

Unit 4: Head Teacher as School Manager

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

Head of the Organisation:

The head of organization is comparable to the captain of a ship. He as a captain has to steer the institution through strong winds, turbulent seas, storage of materials and even rebellion by sailors. His job is tough which requires a lot of resourcefulness, tact and presence of mind.

Importance and Roles of Head of the Organisation

By virtue of his position the headmaster or the principal of a school is the functionary of its destiny. He can make or mar a school by his administrative and academic efficiency or inefficiency. He occupies a central place in the entire process of school organization and administration. Various educationists have recognized his/her importance in different words.

Dr. Jaswant Singh: The headmaster or the principal of a school is the hub of the educational process. On his ability or skill, as a sound and effective educational leader depends the success of a school system.

P.C. Wren. What the mainspring is to watch: the fly wheel to the machine or the engine to the steam-ship the headmaster is to the school. The character of the school reflects and proclaims the professional character of the headmaster. He is the seal and the school is the wax.

"He is the organizer, leader, governor, business director coordinator, superintendent, example, teacher, guide, philosopher and friend".

Mohi-ud-din gives a further explanation of the same point: "No head can succeed if the teachers in it work only as individuals and not as a group. But just as every group needs a leader, so also a school must have a leader who would stimulate and direct its work. Such a leader is the headmaster".

There is no denying the fact that everything in the school, the staff, the curriculum, the methods of instruction, the discipline, the co-curricular activities, the daily schedule and the general atmosphere and tone of the school is fashioned in the mould after the headmaster. As the headmaster, so is the school. It may be recalled that some schools in England are still named after their reputed headmaster e.g., Harrow School, Rugby School etc.

In the words of the Central Advisory Board of Education, "No scheme of education reconstruction will produce the desired result unless it is administered with vision and efficiency". The person who plans with vision and executes with responsibility is virtually the headmaster. The school is aptly called the lengthened shadow of the headmaster because the character of the school reflects or proclaims character of the headmaster. In fact he is the monarch of all the surveys.

Inside the school, the headmaster or the principal is the leader-the pivot. But his role is rather more extensive. On the one hand, he is responsible for carrying out the orders and the policies of the educational authorities as well as the managing committee, on the other hand, he established the link between the society and the school, by having contacts with the parents, the community the higher authorities of other institutions and the general public. He has a special status in the society.

"On him the proper working of the school ultimately depends. The reputation of the school and the position that it hold in the society depend in a large measure on the influence that he exercises over his colleagues, his pupils and the general public. Similarly the discipline of the school and its *sprits 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 that school and the large community, which we have repeatedly stressed. He is also responsible for carrying out the policies and the programmes of the Department and of the general local community".

Qualities of Head of the Organisation

Some of the essential qualities are given below:

- Supervising classroom teaching.
- Sympathetic Attitude.
- Sound judgement about people.
- Organising skills.
- Democratic Attitude.
- Dynamism in nature.
- Communication skills.
- Clean personal habits.
- Sociability.
- Administrative skills.

Academic Aspects

Inspection and Supervision, Guidance, Maintenance of Standards, Institutional Evaluation, Time-Table, Subject-clubs, Co-Curricular Activities.

Inspection and Supervision

Supervision

Supervision of schools includes elements of inspection also. Many countries prefer the word, supervision, as the word Inspection smacks of authority and is presented by teachers.

Definitions:

It is defined as the effort to stimulate, co-ordinate and guide the continued growth of the teachers in school, both individually and collectively.

According to Barton & Burckner, "Supervision is an expert technical service primarily aimed at studying and improving co-operatively all factors which affect the child's growth and development.

'Supervision', according to **Barr and Burton** is the foundation on which all programmes for improvement of teaching must be built.

According to **Adames and Dicky**, "Supervision is a planned programme for improvement of institutions".

Thus the term supervision has been defined by different educationists in different ways. But all agree that the improvement of instruction is a co-operative process in which all the teachers participate

and the supervisor is an educational leader who acts as a stimulator, guide and consultant to the teacher in their effort to improve instruction.

Role of the Supervisor:

The personal qualities of the supervisor can inspire teachers to perform better. To perform his supervisory role effectively, a supervisor should

- be impartial in his evaluation
- be sympathetic, friendly and cooperative
- be democratic in approach and not assume that he is very superior
- praise where it is due, rather liberally
- correct erring teachers without being offensive
- avoid prejudice and favouritism
- offer constructive criticism for the development of the schools

Principles of Supervision

Supervisors should bear in mind the following principles while discharging their duties.

- Supervision should be comprehensive and thorough. Supervision should be related to the whole work of teachers and students in the school campus.
- The purpose of supervision should be positive and not negative. In other words supervision should provide better stimulus and incentives to those who demonstrate efficiency.
- Supervision should facilitate professional growth and development of teachers and for the overall development of the school.
- Supervision should be done on a regular basis and notes should be maintained.
- Supervision should be well planned. Evaluation tools must be kept ready and the procedures to be adopted should be clear.

Aims of Supervision

Kothari Commission which submitted a comprehensive report on all aspects of Indian Education has said a sympathetic and imaginative supervision and administration is essential for initiating and accelerating educational reforms. The commission listed the following as aims of supervision.

- ❖ Improving classroom teaching
- ❖ Ensuring correct and adequate performance by institutions and teachers
- ❖ Supervising satisfactory implementation of the curriculum
- ❖ Stimulating, coordinating and guiding the efforts of the teacher
- ❖ Providing in-service training for the professional growth of teachers
- ❖ Ensuring continuous evaluation of students
- ❖ Finding out the genuine difficulties faced by teachers in teaching several topics and activities and offering suggestions to solve them.

Role of Headmaster in Academic Supervision:

The headmaster is the team leader and the spirit of cooperation should permeate in his dealing with the staff, pupils and community. He, with collaboration of his staff, should work for accomplishing the objectives and ideals of the institution. The success and achievement of the school largely depends on his efficiency, ability, alertness, imagination, experience and resourcefulness. In fact, he is the friend philosopher and guide in the school.

Administration is related to totality of the school organization whereas academic supervision is a part of administration. The headmaster has to play a vital role as administrators as well as academic supervisor. His role as academic supervisor includes the following aspects.

- ❖ He should inspect all the classes while teaching is going on and sit in each class to find out instructional strategy and methodology adopted by the teachers. He should check their teaching notes, diaries etc.
- ❖ Class-room supervision/inspection should not disturb the class work.
- ❖ He should not point out defects noticed in the teaching before the students. Individually, he should call teachers and discuss with them the mistakes committed. In other words he should never hurt the feelings of teachers before students.
- ❖ He should arrange panel inspection with subject experts to derive the benefits of subject specialists in improving the teaching competencies of his teachers.
- ❖ Innovative approaches like Team-teaching, Microteaching. Tutorials should be planned for the better instruction.
- ❖ He should keep himself abreast to modern developments and implement modern strategies of class-room management, curriculum transaction, evaluation, recording and reporting system in his school. To get better results he should appoint a team of experts and seek their advice in this regard.
- ❖ He should organize staff meetings, subject clubs and discuss with the staff members various issues relating to academic improvement programme.
- ❖ He should provide necessary infrastructure facilities in the school such as equipment, furniture, computers, T.V, tape recorders for effective teaching.
- ❖ He should supervise the work of students and check periodically the work done by them and ascertain reasons for educational backwardness of students.
- ❖ He should arrange for expert guidance to teachers and encourage them to participate in the in-service training programmes, extension work and community service.

Inspection

The word inspection is a legacy of the British educational system introduced in India. Inspection is a cooperative endeavour with which all the teachers participate and where the inspector is the educational leader and acts as a stimulator, guide and consultant in their efforts to improve the quality of functioning, not as a critic or a director, however benevolent. In relation to educational matters the

inspector assists the teachers with their professional problems, he examines in collaboration with parties concerned, the educational methods, programme, the distribution of duties, the time table etc.

Aims of Inspection

Generally speaking, the aims of inspection are:

- to provide professional leadership to educational institutions.
- to set up goals for educational institutions.
- to evaluate the work of educational institutions.
- to offer suggestions for adopting modern techniques of teaching.
- to train teachers in the use of instructional materials.
- to familiarize teachers with the modern trends in education.
- to help institutions to organize exhibitions, sports and study circles and
- to organize seminars and educational conferences.

Scope of Inspection

- Inspection of the quality of instructional work in the context of the curriculum
- Inspection regarding attendance of teachers and students
- Inspection of records and registers
- Inspecting the school's physical and social environments
- Offering suggestions and help for the development of schools activities, both curricular and co-curricular

Types of Supervision & Inspection

Basically there are four types of supervision and inspection.

1) Clinical type 2) Preventive type and 3) The Creative type. 4) Constructive type

i) Clinical Type: This process of supervision follows five steps as opined by Goldhammer, who developed this system. The five steps are 1) Observation 2) Analysis 3) Strategy planning 4) Conference and 5) Post-conference analysis (follow up). The system also advocates teacher-supervisor agreement at each stage. The supervisor, after his supervision will analyse the data and discuss his analysis with the teacher for the improvement of instruction.

ii) Preventive Type: In this type, the supervisor beforehand anticipates problems and helps the teacher to avoid problems/shortfalls/deficiencies. This type of inspection helps the teachers to meet situation with confidence as they foresee the problems beforehand and act as his friend and guide. Therefore, this type of inspection is more useful and helpful in every respect as compared to the traditional type.

iii) The Creative Type: In this type both the teacher and the inspector feel open-minded. This system promotes freedom, flexibility and encourages open mind. In this system, the teacher and the supervisor, work together, to collaborate, to evaluate and to describe each other's work. This encourages teachers in all respects. This can be called the best type of inspection.

iv) The Constructive Type: In this type of inspection the inspector acts as a friend, philosopher and guide. The teacher is free to experiment with his ideas, carry out action research, encouraged to be

innovative, to cooperate with other teachers and enjoy be innovative, to cooperate with other teachers and enjoy a good social climate.

