.

For an individual, education is a life-long and continuous process. Socially it denotes imparting knowledge, skills, norms, attitudes and values from one generation to another, to prepare them to face the unforeseen future challenges and also an effort to preserve what has been achieved by humanity so far. It is also an effort to acculturate the coming generations. In short, education in itself is a process of communication between society and individuals.

There is no one single comprehensive definition that explains what actually constitutes communication. Many definitions of communication are used in order to conceptualize the processes by which-people navigate and assign meaning. At its simplest, communication is transferring a message containing information to a receiver by a sender. At its higher level communication can also be a creative, dynamic and continuous process, rather than a discrete exchange of information.

5.6. CLASSROOM MANAGEMENT: THE CONCEPT

Managing a classroom is an integral part of the teaching-learning process. Effective management of a classroom shows the concern of a teacher for the instructional process. It is dependent on his efficiency to do the tasks more effectively. Therefore, classroom management, both as a process and as an approach, has a great impact on learners' learning. It increases learning

efficiency of the learners. Thus classroom management has a closer relation with learners' accomplishment of learning objectives (Christian, 1991).

Managing a classroom has always been a major concern of the teachers. It involves more than one skill of the teacher such as creating a teaching-learning environment, maintaining learners' involvement in teaching-learning activities, establishing effective discipline and ensuring desired learning outcomes by the learners. Here we want to highlight that classroom management and classroom discipline are not mutually exclusive. We should not take classroom management in its narrow sense. Management is a broader concept and is generally directed towards effective teaching and learning. Discipline is a concept used in the context of teacher's response to learners' misbehaviour. The ultimate objective is to help learners acquire maximum knowledge, attitude and skills. Although both the expressions are interrelated, the discussion in this unit focuses more on the larger content of teacher effectiveness. This however does not mean that we are undermining the importance of discipline. Discipline is a serious problem that teachers face. It is very crucial at the secondary/senior secondary school level. Order and control should not be viewed as the ultimate goal of effective classroom management.

Classroom management refers to the shaping of learning environment in classroom. Like teaching and learning, classroom management is a complex activity. So there is no single clear-cut management procedure accepted by all. Shaping of environment takes place gradually in response to the teacher's behaviour. You might have observed that a class that is active and attentive with one teacher can be noisy or even difficult to control for another. The skilful teacher keeps his class attentive to what is being taught and involves the learners in productive activities.

Classroom management has been defined as provisions and procedures necessary to establish and maintain an environment in a classroom in which instruction and learning can occur. You should remember that primary goal of effective classroom management is not the reduction of misbehaviour or

even the creation of an orderly environment. Although they are related issues, effective classroom management and establishment of order are not synonymous. Promoting learner learning is the primary goal of effective classroom management. The research in this area clearly suggests that effective strategies to promote learning can facilitate order. So the primary emphasis in effective classroom management is on the creation of a learning environment and hence on increasing appropriate behaviour in learners. Teachers' organizational and instructional skills influence learning.

Researchers have found that classroom management is correlated with learners' achievement in elementary as well as secondary schools. They have provided evidence that the teachers who are effective in promoting learner's achievement generally have a better classroom and fewer learner behaviour problems.

To conclude, we have discussed in this section, that managing a classroom is an act or better skill, an art of the judicious use of various means to achieve predefined objectives. It also involves the ability of the teacher to manage various skills so that the quality of teaching-learning process is maintained and it ultimately results in maximum output in terms of learners' performance. Classroom management depends upon establishing positive teacher-learner and peer relationships that help meet learners' psychological needs. Learners learn more effectively in an environment that meets their basic personal and psychological needs.

5.7. FINANCIAL MANAGEMENT IN EDUCATIONAL INSTITUTE

Financial management is the core aspect of the management. Educational institute acquire funds from certain select and define sources. These sources cannot be modified and enhanced with each case. On the contrary there are still many limitations on procurement of funds. Whereas educational institute are expected to provide multiple educational services for which huge amount of funds is required, this cannot be rightly meet. Thus there is a significant gap between sources of finance and their application in educational institute which demands a more systematic and rational concept of financial

management. Following are the silent features of financial management in educational institute

- Anticipating financial needs – To estimate financial requirements
- Acquiring financial resources – To procure funds through select sources of receipts.
- Allocating funds in business – To ascertain requirements and allot funds.
- Administrating the allocation of funds – To maintain control of process, fund utilization.
- Analysing the performance of funds – To measure the extent of achievements of goals.
- Accounting and reporting to management – To justify the fund utilization and supplies the report of the same. Financial Management

Anticipating financial needs
Acquiring financial resources
Allocating funds in business
Administrating the allocation of funds
Analysing the performance of funds
Accounting and reporting to management

5.8. SCHOOL BUDGETING

The term budget refers an estimate or plan of expenditure in relation to income. It is too simple a definition. In fact, a budget is a fiscal expression, rather a comprehensive and coordinated plan, expressed in financial terms for the operations to be undertaken and resources available in an enterprise which in our case happens to be schools, for a specific period in the future.

A budget is a fiscal plan formulated to reach the goals of the school. It is a tool of educational effectiveness great importance for exercising financial control. It reflects the aspirations of the ' school and the financial means to fulfil them. As you know planning is fundamental to management since it involves the control and manipulation of the relevant variables and reduces uncertainty. Hence a budget expresses the plans regarding all the operations to be undertaken along with realistic estimates regarding the expenses that would be incurred to undertake these operations. Since the operations are

either yet to be undertaken or are those that have already been undertaken but require to be continued in future, therefore budgets are futuristic in nature. A budget is thus the main framework for financial management of schools. It provides the essential pathways through which the financial resources of the school could be harnessed for attaining the objectives that have been set.

5.9. OFFICE MANAGEMENT

Management is the key to success for any organization; it is universally applied in all fields of organized human activity. Therefore, office management is an integral part of the total management of the organization. It provides centralized guidance, which diverts the individual efforts towards a common goal or objectives. Every office therefore requires making decision, co-ordinate activities, handling personnel and conducting evaluation of performance directed toward the objectives. Office activities are also carried on by a group of people (office personnel) working with appropriate means (tools and equipment) and under suitable environment for a common objective or purpose - that of providing efficient and economical clerical service to the organization. It is the function of Office Management to organize, guide and control the activities of the office personnel to achieve these common objectives. That is why Office Management has been defined as the art of guiding the personnel of the office in the use of means appropriate to its environment in order to achieve its specific purpose. In general usage the word "Office Management" identifies a special group of people whose job is to direct the effort and activities of other people towards common objectives. In other words, it is defined as the process by which a cooperative group directs actions towards common goal.

UNIT 6: COMMUNITY & SCHOOL

Nature and meaning of Community in Social, Cultural & Economic context - Relationship between School and Community - Strategies for Community Mobilization - Role of H.M, and Teacher in bringing Co-ordination between School & Community - Need and Importance of Parent-Teacher Association, Constitution of PTA/School Education Committees, Views of Commissions

6.1. NATURE AND MEANING OF COMMUNITY

The word community has been derived from two words of Latin namely 'com' and 'munis'. In English 'com' means together and 'munis' means to serve. Thus, community means to serve together. It means, the community is an organisation of human beings framed for the purpose of serving together. Community is a people living within a geographical area in common interdependence. It exists within the society. It is bound by the territorial units. It is a specific group while society is abstract. Community living is natural to man. He is born in it and grows in the community ways. It is his small world. Men, we have seen began with group life. Over the time, they occupied a habitat and while in permanent occupation of it; they developed likeness, common habits, folkways and mores, interdependence and acquired a name. They developed amongst themselves a sense of togetherness and an attachment to their habitat. A community thus has a habitat, strong community sense, and a manner of acting in an agreed and organized manner.

6.2. RELATIONSHIP BETWEEN SCHOOL AND COMMUNITY

The relationship between school and community can lead to effective management of academic and administrative activities of the school as well as growth and development of the society. A democratic country like ours is based on cooperative living embracing social and political activities of individuals. Cooperative living comprises habits, thoughts, ideals, feeling and actions which are product of home, school, and community. In order to make democratic decentralization a success, school and community must function

as inter-dependent organs, and supplement each other's efforts. The school-community partnership has been stressed by the Education Commission (1964-65), National Policy on Education (NPE) 1986, National Council of Education Research and Training (NCERT) and Government of India sponsored scheme of District Primary Education Programme (DPEP).

A teacher has an important role in the education of students. However, this role has been changing over time. It has now become more complex and challenging. In the past the teacher's main responsibility was to transmit knowledge to student by transmitting the curriculum and completing the syllabus. Only a few social and co-curricular activities and other programs were organised at school. Also there was no interaction between the school and the community. This type of system suited the society that existed during those times. You know that due to changes that are taking place in society the role of the school has now widened. It is not considered a place for acquisition of facts only. Its main function is to lead to all round development of student's personality i.e. his/her physical, mental, emotional, moral, spiritual, and aesthetic development through interaction with various elements of his/her environment and relating to ordinary ways of life. School is expected to prepare the child for life within and outside the school community.

As such it is not an isolated island but an integrated part of the community and one of the many educating influences on a child's life. As such, it has to take into account the goodwill of the community, people, agencies and organisation. Therefore, any understanding of the child must include knowledge of community that affects him/her and in which s/he grows up and lives. This knowledge also provides insight into many influences which may complement or obstruct the programme of the school. Education is thus a cooperative venture in which school has a selective role to play. The school relates with community through pupils and teachers and by working with it and drawing upon its vital resources to make teaching and learning meaningful and effective. Thus under the changed circumstances, it is essential for us to understand the new role of school-community relationship

and the influence of environmental factors on the child and manner in which these (environmental factors) can be utilized for sound educational programmes.

School is a place where instruction in various subjects of curriculum is provided to a group of students by the teacher with the help of text books specially planned and developed for and suited to the maturity level of children. It can also be defined as a place for providing continuous educational programmes for children enrolled on a regular basis by professionally qualified teachers in cooperation with home. Gain in the knowledge of students is judged by means of examinations and inspection. However, transmission of knowledge is not the be all and end all of all education. As John Adam says, 'schools are not knowledge shops and teachers are not information mongers.' Drilling knowledge to the pupils is replaced by the concept of all round development of the child and making him a socially useful citizen. Terminal examinations are replaced by continuous comprehensive evaluation. There are different types of schools such as pre-primary, primary, elementary, secondary and senior secondary financed by Government, local bodies or municipal corporation, village panchayats or religious bodies or trusts etc.

The term 'Community' means many things to many people. Cook & Cook define community, "as a configuration of land, people, culture, a structured pattern of human relations within a geographical area." Thus, community is a group of people sharing common social, economic and cultural interests, purposes, practices, codes, understandings and commitments. Its members are bound by social obligations towards one another and belong to a systematically organised group bound by language, religion, status, profession, common values and generally having some shared institutions.

Individuals are associated by geographical area as well as kinship. As such there can be rural, urban and suburban communities. Ethnic, religious and social groups within a wider society are also described as communities. Some communities can be formed on the basis of age, gender, profession, same

families and shared concern etc. Thus, community includes all social units from home to the world. The smaller the community unit, the more direct and intensive is its influence on the individuals. But that does not mean that bigger communities do not affect the individuals, their influence is also equally important.

Here, we can conclude on the basis of the above explanation that there are several communities in a society because of a number of overlapping groups of people. Individuals can simultaneously hold membership of these different groups -small or big, based on horizontal or vertical relationship. Thus, the concept of membership of the community represents a plurality. Whichever meaning of the community we take, it is quite clear that people in general are now more interested in the educational system.

6.3. COMMUNITY MOBILISATION

Community is an attempt to bring both human and non-human resources together to undertake developmental activities in order to achieve sustainable development. Community mobilization is a process through which action is stimulated by a community itself, or by others, that is planned, carried out, and evaluated by a community's individuals, groups, and organizations on a participatory and sustained basis to improve the health, hygiene and education levels so as to enhance the overall standard of living in the community. A group of people have transcended their differences to meet on equal terms in order to facilitate a participatory decision-making process. In other words, it can be viewed as a process which begins a dialogue among members of the community to determine who, what, and how issues are decided, and also to provide an avenue for everyone to participate in decisions that affect their lives. Community mobilization needs many analytical and supportive resources which are internal (inside the community) and external (outside the community) as well. These resources include:

- Leadership
- Organisational capacity
- Communications channels

- Assessments
- Problem solving
- Resource mobilization
- Administrative and operational management

STRATEGIES FOR COMMUNITY MOBILISATION

The following are the strategies that could effectively be used to mobilise the community for providing quality education to the students in collaboration with parents.

