I. Introduction
CHAPTER - 1
INTRODUCTION

To day technology has changed the way we live, the way we communicate and the way we work. It has also revolutionized the educational field. The amalgamation of growing trends in teaching technology and the increasing pressure from the educational research has changed the way the teacher teaches. Long lectures and distasteful speeches have become outdated paradigm. It is not the technology alone which makes it happen. It is also the teachers who could integrate different small group and auto instructional techniques to find more useful and new patterns of learning. This could also encourage, facilitate and promote material developers to come forward to incorporate the instructional setting to suitable techniques to pay better learning dividends. Any way, materials should be made flexible to suit the learners needs.

1.1 TECHNIQUES

'Techniques' means the method of performance in any art, technique, skill or artistic execution. It is a process, manipulation or procedure required in any art, study, activity or production. Successful classroom instruction depends upon the technique of teaching. So,
techniques cannot be delinked from teaching and learning. They could also facilitate the training situation.

According to TARA CHAND (1990) “The general principles of learning should have the application in every actual teaching situation. The technique of teaching should be adapted to the technique of learning, which the pupils use in their work. Since the outcomes of teaching and learning are both in pupil’s achievement the technique of teaching as well as that learning depends upon the learning outcomes being sought by the pupil at any time “

David Jaques (1984) observes “Techniques are the ensemble of tasks, rules and procedures which comprise a coherent educational experience”

Taking into consideration all these things it is possible without the use of these techniques there may be a great deal of inefficiency and wastage of resources in executing various programs resulting in shortfall of plan targets. So, technique is an essential ingredient necessary for keeping teaching alive which is still sporadic among the teachers in general and teacher educators in particular.
1.2 GROUP

Group means number of people gathered and acting together to achieve a specific purpose. In an organisation, people operate in teams or work groups.

1.2.1 Types of Groups:
There are two types of groups namely open and closed

<table>
<thead>
<tr>
<th>Open</th>
<th>Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permit the changes of membership</td>
<td>Stable membership</td>
</tr>
<tr>
<td>Variety of purposes and activities</td>
<td>Limited purposes and long term activities</td>
</tr>
</tbody>
</table>

1.2.2 Group Dynamics:
Group dynamics deals with forming, storming norming and performing a group

Forming: Group is formed with some expectations by the members.

Storming: Conflicts are inherent within the group on account of priorities, procedures, methodologies etc.

Norming: It focus its attention on resolution, normalisation and role assignments.

Performing: Group starts performing its functions
1.2.3 Size of the group

The performance of a group generally depends upon the size of the group. The general characteristics of the performance and the size of the group are as follows.

<table>
<thead>
<tr>
<th>LARGE GROUP</th>
<th>SMALL GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal contribution of the members is low and unrecognisable</td>
<td>Personal contribution of the members is very high and recognisable</td>
</tr>
<tr>
<td>Level of communication is low because of its operation under formal rules</td>
<td>Level of communication is high</td>
</tr>
</tbody>
</table>

Factors that determine the size or the group

There are two types of factors namely the large group factors and small group factors that determine the size of the group. They are as follows:-

Variety

Time

Involvement

Satisfaction

Small Group

Participation

Large group

Sociological

Cost

Fig - 1.
1.2.4 Group Performance

To improve group performance each member should play the assigned role whole heartedly. It is the bounden duty of the co-ordinator to ensure that each member works optimally to his maximum capacity.

The number of students in each group has a profound influence on the kind of interaction that can be attained. The smaller the size, the greater is the likelihood of trust, close relationships and consonance of aims among members.

1.2.5 Group dynamics and communication Net Works

Generally, there are three types of communication net works to facilitate group dynamics. They are chain, wheel and star

**Chain Network**: In a chain network, the sender communicates with one receiver number one who then in turn can communicate with next receiver number two and so on until the message reaches the last receiver N. There are two types of chains namely bottom up and top down.
Wheel Pattern Network

In the wheel pattern the sender assumes the central position and communicates directly with all the receivers, none of whom are able to communicate with one another.
Star Net Works

A star net work permits all the persons to communicate mutually. The sender does not occupy any preferential position.

![Diagram of Star Network](image)

Fig. 4.

1.2.6. Selection criteria for communication Net Work

Selection of communication network depends upon the following characteristics.

1. Depending upon the purpose
2. His /Her style of functioning.

1.3 A VARIETY OF GROUP TECHNIQUES

There are many group techniques available and they are as follows:

1. Seminar 11. Groups in laboratory Classes
2. Case discussion 12. Groups in field exercises
4. Peer tutoring 14. Role playing
5. Buzz Groups
6. Group Tutorials
7. Snow ball groups
8. Cross- over groups
9. Fish Bowls
10. Horse shoe groups
11. Games and simulations
12. Video play back of group activity
13. Syndicates
14. Synetics
15. Associate Discussion
16. Fish Bone Diagram

A brief description of the most important group technique which are most relevant for this investigation are presented in the next section.