Differences between Inspection and Supervision

S.No	Inspection	Supervision
1.	It is a bureaucratic model	It is a democratic mode.
2.	It is more administrative in nature with lot of officialdom.	It is more related to improvement of education, learning and teaching.
3.	It helps in improving the teaching process of teachers.	It helps in improving the learning process.
4.	In this, orders will be given	Guidance is provided.
5.	It is to check in-efficiency and fault finding	It is for providing guidance and counseling.

Importance of Supervision and Inspection:

- **Supervision helps teachers to plan for better instruction**

Instructional planning is considered as the first step in the improvement of instruction. Therefore, it is recommended that the supervisor should help the teachers to develop and improve skills in instructional designs and to use a model of instruction as a guide to instructional planning. Instructional planning includes lesson plan, unit plans and year plans. It is essential that the headmaster should provide necessary guidance in writing Instructional plans.

- **Helps teachers to use modern methods of teaching**

Methods of teaching are an important part of presenting instruction in the classroom in an effective manner. Therefore, the supervisor should help the teacher in using modern methods of teaching in the class-room. It is the supervisor's responsibility to help the teachers to keep abreast of new educational techniques and to apply them in the class-room.

- **Helps teachers in class-room management.**

Both teachers and school management are in agreement that discipline is the most serious problem in the schools. Supervision will help the teachers to acquire better skills of class-room management. Supervision it is suggested should aim at enabling the teachers to develop preventive and corrective measures of discipline in the classroom situation.

- **Helps teachers to work-together**

In order to accomplish much of the schools work teachers must learn to work together in groups and one of the objectives of supervision is the enhancement of teacher's skills in working co-operatively.

- **Helps teachers in getting proper guidance from experts**

Supervision is to provide academic guidance by a teacher or persons/experts/specialists in different school subjects so that proper guidance may be provided to them. This kind of supervision can help teachers in getting proper guidance from experts.

- **Supervision is essential in planning and implementing various developmental activities in the school.**

All the developmental activities need guidance and direction at the planning monitoring and evaluation stages. Supervisor with his vast experience should provide necessary direction and guidance at every stage. Right type of supervision is mainly concerned with helping teachers in planning, in selection of strategies and resources with proper monitoring and evaluation techniques.

- **Prevention is better than cure**

It is a well known fact that prevention is better than cure. Right kind of supervision provides better insight into the learning problem of students, HRD problems, an insight into maintenance of school plant in advance and helps in avoiding the problems. It also helps teachers to meet situations successfully before they actually arise. It is therefore, more useful and helpful in every respect when compared to schools without supervision.

Guidance

Guidance function of a headmaster is of recent origin. He is expected to guide –

- i) the students in the selection of the subjects at the secondary stage, leading to suitable vocations after the school leaving state.

the students in their day-to-day activities and instructional work.

- ii) the teacher in organizing teaching and other activities, in making a deeper study of their subjects, and in solving specific problems of discipline, backwardness of students in studies.
- iii) the parents in supervising the education of their wards, and is planning their education according to their abilities and aptitudes.
- iv) the higher authorities in matters of curriculum, textbooks school organization, framing of educational policies and other educational problems.

Out of all these tasks, educational and vocational guidance is of utmost necessity, although it is neglected so far. The headmaster must arrange meetings of the staff for purposes of planning education guidance and organizing a full-fledged guidance programme. He should start a guidance unit in the school and appoint the necessary staff.

The guidance unit must provide not only curricular and vocational guidance but also personal guidance to those young children who lack adjustment. For this purpose he may have to seek help from the psychologists and other organizations. The headmaster shall have to act as a liaison between the school guidance unit and the State Guidance Bureau, employment officers and other organizations.

Maintenance of Standards

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

- ✓ a part of the increase in the number of students with 'sub standard' attainments is due to the first generation learners, be whose entry into schools in large numbers, especially in run areas, is a sign of progress.
- ✓ Secondly, non-provision of proper infrastructure facilities is leading to sub-standard teaching.
- thirdly ill-equipped teachers and outmoded teaching technology also lead to sub-standards in education.

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

- i) adequacy in relation to the tasks for which they are intended.
- ii) dynamism should keep on rising with demands for the higher levels of knowledge, skills which the 21st century demands.
- iii) Comparable - comparable in all schools under different managements where such comparison is essential.

Keeping in view the above philosophy the Head of the Institution should plan for better standards. The following programme of actions is suggested.

- ❖ Request the managements to appoint well qualified staff according to the subject requirements.
- ❖ Conduct staff meetings regularly and check whether teachers are teaching in the class-room with well prepared lesson plans. Using proper and appropriate teaching aids.
- ❖ Arrange for demonstration/model lessons inviting experts from DIETS/SCERT/NCERT.
- ❖ Organize subject clubs in the schools.
- ❖ Arrange for In-service training programmes for teachers.
- ❖ Develop minimum levels of learning/competencies to be achieved after thorough discussion with the staff & parents and plan for their achievement with meticulous care
- ❖ Conduct unit tests, monthly tests, terminal examinations with rigor and make the teachers record the achievements of students in progress cards.
- ❖ At the end of each examination schedule staff meeting should be conducted to assess the extent to which success is achieved and reasons for failure. Plan for remediation before the next test commences.
- ❖ Arrange for computers and television for effective classroom transaction.
- ❖ Ensure that the teachers complete their syllabus in time and systematically.
- ❖ Organise institutional coaching/extra coaching for the benefit of backward students and supervised study classes for advanced students.

- ❖ Plan for graded assignments/challenging assignments for weak students and bright students respectively.
- ❖ Ensure that students utilize library facilities effectively and conduct competitions regularly to develop good reading habit among children.
- ❖ Arrange monthly meetings of parents with teachers.
- ❖ Encourage students participating in various competitions subject as essay writing, debates, seminars, music, dance painting etc.

The ultimate function of the headmaster is to see that teacher teach and students learn.

Institutional Evaluation

In the words of Moorar, institutional evaluation is directly concerned with studying and improving the conditions that surrounding the learning and growth of pupils and teacher. Therefore, the headmaster should plan for proper internal institutional evaluation techniques to maintain proper standards and assess the impact the teaching strategies programmes planned and designed for school improvement and curriculum transaction in the classroom. This will enable him to evaluate his programmes and determine with modifications are needed to assure its success. In planning for institutional evaluation the basic items should be included.

i) Curriculum planning

Curriculum design is essential for improvement and growing the school. Most of the schools neglect this. In our present schools headmaster should develop a blueprint of curriculum. As a wise he should spend some time on the entire process of need-by curriculum and try to plug the gaps. He should move ahead experimentation, and innovation in the programme of curriculum development.

ii) Maintenance of standards

Much criticism has been leveled against falling standard schools. As a headmaster therefore, he should be serious about criticism and plan for pupils progress from time to time by choose teachers work above all the progress of students should be checked, evaluated and parents informed on timely basis.

iii) Mobilisation of resources

One of the most difficult tasks before the headmaster is mobilization of resources for school improvement programme and institution development.

The Education Commission rightly observed.

“Although most of the responsibility for the support of education comes from government funds, a total centralization of all financial responsibility for education in the government is not desirable. Attempts should, therefore, be made to raise contributions from local communities, voluntary organizations, parents and the local authorities for this purpose”.

To sum up ‘self-reliance’ to certain extent is the keyword for school development. The headmaster has to play a key-role in this regard.

School Timetable Need, Importance and Types

TIMETABLE

Introduction

A timetable is a pre-arranged and systematic scheme of studies and activities of an institution. It is a plan showing the daily allotment of time among various subjects, topics and activities. It shows the distribution of time for each teacher, his teaching load, the length of each period, time-interval and total duration of work along with the time allotted to different items of work load both academic and co-curricular activities. A timetable is in fact, the second clock of the institution on the face of which are shown the periods of work, intervals in between and the kind of activity in each class. Timetable is thus a mirror that reflects all kinds of activities being organized in an institution.

Need and Importance of Timetable

Timetable is an essential record for the efficient functioning of an institution. It is the instrument that makes schoolwork as per schedule. It is the timetable that supplies the framework within which the work of an institution proceeds. The important functions of the timetable are:

i) It ensures an orderly and smooth functioning of an institution

Everything and every item of activity is detailed in advance in a timetable. All teachers as well as students know their work in order and time fixed for the purpose. That it ensures on orderly and smooth functioning of an institution is clear from the fact that regular work goes on even in the absence of the principal or head-master. It, in fact, places proper persons at the proper places at the proper time and in the proper manner. It is the instrument that makes an institution orderly and the personnel alert in their respective jobs.

ii) It facilitates equitable distribution of work among teachers

Each teacher is allotted equal share of work and leisure. All this is properly reflected in the timetable. The principal can know at a glance the amount of work and leisure. All this is properly reflected in the timetable.

iii) It prevents wastage of time and energy

Timetable works as a mirror showing exactly what is to be done at a particular time. It draws the attention of both the teacher and students to the item of work to be taken up at a time. It prevents wastage of time and energy and does away with duplication, confusion or overlapping of work on the part of teachers and students as well.

iv) It ensures equitable distribution of different subjects and activities

Timetable seeks to give due attention and weightage to each item of work as prescribed. All subjects of studies and co-curriculum activities are given adequate time according to their weightage. Timetable thus enables the principal to distribute the available time equitably over academic and co-curricular activities.

v) It helps maintaining discipline in the institution

Discipline is the life-blood of the institution or system. Timetable directly aids an institute to maintain discipline in the system and among the personnel of an institution. In the absence of the timetable there is bound to be chaos and confusion. But with a well planned timetable a school functions smoothly.

vi) It promotes punctuality among staff & students

A good timetable enables everybody in an institution to develop the habits of punctuality, orderliness and steadfastness. It ensures regularity and methodical approach towards work among students teachers.

