CHAPTER 1

INTRODUCTION

Ice Breaking

Education in India has its own identity. It has an interesting history. In olden times education was to be given orally. The hermits and scholars used to give such type of education. Then there came the transformation of writing on tree skin or on certain stalks of trees. The temples and the community centers were used as schools. Later, there came Gurukul system. The most traditional way of residential schooling was the Gurukul. The education was free those days. Yet the students of rich families paid the Gurudakshina. Extensive knowledge of theology, sacred texts, reasoning, art and literature, campaigning, statesmanship, therapeutics, horoscopy and antiquity were imparted.

The Indian scholastic system has its unique structure and it has the following constitution:

The stages are:

- **Private Play Schools (Age below 3 Years):** The stage of education is not mandatory. This level of education is meant for students in the age group ranging between 1.5 years to 3 years. The popularized structure at this level being The Montessori system.

- **Primary School (Classes Nursery and Preparatory -> Age Group 3-5 years):** There are two levels there Nursery for the age group ranging between 3 to 4 years of and the other is preparatory for the children between the age group of 4 years to 5 years.
• **Junior School** (Classes 1 to class 5 -> Age Group 5-10 Years): This is for the children of ages between six to ten years. It is from First to Fifth standard/class/grade.

• **Middle School** (Classes 6 to Class 8 -> Age Group 11-14 Years): This is for the children of ages between eleven to fourteen years. It is from Six to Eight standard/class/grade.

• **Senior Secondary** (Classes 9-10 -> Age Group 14-16 years): This is for the children of ages between fourteen to Sixteen years. It is from Ninth to Tenth standard/class/grade.

• **Sr. Secondary / Pre University** (Classes 11-12 -> Age Group 17-18 Years): This is for the children of ages between Sixteen to Seventeen years. It is from Eleventh to Twelfth standard/class/grade. At this level, students make a choice for a particular scholastic stream.

• **Graduation** (Arts & Commerce - 3 Years, Professional - 4 Years, Medical - 5 Years,)

  **Collegiate:** B.A./B.Sc/B.Com/BBA etc which are degree course spanning for three years. Specialized streams like B.Tech /B.Archetc takes span of time of 4 Years and Medical streams like MBBS/BDS etc takes a longer span of 5 years.

• **Post Graduation (1/2 to 3 Years):** MA/M.Sc. / M.Tech/MBA/M.Ed/MCA/MD etc are spanning for 2 to 3 years.

**Type of Schools:**

• **Govt. Aided Schools:** A good percentage of Indian School receives government funds and managed by the State /Central Govt. administration such as KendriyaVidyalaya, Navodalya Schools and a number of State Govt. initiative schools.
• **Self Finance Public Schools**: As contemporary education requires equal importance to extracurricular activities in addition to academics and the education of a child is seen more than any investment.

Concern of the parent is the overall development of their child and they certainly keep academics as the top priority when choosing the best School. As many Govt. aided schools are found failing to suffice required standards of academics and quality education, a trend has established all over to prefer good CBSE affiliated public schools over Govt. aided schools.

• **International schools**: To meet international standards, schools based on international standards such as IB Board are set up in many of the big townships.

• **The National Institute of open schooling**: These schools facilitate those students whose teaching learning have been impeded and could not finish their conventional teaching learning.

• **Unusual Requirement Schools**: In such schools, non-conventional teaching-learning an interest oriented instructions are provided to the differently abled students.
Research Problem of the Study:

Emerging Issues and Challenges:

The most significant tool to bring about complete transformation is Education. Education should be relevant to satisfy the needs of the all times.

In this present world scenario, it is visible that our future generations i.e. the present students will have to face numerous challenges and they should be developed with the ability to endure and outshine in this fast fleeting world of changes.

It can be made possible by an in depth fundamental knowledge, stronger value system and intensive application of analytical capability, resolving complication and academic expertise.

With the time the role of a Good School, Good Principal and Good Teacher is becoming more and more important, as we are heading towards a tougher time and unfortunately reducing examples of sacrifices and sincerity in our society.

It is important that school teachers should be prepared for delivery of Y generation competence. Thus, nations across the world have adopted a broad spectrum of varied educational modules, pedagogy and evaluation system with a vision to prepare the coming generation in accordance with the demands of social and professional life in the 21st Century.

