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Institute of Management & Technology
Managed by 'The Fairfield Foundation'
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Course Title: School Organization and Management

Course Code: 116

Credits - 4

Time Allotted: 64 Hours

MM: 100 (External 75, Internal 25)

Objectives:

The student teachers acquire the knowledge & understanding of:

1. Meaning, purposes and process of educational management
2. Management of resources in secondary schools
3. Organization and management of school programs
4. The concept and importance of time management
5. The importance of students discipline and classroom management
6. The factors affecting the total quality management

Course Content:

Unit - I: Educational Management (16 hours)

□□ Concept of Management; Concept of Educational Management – Purposes, Processes and Principles of Educational Management.

□□ Management of Resources in Secondary Schools: Concept of Human Resource Management; Functions of Head Master – As a Teacher, Manager and Supervisor; functions of a teacher; The school Personal, their functions in office management, Material management. School Plant; essential features of School Building Equipment, Furniture and Play Ground.

□□ Management of Financial Resources; Sources of Income; Planning and preparation of school budget.

Unit - II: Organization & Management of School Programs (18 hours)

□□ Admission of students-common practices of admission followed in schools.

□□ Co-curricular activities – Meaning, importance and types of co-curricular activities– Principles and procedures of organizing co-curricular activities.

□□ School Health Education – Meaning and importance of Health education–Essential school health services–Medical care, medical examination, health record, and follow up programs.

□□ Physical education, meaning, importance and programs.

Unit - III: Management of Time, Discipline and Classroom (16 hours)

□□ Concept of Time Management; Annual programming – calendar of events, importance and factors to be considered in programming. Time – table meaning, importance, principles of framing time table and types of time table; Scheduling of tests and examinations.

□□ School Discipline: Concept and importance of school discipline; Causes of students indiscipline; Measures to overcome students indiscipline.

□□ Class Room Management: Classroom management – concept, techniques of classroom



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Management

Unit - IV: Total Quality Management (TQM) in Secondary Schools (14 hours)

- ☐ ☐ Concept and process of total quality management; Areas of TQM in schools.
- ☐ ☐ Institutional planning–Meaning, purpose and procedure.
- ☐ ☐ Maintenance of school records – purposes and types of school records – Management Information System (MIS) - Meaning, importance & application.
- ☐ ☐ Supervision – meaning, purpose and procedure; School Appraisal – Role of PTA, School complex – meaning, importance and structure of school complex.

Unit - I: Educational Management (16 hours)

- **Concept of Management; Concept of Educational Management – Purposes, Processes and Principles of Educational Management.**



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- **Management of Resources in Secondary Schools: Concept of Human Resource Management; Functions of Head Master – As a Teacher, Manager and Supervisor; functions of a teacher; The school Personal, their functions in office management, Material management. School Plant; essential features of School Building Equipment, Furniture and Play Ground.**
- **Management of Financial Resources; Sources of Income; Planning and preparation of school budget.**

CONCEPT OF MANAGEMENT; CONCEPT OF EDUCATIONAL MANAGEMENT – PURPOSES, PROCESSES AND PRINCIPLES OF EDUCATIONAL MANAGEMENT

Meanings of Management

The term 'management' encompasses an array of different functions undertaken to accomplish a task successfully. In the simplest of terms, management is all about 'getting things done'. However, it is the way and the process of how one achieves ones target or goals and it is in this respect that management is considered an art and a science as well.

The term management may be recently defined, but it existed at a time when men started learning the art of organizing, strategizing (during wars) and/or simply planning. At the core of it, management was quintessentially considered as an art of 'managing men' and hence the term "manage-men-T."

Management in all business and organizational activities are the acts of getting people together to accomplish desired goals and objectives efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

Rousseau (1972) pointed out "A real knowledge of things may be a good thing in itself, but the knowledge of men and their opinions is better, for in human society."

Peter Drucker (1993) defined management as "Supplying knowledge to find out how existing knowledge can best be applied to produce results is, in effect, what we mean by management. But knowledge is now also being applied systematically and purposefully to determine what new knowledge is needed, whether it is feasible, and what has to be done to make knowledge effective. It is being applied, in other words, to systematic innovation."

Management today combines creative, business, organizational, analytical and other skills to produce effective goal-oriented results! Some of the key functions in management includes learning to delegate, planning and organizing, communicating clearly, controlling situations, motivating employees, adapting to change, constantly innovating and thinking of new ideas,



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building a good team and delivering results which are not just figure -bound but results that also focus on overall growth and development.

Management focuses on the entire organization from both a short and a long-term perspective. Management is the managerial process of forming a strategic vision, setting objectives, crafting a strategy and then implementing and executing the strategy.

Approaches

In general terms, there are two approaches to management:

- The Industrial Organization Approach: This approach is based on economic theory which deals with issues like competitive rivalry, resource allocation, economies of scale. This approach to management assumes rationality, self interested behavior, profit maximization.
- The Sociological Approach: This approach deals primarily with human interactions. It assumes rationality, satisfying behavior, profit sub-optimality.

Management theories can also be divided into two sets. One is the set that concentrates mainly on efficiency and another is the set that concentrates mainly on effectiveness. Efficiency is about doing things the right way. It involves eliminating waste and optimizing processes. Effectiveness is about doing the right things.

Basic functions

Management operates through various functions, often classified as planning, organizing, staffing, leading/directing, and controlling/ monitoring, Motivation .i.e

Planning: Deciding what needs to happen in the future (today, next week, next month, next year, over the next 5 years, etc.) and generating plans for action.

Organizing: (Implementation) making optimum use of the resources required to enable the successful carrying out of plans.

Staffing: Job analyzing, recruitment, and hiring individuals for appropriate jobs.

Leading/Directing: Determining what needs to be done in a situation and getting people to do it.

Controlling/Monitoring: Checking progress against plans.

Motivation: Motivation is also a kind of basic function of management, because without motivation, employees cannot work effectively. If motivation doesn't take place in an organization, then employees may not contribute to the other functions (which are usually set by top level management).

Hierarchy of Management



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The management of a large organization may have about five levels:

Senior management (or "top management" or "upper management")

Middle management

Low-level management, such as supervisors or team-leaders

Foreman

Rank and File

Top-level management

Require an extensive knowledge of management roles and skills.

They have to be very aware of external factors such as markets.

Their decisions are generally of a long-term nature

Their decisions are made using analytic, directive, conceptual and/or behavioral/participative processes

They are responsible for strategic decisions.

They have to chalk out the plan and see that plan may be effective in the future.

They are executive in nature.

Middle management

Mid-level managers have a specialized understanding of certain managerial tasks.

They are responsible for carrying out the decisions made by top-level management.

finance, marketing etc comes under middle level management

Lower management

This level of management ensures that the decisions and plans taken by the other two are carried out.

Lower-level managers' decisions are generally short-term ones.

Foreman / lead hand

They are people who have direct supervision over the working force in office factory, sales field or other workgroup or areas of activity.



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Rank and File

The responsibilities of the persons belonging to this group are even more restricted and more specific than those of the foreman.