On the whole, a timetable is a detailed chart of programmes, indicates all the activities that are undertaken in a school. A school timetable facilitates regular work of an institution and ensure efficiency of its functioning and economy of time and resources are at the disposal of an organization. It is,

therefore, an essential instrument and a useful tool for effective implementation of various programmes in an institution.

Types of Timetable

The type of timetable depends on the nature and kind activities carried on in an institution. Timetable indicates the type curricular and co-curricular activities being organized in an institution at particular places and hours. It also shows under whose guidance supervision those activities are carried out. A comprehensive time will give all the details of such information as may be useful for the principal to refer and monitor. Hence timetables are prepared according to various purposes. Generally the following types of timetables are prepared and used in schools.

i) Consolidated timetable

A general timetable gives a complete picture of the entire activities of an institution organized during a week. It is the sum total of all the timetables, class-wise and subject-wise. In a concise form, it indicates the work of all teachers in all classes. In the both curricular and co-curricular programmes find suitable places and such a consolidated timetable is found essential for the principal for monitoring the various programmes of the school.

ii) Class timetable

Class timetable is meant for each class and for section of a class. It indicates the distribution of subjects with teachers for each period. It also shows recess or recreation in between the periods and co-curricular activities. All the sections and classes of an institution follow their respective timetables. It is an essential reference instrument for teachers and students.

iii) Teachers' timetable

As a consolidated timetable is essential for effective monitoring of the principal, Teacher's timetable is necessary for the guidance of individual teachers. In the teacher's timetable every individual teacher as the details of both academic and co-curricular activities for various classes/sections along with the time and duration of recess and leisure one. A copy of such timetable must be readily available in the teacher's common room as well as with individual teachers.

iv) Leisure timetable/Floating timetable

A special timetable is prepared for showing the leisure periods willable to all the teachers for the reference of the principal making necessary classroom arrangements.

This is necessary for keeping classes engaged when some teachers may remain absent or go on leave during some periods of a day. Teachers who have leisure periods will be asked to take up the classes lying vacant due to absence of some teachers in the school. A copy of such timetable is made available in office room of the head or the principal.

Important Principles of Timetable Construction

Construction of timetable for various purposes as mentioned above is a difficult task and a large number of factors are to be considered for preparing good timetables. The following important factors and principles are kept in view for formulation of suitable timetables.

- i) **Types of Schools:** The type of institution is of primary importance in construction of a good timetable. An institution may be a primary upper primary, high school, rural or urban, day or evening, public or private, higher secondary. These types influence the nature of the timetable due to specific needs of the students.

- ii) **Rules and Regulations:** Rules & Regulations issued by the government/Director SCERT is of basic consideration for constructing the timetable. The duration of period, amount of time to be given to different subjects, time allotted for recreation or recess etc., are determined according to the rules prescribed.
- iii) **Relative Importance and Difficulty Level of Subjects:** A subject is allotted some periods according to its importance in the syllabus. All the subjects are given time according to respective weightage which is determined by the difficulty level of subject and importance of subject. For instance, if English is given more importance, it takes comparatively more time. Similarly mathematics is given more time as well as periods for due completion of the course.
- iv) **Elasticity:** Timetable in order to be an effective instrument of day-to-day functioning and transacting the curriculum should have adequate flexibility and elasticity as far as possible. There should be ample scope for necessary adjustment and changes for meeting specific needs for certain classes of students. Timetable should be our servant, not our master. It should not be rigid and mechanical.

Subject Clubs

As teaching in a school is a co-operative enterprise, a teacher's attitudes towards other members of staff should be that of a member of the same family. His attitude should be one of live and let live. All teachers must work towards a common goal and place the welfare of the school ahead of all other considerations. This is possible only through subject clubs/associations.

Objectives of Subject Clubs

- ❖ To develop programmes of professional development, improved techniques of teaching & evaluation.
- ❖ To meet challenges of curriculum transactions in the class-room
- ❖ To develop co-operative spirit among faculty members and work for a common goal with welfare of students ahead of all other consideration.
- ❖ To conduct seminars, and conferences for their professional development.

The headmaster should encourage and form subject clubs for the different school subjects. This will stimulate initiative and experimentation and assist in the revision and upgradation of curricular through the provision of better teaching materials and improved techniques of teaching and evaluation. He should also encourage subject clubs to hold seminars, conferences and meeting and discuss academic issues for the professional development of teachers. The subject clubs should be affiliated to district level, association and assist in running journals at the state level in the concerned subject, for the use of teachers all over the state.

Co-curricular Activities

Meaning

Previously co-curricular activities were regarded an extracurricular and much emphasis was not laid on organizing the same. But of late, attitude towards these activities has changed and all round

development of the child has become the goal of education. Besides intellectual, physical, emotional, ethical, social, aesthetic and cultural development is to be aimed at and ancillary activities need be organized in the schools as the media of self-expression and mean of personality growth. The Secondary Education Commission, 1952-53 has, therefore, forcefully observed putting the problem in these words: "We do not visualize the school as merely a place of formal learning whose main concern is to communicate a certain prescribed quantum knowledge, but rather as a living and organic community which primarily interested in training its pupils in what we have called, to gracious art of living. Knowledge and learning are undoubtedly value, but they must be acquired as a by-product of interested activity because it is only then that they can become a vital part of the student mind and personality and influence his behavior".

Values of Co-curricular Activities

The values of co-curricular activities are multifarious and important from educational point of view. The values we derive through co-curricular activities are discussed under the following heads:

i) For proper growth & development of the body

There are many co-curricular activities like games, sports, athletics, scouting, dancing, hiking, etc., which are helpful for the growth and development of the body. Many activities provide health channels for the surplus energy of the pupils. They also contribute to sound health and physical development.

ii) Academic value

Co-curricular activities provide practical experiences to students adequately. For example, theoretical discussion in Science, Social Studies, and Mathematics and language studies can be supplemented by learning experiences through field trips, nature study, and hiking. Similarly, Civics will be more meaningful and lively, if activities like elections for students' government, mock assembly, etc., can be organised in the school effectively.

iii) Social Value

Most of the school activities have social implications. Activities which are mostly co-operative in nature call for social traits like co-operation, mutual help, understanding, fellow-feeling, tolerance and sharing of responsibility. Pupils learn these traits very easily. They acquire group loyalty-loyalty to the school, loyalty to the family, loyalty to the nation and loyalty to the world. The specific social activities which provide social training and Scouting Girl's Guide, Red Cross, Community Work, Social Service camps, etc.

iv) Aesthetic value

It is essential to promote a sense of appreciation in the pupil. Developing artistic sensibility, i.e., aesthetic attraction is one of the objectives of education. But, aesthetic sensibility cannot be learnt through textbooks. It has to be learnt through activities. It cannot be taught, it is to be caught. Drawing, painting, decoration, toy-making, clay modeling, preparation of charts and models are the examples for aesthetic sensibility in the children. Music, dance, cultural shows, variety entertainment and so on promote aesthetic values in education.

v) Recreational value

Modern culture is evaluated by the criteria of leisure time activities. It is said that one's culture is known by the way his leisure is used. Unless the students are taught how to utilize their leisure time most usefully, they cannot contribute to cultural growth satisfactorily and enjoy their life to the optimum. On

the other hand, they may engage themselves in anti-social activities and waste their time and energy in gossiping, gambling, wandering aimlessly, reading obscene books and visiting ugly pictures. Therefore, students should be encouraged to participate in arts, music, dance, symposia, debates, discussions, exhibition games and sports and other hobbies, so that they can learn the methods and means of utilizing their leisure through recreational and creative activities.

Thus, the co-curricular activities can effectively promote the all round development of the child through sublimation, enjoyment, recreation, emulation, socialization and academe growth.

General Guidelines for Organising Activities

The following are the general guidelines for organizing activities.

- ❖ Activities should be properly integrated with the curricular work.
- ❖ Adequate planning and scheduling of the activities should be done in time.
- ❖ Provision should be made for necessary equipment, accommodation, furniture and other contingencies.
- ❖ Duties for organization of different activities should be distributed among the talented staff members.
- ❖ Activities should also be allotted to the individual members of the staff according to their own interest, aptitude and attitudes.
- ❖ Activities must be distributed throughout the year and each activity must have its rightful place in the schedule.
- ❖ They must be organized in accordance with the ideals and image of the school.
- ❖ Expenditure should be economized as far as possible avoid wastage.
- ❖ Organisation of activities should not be just a show work or window dressing as some headmasters organize some selected activities only to attract attention of the public and officials. Every activity shall have education values.
- ❖ Proper recording of activities with the help of written and visual media should be made.

Limitations and Difficulties

In organizing the co-curricular activities, a large number of defects and difficulties are experienced, which tell upon the good effects and purposes of the programmes. They may be mentioned as follows:

- i) **Lack of Facilities:** Many programmes cannot be properly organized without adequate facilities, suitable furniture, appropriate equipment and trained personnel. Activities have to be organized as part of the sincere efforts. Hence proper organization of the activities has been an exception than a rule.
- ii) **Lack of Pupil's Participation:** All activities in the school should be democratically organized from planning to evaluation. But, in most of the schools this kind of involving pupils is ignored

and consequently the students do not feel belongingness and have no interest in the activities. They have to be motivated and associated with the activities at every stage.

- iii) **Over-expensive Show-off:** Sometimes for organizing activities in the school, the students are asked to bring costly equipment, like musical instruments, costly dresses, tape recorder, etc. To make a great show-off, inviting VIPs, dignitaries and arranging very expensive paraphernalia, the over-enthusiastic headmaster and teachers spend a lot and collect a big amount from pupils. On account of this, pupils are unnecessarily troubled and their enthusiasm is flagged.
- iv) **Defective Scheduling or No Scheduling:** The activities are often scheduled wrongly or no scheduling is made for various activities. Since no periods are provided or if provided not in right time, activities are organised without any pre-planning and necessary preparation. So, they are done haphazardly without achieving the objective.
- v) **Overemphasis on Academic Work:** As present lot of importance is given to examination and academic aspects are overestimated. Schools are more interested in percentage of pass and winning awards or ranks, than in organizing co-curricular activities for improving the personality and talents of children.
- vi) **Overemphasis on Activities:** Opposite trend is evident in certain schools where more emphasis is laid on activities than on academic programmes. Overenthusiastic headmaster and teachers take immense interest in organizing a large number of activities throughout the year. As a result much time and energy is devoted to preparation only. They, for example, spend months together in staging a drama or organizing sports, tournament on celebrating the Annual Day of the school. The students who are interested in these activities spend all their time and energy on them entirely neglecting their studies.