1.3.1. Buzz Groups:

Each group member is given a chance to state his candid opinion on some aspect of the discussions about the given topic within the stipulated time.

1.3.2. Brain Storming:

In brain storming, a group of participants tackle a single problem and storm the brain for new ideas in a free and uninhibited manner. All possible solutions are listed as they are formulated without any evaluation, which is reserved at the end of the session.

1.3.3. Synetics:

Synetics means "fitting together discrete and irrelevant elements" and the technique originally developed by W.J. Gordon in the field of consumer industry is now used in education also. It is both a
problem solving technique and a means of training people to be more creative. The leader or the teacher has, through what are called evocative questions, should guide a synetic process.

1.3.4. Syndicate:

This technique is described by Collier (1966 and 1969) the students in small tutorless groups (five to six members in each) are given joint assignments which require reading, discussion and written work. The tutor’s first task is to prepare the assignments; these may cover the same ground as a lecture course and comprise a developing sequence of questions and references. The collection of student views emerges in either a written or an oral report. The tutor summarises the reports in a formal lecture.

1.3.5. Snow Ball Groups: (PYRAMIDING)

Buzz groups can easily be extended into a progressive doubling in which pairs join up to form fours, then fours to eight’s and these finally report back to a plenary session. This developing pattern of group interaction is known as a “snowball” This technique is amazingly effective in ensuring comprehensive participation especially when it starts with individuals writing their ideas in the first stage before sharing them. Lest students become bored with repeated discussion of the same points, a sequence of increasingly sophisticated tasks is often desirable.
1.3.6. Cross-over Groups

One continual problem with the division of a class into subgroups is how to avoid a tiresome plenary session when each group reports publicly to the others. In the crossover technique, students are divided into groups such that the number in each group is approximately equal to the square root of the total number participating. There are then two (and possibly move) ways of proceedings, each requiring group members to meet at least one from each of the other groups. If we take a group of students and organise them as follows
And hand each a card marked A1 B2 etc as in Fig 6 the two distinct procedures are:

i. After a given time, all suffix '2' people move to their 'home' tables (i.e. A2 goes to table A1 B2 to Table B and C2 to Table C) and then, after a similar period of time, suffix '3' people move to their 'home' tables.

ii. At a given time all As join each other all Bs and Cs similarly

Alternatively, a colour coding rather than a numerical one can be employed. The task of each student as he or she moves into a new group can be to report what has been said in the previous group before discussion in the new group proceeds. This technique is helpful in mixing a new group of students and according to Bligh (1976) is of particular value on part-time courses where the circulation of ideas is never very rapid.

1.3.7. Horseshoe Groups:

This describes a way of organising a class so that it can alternate with ease between the lecture and discussion group formats. Rather than the students facing the front in serried ranks. They are
arranged round tables in a horseshoe formation with the open end facing the front.

Horse Shoe Groups

Fig. 7

A tutor can thus talk formally from the black board for a time before switching to give the groups a task such as a problem or an interpretation. The task should of course be one demanding collaboration among the students. The horseshoe formation can be of great benefit in science and engineering exercise classes if students are given problems at the start and then the tutor circulates round the groups, listening and asking or answering questions. If any general problem emerges, an explanation can be offered by the tutor to the whole class, or indeed by any student.
Whether the groups are given identical similar or entirely separate problems there is always the opportunity to open up discussions of a sticky point or to ask groups to explain their solutions or decisions to each other. If a sense of inter group competition can be infused into the situation, the level of interest and work can be heightened as well as cohesion in each group. This format may also be used for syndicate meetings.

1.3.8. Fish Bone (DIAGRAM) Technique

Description

Because the picture usually branches out like the skeleton of a fish, it has come to known as “Fish Bone”. This is a visual representation of the relationship between contributing factors and as issue or problem i.e. cause and effect.

Illustration of a situation:

This is helpful when groups need to better understand why a problem situation exists and how it developed. It can be a useful tool in conflict management by providing greater understanding of factors that have contributed to conflict situation.

The problem figured out in school management is kids not coming to school.
Fish Bone Diagram

Fig 8.

The group could develop a plan by filling the bone they could provide each of the chronic absentees.

1.3.9. Fish Bowl Technique

Description:

In the fish bowl technique, one group arranges itself concentrically round the other and the other group acts as observer and evaluates. The relationship is reversed to allow the second group to be observed.

Illustration of a situation:

It helps to develop a constructive and congenial dialogue among the group members.