Educational management is a field of study and practice concerned with the operation of educational organizations. Educational management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin the management of educational institutions. Unless this link between purpose and management is clear and close, there is a danger of “managerialism . . . a stress on procedures at the expense of educational purpose and values” (Bush, 1999, p. 240). “Management possesses no super-ordinate goals or values of its own. The pursuit of efficiency may be the mission statement of management – but this is efficiency in the achievement of objectives which others define” (Newman & Clarke, 1994, p. 29).

Educational management as a field of study and practice was derived from management principles first applied to industry and commerce, mainly in the United States. Theory development largely involved the application of industrial models to educational settings. As the subject became established as an academic field in its own right, its theorists and practitioners began to develop alternative models based on their observation of, and experience in, schools and colleges. By the 21st century the main theories, featured in this chapter, have either been developed in the educational context or have been adapted from industrial models to meet the specific requirements of schools and colleges. Educational management has progressed from being a new field dependent upon ideas developed in other settings to become an established field with its own theories and research.

Theories of Educational Management

There is no single all-embracing theory of educational management. In part this reflects the astonishing diversity of educational institutions, ranging from small rural elementary schools to very large universities and colleges. It relates also to the varied nature of the problems encountered in schools and colleges, which require different approaches and solutions. Above all, it reflects the multifaceted nature of theory in education and the social sciences: “Students of educational management who turn to organisational theory for guidance in their attempt to understand and manage educational institutions will not find a single, universally applicable theory but a multiplicity of theoretical approaches each jealously guarded by a particular epistemic community” (Ribbins, 1985, p. 223).

The existence of several different perspectives creates what Bolman and Deal (1997, p. 11) describe as “conceptual pluralism: a jangling discord of multiple voices.” Each theory has something to offer in explaining behaviour and events in educational institutions. The



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perspectives favoured by managers, explicitly or implicitly, inevitably influence or determine decision-making.

Griffiths (1997) provides strong arguments to underpin his advocacy of “theoretical pluralism.” “The basic idea is that all problems cannot be studied fruitfully using a single theory. Some problems are large and complex and no single theory is capable of encompassing them, while others, although seemingly simple and straightforward, can be better understood through the use of multiple theories . . . particular theories are appropriate to certain problems, but not others” (Griffiths, 1997, p. 372).

Most theories of educational leadership and management possess three major characteristics:

Characteristics of Theories

1.Theories tend to be normative in that they reflect beliefs about the nature of educational institutions and the behaviour of individuals within them. Simkins (1999) stresses the importance of distinguishing between descriptive and normative uses of theory. “This is a distinction which is often not clearly made. The former are those which attempt to describe the nature of organisations and how they work and, sometimes, to explain why they are as they are. The latter, in contrast, attempt to prescribe how organisations should or might be managed to achieve particular outcomes more effectively” (p. 270).

2.Theories tend to be selective or partial in that they emphasize certain aspects of the institution at the expense of other elements. The espousal of one theoretical model leads to the neglect of other approaches. Schools and colleges are arguably too complex to be capable of analysis through a single dimension.

3.Theories of educational management are often based on, or supported by, observation of practice in educational institutions. English (2002, p. 1) says that observation may be used in two ways. First, observation may be followed by the development of concepts, which then become theoretical frames. Such perspectives based on data from systematic observation are sometimes called “grounded theory.” Because such approaches are derived from empirical inquiry in schools and colleges, they are more likely to be perceived as relevant by practitioners. Secondly, researchers may use a specific theoretical frame to select concepts to be tested through observation. The research is then used to “prove” or “verify” the efficacy of the theory (English, 2002, p. 1).

Models of Educational Management: An Introduction

Several writers have chosen to present theories in distinct groups or bundles but they differ in the models chosen, the emphasis given to particular approaches and the terminology used to describe them. Two of the best known frameworks are those by Bolman and Deal (1997) and Morgan (1997).

Formal Models



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Formal model is an umbrella term used to embrace a number of similar but not identical approaches. The title “formal” is used because these theories emphasize the official and structural elements of organizations:

Formal models assume that organisations are hierarchical systems in which managers use rational means to pursue agreed goals. Heads possess authority legitimised by their formal positions within the organisation and are accountable to sponsoring bodies for the activities of their organisation (Bush, 2003, p. 37).

This model has seven major features:

1. They tend to treat organizations as systems. A system comprises elements that have clear organisational links with each other. Within schools, for example, departments and other sub-units are systemically related to each other and to the institution itself.
2. Formal models give prominence to the official structure of the organization. Formal structures are often represented by organization charts, which show the authorized pattern of relationships between members of the institution.
3. In formal models the official structures of the organization tend to be hierarchical. Teachers are responsible to department chairs who, in turn, are answerable to principals for the activities of their departments. The hierarchy thus represents a means of control for leaders over their staff.
4. All formal approaches typify schools as goal-seeking organizations. The institution is thought to have official purposes, which are accepted and pursued by members of the organization. Increasingly, goals are set within a broader vision of a preferred future for the school (Beare, Caldwell, & Millikan, 1989).
5. Formal models assume that managerial decisions are made through a rational process. Typically, all the options are considered and evaluated in terms of the goals of the organization. The most suitable alternative is then selected to enable those objectives to be pursued.
6. Formal approaches present the authority of leaders as a product of their official positions within the organization. Principals’ power is positional and is sustained only while they continue to hold their posts.
7. In formal models there is an emphasis on the accountability of the organization to its sponsoring body. Most schools remain responsible to the school district. In many centralised systems, school principals are accountable to national or state governments. In decentralised systems, principals are answerable to their governing boards.

These seven basic features are present to a greater or lesser degree in each of the individual theories, which together comprise the formal models. These are:

1. structural models;
2. systems models;
3. bureaucratic models;
4. rational models;



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5. Hierarchical models.

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Concept of Human Resource Management

Human Resource Management (“HRM”) is the process of people management within companies and organizations, as well as that of managing inter-personal relationships. Both of these processes are important for ensuring business growth and success.

When HRM is looked at from the viewpoint of ensuring that processes and structures are identified and put into place to manage personnel it includes the following elements.

Staffing is a central element in HRM. This function is about ensuring that there are set procedures and policies in place to guide staffing. Having these staffing procedures and policies will help advertise and reach out to potential employees effectively. Additionally, staff involved in the interview and selection process will be able to identify suitable candidates for each role. Interviews will be structured to ensure that both the interview process and final candidate selection are successful.

Of course, staffing does not just cover the hiring of new employees, it also covers the management of existing employees. This covers health and safety, absences, monitoring of leave, as well as disciplinary matters and even, firing. Ensuring these elements are covered will mean that a robust system is in place.

Retention is another key component of HRM. It is important that employees have the opportunity to receive training to improve their career path. Alternatively, when going through a crisis in their personal life, the most effective Human Resource Department (“HRD”) will be able to offer suggestions for support and counseling where appropriate.

Remuneration and any perks associated with the package offered to employees also fall under the remit of the HRD. Good HRM policies will ensure that structures are in place showing levels of pay for the various positions within the organization. Staff need to know the career and pay route available to them. This is important, not just at the time of employment, but also as their career progresses over time.

Performance management has become an increasingly key component of HRM. This is because the majority of employers now use that as a key component when considering career



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progression and pay increases. By having a good performance management policy and structure in place, effective targets can be set and monitored on a regular basis. These records can also be crucial if staffing levels need to be cut or disciplinary proceedings instituted.

