Chapter 4

DEVELOPMENT OF INSTRUCTIONAL MATERIAL
CHAPTER - 4

DEVELOPMENT OF INSTRUCTIONAL MATERIAL

4.1 Development of self-learning material

Instructional material in the form of self-learning modules was developed in order to integrate the competencies and commitments within the school organisation curriculum of B.Ed. class for the purpose of giving treatment to the experimental group. There can be no denying the fact that all the papers, which teacher trainees have to learn, can be used for the purpose of developing modules and for developing desired teacher competencies and desired professional commitments. The curriculum of each paper can be so moulded as to make its teaching more effectively competency based and more effectively commitment oriented. In the present study the syllabus of only one subject i.e., School Organisation was taken up for teaching. In this connection investigator was bound to make a choice. The choice fell in favour of this paper primarily because it was being taught by the investigator herself in the college from where the sample of teacher trainees was taken to conduct the present study.

Different researchers have given different ways of preparing and developing a module. In the present study the modules were to be framed so as to make the curriculum of the said subject functionally competency based and commitment oriented in the light of NCTE Teacher Education Curriculum: A Framework For Quality Teacher Education (1998). This task was accomplished by taking into consideration the principles laid down in the: "In Service Teacher Education Package" (1989), and “Self-learning Material for Teacher Education" (1998) prepared under the auspices of the NCERT. The investigator also critically went through the work with the title self learning Modules, for the Teacher Education
through Distance Education Mode (NCTE document 97/8) for gaining added insight relevant to the task of constructing the needed modules.

The contents of School Organisation, if well taught to teacher-trainees, can give to them a clear idea of what a school ought to be in terms of its building and its premises and other types of physical facilities necessary for the creation of an ideal physical settings where processes of teaching and processes of learning can proceed smoothly and efficiently. The contents of School Organisation if taught properly, can also give a clear idea about the functions that the head of the educational institution must discharge for the successful working of the institution and of the cognitive, affective and conative assets and orientation they should have for achieving the goal of professional excellence.

Modular approach in teaching is essentially activity oriented. The over all contents of School Organisation are such that these provide abundant scope for active involvement, participation, initiative and execution of the relevant operation on the part of teacher-trainees. These operations are concerned with the student activities relating to social service, N.S.S., Scouting, Girl Guiding, Debates, Declamation, Dramatics, Morning Assembly etc. The practical work for the teacher trainees along with other things involves learning the task of filling up cumulative record card, planning timetable for different classes and maintaining attendance register.
The different steps involved in the development of modular instructional material are shown in the following flow chart.

4.2 Content Analysis

Before actually accomplishing the task of developing instructional material for the experimental group, an analysis of each content segment was made in order to see where and how Competencies (five in number) namely, content competencies, competencies related to other educational activities, management competencies, competencies related to working with the community and other agencies, competencies related to working with...
parents, and likewise five types of Commitments namely, commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values can be incorporated and integrated. Table 4.1 to 4.12 shows the competencies and sub-competencies, commitments and sub-commitments, of twelve sub-units which were included in the respective content areas of each unit while developing that content into self-learning modules.

Table 4.1 to 4.12 showing the competencies and commitments are given below

### CHAPTERWISE COMPETENCIES AND COMMITMENTS INCULCATED

<table>
<thead>
<tr>
<th>S.No</th>
<th>Chapter 1 / Module 1</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Plant</td>
<td>Curricular and content Competency</td>
<td>Commitment to the Learner</td>
</tr>
<tr>
<td></td>
<td>Selection of site, and Essential Characteristics of a good school Plant</td>
<td>Analysing content of each subject into facts, concepts and principles</td>
<td>Love the pupils and deal with them sensitively to meet their learning needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collecting required content from other sources to bridge the gap between the syllabi and textual material</td>
<td>Make learning a joyful and rewarding experience for the learners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing habit of keeping oneself abreast of new information and knowledge in each of the content areas, through directed reading, interaction with colleagues and experts and through use of new habits.</td>
<td>Commitment to the Profession</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management Competencies</td>
<td>Feel that teaching is one of the noblest profession, take pride in the profession and maintain strong desire for professional development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify and analyse factors, which have</td>
</tr>
</tbody>
</table>

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- Understanding the regulatory role of administration at local, block and district levels for effective functioning of the schools.
- Appreciating and making proper arrangements for the use of library, laboratory, museum, field trips, playground etc., as resources for enriched learning experiences.
- Been responsible for bringing down the prestige of the teaching profession viz-a-viz teacher’s role.
- Visit Institutes of excellence and share experiences with the teachers and the experts for updating knowledge.
- Commitment to the Society.
- Behave in the manner of being a member of the community that takes utmost care for its development.
- Join the community in planning steps for preventing environmental degradation.

Table 4.1
<table>
<thead>
<tr>
<th>S.No</th>
<th>Chapter 1 / Module II</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Classroom equipment, sanitation and beautification of school Plant</td>
<td>Curricular and content Competency</td>
<td>Commitment to the Learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying and correlating factors that contributes to joyful content learning both within and outside of the class.</td>
<td>Understand their emotions, aspirations and talents for learning and wholesome development of their body, mind and soul.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Achieving perfect mastery over various methods, techniques and strategies for teaching the contents.</td>
<td>Understand each learner individually to provide personal attention in the learning process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Competencies in other educational activities</td>
<td>Commitment to the Profession</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding the importance of other educational activities for wholesome development of the learners, with special reference to skills, attitudes and values.</td>
<td>Participate in the profession and its organisation with a positive attitude towards professional development and national welfare.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participating actively in the process of preparation for the activities taken under charge.</td>
<td>Suggest measures and act accordingly for all round effectiveness of the institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing such skills as communication, organisation and management and</td>
<td>Commitment to the Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Develop positive behaviour of being a true friend, philosopher and guide of the community.</td>
</tr>
</tbody>
</table>
such values as working for a cause, working for service to the society, sacrifice for noble cause, democratic participation, service above all, etc.

**Management Competencies**

- Learning various techniques and skills of management for classroom teaching, school management, institutional climate building and managing human relations at individual and institutional levels.
- Managing and organising 'other than classroom' school activities effectively.

- Understand the local community and participate in various activities relating to the development of the school and the community.

**Commitment to Basic Human Values**

- Develop democratic citizenship through lessons.
- Organise excursions, picnics and other activities for mutual understanding and development of brotherhood and cooperation.

<table>
<thead>
<tr>
<th>Table 4.2</th>
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<table>
<thead>
<tr>
<th>S.No</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>School Planning Examinations</td>
<td>Curricular and content Competency</td>
</tr>
<tr>
<td></td>
<td>Principles of timetable</td>
<td>Identifying and focusing special attention on the context enrichment needs of children</td>
</tr>
<tr>
<td></td>
<td>construction and types of timetable.</td>
<td>Analysing children's learning difficulties and developing remedial teaching strategies to meet individual needs of every learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding that management competency is the most important trait of a good teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Budgeting time and syllabus for effective planning and management of the learning process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commitment to the Learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Love the pupils and deal with them sensitively to meet their learning needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop and improve wholesome teacher – learner relationship.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commitment to the Profession</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utilise various forums for discussion of academic matters for enhancement of understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adhere to code of conduct and behave democratically throughout.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commitment to the Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accountability and responsibility towards the local community, individually as well as collectively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage the community to use school’s resources.</td>
</tr>
</tbody>
</table>

Table 4.3
<table>
<thead>
<tr>
<th>S.No</th>
<th>Chapter II / Module IV</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
</table>
| 4.   | Records and registers; Attendance register of students, Attendance register of staff, Admission and withdrawal register and Cumulative record card | Curricular and content Competency  
- Identifying and focusing special attention on the content enrichment needs of children.  
- Analysing children’s learning difficulties and developing remedial teaching strategies to meet individual needs of every learner  
- Management competency.  
- Understanding that management competency is the most important trait of a good teacher.  
- Budgeting time and syllabus for effective planning and management of the learning process. | Commitment to the Learner  
- Develop and improve wholesome teacher – learner relationship.  
- Develop positive commitment and love for the all round progress of learners and their development.  
- Commitment to the Profession  
- Identify and analyse factors, which have been responsible for bringing down the prestige of the teaching profession vis-à-vis teacher’s role.  
- Develop adherence to professional ethos and professional ethics so as to re-instate the profession of its pristine status.  
- Commitment to the Society  
- Build a strong interaction link between the school and the community.  
- Understand various problems of the community and provide necessary help and participation to solve them. |
<table>
<thead>
<tr>
<th>S.No</th>
<th>Chapter II / Module V</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
</table>
| 5.   | Discipline: Means and measures | ➢ Curricular and content Competency  
➢ Conducting content analysis of the subject for meaningful teaching in the classroom.  
➢ Collecting required content from other sources to bridge the gap between the syllabi and textual material.  
➢ Competencies in other educational activities  
➢ Understanding the importance of other educational activities for wholesome development of the learners, with special reference to skills, attitudes and values.  
➢ Developing such qualities as punctuality, regularity, initiation and leadership;  
➢ Management Competencies  
➢ Achieving | ➢ Commitment to the Learner  
➢ Love the pupils and deal with them sensitively to meet their learning needs.  
➢ Conduct introspection and self-analysis of one’s own behaviour towards pupils to get necessary feedback for continuous self-improvement.  
➢ Commitment to the Profession  
➢ Develop adherence to professional ethos and professional ethics so as to re-instate the profession of its pristine status.  
➢ Commitment to the Society  
➢ Develop internal commitment towards nobility of the profession and remain always occupied with thought of children, their growth individually as well as collectively  
➢ Identify and mobilise |
<table>
<thead>
<tr>
<th>Competencies related to parental contact and Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the role of parents in the child’s learning and development.</td>
</tr>
<tr>
<td>Discussing with parents the problems of the child to develop strategies for total growth of the child.</td>
</tr>
<tr>
<td>Differentiating among those factors within the control of a teacher or outside the control of a teacher.</td>
</tr>
<tr>
<td>Community resources for overall improvement of school and vice – versa.</td>
</tr>
<tr>
<td>Develop a sense of belonging between the community and the school to effect total development</td>
</tr>
<tr>
<td>Commitment to Basic Human Values</td>
</tr>
<tr>
<td>Incorporate value based lessons while teaching various subjects</td>
</tr>
<tr>
<td>Develop democratic citizenship through lessons</td>
</tr>
</tbody>
</table>

Table 4.5.
CHAPTERWISE
COMPETENCIES AND COMMITMENTS
INCULCATED

<table>
<thead>
<tr>
<th>S.No</th>
<th>Chapter III / Module VI</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Personnel Management</td>
<td>➢ Curricular and content Competency</td>
<td>➢ Commitment to the Learner</td>
</tr>
<tr>
<td></td>
<td>Role and profile of an Ideal Teacher.</td>
<td>➢ Achieving perfect mastery over various methods, techniques and strategies for teaching the contents.</td>
<td>➢ Develop and improve wholesome teacher – learner relationship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Identifying and correlating factors that contributes to joyful content learning both within and outside of the class.</td>
<td>➢ Understand each learner individually to provide personal attention in the learning process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Competencies in other educational activities</td>
<td>➢ Commitment to the Profession</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Participating actively in the process of preparation for the activities taken under charge.</td>
<td>➢ Participate actively in organising co-curricular activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Participating and helping in conducting various activities like School Assembly, Thought of the day, Debate etc. to identify and nourish talent in every child.</td>
<td>➢ Extend cooperation and collegiality to follow teachers and other educators in their collective work giving them due respect and reverence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Management Competency</td>
<td>➢ Commitment to the Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Understanding and managing collectively, different factors which contribute to building</td>
<td>➢ Understand the local community and participate in various activities relating to the development of the school and the community</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ Inculcate sympathy and tolerance and behave with understanding towards the community.</td>
</tr>
</tbody>
</table>
to building
congenial
atmosphere for
learning.

- Achieving mastery
  in the techniques
  of handling
  overcrowded
  classes.

- Competencies
  related to
  parental contact
  and cooperation

- Organising parent
teachers meetings
for mutual
consultations to
effect overall
improvement in
the school and in
children’s
achievements.