There has been a paradigm shift in the 20th century conventional perspective of administrational execution which discouraged revolutionary patterns to the 21st century perspective of regarding original and fresh ideas as an “Embryonic mighty impact on administrational execution.”

A correct standpoint, readiness to assimilate information and wisdom to coordinate in a group, has become gradually more imperative for people. Talent and expertise will become the deciding
factors in defining the economic destiny of several nations in the predictable times to come and schooling shall play a pivotal role to obtain planning competence, social competence and a favorable perspective towards life.

**Central Board of Secondary Education** is the most leading and dynamic education board of our nation and all central Govt. new education policy begin with its implementations through CBSE which are later taken up by the state Govt. Educational Boards. Slowly most of the state boards schools are also shifting to become CBSE affiliated schools.

CBSE has set high standards norms for its affiliated schools including all the dimensions for a perfect school education which includes overall Moral, Physical and Academic development of students, conducive environment for learning and working, ICT facilities for transparency and security and safety of the students and satisfaction of the staff and parents for a meaningful education system.

*But it was observed that a number of CBSE schools are not able to justify the standards needed as per CBSE schools and thus a need was felt to have a research of the schools depicting the actual status of level up to which the set norms for quality education are being followed in the schools affiliated to CBSE.*

*Thus this research was aimed at identifying the actual status of the schools by accessing the overall working and standards of the schools with different status and age since their respective inception. The study was made to reveal that are these schools successfully providing holistic education which is required for the overall development of a child in this era of globalization.*
ABOUT CBSE:

In the year 1952 Central Board of Secondary Education was formally inducted and was further reconstituted in the year 1962 with the principal aim of: Providing better facilities to the academic temples of learning and to meet the scholarly requirements of the pupils whose guardians had been serving the cardinal administration along with a regular migratory employment coexisting with regional panel in several domains of the nation. The outcome of the restructuring process had been the collaboration of the former 'Delhi panel of high school instruction' with the cardinal panel which led to the recognition of all the academic organizations governed and run by the Delhi Board to be merged and run by the cardinal panel.

Eventually, every institution situated in the combined domain of Chandigarh, Andaman and Nicobar islet, Arunachal Pradesh, Sikkim, Jharkhand, Uttaranchal and Chattisgarh have also been merged and annexed with the panel.

Now the jurisdiction of the Central Board of Secondary Education is substantial and extends afar the indigenous geographical periphery. From 309 schools in 1962 the Board presently has more than 16200 schools as now including more than 197 institutes in 23 nations 1078 Central Schools, 2482 Academy/Funded Institutes, 11443 self-governing institutes, 585 schools for gifted students and 14 cardinal schools of Tibet.

Today **Main objectives of CBSE** are

1. *To maintain correct advancement of scholarly pursuits, to dispense pressure free, student focused and complete education to all students without parting with standard.*
2. *To examine and supervise the standard of scholarly pursuits by taking review from different collaborators.*
3. To evolve yardstick for execution of different scholarly pursuits including concerns for maintaining standard; to command and harmonize the execution of different scholarly and instructional agenda of the Board; to arrange scholarly pursuits and to operate other organizations involved in the task.

4. To modify and create ways to ensure scholarly standards in adherence with emotional, instructional along with communal postulates.

5. To motivate institutions in order to file the growth of pupils through a mentor and pupil compatible method.

6. To suggest strategies to secure standard criterion in school education in symphony with the National aims.

7. To hold different a potential development and emancipation schemes to modernize the masterly skills of mentors.

8. To advise specification related to Evaluation besides organizing common evaluation when the academic session for grade X and grade XII terminates. Issuance of eligibility documents to the winning students of the annexed institutions.

9. To satisfy the scholarly needs of those pupils whose parents were serving in migratory professions?

10. To suggest and modernize the directions of pedagogy of examinations

11. To annex schools with the aim of assessments and increase the scholarly quality of the Nation.

**Major Objectives of Research:**

To have a comprehensive study of CBSE schools to make a quality Assessment covering different aspect of functioning of a school in different dimensions such as:
• Scholastic and Co scholastics planning and activities.
• Infrastructural facilities.
• Management of personnel enterprise.
• Overall Governance and Regulation.
• Headship and Recipient Contentment.