As shown in the figure 9, five participants, form the inner circle and five participants outer circle. The people in the inner circle will be given a title “Environmental Pollution“ the people in the outer circle will act as observers. The relationship is reversed to allow the second group to be observed.
1.3.10. Role Play

**Description**

Role pay is a laboratory method of instruction involving dramatization of a situation by two or three students under the direction of a teacher, with the sole purpose of understanding the feelings, actions and behaviour of others especially in a problem situation.

**Illustration of a situation:**

The use of "character" cards or 'role play' cards make the activity more interesting and realistic. These cards are given out, face down to each trainees (students) acting in a students role.

When the teacher begins to teach he will have normal classroom problem to deal with cards will be changed round each time when the teachers are changed as role reversal.
A chairman (observer) may be chosen who did not get a turn as teacher. It is his job to see that every one gets a chance to speak and report back to class as a whole.

1.4. SMALL GROUP TECHNIQUES:

So far we have seen group techniques. In the next section, we shall discuss above small group techniques.

A small group comprises ranging from five to fifteen or twenty in numbers depending upon the content or technique of instruction adopted and the teacher's experience. This small group technique will enable students to get an opportunity to get actively involved in their own learning.
Learning in small groups has a valuable part to play in all round education of the student. Its function is allowing students to negotiate meanings to express themselves in the language of the subject and to establish more intimacy with academic staff than the lecture method.

In small group, the teacher is able to give individual attention to all the members of the group according to their needs. The students get an opportunity to get more actively involved in their own learning as well as participate in discussion. Further, small groups are conducive for the development of leadership qualities as there is two way communication between students and students and teacher and students.

1.5. INSTRUCTION:

Instruction is the arrangement of formation to produce learning. It is the transfer of learning from one person to another.

1.5.1. Instruction and teaching

Instruction is always a part of one of the several modes of teaching, the face to face instruction of the teacher is not so much essential in the process of instruction.

S.K. Mangal (1988) observes "Here the teacher can be replaced by the programmed material, computer, Teaching machine, Radio, television, video and tape - recording. A teacher may also use
these aids and devices in his teaching and hence instruction may be considered a part of teaching where instruction itself can never be called as teaching, the term teaching may include or cover instruction “

1.5.2. Instructional Technology:

Instructional technology involves the technique adopted to focus on the learning effects. It is the application of psychology, sociology and scientific principles of knowledge to bring about effective Instruction. Indirectly it involves teaching strategies.

There are two kinds of approaches in the educational system. There are teacher / institution centred approach and student centred approach. In the conventional teaching learning situation, the teacher imparts to a class of students subject matter which is laid down in some form of syllabus. The classes normally take place at set times and last for a pre-determined period. The whole system is geared towards the smooth operation of the teaching instruction with little or no attempt being made to cater to the need of the individual students.

While conventional teaching strategies are strongly dominated by the teacher and institutional constraints, students centered strategies are designed to provide the student with a highly flexible system of learning geared towards individual life and learning styles.
There are many student centered instructional techniques and a brief description of them are presented in the next section.

1.5.3 Auto Instructional techniques

The techniques which are helpful in the development and writing of largely textual auto instructional materials are called auto instructional techniques. There are specific techniques, representative sample of well tried and tested ones based on different theoretical principles, but all sharing the aim of individualised self instruction. These techniques also indicate that the courses could be covered within the usual time frame and at the same time with less cost but more efficiency. These techniques individually or in combination of several together will lead to superior learning outcomes.

Some of the auto-Instructional techniques relevant to this investigation are described in the next section.

1.5.3.1. Mathetics:

Mathetics in the Greek language means systematic application. Thomas F. Gilbert in the originator of the concept of Mathetics and he defines it as systematic application of reinforcement theory to the analysis and reconstruction of those complex behavioral responses, usually known as subject matter mastery knowledge and skill.
The Mathetic technique is based on an analysis of the task involved in mastering the content of instruction and does not emphasis on logical structure too much. The sequence of frames and teaching strategies in a mathetic programme will be flexible and may vary from task to task even in a single unit of instruction.

The mathetic programme presents exercise. The mathetic exercise would explain and demonstrate an operation. After the demonstration by the programmer, a learner is supposed to exercise and master that particular operation.

As a technique of auto learning, Mathetics can be applied to a wide range of subject matter but it is specially suited to training of skills. It is a complete training system that guides the trainer to discover the training deficiencies of specific population. The system includes guidelines for analysis of skills, knowledge to be learned and specific strategies to overcome the deficiencies.