Of course, **HRM has the secondary and wider role** of being the management of inter-personal relationships. This covers not only staff within levels or departments but also at an organizational level. The relationship between management and the staff they control is crucial to the successful working of the organization.

Within this secondary function the objectives, as well as the outcomes, are to enable employees and the management team, to develop employees and ensure that the relationships within the company are fulfilling for every member of staff from the ground up.

Human Resource Management is ultimately focused on the people within an organization. To be successful it requires planning, monitoring and evaluation on a regular basis. When successfully implemented and managed it will ensure that all employees will know their role, career path and feel part of an organization that is able to manage and reconcile their expectations with those of the organization and it's objectives.

Principles of School Management

1. The policies of the school have been developed according to educational principles, government policies and the goals of elementary school education.
2. Reinforce administrative organization, maintain job responsibilities and boost work efficiency.
3. Follow a democratic approach, make personnel, funds, opinions, rewards and punishment public in an attempt to lead the school toward united and harmonious direction.
4. Strengthen personnel management, increase employees' motivation. Look, listen and understand more. Promote a focus on mobile management.
5. Emphasize delicate campus planning, improve working environment, and inspire employees' professional spirit.
6. Encourage in-service teacher education to improve teaching methods and counseling skills in order to more effectively implement educational functions.
7. To respect and serve rather than manage
8. Focus on teachers' sense of honor and responsibility



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9. Focus on research, experimentation, innovation and the teaching profession. Invigorate teachers' spirit and stimulate educational renovation.
10. Enhance teaching equipment and make good use of social resources in order to create modern well-developed citizens.
11. Incorporate the five main themes of education, and teach students in accordance with their aptitudes to maximize their talents.
12. Focus on the planning and delivery of special education services.
13. Strengthen life education, moral education, and traffic safety education in order to develop a harmonious atmosphere.
14. Develop good relationships with communities, make use of social resources, and continue school development in order to make the school a center of community development.

Principles of Management

What is principle? It is a generation that is widely accepted as true system. Principles always are to be considered helpful for several reasons.

First: They help to make more accurate decision, applying in any situation and eliminating guesswork.

Second: it saves time. Principles provide guidelines for actions.

Third: principles enable the people to pass information from one generation to another.

There are few Principles which are to be adapted in management.

1. Planning Principles

- a) Principle of the Primary Objectives
- b) Principle of adequate alternative
- c) Principle of contingencies

2. Organizing Principles

- a) Unity of Command principle
- b) Adequacy of authority principle
- c) Scalar (chain-of-command) principle



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3. Staffing Principles

- a) Principle of developing a successor
- b) Principle of manager evaluation
- c) Principle of management development

4. Directing Principles

- a) Principle of harmony of objective
- b) Principle of manager's example
- c) Principle of motivation

5. Controlling Principles

- a) Principle of standards
- b) Principle of measurement of performance against standards
- c) Principle of corrective action

Functions of Head Master – As a Teacher, Manager and Supervisor

The role of the principal is to lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community through the strategic deployment of resources provided by the Department and the school community. A key component of this role is to increase the knowledge base of teachers within their school about student learning and quality teacher practice.

At the same time, the principal, as executive officer of the school council, must ensure that adequate and appropriate advice is provided to the council on educational and other matters; that the decisions of the council are implemented; and that adequate support and resources are provided for the conduct of council meetings.

Principals have a clear set of accountabilities, which distinguish their work from other members of the principal and teacher class and the education community and are set out in detail in the contract of employment. The principal is accountable for the overall leadership, management and development of the school within statewide guidelines and Government policies. The core accountabilities of all principals are to:

- Ensure the delivery of a comprehensive, high quality education program to all students.
- Be executive officer of the school council.



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- Implement decisions of the school council.
- Establish and manage financial systems in accordance with the Department and school council requirements.
- Represent the Department in the school and the local community.
- Contribute to system-wide activities, including policy and strategic planning and development.
- Effectively manage and integrate the resources available to the school.
- Appropriately involve staff, students and the community in the development, implementation and review of school policies, programs and operations.
- Report to the Department, school community, parents and students on the achievements of the school and of individual students as appropriate.
- Comply with regulatory and legislative requirements and Department policies and procedures.

ROLE OF HEADMASTERS

The whole working of the school depends on the abilities, insight and administrative capacity of the headmaster. Since the guidance has been considered as a part of an education, the headmaster should also be loaded with the responsibility of guidance program. In this field too, the headmaster should be assigned as leaders. It is essential for the headmaster to take over the administration of the guidance service along with that of school. To share this burden, he can seek the help of one of his competent teachers, but he cannot delegate his own powers. In this way, we see that there are certain special responsibilities of the headmaster which are as follows.

1. Ethical role: The head is expected to develop a faith in the worth whileness in the guidance programme. This requires a time-bound drawing up of plan of guidance service, keeping in view the conditions and resources available in the school.

2. Administrative role: It is his main role. As an administrator, he is expected to perform the following functions:

Leadership; He has the responsibility for providing constructive leadership in developing better guidance service.

Appointments; He recommends to the authorities the employing of competent counselor.

Understanding; He helps the members of the staff concentrate their attention on the problems, needs and characteristics of the students.

Facilities; He arranges for the facilities and the teaching schedule of the counselor and the non-teaching duties of the counselor so that adequate time, space and acceptance are provided to him.

Specific tasks; He assigns specific tasks to the members of the faculty regarding guidance programme.



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Shared responsibility; He has the responsibility of helping the members of the staff, to understand the importance of the 'shared responsibility' for pupil growth.

In-service training; He arranges in-service training facilities to the teachers and counsellors to acquire greater skill and security.

Organizing guidance; He has the responsibility of helping the staff organize the guidance programme.

Information; He keeps the parents informed about the guidance activities available in the school.

3. Committee role: principal is the captain of the team of guidance workers which comprises of the counselor, the teacher, the specialists and career masters etc.

Responsibilities:

1. The headmaster can help at least teachers of his own school regarding the guidance programme and in understanding various problems.
2. The supervision of guidance process is the first step towards the success of guidance process.
3. The headmaster should spare sufficient time for the guidance work. Only then this programme will gain success. Once a week guidance programme is not sufficient. This may reduce confidence of the pupils towards guidance programme.
4. The headmaster has financial powers. Hence, it is his responsibility to make financial provisions for guidance programme.
5. It is also the duty of the headmaster to arrange proper building for the counseling service.
6. The headmaster should help the pupils by evaluating the effects or results of the guidance programme with the help of his fellow teachers.
7. It is the responsibility of the headmaster to make all types of facilities available for the guidance programme, such as, sufficient furniture, guidance office, sufficient funds to purchase all types of materials.
8. It is the moral duty of the head master that he should explain the guidance services to the school and the society.

ROLE OF TEACHER

“The teacher counselor is the first pivot of guidance” says V.B.Taneja. EsStoops say that “Every teacher is a guidance worker and every guidance worker is a teacher. The two titles are not mutually exclusive, but rather are two aspects of the same educational process”.

The teachers are directly and indirectly involved in all the class-room activities and guidance programmes. According to Bojkin, “the principal are of student personnel work is teacher student relationship, not occasional interviews and specialized counselors”. In a school,



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that has a small guidance unit; one or more teachers would act as counselors. He unifies the guidance services.