Dimensions of study:

1. Scholastic Academic Processes and Outcomes:

   The recent procedure of school educational strategy is mainly a 'top to down' yearly practice. Its aim is to well define and separate instructional time for teaching a particular subject for the entire academic session, and setting forth other activities that will be held in schools. For a purposeful educational strategy, it is imperative that the authorities and mentors of the school contribute equally by mutual coordination and consent. They need to conduct a brain storming session among themselves on matters that are linked with infrastructural support of the institution, keeping in mind the varied requirements of the pupils for their incessant learning experience and recognizing the educational aids, required by the institute to facilitate these requirements, whenever needed. This dimension can be further divided into three sub categories.

   a) Curriculum Planning   b) Teaching Learning Processes   c) Pupil Evaluation and their conduct.

   a) Curriculum Planning: Strategizing Syllabus is the heart of school education as it lays down the foundation and decides the level of instruction and training. A syllabus is that which pupils may be aware of, may receive its impressions and adopt in their real life situations. The world is in a state of flux which goes on at such a quick pace that will
require our pupils to be smart enough to gauge and survive with continuous flux. Curriculum is everything that a school deliberately teaches—subjects, activities, tricks, skills extending within and outside the school boundaries. Curriculum need to be broad and balanced. The Inter-disciplinary nature of extended curriculum meant for learning extended to Libraries, Laboratories, Playfields, Amphi-theatres and outside the school, and more with external environment make it more relevant and meaningful to child’s life.

Different aspects of curriculum are as under ....

| a) Consciously Decided Syllabus (that the institution wills the pupils to imbibe.) |
| b) Attained Syllabus (determining the learning outcomes as a result of what the institution has taught.) |
| c) Approved syllabus (through tutelage which ensures pupils' involvement with the consciously decided syllabus.) |
| d) Practical Syllabus (how pupils practice and imbibe the syllabus, varies from pupil to pupil.) |
| e) Reporting (how well they have learnt it) |

The National Curriculum Framework has been used essentially as guidelines.

The Syllabus designed for the Y Generation should primarily focuses on shrinking its size while aiming for a strong fundamental knowledge; involving pupils towards raised-heights, composite reasoning and building extensive knowledge of real life situations and supplying bright chances for self-analysis and self-training.
Thus, a well-defined syllabus should be one which is multifaceted, connected with the native society and social milieu, meeting the requirements of pupils who have diverse educational needs.

Obviously such a syllabus would be constituted with analysis and amendments and will be laid in such a way which involves the pupils in diverse ways and facilitates incessant training competence.

b) Teaching Learning Processes (Instruction Training Procedure):

The instruction and training procedures are supportive to each other and lay the fundamental of scholarly procedures and results. Beginning with something which forms the basis of the teacher's understanding of the prescribed syllabus to including the teacher's capacity to collaborate this understanding with many other talents so that the pupils may be involved at the intellectual and behavioral level, to make them ponder, analyze, introspect and manifest.

As the Pedagogy may include.

*The Skill of instructing: The perceptive, inventive, instinctive segment.

*The Genius of instructing: Talents and Execution.

*The Science of instructing: Exploration, opinion forming and conceptual planning.

So the teaching practices which should be inculcated in staff as a leader or chief mentor …
i). **All pupils can be achievers in an Institution:** Inability to achieve is a consequence of lack of congruence between a pupil's preparedness to receive knowledge and the approach or the method adopted to pass on the knowledge. The mentors should adopt diverse methods and a variety of ways not only to convey the information but also to check or examine their pupils' state of present knowledge and this process should go on, relentlessly. Mentors should be agile enough to recognize when a pupil gets muddled up and they should be resolute to furnish substitute skills to support the pupil's learning capacity.

ii). **Mentors and Pupils are collaborators for Desirable Education:** When the child likes the teacher, he loves the subject too.

iii). **Systematic analyses has furnished helpful stereotypes on classic styles for Youngsters:** Although each pupil grows in a distinctive manner and blossoms on a distinctive period of time, an effective teacher makes that connection with children and provides successful learning experiences to youngsters.

iv). **Pupils are most affected and quickly imbibe from real life situations:** Which are acknowledged and viewed differently by different individuals and are uniquely applicable to them. These situations or practices gain more momentum if they are properly directed and committed. They need to be accountable for their learning.

v). **The postulates of instructing should be at equilibrium with the postulates of supplying the chances to imbibe:** Instructing is a suitable procedure instead of a directional process.
vi). The tasks that pupils perform in school should lay a preparatory base for the community where they lead their lives and participate: Teaching and evaluation are indivisible. An initial mark of teaching is to examine the present state of a pupil's learning so that teaching may bridge the gap and provide support.

vii). Teaching approaches should mirror the prudence extracted from the principal instructional approaches: Mentors must be furnished with assistance to experiment with novel methodologies.

viii). A good teacher is not necessarily an effective teacher: Mentors who convey knowledge with zeal and influence pupils. This zeal multiplies when teacher makes a connect with each child, imbibe efficacious novel ways, maintains the pace with the systematic analyses and collaborate with their peers.