- Understanding the
  problems of
  special group
  children and
developing special
strategies to attend
to their needs with
full confidence
and active
cooperation of the
parents.

- Competencies
  related to
  community
  contact and
  cooperation

- Developing
  wholesome
  relationship
  between the school
  and community for
  mutual benefit.

- Understanding the
  importance of
  community and
  other agencies’
  contribution for
  improvement of
  school education.

Table 4.6

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<table>
<thead>
<tr>
<th>S.No</th>
<th>Chapter III / Module VII</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
</table>
| 7.   | Role and profile of an Ideal Headmaster | ➢ Curricular and content Competency  
➢ Developing habit of keeping oneself abreast of new information and knowledge in each of the content areas, through directed reading, interaction with colleagues and experts and through use of new habits  
➢ Identifying and correlating factors that contributes to joyful content learning both within and outside of the class  
➢ Competencies in other educational activities  
➢ Developing such qualities as punctuality, regularity, initiation and leadership  
➢ Participating actively in the process of preparation for the activities taken under charge | ➢ Commitment to the Learner  
➢ Develop positive commitment and love for the all round progress of learners and their development  
➢ Conduct introspection and self - analysis of one's own behaviour towards pupils to get necessary feedback for continuous self - improvement  
➢ Commitment to the Profession  
➢ Keep one informed of the innovations in the field of education, educational technology, and methods of teaching and preparation of learning materials through attending courses for continuous orientation  
➢ Participate actively in organising curricular activities |
<table>
<thead>
<tr>
<th>Management Competency</th>
<th>Commitment to the Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeting time and syllabus for effective planning and management of the learning process</td>
<td>Encourage the community to use school's resources</td>
</tr>
<tr>
<td>Managing and organising 'other than classroom' school activities effectively</td>
<td>Accountability and responsibility towards the local community, individually as well as collectively</td>
</tr>
</tbody>
</table>

Table 4.7
CHAPTERWISE
COMPETENCIES AND COMMITMENTS
INCULCATED

<table>
<thead>
<tr>
<th>S.No</th>
<th>Chapter IV/ Module VIII</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
</table>
| 8.   | Management of student activities | ➢ Curricular and content Competency  
➢ Developing habit of keeping oneself abreast of new information and knowledge in each of the content areas, through directed reading, interaction with colleagues and experts and through use of new habits  
➢ Collecting required content from other sources to bridge the gap between the syllabi and textual material  
➢ Competencies in other educational activities  
➢ Conducting and helping in conducting social welfare activities in the school such as relief camp, health camp, polio camp etc.  
➢ Participating and guiding effectively organizing different functions in the school such as Annual School Day, Republic Day etc. | ➢ Commitment to the society  
➢ Encourage the community to use school’s resources  
➢ Join the community in planning steps for preventing environmental degradation  
➢ Commitment to basic human values  
➢ Develop positive behaviour towards the value of unity in diversity in the social fabric of the country to help learners imbibe essential values for building a wholesome society  
➢ Understand the values enshrined in the constitution of India with special reference to fundamental rights to education vis-a-vis duties entailed |
<table>
<thead>
<tr>
<th>Management Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeting time and syllabus for effective planning and management of the learning process</td>
</tr>
<tr>
<td>Managing and organising ‘other than classroom’ school activities effectively</td>
</tr>
<tr>
<td>Competencies related to community contact and cooperation</td>
</tr>
<tr>
<td>Acting as nodal individuals for bringing different educational agencies and the community together for overall school and community improvement</td>
</tr>
<tr>
<td>Exploring and exploiting community educational resources for overall school improvement and visa versa</td>
</tr>
</tbody>
</table>

Table 4.8

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9. Literary activities
   School Publication, Debates and Declamation

<table>
<thead>
<tr>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Curricular and content Competency</td>
<td>➢ Commitment to the Profession</td>
</tr>
<tr>
<td>➢ Identifying and correlating factors that contributes to joyful content learning both within and outside of the class</td>
<td>➢ Suggest measures and act accordingly for all round effectiveness of the institution</td>
</tr>
<tr>
<td>➢ Identifying and focusing special attention on the content enrichment needs of children</td>
<td>➢ Utilise various forums for discussion of academic matters for enhancement of understanding</td>
</tr>
<tr>
<td>➢ Competencies in other educational activities</td>
<td>➢ Commitment to achieve excellence</td>
</tr>
<tr>
<td>➢ Developing such qualities as punctuality, regularity, initiation and leadership</td>
<td>➢ Develop the habit of performing every action at the level of excellence</td>
</tr>
<tr>
<td>➢ Management Competency</td>
<td>➢ Become better human beings to act as the guide, friend and philosopher of the learning society</td>
</tr>
<tr>
<td>➢ Managing and organising 'other than classroom' school activities effectively</td>
<td>➢ Commitment to basic Human Values</td>
</tr>
<tr>
<td>➢ Understanding that management competency is the most important trait of a good teacher</td>
<td>➢ Develop democratic citizenship through lessons</td>
</tr>
<tr>
<td></td>
<td>➢ Promote human rights through various awareness programmes</td>
</tr>
<tr>
<td>Competencies related to community contact and cooperation</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Developing wholesome relationship between the school and community for mutual benefit</td>
<td></td>
</tr>
<tr>
<td>Understanding the importance of community and other agencies' contribution for improvement of school education</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.9
<table>
<thead>
<tr>
<th>S.No</th>
<th>Chapter IV Module X</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Cultural activities</td>
<td>Curricular and content Competency</td>
<td>Commitment to the Learner</td>
</tr>
<tr>
<td></td>
<td>Dramatics</td>
<td>Analysing children's learning difficulties and developing remedial teaching strategies to meet individual needs of every learner</td>
<td>Develop positive commitment and love for the all round progress of learners and their development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying and correlating factors that contributes to joyful content learning both within and outside of the class</td>
<td>Understand their emotions, aspirations and talents for learning and wholesome development of their body, mind and soul</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Competencies in other educational activities</td>
<td>Commitment to the Profession</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participating and guiding effectively organizing different functions in the school.</td>
<td>Identify and analyse factors, which have been responsible for bringing down the prestige of the teaching profession vis-à-vis teacher’s role</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding the importance of other educational activities for wholesome development of the learners, with special reference to skills, attitudes and values</td>
<td>Participate actively in organising co-curricular activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Commitment to the Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Understand various problems of the community and provide necessary help and participation to solve them</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accountability and responsibility towards</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Management Competency</th>
<th>the local community, individually as well as collectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing and organising 'other than classroom' school activities effectively.</td>
<td>Commitment to achieve excellence</td>
</tr>
<tr>
<td>Understanding that management competency is the most important trait of a good teacher</td>
<td>Become better human beings to act as the guide, friend and philosopher of the learning society</td>
</tr>
<tr>
<td>Commitment to Basic Human Values</td>
<td>Attain excellence in qualities and traits of being an ideal teacher not only in belief but also in action, behaviour, conduct and character</td>
</tr>
<tr>
<td>Develop human values among the learners through organising various activities which foster values such as role-play, quiz, storytelling, drama, biographies of eminent persons</td>
<td>Commitment to Basic Human Values</td>
</tr>
<tr>
<td>Inculcate universal human values among the learners through transaction of the curriculum and through personnel example as teacher</td>
<td>Table 4.10</td>
</tr>
</tbody>
</table>

Table 4.10
<table>
<thead>
<tr>
<th>S.No</th>
<th>Chapter IV/ Module XI</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
</table>
| 11.  | Moral development activities: Morning assembly | ➢ Curricular and content Competency  
➢ Identifying and focusing special attention on the content enrichment needs of children  
➢ Collecting required content from other sources to bridge the gap between the syllabi and textual material  
➢ Competencies in other educational activities  
➢ Participating and helping in conducting various activities like School Assembly, Thought of the day, Debate etc. to identify and nourish talent in every child  
➢ Participating and guiding effectively organizing different functions in the school.  
➢ Management Competency  
➢ Understanding and managing collectively. | ➢ Commitment to the Learner  
➢ Conduct introspection and self-analysis of one’s own behaviour towards pupils to get necessary feedback for continuous self-improvement.  
➢ Understand their emotions, aspirations and talents for learning and wholesome development of their body, mind and soul  
➢ Commitment to the Profession  
➢ Identify and analyse factors, which have been responsible for bringing down the prestige of the teaching profession vis-a-vis teacher’s role.  
➢ Participate actively in organising co-curricular activities.  
➢ Commitment to the Society  
➢ Develop positive behaviour of being a true friend, philosopher and guide of the community  
➢ Join the community in planning steps for preventing environmental degradation |
<table>
<thead>
<tr>
<th>Different factors which contribute to building congenial atmosphere for learning.</th>
<th>Commitment to Basic Human Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Budgeting time and syllabus for effective planning and management of the learning process</td>
<td>➢ Promote human rights through various awareness programmes</td>
</tr>
</tbody>
</table>

Table 4.11
<table>
<thead>
<tr>
<th>S.No</th>
<th>Chapter V/ Module XII</th>
<th>Competencies / Sub-competencies</th>
<th>Commitments / Sub-commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Institutional Planning</td>
<td>Concept, need and importance of Institutional Planning</td>
<td>Curricular and content Competency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Commitment to the Profession</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Develop adherence to professional ethos and professional ethics so as to re-instate the profession of its pristine status</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feel that teaching is one of the noblest professions, take pride in the profession and maintain strong desire for professional development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Commitment to achieve excellence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Develop the habit of performing every action at the level of excellence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Attain excellence in qualities and traits of being an ideal teacher not only in belief but also in action, behaviour, conduct and character.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collecting required content from other sources to bridge the gap between the syllabus and textual material</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying and focusing special attention on the content development needs of children</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Competencies in other educational activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participating actively and cooperating with organisers of various programmes at the school and locality level</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing insight into self – concept and strengthen it to continued participation in such activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management Competency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning various techniques and skills of management for</td>
<td></td>
</tr>
</tbody>
</table>
Understanding that management competency is the most important trait of a good teacher.

Table 4.12
4.2.1 Selection of Units / Topics

The syllabus prescribed by Guru Nanak Dev University, Amritsar for B.Ed. consists of the following units - School plant, School planning, Personnel management, Management of student activities and Institutional planning. All the topics of the subject School Organisation were taken for preparing self-learning modules.

4.2.2 Identifying and specifying objectives

The overall objective of the use of all the self-learning modules was to inculcate teacher competencies and commitments by negotiating the curriculum of School Organisation. Self-learning material of each module had its own specific objectives and activities which are shown / written in every module.

4.2.3 Preparing first draft

First, all the modules were constructed in tentative form. Then the modules so constructed were submitted to the experts who were either teacher educators or teaching the subject of School Organisation. In connection with the preparation of modules relating to the contents of School Organisation, the investigator placed the contents of the paper into twelve small units.

4.2.4 Validation by experts

After production of the first draft to the experts, their suggestions were elicited in writing regarding the suitability of the material under construction. Its sequencing, pacing, adequacy, language, feedback, and self-assessment questions etc.
4.2.5 Preparing further draft

In the light of expert appraisal, comments and suggestions taken about the presentation of the material, and existence of the essential characteristics needed for an instructional material to become a self-learning module, a further draft was prepared by the investigator and she presented the same to the experts again for validation.

4.2.6 Validation by experts

The reconstructed modules were again submitted to the experts for final scrutiny. The relevance of their suggestions were then examined with the help of the supervisor. The material was then prepared for the final draft by the investigator.

4.2.7 Final draft

After having ensured that they were satisfied regarding the construction of the given modules, the same were finalised for use in the manner required by the purposes of the study.