The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection in order to improve knowledge and skills to better engage students and improve their learning.

As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases.

The responsibilities expected of teachers at all classification levels are to:

- Engage in ongoing professional learning to improve their practice
- Draw on resources and frameworks provided by the system to inform their work and classroom practice
- Work collaboratively with professional colleagues to improve teaching and learning within the school
- Use multiple sources of feedback on their classroom practice to inform their professional learning goals.

All classroom teachers may be required to undertake other duties in addition to their rostered teaching duties provided the responsibility is appropriate to the salary range, qualifications, training and experience of the teacher.

Teachers' general functions in guidance programme

1. Study the pupils and their problems by day-to-day observation.
2. Assess the capacities and achievements of the pupils.
3. Maintenance of anecdotal records and cumulative records.
4. Sending information to the principal and parents.
5. Providing special programme for gifted and backward children.
6. Providing case histories of problem children.
7. Helping the pupils to solve their problems.
8. Helping the pupils to secure occupational and educational information of all sorts.
9. Helping the pupils score better personal and social adjustment by detecting frustrations, conflicts and complexes of students and helping them to overcome these problems.
10. Helping the pupils in making educational and vocational plans according to their abilities, capacities and aptitudes.
11. To help the students in building healthy relationships.
12. To help the students in making effective use of library and taking notes.
13. To help the students in maintaining discipline.



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14. To help the students in concentrating on studies and using effective methods of learning and memorization.
15. To collect facts about the students.
16. He is responsible for the development of the students, also for the development of a wide range of interests, punctuality etc.
17. The average teacher cannot ordinary give guidance successfully regarding choice of occupation or further education after school because he has little knowledge about the occupations or college courses but as said above, he can help the workers who seek guidance.

Teachers' job involves four main duties.

1. Teachers must prepare their classes.
2. They must guide or assist the learning of the students.
3. They must check the students progress'
4. Teachers must set a good example for their students.

THE SCHOOL PERSONNEL, THEIR FUNCTIONS IN OFFICE MANAGEMENT

Board of Education – The board of education is ultimately responsible for most decision making in a school. The board of education is made up of elected community members most usually consisting of 5 members. The eligibility requirement of a board member varies by state. The board of education generally meets once per month. They are responsible for hiring the district superintendent. They also generally take into account the recommendations of the superintendent in the decision making process.

Superintendent – The superintendent oversees the daily operations of the school district as a whole. They are generally responsible for providing recommendations to the school board in a variety of areas. The superintendent's primary responsibility is handling the financial matters of the school district. They also lobby on behalf of their district with the State government.

Assistant Superintendent – A smaller district may not have any assistant superintendents, but a large district may have several. The assistant superintendent oversees a specific part or parts of a school district's daily operations. For example, there may be an assistant superintendent for curriculum and another assistant superintendent for transportation. The assistant superintendent is overseen by the district superintendent.

Principal – The principal oversees the daily operations of an individual school building within a district. The principal is primarily in charge overseeing the students and faculty/staff in that building. They are also responsible for building community relationships within their area. The principal is often responsible for interviewing prospective candidates for job openings within their building as well as making recommendations to the superintendent for hiring a new teacher.



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Assistant Principal – A smaller district may not have any assistant principals, but a large district may have several. The assistant principal may oversee a specific part or parts of a school's daily operations. For example, there may be an assistant superintendent who oversees all student discipline either for the entire school or for a particular grade depending on the size of the school. The assistant principal is overseen by the building principal.

Athletic Director – The athletic director oversees all of the athletic programs in the district. The athletic director is often the person in charge of all the athletic scheduling. They also often have their hand in the hiring process of new coaches and/or the removal of a coach from their coaching duties. The athletic director also oversees the spending of the athletic department.

School Faculty

Teacher – Teachers are responsible for providing the students they serve with direct instruction in the area of content in which they specialize. The teacher is expected to use district approved curriculum to meet state objectives within that content area. The teacher is responsible for building relationships with parents of children which they serve.

Counselor – A counselor's job is often multifaceted. A counselor provides counseling services for students who may struggle academically, have a rough home life, may have gone through a difficult situation, etc. A counselor also provides academic counseling setting student schedules, getting students scholarships, preparing them for life after high school, etc. In some cases, a counselor may also serve as the testing coordinator for their school.

Special Education – A special education teacher is responsible for providing the students they serve with direct instruction in the area of content with which the student has an identified learning disability. The special education teacher is responsible for writing, reviewing, and implementing all Individual Education Plan's (IEP) for students served. They also are responsible for scheduling meetings for IEP's.

Speech Therapist – A speech therapist is responsible for identifying students who need speech related services. They are also responsible for providing the specific services needed to those students identified. Finally, they are responsible for writing, reviewing, and implementing all speech related IEP's.

Occupational Therapist – An occupational therapist is responsible for identifying students who need occupational therapy related services. They are also responsible for providing the specific services needed to those students identified.

Physical Therapist - A physical therapist is responsible for identifying students who need physical therapy related services. They are also responsible for providing the specific services needed to those students identified.



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Alternative Education – An alternative education teacher is responsible for providing the students they serve with direct instruction. The students they serve often cannot function in a regular classroom often because of discipline related issues, so the alternative education teacher has to be extremely structured and a strong disciplinarian.

Library/Media Specialist – A library media specialist oversees the operation of the library including the organization, ordering of books, checking out of books, return of books, and re-shelving of books. The library media specialist also works directly with the classroom teachers to provide assistance in anything associated with the library. They also are responsible for teaching students library related skills and creating programs that develop lifelong readers.

Reading Specialist – A reading specialist works with students who have been identified as struggling readers in a one-on-one or small group setting. A reading specialist assists the teacher in identifying students who are struggling readers as well as finding the specific area within reading which they struggle. A reading specialist's goal is to get each student they work with on grade level for reading.

Intervention Specialist – An intervention specialist is much like a reading specialist. However, they are not just limited to reading and may assist students who struggle in many areas including reading, math, science, social studies, etc. They often fall under the direct supervision of the classroom teacher.

Coach – A coach oversees the day to day operations of a specific sports program. Their duties can include organizing practice, scheduling, ordering equipment, and coaching games. They are also in charge of specific game planning including scouting, game strategy, substitution patterns, player discipline, etc.

Assistant Coach – An assistant coach helps the head coach in whatever capacity the head coach directs them. They often suggest game strategy, help organize practice, and assist with scouting as needed.

School Support Staff

Administrative Assistant – An administrative assistant is one of the most important positions in the entire school. A school administrative assistant often knows the day-to-day operations of a school as well as anyone. They are also the person who communicates most often with parents. Their job includes answering phones, mailing letters, organizing files, and a host of other duties. A good administrative assistant screens for the school administrator and makes their job as a whole a lot easier.

Encumbrance Clerk – The encumbrance clerk has one of the most difficult jobs in the entire school. The encumbrance clerk is not only in charge of school payroll and billing, but a host of other financial responsibilities. The encumbrance clerk has to be able to account for every cent a



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school has spent and received. An encumbrance clerk must be organized and must stay current with all laws dealing with school finance.