1.5.3.2. Simulation Technique

Despite the fact that most case study, role play and simulation/games exercises are examples of group learning, they are nevertheless also examples of the individualization of the teaching learning process and thus qualify for our attention in this paper.
Simulation is the presentation of a problem, or an event or a situation or an object in a simulated situation. The presentation is made as near as possible to the real situation or event or object. A good example is micro-teaching wherein student trainees actually teach a very small group in laboratory setting.

Simulation game is a specially designed activity in which opportunities are given to try out certain situation or components of life by playing a game with a set of players, rules to follow, period of time to keep and actions to be taken. Simulations are complex, lengthy and relatively inflexible events. They will always include an element of role play, though other types of activity such as analysis of data discussions of options etc. are also involved. Role play, on the other hand, can be quite simple and brief technique to organise.

A game becomes a simulation when a scenario is provided. Then, it constitutes a simplified representation of life. If play is not played by rules then it is usually shaped by roles and roles may be fixed. It is possible to have a simulation in which communication between groups is governed by rules where the activity in the groups is determined by roles and where each group has a singular objective to fulfil in competition with others.
There are different ways of simulating reality. So, this technique can be further subdivided and according to their increasing reality and abstraction they are described as follows.

<table>
<thead>
<tr>
<th>Increasing Reality</th>
<th>Increasing Abstraction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case Study</strong></td>
<td><strong>In basket</strong></td>
</tr>
<tr>
<td>Role play simulation</td>
<td>Role players using real world exemplars</td>
</tr>
<tr>
<td>Role players with no interaction</td>
<td>Role players focusing on interaction</td>
</tr>
<tr>
<td>using real world exemplars</td>
<td>and an imitation of reality</td>
</tr>
<tr>
<td></td>
<td>Role players with or without interaction and with an limitation of reality</td>
</tr>
<tr>
<td></td>
<td>Qualities of both</td>
</tr>
<tr>
<td></td>
<td>Players with competition rules, winners and losers</td>
</tr>
</tbody>
</table>

There are also case studies which can be transformed into role play exercise by the addition of role description, scenarios, observers check list and the like.

1.5.3.3. Modular Approach

Russel (1974) defines “Module is a short unit of instruction dealing with a conceptional unit of subject matter”

According to the chambers 20th century dictionary (1983) “Module is defined as a set of course forming unit in an educational scheme”

Modular approach is a self contained package dealing with one specific subject set in convenient form, so that the learner can complete
it at his own pace independently or small groups. It is so structured that the learner can identify the objectives, select the material and method and evaluate his own accomplishment.

The modular approach has been proven to be an effective and efficient tool to help students to learn themselves. Most subjects can be targeted with this approach. The production of instructional material is time consuming but the modular effectiveness can be evaluated and thus revisions can be done in a positive way.

Module is a single independent unit of instruction, complete in itself with the primary focus on a few well defined objectives. Modules may be added to further units towards the achievement of a long-term goal. Module carry a wide variety of labels, including unipack, individualized learning package, and learning activity package.

A. COMPONENTS OF MODULES

There are many different formulas for designing instructional modules, but certain components are agreed upon

1. Rationale:

An overview of the content of the modules and explanations of why the learner should study it.
2. Objectives:

What the learner is expected to gain from studying the module, stated in performance terms.

3. Entry Test:

To determine if the learner has the pre requisite skills needed to enter the module, and to check whether the learner already has mastered the skills to be taught.

4. Study Materials:

A wide variety of media formats can be used in order to involve learners actively and to utilize a number of their senses. Most media formats to involve learners actively and to utilize a number of their senses. Most media formats lend themselves to be used in modules.

5. Learning Activities:

The following methods may be incorporated into modules. Presentation, demonstration, drill, practice, tutorial, gaming, simulation, discovery and problem solving. A variety of methods and media increase students interest and meet their needs.

6. Self Test:

A chance to review and check one's own progress.
7. Post Test:

An examination to test whether the objectives of the module have been mastered.

B. DESIGN OF MODULES:

Module should include an introduction to the topic and instructions or suggestions about how the various components of the module are to be used. If the module is to be used only under instructor supervision, oral instruction may suffice. In most cases, however, a printed study guide should be a part of the module. The printed guide should introduce the topic of the module and relate its media and activities to the objectives. It should give instructions for using the materials included with the module and directions for the learning activities involved. Questions and space for responses may also be contained in the guide. The study guide should be as simple as possible containing just the essential directions and relevant information.

It is important for the instructor to monitor each learner's progress in order to reward successes and to alleviate frustrations. At the conclusion of each module’s use, the learner should discuss the activity with the teacher individually or in a small group. The teacher and the students, can go-over the nature of the problem presented in the module, compare answers (if appropriate) and discuss the concepts learned from
the module. The follow up discussion can be used as an alternative device in addition to or instead of a written quiz.