4.3 Instructions to use the modules to derive maximum benefit follow all the instruction given below

- The text of the modules contain the following components - Introduction, Objectives, Sequencing of the content, Self assessment questions, Summary, Activities and mode of conduct, Model questions, Suggested readings.
- Read the objectives very carefully. The objectives give an indication of what you should be able to do after learning through the module.
- In every module some learning activities are given for acquiring basic information about the subject.
You are to practice the activities with the help of directed modes of conduct.
You will also visit the library for reference and other readings.
Model questions are given with key/answer to model question.

a. These modules thus prepared are given as below

Module 1

THE SCHOOL PLANT

Selection of site and essential characteristics of a good school plant

Structure

1.0 Introduction
1.1 Objectives
1.2 Definition of School Plant
1.3 Selection of Site
1.3.1 Master Plan for a Secondary School
1.4 Essential Characteristics
1.5 Summary
1.6 Activities and mode of conduct
1.7 Model questions
1.8 Suggested Readings

1.0 Introduction

The school plant is one of the major aspects of school administration. It refers to the material provisions of the school. The school campus, building, playgrounds, library, laboratories, class-rooms, furniture, equipments, hostels, common room, canteen - all these put together mean the same thing what the school plant stands for. The school plant is of great importance because of its impact on the educational processes and programmes. We must look upon the plant as an integral part of the learning environment.

Ideally speaking the school plant must look like a nursery for the growth and development of young children. It should be situated in healthy surroundings and its structure must be appropriate in respect of climatic conditions. It may be possible to view it with a pride in its locality. It must
look like an outstanding, healthy, neat and clean, and attractive building in the area concerned. It should possess a stimulating and inviting effect.

1.1 Objectives

After studying this module pupil-teachers will be able to

- Appreciate the concept of school plant and the rationale behind the concept.
- Understand the concept and define the term - the school plant in its right context.
- Explain the need and importance of school plant in particular for the 'quality education' and 'quality community life' in general.
- State the core characteristics of a school plant.
- Comprehend the chief components and their constituents of a Master Plan for a secondary school.

1.2 Definition of School Plant

Advanced learners Dictionary says school plant as, 'grounds of a school, a college or university where the main buildings are.' To a common person associated with schooling programme, it includes the building, the lawns, the playgrounds, the hostel, the school gardens and the staff-quarters. The school building of course, contains the total constructed area, all the classrooms, school-hall, staff-room, students-common-room, library, science laboratories, drawing room, music room, computer room, guidance corner, canteen and even cycle/scooter sheds, go to make the whole school building.

School is said to be the second home of the learner, and enriched extension of the homely environment. Rather, "it is a vital and life giving environment to the extent it brings into the life of its students and abiding love and appreciation for all that is best and most significant in national and human life", says Saiydain.
1.3 Selection of Site

“We shape our buildings in the beginning; and ultimately they shape us”.... Winston Churchill.

The great noble laureate and poet Rabindra Nath Tagore spoke of the existing schools as being "educational factories, lifeless, colourless, dissociated from the contact of the universe within the bare white walls staring like eye balls of the dead." He wanted that, "quite of the evening, promise of the morning, beauty of the stars and radiance of the rising sun permeate unconsciously in the child's personality."

A school cannot be set up everywhere and anywhere. Certain points should be kept in mind while selecting the site. Some of these points may be as under
The surroundings. The school must be located in healthy surroundings. It should be accessible by means of transport, and at the same time it should be situated a little away from the main or a busy road. Its environment should not only be neat and clean but also quite and pleasant. There should be enough of open space in and around it.

Level of the land. The level of the site should be a little raised one as compared to its surroundings, so that water logging and dampness do not occur.

Direction. It should be possible to construct the school building on the site in such a manner that sun light all the rooms directly during winter, whereas in the summer season, the sun light can be barred entry into the rooms. It may be possible to have the entire construction facing southeast.

Shape. A rectangular shape of the site will be more suitable and useful for the layout of the building.

Scope for further expansion. The site should be so located that there is possibility of further expansion according to growing needs.

Precautions in the selection of site.
- The site should not be situated on the noisy and busy roads.
- It should not be very close to the public places like bus stand, railway station, grain market, district courts, other offices, even busy shopping centres etc.
- It should be sufficiently away from places like cremation grounds, burial grounds, liquor shops, hotels etc.
It should be at a safe distance from the noisy and smoke emitting factories, and alluring cinema houses.

Crowded streets, stagnant pools, stagnant drains, muddy localities, rubbish heaps, cattle pens and ponds should also be kept at a safe distance while selecting the site.

1.3.1 Master Plan for a Secondary School

Master plan for an ideal secondary school has following parts: agriculture section, playgrounds, lawns, hostel, staff quarters, miscellaneous section, main school building which includes administrative section, medical section, students common room, science section, home-science section, craft section, art section, music and dance section, commerce section, technological section, activities section, subject rooms, classrooms, assembly hall, library and museum. The Master Plan for Ideal Secondary School is given in Figure no.1.3.1 below.
1.4 **Essential Characteristics**

The school plant is ever growing in its stature and structure in accordance with the growth of the community needs of educational process. Its process of growth must always remain marked by several core characteristics. The American Association of School Administrators have put forth at least seven such core considerations.

**Adequacy:** Its basic is to grow with the passage of time and needs. It, itself has several phases - curricular, co-curricular and community services. It is intended to meet the needs of these phases. So, the adequacy becomes its first and foremost characteristic.

**Safety and Well-being:** Proper health and safety of its human population is pre-requisite for conducive learning environment. Its structure is to be raised strictly in accordance with hygienic laws, proper light and ventilation. Its location must be at a safer place, far from the crowd, main roads, railway line, canal, factories etc. providing Shanti Niketan like environment conducive to learning.
**Beauty:** Its design must be beautiful and artistic in look. Neatness and cleanliness must be visibly present in every nook and corner. Its environment should radiate what is wholesomely pleasant and creatively stimulating in the learning situations.

**Flexibility:** There should be no rigidity in the design and use of plant. Scope must be left for modifications in accordance with needs and requirements.

**Efficiency and Unity:** The overall and chief objective to be achieved from all this educational venture is efficiency and unity of work. Wastage of every type is to be avoided at all stages and all times throughout. Maximum benefit output, best possible results are to be ensured and made visible to the concerned quarters.

**Economy:** This is possible, if there is an architectural plan well prepared in advance. Future needs for its expansion are to be reflected to make it economical and functional in the time to come.

**Co-ordination:** School plant has to keep its coherence, interconnection and proper linkage for presenting a wholesome picture. All the sections and wings of the school must function separately and must be interconnected so that it is easy to supervise and co-ordinate all the activities going on in the school.
Self-Assessment Questions (SAQ-3)

- Arrange the characteristics for a good school Plant in order of priority.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Table 1.4.1

1.5 Summary

The school plant brings into the life of its students an abiding love and appreciation for all that is best and most significant in national and human life. It is the reason that the schools of the educationally advanced and wealthy countries are housed in beautiful buildings. In fact the schools are the stimulating centers of education for children and vital centers of community life. There maintenance is to be properly and regularly looked after. It is said and is a fact that nothing is more conducive to cooperative attitude among the pupils and a love of school than an attractive and wholesome environment. The school plant grows, develops gradually like a botanical plant, a factory and an engineering establishment. Good students are generally the products of the good school plant. It is a permanent material expression for spiritual things. The school plant includes the building, the playgrounds, the lawns, the hostel, the staff quarters etc.
1.6 Activities and Mode of Conduct

<table>
<thead>
<tr>
<th>Activities &amp; Focused Questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give the definition of school Plant in your own language.</td>
<td>Library / Presentation</td>
</tr>
<tr>
<td>Which essential components should be included in the master Plan of a school? Elaborate.</td>
<td>Library / Charts</td>
</tr>
<tr>
<td>Arrange the essential characteristics of a good school plant in order of priority.</td>
<td>Library / Field visit</td>
</tr>
</tbody>
</table>

Table 1.6.1

1.7 Model Questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.

1. ‘School for all is the crying need of the day’.  
   T F

2. ‘Selecting of a suitable site for a school is a very difficult affair.’  
   T F

3. It is possible to provide education in open-air schools.  
   T F

4. Schools are neither built for the past nor for the present, they have to be planned and built for future.  
   T F
5. School building occupies an important place in the system of modern education.

<table>
<thead>
<tr>
<th>T</th>
<th>F</th>
</tr>
</thead>
</table>

Key to Model questions 1. (T), 2. (T), 3 (T), 4. (T) 5.(T)

1.7 Suggested Readings


Module II

THE SCHOOL PLANT

Classroom equipment, Sanitation and beautification of a school plant

Structure

2.0 Introduction
2.1 Objectives
2.2 Classroom equipment
2.2.1 The Social Studies Room
2.0 Introduction

The importance of a healthy, beautiful and refreshing environment which soothes the eye and refreshes the soul and where the intellectual forces of teachers and pupils function at their best, is apparent when we realise that the students spend a good deal of their time in the school premises.

Professor K.G. Saiyidain feels, "I would venture to suggest that apart from the accepted standards of space, lighting and ventilation --- which are conceded in theory but very frequently provided in practice --- a school building should satisfy the triple conditions of functional efficiency, beauty of design and detail and economy."

The school plant grows, develops gradually like a botanical plant, a factory and an engineering establishment. Good students are generally the products of good school plant. It is a permanent material expression for spiritual things. The school includes the building, playgrounds, lawns, hostel, staff quarters etc.

2.1 Objectives

By undertaking their learning on the lines of this module, pupil teachers will be able to

- Appreciate the concept of school plant and the rationale behind the concept.
- Explain the equipment of a classroom.
- Distinguish between a beautiful and unattractive school plant.
- Appreciate the role of an ideal school plant in the life of its students and its neighbouring community.
➢ Visit institutes of excellence and share experiences with the teacher, peer group and experts for upgrading knowledge.

2.2 Classroom equipment

Classrooms of rectangular shape is considered economical and simple to construct. It is suitable for seating arrangement and amenable to decoration. For forty students, an area of 20' x 30' x 15' has been considered as adequate. To meet an emergent situation, this area can meet the needs of 60 students also. Light, ventilation, floors and fresh air are to be ensured in the classrooms. Special rooms besides the classrooms have been named as History, Geography, Drawing, Sciences, Home-Science, Music, Craft, Agriculture, Workshop, Laboratories etc.

Classrooms furniture in particular and the School furniture in general have a wholesome effect on the students learning efficiency. Special rooms besides the classrooms have been named as history, geography, drawing, sciences, home science, music, craft, agriculture, workshop, laboratories etc. Equipment of classroom can be divided into three categories: essential equipment, desirable equipment and less essential equipment.

a) Essential equipment
➢ Desks and Chairs for the pupils or matting if they have to sit on the floor.
➢ Black-Board, preferably a wall black- board.
➢ A Chair and a Table for the teacher.
➢ A map - stand or a chart - stand.

b) Desirable equipment
➢ A dais or a raised platform for the teacher's use.
➢ An Almirah or cupboard carved into the wall for books, chalks, duster, illustrative aids of daily use and attendance register.
➢ An attendance board and a notice board.
➢ Wooden rail round the walls of the room with hooks and nails for display of portraits, charts and pictures.

c) Less essential equipment
➢ Bulletin board.
➢ Footpad, doormat, washbasin, dust-bin etc.
➢ Decorative items such as table-cloth, flower-pots, curtains etc.
➢ Matting under the desks.

Very few administrative authorities pay adequate attention to the provision of comfortable desk and benches for the students. It is a pity that at the secondary school level, we find backless and deskless benches in use. Some times we find cemented desks and benches and seats of other type fixed to the floor, allowing no flexibility and compelling the students to observe the same posture throughout the day. The furniture is set in the rooms in such a manner that no space is left between blocks of desks and walls which restricts the movement of the students in the class. Let us not remain ignorant about this fact that classroom furniture plays a very important role in the growth and development of students and this aspect of school plant should be paid due attention.

2.2.1 The Social Studies Room It helps in creating a pleasant social climate. It must possess all the requisite paraphernalia pertaining to the study of this interesting and stimulating subject. The following material is essentially required for social studies classroom

➢ Audio-visual Material including historical as well as geographical maps, charts and pictures, globes, graphs, posters, models, specimens, exhibits, film-projectors, films, T.V. etc.
➢ Bulletin boards for display of charts, maps, graphs, paper cuttings, pictures, posters, pamphlets, feature articles and current items etc.
➢ Blackboard, fixed on the wall.
➢ Library including text books, source books, magazines and periodicals.
Furniture, chairs and tables, teacher's table, dais, map stand, almirahs and cupboards for storing material.

Self-Assessment Questions (SAQ-2.2)

- Sketch an ideal classroom for 50 students.