- Secure strong leadership
- Establish a formal structure
- Engage diverse organizations, leaders, and residents
- Ensure authentic participation and shared decision making
- 5.ensure authentic and productive roles for young people
- Develop a shared vision
- Conduct a needs assessment
- Create a strategic plan
- Implement mutually reinforcing strategies
- Create a fundraising strategy
- Establish effective channels for internal communication
- Educate the community
- Conduct process and outcome evaluations
- Evaluate the community mobilization effort separately

6.4. NEED AND IMPORTANCE OF PARENT TEACHER ASSOCIATION

Parents send their children to school for education. School educates children. Both are interested in children's progress and both are answerable to each other but we have experienced that illiterate and uneducated parents do not understand the importance of education, so they do not provide a good educational environment for their children. In a village, few children complete primary education and the problem of absenteeism from school is more

rampant. Parents are busy in agricultural and other activities. They do not keep contact with the school. On the other hand, educated parents are often busy in their professional work. They might not find time to keep contact with school. It, thus, becomes the responsibility of the school to ensure the growth and development of children. One-fourth of a child's time is spent in school. Once a child is admitted to a school, parents start thinking that their responsibility is over. Teachers think that parents do not take interest in child's education. On the other hand, parents think that teachers do not teach well in the school. Both are blaming each other. But both are equally responsible for child's progress, so both have to take interest in the child's growth and development. In such a situation the Parent Teacher Association is a necessity. Apart from getting an opportunity to know the progress of their children it gives a chance to parents to understand needs and ideals of the school and also helps parents to participate in some of the school activities. Thus it helps in developing social aspect of school life.

6.5. ROLE OF HEADMASTERS AND OTHER STAKEHOLDERS IN PTA

In the functioning of the PTA the major role is played by the Head of the institution. In some schools he is the President, in some others he is the Secretary and in some the Treasurer. Whatever the role he has to play, the condition of the Headmaster sometimes pitiable. As the administrator of the institution he should be very clever and talented to run the institution in an effective manner. His efficiency is realised only when he runs the school without many problems. As the administrator of a school, he is answerable to many persons. Whenever he receives a letter from the State PTA, District PTA and the Educational District Parent Teacher Association, prompt action is necessary. He has to implement all instructions by officials. There should be a close coordination between the Headmaster and officials for a better performance of the PTA. The Headmaster should bear in mind that for any mistake committed by anybody, he is answerable. If the functions of the Headmaster are smooth, he is appreciated by officials. State PTA is giving awards to smart functioning PTAs. Students' unrest is a major problem nowadays. In Higher Secondary Schools students, in the age group of sixteen

and twenty are admitted, in their adolescent period. Tackling such students is really a Herculean task. The Headmaster, with the help of the teachers and other PTA members, should handle those students carefully. Proper counselling and regular guidance should be given to them. Lectures of such type should be given to them then and there. In their absence, there is a possibility of students going astray. Some Headmasters face problems from teachers and parents. When erring teachers are warned by the Headmaster such teachers with the help of some parents give headache to Headmaster. So, the Headmaster feels the pinch condition and he is compelled to make a compromise. This is commonly seen in many schools. But at the same time with the help of the PTAs, some Headmasters effort commendable reforms in their schools.

The PTA is a forum where a variety of perspectives can be brought together to identify action plans to solve common problems, share common interests and responsibility. It brings parents and teachers together on equal footing and on friendly terms so that they can discuss issues of common concern frankly and freely, ensuring that the welfare of children is primarily addressed. Initiatives taken by teachers to contribute to the PTA activities will encourage parents to get more involvement, leading to the achievement of educational goals. A caring teacher finds time to talk to parents and guides them regarding what students need to do to succeed. Information to parents about changes in educational methodology, introduction of new subjects and new courses of study from time to time facilitates the process. Clarity to parents will help them to aid and monitor the home assignment, thereby reducing the tuition problem. Together they are able to impress the students on issues like time management, including time for television watching. This merging of the home with the school will lead to a better understanding of the child's emotional and psychological needs. Working in close co-ordination with the parent will help the teacher to improve the output from the teaching learning process. He/she is also able to guide parents on providing a positive and encouraging environment at home. This will help students to be emotionally secure and hence better learners.

The PTA can be a very supportive body to the cause of teachers, taking up issues with the Government bodies and other organisations. Very recently the Government had to revert back to the original policy of free education to students and the salaries due to teachers in response to parents' intervention. Parents can also act as resources for the various school programmes like career awareness programmes, sports day and annual day functions. On 'Open House Day' and 'Access Day', the parent representative of the class is a great source of support and information to the class-teacher in terms of his efforts to align parents towards thinking on similar lines. In case of any conflict, the PTA can help in resolving it. Again, the process of change can be smoother if the required information is shared openly, and there is transparency seen by its members. Regular exchange of views and interactions among members will help to look at issues in a broader perspective and also to understand parents' concerns and expectations from the school. A feedback system from the PTA members will act as a source of information for continuous critiquing and evaluation of current needs, attitudes, trends, methods and actions. The PTA is a team, which strengthens and supports the teacher community in its endeavour to provide quality education. This is possible if all people work in collaboration with and in alignment towards a common purpose.

UNIT 7: CHILD RIGHTS AND SCHOOL MANAGEMENT

Child Rights and School Management - Child Rights and Democratic Education - Concept and Ladder of Child Participation - Models of Child participation.

7.1. CHILD RIGHTS AND SCHOOL MANAGEMENT

The school management has an important role in implementing child rights, some of which are directly related to education are discussed as follows: Article 28.3 of UN Convention of Child Rights states, “states shall promote and encourage co-operation in matters relating to education, particularly with a view to contribute to the elimination of ignorance and illiteracy and facilitating access to scientific and technical knowledge and modern teaching methods”.

There is also a trend in some countries that this responsibility is moved from schools from state. This is probably sound in many ways and will hopefully enhance the responsibility of the school management. The government of India is a signatory to the International Convention of Child Rights and hence it is obligatory on the part of the government of India to respect the provisions of convention in the country. Towards this goal the Indian parliament in the year 1974 adopted a National Policy for Children. The objectives of the National Policy adopted by Government of India are relevant to school education and therefore relevant to school management of different schools be it a state, private, local bodies, aided, unaided and public school. The details are as follows:

- Nutritive programme should be organised with the object of correcting the deficiencies in the interest of the children
- The schools shall provide free and compulsory education to all children within the age group of 14 years. Special steps to be taken to reduce wastage and stagnation, particularly in the case of girls and children of disadvantaged groups, minorities and physically challenged.

- Children who can't afford full time formal system of education should be provided with other forms of education keeping in view their needs and requirements by the management
- Physical and health education, cultural activities, art education and other types of recreational activities shall be promoted in schools for enhanced participation of children
- Children should be protected against neglect, abuse, cruelty and exploitation
- Education facilities have to be created for all children as every child as a fundamental right to education and that every child has got different characteristics, interests, abilities and needs. The combination of the principle of non-discrimination and the recognition of the uniqueness of each child become the pillar of the Salamanca statement and its framework for action.
- To meet the special needs of children with disability of learning problem requires planned efforts by the school management. In other words, children with special educational needs should have access to regular schools and that child centred pedagogy should be developed to accommodate them. Further states that the disabled child should be able to enjoy a full decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in society.
- The school management should organise better education so that he or she can achieve the fullest possible social integration and individual development

The above said objectives have to be implemented by all the school managements. It is obligatory on the part of the management to follow in letter and spirit these regulations. For this they have to encourage teachers, provide facilities for students' participation and educate parents.

7.2. CHILD RIGHTS AND DEMOCRATIC EDUCATION

The Convention on the Rights of the Child argues for a democratic school. Article 12 not only says that the child should have the opportunity to express

herself or himself, but also that these views should be given “due weight”. The school is of course an important arena for providing this right; it is not by chance that the Committee on the Rights of the Child in discussion after discussion has asked government delegations to explain how Article 12 is implemented in their school system.

Again, there should be a link between the message in school textbooks about democratic values and human rights and daily life in the school. Judging from the State Party Reports on the Convention, this is a slow process. India is no exception in that regard and there is now another round of discussions about ‘pupil democracy’. It is stipulated by Indian law that students should be able to influence their own education in accordance with their age and maturity. The national curriculum encourages students to take personal responsibility for their studies and working environment, to exert progressively more influence on their education and the activities of the school, to learn about the principles of democracy and to take part in democratic co-operation.

Teachers are encouraged to contribute to a democratic atmosphere and to welcome student’s participation. This policy has been developed on the basis of three key arguments. Firstly, that participation is a human right, a point which was further emphasised in the Convention. Secondly, that it is an important task for the school to make students understand and respect democratic values. It is one of the most important that these values are prominent in school. The third argument is about pedagogic effectiveness, that participation is a condition for an interactive learning process. Certain structures have been developed to give a framework for democratic procedures in the schools.

Each class is recommended to have ‘class council’ meetings run by the pupils themselves and each school to have a ‘school council’. The students are also encouraged to appoint ‘environmental representatives’ among themselves to monitor the general working conditions in the school. Evaluations of these steps have not indicated a huge success. In general, students still feel they have little influence in school. They consider themselves badly informed about

curriculum and education targets and that consequently they can hardly have a meaningful say. However, students think they actually can influence work during lessons.

The formal structures have had problems. They have been accused both of ‘tokenism’ with the students having no genuine influence and the precise opposite and with elected pupils having been given responsibilities which are too heavy. The attitudes of teachers have not always been constructive. A major conclusion has been that the democratic spirit must develop during ordinary work in the classroom itself. Though the formal structures can be supportive, it seems clear that informal dialogue in the classroom is the starting point.

Regular evaluations and exchanges about previous lessons are important in order to allow students to be involved in the planning of their learning. There are interesting examples of schools where the teachers have made efforts to open a genuine discussion on the question of what knowledge the students wanted to obtain, and thereafter, to allow lessons to be directed according to that response. The experience is that such attempts can break a vicious circle of boredom and hostility.

The emphasis in India on the continuous classroom dialogue, rather than on the formal structures also seems to be the result of a changing concept of democracy. There is now a stronger emphasis on ‘direct’ participation when possible, rather than on ‘indirect’ representation. Students want to have a direct influence on their own learning situation, here and now. This makes teachers even more important for the functioning of school democracy and, indeed, the experience is that their role is crucial.

A democratic school gives the students, power over his or her own learning process. It allows students to participate in the planning, implementation and evaluation of their education. It gives students an influence on larger issues of education policy. A democratic school gives students power over the administrative aspects which are directly relevant to them, for instance the purchase of learning materials. It enables students to participate in the

decision-making process of the administration of the individual school. It also gives them influence over the political decisions which determine the framework of the school's overall activities.

It goes without saying that physical abuse violates the spirit of democracy. It is also important that there is the possibility of appeal against repressive decisions. A student who has been expelled from school should be able to have his or her case reviewed. A good school should always endeavour to be a model of fairness. Progress in any country is unlikely to be faster than the teachers can manage or accept. They are, of course, also influenced by the community in which they live. Here is an obstacle but also an opportunity. Teachers, after all, are progressives in many societies.

7.3. CONCEPT OF CHILD PARTICIPATION

The term 'participation' is used to refer generally to the process of sharing decisions which affect one's life and the life of the community in which one lives. It is the means by which a democracy is built and it is a standard against which democracies should be measured. Participation is the fundamental right of citizenship.

The degree to which children should have a voice in anything is a subject of strongly divergent opinion. Some child advocates speak of children as though they were potentially the saviours of society. But many will say that participation by children is a naive notion for children who simply do not have the decision-making power of adults. Others feel that children should be protected from undue involvement and responsibility in the problems of society; that they should be allowed to have a carefree childhood. The erosion of children's free time and free play in the industrialized countries is a matter of too much protection, not too little. Children need to be involved in meaningful projects with adults. It is unrealistic to expect them suddenly to become responsible, participating adult citizens at the age of 16, 18, or 21 without prior exposure to the skills and responsibilities involved. An understanding of democratic participation and the confidence and competence to participate can only be acquired gradually through practice; it

cannot be taught as an abstraction. Many western nations think of themselves as having achieved democracy fully, though they teach the principles of democracy in a pedantic way in classrooms which are themselves models of autocracy. This is not acceptable.

There are a multitude of examples of children who organize themselves successfully without adult help. You can probably remember building a play house with friends at seven or eight years of age, unknown to adults, or perhaps selling refreshments from a small stand in front of your home. Such examples from your own memory are the most powerful evidence of young people's competence. The principle behind such involvement is motivation; young people can design and manage complex projects together if they feel some sense of ownership in them. If young people do not at least partially design the goals of the project themselves, they are unlikely to demonstrate the great competence they possess. Involvement fosters motivation, which fosters competence, which in turn fosters motivation for further projects.

William Golding described in Lord of the Flies the kind of society boys might create if left to themselves on a desert island. This is a useful reminder to idealists about children that the kind of society we need to look for is one where children learn to become competent, caring citizens through involvement with competent, caring adults. While there may be many valuable examples of children organizing themselves without adults, these are not always for good causes: the street gangs of Santiago in Chile or Medellin in Colombia are just two current examples. We should not underestimate the importance of adult involvement, not only for the guidance they can offer, but also for the lessons they need to learn.