School Nutritionist– A school nutritionist is responsible for creating a menu that meets state nutrition standards for all meals served at school. They are also responsible for ordering the food that will be served. They also collect and keep up with all monies taken in and spent by the nutrition program. A school nutritionist is also responsible for keeping track of which students are eating and for which students qualifies for free/reduced lunches.

Teacher's Aide – A teacher's aide assist a classroom teacher in a variety of areas that can include making copies, grading papers, working with small groups of students, contacting parents, and a variety of other tasks.

Paraprofessional – A paraprofessional is a trained individual who assists a special education teacher with their day-to-day operations. A paraprofessional may be assigned to one particular student or may help with a class a whole. A paraprofessional works in support of the teacher and does not provide direct instruction themselves.

Nurse – A school nurse provides general first aid for students in the school. The nurse may also administer medication to students who need it or are required medication. A school nurse keeps pertinent records on when they see students, what they saw, and how they treated it. A school nurse may also teach students about health and health related issues.

Cook – A cook is responsible for the preparation and serving of food to the entire school. A cook is also responsible for the process of cleaning up the kitchen and the cafeteria.

Custodian – A custodian is responsible for the day-to-day cleaning of the school building as a whole. Their duties include vacuuming, sweeping, mopping, cleaning bathrooms, emptying trash, etc. They may also assist in other areas such as mowing, moving heavy items, etc.

Maintenance – Maintenance is responsible for keeping all the physical operations of a school running. If something is broke, then maintenance is responsible for repairing it. These may including electrical and lighting, air and heating, and mechanical issues.

Computer Technician – A computer technician is responsible for assisting school personnel with any computer issue or question that may arise. Those may include issues with email, internet, viruses, etc. A computer technician should provide service and maintenance to all school computers to keep them running so that they may be used as needed. They are also responsible for server maintenance and the installation of filter programs and features.

Bus Driver – A bus driver provides safe transportation for students to and from school.



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MATERIAL MANAGEMENT

Overview

Materials management can deal with campus planning and building design for the movement of materials, or with logistics that deal with the tangible components of a supply chain. Specifically, this covers the acquisition of spare parts and replacements, quality control of purchasing and ordering such parts, and the standards involved in ordering, shipping, and warehousing the said parts.

Materials management plans and designs for the delivery, distribution, storage, collection, and removal of occupant-generated streams of materials and services. It is usually an additional service that is offered as part of a campus planning process or a building design project. It is most beneficial for university, health care, and corporate environments. Materials management looks at the planning and design considerations needed to support the efficient delivery and removal of goods and services that support occupant activity. The streams of occupant-generated materials and activity include mail, office supplies, lab supplies, food, special deliveries, custodial services, building supplies, waste and recycling, and service calls.

Materials Management orders, warehouses, and delivers instructional supplies, custodial supplies, instructional materials, and furniture; sorts and delivers inter-office mail, provides postage and meters, supply stages, and chairs for school use; provides printing services and operates the salvage yard.

Stock Control

Materials Management also oversees Stock Control, which manages ordering for educational and janitorial supplies.

A materials management plan may include planning guidelines or full design for the following:

- Truck delivery and service vehicle routes, to reduce vehicle / pedestrian conflict
- Loading docks and delivery points, to increase accommodation and reduce queuing and vehicle idling
- Recycling, trash, and hazardous waste collection and removal, to increase waste diversion and reduce costs
- Service equipment and utility infrastructure relocation or concealment, to improve aesthetics and realize landscaping goals
- Regulatory and operation planning

Benefits

The effective materials management plan builds from and enhances an institutional master plan by filling in the gaps and producing an environmentally responsible and efficient outcome. An institutional campus, office, or housing complex can expect a myriad of benefits from an effective materials management plan. For starters, there are long-term cost savings, as



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consolidating, reconfiguring, and better managing a campus' core infrastructure reduces annual operating costs. An institutional campus, office, or housing complex will also get the highest and best use out of campus real estate.

An effective materials management plan also means a more holistic approach to managing vehicle use and emissions, solid waste, hazardous waste, recycling, and utility services. As a result, this means a "greener," more sustainable environment and a manifestation of the many demands today for institutions to become more environmentally friendly. In fact, thanks to such environmental advantages, creative materials management plans may qualify for LEAD Innovation in Design credits.

And finally, an effective materials management plan can improve aesthetics. Removing unsafe and unsightly conditions, placing core services out of sight, and creating a more pedestrian-friendly environment will improve the visual and physical sense of place for those who live and work there.

SCHOOL PLAN

ESSENTIAL FEATURES OF SCHOOL BUILDING EQUIPMENT

FURNITURE AND

PLAY GROUND

In order to ensure planned development of school infrastructure, a measured campus map or layout plan of every school shall be prepared. It should ensure proper location of classrooms, drinking water and sanitation facilities and playgrounds within the school premises.

It should also provide for future expansion, keeping in view the likely increase in enrolments. It must be understood that schools are always in a process of development. They are not static entities. The same holds true for the school buildings. What you have today in your school is based on today's needs, but tomorrow there might be a need to expand the school. Very often we do not plan for future expansion of the school facilities and just build rooms as they come. The result is usually chaos. Good play area or an open space crucial for the physical, emotional and social development of the children may be sacrificed for the sake of adding one more room in a haphazard manner. A fully grown tree may have to be cut since it was not planted in a sensible location.

It will be excellent if each school can have a Master Development Plan for its future development. This will help the community visualize the future expansion of the school. It will also help in coordinating and streamlining various schemes that can be converged in the development of the school infrastructure. In other words, the school can then develop in a planned and a coordinated manner, while optimally utilizing the resources available to the



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community. It does not matter even if the resources are not available today, but to plan for the future will help in developing the school into a healthy institution.

For Children with Disability

Barrier free access implies that the physical design of the school building should be such that all children, including children with disabilities, should be able to move in all areas of the school and its facilities.

Children with disabilities should be able to enter the school building easily and negotiate their way around the school and be able to use the playgrounds, drinking water and toilet facilities. If the built design of the school is not altered to incorporate appropriate barrier free features, then it will restrict school access for CWSN, even if the school is physically located close to the habitation where such children reside. States will need to ensure that appropriate barrier free features, keeping in view the different requirements of children with different disabilities, are incorporated in all new building designs. Existing school buildings will need to be modified for the purpose by creating ramps with handrails, toilet modifications; non slip walking surfaces, etc. All external and internal facilities and services in the school will have to be reviewed to assess whether they allow access to children with disabilities, particularly for:

- (i) Ramps with railings at two levels
- (ii) Ramp slope to be not less than 1:12 & width not less than 1200 mm
- (iii) Hand rails on steps
- (iv) Signages
- (v) Drinking water unit with proper access
- (vi) Accessible, adjustable toilets with handrail, grab rails.
- (vii) All doors for toilets to be not less than 900 mm wide
- (viii) Barrier free access required from entry of the school to all components within campus.
- (ix) Children with locomotive impairment, non ambulatory, semi ambulatory disabilities to have approach road and steps to allow for smooth movement..
- (x) For children with low vision and total blindness, design windows and illumination level to reduce glare, use contrasting colours and texture to aid identification, reduce distance between the child and the chalk board and provide embossed charts on the walls.