Unless these limitations are taken care of by adequate preplanning, balancing both the curricular and co-curricular activities and proper distribution of the work load among the staff members, the very purpose of organizing the activities is lost and the objective will be left unrealized.

Important co-curricular Activities

Some important co-curricular activities are given below:

i) The School Assembly

- ❖ It is a good practice to begin the day's work with a morning assembly. On this occasion, the entire school population assembles for a common prayer and thought for the day. Here, the students get themselves familiar with the rules, regulations, ideals and practices of the school and thus are acquainted with the community spirit and image of the school. It is a forum for developing good citizenship training.
- ❖ It develops the habit of doing prayer, meditation and spiritual values.
- ❖ Habits of punctuality leadership and discipline will be inculcated.

- ❖ The school assembly is regarded as a means of controlling and directing the efforts and activities of pupils as a whole. It serves as a common forum and as a clearinghouse for motivation, information and publicity. Pupils through the school assembly learn how to behave on public meetings, to get accustomed to speakers as well as audience which is a kind of citizenship training.
- ❖ It develops a sense of belongingness among the school children.

II Communication Skills (Debates, Discussions, Seminars and Symposia)

With a view to promoting communicating skills and self-expression and intellectual powers debates, discussions, seminars and symposia should be organised in the school adequately. These activities provide pupils with the opportunities of collecting information, organizing ideas, presenting facts, speaking effectively and conducting speak with the presence of mind and learn oratory or art of elocution and control stage fear. Power to express clearly will lead to social success.

Such activities should also be properly organised in order to be effective. The teacher interested in these matters should be kept in charge of planning and organizing these activities. Topics for discussion or debates should be scheduled and publicized earlier. The number of speakers, their names, place, date and time for holding the debates should be announced as early as possible. The teacher should also give students necessary guidance for making preparations by consulting books and reference materials. The topic selected for discussion should be of current importance and thought provoking.

Dramatics

Dramatics is a playful activity in which both creative expression and artistic imitation are combined. As the pupil plays varied roles, he satisfies his internal urge to play and to imitate. Through this activity he expresses himself and finds enjoyment. It has got a great therapeutic value. It provides opportunities for the release of pent-up emotions, for improving speech and other qualities of elocution. It helps them to improve their literacy ability and to get themselves acquainted with various subjects like music, staging, decorating, and so on.

Dramatics are of different kinds as Dance-drama is one variety of dramatics where the whole theme is expressed through dance and music. Pantomime is a form in which everything is expressed through action without speech. A puppet play is a type of dramatics in which puppets play different characters of a play. Radio play is a modern variety of dramatics in which students can play different characters through voice and sound effects only. Now a days, it has become very popular with students and many schools have displayed their interest and proficiency in this programme.

Boy Scouting and Girl Guides

Scouting is meant for the boys in the age group from 11-18. Every Scout takes a solemn oath to obey the Scout Law, which consists of ten rules relating to honour, loyalty, obedience, friendliness, courteousness, cheerfulness, usefulness, thrift and cleanliness. He puts on a special uniform and learns the use of ropes and sticks, learns first aid and social service, organizes camp fires and field trips, learn to lead an independent life, but with team spirit. The Girl Guide on the other hand, learns activities like cooking, nursing, singing, dancing, drill, social service and first aid.

Scouting and Girl Guiding are useful in many respects. Firstly, it improves the physical health of the pupils through a series of physical activities. Secondly, it contributes to the mental health of the students through a large number of pleasing and joyful activities. Thirdly, it appeals to the emotions and interests of the adolescents. It sublimates instincts of curiosity assertiveness, adventure and

gregariousness. It promotes the spirit of adventure through camping, hiking and outdoor life. It trains their emotions and provides catharsis through campfires, shouting slogans and fights. It develops aesthetic sensibility and love for the nature. Fourthly, it gives them practical skills in fighting against fire, using stick and knife, tying knots and pitching tents, which are found useful in life. Besides, many useful lessons in first aid, nursing, carpentry, and kitchen gardening are also quite helpful in day-to-day life. Fifthly, Scouting and Guiding, promote a large number of good qualities of head and heart like perseverance, thrift, loyalty, cheerfulness, obedience, patience, observation, patriotism, discipline, etc. which are essential for success in life. Sixthly, through camp life and co-operative activities, the boys and girls get social training. The ideals of citizenship, cooperation, natural help, fellow-feeling are better practiced and the Scouts as well as Guides render all possible social services with great efficiency.

Literacy Activities

The literacy activities are a useful means of promoting creative writing and self-expression. They help in publicizing the school activities and molding the future writers of the society. Literary society may be formed and literary meetings should be held on the occasion of the birthdays, anniversaries of novelists, poets, dramatists etc. Such meetings may be made more lively and useful by inviting distinguished authors, School/class magazines, wall magazines, bulletins, school calendars should be prepared and published by the literary society from time to time. The literary activities also largely influence the quality and standard of academic performance.

The outcome of these activities depends much on the success of organizing them. The teachers having literary interest and ability should remain in charge of organizing these activities. The headmaster should take active interest in the programme and encourage the students and teachers in literary activities, so that they can contribute to the development of literature and help in projecting a bright image of the school.

Games and Sports

Sports, games and athletics should be organized in the school in order to help pupils in the conservation of their health, development of habits, promoting their personality traits like, alertness, confidence, judgment, co-operation, team-spirit and so on. Athletic activities help in developing all-round personality of the pupils and train in citizenship qualities. That is why playground is called the cradle of democracy.

With a view to organizing the athletic activities properly, a schedule of the sports and games and of participation of each team by rotation should be drawn up from the beginning. Necessary equipment and materials for various sports should be in charge of the activities. Adequate guidance and coaching should be provided by the Physical Education Teachers. Organisation of these activities starting from planning need to be democratically done by involving pupils in scheduling, planning and organizing the sports and games. Inter-class and inter-school competitions and tournaments should be organised to increase efficiency and competitive spirit among students.

Administrative Aspects

Institutional Planning, Budgeting, Mobilization of Resources, Supervision, Organization of Staff Meetings, Maintenance of Different Registers and Records, DISE (District Information for School Education),
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Introduction

Administration is usually connected with preparation of Institutional plan providing materials, facilities, budgeting, financing, procuring of books and other equipment, providing special services, schedules, maintaining discipline, supervision, organization of staff meetings and maintenance of different registers and records, all concerned with improving the total teaching-learning process.

A) Institutional plan

Institutional Plan is a purposeful action plan implying the taking of decision for future action with a view of achieving pre-determined objectives through the optimum use of school resources. Institutional plan is a programme of development and improvement prepared by an educational institution on the basis of its felt needs and the resources available with the active involvement of teachers, students, community members, parents and management.

Institutional Planning and Management

Introduction

Imaginative planning and efficient management of an institution are the sine qua non for its proper development. Planning implies taking of decisions for future action to achieve pre-determined objective through the optimum and effective utilization of available resources within a given period of time.

The Concept of Institutional Planning

Drawing an analogy from Abraham Lincoln's definition of democracy the concept of institutional planning can be defined as the preparation and implementation of developmental plans of the institutions, for the institutions, by the institutions. The concept envisages the involvement of the entire faculty of an institution, the students, their parents and other members of local community in the process of planning. Institutional planning implies that every institution will identify its own problems, assess its own needs and through systematic planned effort, find solutions to those problems and develop appropriate programmes to meet the assessed needs by itself.

Sometimes the school calendar, which includes the school principal's planning with respect of 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 way but is distinct from institutional planning. It has nothing to do with the developmental aspects of education in the school. An institutional plan, on the other hand, includes inter-alia a number of developmental programmes designed mainly to improve the quality of education in the school.

The Need for Institutional Planning

Planning for social and economic development of which educational planning forms a significant part, was started in our country more than 25 years ago. All through this period, our planning system has suffered from major shortcoming. Viz over-centralization which means that at the Central Government level, planning has been done either in the Planning Commission or in the Ministry of Education, while at the State Government level, it has been done in the State Department of Education. Such 'top to bottom' planning has never trickled down to the district, block or institutional level. J.P. Naik has rightly observed that this system of planning resembles an 'inverted pyramid'. The plans formulated from above were, therefore, not considered by user groups as their own plans with the result that implementation of plans remained extremely ineffective. The Education Commission (1964-66) has pointed out this shortcoming in the following words,

“..... most of our schools remain unconcerned with the educational development plans prepared at the State or National Levels. Very often, they are not even aware of these plans and of their policies and programmes”.

Stressing the need for participatory planning, the Education Commission has further 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 – its teachers, students and local community and unless it provides the necessary inducements to make them put in their best efforts”. Needless to say, decentralisation of planning at the institutional level will result in broadening the base of the planning process which will permit active participation in the process of all inspecting officers, school principals, teachers, students and parents where each one of them will have some specific tasks to perform.

The Scope and Objectives of an Institutional Plan

- a) To provide very good educational facilities in the school:
- b) To plan for improvement of the output quantitatively, economically and qualitatively. Improving the output quantitatively implies reduction of the incidence of wastage and stagnation, while improving the output economically means reducing the cost per pupil, which can be mainly done by better utilisation of the facilities available. Improvement of output qualitatively envisages the inclusion of such programmes in the plan as would aim at improving the level of knowledge and skills of pupils and making their moral, social and physical training more effective.