Young people's community participation is a complex issue which varies not only with a child's developing motivations and capacities, but also according to the particular family and cultural context. In cultures where adults themselves have little opportunity to influence community decisions, young people can become the initiating force for change. An interesting example is the Sarvodaya Movement in Sri Lanka where, in many villages children are

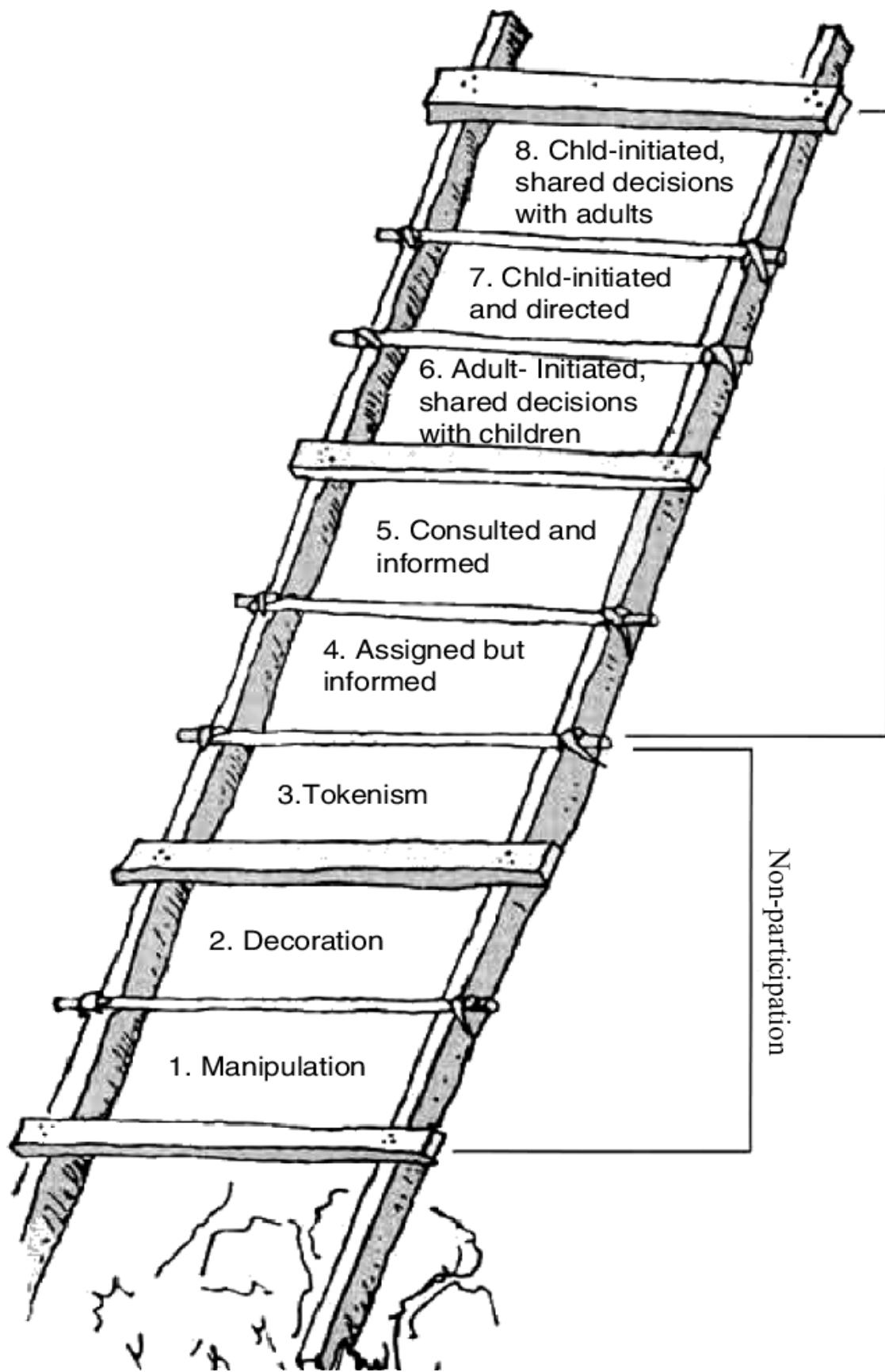
the key to the development of community participation. Early childhood school teachers first change how the children participate and subsequently extend this to the adult population

There are, however, negative examples of the use of young people by particular groups, such as the Youth Movement used by Hitler as a subversive force with adults: children were even encouraged to spy on their own parents. There are also many positive examples of youth radicalism developing as a response to adult inertia, but these usually involve older teenagers and young adults. Most commonly, however, the degree of opportunity for a child to collaborate in the everyday management of family, schools, neighbourhood and community groups is a reflection of the participatory opportunities for adults in that culture. The two are inevitably intertwined and so one must speak of encouraging participation by all, including children. Intervening to improve children's participation is one means of fundamentally improving the whole society, but this should always be done while keeping in mind the child's family and the impact that a child's empowerment may have on his relationships within the family

7.4. LADDER OF CHILD PARTICIPATION

Sociologist Roger Hart wrote a book called Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care for UNICEF in 1997. This ground-breaking work put the work of young people and adult allies around the world in the context of a global movement for participation, offering needed guidance and criticism of many efforts. The "Ladder of Children's Participation," also called the "Ladder of Youth Participation," is one of many significant tools from the book.

Ladder of Participation



- 1) Manipulation. Happens where adults use young people to support causes and pretend that the causes are inspired by young people. This rung of the ladder reflects adultism.
- 2) Decoration. Happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people. This rung of the ladder reflects adultism.
- 3) Tokenism. When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate. This rung of the ladder reflects adultism.
- 4) Assigned but informed. This is where young people are assigned a specific role and informed about how and why they are being involved. This rung of the ladder can be embodied by community youth boards.
- 5) Consulted and informed. Happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. This rung of the ladder can be embodied by youth advisory councils.
- 6) Adult-initiated, shared decisions with young people. Occurs when projects or programs are initiated by adults but the decision-making is shared with the young people. This rung of the ladder can be embodied by participatory action research.
- 7) Young people-initiated and directed. This step is when young people initiate and direct a project or program. Adults are involved only in a supportive role. This rung of the ladder can be embodied by youth-led activism.
- 8) Young people-initiated, shared decisions with adults. This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life

experience and expertise of adults. This rung of the ladder can be embodied by youth/adult partnerships.

7.5. MODELS OF CHILD PARTICIPATION

The models of child participation, proposed by Sociologist Roger Hart are as follows:

7.5.1. MODELS OF NON-PARTICIPATION - MANIPULATION AND TOKENISM

Children are undoubtedly the most photographed and the least listened to members of society. There is a strong tendency on the part of adults to underestimate the competence of children while at the same time using them in events to influence some cause; the effect is patronizing. There are, however, many projects entirely designed and run by adults, with children merely acting out predetermined roles, that are very positive experiences for both adults and children. Children's dance, song, or theatre performances are good examples of this as long as people understand that they are just that: performances. Problems arise when children's involvement is ambiguous or even manipulative

Manipulation is the title of the lowest rung of the ladder of participation. Sometimes adults feel that the end justifies the means. One example is that of pre-school children carrying political placards concerning the impact of social policies on children. If children have no understanding of the issues and hence do not understand their actions, then this is manipulation. Such manipulation under the guise of participation is hardly an appropriate way to introduce children into democratic political processes. Sometimes such actions stem from adults' unawareness of children's abilities. It might be more accurate to call them misguided rather than manipulative, but either way there is certainly a need for improved awareness on the part of adults.

Another example of manipulation is a situation where children are consulted but given no feedback at all. The most common method is for children to make drawings of something, such as their ideal playground. Adults collect the drawings and in some hidden manner synthesize the ideas to come up with

'the children's design' for a playground. The process of analysis is not shared with the children and is usually not even made transparent to other adults. The children have no idea how their ideas were used. A simple improvement on this idea would be to do a content or thematic analysis of the drawings with the children and thereby arrive at some principles for a playground design, or whatever the subject may be. Such an improvement would move the project up three rungs of the ladder, to become participator.

Decoration, the second rung on the ladder, refers, for example, to those frequent occasions when children are given T-shirts related to some cause, and may sing or dance at an event in such dress, but have little idea of what it is all about and no say in the organizing of the occasion. The young people are there because of the refreshments, or some interesting performance, rather than the cause. The reason this is described as one rung up from 'manipulation' is that adults do not pretend that the cause is inspired by children. They simply use the children to bolster their cause in a relatively indirect way.

Tokenism is used here to describe those instances in which children are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions. Such contradictions seem to be particularly common in the western world because of progressive ideas about child-rearing which are often recognized, but not truly understood. There are many more instances of tokenism than there are genuine forms of children's participation in projects. Commonly, as far as the adults are concerned, the projects are in the best interests of children, but they are manipulative nevertheless.

Tokenism might be a way to describe how children are sometimes used on conference panels. Articulate, charming children are selected by adults to sit on a panel with little or no substantive preparation on the subject and no consultation with their peers who, it is implied, they represent. If no explanation is given to the audience or to the children of how they were selected, and which children's perspectives they represent, this is usually

sufficient indication that a project is not truly an example of participation. This does not mean that young people cannot genuinely and effectively be involved in conference panels. If such events are organized in a participatory manner, and the children are comfortable with that medium of communication, they can be valuable experiences. An excellent example of young people's participation in a conference will subsequently be described on the highest rung of the ladder. Sadly, no matter what the children say, or how unrepresentative of other children their comments might be, one can be sure of a lot of applause and photography, and some cute stories in the newspapers the following day. Because children are not as naive as usually assumed, they learn from such experiences that participation can be a sham.

7.5.2. MODELS OF GENUINE PARTICIPATION

The ladder of participation introduced in the previous section is useful for helping one think about the design of children's participation, but it should not be considered as a simple measuring stick of the quality of any programme. There are many factors affecting the extent to which children participate other than the design of a programme. The ability of a child to participate, for example, varies greatly with his development: a preschool child may be only capable of carrying materials to a playground building site, whereas an adolescent might be able to oversee the entire building operation. This question, together with some of the subtle cultural issues affecting children's participation, will be considered in a subsequent section. Also, it is not necessary that children always operate on the highest possible rungs of the ladder. Different children at different times might prefer to perform with varying degrees of involvement or responsibility. The important principle again is one of choice: programmes should be designed which maximize the opportunity for any child to choose to participate at the highest level of his ability.

ASSIGNED BUT INFORMED

It is labelled the fourth rung of the ladder of participation ‘Assigned but informed’. There are a number of important requirements for a project to be truly labelled as participatory:

- The children understand the intentions of the project;
- They know who made the decisions concerning their involvement and why;
- They have a meaningful (rather than ‘decorative’) role;
- They volunteer for the project after the project was made clear to them.

It is useful to take a conference as an example, for this is commonly a setting for ‘decorative’, manipulative’, or ‘token’ involvement of children. The recent World Summit for Children held at the United Nations Headquarters in New York was an extremely large event with great logistical complexity. It would have been difficult to involve young people genuinely in the planning of such an event, but the organizers wanted to go beyond the normal involvement of children and youth as merely cute representatives of their age group. Roles were created which were important both functionally and symbolically. For example, a child was assigned to each of the 71 world leaders. As ‘pages’, these children became experts on the United Nations building and the event, and were able to play the important role of ushering the Presidents and Prime Ministers to the right places at the right times. Of course, the symbolic power of this was not missed by UNICEF, the press, or by the leaders themselves, and ample opportunities were given for photography. Nevertheless, the children’s roles as pages were important and were clear to all. The children were proud to be serving at an event of such importance. Had they been asked to speak in order, somehow, to represent the views of children, this would have removed the example to the bottom rungs of the ladder, for these were the children of diplomats and were selected for convenience rather than to be representative of any particular group. To use them as pages was appropriate; to present them as spokespersons would have been yet another example of tokenism.

CONSULTED AND INFORMED

Young people sometimes work as consultants for adults in a manner which has great integrity. The project is designed and run by adults, but children understand the process and their opinions are treated seriously. An interesting example is available from the corporate world, a useful reminder that genuine participation experiences are important for all children in all settings. At Nickelodeon, a television company based in New York, new ideas for television programmes are sometimes designed in consultation of children. Low cost versions of the programme are created and critiqued by the children. The programmes are then redesigned and again shown to the same expert panel of children. This is very different from the normal use of children in market research in the corporate world where the children are paid for their time to discuss a product in a group session, but are not informed of the results of the session and in no way become involved in the process.

A survey was recently designed by the city of Toronto, Canada to obtain youth views on the city. Based upon a similar survey by 'Kids Place' in Seattle, Washington in the USA, it is more than most cities do with their children and it is honest about the process. It could probably be called an example of 'consultation' though it does not seem to go far enough in involving youth in the process, except for the lucky winner who becomes 'Mayor for a day'. An improved design would promise to share the findings of the survey with the participating youth. Furthermore, if the surveys were conducted by students in the public schools the children could themselves analyse and report on the data, rather than sending it to a distant city agency.