1.5.3.4. Structural communication

This technique was developed by the Centre for structural communication, Richmond, U.K. notably by A.M. Hodgson and his colleagues. The roots of this technique are in cognitire and field psychology, with a touch of cybernetics.

Structural communication is based on the concept of a "guided dialogue". We can simply the process of dialogue to a cycle of directed challenge, responsive environment, and reality testing.

The basic element of structural communication is called a study unit, and each of these consists of six interdependent parts. The simplest kind of study unit may be contained in a booklet of about 12-20 pages. Typically, study units are designed for about one hour's work. Below we name each section and describe its role in the communication.

Intention

This is self-descriptive. The author uses it to describe what the study unit is about, and may use it to specify certain `behavioral
objectives', provide an 'advance organizer', or, if it is one of a series, identify its context and role.

**Presentation**

Here the student first comes into contact with the subject matter of the study unit. In the simple units, this is a written text, rather like a chapter of a book, i.e. more condensed than the usual text book which lacks the following sections of a study unit.

**Investigation**

This section usually comprises between three and five problems about the subject matter of the presentation. Each of these problems takes a different perspective on the material, and the student attempts to resolve them by composing a response from the next section.

**Response Matrix**

The matrix is a randomized array of between about 12 and 35 'items' that restate in a concise form the significant elements of the study unit theme outlined in the presentation. Usually, these items will be statements of facts, theories, formulas, Parts of strategies and so on, depending on the subject of the study unit and the type of question asked.

The student's task is to compose a combination or sub-set from the matrix which represents an appropriate response to the challenge
posed by each problem. There is nothing on the face of any item that will
tell him to which problem or problems it is relevant or in what
combination of items it should fit. Each item may be considered a
signifier of semantic content more fully expressed in the presentation.
Thus, each item should carry a fairly rich semantic load. From his
reading of the presentation, which is designed to create conditions of
readiness, the student will be drawn to see complete sets of relationship
emerged from the random matrix as it concentrates on a particular
problem in mind.

1.5.3.5. Structured Mapping:

The structural mapping or writing techniques were developed
by Robert E-Han and others. The rate of this technique spreads in every
psychological 'camp'. It draws its principles from the work of such
diverse workers as Gagne, Skinner and Ausubel. It knits the principles
into a set of rules and procedure for the preparation of written materials
which may serve the purpose of instruction, or of revision or of
reference. It may also serve as the basis of organisation of material for a
computer based information system.
A manual of structural pages or maps, somewhat resembles atlas or geography maps. Each map has a definite purpose, and clarity. Each map attempts to present the shape.

1.6. GROUP LEARNING VERSUS INDIVIDUAL LEARNING

Selecting the learning methods or techniques depends upon two things namely knowledge, schema and certain factors.

1.6.1. Knowledge Schema:

It includes facts, concepts procedures and laws.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Group</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact (Drill, Practice)</td>
<td>Principles, laws, group discussion (Implications and applications)</td>
<td>Concepts and procedures</td>
</tr>
</tbody>
</table>

1.6.2. Factors:

The contributing factors that will enable one to select the techniques are types of task, needs of learners and availability of resources.
1.7 MANAGEMENT

Management means many things to many people. Some think management is nothing more than checking the clerical work and putting signatures here and there. Public at large consider management as managerial personnel doing certain tasks. Some think it is an art, some consider it science with a systematic body of knowledge. Management is all these and much more. Management is a process a universal process by which an organisation realises its objective in a planned way. The management process consists of certain function or elements which Fayol describes as planning, organising, directing and controlling. It is a mental process.

Some feel Management as a comprehensive term has a higher function and includes administration. It consists of administrative management and operative management. Others feel management is a lower function while administration is superior. Confusion arises because of different viewpoints on management by authorities. Both administration and management are used interchangeably. Sheldon feels there is no relation between the two. According to him ‘administration’ is a thinking function while ‘management’ is a doing function.
Planning:- Planning follows a dictum, think before you act’ planning foresees the future and focuses attention on choosing a course of action to meet unforeseen problems or events.

Organizing:- It is the mechanism through which goals are set planned and accomplished. In short, organization is a man made system designed to combine a complex of man, material, machines and other resources into an efficient, effective and viable enterprise.

Staffing: This considers the right selection of appropriate persons to carry out jobs smoothly. It tries to foresee future man power need in order to develop the persons employed in the organisation.

Directing:-Here the manager directs the efforts of the staff towards common goals. He acts as the leader of the group to do so. He communicates, guides and oversees what is to be done and also provides a climate for developing his subordinates capabilities.