Table 2.2.1

2.3. **Beautification and decoration of the school Plant**

A beautiful school campus goes a long way in improving the general outlook of the school and giving impetus to the learning environment. A tremendous treasure of aesthetic sense available in the students and the staff can be well exploited. It can be done through efforts stated as under.

- Maintenance of school lawns, hedges and flower-beds.
- Keeping flowerpots, designing creepers and planting ornamental plants.
- Decorating the boundary walls.
- Decorating the paths with lime, bricks, etc.
- Decorating the school hall, library room, laboratories and school verandahs.
- Decorating the schoolrooms with beautiful and informative charts and picture.
- Display of wall magazines.
Placing notice board, bulletin boards, sign boards at the appropriate places in clean and neat form.
- White washing, distempering and disinfecting through spray.
- Before the school closes for a small and long breaks and before its reopening after these breaks a day whole time may be devoted for this task.

Self-Assessment Questions (SAQ-2.3)

- Chalk out a programme for making the school beautiful.

Table 2.3.1

2.4 Summary
In the present day set-up of democratic system - a school is to be a center of community. A beautiful school plant is the only place of pride for the local community. In addition to a place of learning for the students it is more useful to the community in many ways. To bring out the best in a student, the role of a best 'School Plant' cannot be minimized. In support of this fact, let us recall a wise saying, “While it is true that a bad workman blames his tools. It is certain that the best work can only be accomplished with the best tools, “Dr. Jaswant Singh. Likewise, a good school plant leaves an indelible images upon the minds of its out-going scholars. Those, go on influencing their lives. They feel pride in recalling their pleasant
reminiscences and connections. Mohiyuddin endorses in an observation by saying, "Its beauty and associations help to make the scholars proud of their connection with the school and they exercise a lasting influence upon the neighbourhood in a certain measure. It is concrete manifestation of the ideas for which the school stands, it is a permanent material expression for spiritual things."

2.5 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Practically equip various rooms in a competitive manner.</td>
<td>➢ Mock show / cooperative learning</td>
</tr>
<tr>
<td>➢ Suggest certain measures for keeping the school Plant neat and decorated or how you will beautify the school Plant?</td>
<td>➢ Panel discussion.</td>
</tr>
</tbody>
</table>

Table 2.5.1

2.6 Model questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.

1. A beautiful school campus has a positive impact on the growing children.

   T   F

2. ‘The building of a school, not of the Secretariat is the mirror of the society.’

   T   F

Key to Model questions 1. (T), 2. (T).

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2.7 Suggested Readings


Module III

SCHOOL PLANNING

Time-table: Principles of time-table construction and types of time-table

Structure

3.0 Introduction
3.1 Objectives
3.2 Definition
3.2.1 Need and Importance
3.3 Principles of timetable construction
3.4 Types of Timetable
3.5 Summary
3.6 Activities and mode of conduct
3.7 Model questions
3.8 Suggested Readings
3.0 Introduction

The school timetable is a well thought out, methodical, a well-planned and pre-arranged scheme of studies and activities pursued by a school. We need planning in order to be successful. It is actually a planning of the scheme of doing a work. For a person who is doing some job, or some work on any front of life, needs a timetable. In the present daytime, business like fast moving modern life, it is said to be a 'time management'. In fact, it is the second school clock on the face of which varied curricular and co-curricular activities pursued in a school are shown. It indicates which activity is underway at a particular time, place, a group of learners and under whose guidance it has taken place. On a chart in a tabular form, it is hanging inside the head master's office. In some good schools, a copy of the same is also seen on the school notice board for the guidance and benefit of those to whom it may concern. It is normally based on the rules and regulations prescribed by the education department for the each type and category of a school.

3.1 Objectives

By undertaking their learning on the lines of this module, pupil-teachers will be able to:

➢ Know the concept of timetable, its principles and types.
➢ Guide themselves to make different types of time-tables.
➢ Understand the time management for teaching-learning process.
➢ Take steps for developing competencies and skills needed to be effective teachers

3.2 Definition

"Well arranged time is the surest mark of a well arranged mind." Pitman.
"It is the time-table that supplies the frame-work within which the work of the school proceeds. It is the instrument through which the purpose of the school is to function" … H.G.Stead.

It is an outline of the day’s work which indicates “(1) time of beginning and ending of school day; (2) time of beginning and ending of each class period, activities period and homework period; (3) subjects and activities offered; (4) days on which each class and each activity meetings are held; (5) name of the teacher in charge of each class or activity; (6) room in which class or activity meets; and (7) time, length and number of intermissions.”

Dr. Jaswant Singh writes about the importance of timetable as: “The schedule is the spark plug of the school which sets into motion its various activities and programmes.”

Self-Assessment Questions (SAQ-3.2)

- What is school timetable ?.

Table 3.2.1
3.2.1 Need and Importance

For the effective functioning of a school - a good suitable time-table is a must and pre-requisite necessary tool. It's need and importance is great for the smooth, orderly and successful functioning of a school. The strength and weaknesses of a school is reflected in it. It has many roles and functions to play.

- **Manages smooth and orderly work:** It manages beforehand to place proper persons at proper places, at the proper time and in the proper manner for their respective tasks. Even, in the absence of a head of institution, it ensures smooth, orderly and regular work in the school. In its (time-table) absence, there are all chances of negligence of duty, repetition of unnecessary items and activities, the duplication of the effort and the wastage of time, effort and energy.

- **Manages the fulfilment of school objectives:** It is intended to achieve the goals of education, needs of the community in a particular and the total society in general through the school as their important 'agency'. It is through the medium of its time-table that the school further endeavours to achieve the tasks, goals and objectives entrusted to it.

- **Manages to control the various wastages:** Through its strength it directs the attention both of its teachers and pupils to one thing at a time to get good results. Confusion, duplication, overlapping and unnecessary repetition are controlled and wastages of different types at the school, department and community level are avoided.

- **Manages equitable distribution of work, 'time' and 'activities':** Each teacher is provided with a teaching 'time-table summary slip' indicating the work allotted. Head of the institution, teacher and the other concerned authorities are in the know of the workload assigned for a teacher. Thus it helps the equitable distribution of work among the teachers. Likewise, it keeps a balance for time allotment for different subjects, activities according to their relative place,
importance and difficulty level. Balance between the curricular and co-curricular aspects of the schooling process for the optimum all round development of students personalities is ensured.

➢ **Manages to balance the needs of the students:** A student is not a 'commodity to be handled according to the whims, ways and wishes of the doer in-charges. He is pulsating personality with physical, emotional, psychological, social, ethical and personal needs. Every activity in the school is organised to meet his varied needs. His different limitations and interests are to be kept in view. Fatigue and boredom are to be kept away. Freshness of mind and body are kept in mind while constructing a balanced time-table.

➢ **Helpful in inculcating healthy attitudes and healthy habits:** Each and every minute of the total school time is well spent frugally for inculcating healthy habits and positive attitudes among the students. Demand on time is very heavy and its string is to be kept tight and elastic. It is to be stretched beyond school hours to manage various co-curricular activities to channelise their energises to achieve the ends in view pertaining to this important aspect of their personality.

➢ **Helps maintain discipline:** No social institution can work effectively without its properly disciplined functioning. So is true in case of a school. Rather, a perfect discipline is most essential for an institution like a school. It deals with the most complex, delicate, significant, pulsating, fast growing age groups of children where no laxity is permissible. If shown, even for a small time, heavy cost has to be paid for the times to come. Loss is unreplenishable. So, it is only a good time-table that can facilitate good work and aid discipline in the school to a great extent.

➢ **Manages regular and uniform progress:** Emphasis on a particular subject or activity neglecting the others may hamper the regular and uniform progress of the school. In absence of a good balanced
timetable it may not be possible to develop the school and its totality. Lopsided progress of the school may result in loss of its individuality as is in case of a human organism's total help.

Self-Assessment Questions (SAQ-3.2.1)

- Discuss the need and importance of timetable.

|Table 3.2.2 |

3.3 Principles of timetable construction

The timetable aims at achieving economy, convenience and uniformity. Certain principles must be kept in mind while framing the timetable i.e., type of school, departmental regulations, amount of time available, flexibility, relative importance and difficulty of subjects, welfare of teachers as well as students, fatigue, variety, staff, equipment and building, providing the most appropriate assignment for each teacher, interesting programmes, play and rest, variations to suit local needs, equalising class size, free periods for teachers, miscellaneous considerations i.e.,

- A teacher should not be given fatiguing periods consecutively.
- In case of science, home-science, craft practicals, English composition, double periods may be provided.
- It should possible for every pupil to take the optional subjects he desires.
If only two or three periods are to be assigned to a subject per week, these should be held at intervals. It should have been prepared in consultation and with the consent of the teachers as far as possible.

Self-Assessment Questions (SAQ-3.3)

- What principles should be kept in mind in framing the school timetable?

| Table 3.3.1 |

3.4 Types of Timetable

A good timetable must be complete and comprehensive in every way. It may indicate the type of curricular and co-curricular activities being carried out in the school at particular time and place. It may also indicate under whose supervision and guidance those activities are being carried out. But a single timetable may not convey the entire information satisfactorily. For efficient working of the school, it is desirable to have different timetables for different purposes and activities.

- Consolidated timetable. It is also known as general timetable. It provides a complete picture of the entire school programmes from day
to day. It can be very useful to the headmaster who will depend only on this timetable for all types of supervisory responsibilities.

- **Class timetable.** It is a picture of class-wise programmes. It shows what a particular class will study in a particular period from a particular teacher at a particular place.

- **Teacher’s timetable.** Teacher’s timetable in consolidated form is very useful for the headmaster to carry out supervisory duties. Every teacher may be provided with his own small strip containing all the subjects and classes he has to teach and the activities he has to look after.

- **Co-curricular activities timetable.** This will facilitate and systematise the organization of these important activities in a school. It will show the names of various activities, the names of teachers in charge, the places of meeting and duration etc.

- **Homework timetable.** In order to rationalize the load of homework a timetable of this type will be very helpful. It will show the amount of homework, to be set by each subject teacher in his subject for concerned class during a week. Thus the students will be saved from unnecessarily heavy burden of homework on certain occasions but too light work load on certain other occasions. It also advisable to send a copy of homework timetable to parents to secure their cooperation in this direction.

- **Vacant periods timetable.** A special timetable showing the vacant periods of all the teachers may also be prepared. This helpful in keeping his classes occupied, when a teacher happens to be on leave.
Self-Assessment Questions (SAQ-3.4)

- Write short note on homework timetable.

Table 3.4.1

3.5 Summary

Timetable is a tool and not our master. Ryburn gives us a word of caution - "the principles which should guide us in the framing of a timetable are to be observed as far as possible. It will be found, however, that when it comes to the actual making of a timetable, there are a number of things which make it impossible always to observe these principles as we would like to. The necessity of suiting work to the qualification of teachers, the understanding from which most schools suffer, and other local circumstances, often make it very difficult to frame the perfect timetable. But as far as possible, we should observe these principles, and do the best we can in the face of what adverse circumstances, we may have to deal with. Making a timetable is not an easy job nor it can be done in hurry, if it is to be made as free from defects as possible. However, great difficulties are, we should never allow them to cause us to give up the attempt to follow the right principles and make the timetable in the easiest way possible. Some attempt to adhere to right principles can always be made, no matter how difficult the local circumstances may be."
3.6 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the significance of time-table in running the school smoothly</td>
<td>Group discussion / Library (teacher as facilitator)</td>
</tr>
<tr>
<td>What principles should be kept in mind in framing the school timetable?</td>
<td>Library / Presentation</td>
</tr>
<tr>
<td>Name the different types of timetable maintained in a school.</td>
<td>Assignment / presentation</td>
</tr>
</tbody>
</table>

Table 3.6.1

3.7 Model questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.

1. Time-Table is actually governed by specific principles.

   1. (T), 2. (F).

2. “It is the Time-Table that supplies the framework within which the work of the school proceeds.”