ADULT INITIATED, SHARED DECISIONS WITH CHILDREN

The sixth rung of the ladder is true participation because, though the projects at this level are initiated by adults, the decision making is shared with the young people. Many community projects are not meant for use by any particular age group, but are to be shared by all. Invariably, of course, it is the most politically powerful age groups (from 25 years to 60 years in many industrialized nations) which dominate the planning process even when it is

participatory. Our goal in these instances should be to involve all persons, but to give particular concern to the young, the elderly, and to those who may be excluded because of some special need or disability.

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CHILD INITIATED AND DIRECTED

We can all think of dozens of examples where children in their play conceive of and carry out complex projects. When the conditions are supportive for them, even very young children can work cooperatively in large groups. The photograph below illustrates part of a large dam system which children under eight years of age, as many as fifty at a time, built on a sandbank behind a school in Vermont in the USA over many months. Here the supportive conditions were an enlightened school staff who understood the value of such play activity so well that they did not interfere or direct. They also had such strength in their conviction as educators that they were willing to suggest to parents complaining about soiled clothes that they send their children to school with different clothing! It is more difficult, however, to find examples of child initiated community projects. A primary reason for this is that adults are usually not good at responding to young people's own initiatives. Even in those instances where adults leave children alone to design and paint a wall mural or their own recreation room, seems hard for them not to play a directing role.

CHILD INITIATED, SHARED DECISIONS WITH ADULTS

One of my best examples of this category of participation comes from a public school in India. Two ten-year-old boys had enviously observed me taking small groups of children from another class into the woods to observe animal behaviour from behind a specially built blind or hideout. They built a blind beneath a table in their classroom and began to observe other children's behaviour, using one of the forms I had designed for studying animal behaviour. Their teacher observed this and supported the children by suggesting ways they might improve their blind and the design of the form. The activity became a valuable means for the class of children to learn about themselves by observing their own behaviour, and it was extremely useful at the end of the school day in aiding conflict resolution and suggesting new strategies for classroom organization and management. This example obviously relied heavily upon the impressive insight and creativity of a caring school teacher.

It is usually only children in their upper teenage years who tend to incorporate adults into projects they have designed and managed. The National Commission on Resources for Youth (1974) documented the efforts of the Student Coalition for Relevant Sex Education in New York City. A group of New York City high school students formed a coalition to petition the Board of Education for a relevant programme of sex education; they had seen too many of their peers leave school pregnant. They worked with the Planned Parenthood organization to write a proposal, but unfortunately the Board of Education lost the 8,000 signatures. They persisted, and a subsequent petition led to meetings and a favourable response from the school's Chancellor. As a result of these efforts, peer counsellors were hired in the schools offering referral services and information on problems of pregnancy and venereal disease. In a related vein, teenage students from a school in Paranoá, a low income settlement on the outskirts of Brasilia, designed and directed a video report on how pregnant teenagers feel about being pregnant and what advice they have for other teenagers.

UNIT 8: CO-CURRICULAR ACTIVITIES

Meaning, Importance of Co-curricular activities - Organisation of Co-curricular activities: School Assembly, Debates, Discussions, Seminars, Symposia, Cultural Activities, Scouts & Guides, National Green Corps, Physical Education Activities

8.1. MEANING OF CO-CURRICULAR ACTIVITIES

Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, Enthusiasm, and Energetic, Positive thinking are some of the facets of personality development and the outcomes of extracurricular activities. Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of non-academic curriculum helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-Curricular Activities. Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning. These activities are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have wide horizon to cater to the cultural, social, aesthetic development of the child.

8.2. NEED AND IMPORTANCE OF CO-CURRICULAR ACTIVITIES

Co-curricular activities have a number of values like educational value, development of social spirit, character training education for leadership, worthy use of leisure time or recreational value, team spirit, development of civic virtue, physical development, improved discipline, aesthetic development

and development of cultural values. Let us discuss them one by one in the following sections:

1. EDUCATIONAL VALUE

These activities have great "educational" potential. All classroom teaching is theoretical. Practical knowledge can be imparted through co-curricular activities. Excursions and tours provide first-hand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Language and expression improves through debates and recitations. Teaching of History gets vitalised by dramatization. Practical lessons in civics can be given through student self-government. School magazines teach students the art of writing forcefully and effectively. Celebration of functions develops organisational capacities and leadership qualities in students. Projects provide direct learning opportunities.

2. PSYCHOLOGICAL VALUE

These activities as the name suggests meet the psychological needs of the students, mainly with reference to social demands of the pupils. They help in expressing personal behaviour and provide a vehicle for creative thinking.

3. DEVELOPMENT OF SOCIAL VALUE

Social cooperation is recognised as one of the important demands of citizenship. It is difficult to teach through school subjects like Languages, Mathematics or Social Sciences. By 'participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group. Through team activities, students learn social cooperation. They develop group spirit, 'we' - feeling, belongingness, unity and ability to be cooperative.

4. DEVELOPMENT OF CIVIC VALUE

In group activities students learn the value of doing one's duty. For example, students' self-government in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. These activities train the students for good citizenship. Co-curricular activities offer many opportunities for the development of self-discipline e.g. NCC and ACC. They develop in students a spirit of toleration of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace. Secondly, the school is a miniature society and the activities of the school should have direct relations with the activities of the society. Qualities like initiative and leadership are not always developed in a classroom. On the playground, students get opportunities to develop leadership qualities like initiative, decision making, judgement, tolerance etc. These qualities are required for a democratic society. Many girls and boys have little practice in controlling themselves and in directing their own affairs. They have not developed the ability to do these things. As a result, when they are placed in settings that demand self-direction, they are lost. Co-curricular activities provide numerous situations in which students may gradually get increasing responsibilities for their own direction. The settings for developing these carry-over values must be definitely provided. A school must be a workshop in democracy. The traits and qualities of leadership are developed in students, when they organise these activities by themselves under the guidance of teachers. Students learn to plan, organise and execute the plan that has been developed. This develops in them initiative, planning, thinking and power of independent judgement. These activities provide excellent moral training. Through these activities are learnt the importance of obeying the law, rules and regulations, love for truth and above all, these activities develop moral consciousness by providing moral experiences. For example, a boy in charge of finances has to act honestly. On the play field, one has to show sportsman spirit.

5. PHYSICAL DEVELOPMENT VALUE

While games, sports and athletics directly contribute to physical development of students, other co-curricular activities also indirectly contribute to it. These activities provide a useful channel for the growth and development of the body.

6. RECREATIONAL VALUE

Lack of ability and training in proper utilization of one's leisure time is one of the major defects in our present system of education. By providing and organising various activities, we provide wholesome opportunities to our students, rather than to spend their spare time in undesirable activities e.g. Movies, TV, idle talk etc. Hobbies developed at the secondary school stage become lifelong habits.

7. CULTURAL VALUE

Some co-curricular activities are of tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, for example, activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture, foster cultural tastes and awaken cultural interests among students. Student would appreciate/learn all these through our language, religion, culture, food habits, dress etc. are different but we are one, and that we are human beings of the same universe. Thus, co-curricular activities will help in developing national and international understanding. We can conclude by saying that co-curricular activities cater to the development of a child's entire personality, draw out the latent powers of children of different temperaments, supplement academic work, develop social and civic sense. Without these activities students would be mere book-worms.

8.3. SCHOOL ASSEMBLY

School assembly clarifies school activities and lays out program focusing on the co-curricular activities. It simply strengthens the way a school works. It is conducted with a complete and active participation of the students, and the teachers. Morning assembly meetings generally well planned and carefully conducted, putting a lot of light on various aspects of school activities and culture.

8.3.1 PURPOSE OF AN ASSEMBLY IN THE SCHOOL

- The main intention of the school assembly is to develop a feeling of unity among all the students and teacher.
- To inform the students about daily activities and program more clearly.
- To develop in students about the sense of identity in the school.
- To give an insight of experiential moments with anecdotes and stories and co-curricular activities.
- To motivate the students with appreciation, rewards, and accolades on performing well in academics and curricular activities.

8.4. SEMINAR

Seminars could be organized to discuss current issues, and problems or share ideas. A teacher in secondary or higher secondary school could organize seminars. A seminar is a small group discussion in a formal setting with a clear agenda. A speaker presents a theme or a set of papers and it is discussed by all those who participate. The chairman/chairperson of the seminar guides, directs, coordinates and organises the discussion in a systematic way in order to optimize time, resources and get more benefits. In a seminar, teachers could discuss the A secondary or higher secondary teacher needs to be resourceful in organising a seminar. He/ she may contribute a paper or an idea, constructively criticise or review a conventional approach. He/she has to enlist cooperation of the principal and supervisor in school. He/she needs to take the help or support of colleagues to organise the seminar. A group of teachers could also organise a seminar. The resources required for organising

a seminar are finance, facilities to sit and discuss (a seminar room with adequate furniture and lighting facilities), facilities to present (overhead projector, black or glass board green in colours, chalks, slides, projector, etc.) The general themes to be discussed, dates and time need to be communicated to participants giving adequate time for preparation (programme schedule or a letter (note) indicating the date, time, theme (topic) presentation. For example, the time given for preparation could be one or two months. It applies to the host institution and the participants. All the papers received for presentation need to be classified and made available at the requisite time in the format required to facilitate clear presentation. A few teachers could act as recorders of discussion and present and overview to arrive at a few conclusions by the group on certain issues or problems. A report of the proceedings of the seminar needs to be prepared and distributed to all the participants of different institutions for their observations and to further channelize the thoughts through certain experiments, activities or teaching. It could be published by the host institution as an instructional and educational activity.

8.5. DISCUSSION

The simplest form of group-based learning technique is the discussion, which can be used in a variety of situations in the elementary school context. Its value lies chiefly in the fact that it represents a type of intellectual teamwork, resting on the principle that the pooled knowledge, ideas, and feelings of several persons have greater merit than those of a single individual. The strength of discussion lies in the broad participation of members of the group. It is a process of thinking together that breaks down if one member or group dominates it. It is the responsibility of the teacher to encourage the students to participate. For example, discussions may be held on the causes and remedies for ground water depletion, deforestation, maintaining discipline in school, etc. It can develop higher cognitive abilities effectively apart from reinforcing knowledge. The uniqueness of this alternative lies in its simplicity, but its effectiveness depends on the abilities of the moderator (IGNOU, 2000).

8.6. DEBATE

This alternative is especially suitable for controversial themes or issues and for developing certain skills like giving logical arguments and counter arguments. At elementary level, debate may be organized for topics like: a) Do you think that it is important for people to be involved in decisions that affect them, for example, protecting forests, keeping water bodies unpolluted; b) Raziyya Sultan was unique in the history of the Delhi Sultanate. Do you think women leaders are accepted more readily today? The participating students could be divided into two groups, one for a proposition and the other against it. The remaining students can form the audience. Towards the end, the audience can interact with the speakers. This method makes students actively involved in the learning process as they gather information, process it and present it to the audience, as arguments and counter arguments.

8.7. BHARAT SCOUTS & GUIDES

The Boy Scouting and the Girls Guiding as movements started in India in 1909 and 1910 respectively. Now they are known as the Bharat Scouts & Guides with the objectives to:

- ❖ Make boy scouts and girl guides resourceful, self-reliant, and ever helpful towards others.
- ❖ Enable them discover their latent faculties and talents.
- ❖ Enable them to express them creatively.
- ❖ Promote character-building spirit of adventure and spirit of service amongst the youth.

These activities are not only recreational to students but also develop endurance, build competencies to survive in difficult situations and provide opportunities to serve the society. Thus, it is seen that the major emphasis in their training is on resourcefulness, self-reliance, character building and service to the community. Since the age of the scouts and guides is usually below 16, they have the idealism in themselves and a very good material to develop right type of attitudes and also distribution of food and other relief

material to the victims of disaster. However, there is a need to focus on those activities that enable them to become effective disaster management volunteers specially in strengthening communication network and in certain cases even in the rescue work.

8.8. NATIONAL GREEN CORPS

National Green Corps is a programme of the Ministry of Environment and Forest of India covering around 120,000 schools in India with NGC School Eco Clubs. Environmental activity in schools in India is promoted through the National Green Corps. Each NGC School Eco Club has 30 to 50 NGC students or NGC cadets who form the National Green Corps.

These NGC students participate in activities related to biodiversity conservation, water conservation, energy conservation, waste management and land use planning and resource management. Locale specific issues are focused by the NGC eco clubs. When young girls and boys from NGC take up the environmental activities and outreach activities, they attract huge public attention which eventually becomes public support for an environmental causes or environmental intervention. Water harvesting, plantation, composting of bio-degradable waste are most popular activities in the NGC school eco clubs. These NGC School Eco Clubs promote environmental discipline and environmental responsibility through the selected schools in India using environmental awareness as the medium. Each of the 250 districts in India has about 250 NGC Eco Clubs. These NGC Eco Clubs are provided with an annual grant of Rs2500. Each of the Indian State has a State Nodal Officer who implements this programme.