Controlling:-Any plan will be executed successfully only when it is controlled. Controlling means reviewing the performance of the employees in the light of targets of the plan. If there is any deviation from the planned objective, the manager puts things right by taking proper corrective action.
Co-ordinating:- There is another aspect in the managerial process. Some regard it even as a separate function. This is equated with Co-operation.

In a nutshell, Management implies the co-ordination of resources and activities to accomplish certain results or to fulfil certain responsibilities. Management is defined as the process by which Co-operative group directs itself towards common goals.

1.7.1. Modern Management

The traditional concept of administration in undergoing changes giving place to more comprehensive concept of management. The well researched and proven modern concepts and principles in the field of business, defense and industry may be incorporated into educational management in general and school management in particular, but their relevance, clarity, coherence and organization should be gauged in the right perspective.

1.7.2. School Management

As a matter of fact school is a miniature society. Every school needs teachers capable of performing the educational tasks well. Among the teachers the Headmasters is the potential force, which generally counts in the realization of educational objectives. Any way, the four Rs i.e Role, Rule, Records and Relationship should be borne in maid to keep the school atmosphere, going smoothly.
The short coming of our present Educational Management system is that it is very much office oriented and fails to catch up with new tasks and responsibilities. A static organization cannot meet the needs and challenges at a dynamic situation and hence the organizational structure and culture have to be radically changed so as to in fuse dynamism.

In ‘School Education’ there exists first and second line customers besides partners. The following chart describes who they are.

First time customers : Students and Parents
Second time customers : Teachers and Community
Partners : Feeder schools, Local Educational authorities.
Controllers : Chief Educational officer
              District Educational officer
              Curriculum bodies.

1.7.3 Changing Scenario in School Management

In fact, the “Educational Management” systems in the country has witnessed enormous expansion during the five decades. Corresponding to this expansion, the task of managing the growing systems’ has become more and more complex. The traditional administration handed down from the colonial past has become an outdated paradigm. So, it is often felt that existing management frame
work will not be able to cope with the new changes, challenges and complexities.

The changing Scenario of School Management has been described below

<table>
<thead>
<tr>
<th>Old Role</th>
<th>New Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bureaucratic, Authoritarian</td>
<td>Participatory, Democratic</td>
</tr>
<tr>
<td>Rigid</td>
<td>More flexible and facilitating</td>
</tr>
<tr>
<td>Accountable to bureaucratic needs</td>
<td>Accountable to bureaucratic needs and community</td>
</tr>
<tr>
<td>Control</td>
<td>Service</td>
</tr>
<tr>
<td>Inspection and supervision</td>
<td>Empowerment and team work</td>
</tr>
<tr>
<td>Generally ignoring parents and community</td>
<td>Inviting community and parents to come and participate</td>
</tr>
</tbody>
</table>

So, the national Policy on Education (1986) and the revised policy adopted in 1992 which call for a total overhauling of the Educational Management System suggests that efforts are needed to restructure and revitalize the system which is a major challenge facing all concerned with management of school education in India.

1.6 NEED FOR EDUCATION

Education is one of the important factors in the development of individuals and nations. “In a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of schools
and colleges will depend on success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people"

1.8.1. Different roles of Education

Different roles of education are described below

1. In increasing production
2. In the modernization of (Indian) society
3. In promoting social and national integration.
4. In developing democratic values.
5. In establishing a socialisite pattern of society.
6. In developing secular outlook.
7. In promoting international understanding.
8. In synthesizing cultural and scientific values.

1.8.2 Teacher Education

Indeed, the destiny of India is being shaped in the teacher training institutes. It has been aptly remarked.

“If you educate a boy, you educate one individual.

If you educate a girl, you educate the whole family and

If you educate a teacher, you educate the whole community".
So, a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in Teacher education can yield very rich dividends because the financial resources required are very small when measures against the resulting improvements in the education of millions. Teachers education is not merely teaching the teacher how to teach. It is to kindle his initiative, to keep it alive and to save time, money and trouble of the teacher and the taught.

1.8.3. Diploma in Teacher Education

A sound programme at Elementary teacher Education is inevitable for the qualitative improvement of education. The District Institute of Education and Training (DIET) in every district of Tamilnadu offers many programmes and the important one is pre-service Teacher training i.e Diploma in Teacher Education at the elementary stage. To enter into the portals of Diploma in Teacher Education, the minimum academic qualification should be a pass in the XII standard. The course should be of two years duration with about 220 working days in each year.

After having completed the two years endeavour in Teacher Training Institute, a candidate could work as a secondary grade teacher in the primary middle, high or higher secondary School. He is entitled to
take classes from I standard to VIII Standard. He could teach the mother
tongue, English mathematics, Science and social science.

There has been considerable discussion about the term
‘Training’ and ‘Education’ with reference to teacher preparation Larsen -
Freeman (1983) compares ‘Training” and ‘Educating’ for heuristic
purpose but actually does not see them as being completely distinct
processes”.