Incorporation of child friendly elements in school buildings

The quality of the school building and the design of its indoor and outdoor spaces play an important role in shaping the child's perception of the attractiveness of the school as a learning



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and play space. Therefore, whether the child is motivated to enroll and thereafter continue to attend school on a regular basis, also depends on the quality of school buildings. Schools are built for children. School building designs should, therefore, respond to the needs of children.

Different facilities in the school should be built to the scale of the children, such as drinking water taps and urinals at different heights for children of different age groups/heights; children's chalk boards in classrooms at accessible height for children; simple and usable display and storage spaces in the classrooms; designing playgrounds and other available outdoor/indoor spaces in the school premises such that they afford different opportunities – for play, discussions amongst peer groups and even solitary reflection, to children in the school.

Indoor and outdoor school spaces as pedagogic resources:

Design of both indoor and outdoor spaces of the school can facilitate learning in many different ways. The concept of 'BaLA' (building as a learning aid) has been implemented in several States to unlock the pedagogic potential of built spaces and outdoor spaces in school premises.

Building as a Learning Aid (BaLA), aims at using the built elements like the floor, walls, pillars, staircases, windows, doors, ceilings, fans, trees, flowers, or even rainwater falling on the building as learning aids. For example, a window security grill can be designed to help the children practice pre-writing skills or understand fractions; a range of angles can be marked under a door shutter on the floor to explain the concept of angles; or ceiling fans can be painted with colour wheels for the children to enjoy ever-changing formations; moving shadows of a flag-pole to act like a sundial to understand different ways of measuring time; planting trees that shed their leaves in winters and are green in summers to make a comfortable outdoor learning space.

Some examples are:

- Geometrical patterns on floors, window grills
- Educational murals on walls
- External chalk boards
- VIBGYOR colors on fans

Incorporation of appropriate 'safety features' in school designs

The National Building Code of India 2005, developed by the Bureau of Indian Standards (BIS) provides guidelines for regulating building construction activities across the country. It serves as a model code for adoption by all agencies involved in building construction works, be they Public Works Departments, other government construction departments, local bodies or private construction agencies. The Code mainly contains administrative regulations, development control rules and general building requirements; fire safety requirements; stipulations regarding materials, structural design and construction (including safety); etc. The code should serve as a reference for all States and UTs, for design and construction of school infrastructure.



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Also, structural safety features (against natural hazards such as earthquakes) should be built into the designs of new school buildings and retrofitting of existing buildings should be done, in schools that are located in high risk seismic zones of the country. A total of 229 districts fall in the earthquake zones IV and V in India. The various IS codes for earthquake resistant design and construction and the safety features incorporated in the National Building Code, 2005 should inform the construction of school buildings that are safe. There are other natural and man made hazards against which appropriate safety should be ensured, such as floods, cyclones, fires etc. The district wise hazard zone in India for earthquake, flood hazards, wind/cyclone prone districts is enclosed for ready reference as Annexure II. It is essential to provide safety features for disaster management where ever required, in the structural design of the school buildings in order to make the school buildings safe during such disaster.

MANAGEMENT OF FINANCIAL RESOURCES

Financial Management refers to the capacity of head teachers and other education managers to deploy the financial resources of an institution, such as a school, with maximum effectiveness. This module aims to train education managers, and especially head teachers, on the financial policies and procedures in every school including: budgeting, record keeping, preparing financial statements, and mobilizing resources. Head teachers are ultimately responsible for school funds in their charge, however, the head teacher does not act alone. He or she is part of a system. Other actors in the system should be allies to the school and its head teacher in the fight to improve quality. Strong partnerships are essential to a school's success. Central to the success of building such supportive partnerships are strengthening accountability and transparency.

The success of a school can hinge on the quality of its financial management. Sound financial management ensures that a school's resources are effectively used to achieve a school's mission, and its School Improvement Plan (SIP) and or School Development Plan (SDP). Financial planning is part of the Education Improvement Cycle discussed in Module 2- Managing School Improvement. Head teachers are the chief financial managers and accounting officers of their schools. However, head teachers are normally promoted to these positions because of their many years of teaching service and are not necessarily experienced managers. Most head teachers will require further training before they can become effective financial managers.

SOURCES OF INCOME FOR SCHOOLS

Even a good activity plan cannot be implemented without the funds. This is crucial in preparing the School Development Plan. In addition to funds from routine sources, a school also requires funds for non-routine activities (other than teaching and learning activities and operations). It is necessary to consider other fund raising alternatives such as: sending a funding proposal to donors, the School Committee, Ministry of Education, Provincial Government, District Government (Education Office) and other sources.



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It necessary to think who will organize the fund raising activities. It is likely that the amount of funds raised will be greater if the school committee, former students or other stakeholders are involved than if the Principal alone is involved.

Some examples of funding alternatives are as follows:

- Letting school facilities
- Fundraising
- Working with local businesses
- Applying for grants

Main Sources of Income for Schools

1. **STATE BUDGET:** This entry records all kinds of revenues originating from the State Budget (Central Government), such as: a. Operational Assistance Grants, b. Block Grants (from the Central Government), BOS, etc.
2. **Provincial Budget:** This entry records all kinds of revenues originating from Provincial Budget (Provincial Government), such as: a. Books and b. Operational funds for students.
3. **District Budget:** This entry records all kinds of revenues originating from Local Budget (District Government), such as: a. Salaries, b. Operational funds (DOP/BOP), c. Examination Subsidy, etc.
4. **School Committee:** This entry records all kinds of revenues originating from the School Committee, such as: a. Student Enrollment Fees, b. Routine Tuition Fees, c. Extracurricular Fees, etc.
5. **Foundation:** This entry records all kinds of revenues originating from the Foundation (generally for private schools)
6. **Donors:** This entry records all kinds of revenues originating from donors, such as: a. Block Grants or Materials from Donors (the Dutch Government/UNICEF/UNESCO/USAID/WORLD BANK, etc.), b. Provision of funds/materials/training from Projects (MBE/CLCC/SEQIP/REDIP, etc.), c. Donations from entrepreneurs/ private persons, etc.
7. **Others:** This entry records all kinds of revenues originating from the activities other than the entries mentioned above such as: a. Proceeds from Auctions, b. School Asset Sales, c. Proceeds from lease of school premises etc.

PLANNING AND PREPARATION OF SCHOOL BUDGET

The school, as an institution, has a variety of objectives. In order to achieve these objectives, it is necessary to prepare a plan and the steps to be implemented to achieve them. In general, the school's objectives are set out in the form of the School's Vision and Mission. This Vision and



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Mission will be realized through the various activity plans and programs set out in School Development Plan.

Schools in general tend to be static. They only take action when there is a problem. Planning should take place not only to address problems, but as part of forward planning to improve the school's performance and anticipate change.

The purpose of the school budget development process is to estimate the funds required to operate the school department's educational and support programs for the coming year.

The budget is the financial reflection of the education plan for the district. The budget shall be designed to carry out that plan in a thorough and efficient manner and to maintain the facilities and honor the obligation of the district. The budget shall be in accord with statutory and regulatory mandates of the federal government, the state legislature, the state board of education and the board of education.