   T F

Key to Model questions 1. (T), 2. (T).
3.8 Suggested Readings


Module IV

SCHOOL PLANNING

Records and Registers - (Attendance register of students, Attendance register of staff, Admission and withdrawal register, Cumulative record card)

Structure

4.0 Introduction
4.1 Objectives
4.2 Importance of school records
4.3 Records and registers
4.4 Cumulative record card
4.5 Summary
4.6 Activities and mode of conduct
4.7 Model questions
4.8 Suggested Readings

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4.0 Introduction

A school is an important public institution. In the matter of its effective functioning it is answerable to several bodies, agencies and authorities. To the parents, in the first place it is responsible to show that the aims and objectives of education have been attained and the children are receiving fruitful education. To society, in the second place, it has to give assurance and satisfaction that future citizen being prepared in it will prove equal to every social task and responsibility. To the State and Central Governments, in the third place, it has to give satisfaction that public funds are being best utilised for the cause of education and norms, standards and directions given by the governments are being observed honestly and efficiently. Lastly the staff and authorities have to provide satisfaction to the pupils by ensuring and watching their progress in studies, ascertaining and appraising their attainments and capacities and conditioning their conduct and behaviour. In order that the school may obtain information and furnish it to all concerned and all interested parties, it is necessary that complete and systematic records should be maintained.

4.1 Objectives

By undertaking their learning on the lines of this module, pupil-teachers will be able to:

- Make themselves aware of the various records and registers maintained in the school.
- Know the importance of school records and registers.
- Prepare various records and registers in terms of the requirement of the school.
- Maintain various records and registers.
- Take important steps for transforming themselves into competent and committed professionals willing to perform the identified tasks.
- Develop competencies and skills needed to become effective teachers.
4.2 Importance of school records

School is a social institution answerable to the parents, managing committee, the department and the public in general and the records kept by the school serves as a useful and the records kept by the school serves as a useful means to judge its efficiency. Carefully and efficiently kept school records are indispensable for the successful working of the school.

Chamberlain and Kindred gave the advantages of the school record that is they help the school, teachers and pupils.

Mohiyudin (1989) states the importance of school records, "Maintenance of school records is an essential aspects of school administration; and every teacher and in particular the headmaster incharge of the institution, should be well conversant with it. It should be remembered that the headmaster is solely responsible for the proper maintenance and preservation of records, and these duties cannot be delegated to any of his subordinates. His responsibility is not lightened by the employment of clerks charged with the duty of maintaining registers, nor by any arrangement by which members of the staff assist him in this part of his duty. In fact, there is a sense in which increased assistance increases the headmaster's responsibility, for he has to function through his assistants and direct and coordinate their work. In no case, can a headmaster transfer to his clerks or assistants blame for faulty discharge of what are his own primary responsibilities."
Self-Assessment Questions (SAQ - 4.2)

• What is the importance of School Records and Registers?

Table 4.2.1

4.3 Records and registers

When we were studying in school or college, we might have seen that our teachers daily took our roll-call (Haazri). We also have seen that the teachers also mark their own attendance in a different register (Teacher Attendance Register). When we got School Leaving Certificate after completion 10 or 10+2 class, the incharge-teacher must have made entry in the 'Admission Register' (Dhaakhla Khaaj Register). Apart from these above registers, there are other register and books in which school records are maintained.
Self-Assessment Questions (SAQ - 4.3)

- What records should be kept in a modern secondary school?

Table 4.3.1

4.4 Cumulative record card

Cumulative record card contains complete and comprehensive record of the pupil, indicating his/her bio-data, date of admission, progress from year to year, attainment in various subjects and activities, intelligence, aptitude, interests and information from school to school. This card tries to give a comprehensive picture of the all-round development of the student's personality. It provides valuable information to the future institutions and employers about the individual concern. It forms the basis for educational and vocational guidance to individuals. In view of growing importance of cumulative records the Secondary Education Commission recommended that "these should be a common feature for all schools, all over the country."
Self-Assessment Questions (SAQ - 4.4)

- Which records would you, as a teacher, like to maintain?

4.5 Summary

Educational records has these various records and registers: Students' attendance register, Teacher attendance register, Pupils progress records, Admission register etc. Equipment records may have these registers in a school: Stock book of school furniture, Library catalogue, Accession register, Library issue register, Stationary issue register, Register of newspaper and magazines, School records and registers are as important as the regular teaching process. In nutshell we can say that school records mean keeping the information of students, teachers and other staff in the registers. These registers are school records.
4.6 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the importance of School Records and Registers?</td>
<td>Library / Panel discussion.</td>
</tr>
<tr>
<td>Visit the practicing school and peruse their system of maintaining records and registers.</td>
<td>Field visit / observation tour</td>
</tr>
<tr>
<td>Prepare a cumulative record card of any child known to you</td>
<td>Field visit / Record</td>
</tr>
</tbody>
</table>

Table 4.6.1

4.7 Model questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.

1. The maintenance of the school records helps the pupils, the teacher, the school and the society.

   1                              F

2. ‘A good cumulative record card grows with the pupil.’

   T                              F

Key to Model questions 1. (T), 2. (T).
4.8 Suggested Readings


Module V

SCHOOL PLANNING

Discipline: means and measures

Structure

5.0 Introduction
5.1 Objectives
5.2 Meaning of discipline
5.3 Self discipline
5.4 Sources of discipline
5.5 Summary
5.6 Activities and mode of conduct
5.7 Model questions
5.8 Suggested Readings
5.0 Introduction

Discipline is the essence of democracy. It grows from within. A disciplined individual realises the worth of other individuals. Discipline is a spirit. A spirit cannot be ordered or punished. It springs from knowledge, idealism and sense of duty. The aim of discipline is the training of conscience. It is cultivation of goodwill and development of moral insight. Self-discipline is the outcome of the activities and experiences. Through these virtues of self-control it can be inculcated in an individual based on reason, persuasion and doing. The discipline consists in the habits of mind. It spontaneously leads to desirable activities.

5.1 Objectives

By undertaking their learning on the lines of this module, pupil-teachers will be able to:

- Give an overview of discipline.
- Know the essential theoretical and practical considerations behind the concept of healthy discipline.
- Differentiate between traditional and modern concept of discipline.
- Describe the need and importance of discipline.
- Be a disciplined teacher.
- Inculcate healthy disciplinary orientations in pupils.

5.2 Meaning of discipline

Discipline means going by the rules of behaving that ensure cooperation and harmony in situations of life that involve interaction among human beings. The school is a situation where interaction takes place of pupil with pupils, of pupils with teachers, of teachers with teachers and of pupils and teachers with the head of the institution. It in a school total education
process proceeds smoothly that would signify that said interactions are based on sound parameters of discipline. The principles of school discipline should be such which can be rationally and realistically imbibed by the pupils and which can go a long way ensuring their development as mature personalities with positive and dynamic outlook on life. In schools disciplinary procedure should be so used as to ensure the development of healthy disciplinary orientations in pupils. These are the orientations, which pave the way for discipline adult life in every society.

Absolute freedom is, in fact, a myth; it does not exist and cannot exist, either in the physical, social or moral world. In the social order, for instance, the freedom that is enjoyable by an individual should be consistent with the equal freedom for others.

According to William, A. Yeager, "Historically, it always is associated with the concept discipline, having the connotations of strict mental, moral and physical training, requiring for its achievement, submission to authority, with proper punishment meted out for disobedience in any form. Thus it implies something 'external' that is conformity to an external stimulus or impulse. More recently, a school control has come to imply something internal, a response to an inner stimulus or impulse."

Self-Assessment Questions (SAQ - 5.2)

- Define discipline?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Table 5.2.1
5.3 Self discipline

Self discipline can be achieved by assigning more and more responsibilities upon the students. Such a self control will make the child discharge his / her responsibilities assigned to him in a natural way. Proper direction to the abundant energy of the youth be given. In this arrangement, there will be little occasion to impose restrictions from outside. Various co-curricular activities be pursued in the school to furnish their motive power. Discipline among the staff members and organisation of the school on democratic lines shall be most helpful. Material condition of the school in improved manner shall provide a congenial environment for learning. personal respect of the student, moral education and personal relations with the students shall work wonders. They should be provided personal guidance to solve their academic and non-academic problems, "Discipline is the fruit, the valuable by product of cooperative work willingly undertaken and efficiently completed." ... Secondary Education Commission

Self-Assessment Questions (SAQ - 5.3)

- How can teachers help pupils in becoming self-disciplined?

Table 5.3.1

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5.4 Sources of discipline

Good discipline is deeply embedded in the total school programme and classroom instructions. It can be achieved and ensured through these sources

➢ The head of the institution. His role in the institution is pivotal. He is to develop some philosophy of discipline. He is to take into confidence his staff and students. He involves all in the management of school affairs. He is to be a judicious and impartial.

➢ The teacher. In the classroom, good discipline is the bye-product of good teaching. Industrious and intelligent teacher keeps away most of the disciplinary problems. A good teacher plans his lesson according to the syllabus, conducts the lesson well, conducts the pupils nicely, knows his each pupil by name and his personal qualities, encourages group activities, establishes independent work habits and many more desirable related things he does.

➢ Well-balanced timetable. A well-balanced timetable provides due rest and recreation. Boredom and fatigue causing indiscipline are kept away.

➢ Co-curricular activities. Through these well organized activities, self-control, self-reliance are developed. Students get self-direction, experience in social cooperation, foster respect for law and order and feeling of 'oneness' with the school. These useful activities provide fruitful channels of expression to the youthful urges and remove inhibition causing restlessness.

➢ Effective teamwork. Effective teamwork is the key to sound disciplinary policies. Teamwork between the head and staff, teachers and pupils, the head-teachers and parents, the school and the surrounding community is necessary for effective discipline.
- **Moral education.** It is to be an integral part of the entire curriculum emphasized in all courses and activities. It is the good morality that cultivates goodness and godliness in life.

- **School tradition.** School discipline is a matter of 'tradition'. Conventions and traditions go a long way in maintaining discipline. This acts as a unifying force. The higher and nobler the traditions built-up by a school, the greater the effort, are required to maintain them. These are not established in a day. They take years. So, the problem of discipline is to be taken as a continuous challenge. It is very satisfying and comfortable to work in a school with a 'tradition' of good discipline.

Self-Assessment Questions (SAQ - 5.4)

- What are the sources of a good discipline?

Table 5.4.1

5.5 **Summary**

A system capable of creating an urge for all types of knowledge, up in arm to do productive and useful work and employment of otherwise strong and healthy hands, bright and brandy brains is an urgent need of the day to save the present sick society. In-numerably fine and refined recommendations made by the eminent educationists from time to time are rusting and resting in the small and voluminous reports shelled in the
almirahs of our libraries. Earnest implementations of the recommendations to remedy the situation is required. A favourable social atmosphere based on human values of life can be created by reminding our past 'rich heritage'. Recognition of 'unity of human ideals as aspirations' is required. A wisely built programme of 'moral instructions' in educational institutions can be introduced along with their programmes. A good number of programmes pursued like Scouting, N.C.C, N.S.S., Girl-Guides, celebration of good and great 'days' and many more need continuing with vigour.

5.6 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and utilize considerations for organising group activities</td>
<td>Group discussion (Peers as facilitators)</td>
</tr>
<tr>
<td>Differentiate and self-discipline.</td>
<td>Library and discussion</td>
</tr>
<tr>
<td>How can teachers help pupils in becoming self-disciplined?</td>
<td>Role model and discussion</td>
</tr>
<tr>
<td>Demonstrate the ways through which you will maintain discipline in your class during teaching practice</td>
<td>Simulated teaching with active participation by pupils</td>
</tr>
</tbody>
</table>

Table 5.6.1

5.7 Model questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.
1. “The School Discipline should be positive and constructive rather than negative and destructive.”

2. “Good discipline is self-discipline.”

3. “Spare the rod and spoil the child,” does this dictum still hold good today in maintaining school discipline?

Key to Model questions 1. (T); 2. (T); 3. (F);

5.8 Suggested Readings


Module VI

PERSONNEL MANAGEMENT

Role and profile of an Ideal Teacher

Structure

6.0 Introduction
6.1 Objectives
6.2 Qualities of a teacher
6.3 Role of an ideal teacher
6.4 Code of conduct
6.5 Summary
6.6 Activities and mode of conduct
6.7 Model questions
6.8 Suggested Readings

6.0 Introduction

Teachers can act as trailblazers in the lives of learners in the process of education for their development. Teachers acquire professional competencies and commitments, and if they are enabled and empowered to perform their multiple tasks in the classroom, school and community in a genuinely professional manner, then a chain reaction can start with a sound teacher performance culminating into high quality learning on parts of students in cognitive, affective and psychomotor areas of human life.