The terms ‘Training’ and ‘Education' are used interchangeably
in this thesis. Training is defined as shaping a person to a desired state of
efficiency by instruction and practice. Of course in training, the trainers
the very process of instruction and practice by which they are instructed
and the trainees become the pattern or blue print for teaching.

The training methodology in Diploma in Teachers in Education
Course, is generally devised so as to eliminate “Spoon feeding” and help
trainees discover, learn practice for themselves to get a foot on the
academic ladder.

process of learning for the trainees will consist as much as possible of
modes like investigations, care studies, problem - solving, role play,
project work, self-study, field visits, demonstrations, group work, tutorials and other activities”.

The main objective of the ‘Diploma in teacher Education’ programme is to impart knowledge and skills to the trainees with regard to ‘Content and methodology’ of the core subjects such as English, Science, Maths and Social Science ‘Psychology of Childhood’. ‘Issues relating to Education in emerging India and "Management of Education’, etc.

1.8.4. Objectives of Teacher Education Curriculum

The objectives of the Scheme are to make the student teacher

1. Understand his role as an agent of social change.

2. Develop values of education such as non-violence, truthfullness, self-discipline, self-reliance, dignity of labour etc.

3. Understand his role not only as a leader of the children but also a guide to the community.

4. Act as a liaison between the school and the community

5. Develop in him warm and positive attitudes towards growing children and towards growing children and towards their academic, social economic and personal problems and skills to guide and counsel them.
6. Develop understanding interests attitudes and skills which would enable him to foster all round growth and development of the children under his care.

7. Develop study habits among the children. Study habits cover all related aspects of study such as home environment, reading and note making planning for studies, preparations for examinations and attitude. The methods of taking notes, concentration, remediation, memorisation etc. are other important factors.

8. Develop competence to teach on the basis of the accepted principles of learning and teacher.

9. Develop competence to both in the formal and non-formal systems of education.

10. Develop competence is highlighting the core curricular area such as population Education, Women Education, Adult and Non-formal Education, Pre-School Education, Tribal Education, Integrated Education of the disabled etc.

1.9. STUDY

The term study is self explanatory which basically involves acquiring knowledge by devoting time and attention to solve the particular problem under investigation.
1.5.1. Need for the study

The context, mission and role of the District Institute of Education and Training has recommended to design the programmes of the teacher training course as follows:

"Trainees will be enabled to experiment, discover, learn, practice and explore for themselves, rather than being lectured to learning activities will be suitably organized in individual or group modes"

Apart from this, it has been observed that ‘School Management’ is a complex phenomenon. Some believe that it is connected with administrative supervision only: some think that it refers to the financial task; some have the opinion that it is pertinent to institutional planning alone; some have the notion that it helps to foster good human relationship and others are under the impression that it is pertaining to the academic activities only.

As a result, while teaching the subject, school Management both the students and teacher are groping in the dark. So, it is imperative for the researcher to change the raw material into easily digestible particles. In other words, to facilitate teaching learning process, he has made up his mind to focus his attention on the five attributes of school Management homely.
a. Curriculum Management

b. Finance Management

c. Exercising Administrative control

d. Institutional Management

e. Human Resource Management

Any how, teachers handling the School Management adopt certain techniques to boost the lecture method. Nevertheless, students are lagging behind in learning this subject. So, the teachers are in need of well proven and successful techniques in the class room i-e they look for the right technique for the right content, in the right way; otherwise they have to waste their time and energy.

Hence, research is, absolutely necessary to probe into the nature of 'small Group and 'Auto-Instructional’ techniques to improve the achievement of the students for the subject school Management at Diploma in Teacher Education level.

1.10 STATEMENT OF THE PROBLEM

The following factors gave a lot of impetus to the investigator to demarcate the problem.

The research had worked as a Teacher Educator in the Teacher Training Institutes for three years. His sound academic calibre had
directed him to think that the trainees in the Diploma in Teacher Education were not up to the expectation in learning the subject school Management. As a result they could not farewell, in the examination.

He has also been working as the Headmaster of Government secondary school in Tamilnadu, since 1996. His professional background as a school manager enabled him to set his mind on the five dimensions of School Management. In other words, he wanted to find an alternative method to convert the complex raw material namely "School Management" into easily digestible learning sub components such as 'Curriculum Management’ Institutional Management’ Finance Management’ Exercising Administrative control and Human Resource Management.