The NGC children are making a huge impact in our country. Karnataka, Andhra Pradesh, Telangana, Gujarat, Maharashtra, Orissa, Kerala, Punjab, Jammu and Kashmir, Assam, Chhattisgarh, Madhya Pradesh and Tamil Nadu are some of the states where this programme is making huge impact on the society. Telangana and Andhra Pradesh have a separate Directorates for conducting this programme, while all other states conduct this programme through one of those organisations which is interested in environmental

awareness and conservation aspects. Telangana has much more involvement than any other state. They even own a website. In Telangana and Andhra Pradesh, Sikkim, Delhi and Himachal Pradesh the eco-club schools participate in the Green Schools Programme conducted by the Environment Education Unit of the Centre for Science and Environment. The eco-club schools that win awards at the state level go on to compete for the National Awards organised by Centre for Science and Environment (CSE) in Delhi.

Since school children are involved, most of the activities of National Green Corps children are linked to the culture and cultural aspects of conservation of natural resources and environment. There are Master Trainers trained by the State Nodal Agencies with the help of the State Resource Agencies who train the Teachers-In-Charge of the NGC Eco Clubs. Each district has the District Implementation and Monitoring Committee which is supported by the District Coordinator, while at the state level the State Nodal Officer is guided by the state level Committee.

This is the largest such programme anywhere in the world. When these trained NGC Students grow up and take the environmental challenges of this second the most populous country, it is expected that there will be huge difference made to the way the resources are consumed and conserved. Andhra Pradesh is trying to groom the NGC Cadets as an environmentally disciplined force. It has introduced Uniform and Band along with a structured programme of formation of five teams of cadets exclusively in all NGC School Eco Clubs. These NGC Cadets are the Green Brigade of the school, protecting the natural resources from misuse and promoting the conservation of the natural resources. These NGC Cadets are getting the pride place during the National Days when they participate in full NGC Uniform during the ceremonial parades along with other uniformed forces of the country.

UNIT 9: INSPECTION AND SUPERVISION

Meaning, Aims & Scope of Inspection and Supervision - Need and Importance of Supervision and Inspection - New Trends in Supervision and Inspection - Principles of Good Supervision - Qualities and duties of effective supervisor.

9.1. DEFINITIONS OF INSPECTION

National Union of Teachers says, if all inspectors would make it clear that they come as friends to encourage and inspire, not to depress, and that their reports may be anticipated with confidence, the lives of the children and of the teachers would be happier and the results of inspection more beneficial. S. N. Mukherjee proposed that the purpose of inspection in an age of democracy is the improvement to institution. Secondary Education Commission says, the true role of an inspector, for whom we would prefer the term educational advisor is to study the problems of each school to take a comprehensive view of all its functions and to help the teachers to carry out his advice and recommendations.

9.2. OBJECTIVES OF INSPECTION

The following objectives of inspection are, especially, important:

- To promote the professional growth of all teachers by providing them service training.
- To help teachers to meet situations successfully before they actually arise
- To anticipates the difficulties of teachers and helps them to avoid them.
- To prevent misdirection of resources and energies.
- To liberates the teacher from a set of procedures and makes themselves reliant and enthusiastic in their work
- To appraise the work of educational institutions
- To offer suggestions for improvement.
- To reveal inconsistencies and gaps
- To give concrete suggestions for improvement

- To ensure that errors have been corrected and defects have been removed.
- To improve the quality of education by providing professional leadership to the heads and the teachers.

9.3. NEW TRENDS IN INSPECTION

Inspection, as it prevails in the modern times in India, is marred with several defects or shortcomings. Attention should be paid towards elimination of these defects to make the present-day inspection effective, efficient and trustworthy. The defects can be enumerated as follows:

- The present-day inspection is not teacher-friendly, as the inspector has no time to establish a rapport and know the working conditions, well-being and grievances of the teachers, who are the backbone of any progressive school system.
- The present-day inspection deters an inspector to establish a rapport with teachers and to know their problems due to heavy load.
- The present-day inspection neglects subject like home science, music, art and craft, etc., due to non-availability of experts, which results in non-supervision of these subjects.
- The present-day inspection is critical due to the unsympathetic attitude of the inspector with the result that their visit is looked upon in awe and terror.
- The present-day inspection is superficial as sufficient time is not given for improvement of instructional activities.
- The present-day inspection is casual, cursory and perfunctory.
- The present-day inspection is hasty as most of the time available is spent on book inspection such as accounts, results, timetable and curriculum distribution.

Inspection of schools during the colonial era and the immediate past, which was teacher-centred is now giving way to supervision by subject-specialists and is geared towards the totality of teaching-learning environment.

9.4. MEANING OF SUPERVISION

Educational Supervision means an all-out effort of the school officials directed towards providing leadership to teachers and other educational workers for the improvement of institution. It involves both human and material elements. The human elements are the pupils, parents, teachers and other employees, the community and other officials of the state. On the material side money, building, equipment, playgrounds etc. are included. Besides these, the curriculum, methods and techniques of teaching also come under the scope of supervision.

Teaching is a creative act. A teacher has to coordinate his thought with action. So the basic psychological problems underlying supervision is to see that the teaching is improved through supervisory techniques and supervisor is able to secure integration between teaching practices and sound principles of education on which the practices are based. As commonly used, the term ‘Supervision’ means to guide and to stimulate the activities of others with a view to their improvement. It attempts to develop instructional programmes according to the needs of the youth of modern democratic society and also to provide materials and methods of teaching for enabling the children to learn more easily and effectively. There are various definitions of supervision in educational literature. They are discussed as follows:

9.5. OBJECTIVES OF SUPERVISION

The following objectives of supervision are, especially, important:

- To promote the professional growth of all teachers by providing them service training
- To help teachers to meet situations successfully before they arise
- To anticipates the difficulties of teachers and helps them to avoid them.
- To prevent misdirection of resources and energies.
- To liberates the teacher from a set of procedures and makes themselves reliant and enthusiastic in their work
- To appraise the work of educational institutions

- To offer suggestions for improvement.
- To detect their mistakes during regular or surprise visits
- To reveal inconsistencies and gaps
- To give concrete suggestions for improvement
- To ensure that errors have been corrected and defects have been removed
- To improve the quality of education by providing professional leadership to the heads and the teachers.

9.6. SCOPE OF EDUCATIONAL SUPERVISION

The scope of educational supervision can be described as follows:

1. SUPERVISION OF SCHOOL ENVIRONMENT

The supervisors are concerned with the discipline of the students, their personal habits, general behaviour, etc. They look into the cleanliness of the students, cleanliness of the school surroundings, beautification of the school, hygienic conditions of the school canteen, proper drinking water arrangement, cleanliness of urinals and toilets, etc. They evaluate the steps taken by the school authorities for the welfare and safety of the students.

2. SUPERVISION OF PUPIL'S GROWTH

The supervisors alone are concerned with the overall development of the children.

3. SUPERVISION OF INSTRUCTIONAL WORK

The supervisor supervises the effectiveness of the methods of teaching used in a particular institution; the audio-visual aids employed to make teaching interesting and effective; the timetable enforced to carry out the instructional work; distribution of work among the members to carry out the instructional work; distribution of work among the members of the staff; distribution of the prescribed curriculum in suitable terms in the school; written work done by the students and experiments conducted, etc. In fact, they are concerned with

the entire planning of the institutional work, in addition to inspecting the teacher's diaries.

4. SUPERVISION OF DEVELOPMENTAL ASPECTS

The supervisor tries to assess whether the school is justifying its existence or not. They examine the various steps taken by the school to serve the locality in which it is situated. They report about the school's participation in the social, cultural and recreational programmes of the community.

5. SUPERVISION OF SCHOOL REGISTERS

The supervisor examines all sorts of school records and registers. They scrutinize all accounts, and boys' and girls' funds. They also verify whether or not apparatus and equipment stock registers are up-to-date.

6. SUPERVISION OF CO-CURRICULAR ACTIVITIES

As the present education is not concerned with mere teaching of the three Rs, the supervisors also supervise the work carried out in the co-curricular field. They are concerned with scouting, games and sports, clubs, school government, school magazine, library service, hobbies, school museum, school exhibition, and so on.

9.7. NEED OF SUPERVISION

The necessities of supervision can be elaborated as follows:

1. GROWTH OF TEACHERS

In spite of better professional training, teachers still need continuous and improved on-the-job training in a realistic situation.

2. KEEPING TEACHERS UP-TO-DATE

With continuous social change, comes continuous development in educational theory and practice. Creative suggestions derived from critical analysis and discussion of research findings are indispensable for growth. Supervision can account for this.

3. HELPING TEACHERS TO PREPARE FOR TEACHING

Teachers have to perform diverse activities and face a heavy load of work. They cannot devote much time to a thorough preparation of teaching. Supervision can very well help to lighten the burden of teachers.

4. PROVIDING DEMOCRATIC PROFESSIONAL LEADERSHIP

Supervision can provide creative contribution. It can also unify the efforts of all the persons engaged in the education process.

5. PROVIDING EXPERT TECHNICAL ASSISTANCE

Education is a complex and difficult activity because it deals with living persons. It is carried on through minute divisions of a variety of curricula by a large number of teachers of different abilities. In recent times, education has largely expanded. All these require expert assistance in supervision.

9.8. IMPORTANCE OF SUPERVISION/FUNCTIONS OF SUPERVISOR

1. ENSURES ISSUING OF INSTRUCTIONS

The supervisor makes sure that all the instructions are communicated to each and every employee. The top level and middle level, plan out all the instructions but the instructions are issued only by supervisory level management.

2. FACILITATES CONTROL

Control means match between actual and planned output. Whenever the workers are under constant supervision or monitoring then step by step check is kept and if they are deviating from plan then immediate instructions are issued by the supervisor. By this constant monitoring, the supervision function ensures strict control over the activities of subordinates.

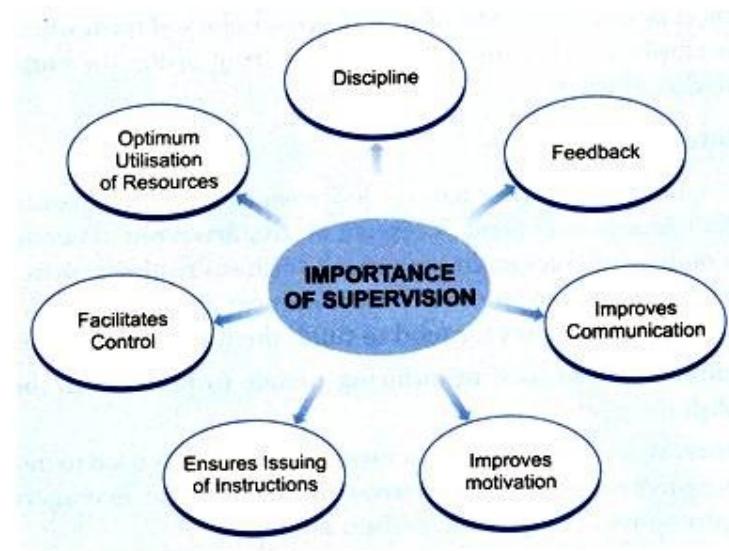
3. OPTIMUM UTILISATION OF RESOURCES

When the workers are constantly monitored or observed then they always use the resources in the best possible manner which leads to minimum wastage.

But if there is no supervision or check on workers they may result in wastage of resources.

4. DISCIPLINE

The strict supervision and guidance of supervisor encourages the employees and workers to be more disciplined in their activities. Under the guidance of supervisor, the workers follow a fixed or strict time-table and execute the plans in right directions.



5. FEEDBACK

The supervisors are directly dealing with the subordinates. So they are the best persons to give feedbacks of subordinates. They give the report regarding the working of every worker which becomes the base for the performance appraisal for the employees. The supervisor gives the feedback regarding complaints, grievances and problems of subordinates to superiors.

6. IMPROVES COMMUNICATION

Supervisors issue instructions and orders to all the subordinates and make sure that these instructions and orders are clear to all the members. While playing the role of the linking pin or mediator the supervisor tries to remove the communication gap between the superiors and subordinates as he passes

on the complaints and problems of subordinates to superiors and instructions of superiors to subordinates.

7. IMPROVES MOTIVATION

The relationship with the supervisor is a very good incentive to improve the motivation level of the employees. While guiding the employees the supervisors encourage the subordinates to perform to their best capacity.

8. MAINTAIN GROUP UNITY

Supervisor plays a key role in maintaining group unity among workers working under him he maintains harmony among workers by solving their disputes.