6.1 Objectives

By undertaking their learning on the lines of this module, pupil teachers will be able to:

- Understand the essential qualities of an ideal teacher.
- Explain the important duties of an ideal teacher.
- Understand the role of a teacher in maintaining better school-community relationship.
- Discuss a code of professional ethics for a teacher.
Describe in detail the human relations, which a teacher is required to maintain.

6.2 Qualities of a teacher

Learners look to teachers for knowledge, manners, wisdom, moral values, inspiration, and enlightenment. Great educational thinkers have paid rich tributes to the teacher. According to Rabindra Nath Tagore the teacher is throughout a student. He should be up-to-date in his knowledge. Teacher must know his content as well his students.

A good 'Teacher' is a person who is truthful (T), energetic (E), affectionate (A), cooperative (C), humble (H), efficient (E) and resourceful (R).

Gandhi ji observed, “Woe to the teacher who teaches one thing with the lips and carries another in the heart.”

In the words of Dr. Rajendra Prasad, “Their (Teachers’) own character should be such that there is no difference between what they say and do. When we act upon this ideal then alone we can be sure of a bright future for our own country.”

The Secondary Education Commission has laid down, “We are however, convinced that the most important factor in the contemplated educational re-construction is the teacher-his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community in variably depends on the kind of the teacher working in it.”
Self-Assessment Questions (SAQ - 6.2)

- 'Teacher is a nation builder', Discuss.

Table 6.2.1

6.3 Role of an ideal teacher

Professor Hamayan Kabir holds the view, "Without good teacher even the best of system is bound to fail. With good teachers, even the defects of a system can be largely overcome."

The National Commission on Higher Education (1983-1985) listed the following roles of teachers in national development:

- Teacher is an agent of change.
- Teacher in the context of explosion of knowledge to remain up-to-date.
- Teacher to use his creative activity.
- Teacher to adopt new methodology to utilise interactive methods of instructions.
- Teacher as a procurer of knowledge to enlarge the sphere of his knowledge.
- Teacher as an agent of cooperation with community.
- Teacher to undertake problem-solving research.
- Teacher to initiate management change.
Teacher to discharge his responsibility with an urgent sense of social purpose.

Self-Assessment Questions (SAQ - 6.3)

- Write short note on "why I chose to be a teacher?"

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6.3.1

6.4 Code of conduct

Teaching is great profession. Society looks to the teachers with high hopes. The destiny of a country largely remains in the hands of the men and women trained, educated and prepared by him. Human resources are grown developed and shaped in our classrooms. The type of society we get is largely determined by the type of individuals we groom in our schools. This great responsibility falls on the teacher. Goings of life in a society depend on the quality of competency, devotion and commitment of teachers.

Teaching is both a profession and a mission. The purposes that a teacher fulfils, the ideals that he maintains, the services that he renders, the training that he undergoes, the character that he portrays, the personality that he develops in himself -- all the characteristics of a missionary
attitude. Let a new entrant in the teaching profession take a note. A specimen of this oath can be mentioned: I ..., swear in the name of god, country and society that I shall have true faith and allegiance to my profession. I shall honestly and sincerely discharge my duties to the best of my ability. I shall also follow the code of ethics regarding students, parents, profession, community, and higher authorities.

Self-Assessment Questions (SAQ - 6.4)

- Discuss the value of code of conduct.

Table 6.4.1

6.5 Summary

In any system of education, the teacher's role is of paramount importance. He is the 'pivot' around whom the entire system revolves. The 'school' without the 'teacher' is a soulless body. On 'Earth' if any person has been paid high tributes, it is the teacher, may it be in the 'East' or in the 'West'. The 'West' called him the 'Architect of nation', 'the maker of man', the 'harbinger of the progress of culture', and the maker of history. The child gets second birth at the hands of his teacher, the first from his parents. Books may teach the child, it is the teacher who educates him.
6.6 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enlist five important qualities of an ideal teacher.</td>
<td>Discussion / Presentation</td>
</tr>
<tr>
<td>What are the major roles of teachers?</td>
<td>Discussion / Assignment</td>
</tr>
</tbody>
</table>
| Any ideal teacher of the vicinity will address the pupil-teachers and from their own experiences they will write short notes on the following:  
  - What considerations motivated you to be a teacher in life?  
  - What are the human relations, which a teacher is required to maintain?  
  - What steps should be taken to improve the deplorable status of the teacher in our society?  
  - Comment about the code of conduct to be maintained by a teacher | Extension Lecture / Questioning / face-to-face interaction. |

Table 6.6.1

6.7 Model questions

Against each of the following statements write 'T' if it is true and 'F' if it is false.

1. A teacher requires much more than merely the mastery of the techniques of teaching.

| T | F |
2. A code of Professional Ethics is necessary for a teacher as for a doctor or a lawyer.

3. Of all the different factors, which influence the quality of education and its contribution to national development, the quality and character of teachers are undoubtedly the most significant.

4. Teacher is a nation builder.


6.8 Suggested Readings


PERSONNEL MANAGEMENT
Role and profile of an ideal Headmaster

Structure

7.0 Introduction
7.1 Objectives
7.2 Qualities of a headmaster
7.3 Problems of the headmaster
7.4 Duties of headmaster
7.5 Summary
7.6 Activities and mode of conduct
7.7 Model questions
7.8 Suggested Readings

7.0 Introduction

No one can think of an organisation without a leader. Similarly, no one can think of a school without the head. Good organisations are the results of good administrations. Likewise schools also require good educational administrators. In order to hold efficiently his key position, the head of a school has to be a person of good qualities - cognitive, affective and connative. His is a job of vital importance and great responsibility. For doing justice to his job, he has to constantly equip himself with the qualities and attributes that go to make an ideal administrator. He should enjoy his status not by virtue of his official position but by virtues of his qualities of head and heart.

7.1 Objectives

While directing their learning processes on the lines of this module pupils-teachers will be able to:

➢ Understand the qualities of an ideal headmaster.
Discuss the important duties of an ideal headmaster.
Understand the role of an ideal headmaster.
Describe in detail the human relations, which a headmaster is required to maintain.
Understand the position of a headmaster in present context.

7.2 Qualities of a headmaster

“The Headmaster or the Principal of a school is the hub of the education process” – Dr. Jaswant Singh.

In this regard the comments of Secondary Education Commission are significant. “On him (Headmaster) the proper working of the school ultimately depends. The reputation of the school and the position he holds in the society depend on a large measure on the influence that he exercises over his colleagues, his pupils and general public. Similarly the discipline of the school and its expriée de corps are the special responsibilities of the headmaster. He holds an important place in the life of the community where he can exercise a very healthy influence. By his contact with the parents and the general public he can help to forge that link between the school and the large community, which we have reportedly stressed. He is responsible for carrying out the policies and the programmes of the department of education and he acts as a liaison.

“The reputation of the school and the position it holds in society depends in a large measure on the influence that he exercises over his colleagues, his pupils and the general public.” – Secondary Education Commission.

Dr. Jaswant Singh in his book “How to be a successful Headmaster” has pinpointed the following qualities in the make up of an efficient and effective headmaster: Sound educational Philosophy, High scholarship, Adequate professional training, Proficiency in human relations, Physical and mental health, Optimistic attitude and stamina, Emotional stability, Integrity, Scientific attitude, Sense of vocation and Self-appraisal.

Self-Assessment Questions (SAQ - 7.2)

• Write short note on qualities desired in a headmaster.

Table 7.2.1

7.3 Problems of the headmaster

The list of his problems like that of his duties is unending. He is faced with the problems on all sides. In the matter of facing, tackling and solving these problems, he is most often all alone. The problems can be enlisted as under
Problem relating to administrative and financial aspects

- The clerical work and routine work consumes most of his time and he is left with little time for academic responsibilities and other duties.
- There is paucity of funds for any project and new pursuits.
- The parents and the community are generally indifferent towards the school.
- He always under the pressure of higher authorities.

Problems relating to teachers

- The absence of devotion and dedication among the teachers is a big problem.
- On account of mass scale recruitment, there are a number of persons in the teaching profession who are not suitable and competent for the job.
- There is a general shortage of teachers in certain subjects.
- There is unrest among teachers.
- There is also resentment among teachers due to burden of clerical work, burden of co-curricular activities and burden of other non-academic programmes.

Problems relating to students

- There is a problem of non seriousness and indifference among students towards studies.
- The students also suffer from indiscipline, unrest, bad manners and lack of respect and courtesy.
- The lack of attachment with the home and school among the students is another problem demanding attention of all concerned.

Miscellaneous problems

- There is shortage of time to organise various co-curricular activities.
• Inadequate accommodation, equipments and facilities cause many headaches to the head of the school.
• The teachers are frequently transferred unexpectedly, which causes a lot dislocation and adjustment problems.

Self-Assessment Questions (SAQ - 7.3)

• Write short note on headmaster's problems?

Table 7.3.1

7.4 Duties of headmaster

The headmaster has to discharge a large number of responsibilities and perform multifarious duties. He is the person wholly solely responsible for anything or everything going on in the school.

According to the Punjab Education Code, it is the duty of the headmaster to exercise general control of the school and boarding house in his charge; to maintain discipline among the students and the staff; to organise and supervise the instructions; to prescribe the textbooks; to take a regular part in teaching work especially in classes and subjects in which his personal guidance is desirable; to arrange for the games and other co-curricular activities of the pupils; to see that all registers are regularly and accurately maintained; to keep strict accounts of all money entrusted to him, and to see that they are properly disposed off in accordance with the rules laid down in that regard; and generally promote the physical, intellectual and
moral welfare of the people under his charge. His duties can be categorised as follows

- Organisation and administration
- Planning
- Teaching
- Maintenance of relations
- Supervision
- Guidance

Self-Assessment Questions (SAQ - 7.4)

- Discuss headmaster's supervisory duties.

| \hline
| \hline
| \hline
| \hline

Table 7.4.1

7.5 Summary

The school as an organization, like other organizations has its leader known as headmaster. The growth of society cannot take place without the good organization of school. Hence, the headmaster is to be a good leader. In the history of mankind good schools like Harrow, Eton and Rugby (U.K.) grew under the leadership of their renowned headmasters. 'as is the headmaster, so is the school', is saying, speaks about the importance of headmaster in our educational 'set-up'. He is said to be the 'the solar orb, around whom all the teachers revolve'. His conduct has to be constructive,
balanced and free from all suspicions. He is to be a dynamic person, who in cooperation with his staff sets the standards and the traditions of the school. In short, he holds the key position not in the school only but in the entire gamut of secondary school education. The success of the school system depends upon his efficiency, alertness, sagacity, imagination, originality and experience. He remained and shall remain as the 'hub' of the educational process.

7.6 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enlist five important qualities of an ideal headmaster.</td>
<td>Categorise the duties of the headmaster.</td>
</tr>
</tbody>
</table>

An ideal headmaster of the vicinity will address the pupil-teachers and from his experience the pupil-teachers will write short note on the following:

- As is the headmaster so is the school.
- A good headmaster is not merely a good administrator.
- Your experiences about your favourite and ideal headmaster. How and why you were impressed by him?
- Main responsibilities of the head of a school.
- Role of the headmaster in establishing good human relations in the school.

Extension Lecture / meetings / Questioning / assignment
Enlist the various problems of the headmaster and explain how these could be sorted out?

Categorise the duties of the headmaster.

<table>
<thead>
<tr>
<th>Discussion / Suggestions</th>
<th>Library / Presentation</th>
</tr>
</thead>
</table>

Table 7.6.1

7.7 Model questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.

1. “The headmaster of a school is the kingpin around whom the whole school revolves.”

   

2. “The headmaster of a school is merely a puppet in the hands of management, teachers and students.”

   

3. “To my mind, a good headmaster is one, who can inspire and enthuse his colleagues without dominating over them like a hard taskmaster” (K.G. Sayidain).