This was his personal view. He made consultations with experienced Headmasters of schools and Teacher Educators of Teacher Training Institutes. They also expressed the same idea unanimously

From the Educational Technology point of view, it was decided to take up small Group and Auto Instructional Teaching was to propel the achievements of the trainees studying in the Diploma in Teacher Education Course. i-e perfect technique should be adopted to the perfect content which could cater to the need of the learners.
Taking into consideration of all the above mentioned discussions the problem is stated as follows:-

“A STUDY OF SMALL GROUP AND AUTO INSTRUCTIONAL TECHNIQUES TO IMPROVE THE ACHIEVEMENT IN SCHOOL MANAGEMENT OF TRAINEES STUDYING IN DIPLOMA IN TEACHER EDUCATION COURSE”.

1.1 OBJECTIVES OF THE STUDY:-

1. To analyse various dimensions involved in the subject ‘School Management’

2. To evolve a set of dimensions in the subject ‘School Management’ in Diploma in Teacher Education level.

3. To develop suitable “Small Group” and ‘Auto-Instructional’ materials for the subject ‘School Management’ for the trainees studying in Diploma in Teacher Education course.

4. To validate the evolved ‘Small Group’ and ‘Auto Instructional’ materials for the subject ‘School Management’ for the trainees studying in Diploma in Teacher Education Course.

5. To find out the effectiveness of the validated small groups and Auto Instructional materials for the subject ‘School Management’ for the trainees studying in Diploma in Teacher Education Course.
6. To find out the impact of the materials on "Study Habits" of the trainees studying in Diploma in Teacher Education Course.

1.12 SCOPE OF THE STUDY

Experiments at this kind will encourage more Teacher Educators to produce their own Auto Instructional modules and Small group learning materials and modify them according to the needs of the target group.

It will also result in a better inter disciplinary approach between the subject experts (Teacher Educators) and Education Technologists and this will bridge up the learning material development gap. This study will sharpen the brain and kindle the potentialities of the teacher Educators of Teacher Training Institutes to Conduct experiments and do researches in respect of several manifestations relating to Educational Management in general and School Management in Particular.

1.13 HYPOTHESES OF THE STUDY

1. There is no significant difference between the achievement level of the learner for the subject “School Management” in the experimental group which is exposed to the developed learning materials based on the evolved ‘Small Group Techniques” and the control group which is taught through the ‘Conventional Method’
2. There is no significant difference between the achievement level of the learner for the subject School Management in the experimental group which is exposed to the developed learning materials based on the evolved "Auto-Instructional Techniques" and the control group which is taught through the 'Conventional Method'.

3. There is no significant difference between the achievement level of the learners for the subject School Management in the experimental group one which is exposed to the developed learning materials based on the evolved 'Small Group Technique' and the experimental group two which is exposed to the developed learning materials based on the "Auto Instructional Techniques."

4. There is no significant difference in the level of study habits of the learners between the Experimental Group which is exposed to the developed learning materials based on the Small Group Techniques and the Control Group which is taught through conventional method.

5. There is no significant difference in the level of study habits of the learners between the Experimental Group which is exposed to the developed learning materials based on the Auto Instructional materials and the control Group which is taught through the conventional method.
6. There is no significant difference in the level of study habits of the learners between the Experimental Group one which is exposed to the developed learning materials based on the small Group techniques and the experimental Group two which is exposed to the developed learning materials based on the Auto Instructional Techniques.

1.13 PROCEDURE FOR REALISING THE OBJECTIVES:-

By making consultations with the content specialists the complex subject School Management was selected. A detailed design for small group and Auto Instructional Technique was developed, For identified Small group and Auto Instructional Techniques suitable small group and Auto Instructional materials were developed and validated. Suitable Hypotheses were framed and the validated. Small group learning and also Auto Instructional Materials were subjected to experimentation using experimental groups and control group. The results were structured. A study habit inventory was used to study the impact of materials on the trainees and results were treated statistically.

1.15. LIMITATION OF THE STUDY

Owing to constraints of time and money

1. Only one District Institute of Education and Training Pudukkottai was selected for the study.
2. Only the Second year of Diploma in Teacher Education was selected for the study.

3. There are many areas in Educational Management but school Management was selected.

4. There are many components in School Management but only five components were selected for the study.

5. There are a few Auto - Instructional Techniques available but only modular approach was selected for this study.

6. There are many small group techniques but only five techniques were taken for the study.

1.16 BRIEF RESUME OF THE SUCCEEDING CHAPTERS

The thesis has been organized in five chapters. The first chapter deals with the introduction to the study. In the second chapter a review of relevant literature found in India and abroad is presented. In the third chapter, the experimental design i.e details about the selection and construction of tools, date collection, organization scoring etc are presented. Chapter four deals with a detailed analysis of statistical data and their findings. The fifth and last chapter explains the important results of the thesis and also suggests valid recommendations for future requirement in this area.