9.9. NEW TRENDS IN MODERN SUPERVISION

The modern concept of supervision is distinct from the old, as regards its purpose, nature and scope. In the past, supervision was limited to visiting the teachers and classes, and rating them. The scope of modern supervision extends to the improvement of the whole teaching-learning situation. Hence, it is concerned with the pupils, teachers, curriculum and socio-physical environment and their improvement. The purpose of supervision has been described by Willard S. Elsbree and Harold J. McNolly, in their book Elementary School Administration and Supervision, as 'the improvement of the learning programme'. Modern supervision is a cooperative enterprise experimental in its approach. Instead of authority and control, the relationship between the supervisor and teachers is of the colleague and peer type. Kimball Wiles, in his book Supervision for Better School, regards supervision as 'skill in leadership, skill in human relations, skill in group process, skill in the personnel administration, and skill in evaluation'. Instead of paying attention to the teacher, it concerns itself to the whole of the teaching-learning situation and tries to improve it. It provides democratic professional leadership to help teachers do their job better. We can, therefore, fully agree that the improvement of teachers is not so much a supervisory

function in which teachers participate, as it is a teacher function in which supervisors participate.

with the teacher whereas the nature of modern supervision is positive and not fault finding with the teacher. It means the modern supervisors are much more positive with the teachers in contrary to the traditional inspection system. They give good remarks, encouraging statements, appreciable comments on good work done by the teachers. And when they find faults with the teachers they show the ways and means to improve it again and again.

For this they give demonstration of the lesson by adopting a particular method, how to use a teaching aid and how to complete the lesson in stipulated time. The supervisors have to encourage constructive and critical thinking among teachers and discourage flattering and biased things.

9.10. PRINCIPLES OF GOOD SUPERVISION

1. HEALTHY ATMOSPHERE

The environment should be made free from tension and emotional worries. The staff should be given incentives for work.

2. STAFF ORIENTATION

The quality and quantity of the work must be specified in clean and clear terms. Staff should be made to understand clearly what to expect and what not to expect. New staff must be given the necessary orientation. They should have a schedule to know from where to get information and materials to help them perform the work satisfactorily.

3. GUIDANCE AND STAFF TRAINING

Staff should be offered necessary guidance. They should be guided on how to carry out the assignment, standard should be set by the supervisor while information should be given ruling out the possibility of rumours. Information should be for everybody and specifics to individuals assigned to a particular

task. Techniques of how to do it must be given at all times. The school must always arrange and participate in staff training.

4. IMMEDIATE RECOGNITION OF GOOD WORK

Good work should be recognized. This implies that the acknowledgement of any good work done must be immediate and made public to others which will then serve as incentive to others. Incentive of merit, recommendation for promotion, etc. improve performances.

5. CONSTRUCTIVE CRITICISMS

Poor work done should be constructively criticized. Advice and personal relationship should be given to the affected staff. It must be stated here that such criticisms should be made with mind free of bias.

6. OPPORTUNITY FOR IMPROVEMENT

Staff should be given opportunity to aspire higher and prove their worth. They should therefore be allowed to use their initiatives in performing their jobs and taking decision. It will give them the motivation to work much harder.

7. MOTIVATION AND ENCOURAGEMENT

Staff should be motivated and encouraged to work to increase their productivity. They should be encouraged to improve their ability to achieve organizational goal.

So, Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior members, monitoring the quality of professional services.

9.11. QUALITIES AND DUTIES OF EFFECTIVE SUPERVISOR

9.25.1. QUALITIES OF A GOOD SUPERVISOR

Some personal qualities like attractive personality, good health, high intelligence, persuasiveness and loyalty to the organization are assets to a supervisor, most of which are inherited rather than acquired. In addition to these personal traits there are certain qualities which can be acquired by a person to become a good supervisor. According to Halsey a good supervisor must possess the following qualities:

1. THOROUGHNESS

A supervisor must have detailed knowledge of all the information relevant to the task and take care of every necessary detail.

2. FAIRNESS

A supervisor should exhibit a sense of justice, consideration and truthfulness towards subordinates.

3. INITIATIVE

Includes qualities of courage, self-confidence and decisiveness.

4. TACT

Saying and doing things in a way which give the subordinates a feeling of playing an important part in whatever is being done.

5. ENTHUSIASM

It is an intense and eager interest in and devotion to the organizational goals.

6. EMOTIONAL CONTROL

It means emotional maturity which controls and channels emotions in the right direction. Some more qualities of a good supervisor may be added.

7. PERSONAL QUALIFICATIONS

which include integrity, honesty, ability to cooperate, ability to attract, motivate and unite others to work;

8. TEACHING ABILITY

Ability to communicate with the workers.

9. GENERAL OUTLOOK

The supervisor should show liking of the job and be absorbed in it.

Over and above all these qualities the most important quality essential for a supervisor is the human relations aspect of supervision. A supervisor must keep this in her mind and try to win over the confidence of her subordinates by treating them in a cordial, friendly and persuasive manner.

UNIT 10: LATEST TRENDS & INNOVATIONS IN SCHOOL MANAGEMENT

School Complex - Village Education Committees - School based in-service programme - Centrally sponsored Schemes, Sarva Shiksha Abhiyan [SSA], RMSA- Use of Computers in School Management - Action Research in School Management: Concept, Importance, Steps.

10.1. INTRODUCTION – SCHOOL COMPLEX

School complex is a proven institution, which can be entrusted with entire responsibility of management of education and major programmes like Operation Blackboard in the area as falling in its jurisdiction. Having consider the present stage of higher education, it seems to be rather farfetched to expect colleges and universities everywhere to play a leading role in educational complexes. - Report of the CABE Committee on NPE 1986.

The concept of school complex was originated from the report of the Kothari Commission, 1964-66. It was introduced as an innovation in the school education. The Commission realized that modern education is a process of learning from real life and from the pulsating, dynamic society around us. Learning should be at the choice and pace of the learner. It must stem from roots of society. Co-operative efforts will help us to achieve these objectives.

Education can make its own contributions to the development of the individual, as well as the well-being of society, only when we can establish a face to face relationship between different schools within easily accessible distances. This can be done only when we develop all schools as a complex. So a school complex is organized by taking a group of elementary schools, high schools, a training school, a technical school etc. together. These institutions functions cooperatively for the improvement of their educational standards. It will facilitate to provide equal educational facilities and experiences to all the schools.

The Kothari Commission (1964-66) which observed that such an organisation would have several advantages in the helping to promote educational advances. Firstly, it would break the benumbing isolation under which each

school functioned; it would enable a small group of schools working in a neighbourhood to make a cooperative effort to improve standards; and it would enable the state education department to devolve authority to functional levels. So the networking of schools in a school complex is expected to facilitate sharing and exchanging of resources and experiences. In this context, there is much importance of school complex.

10.2. VILLAGE EDUCATION COMMITTEES

Village Education Committee is a village habitation level body set up through government order entrusted with responsibilities of administering educational programmes and looking after schools or other educational institutions at the village level. The committee usually has average 10 to 15 members with representation from the women, the disadvantaged groups such as SC and ST, elected panchayat members, head teacher and others. The nature and composition of the state varies from state to state, as each state has formulated its guideline for setting up such committees. This is also considered as one of the sub-committee under Panchayat system. The CABE Committee highlighted some of the functions of the VEC as follows:

- Generation and sustenance of awareness among the village community ensuring participation of all segments of population
- Developing teacher instructor and community partnership to oversee and manage the effective and regular functioning of the schools and centres and
- Vesting it with appropriate statutory and financial authority

Some of the centrally sponsored programmes such as the DPEP and SSA have specified its roles and functions and have sought greater involvement in planning and implementing the programmes. Some of the functions currently being performed by the VEC under SSA are as follows:

- ensuring enrolment of all the children in the age group of 6 to 14 years
- monitoring school activities for retention and providing good quality education

- paying special attention to the educational needs of the girls and other disadvantaged groups
- to improve facilities in the school, e.g. compound wall, new classrooms, toilet facilities, repair and maintenance etc.
- on the whole to involve community with the school.

Thus at the village level, VEC is a community organization which assesses the requirements of elementary education and necessary schooling facilities required in the village. It identifies problems and works out solutions so as to be able to chalk out a feasible plan for the village. Village habitation being the smallest unit of microplanning, the VEC has an important role in preparing educational plan and universalizing elementary education.

10.3. SCHOOL BASED IN-SERVICE PROGRAMME

School based in-service education of teachers is a growing trend in many European countries. The Association for Teacher Education in Europe, a professional association of teacher educators with members in universities and other teacher training institutions in most European countries, has documented that growth. This growth is documented with the case studies on a profile of the qualifications of school based in-service agents and most recently a career analysis of successful agents.

Educators have begun to recognize that the school must be the central unit in any successful reform effort. No matter how elegant the design, innovations that do not meet the needs of the school and approaches that have no support among teachers will never lead to meaningful change. To effect real improvement, schools must identify their unique needs and develop policies and plans that meet those needs. These in-service education has changed from a way for teachers to update their professional knowledge to a tool for change. It has become an instrument that allows educational leaders to take their schools in new directions.

The working group from professional association of teacher educators has defined school-based in-service education as, “school-initiated in-service

education ... derived from the curriculum needs and plans of the school. It may concern the school as a whole or in part as well as provide for the individual teacher's in-service needs....". The following examples may give a more vivid impression of the concept of school based in-service.

CASE STUDY 1.

An inner-city school in Germany had problems with children from a large Turkish minority, especially those from an Islamic background. With the help of a colleague in another school who had spent several years in Turkey, a Turkish parent who was a teacher herself, and the Imam of the Islamic community school, staff members learned to understand the differences in religion, culture, and tradition, and to devise some small school projects to enhance mutual understanding and tolerance without attempting to suppress cultural differences.

CASE STUDY 2.

The Netherlands has a strong policy advocating equal opportunities in education. Staff members, the principal, and the deputy at one school decided to devote the year's in-service effort to the issue of gender-specific interaction in teaching. They engaged a team of four specialists from the education department in the neighbouring university who used a variety of methods, including mini-lectures and video observation to help the teachers modify the way they interacted with students.

10.4. CENTRALLY SPONSORED SCHEMES

Education is the most important lever for social, economic and political transformation. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as

an integrative force in society, imparting values that foster social cohesion and national identity.

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

In order to achieve UEE (Universalisation of Elementary Education, the Government of India has initiated a number of programmes and projects. The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy on Education, to ensure that the education of equitable quality for all to fully harness the nation's human resource potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education. The following Centrally sponsored programmes are being implemented in the Education Sector under Ministry of Human Resource Development

10.4.1. SARVA SHIKSHA ABHIYAN (SSA)

Sarva Shiksha Abhiyan(SSA), launched in 2001, is one of India's major flagship programmes for universalisation of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children. SSA is being implemented in partnership with the State Governments and reaches out to 192 million children in 1.1 million habitations across the country. SSA Goals are:

- Enrolment of all children in school, Education Guarantee Centres, Alternative school
- Retention of all children till the upper primary stage
- Bridging of gender and social category gaps in enrolment, retention and learning
- Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stage.

Provisions of Right to Education Act are being implemented through SSA. Accordingly, norms have been revised or modified to align them with the requirement of RTE Act, 2009. Under SSA India has not only been able to improve access to 99 per cent of primary level but has also been able to reduce out of school children to 3-4 per cent of the age cohort of 6-14 years. Under this programme, special focus is on girls, children belonging to SC/ST Communities, other weaker Sections, Minorities and urban deprived children.

10.4.2. RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)

A Centrally sponsored scheme with a funding pattern of 75:25 between Centre and States (90:10 for Special Category and North Eastern States), was launched in 2009–10. The major objectives of the RMSA are to:

- raise the minimum level of education to class X and universalise access to secondary education
- ensure good-quality secondary education with focus on Science, Mathematics and English
- reduce the gender, social and regional gaps in enrolments, dropouts and improving retention.

The interventions supported under RMSA included

- upgrading of upper primary schools to secondary schools
- strengthening of existing secondary schools
- providing additional classrooms, science laboratories, libraries, computer rooms, art, craft and culture rooms, toilet blocks and water facilities in schools

- providing in-service training of teachers; and
- providing for major repairs of school buildings and residential quarters for teachers.

10.5. USE OF COMPUTERS IN SCHOOL MANAGEMENT

Computers can be used extensively for educational administration. The following are some of the areas where computers can be used for effective educational administration:

- General Administration
- Pay Roll and Financial Accounting
- Administration of Student Data
- Inventory Management
- Administration
- Personal Records Maintenance
- Library Systems

Grades or marks assigned to students must be recorded in some fashion, and these records must be easily and readily accessible to appropriate individuals. Currently, a number of educational institutions and boards are using computers to process the examination results. The volume of such operations is often massive involving thousands and even lakhs of students. With the introduction of computers now these organisations are able to process the examination data and announce the results in quickest possible time. With the advent of internet, a student is able to access the result at his/her home.

For example, in March 2000 the Central Board of Secondary Education conducted examination for 10th and 12th class students. About 4.67 lakh students for 10th class and 2.76 lakh students for 12th class appeared in CBSE examinations across the country. The results were announced within a span of about 60 days and made available on the internet, therefore, accessible to students and schools throughout the world affiliated to it eliminating distance and time factors. The results were also e-mailed to schools on on-line request for their use.

Records showing the costs involved in running a school must be kept up to date in a thoroughly accurate manner. Computers can be tremendously helpful in maintaining financial records. The electronic spreadsheet software is very useful for administrators in recording and analysing the financial data of the educational institutions. It has been found that a computer system compared to a manual system produces more accurate student, personnel, and financial records.