   

Key to Model questions 1. (T); 2. (F); 3(T);
7.8 Suggested Readings


Module VIII

MANAGEMENT OF STUDENT ACTIVITIES

Social Service activities: N.S.S, Scouting and Girl Guiding

Structure

8.0 Introduction
8.1 Objectives
8.2 National service scheme
8.2.1 Motto of National Service Scheme
8.3 Programmes and activities of N.S.S.
8.4 Scouting and girl guiding
8.4.1 Aims and advantages of scouting and girl guiding
8.5 Summary
8.6 Activities and mode of conduct
8.7 Model questions
8.8 Suggested Readings
8.0 Introduction

Co-curricular activities are now considered to be an integral of the school programme. In fact, curricular and co-curricular activities are considered complementary and they overlap one another in the day to day routine of the school. The replacement of the old term extra-curricular activities with this new term co-curricular is itself a sufficient indication that these activities are no more to be regarded as extra, they are companion activities of the curricular activities.

To quote T.S.Avinashilingam, “Providing for various types of activities will give them opportunities for observation and in the use of their hands” and this will “offer them the fulfillment and satisfaction which nothing else confers”.

Productive and creative activities help in the development of 4 H’s – Head, Heart, Hand and Health. A child receives valuable training in the ‘Art of Living Together’ through the management of such student activities. A child is saved from cut and dried facts. ‘Learning without Tears’ is another characteristic of new education.

8.1 Objectives

For proceeding on the lines of this module pupil-teachers will be stimulated to

➢ Think of the importance of social service activities.
➢ Appreciate the need for community participation in educational programmes.
➢ Imbibe the spirit of social service.
➢ Become more conscious of the need to be socially sensitive.
8.2 National service scheme

National Service Scheme (NSS) is becoming popular in the schools and colleges. It inculcates the spirit of community service, spirit of self-sacrifice, attitude of co-operation, fellow-feeling and dignity of labour. It helps the students in giving them training of leadership, citizenship and character building. It develops in them virtues like give and take, participation in social life, sharing responsibilities, mutual adjustment, internal and self-discipline ideals of service and desireable attitudes. It helps in many sided development of students-physical, intellectual, emotional, social, religious and moral.

8.2.1 Motto of National Service Scheme

The motto of National Service Scheme is “Not me but You” expresses the essence of democratic living and upholds the need to appreciate the other man’s point of view first and to show consideration for fellow human beings. It also underlines that the welfare of the individual ultimately depends on the welfare of the society as a whole. Therefore, the aim of NSS is to demonstrate this motto in the day to day programme.

Self-Assessment Questions (SAQ - 8.2)

- What is the motto of N.S.S. ?.

<table>
<thead>
<tr>
<th>Table 8.2.1</th>
</tr>
</thead>
</table>

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8.3 Programmes and activities of N.S.S

N.S.S. aims at organizing special camping programme in a village or in a slum area adopted for doing community service, and organizing day camps at weekend. Under these programmes, the following popular activities are included

- Medical check up of the villagers with the assistance of hospital.
- To provide adult education to the villagers.
- To assist the villagers in getting facilities like school, post-office, dispensary etc.
- To help in the construction of the drains of the village streets.
- To help in making the village streets pucca.
- To help in construction of kucha / pucca road.
- To help in the repair of the school building.
- To help in the construction of the boundary wall of the school.
- Arranging inter-cultural entertainment programmes.
- Planting trees, their maintenance and watering them.
- Relief work during natural calamities.
- Social service during festivals and melas.

8.4 Scouting and girl guiding

Scouting gives us no lecture on vocational guidance and yet it teaches the meaning, the importance of the dignity of work: it operates no bank and yet it teaches the meaning of thrift; it contains no jails and yet it teaches the meaning of self-control; it does no preaching and yet it teaches devotion to a cause and loyalty to a purpose; it is founded on religious creed or sectarian doctrine and it emphasis above all things the importance of religion. It is universal in appeal, natural in methods, progressive in its outline, strengthened and cemented by the bonds of fellowship and idealism of the movement... Dr. Coffliman.

The girl guide movement has three branches, namely
The Blue Bird Flock for girls below 11 years of age.
> Girl Guide Company for girls from 11 years to 16 years of age.
> Ranger Company for girls for more than 16 years of age.

The activities of the girl-guide like first aid, nursing, cooking, singing, dancing, playing games, social service, will train them into healthy, cheerful and good women.

8.4.1 Aims and advantages of scouting and girl guiding

Scouting and girl-guiding has the following aims and advantages:
> Spirit of adventure.
> Training in citizenship
> Dignity of labour
> Practical efficiency
> Love of nature
> Training in social service
> Training of emotions
> Sublimation of instincts
> Development of other personality traits

Self-Assessment Questions (SAQ - 8.4)

- Write short note on Social service activities?

Table 8.4.1

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8.5 Summary

Co-curricular activities play an important part in smooth working of a school. These are as integral part of the activities of a school as is curricular work and their proper organization needs just as much care and fore-thought. These activities enable the children to become sturdy and robust youths of their nation.

8.6 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe some social activities</td>
<td>Panel discussion and Presentation</td>
</tr>
<tr>
<td>Write short note on N.S.S</td>
<td>Assignment and Presentation</td>
</tr>
<tr>
<td>What is the need and importance of Girl Guiding and Scouting in the Schools?</td>
<td>Assignment and Presentation / performance in community activities.</td>
</tr>
</tbody>
</table>

Table 8.6

8.7 Model questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.

1. The motto of National Service Scheme is "Not me but you."

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>
2. 'Come on', and never 'Go on' should be the watchword of a scoutmaster.

| T | F |

Key to Model questions 1. (T). 2. (T).

8.8 Suggested Readings


Module IX

MANAGEMENT OF STUDENT ACTIVITIES

Literary activities, School Publication, Debate and Declamation

Structure

9.0 Introduction
9.1 Objectives
9.2 School Publication
9.2.1 Motto of National Service Scheme
9.3 Debate and Declamation
9.3.1 Aims and advantages of debates and declamations

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New education lays special emphasis on the need of co-curricular activities. There is a lot more to be learnt by the children for successful living which curricular work fails to impart. In the absence of these activities education of the child will suffer from many gaps and handicaps. Productive and creative activities help in the harmonious development of the four H's - Head, Heart, Hand and Health. These activities provide for the expression of the children's manifold talents.

A large number of potentialities of the children are likely to remain unexplored in the absence of the facilities of these activities. They sharpen and develop their talent after their exploration. Apart from the talents, these activities cater to various interest of the children. The satisfaction of the interest leads to pleasure in the school work. The students acquire and develop certain hobbies and leisure time activities through the medium of these activities.

9.1 Objectives

By undertaking their learning on the lines of this module, pupil-teachers will be able to:

- Foster creative thinking.
- Highlight need and importance for literary activities.
- Be worthy members of the society.
- Develop communication skills.
9.2 School publication

In the words of Jacobson, "The school Magazine offers great opportunity for those who participate in it. It is not uncommon to find that pupils and their parents consider the editorship of the school paper most valuable experience, which has come to a pupil, particularly when directed by a wise sponsor who makes it a very purposive educative experience. All pupils who serve on the editorial board secure some experience in creative writing. Usually the form of their writing improves because a powerful incentive for correct form exists when the material is to be printed or mimeographed for public examination."

School publications make valuable contribution to enrich the students in the field of education. They spread school news so that all could know about the activities of the school. They make the school popular. They promote good school community relations. They foster writing habits among the students. They provide a medium for the exchange of the views, which is very essential. They preserve the history of the school activities. They teach journalism in true sense. They develop the study habits among the students, and develop flair for working.

Self-Assessment Questions (SAQ - 9.2)
• Discuss the educative value of school publication.

Table 9.2.1

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9.3 Debate and Declamation

Every school must give fullest opportunities to the students for oral and written expression. It is one of the major functions of the school to provide opportunities for practice in the art of effective expression among the pupils especially during the adolescent period. Debates, discussions and declamations are the best means to develop effective expression.

9.3.1 Aims and advantages of debates and declamations

Debates and declamations have many advantages such as

- Linguistic value
- Intellectual value
- Organisational value
- Vocational value
- Convincing value
- Disciplinary value
- Emotional value
- Instinctive value

9.3.2 Organisation of debates and declamations

The teacher should encourage the maximum number of students to take part in debates, discussions and declamations. The true spirit of debating and declamation should be developed among the pupils while keeping the following points of organisation in mind

- Proper planning and
- Preparation and guidance.
9.4 Summary

Education is no longer confined to intellectual development. It aims at the development of the total personality. The development of physical, mental, emotional, aesthetic, social, moral, cultural and spiritual aspects of personality have to be ensured side by side. These activities provide opportunities of self expression and participation which inculcate various important traits in the learner.

9.5 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is meant by school publication?</td>
<td>Library and presentation</td>
</tr>
</tbody>
</table>
Select certain topics for debate and discussion.

Panel discussion and presentation / writing articles for college magazine.

Meet any editor of any local newspaper with some relevant questions in mind

Field visit and eliciting community support.

Table 9.5.1

9.6 Model questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.

1. Literary expression is a work of creativity.  

   T   F

2. Literary activities cover many areas of creativity.  

   T   F

Key to Model questions 1. (T). 2. (T).

9.7 Suggested Readings


10.0 Introduction

Dramatics or dramatisation has a universal appeal to old and young alike. The child by nature has a dramatic tendency to an appreciable extent. He is a born actor. Right from his childhood he starts imitating his elders. He plays the role of father, mother, shopkeeper, soldier, teacher, daughter and juggler. The school should utilise the dramatic tendency of the child.
10.1 Objectives

By lining up their learning activities along the lines of this module the pupil-teachers will be doing something important to:

➢ Develop communication skills.
➢ Appreciate the need for community participation in educational programmes.
➢ Understand and practice some methods of community contact to enhance community participation.
➢ Understand the relationship between education and cultural values.
➢ Foster creative thinking for reconstructing their experiences of life.

10.2 Meaning of Dramatics

Dramatics is a synthetic art which involves the purposive coordination of speech and muscles of the body combined with a sense of rhythm and music, ideas and emotions, diction and movement.

10.3 Value of Dramatics

Dramatics play a very important role in affording opportunities to the students in self expression. It motivates the students to act freely. Their speech become clear and muscles get strengthened. Pupils get rid of shyness. There are many values of dramatics like

➢ Emotional and psychological value
➢ Linguistics value
➢ Academic value
➢ Social value
➢ Intellectual value
➢ Recreational value
➢ Motivational value
➢ Organisational value
➢ Awareness value
Stage value

Cultural value

Self-Assessment Questions (SAQ - 10.3)

- Discuss the cultural value of Dramatics.

### Table 10.3.1

<table>
<thead>
<tr>
<th>Forms of Dramatics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-length play</td>
</tr>
<tr>
<td>One act play</td>
</tr>
<tr>
<td>Puppet play</td>
</tr>
<tr>
<td>Dance play</td>
</tr>
<tr>
<td>Radio play</td>
</tr>
<tr>
<td>Histrionics</td>
</tr>
</tbody>
</table>

10.4 Organisation of Dramatics

Organisation of Dramatics should follow certain steps such as
Selection of students
Selection of teacher-in-charge
Selection of the play
Preparation of the play
Students contribution.

Self-Assessment Questions (SAQ - 10.4)

- Write short note on Dramatics.

Table 10.4.1

10.5 Summary

Dramatics provide a good means of creative expression. The schools should harness this inborn tendency of the small child to play big roles for the purpose of discovering and developing his potentialities and educate him through the art of Dramatics. Dr. Jaswant Singh has laid great stress on the educational possibilities of Dramatics by saying, “Dramatics is thus the most educative and the most satisfying activity of all the co-curricular programmes. It provides a healthy outlet to adolescent’s urges and needs of the pupils. If properly planned and integrated with the academic programme of the school, it can become a very effective vehicle of
instruction. It has a universal appeal and has immense educational possibilities”.