It is crucial that we adopt methodologies which encourage pupils to become responsible for their own education, involve them promptly in different educational practices, raise enquiries about their doubts and employ scientific knowledge. Group spirit promotes learning in partnership and liaison equally as single accomplishment and brilliance. As pupils get inspired, they will naturally adapt and increase their analyzing competence, be more communally responsive and accountable.

c) Pupil Evaluation and Achievement:

The instruction and understanding procedure cannot be meaningful without evaluation. Evaluation provides a review to both the pupil and the teacher about the exchange of information going on in the classroom. Continuous and cyclical tests conducted with the help of a variety of devices and methods lay a strong base to recognise the tier of pupil's
achievement and obstructions experienced in the process. Very evidently, this necessitates a stronger rapport with the pupils along with proper record keeping of their statistics and testimonies. Both scholastic and co-scholastic segments should be included while determining the rubrics for Evaluation. The pupils should be made aware of these rubrics so that they may enhance their achievement.

**Salient Characteristics of CBSE Syllabus**

- Query and talent based syllabus
- Meeting the distinctive imbibing ways
- Pupil and learning centered
- Emphasis on practical education
- Emphasis on interpretation and finding methodology
- Emphasis on education through real life situations

The learning segments may be divided into five parts or levels of query with a principal segment that includes stances (instructed positions), Skillful Conceptualizing, Investigatory Assignments, Life Skills and Social Empowerment through work and Action (SEWA).
The figurative demonstration regarding the five segments of learning is achieved by drawing five petals which come together in an interdisciplinary technique.

**The initial segment of education is the linguistic segment**, whereby pupils are made to learn two languages in their primary classes i.e. up to class V. One of them would be the global language, English, while the other Hindi, the pupil's national language, a regional diction or some other foreign diction. For class VI to class X, there may be a provision of including the teaching of a third language as well. The language syllabus focuses at instilling and grooming auditory skills, verbal skills, erudition and penmanship using numerous frames of references along with guiding pupils in a way that they become confident to modify language so that it may be best in line with a particular assignment, spectators and uses. It purpose to fill courage in the pupils so as to make them able to exploit their talents and potentials competently. It aids in boosting pupils' analytical capabilities - to probe and rationally examine varied concepts; and to furnish pupils with the language to raise their queries regarding concepts and freely express their opinions.
Social Studies is the second segment of education which is alternately known as Environmental Education and is introduced at the level of classes I and II where it exists as an amalgamation including analytical learning along with civil learning. At the level of class III to class V, pupils imbibe a blend of antiquity, geomorphology, civil and constitutional frame work while at the level of class VI to class X, this branch solidifies and takes the form of the learning of Antiquity, Civil and Constitutional Frame Work, Geomorphology and Commercial Education. The syllabus of Civil Learning targets at the development of conception and assessment of the communal, governmental, financial and climatic aspects related to the planet besides supporting them to construct along with rationalizing disagreements related to a wide variety of matters.

The next segment of education being Calculative Skills and technical skills: The branch of Calculative learning is compulsory for all pupils so long as they clear class X. At the level of class I to class VIII the curriculum aim at instilling and improving principal mathematical abilities in all pupils. The students can select either Elemental or an Upper Voluntary Mathematics at grade IX which further leads to grade X. The Math’s syllabus aims at boosting pupils' planning skills which further lead to the growth of their reasoning power and methodical skills. These involve the skill to determine and calculate, to employ trial and error strategies, identify sequence and figures and make speculations. The pupils should attain calculation abilities to round off, appraisal, assessment and quantification besides skills needed to recognize sequence and figures that strengthen reasoning along with dimensional understanding. The practical’s conducted in the Math’s Laboratory should form an indivisible in addition to being one of the necessary
component of Math’s syllabus. Its assessment should be conducted at the level of class VI to Class X.