The use of computer in educational administration reduce time expended on clerical or paper work tasks, produce accurate information, ensure generation of reports when needed, and facilitate decision-making process. In educational institutions computers can be used in preparation of time-tables of different classes so that the classes can be run without time and room conflicts

A computer has the capability to access student, teacher, and financial information. It may also be used to keep track of appointments and obligations; record notes on conferences and meetings held; produce inter office memos; and execute selective or mass mailings to students, parents, management members, and authorities at district, state or central level. It was postulated that the judicious use of a computer by a school principal could save up to 200 hours or equivalent to 25 eight-hour days in a school year. The time gained can help principals be more accessible to students, teachers, and parents in maintaining the standard of the school. It is also strongly believed that the use of computer by managers has increased the productivity, increased the number and variety of responsibilities they can handle. This observation implies that information power and those who master its acquisitions have an edge.

Computers are very useful in the management of a library. It will be herculean task for a library to keep the records of periodicals, books, and other library materials manually. The library automation will help in maintaining accurate records, monitoring borrower's due-dates of books borrowed, and reservation of books or periodicals that are in great demand. The computer can also

generate overdue notices automatically. Computers in library can give students at all levels access to an unlimited range of library materials. Using library databases and networks, students can locate and order materials from libraries in other schools within a town, city, district, state, or across the country.

Not much empirical data is available on the extent of application of computers in school administration in India. However, the survey results show that other areas of applications of computers in administration include examinations and evaluation, financial accounting, admissions, inventory management, personnel information, and library system.

1. GENERAL ADMINISTRATION

Office automation, the electronic office, and the office of the future have become buzz words in the 1980s. Office automation facilitates the basic functions of an office as an information processing centre. As discussed in previous unit, the functions of office personnel at the lowest information handling level (clerical level) namely Office Automation System (OAS), involve:

- Collection of information
- Information processing
- Information storing
- Information retrieval

The application areas of automated office in general administration of an educational institution are as follows. These include:

- word processing
- e-mail
- computer tiling
- computer calendars
- computer networks

Word processing has been widely used and perceived as the driving force of the automated office. Word processing be linked to a computer network

permitting documents to be shared within and between school offices. For example, the Central Board of Secondary Education (CBSE) places all the circulars meant for schools on its web page. The individual schools can get access to these letters using internet. Using spell check the documents can be checked for typing and spelling errors.

With the use of mail-merge, personalised letters can be prepared for students and parents on school opening and closure, student progress, and other information. The basic functions of word processor 'are text editing, formatting, storing, and retrieving documents. The editing capability is the most powerful function of the word processor. It is this feature that makes it so attractive, specially documents, which require revision of textual materials. Word processors can alter or manipulate text with ease.

Electronic mail or e-mail refers to the procedure of sending messages from one person to another person using internet facilities. A personal computer can be connected to the network through internet to send and receive messages and other bulk mail electronically. Some of the advantages of using e-mail are:

- speed, resulting in instantaneous delivery
- low-cost
- freedom of access, which permits user to send and receive messages as they wish
- increased productivity obtained by decreasing the number of times a sender wishes to contact a receiver.

Some of the disadvantages associated with email are: he fears that undelivered messages may be lost and, junk mail can proliferate.

Electronic filing of information is an important aspect of the automated office. Instead of filing hard copies of documents, electronic systems such as word processor, data base management systems, and spread sheets can store large account of data information on a floppy or disk. Some of the benefits of electronic filing in a school are: reduction in storage space, faster access to

information, reduction in misfiling, portability of files, and limited dependence on filing systems developed by office personnel Appointment calendars help busy administrators to manage their time. Meetings with principals and other management officials of schools account for a major proportion of time.

Electronic calendars have been touted as useful time management tools for managers. The electronic calendar has the capability as does the desk calendar, to setup an appointment schedule maintaining dates, times, expected participants, and space for comments. A school calendar can also be created which would record the date and time of plays, athletic events, field jobs, guest speakers, social events, reporting periods etc.

Electronic network offers users the ability to communicate and share information. As discussed in previous unit, the networks could be local area networks (LAN), wide area networks (WAN), e-mail, teleconferencing, or internet. The electronic networks are also very useful in giving access to the results of entrance tests, board examinations, admission announcements, circulars, and other useful information. The networks can also be used for sharing the information, computer conferencing, and publicity of schools.

2. PAYROLL AND FINANCIAL ACCOUNTING

PAYROLL: Computers are used widely for preparation and maintenance of payrolls system. Initially, large business establishments were using payroll system. It has the potential in terms of time saving, accuracy, legibility, data storage, record check, and amenable for further data analysis, comparative statements, task calculations, and preparation of summary reports. These activities influenced even smaller establishments like secondary schools to use the computer for maintenance of payroll system. Currently, the salary payments to teachers, and other staff of the schools are paid through banks. Through computer payroll system the school can prepare the summary statements of the net pay of its staff and the same can be shared with the banks electronically or hard copy to facilitate the bankers to pay the salary due. The objectives of payroll system are:

- payment of periodical salary and other payments to the employees
- maintenance of salary payment records of employees
- accounting for gross salary on basic pay, additional pay, house rent allowance (HRA).
- dearness allowance (DA), city compensatory allowance (CCA), special allowances etc.;
- deductions on advances made, tax payable, insurance premiums, provident fund, etc.;
- preparation of net salary (gross salary - deductions) statements; and
- Preparation of statements required within the school and outside the school by patrons, funding agencies, income tax departments, and audit personnel etc.

To meet these objectives, the school must prepare and maintain payroll system. The computer payroll system should be flexible enough to allow the schools to generate pay reports not only month-wise but also bimonthly, quarterly, or annually and handle school payroll schedules simultaneously without creating serious or difficult problems for the staff preparing payrolls.

The typical reports produced by payroll systems are:

- Preparation of pay slips to employees indicating gross salary on basic pay, special pay, HRA, DG CCA, etc.; deductions of PF, insurance premiums, loans and advances taken etc. and net salary payable.
- Summary statements indicating employee with net salary payable.
- Pension payment reports for the retired employees.
- Summary statements on payroll totals, deductions etc.
- Preparation of income tax reports of employees for onward transmission to income tax departments and employees.
- Payroll deduction reports.
- Statements on loans and advances to employees and their recovery.

3. FINANCIAL ACCOUNTING

Schools maintain financial records regularly on the following activities:

- income from student fee and other internal resources
- building donations from public
- grants from funding agencies
- expenditure on building, equipment materials and consumables
- salary to employees, administration staff etc.;
- debts or liabilities to banks and other lending agencies; and
- maintenance of records of employee's provident fund etc.

The records of all these accounts are to be maintained systematically. The computerisation of accounts system helps in maintaining the records accurately, systematically, and timely.

BUDGET: Annually the schools are required to prepare budget. The item-wise estimated expenditure is given in the budget. For the preparation of budget, a lot of formulae and calculations are required. For example, to estimate the expenditure on purchase of equipment like tables and chairs for the students it is required to know how many tables and chairs are required and what is the likely unit cost of each table and chair. Similarly, the salary of the teachers and administrative staff can be estimated on the basis of average basic pay for each category of staff. The use of electronic spreadsheet facilitates the task of preparation of budget of a school easy and time saving.

In recent years many electronic spreadsheet software packages are available in the market. Microsoft Excel is one of the most popular software packages for financial accounting offered by Microsoft. All developments of electronic spreadsheet extend the simple concept of column analysis papa consisting of rows and columns to the limits of available microcomputer capacity with facilities to edit and calculate rapidly. For example, Microsoft excel-97 spreadsheet size is 256 columns and 256 rows. Certainly, you will enjoy and experience the speed accuracy, flexibility, and legibility of analysis of financial data of your school when you use it Lotus 1-2-3 and Quattro Pro are two such other popular software packages available in the market.

4. ADMINISTRATION OF STUDENT DATA

The major applications of computers which have direct impact on the students are course schedules, attendance, and academic performance. There are three types of student data are input through computer to monitor and control the course schedules, attendance reports, and grade or marks reports. The historical data information obtained through these reports are also used for reviewing the performance of the school. These applications are explained in the following paragraphs.

COURSE SCHEDULES: The process of a course schedule of a school starts with announcement of student registration and ends with the announcement of examination results. The academic session of a school may start in the month of April or June of a year and may end in February or March of the following year. At the time of admission, the students and/or parents may look for information on courses offered by schools, the historical record/performance of the school, the fee structure, the entry qualifications etc. The school should be able to provide this information to the students/parents on request. Maintenance of data through computers will facilitate these tasks easier for the school administration Once the student admission process is completed, the school administration needs to maintain time-tables on completion schedules of syllabus; conducting unit tests, term-end examinations, and final examinations; and announcement of results. Similarly, the teachers have to be assigned the individual classes and subjects that they should cover. This also helps the administration to assess the teacher load. Generation of course schedules and their implementation through computers will certainly improve the control and management of academic calendar.

ATTENDANCE of students is a major concern to school administrators and teachers. The rules of schools also stipulate minimum attendance as a prerequisite for appearing examination and clearing a course. This has resulted in the establishment of elaborate attendance systems that have sought to monitor accurately the daily attendance of students. This helps the administrators to take appropriate measures like calling the parents, issuing

warnings to students' etc. Also, chronic absenteeism serves an indicator to administrators and teachers that students are experiencing personal, home, and/or school problems. Computerisation of student attendance data will help:

- school administrators and teachers to monitor attendance periodically and take appropriate measures
- report the attendance data to higher officers and examination boards as required
- identify students who are not attending the school periodically and encourage them to attend the school regularly
- reduce the clerical time required to check absence of students
- communicate the absence to the parents
- enable attendance data to be entered on grade/marks reports

As compared to manual attendance maintenance system, a computerised system will be able to meet the above objectives in a better and more effective way.

ACADEMIC PERFORMANCE is another area where computers have been used in educational administration widely. The reasons for the success of computerisation of examination process are:

- The whole process of conducting examinations and declaration of results has become more manageable even if the student's numbers are very large.
- It is more cost-effective and time saving than the manual system.
- The accuracy of recorded information is greatly improved
- The computers can speed-up the generation of report cards for school personnel, students, and parents and analysis of examination results for school administrators and public.
- Confidentiality can be maintained to a great extent.

As explained earlier, computers are being used widely in the process of examination results. In addition, currently, there is a lot of competition for

certain courses like engineering, medical, management, computer science etc. Similarly, a number of reputed schools/colleges are also facing the problem of admission process, due to large number of students seeking admission and the seat availability is limited. These schools or colleges are conducting entrance examinations to screen the applications for admission to competitive courses. Computerisation of entrance examination process facilitates greatly to announce the ranks obtained by students and final admission of students to various courses in shortest possible time. This also helps the students to work out their own alternative career choices depending on the ranks obtained by students, course-wise and college wise seats available, and the demand for individual courses and colleges.

5. INVENTORY MANAGEMENT

Schools are required to maintain all supplies and equipment. The physical inventory should be taken by school periodically in agreement of accounts with records. The inventory list should identify each item by date of purchase, cost, location, item control number, and date of last inventory. The inventory system should facilitate adding new equipment and furniture to the master file, removing old or obsolete equipment, and recording the transfer of items. By having an effective inventory system, a school can:

- enhance the functioning of school
- aid cost accounting and development of budget
- avoidance of excessive stocks and shortage of stocks. Also, the effective control of inventory is achieved by maintaining appropriate levels of inventory and minimising the inventory losses

A prerequisite for computerised inventory system application is an item-coding that can be used for all sub-systems of inventory, bills of materials and purchasing records. Computer inventory system requires the use of several data files. The master file keeps track of the quantity of each item presently in stock, location of each item in the store, the list of the items, the reorder point, the quantity currently in order, and the name and address of the vendor from whom the item is purchased. This allows the user of the

system to locate an item quickly, get a listing of items that need to be ordered, create and print new orders automatically and perform other similar stock-control tasks. Information on individual transactions is usually maintained in separate data files called transaction files.

The transaction file might maintain records on item number, quantity received, purchase price, date received, and sender's name and address. The transaction file maintains a history of all individual transactions and the master file maintains the current status of goods in stock at any given moment. In a sense, the master file is an up-to-date summary of all activities in the transaction file. A number of inventory control software packages are available in the market which are aimed at primarily business. However, schools may have to make modifications to meet their needs.

6. PERSONNEL RECORDS MAINTENANCE

Every school has to develop a personnel information system for the following purposes:

- To store personnel details (like name, address, telephone number, date of birth, educational qualifications and experience, salary, health data etc.) of individual employees for reference.
- To provide a basis for decision-making in every area of personnel work like recruitment and selection, termination and redundancy, education and training, pay, administration, health etc.

Personnel records can be maintained manually. However, the advent of micro-computers has increased the process of computerisation even in personnel records maintenance. The maintenance of personnel records on each employee of a school should include information on:

- The application form giving personal particulars
- Interview and test record
- Job history including transfers, promotions, and changes in occupation
- Pay details

- Education and training record
- Details of performance assessment and appraisal
- Absence, accident, medical and disciplinary records with details of formal warnings and suspensions.