Basic Characteristics of an Institutional Plan

The basic characteristics of an institutional plan are:

- a) It is based on the principal of participatory planning which means that it is not a plan of the headmaster but of the entire faculty the students, the parents and the local community;
- b) It is based on the felt-needs of the institution and the problems faced by the school community;
- c) It seeks to utilise the available resources-human and material optimally, both within and outside the school;
- d) It is flexible;
- e) It is scientific as it takes into consideration all the facts and figures;
- f) It is not a “charter of demands” but it is realistic from the standpoint of feasibility.

Steps Involved in the Preparation of an Institutional Plan

The following steps are involved in the institutional plan at the school level.

- a) To forecast the number of children in the age group 6-14.
- b) To estimate the number of additional classrooms, the number of additional items of equipment and the number of additional teachers required to meet the demand.
- c) To take stock of the available physical facilities, instructional programmes, supervision, etc, and to identify the deficiencies of schools in these respects in relation to certain norms so as to determine the ‘grade’ of each school.

- d) To determine in accordance with the targeted grade of each school its future needs in different areas of qualitative improvement.
- e) To assess financial resources likely to be available from government and non-government sources over a period of 'X' years.
- f) To determine priorities and to work out alternative choices in the light of assessed resources and future needs;
- g) To work out detailed programmes to meet the assessed needs;
- h) To estimate capital outlays and running costs of programmes of expansion and improvement after making due allowance for better utilisation of available facilities;
- i) To phase out programmes and outlays in the academic year.
- j) To throw open the plan for wider discussion of its priorities and programme by the local community ; and
- k) To finalize the plan in the light of public comments;

Steps in Preparing an Institutional Plan

Requirement of additional class-room and other infrastructure facilities:

The number of additional rooms to be constructed for providing accommodation to additional enrolment will have to be estimated on the basis of a pre-determined norm of average space per pupil. As far as possible, the expenditure on buildings should be kept to the minimum because the major emphasis of institutional plans will have to be on qualitative improvement. In this connection, it may be helpful to utilise the designs of inexpensive and functional buildings for schools developed by the Central Building Research Institute, Roorkie. Attempts may also be made to make the best use of available school plant. As regards teaching aids, teachers and students will have to put in hard work in preparing the improvised aids for instructional purpose. In meeting the needs for physical facilities in the school in terms of building and equipment, the resources of the local community will also have to be mobilized to the maximum possible extent. The requirements of additional teachers will need to be assessed in relation to an assumed teacher-pupil ratio. The number of teachers required for different subjects at the higher secondary stage will have to be calculated in the light of rules laid down in this regard by the respective State governments where the institutions are located.

Grading of institution

As suggested by the Education Commission, the grade of an institution may be determined on a 3 point scale (institutions may be graded as 'A' if they are above the optimum level of development, they may be graded as 'C' if they are below the minimum level of development and they may be graded as 'B' if they are in-between the optimum and minimum levels). The optimum and minimum levels will have to be defined in relation to the prescribed norms. Each institution will have an overall grade on the basis of total scores obtained by it and a grade in each area of educational development based on scores it secures in different areas.

Assessment of future needs

As soon as the grade of an institution is determined and a target is laid down to upgrade the institution to the next grade over a period of time, its future needs will have to be assessed and suitable programmes to meet those needs developed in the areas in which the institution is found to be deficient.

Let it be repeated that the strategy of institutional planning would be to pay greater attention to better utilization of available facilities and human efforts rather than to the provision of physical facilities. The deficiencies in different areas will have to be listed out and priorities determined and alternative choices worked out in the light of available resources. Needless to say, the programmes which will be included in an institutional plan will have to be prepared in greater detail with utmost care and thoroughness. The lack of emphasis on project preparation has been one of the weaknesses of educational planning in our country and this will have to be avoided in institutional planning. Each programme will outline all the stages of development, foresee materials and personnel needed and estimate the recurring and capital costs involved.

Costing

The costing of an institutional plan will have to be done with great care making allowance for such factors as the improvement of salaries of teachers on some future date and inflationary tendencies which might involve larger funds for items of buildings and equipment. While preparing an institutional plan the headmasters and the committee constituted should consider running costs and capital outlays.

As stated earlier, one of the basic characteristics of institutional planning is to optimise the utilisation of all available resources, human and material, both within and outside the school for the accomplishment of institutional objectives. This perhaps needs further elaboration. Experience shows that most of the teachers are not even aware of the resources that are available in the school. It therefore becomes imperative to prepare an inventory of available resources within the school so as to bring them to the notice of the teachers. Similarly, inside the school a teacher himself assumes the role of multiple resource. For example, a teacher may have special qualifications in science. He may also be interested in music, gardening or painting as one of his hobbies. He may also be doing social work in his spare time and taking special interest in environmental sanitation. When all these abilities and interest of a teacher are known to the institutional head, the single teacher in him stands out as a multitude of resources which the head could, with necessary organisation and incentives, utilise for achieving variety of institutional objectives.

In the context of optimum utilisation of available resources within the school, multiple use of classroom also needs special mention. Once a classroom is constructed for an additional enrolment of 40 pupils, it is not merely 40 teaching places. It could be had in another corner for a mobile demonstration table for teaching general science. The wall facing courtyard would provide the best location for a wall newspapers or a wall magazine while the outer wall on the other side could be developed into a blackboard for an open-air class. Besides, the entire school building can also be made use of after school hours for programmes of community education. Thus to an institutional head, a single classroom or the entire school building can become a multiple resources.

As regard optimum utilisation of resources outside the school, the entire physical environment of the place where the school is located and the public utility services like post office, municipal water works and electric sub-station can serve as a multitude of resources for enriching teaching-learning process. Awareness of these resources on the part of the teachers and their utilisation for instructional purposes, therefore, assumes special importance. Similarly, any parent or other member of the local community who have been abroad, let us say in a country like the United Kingdom, can become an important resource for teaching about that country in the classroom.

Implementation and Evaluation of an Institutional Plan

Since the idea of an institutional plan envisages the preparation of a plan not by the head of the school by himself alone but by all members of the faculty, the students and the local community, it is

expected that the implementation of plans will become more satisfactory. To ensure effectiveness of plan implementation, it will, however, be necessary to call staff meetings, at regular intervals for the purpose of enthusing teacher-in-charge of various projects to put in their best, locating the difficulties faced by them and devising ways and means of removing them to the extent possible.

Conclusion

This discussion on institutional planning highlighted:

- i) The definition of the concept of institutional planning;
- ii) The importance of institutional planning vis-avis planning at the block, district, state and national levels;
- iii) The scope of an institutional plan which includes both programmes of quantitative expansion and qualitative improvement;
- iv) The objective of an institutional plan with particular reference the improvement of the output of an institutional quantitatively economically, and qualitatively;
- v) The basic characteristics of an institutional plan with special reference to the principle of participatory planning and management;
- vi) The steps involved in the preparation of an institutional plan;
- vii) The techniques of preparing an institutional plan; and
- viii) The role of institutional planning and the importance of identifying open, hidden and potential resources of an institution to maximise its programme of work.

Budgeting

School budget means showing the income and expenditure of the school covering all items of income and all items of expenditure.

Budget Formulation Plan & Non-plan

The process of budge is a major administrative task for the any educational institution. Budget formulation includes the steps namely 1) estimation 2) preparation 3) implementation

Estimation

The headmaster should prepare budget estimates keeping in view previous year income and expenditure under plan and non-plan and proposed expenditure and Income. Plan expenditure is usually identified with quantitative expansion as well as quantitatively improvement and the non-plan expenditure is the committee expenditure on the existing system, salaries of the staff and maintenance of school etc. Plan expenditure will be transferred to non-plan expenditure by the end of the five year plan. Thus as the systems enlarges non-plan expenditure bulges rapidly. Accordingly a large chunk of expenditure on education in school presently is of non-plan category.

Preparation

Based on plan and non-plan estimates budget is to be prepared. Budget preparation includes: income and expenditure under recurring and non-recurring heads. Income side includes – tuition fee, special fee, rents, sale of products of sups, articles, donations interest etc. Expenditure side includes – salaries teaching and non-teaching staff Non-recurring expenditure such as purchase of furniture,

equipments construction of additional classroom etc. Recurring expenditure includes salaries and other contingent expenditure.

Implementation

The headmaster should plan the budget and place it before the management for approval in the case of private schools and in the case of government and local body schools, concerned education officer and get their approval. Once budget is approved it should be implemented with meticulous care following proper accounting procedure.

Appraisal

An appraisal of budget is based on the following aspects:

- Whether expenditure incurred is totally related to the identify objectives of teaching and learning.
- Whether expenditure was incurred as per the planned activity or diverted to unplanned activities.
- Whether expenditure was incurred on priority items on equitable ratio.
- What are the problems in implementing the budget?

Role of Headmaster in the Preparation of Budget-Precautions to be Taken.

- He should study all the circulars received from the management, education department and keep himself up-to-date about plan and non-plan item of income and expenditure.
- He should prepare budget in the beginning of the academic year with the co-operation of the staff.
- Budget proposals, estimates received from each department should be discussed thoroughly in the staff meeting.
- He should avoid wasteful expenditure by identifying priorities.
- He should ensure that his office maintains account books like daily cash book, budget, stock registers meticulously and data of income and expenditure on various heads must be readily available.
- He should ask for additional funds with reasons.
- He should plan for annual auditing and accounting of accounts by inviting local fund auditors or auditors appointed by the management and submit relevant vouchers to the audit party.
- He should attend to audit objections of previous year and submit rectification report.
- He should not prepare deficit budget. Always plan for surplus budget by mobilizing local resources.

Planning Programming and Budgetary Systems (PPBS)

Advanced countries have adopted new strategies in planning school budget. Planning, Programming and Budgetary System (PPBS) is considered to be one of the best systems evolved in advanced countries. The salient features of PPBS system are.

- ❖ Assessment of needs.