**Communication Advancement** being a necessary part of the syllabus that aids pupils examines the effect of novel technologies on community and instructs them to exploit them constructively. The program emphasizes to aid pupils learn and employ usual programming techniques in addition to exploiting technical advancement that would result in the enhancement of the pupils' skills to explore, examine in addition to reviewing facts and data.

**The fourth segment of education is Science** which is instructed as Environmental Education at the level of class I and class II, as General Science at the level of class III, class IV and class V. For classes VI, VII, VIII, IX and X Science is split up and taught as distinctive streams Physical Science, Chemical Science and Biological Science. The syllabus of Scientific Learning provides pupils bright chances for the development of the spirit of enquiry, to raise queries, to research, to construct concepts, patterns and continue practical work, make reasonable observations and file outcomes.

**Critical Thinking Module** comprises of a number of practical training analyzing, logical thinking, reasoning which strengthens the critical thinking and problem solving abilities of the pupils. All pupils enrolled in class I to class X should become a component of social favors scheduled annually. Pupils should maintain a written record of alliance and the time they have utilized positively in a Communal Emancipation via Effort and Deeds.

**Exploration Assignment Unit** involves analysis versus expanded write up on the basis of a unit selection of the pupil. It covers many aspects of the syllabus and sets bright
chances to exploit experiences from different Stances and the Open-minded Rational Unit. This commences from class VI and remains as a regular feature till class XII. The core of the syllabus, alternatively, the base of the syllabus is a novel schedule known as Stances, Practical abilities, Communal Emancipation via Effort and Deeds, Open-Minded Rational Unit and Research assignment. Stances make pupils aware about universal as well as native matters via research, discourse and seminar and inspire pupils to reach at instructed situations related to concurrent matters that have an impact and direct bearing on everyone.

2. **Extra Curricular Procedures and Results**

The Curricular and Extra Curricular parts account for a wholesome education and the Extra Curricular segment which accounts for the broader scope of instruction had been neglected in planning educational curriculum and practices, till recently. The associative areas of Extra Curricular Procedures and Results are as under:

a) Life Skills  
b) Ethical Structure  
c) Viewpoints  
d) Education of work  
e) Arts both Visual and Performing  
f) Extra Curricular Activities  
g) Fitness and Bodily Activities, Fitness Cards

**This Extra Curricular segment of instruction** is an integration of various segments like Physical Education, Performing Arts and Visual Arts. These provide chances for the growth of creativity, sense of aesthetics, responsiveness and innovativeness which are essential components of a stable syllabus.
The Physical Education (PE) syllabus tends to bodily health feature and complete growth of pupils. It is a distinctive subject as it facilitates fundamental physical upkeep, leading to the growth of prowess in synchronization and adept motion. Physical education will remain an inseparable part of the syllabus beginning from class I till class X. This part of the syllabus is assessed throughout the year whereby students are awarded grades according to their participation and their mentor's observation, instead of being assessed conventionally at the term's end. The Physical Education Cards (PEC) remains a distinctive characteristic beginning from class I to class V.

a) The Performing Arts Syllabus supplies a platform for venting and communication, and the verbalization of perception. This results in motivated, unruffled and poised participation thus leading to the growth of communal competence through innovative group work as well as enriching communication competence.

b) The Visual Arts schedule focuses at strengthening cognitive, artistic and psychological spheres. Pupils feel joyous in finding an outlet of expression through varied methods and platforms provided to them. They start acknowledging and praising artwork pertaining to different nations and communities. They also start acknowledging and praising the indigenous artwork representing their own society in the frame work of their own community to which they belong. All pupils are exposed to fine arts like music, dance and theatre beginning from class I to class V. While the pupils can choose any one unit of training from the Performing Arts and one from the Visual Arts between the classes VI to X. Again, this area of the syllabus is not assessed conventionally at the end of the term this element of the curriculum is not formally examined at the end of the year but is assessed throughout the year whereby students are awarded grades according to their participation and their mentor's observation.

d) The Life skills Schedule aims at aiding pupils to live a poised, contented and is able to help students, lead balanced, happy and prosperous life. The schedule encompasses the imaginative and analytical competence, social competence, Efficacious Conversation competence, investigative and diagnostic competence, Dispute Settlement Competence, Coordination, Headship Competence and Teenage Instruction.