The main advantages of computerisation of personnel records maintenance in schools are:

- Quickly providing information on the employees grade, pay, length of service, age, sex, qualifications, training details etc.
- Producing standard letters and forms for recruitment, promotion, transfer, upgrading, appraisal, pay review, career promotions etc.
- Information can be drawn from both personnel and payroll systems to analyse payroll costs and assess the impact of various pay increase options on the pay structure and on total payroll costs.
- Absence and sickness can be recorded by employee with reasons and analysis can be done on absenteeism and sickness.

7. LIBRARY SYSTEMS

Applications of computers in school libraries can be classified into:

- library automation
- information storage and retrieval
- library networks

LIBRARY AUTOMATION

The term 'library automation' refers to computerisation of manual library activities. Library automation functions include book ordering system, cataloguing, circulation control, and periodicals control systems. The typical functions of an automated book ordering system are:

- Pre-order searching, especially to avoid duplicate orders
- Creating purchasing orders

- Providing information on orders outstanding and work-in-progress (that is, books received but not yet catalogued)
- Preparing vouchers to pay for the books
- Maintaining book fund accounts and printing book fund reports

The main activity of cataloguing systems is the production of catalogue cards. The process of a computer aided cataloguing system include:

- Preparing spreadsheet
- Preparing input for cataloguing (from the spreadsheet)
- Generating bibliographical records
- Printing the bibliographical records

Circulation control is an operation mainly concerned with the clerical function of keeping track of document issued to the user. A typical automated circulation system is usually expected to perform the following functions:

- Identifying the location of the books
- Identification of books on loan to a particular borrower
- Printing the recall notices
- Renewal of loans
- Notification to the library staff of overdue books and printing of overdue notices

The main functions of an automated periodical control system are ordering, renewing, sending reminders to the vendor, and reader services. A systematic implementation of library automation will induce the efficiency of library management. For example, if one automates a book ordering system, it helps in automating cataloguing function, circulation control, and information retrieval.

INFORMATION STORAGE AND RETRIEVAL

The developments in the information technology particularly in the area of on-line storage and retrieval of large database has made great impact on libraries (on-line storage and retrieval of bibliographical and other database

information). A bibliographical database must be non-redundant and multi usable. Computerisation of the library database has these special features. Also, library database enables the users to have a centralised control of data. The main advantages of having a computerised library database are:

- The amount of redundancy in the stored data can be reduced and in effect problems of inconsistency in the stored data can be avoided.
- Different users can share the stored data.
- Standards can be enforced.
- Security restrictions can be applied.
- Data accuracy can be maintained.

LIBRARY NETWORKS

The promotion of databases in India especially by National Informatics Centre (NIC) has influenced libraries to establish a computer network to share bibliographic information. The advent of internet has further strengthened the library information network in India. A number of networks are started functioning and many more are in the pipeline. For example, DELNET, a Delhi based network connects major libraries located in universities and research institutes in Delhi. Each participating institute prepares computerised bibliographic information and connects it to the network. The user can find out the books available of his interest and their location. They can also get the books on loan through participating institutes. This avoids the duplication of buying expensive books by institutions and saves a lot of money.

10.6. ACTION RESEARCH

Anita records her 1st standard student's responses to questions about general grammar after using different displays and activities with them. She wants to determine which presentations are more effective than others.

Four middle school teacher did an experiment with mnemonic key words in their science classes. They want to help students better retain and understand key science concepts and terms. They consult frequently with a

headmaster and a professor from the nearby state university, both of whom are experimenting with the same method.

The teachers at Govt. High School want to increase student achievement. To obtain this goal, all teachers add a new instructional strategy, such as the inquiry approach or inductive thinking strategies. They observe and record student responses to the change in instruction and discuss their findings. A leadership team meets bimonthly for technical assistance with the Consortium for Action Research, a regional group sponsored by the state department of education.

These three scenarios all describe action research. The first, carried out by a single teacher, is individual teacher research. The second, conducted by a volunteer group working with a university professor and staff development officer, is collaborative action research. The third, involving an entire faculty in conjunction with a school consortium, is school wide action research. True to earlier concepts of action research, the work centres on the practitioner; this is research done by teachers and administrators.

Action research was here before, in the 1940s and '50s, developed by Kurt Lewin and his colleagues as a collective problem-solving cycle for improving organizations. The term action research captured the notion of disciplined inquiry (research) in the context of focused efforts to improve the quality of an organization and its performance (action). Today, action research remains a powerful tool for simultaneously improving the practice and the health of an organization.

BENEFITS OF ACTION RESEARCH

For teachers, principals, and district office personnel, action research promises progress in professionalization. The process allows them to experience problem solving and to model it for their students. They carefully collect data to diagnose problems, search for solutions, take action on promising possibilities, and monitor whether and how well the action worked.

The cycle can repeat itself many times, focusing on the same problem or on another. The process can help develop a professional problem-solving ethos.

Action research can revitalize the entire learning community, as well as aid teachers in changing or reflecting on their classroom practices. It can support initiatives by individual teachers, schools, schools working with communities, and districts. In addition, more than one type of action research can be used in a given setting at the same time.

Selecting one type of action research over another has important implications for the school renewal process. From my work with action research as a consultant, coordinator, and researcher, I have gathered data on action research from 76 schools in three states. These data indicate that besides the obvious distinctions about how many people are involved, the three types of action research vary in their emphasis on achieving equity for students, improving the organization as a problem-solving unit, and developing collegial relations among teachers. Further, each type has different long-term objectives, purposes, and results. The key to selection is the purpose of the inquiry. Faculties and individuals choosing the type of action research that will best serve their needs should consider five elements: They are as follows:

- purpose and process
- support provided by outside agencies such as universities, etc.
- the kind of data utilized
- the audience for the research
- the expected side effects.

INDIVIDUAL TEACHER RESEARCH

PURPOSE AND PROCESS. Individual teacher research usually focuses on changes in a single classroom. A teacher defines an area or problem of interest in classroom management, instructional strategies or materials, or students' cognitive or social behaviour. The teacher then seeks solutions to the problem. Students may or may not be directly involved in helping to generate

alternatives and determining effects. If parents are involved, they are usually consulted as sources of information.

OUTSIDE SUPPORT. Individual teacher research is frequently inspired by university courses, a descriptive article about action research, or an encouraging supervisor, principal, staff development coordinator, or professor. Because support by administrators varies by site and by their personal interest in the area being explored, external agencies often provide teachers with the needed support. Sometimes the external agent acts as a mentor to the teacher.

DATA UTILIZED. Some individual teacher researchers use quantitative data, developing measures and forming and testing hypotheses. They experiment with different actions fashioned to address the problem, study and record the effects of those actions, and keep, modify, or discard ways of acting based on their findings. Some teachers use qualitative data in similar processes. A few teachers, operating more like phenomenologists, prefer to let the hypotheses emerge from the process.

AUDIENCE. The primary audience for the results of individual teacher research is the teacher conducting the research. If students have participated directly in the investigation, then they, too, form part of the primary audience. Whether the results are shared with secondary audiences through staff development presentations, professional conferences, school district newsletters, or articles in professional journals is at the discretion of the individual teacher.

SIDE EFFECTS. The effects of individual teacher research may or may not reach outside the classroom. Several teachers within the same school may be conducting action research on a similar topic, but they may or may not discuss their experiences and results. The amount of sharing depends on the collegiality of the individuals. Where such sharing occurs, collegiality at the school may be enhanced.

COLLABORATIVE ACTION RESEARCH

PURPOSE AND PROCESS. Depending on the numbers of teachers involved, collaborative action research can focus on problems and changes in a single classroom or on a problem occurring in several classrooms. A research team might even take on a districtwide problem, but focus its inquiry on classrooms. The research team may include as few as two persons, or it may include several teachers and administrators working with staff from a university or other external agency. The team follows the same investigative and reflective cycle as the individual teacher-researcher.

OUTSIDE SUPPORT. Teachers and administrators often work with university staff, intermediate service agency personnel, or members of an educational consortium when doing collaborative action research. Collaborative action research frequently involves school-university partnerships and mutual support from each participating organization. The relationship is similar to the interactive research and development framework of the late 1970s.

Teachers engaged in collaborative action research generally volunteer to participate or seek out affiliation with local university personnel who have expertise in particular curriculum areas. Professors, district office personnel, or principals may recruit teachers to explore an area in need of improvement or to field-test promising approaches. Recruiting teachers for field-testing is especially prevalent when agency personnel initiate the study.

DATA UTILIZED. As in individual teacher research, the data utilized by collaborative action researchers may be qualitative or quantitative. Data are more likely to be quantitative if the central office or intermediate service agency defines the study area. The larger collaborative research team might also use a greater variety of methods than the individual teacher-researcher and divide the labour, focusing on different dimensions of a problem. For example, in a study of disciplinary action, one member might survey parents, a second member might interview teachers, and a third might count referrals and organize them by cause and consequences.

AUDIENCE. The members of the research team are the primary audience for results from collaborative action research. Depending on their involvement in formulating and shaping the investigation, students and parents may form part of the primary audience. If the school administration, the district office, or a university sponsored the research, then these groups also form part of the primary audience.

Collaborative action researchers appear to share results with secondary audiences more frequently than do individual teacher researchers and participants in school wide action research. This may result from the involvement of university personnel in the process, who, besides providing support to teachers, are exploring their own areas of professional interest. Because their university positions require them to generate and share knowledge, university personnel often have more time to write about the action research experience and more opportunities to present the results. This writing and presentation is often done in collaboration with one or more of the participating practitioners.

SIDE EFFECTS. While the work between school or district practitioners and university personnel is collaborative and mutually beneficial, a major benefit to practitioners is the almost tutorial role university personnel play in helping them develop the tools of social science inquiry. Some groups stay together for several years, conducting several studies in areas of common interest, while their technical skills and expertise in inquiry continue to grow. Such collaboration also generally improves collegiality.

SCHOOL WIDE ACTION RESEARCH

PURPOSE AND PROCESS. In school wide action research, a school faculty selects an area or problem of collective interest, then collects, organizes, and interprets on-site data. Data from other schools, districts, or the professional literature are funnelled into the collective decision-making process of the faculty, who then determines the actions to be taken. The process is cyclic and can serve as a formative evaluation of the effects of the actions taken.

School wide action research focuses on school improvement in three areas. First, it seeks to improve the organization as a problem-solving entity. With repeated cycles, it is hoped that faculty members will become better able to work together to identify and solve problems. Second, school wide research tries to improve equity for students. For example, if the faculty studies the writing process in order to offer better instructional opportunities for students, the intent is that all students benefit. Third, school wide action research tries to increase the breadth and content of the inquiry itself. Every classroom and teacher is involved in collective study and assessment. In addition, faculty members may involve students, parents, and even the general community in data collection and interpretation and in the selection of options for action.

A school executive council or leadership team composed of teachers and administrators often shares the responsibility for keeping the process moving. These leaders spur the collecting, organizing, and interpretation of the data, disseminate on-site data and applicable professional literature for collective analysis and study, and support the actions selected for implementation by the learning community.

OUTSIDE SUPPORT. School leadership teams or district administrators often initiate school wide inquiry because of their affiliation with a consortium that promotes action research as a major school improvement strategy. Through exposure to consortiums such as the Centre for Leadership in School Reform in Kentucky or the League of Professional Schools in Georgia, school leaders read about school wide inquiry, attend awareness sessions, or discuss it with peers who are using it. They then work to apply school wide inquiry in their home settings.

DATA UTILIZED. The data gathered from studying the school site and the effects of actions taken may be quantitative, qualitative, or both. The data collection can be as simple as counting types of writing elicited from students or as complex as a multi-year case study. Faculty members might divide the labour as in the case of collaborative action research. They might also reach out to

other schools studying similar problems and trying the same or different solutions.

For greatest effect, the data should be collected regularly, and evaluation of actions taken should be formative. Relying on summative evaluations such as yearly norm-referenced tests will lessen the dynamism of the process. Standard tests, however, can be used to corroborate the results of the formative studies. In almost all cases, multiple assessment measures are needed.

AUDIENCE. The audience for the results of school wide action research includes all the primary participants, at least the total school faculty. The faculty may decide to expand this audience to include students, parents, the general community, and the school board.

SIDE EFFECTS. Collective action may be the most complex type of action research, requiring participation from all members of the faculty. This complexity, however, generates important side effects: the faculty learns to build collegiality and to manage the group process. Teachers reflect on aspects of curriculum and instruction they might not have if they had worked alone.

School wide action research may feel messy and uneven, and conflict may arise during the first few cycles, but this is to be expected when a diverse community is learning to apply a complex process. Collecting school wide data on an instructional initiative requires trust and mental and physical collaboration. Marshalling the efforts of all both takes and provides energy. Sharing the results from individual classrooms requires patience and understanding toward self and others.