The budget should evolve primarily from the schools' current needs, but shall also consider the data collected in long-range budget planning. In preparing budget requests, the responsible administrator shall include the following costs by the program are:

- Staff
- Textbooks, equipment and supplies
- Cost and maintenance of facilities and equipment
- Other costs associated with the operation of each program

The Annual Budget is a statement of what the likely income and expenditure will be in a school. It needs to be considered carefully so that schools can weigh up whether they have enough funds to pay for the activities that they believe are necessary for the school to deliver its School Development Plan (SDP).

The aim of the budget setting process is to ensure resource allocation matches school priorities. Unplanned over-spending or under-spending of a school budget can deflect schools from previously agreed spending priorities, and this can affect the achievement of school development plans. Each can equally be a sign of weak financial management.

The important things a school needs to decide are whether their budget is realistic, and whether they have satisfactory systems in place to aid both the setting of the Annual Budget and subsequent regular period reporting (monitoring) to the Head Teacher and Governors. For instance, an error in calculating the teaching staff budget could leave a school with an end of year shortfall and could result in spending cuts being necessary in other non-staff priority areas. Key benefits of setting a realistic budget that directs limited school resources in line with school priorities are:



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- **Financial** – A good budget lowers the risk of financial crisis in the year, hence, the school is more likely to be able to fund its planned activities and less likely to spend valuable teaching and management time responding to funding shortages.
- **Educational** – The school needs to have the right resources to support the changing needs of the curriculum and the mix of pupils (e.g. inclusion of special educational needs pupils). A good budget will allocate resources to these areas of need or development and therefore helps the school to achieve its aims.
- **Image** – A school that is managed well financially is likely to have a better external and internal image than a school with budgetary problems. Where there is competition for resources (pupils, staff and sponsorship etc) a school with a positive image may fare better.

Planning the Annual Budget

The Annual Budget runs from the 1st of April each year. Schools may face difficulties if they leave their budget planning until they are advised of their final School Budgets in March, just weeks before the start of each new financial year. However, by preparing a draft budget in the winter (see the Budget Planning Cycle at Section 22) schools will have already indicated likely expenditure levels and therefore approximate income requirements for the forthcoming year. The following should be considered:

- **Income** – The schools formula budget typically accounts for over 90% of annual school income. This funding is determined by school projected pupil numbers and therefore the January Pupil Census return forms the basis for predicting likely income levels for the new financial year. In addition there may be other sources of income such as specific grants and private income which should be taken into account.
- **Expenditure** – Staffing costs in schools typically account for between 75 to 85% of the overall school expenditure and premises costs 10 to 12%. It is therefore important to forecast likely costs in these areas early in the calendar year. Again, once the Pupil Census return is complete in January, provisional arrangements can be made in estimating the staffing requirements from the new academic year Curriculum Planning timetable. The School's ICT and Premises Development Plans can also be costed and prioritised at this stage and put into the provisional budget figures.

Surplus or Deficit Budget

This occurs when the Total Amount of Revenues is not equal to the Total Amount of Expenditures. A surplus occurs when revenues are greater than expenditure and schools still have unused funds.

A deficit occurs when revenues are smaller than expenditure and schools need to find funding to cover the deficit.

Linking the Budget to the School Development Plan (SDP)



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This document may go under different names, such as a „School Development Plan“, a „School Improvement Plan“ or the „Post-Inspection (Ofsted) Action Plan“. Whatever its name, it is a high-level strategic planning document covering all the school's activities over a period of three or four years. There is no prescribed format for the plan. However, this document will demonstrate the quality of the school's leadership and direction and Ofsted inspectors will look at it closely during inspection.

Cash Flow Management

For schools with their own bank accounts, cash flow is a matter to be considered both during the budget setting process and the course of the year. Schools need to prepare cash flow forecasts to ensure that they will have sufficient funds to meet their expenses month by month during the year. Cash flow forecasts do not need to be completed in excessive detail and broad categories of income and expenditure are sufficient.

With the exception of most payroll costs, expenditure items are markedly seasonal with, for example, peaks of utility costs arising during the winter months. Managing the cash flow should be part of the monthly financial management procedures and completed as part of the month end close down process.

Prioritising the Premises Development Plan (PDP)

The PDP is a three-year development plan for the school. The PDP incorporates all required premises investments including:

- Structural and other building investments required as a result of the Asset Management Plan (further details are contained in the NCC Property Management Book)
- Classroom and general space refurbishments
- Office space refurbishments
- External space investments
- Health & Safety, including security

Unit - II: Organization & Management of School Programs (18 hours)

- ☐ Admission of students-common practices of admission followed in schools.
- ☐ Co-curricular activities – Meaning, importance and types of co-curricular activities– Principles and procedures of organizing co-curricular activities.
- ☐ School Health Education – Meaning and importance of Health education–Essential school health services–Medical care, medical examination, health record, and follow up programs.
- ☐ Physical education, meaning, importance and programs.

Definition and Concept of Co-Curricular Activities

DEFINITION



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A co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences. Co-curricular activities are voluntary, are not part of the regular school curriculum, are not graded and do not earn credits. It is the intent of the School Committee by this policy to encourage academic effort and achievement by the students of the Portland Public Schools.

"Co-curricular activities" means activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board of Education; "co-curricular activities" also includes the pupil clubs, associations, and organizations that conduct those activities. "Co-curricular activities" does not include athletic competitions or practices or athletic teams or organizations.

Co-curricular activities (CCAs), previously known as Extracurricular Activities (ECA) are activities that educational organizations in some parts of the world create for school students. They are activities which all school students must attend alongside. In Singapore, the policy was introduced by the Ministry of Education, which believes extra activities for school students are a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence. At higher levels of education, CCA participation may even translate into academic points.

Concept of Co-curricular Activities

Before discussing the importance and need of co-curricular activities, let us be clear about the concept of co-curricular activities.

Four decades ago it was comparatively easy to define co-curricular activities because all of them were organized and promoted largely by students themselves, with relatively little assistance from teachers and administrators. Equipments were meager, little official recognition was given and no credit was allowed for participation.

These activities were really extra curricular.

Today, it is difficult to define co-curricular activities because all teachers have some definite responsibilities for their organization; many full time professional teachers are employed, school rooms, time, equipment and materials are provided; their relationships with regular curricular activities are regarded as vital; credit for participation is allowed and recognition is also given.

In short, we can say that according to modern education thinkers, curriculum is not only teaching and learning in classroom. It also includes work in library, laboratory and workshop, participation in games and sports in playground and numerous informal contacts between teacher and pupils in these places. In these informal contacts there are very many activities. one of which is co-curricular activities. It is a part of curriculum of the institution.

Types of Co-Curricular Activities



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TYPES OF CCAS

There are generally two types of CCAs.

1. Core CCA (also known as Main CCA) and;
2. Merit CCA (also known as Secondary CCA or Optional CCA).

1. Core CCAs

(e.g. Band, Rugby, Boys' Brigade, Track and Field, Singapore Youth Flying Club)

- These activities normally take up more time and resources.
- They have more emphasis placed on them by the school.
- Core CCA is compulsory for secondary school students in Singapore and it is considered an integral part of the education system.

2. Merit CCAs

(e.g. Chess Club, Gardening, Philatelic Club, and Library Club)

These are less time-consuming.

They are an optional addition for students with an interest in the Merit CCAs subject.