- ❖ Defining the educational objectives and deciding the methods and strategies of evaluation of educational objectives.
- ❖ Prioritization of programmes aimed at achieving the objectives.
- ❖ Restricting budget expenditure to the identified educational purpose and objective.

Mobilisation of Resources

The Education Commission rightly observed:

“Although most of the responsibility for the support of education will be placed on government funds, a total centralization of all financial responsibility for education in the government will not be desirable. Attempt should therefore be made to raise contribution from local committees, voluntary organization and the local authorities for this purpose”.

The greatest and the most important problem for education today is mobilization of available human, physical and material resources. The Head teacher, being the central figure in the educational set up, should try for the utilization of resources. The areas of specialization of different teachers should be utilized to have their maximum utilization. For example a lesson in geography can be made lively by the involvement of the English teacher who has been to U.S.A. in an exchange programme or the mathematics teacher who has taught in a CBSE school. Such an inventory can be made under the head available human resources in the school.

Mobilisation of Community Resources – Practical Suggestions

- ❖ In each community we may find many skilled professionals, technicians, scientists, university teachers etc. They would be glad to participate in the school teaching and other programmes. While teaching the impurities of water, someone from the water works departments will be of immense help. A lesson in sound or light would be lively and interesting if one from the community dealings in such problems is involved. A survey of such human resources is possible with the help of the pupils in the school and also by the teams of the teachers specially deputed in the locality for the purpose.
- ❖ Since the community resources, have not been utilized so far, it is very necessary to tap them now. This would establish a rapport with the community which would ultimately help in the development and improvement of the school.

Mobilisation of Physical & Material Resources

- ❖ Mobilization of physical and material resources in school implies the availability of teaching aids like the recorder, the video tape, the filmstrips, the slides, the projector, the charts, the maps, the books in the library the magazines, journals and bulletins and the like. They should be brought to the knowledge of all concerned and should be readily available for the enrichment of classroom instructions.
- ❖ **Mobilisation of financial resources** is yet another dimension. Community should come forward and raise school education fund for every school.

More specifically

"Local communities" should be closely associated with all government and local body schools and a school fund should be established in every school to meet the whole or part of the non-teachers cost.... Assistance of the local communities should be fully harnessed for improving the physical facilities in schools.

To sum up: "Self-reliance" should be the keyword for every community to build up educational facilities for its children. Whether the community contributes through tuition fee or special fee or supplements them by donations, the community must accept responsibility for schools. If this philosophy is not accepted schools would continue to be "alien" institutions and are unlikely to get integrated with the community.

Supervision

Organization of Staff Meetings

Staff meetings should be held regularly at least once in a month. All staff members must attend these meetings. During staff meetings co-operative and academic atmosphere should prevail. The staff meeting should be regarded as a common forum for mutual discussion and exchange of ideas. Problems relating to discipline, institutional planning, annual plan, school budget, organization of curricular and co-curricular activities, conduct of examination and all other administrative matters should be discussed for better solutions.

The meeting should be organized on democratic lines. A secretary should be appointed for keeping the minutes and recording the proceedings. Although the headmaster should chair the meetings, occasionally the subject heads may preside over the meeting for the academic programmes. It would be better to give sufficient notice of the meeting with important business agenda, so that teacher will keep themselves prepared for the meetings and have time to think over the agenda. The staff meetings may also be held at the request of a reasonable number of staff members. The staff meetings properly organised will contribute to the professional growth of the teachers.

The headmaster should see that the moral that the more vocal or more aggressive members do not monopolize the discussion. The staff meeting should not break with the impression that it was a show of two or three persons. The headmaster should honestly respect the opinion of the staff and their decisions. Normally the head-master should not *override the decision of the staff*.

Maintenance of Different Registers & Records

Every school has to maintain various records and registers to make the process of administration efficient. Records and Registers are essential because of the following reasons.

- ❖ To provide accurate statistical reports to the parents, society and government.
- ❖ To check irregularity in the attendance of students & staff. ✓
- ❖ To present the entire school history of the child. ✓
- ❖ To appraise the effectiveness of the instructional programme to the authorities and users. ✓
- ❖ To transmit history of school and children and their progress over a period of time.
- ❖ To reduce retardation and failure to a minimum.
- ❖ To have proper control and co-ordination between HRD elements, infrastructure facilities and budget.

Kinds of school Records

School records may be classified into the following categories.

A) The general records

- a) School calendar
- b) Log book
- c) Visitors books

B) Educational Records

- a) General Timetable
- b) Teacher's timetable
- c) Institutional plan
- d) Teachers Diary
- e) Lesson plans/units plans and annual plans
- f) Scholastic achievement record
- g) Progress cards of students
- h) Transfer certificates
- i) Conduct certificates
- j) Bonafide certificates

C) Administrative Record

- i) Admission register
- ii) Teachers attendance register
- iii) Students attendance register
- iv) Service registers of teaching and non-teaching staff
- v) Casual leave register and other leave registers
- vi) Punishment register
- vii) Inward & outward register

D) Financial Registers

- a) Acquaintance roll
- b) Daily cash book
- c) Main cash book-ledgers
- d) Bill register
- e) Contingent register
- f) Register of scholarships
- g) Tuition fee collection register
- h) Special fee collection register
- i) Stock register
- ❖ Stock register of furniture & equipment
- ❖ Issue register

- ❖ Library accession register
- ❖ Library issue register
- ❖ Stationary register
- ❖ Breakage register of equipment

Details of some important school records

The School Calendar

The school calendar is an important record wherein all the important dates, events and activities to be celebrated are recorded and reflected. It is prepared at the beginning of the academic year. It contains the following contents.

- a) Information about the general, local and government holidays.
- b) Dates for submission of monthly, quarterly and annual returns and reports.
- c) Examination schedules.
- d) Dates of staff meeting, parent-teacher meeting, management committee meetings, meetings with officials, educational tours, annual day celebration, sports and cultural days celebration etc.
- e) Dates of important events like Independence Day, Republic Day, etc.

Institutional Plan

Institutional plan is a purposeful action implying the taking of decision for future action with a view to achieving pre-determined objectives through the optimum use of resources. Institutional plan is a programme of development and is prepared by an educational institution on the basis of its felt needs and the resources available with the active involvement of teachers, students, community members etc.

Log Books

The Log Book is specifically designed for the purpose of entering remarks of the school inspector or other important officers of the education department, who pay an official visit to the school. But it should not be confined to the remarks of the inspecting officers only. It should contain a complete record of the important events that occur during the session. It should also contain the history of the school in a particular year. Information like the introduction of new textbooks or apparatus, visits of the inspecting officers, changes in the school routine, absence or of illness of any of the official staff etc., should be written in the Log Book. The headmasters are the only authority to make entries in this book.

Admission and Withdrawal Register

It is permanent record kept in the school. It is a record of all the students who are admitted to a school and withdrawn. According to departmental rules, the admission register is to be preserved permanently in the school. Therefore, it is essential that it should be got specially bound and kept in safe custody. It is to be free from mistakes because this register is, at times, required by superior authorities in a court of law as an evidence for the date of birth of the students or other details of the child admitted or withdrawn. The admission and withdrawal register should contain the following items.

- viii) The serial number and name of the student.
- ix) Father's name, caste, occupation and address.
- x) Date of birth
- xi) Date of admission to the school
- xii) The class to which he is admitted

xiii) Date of withdrawal or migration from the school with T.C. non date of issue of T.Cs.

Student's Attendance Register

This is another important register, which is maintained in each class and section, showing the names of the students on the roll of the class or section, during a month. The attendance is marked at the beginning of the school hour. Entries should be made in ink. Blanks should not be left Forenoon and Afternoon attendance should be marked shown 'X'. At the end of each month total no. of working days and no. of days present should be calculated and written against each student.

Teacher's Attendance Register

To record the daily attendance of the teachers, schools maintain the teacher's attendance register. This shows the time of arrival and departure of the teachers on each day. The teachers are to sign regularly in the forenoon and afternoon everyday. Time of arrival of the late comers should be indicated. Leave taken by the teachers during the month, holidays etc., are to be written on it. It should be always with the headmaster. At the end of each day the headmaster has to sign beneath each day in each page.

Cash Book

Cash book is a record of all money transactions taking place on day-to-day basis in the school. Money received by the school from different sources like fees, fines, donations, stipends, scholarships, grant-in-aid is to be entered on the credit side. On the debit side the payments made like the salaries of the teachers, stipends, scholarships, contingent expenditure incurred, deposits made in the Treasury, bank and post office are to be shown. Balance is shown in red ink. It should be regularly written and the day's business should be closed with the signature of the headmaster. It should be kept up-to-date.

Cumulative Record

It is a record, showing relevant information about a particular student at one educational institution over a period of time. This gives a complete and growing picture of the individual student, which helps him during his long stay at the school and the time of leaving it. It contains progress of students in all spheres i.e. educational, vocational, personal and social. It includes cumulative accumulation of the student from class to class and from the school to school. It provides an opportunity to have a comprehensive picture of the all-round development of the total personality of the child. It is a very important record, which should be maintained in every school. Therefore, The Secondary Education Commission opines, "these should be a common feature all over the country".

Stock Register of Equipment

This register keeps information of all the movable property of the school. While purchasing equipment or furniture, it must be duly entered in this register. The head of the institution should check this register physically at least once in a year. Verification report should be recorded in the stock register. It can show which articles are mission and which need immediate repairs. The register should contain the following information.

- i) Name of the article.
- ii) Quality of the articles.
- iii) Unit cost
- iv) Total cost
- v) Date of purchase.
- vi) Name of the firm, which supplied the articles.

vii) The authority ordering purchase.

Viii) Signature of the authority.

Progress reports

To get cooperation from the parents, students' progress reports containing various information about the child should be sent to the parents periodically. It should contain information about academic progress of the child, his health condition, participation in curricular and co-curricular activities and other important information. As a result, the parents can know the physical, intellectual, social, moral and emotional growth of their children. Parents are also requested to guide their children according to the information given in the report.