10.6 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the aims of dramatics?</td>
<td>Panel discussion and participation.</td>
</tr>
<tr>
<td>Enlist some life situations to be dramatised for enactment.</td>
<td>Role-play of social, educational and cultural events.</td>
</tr>
</tbody>
</table>

Table 10.6.1

10.7 Model questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.

1. Child is gifted by nature with the ability for different kinds of role-playing.

   |   |
   | T F |

   Key to Model questions 1. (T).

10.8 Suggested Readings

Module XI

MANAGEMENT OF STUDENT ACTIVITIES

Moral activities, Morning Assembly

Structure

11.0 Introduction
11.1 Objectives
11.2 Concept of morning assembly
11.2.1 Objective of morning assembly
11.3 Principles of morning assembly
11.4 Guidelines for morning assembly
11.5 Summary
11.6 Activities and mode of conduct
11.7 Model questions
11.8 Suggested Readings

11.0 Introduction

This activity exists almost in every school. It is the opening period in which the entire school population assembles together. Besides other unifying symbols as the motto, uniform, insignia and prayer of the school,
the general school assembly is an effective means of expressing and promoting the corporate life of the school as a whole. It is an opportunity to control and direct the efforts of the students population as a whole, to mould their opinion, and to influence the tone of the school. The occasion may also be used for the inspiration from the ideals and traditions of the school, and to remind everybody of his general duties and obligations. All the students and teachers are supposed to be present in it.

11.1 Objectives

By undertaking their learning on the lines of this module, pupil-teachers will have an be able to:

- Realise the meaning and importance of moral activities.
- Understand better the relationship of education and values.
- Acquire better insight for meaningful self direction and
- Better insight into the problem of moral commitment and belongingness in human societies.

11.2 Concept of morning assembly

Morning assembly is the first activity of the school to start with. Fretwell calls morning assembly as “town meeting of the school.” Smith writes, morning assembly can serve as focussing centre of all forms of extra-curricular life. The morning assembly makes it possible to imbibe co-operative and acceptable behaviour patterns. It promotes the corporate life of the educational institution as a whole. Flora J. Cook rightly observes, the morning assembly is a common meeting ground to which each brings his offerings - the fruits of his observations and studies or the music, literature, and art that delight him a place where all co-operate for the pleasure and well-being of the whole.
11.2.1 Objective of morning assembly

An important objective of morning assembly is to provide moral training. The prayers, devotional songs, sermons and spiritual discourses at the morning assembly create noble ideas among the students. They get training in devotion to god and spirituality.

11.3 Principles of morning assembly

The following principles have to be observed for holding morning assembly in a meaningful manner:

- The assembly programmes should be educational-cum-recreational.
- A variety of programmes should be introduced.
- Attempt should be made to include all curricular and co-curricular activities.
- A maximum number of students should participate.
- Outside performers should be limited.

Self-Assessment Questions (SAQ - 11.3)

- What principles you will keep in mind to make morning assembly a success?

Table 11.3.1
11.4 Guidelines for morning assembly

While conducting morning assembly in school one must keep in mind the following guiding principles:

- Planned programmes
- Variety of activities
- Cooperation of students
- Careful preparation
- Maximum encouragement
- Selection of good songs
- Inspiring talks
- Mass drill
- Proper discipline
- Proper record

Self-Assessment Questions (SAQ - 11.4)

- Write 150 words on morning assembly.

Table 11.4.1

208
11.5 Summary

In order to make morning assembly effective and draw maximum benefit from it, the programmes of these assemblies should be kept interesting by introducing new and lively items in place of the monotonous ones. The students should come, sit, and disperse in a disciplined manner. Gossiping and whispering should be checked. The atmosphere should be calm and serene. A maximum number of students should be given the chance of participating in the programmes. The quality and the standard of the programmes should be kept fairly high. The talks should be interesting, instructive, inspiring and well prepared. It is a solemn and sacred occasion. It will be a bad policy to discuss matter of discipline at school assembly, or to point out the faults and shortcoming of the pupils.

11.6 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the advantages of holding morning assembly in schools?</td>
<td>Preparation and presentation</td>
</tr>
<tr>
<td>How can the programmes of morning assembly be utilised for inculcating moral values in pupils?</td>
<td>Presentation and observation / inductive thinking / performance in weekly morning assemblies</td>
</tr>
</tbody>
</table>

Table 11.6.1

209
11.7 Model questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.

1. Morning assembly tends to promote the corporate life of the school as a whole.  

   | T | F |

2. It (Morning assembly) is an opportunity for all the students and teachers to assemble together.

   | T | F |

Key to Model questions 1. (T). 2. (T).

11.8 Suggested Readings


'Institutional Planning', states M.B. Butch as a programme of development and improvement prepared by an educational institution on the basis of its felt needs and the resources available or likely to be available with a view to improving the school programme and school practices, constitutes a plan for an institution. It is based on the principle of optimum utilisation of the resources available in the school and the community. The plan may be for a longer duration or a shorter duration.

It is a common experience that anything done in a properly planned manner yields much better results than some thing done in a casual or routine fashion. While planning, one has to take into account the prevailing situation and think of measures to improve it, considering the constraints under which one has to operate. The process of planning also implies evolving effective built-in mechanism for monitoring and evaluating the plan with a view to identifying bottlenecks and to take timely corrective action.
Educational planning is an integral part of the planning for social and economic development of the country. Our planning system adopted a ‘top-to-bottom’ approach with the result that most of our schools remained unconcerned with the educational development plans prepared at the state or national levels. The education commission (1964-66) aptly remarked that “No comprehensive programme of educational development can ever be put across unless it involves every educational institution and all the human factors connected with it – it’s teachers, students and local community.”

Decentralisation of educational planning and management at the institutional level would now form the base of the planning process, permitting the active participation of all educational functionaries, school principals/headmasters, teachers, students, parents and other community members where each one of them will have specific task to perform.

12.1 Objectives

By undertaking their learning on the lines of this module, pupil-teachers will have an be able to:

➢ Understand the concept of institutional planning.
➢ Realise the need of involving all concerned in the planning process.
➢ Appreciate some of the merits of the ‘bottom-to-top’ model of planning.
➢ Identify institutional needs and formulate projects and programme for institutional development.

12.2 Concept of Institutional planning

Planning is of three types, namely, short-term, medium-term and long-term. Institutional planning at school level will be largely short-term or
medium-term, the duration of a short term plan being one year, and that of a medium-term plan ranging between two and three years.

The concept of institutional planning envisages the involvement of all concerned with the proper functioning of an institution, namely, the principals / headmasters, teachers, students, parents and other members of the local community in the process of planning.

This implies that every institution will identify its own problems, assess its own needs to systematic planned efforts, and find alternative solutions to those problems and develop appropriate programmes and projects to meet assessed needs by itself.

Sometimes the school calendar, which includes the school principal’s planning with respect to assignment of duties to his staff and teachers’ planning of lesson units and homework assignments, is confused with institutional planning. Undoubtedly, the school calendar is important in its own way but it is different from institutional planning. It has nothing to do with the development aspects of education in the school. An institutional plan, on the other hand, includes interalia a number of developmental programmes designed mainly to improve the quality of education in the school.

Self-Assessment Questions (SAQ - 12.2)

• What is the latest concept of institutional planning?

Table 12.2.1

213
12.3 Characteristics

The Basic characteristics of an Institutional Plan are

- It is based on the principle of participatory planning which means that it is not a plan of head master / principal alone, but of all teachers, students, parents and the local community.

- It is based on the felt needs of the institution, and the problems faced by the school community.

- It seeks to utilise the available resources (both human and material) optimally both within the school as well as those available outside the school in the local community.

- It is flexible.

- It is scientific, as it takes into consideration all the facts and figures.

- It is realistic plan of action from the standpoint of feasibility, and is not a 'charter of demands'.

Self-Assessment Questions (SAQ - 12.3)

- Explain the chief characteristics of institutional planning in your own words.

Table 12.3.1
12.4 Need and importance of Institutional Plan

Mr. J.P. Naik says, “A major reform, I propose, therefore, is that the planning that resembles an inverted pyramid should be broad-based and decentralised by introducing the system of Institutional plans”.

Dr. S.K. Mitra says, “— the whole notion of institutional planning is based on this idea that at every stage right from the school to topmost level in the field of education, constant effort has to be made in order that we do not have new ideas for the sake of new ideas but in order that we can do a better job with whatever resources we have at our command”.

Since the idea of an institutional plan envisages the preparation of a plan not by the head of the school alone, but by teachers, students, parents and the local community, it is expected that its implementation will be effective. It is necessary to call meetings of all concerned at regular intervals to identify needs and assess resources to meet identified needs. It may not always be possible to prepare a comprehensive plan for the all-round development of an institution at one stroke. But it should be possible to identify considerable needs of an institution and decide upon certain priorities. Having decided upon priorities and taking into account the existing resources and additional resources that can be modified without much difficulty, it should also be possible to embark upon one or two projects or programmes and start implementing them as a beginning. To facilitate this, separate designs for such projects and programmes have to be prepared. The sum total of all such projects should constitute an institutional plan.
Self-Assessment Questions (SAQ - 12.4)

- What is the need for institutional planning in schools?.

Table 12.4

12.5 Motto of Institutional Planning

J.P. Naik observes, "I want to give a motto to institutional planning, which is different from what we use at present. Our usual motto is: not failure but low aim is crime. This is a good idea. But we use this idea in a wrong way. We choose a very high aim and when we fail, we justify it philosophically as inherent in the high aim itself. This is a bad policy in all matters and especially in institutional planning. For institutional plan, therefore, our motto should be 'Not high aim but failure is a crime.' I do not mind how small a plan a teacher prepares ... but once you decide to do something, I will not accept any excuse for a failure. This is what we have to insist upon: doing things with dignity, with pride in oneself and with success."
Self-Assessment Questions (SAQ - 12.5)

- Discuss the motto of institutional plan.

Table 12.5

12.6 Summary

Planning is a part of life. At every step of our daily routine, we plan. So is to in the case of a Nation's life. After independence, our leaders dreamed to modernise our country. In the year 1950, the Planning Commission was set up. Education and national development are inter-linked and interdependent. Education acts as a main tool for this phenomenon growth. Indeed, it is the duty of 'school' to broaden the child's vision and deepen his understanding to enable him/her to view things in the right prospective. So, the proper planning is to come to the institutional level to achieve the desired results in the direction of human resource development. It is here its foundation is laid.

Planning enhances the efficiency. It is to anticipate the events. In turn, it helps us in being more alert and prepared for the anticipatory events. It helps in more equitable distribution of work among the involved members. The work is adjusted according to the capabilities and interest of individuals. It affords scope and energy for more concentrated efforts to tackle the emergent situations. For achieving a greater efficiency, planning much ahead of time becomes essential. It is planning for efficient running, steady growth, balanced expansion and priority-wise progress of an institution. In general the competence of an educational worker, the quality
of education and the total development of the institution through this scheme of planning are to be achieved through this major instrument of planning.

12.7 Activities and mode of conduct

<table>
<thead>
<tr>
<th>Activities &amp; focused questions as basis for teaching learning process</th>
<th>Mode of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt a definition of institutional planning in your own words Or Quote a definition of Institutional Planning given by any authority which in your opinion is the most comprehensive</td>
<td>Library and presentation</td>
</tr>
<tr>
<td>Write short note on the characteristics of institutional plan.</td>
<td>Assignment / presentation / Discussion</td>
</tr>
<tr>
<td>State the need of institutional planning in our schools.</td>
<td>Observation and presentation</td>
</tr>
<tr>
<td>Explain J.P.Naik’s observation about the motto of institutional planning in your own words.</td>
<td>Panel discussion, presentation and peer coaching.</td>
</tr>
</tbody>
</table>

Table 12.6

12.8 Model questions

Against each of the following statements write ‘T’ if it is true and ‘F’ if it is false.

1. No school can progress without Institutional Planning?  

T  F
2. Institutional planning is a direct offshoot of educational planning. 

3. It is not essential to involve administrators, teachers, parents, student's educationists and social reformers in the process of institutional planning.

4. Institutional planning is not result oriented.

5. Institutional planning follows analysis, survey, preparation, implementation and evaluation.

6. Institutional planning ensures maximum utilisation of the available material and human resources.

7. Not high aim but failure is a crime.


12.9 Suggested Readings