3. Support and Groundwork - Sufficiency, Usefulness and Aesthetics

This is a broad sphere and encompasses the provisions made by the school in the fields of expanse, Security needs, fitness control and the artistic part. Facilities related to buildings should be provided keeping in
mind easy accessibility to the physically challenged. For the schools to follow a convenient style, the major parts linked with support and ground work along with its eight sub-facets are accountable.

The sub-facets of support and groundwork are - Efficacy, Utility and Elegance:


b) Principal's Workplace, Teachers' Room and Supervisory Workplaces.

c) Physical Training and Recreation provisions, Leisure Activity Rooms, Arts Music and Dance provisions.

d) Girls' rest room, Dispensary, Water and Hygiene, Physical Fitness Provisions.

e) Furnishings, Illumination and Airing System.

f) Security and Calamity Control Facilities (fire extinction, Urgent Gateway, DM Association, Practice and Training)

g) Facilities for Physically Challenged Pupils and All-encompassing Drills.

h) Environment Favorable Attitude, Elegance, Yards and Flora.

4. Staff and Personnel

This dimension strictly sticks fast to the paramount periphery of mentor pupil fraction, along with working days and making mandatory Working Norms and Documentation, Employment Practices, Scholastic coaching and non-coaching. The subordinating facets of Staff and Personnel are as follows:

a) Institution Employees (coaching and non-coaching) b) Mother and Father

c) Ex-Pupils d) Pupils

5. Directorate and Regulation

Vision initiates Headship. Directorate makes sure that the procedures and their follow ups are in symmetry with the perception and are fixed in the organisation, in order to enthusiastically further the core idea of perception by the users. The Directorate and Regulation Field has further been split into the following subordinate facets:

a) Institutional Planning Mechanisms
b) School Growth and Procedure of Endorsement and Testimonial.
c) Determining Objectives and Strategy Planning
d) Efficacious Fellowship within the institution
e) Assets Administration
f) Inter Relation Administration (Teachers, parents, society, Ex-Pupils etc.)
g) Project Administration
h) Statistics and Document upkeep
i) Verbal and Documented Correspondence
j) Quality Controlling Procedures
k) Monetary Management

6. Headship

The principal task of the Head of the institute is to facilitate scholastic headship to the institute. An enterprising head invents favorable conditions which promote learning and education, perceives expertise as individual skill acquired through the common platform of instructing and receiving knowledge instead of rote learning through books. A head is responsive to the communal, masterful and managerial milieu where he is required to work, needs to operate, foster suitable skills so that he may successfully invent real conditions for support and framework. He encourages a creative and appreciative sense in children through fine arts and attends to the study requirements of all students, even those who are neglected and differently abled. A head perceives assessment and rating as an incessant pedagogic procedure.

The sub-facets of headship realm are as follows:

a) Perception and Operation proclamation.
b) Calculated Schemes for Institution Development
c) Standard and Transformation Administration
d) Academic Headship
e) Collective Headship
f) Creative beliefs and exercises.

7. Receivers’ Contentment
Institutions can cater to this requirement only if their stakeholders are thoughtful, understanding, devoted and concerned. Institution's Staff should find chances for teamwork to make the school turn into a centre of quality.

The sub-facets of the Receivers' contentment Realm are as follows:

a) Pupil Contentment
b) Mentor Contentment
c) Workplace Personnel
d) Leader
e) Administration
f) Father-Mother and Ex-students
g) Society

The institution should support efficacious conversational and relational competencies which ensure improved communal competencies. The advantages of including all stakeholders in resolution forming are that institutions can ensure mutual coordination with society stakeholders to foster pupil education, have a proper route to tend to and converse with stakeholders and constructively employ the capability and competencies of stakeholders to further the task of the institution.

Academic standard as a structure possesses resources like pupils, groundwork, materials and mentors. The procedures are admittance, tutelage, assessment etc. while the products are the pupils their observable, educational, bodily, communal and psychological benchmarks. These parts of resources, procedures and products are interconnected and hooked with each other in a structural way. Principal resources encompass tutelage, syllabus, pupils, mentors, personnel, directorates, provisions, study rooms and strategies. Principal procedures are Syllabus Formation, Endorsement, Tutoring, Monetary Management, Administration, Pupil Assistance Policies, Staff and Personnel Administration and Society Assistance. Likewise principal products are standard of pupils, analytical observations and Society Assistance.