Service Books of Staff

The service book contains the service history of the employees. Information like the employee's date of appointment, his date of birth, educational qualifications, identification marks, permanent home address, transfer, leave accounts, date of increments, reversion if any of reinstatement etc., are carefully written in this book. The original service book is kept in the custody of the headmaster in the secondary school. The authorities should duly verify the service book and make necessary entries. The first page of the service book contains the following information:

- Name
- Residence
- Date of birth by Christian era as nearly as can be ascertained
- Educational qualifications
- Exact height by measurement
- Personal marks for identification
- Father's name and residence
- Left hand thumb and finger impression
- Signature of the teacher
- Date of entry into service
- Signature of the headmaster

From the next page the name of the post, temporary or permanent, monthly pay, date of increment, details of leave account etc., are neatly written. The entries of the first page should be renewed at least every five years except in the case of fingerprints.

Maintenance of Records

There is no hard and fast rule for the maintenance and use of the school records. However, the following are some useful suggestions in respect of the maintenance of the records.

- i) Schools should prepare and maintain a stock-list of all records.
- ii) The outer cover of each register should contain the following particulars.
 - a) The name of the school
 - b) The serial number of register or records.
 - c) The name of the register or file

- d) The number of the volume
- e) The number of pages of the volume
- f) The date of opening and closing of the volume.
- iii) At the time of opening a new register or a file, its pages should be numbered, either with red ink or with a numbering machine.
- iv) It must be properly certified by the headmaster (head of the institution) on the first page.
- v) Registers and files should be kept neat and tidy. Cuttings and over-writing should not be permitted. It must not be scratched.
- vi) If the old register is not exhausted, a new volume of a register or a file should not be opened. No blank page of the register should be left unused.
- vii) There must be provision for checking the register periodically. Entries in the register must be made in ink.

Other functions of Headmaster

The headmaster has to discharge the following administrative functions

- i) Admission of students & withdrawals
- ii) Office work
- iii) School plant management
- iv) Supply of equipment
- v) Budgeting
- vi) Conduct of examination
- vii) Student welfare activities
- viii) Maintenance of Records & Registers

i) Admission of students & withdrawals

The first and most important administration function of the headmaster is to admit students as per rules and enter their names in the admission register carefully. Likewise, students leaving the school are to be given transfer certificates (T.Cs) and conduct certificate & ~~2nd~~ affidavit certificate. All the entries are to be made carefully in the admission & withdrawal register.

ii) Office work

School office, as mentioned earlier is the heart of school administration, School office maintains all the records and registers of the school. The headmaster should supervise the office work and check the files and registers from time to time for their proper maintenance. Some of the important office duties of the headmaster are:

- ❖ Legal duties.
- ❖ Duties prescribed by the education department and management.
- ❖ Regular duties such as rules as admission, classification of students, budgeting, accounting of various fees and funds and conduct of examinations.

- ❖ Correspondence with students, parents, management, education department, SSC Board and other officials and non-officials.
- ❖ School health services, National Green Corps programme. School guidance service, supply of mid-day meal programme, textbooks scholarships, school uniform etc.

iii) School plant management

The headmaster has important responsibilities in planning school plant facilities, in managing their utilization, in equipping them with necessary furniture and equipment and their maintenance.

The most important functions of school plant utilization. Are:

- Optimum use of facilities
- Efficient use of facilities
- Effective use of facilities
- Specific use of facilities

All school facilities should therefore be designed to serve educational or other school purposes. The headmaster should regularly evaluate the degree to which such facilities are effectively used to meet the purposes.

iv) Maintenance of School Plant

The headmaster is responsible for the proper maintenance of school plant. Maintenance includes essential intermittent services to kept the plant near to its original state of function. It includes repairs and replacement.

v) Procure Equipment

A headmaster has got the responsibility of procuring equipments and supply it to the staff and students. He should ensure equipment is purchased as per rules and regulations checked after purchase and entered in the stock registers. For this he should

- i) Appoint a selection committee for purchase and supply of equipment.
- ii) Maintain proper records & registers.

DISTRICT INFORMATION SYSTEM FOR EDUCATION (DISE)

The task of developing a school based statistical system was initiated by NUEPA during 1995 with the financial assistance from UNICEF.

NUEPA designed a software for implementation at the district level and named as District Information System for Education (DISE)

It manages the data of Village level.

The data comprises variables related to the access to educational facilities of various types

- Identification of habitation without access to primary and upper primary schools based on distance norms
- Inventory of all types of educational institutions including recognized and unrecognized schools in the village
- Enrolment and teachers/instructors in schools, Pre-primary education including Anganwadis and Balwadis.
- Data on age specific population and out of school children generated through household surveys forms part of the village data.

School Discipline

Definitions

The word discipline has been defined as interpreted in a number of ways:

To quote T.P Nunn, "Discipline consists in the submission of one's impulses and powers to regulation which imposes from upon chaos and brings efficiency and economy where there would otherwise be ineffectiveness and waste".

Discipline is derived from the Latin word 'discipulus' which means to learn. It is the same root from which the word disciple has been derived. Literally speaking, discipline is mode of life in accordance with certain rules and regulations.

The term also refers to a state of orderly conduct of an individual which is gained through training in self control and in habits of obedience to socially approved standards of thought and action.

In the words of the university Education Commission, "It is important that good discipline be looked upon not as student conformity to arbitrary standards of conduct but rather as individual responsibility for behavior."

S.Bala Krishna Joshi writes. "What is discipline? To put it in a nut-shell, it is decent and decorous conduct which contributes to harmony, joy and success, and exalted sense of responsibility, respect for authority, love of orderliness, eagerness to discharge duties with regularity, promptitude and efficiency, a desire to be agreeable and helpful to others by exercising, if necessary, a wholesome check on individual proclivities and capacity to maintain equipoise in the face of the most trying circumstances."

Types of discipline

- **External and Internal Discipline**

William A. Yeager makes distinction between external and internal discipline saying, "Historically, it always is associated with the concept discipline, having the connotations of strict mental, moral 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."

- **Narrow and Broad views of Discipline**

Narrow view is the traditional view of discipline, whereas broad view is the product of modern times. Narrow discipline stands for an ordered behavior of students in and outside the classroom.

- **Individual and social views of discipline**

From individual point of view, discipline is a means of enabling him to bring under control his instinctive urges to reach a position where he willingly and spontaneously identifies himself with a right.

From social view point, it means of developing a social sense or social conscience in an individual so that he identifies himself with the society and contributes for its betterment.

Individual view-point refers to rights whereas social view-point refers more to duties.

- **Discipline and Freedom**

To understand the relevance of one for the other and the relationship between the two we have to acquaint with the various points of view. Does discipline stand for absence of freedom co-exist? There is the extreme view-point put forward by Rousseau and the persons of his way of thinking that the child should be left free to do practically whatever he likes and free not to do whatever he does not like. This is an open revolt against the old conception of the discipline. The old conception of discipline believes in the efficacy of the rod as an instrument of discipline. The new conception releases the child from all checks and controls to remain very tight.

Too much of freedom will be a negation of discipline and at the same time complete denial of freedom to maintain good discipline will defeat the purpose.

- **Excessive restrictions are bad**

Unguarded freedom is bad and placing stiff and excessive restrictions on the freedom of the children is equally bad. Adult like standards and adult-behaviors should not be imposed on him. He must be given sufficient freedom an opportunity to live as a child and enjoy his childhood. A child who is constantly loaded by many 'dos' and don't's will be always under the fear of committing this or that mistake. He will not be free to do his best. He will have to do what others recommended for him.

THREE STAGES OF DISCIPLINE

Dr. Adams has distinguished three stages in the development and evolution of the idea of discipline.

- **First Stage –Flogging**

Flogging was the order of the day in the first stage. Rod was the chief instrument to discipline the child. Fear atmosphere prevailed in the schools. The student had to abide by certain rigid rules and regulations and any breach of these meant severe punishments. The rod and instruction were considered inseparable.

- **Second stage – impression rather than Repression**

The old repression was replaced by impression. Flogging theory could not more be approved. Only a light punishment could at the most be given. According to Ross, "The compelling power of the educator's personality takes the place of punishment; it is his personal influence and that of the school system which he plans and governs that are effective in ensuring that desirable modes of behavior are followed....." The teacher earns obedience by his impressive personality and not by repressive measures.

- **Third stage – Laissez Faire**

The doctrine of laissez faire or free discipline which constitutes the third stage is the outcome of the teachings of educationalists and psychologists like Rousseau, Froebel, Montessori, Dewey, Neill and others. 'Save the child' is the slogan of these well wishers of the child. They want the child to enjoy freedom to the maximum permissible extent in the matters of discipline.

Old Discipline	New Discipline
1. It is a forced from above. It is External in nature	It grows from within. It is internal in in nature and self discipline
2. It has an element of compulsion	It has an element of persuasion
3. It is a bundle of 'dos' and 'don' ts'.	It consists of self framed and willingly Observed rules and regulations
4. It carries repression with it.	It carries freedom and free expression with it.
5. It creates an atmosphere of fear.	It creates an atmosphere of love and respect.
6. Curbs initiative and creativity	Gives full opportunity for the use and development of these faculties.
7. It is accompanied by heavy punishments.	It is free from such punishments. Rather it takes the help of rewards.
8. Teacher has to be hard task master.	He is a friend, helper and guide.

9. The child is passive and frightened.

The child is active and cheerful.

10. No scope for training in self government and democracy.

It is based on self government and Democracy.

11. It is negative and destructive.

It is positive and constructive.

12. Seeks blind obedience from the child.

Enables the child to appreciate the necessary of obeying.

13. Does not ensure permanent results.

Ensures permanent results.

OLD AND NEW CONCEPT OF DISCIPLINE

Discipline is the very first condition of good life. It is the foundation on which the structure of a happy, harmonious and well-integrated life of an individual is built. In every society there is need for regulating the relations, actions and conduct of the members of the organized group. Each member possesses and enjoys certain rights and freedom of other people among whom he lives. The exercising of his rights by one individual implies an obligation on others to respect it. These rights and obligations are regulated by law and order in a society and also in a school.

P.C Wren states, "As in the army, the navy or the state, so in the school, the pre-requisite, the very condition of existence is discipline." Discipline gives the real power and self control by which potentialities can find their fullest development. Absence of discipline results in wastage of human energy and a state of chaos.

Discipline enables the individual to undertake and discharge his share of responsibilities worthily. It empowers him to meet the heavy odds and dangers that threaten his progress. It gives him confidence, determination, proper attitudes, and ability to use his potentialities effectively.

Discipline is needed to maintain good traditions of a school and to secure obedience to them.

It is to secure such orderly conditions which facilitate the process of teaching and learning. It helps the individual pupil to acquire knowledge, habits, ideas, interests and values peacefully without any disturbance or distraction. The school discipline is conducive not only to the well-being of the individual but also to his class, school-fellows and society as a whole. It is needed for is behavior not only in the school and hostel but also in the playing field, on the street, in bazaar, in the home.

HOW TO ACHIEVE GOOD DISCIPLINE

Cooperation of the various individuals and agencies concerned with education, development and welfare of the children is essential to set the pace towards good discipline in a school. Discipline in the school is not the responsibility of any single individual or a few directly concerned individuals. It is as a matter of fact the business of the whole society. All the available and lasting discipline. The role of the following individuals and items is being discussed in detail:

1. Self Government

The best way to build up a positive and constructive discipline in a school, to teach that self control is real discipline, is through a system of self government. Pupils will learn self-control, not through hearing about it, but by practicing it. There can be no true discipline which is not self-discipline.

2. Co-curricular activities

These activities make the children self-directing, give them experiences in cooperation, inculcate in them a sense of responsibility, foster respect for law and authority, train them in leadership, and finally develop in them a feeling of oneness with the school.

3. Careful planning of the school work

Careful plan of work keeps everybody profitably occupied. This plan should be drawn before the session starts. It should be a satisfying, colorful and challenging type of programme. There is no justification for confusion to prevail even on the opening day. The pupils should begin their work with purpose and enthusiasm.

4. The Headmaster

In view of his position, the entire responsibility of maintaining discipline in the school falls on the shoulders of the headmaster.

5. The Teachers

The teachers themselves are the fountain-head of discipline. With good teachers at the helm of affairs, many discipline problems will not arise at all. Every teacher should be a well-disciplined man and good disciplinarian.

6. Effective team work

Much of the work in a school is of a team type. The team consists of the headmaster, the teachers, the pupils and even the parents. A sense of unity, cooperation and fellow feeling shown by the entire school population can eliminate many problems of indiscipline.

7. Methods of Teaching

The total school discipline will depend upon the type of discipline maintained inside the classrooms. This can be partly ensured by effective methods of teaching. Good teaching reduces problems of discipline.

8. Atmosphere of the school

The atmosphere of the school should be conducive to honest and serious studies. Schools that are overcrowded, poorly ventilated, and without proper sanitary arrangements for healthy surroundings give cause for various complaints on the part of the students.

9. Rules and regulations

The rules and regulations of the schools should be humane but clear and definite. There can be three types of such rules and regulations. (a) Departmental, (b) drawn by the principal and staff, and (c) rules evolved by the school council. The rules and regulations should be accepted as something sacred and nobody should have the tendency to avail every opportunity of breaking them.

10. Building up traditions

School discipline is a matter of tradition. While it is comfortable and enjoyable to work in a school with traditions of good discipline, it is a heart-breaking and unpleasant job to discipline an unruly school. The schools with good traditions of discipline can withstand even the period of great unrest. Good tradition automatically discourages and controls misconduct and indiscipline.

11. Moral Education

A programme of moral education will strengthen the students' faith in fundamental values of life. They will try to acquire virtues as against vices. It will enlighten and stimulate them for a spotless conduct. They will understand their duty to pay due regards and respects to the teachers who are doing a great sacred duty towards them.

12. Games

Students would learn that for the success of a team they must cooperate and also must subordinate their individual interests. The player comes to know that any and every game has to be played under certain rules. He learns to observe the rules. A great quality of 'sportsmanship' or 'sportsman spirit' is developed in a genuine player which lays sound foundations of discipline in his mind and behavior.

13. Cooperation of parents

The parents wish their children to be well behaved and disciplined. If the headmaster and the teachers take them also into confidence, they will be of great help in pacifying and moulding the behavior of the children.

14. Rewards and punishments

A judicious use of the two will be helpful in many cases. A well disciplined student must get some recognition. But the reward must be well-disciplined. It should not generate unhealthy competition, leg-pulling, jealousy and favoritism. It should recognize well-known and continuous effort. Similarly, negative measure, in the form of punishment may be used, but very sparingly. Unapprovable behavior should not go unnoticed but need not be punished every time.

15. Attitude

Love the child, and the child will love you in return. Hate him and he will hate you in return. Love and sympathy should take the place of fear and indifference. An affectionate and sympathetic teacher is sure to win the hearts of his pupils. Love generates confidence and is surely the most solid foundation of discipline.

16. Group indiscipline

Group indiscipline is usually more difficult to deal with and leads sometimes to wider problems. The most typical acts of group indiscipline are: (1) Strikes and gang - behaviour; (2) aggression, fighting and quarreling; and rowdyism.

Sometimes the students behave as a group as if they were personally annoyed with everything about the school. The pupils do not flare up all of a sudden and that there must be some deep rooted cause behind their outburst of fury. Perhaps the personal antagonism to school that seems to exist is not a real but is surface expression of difficulties which are much deeper.

Individual Discipline:

The problem of individual indiscipline in our schools is comparatively an easier one to tackle. Many misconducts can be mentioned in this type of discipline:

1. Truancy, frequent absence, and late coming .
2. Lying, cheating, stealing and damaging or spoiling anything.
3. Stubbornness, haughtiness, quarrelling, and selfishness.
4. Discourtesy, disrespect and rudeness.
5. Making noise and showing unruly behavior.
6. Teasing, bullying and using indecent and abusive language.
7. Irresponsibility, withdrawing, and deliberately not doing the assigned work.
8. Deliberately not paying the fee in time and not coming in the school uniform.
9. Using unfair means in the examination.
10. Scribbling on walls, furniture, etc.

CAUSES OF GROWING INDISCIPLINE AND SUGGESTED REMEDIES

We can hardly minimize the gravity of the problem of indiscipline in our educational institutions. The secondary Education commission states "No amount of improvement and reconstruction in education will bear much fruit if the schools themselves are undermined by indiscipline." Prof. Humayun Kabir says _ " Failure to take effective steps at this stage can also aggravate the problem that it may shake the very foundations of our national life." An in disciplined individual or a group is a great social and national nuisance. An indisciplined way of life cannot be called as a civilized way of life. Prof. Kabir has enlisted the following as the causes of indiscipline:

- a) The loss of leadership by teachers.
- b) Growth of economic difficulties.
- c) Defects in the existing system of education.
- d) General loss of idealism.

Prof. K.G. Sayidain gives the following causes:

- a) Sense of frustration among students.
- b) Lack of sufficient interest in studies.
- c) Overcrowding in school and colleges.
- d) Undignifying examples set by politicians.

The Indian education commission has also done an analysis of the causes and enlisted the following

- a) The uncertain future facing educated young men leading to a sense of frustration.
- b) Mechanical and unsatisfactory nature of many curricular programmes.
- c) The totally inadequate facilities for teaching and learning in the large bulk of institutions.
- d) The poor teacher student contact.
- e) The inefficiency and lack of scholarship on the part of many teachers and their failure to interest themselves in the students' problems.
- f) The absence of imagination and tact combined with firmness on the part of the heads of the institutions.
- g) The prevalence of what has come to be known as teacher politics.
- h) The attempt by political parties to interfere in the work of the schools.
- i) The impact of conditions of public life in the country the falling standards of discipline among the adults and weakening of their civic consciousness and integrity.

1. Personal causes

- a) Physical and mental abnormality: physically handicapped and mentally retarded children may become in disciplined as they feel maladjusted. They adopt it as a defensible way of life.

behavior as a means to show off and seek attention. Since they feel neglected and dissolated, they retaliate by neglecting and disobeying the rules and rejecting the other members of the group. Thus a strong and ugly child may become a bully because he is despised.

- b) Intellectual inferiority or superiority: If a child is ridiculed on account of his intellectual inferiority he will react and retaliate in a disprovable manner. He will do his utmost to tease others because he is teased by them. He may become a truant also to escape the ridicule. Intellectually superior students may consider it as their right to have their own way. They feel pampered in the school situation and thus may consider it below their status to obey and accept things as ordinary students. They may not get adequate opportunities for the utilization of their superior intellect which may get diverted towards mischief making.
- c) Adolescence: It is the most strong and delicate period of a youngster's life. He is faced with a large number of adjustment problems. At the same time he possesses a big reservoir of surplus energy. if he is not directed and guided towards right channels, his energies will start over-flowing in wrong directions. In this age, the child experiences himself in conflict with the grown up adults. It is a situation in which the elders forget their own adolescence, fail to recapture the spirit of their own past and lose patience with the adolescents.
- d) Habits: habits when formed die hard. Due to various factors the students are bound to develop certain bad habits. These habits express in the form of objectionable behavior and bad practices like abusing, lying, stealing, loitering, quarreling, damaging the school property, travelling without ticket, teasing others etc.
- e) Lack of fulfillment of needs: If the primary and basic needs of a growing child are not fulfilled, he wants to make a protest by behaving in an objectionable manner. When the elders do not listen to his demands and needs, he refuses to listen to their orders and advice. When his ordinary needs are also not fulfilled, he feels dejected and frustrated. By his misbehavior he wants to tell the elders that he does not care for them, if they do not care for him.

Remedies suggested: Most of the above mentioned causes are born.