Types of Co-curricular Activities

Co-curricular activities are categorized under seven headings;

1. Literary Activities
2. Physical Development Activities
3. Aesthetic and Cultural Development Activities
4. Civic Development Activities
5. Social Welfare Activities
6. Leisure Time Activities CO-curricular activities
7. Excursion Activities

Types of Co-Curricular activities

1. Morning assembly programmes.



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2. Inter-House competitions.
3. House meetings.
4. English recitation.
5. Hindi calligraphy.
6. English calligraphy.
7. On the spot drawing & painting competition.
8. Group singing.
9. Hindi elocution (pronunciation).
10. English elocution.
11. Solo singing / rhymes.
12. Quiz competitions.
13. Moot (debatable) courts.
14. Rangoli competitions.
15. Individual talent show.
16. Guest talk / slide show.
17. Fancy dress.
18. Various activity clubs.
19. NCC - National Cadet Corps.
20. School band.
21. Scout association.
22. Girl guides.
23. Performing arts.
24. School choirs (singing groups).
25. Foot drills.
26. Annual functions.
27. National sporting competitions.
28. Youth festivals.

Importance of Co-Curricular Activities

Looking at the list of various types of activities, the question will arise in your mind is how do these activities help us in achieving the objectives of education. Also what is the need and importance of these activities? Let us first discuss the advantages. Curricular activities have a number of values like;

1. Educational value,
2. Psychological Values,
3. Development of Social Values,
4. Development of Civic Values,



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5. Physical Development Values,
6. Recreational Values,
7. Cultural Values,

1. Educational Value

These activities have great "educational" potential. All classroom teaching is theoretical.

Practical knowledge can be imparted through co-curricular activities.

Excursions and tours provide firsthand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc.

Language and expression improves through debates and recitations. . Teaching of History gets vitalized by dramatization.

Practical lessons in civics can be given through student self-government.

School magazines teach students the art of writing forcefully and effectively.

Celebration of functions develops organizational capacities and leadership qualities in students.

Projects provide direct learning opportunities.

2. Psychological Value

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

a) These Activities act as Agent for Sublimation of the Instincts

Co-curricular activities are a means of channelizing students' instincts into healthy and fruitful channels e.g. instinct of curiosity can be fruitfully channelized by library, stamp and coin collection etc. The instinct of gregariousness can be directed through self-government, social service and other group work.

b) Emotional 'Health

A student is a bundle of innate urges or drives. It is natural for him/her to be curious, to show off, to master, to be loyal and to be sympathetic. Co-curricular activities provide valuable opportunities in which these drives may be capitalized for educational benefit.

But fortunately or unfortunately, they may not come up to the required expectation e.g. some students who are backward in studies develop inferiority complex and find school life disgusting



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and can get emotionally unbalanced. Such activities provide a means of emotional adjustment for students.

C) To' Increase the Interest of Students

A student who gives his time and effort to his school is, therefore, more interested in it, because of his contributions e.g. the athlete talks about school spirit.

d) Recognition of Individual Differences Co-curricular Activities

By providing a number of co-curricular activities, we can ensure the expression of potential capacities of each individual e.g. writing, public speaking, dramatics, painting, different games and sports, organization of functions etc. which provide training in different aspects of personality of students. These activities, thus, cater to aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation.

3. Development of Social Value

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

Through team activities, students learn social cooperation. They develop group spirit, 'we' - feeling, belongingness, unity and ability to be co-operative.

4. Development of Civic Value

In group activities students learn the value of doing one's duty. For example, students' self-government in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. These activities train the students for good citizenship. Co curricular activities offer many opportunities for the development of self-discipline e.g. NCC and ACC. They develop in students a spirit of toleration of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace.

Secondly, the school is a miniature society and the activities of the school should have direct relations with the activities of the society.

Qualities like initiative and leadership are not always developed in a classroom. On the playground, students get opportunities to develop leadership qualities like initiative, decision-making, judgment, tolerance etc. These qualities are required for a democratic society. Many girls and boys have little practice in controlling themselves and in directing their own affairs.



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They have not developed the ability to do these things. As a result, when they are placed in settings that demand self-direction, they are lost. Co-curricular activities provide numerous situations in which students may gradually get increasing responsibilities for their own direction.

The settings for developing these carry-over values must be definitely provided. A school must be a workshop in democracy.

The traits and qualities of leadership are developed in students, when they organize these activities by themselves under the guidance of teachers. Students learn to plan, organize and

I execute the plan that has been developed. This develops in them initiative, planning, thinking and power of independent judgment.

These activities provide excellent moral training. Through these activities are learnt the importance of obeying the law, rules and regulations, love for truth and above all, these activities develop moral consciousness by providing moral experiences. For example, a boy in charge of finances has to act honestly. On the play field, one has to show sportsman spirit.

5. Physical Development Value

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

6. Recreational Value

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

7. Cultural Virtue

Some co-curricular activities are of tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, for example, activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture, foster cultural tastes and awaken cultural interests among students. Student would appreciate to learn all these though our language, religion, culture, food habits, dress etc. are different but we are one, and that we are leman beings of the same universe.

Thus, co-curricular activities will help in developing national and international understanding.

We can concede by saying that co-curricular activities cater to the development of a child's entire personality, draw out the latent powers of children of different temperaments, supplement



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academic work, develop social and civic sense. Without these activities students would be mere book-worms.

These activities are really important as they have a potential of developing the intellect of a student which is always not possible with theoretic procedures. For this co-curricular activities need to be effective so that they can give the right exposure to the mind. When effective these activities provide a practical hands-on approach to the students which provide similar experiences which they will face in the outside world. Such experiences go a long way in producing multi-faceted personalities which, in due course of time may bring honor to the country as well. Students have a right to a broad education. A wide range of experiences prepare students better for the future, especially in today's uncertain world. Broad education can provide better preparation for life in a society where an individual may need to change career several times in their life. Student minds aren't mature enough to ascertain what's good and what's bad for them? Their decisions may be influenced by peer pressure etc. but at the same time these activities should not be forced. Co-curricular activities need to be more refined, varied and interesting so as to be widely accepted and successful. A successful co-curriculum builds links between the school and the wider community, bringing local enthusiasts in to work with students, and sending students out to work on community projects. Many children have talents in all sorts of different areas, and it is wrong to force them to specialize too early. A career is not the only part of an adult's life – school needs to make sure they have interests and skills that will help them in their family and leisure lives too. Through equal balancing of academic and co-curriculum, the students have the chance to exercise their rights and the opportunity to be multi-talented.

Role of Co-Curricular Activities in a Student's Life

It helps to develop the all-round personality of the students to face the undaunted task and turbulent world of future. Experience and accolades gained through many of these activities help during internships and other school sponsored work programs.

The aim of curricular activities is to make the students fit for the future time and to develop a sense of competitive spirit, co-operation, leadership, diligence, punctuality, and team-spirit as well as to provide a backdrop for the development of their creative talents. Whenever someone is chosen as a head boy or is given leadership in certain matters, it boosts self-confidence and sense of achievement.

Extra activities for school students are a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence. Competitions may also be organized to create a competitive environment and groups with an objective to work towards a better society and the world as well.

In today's competitive world, percentage makes a lot of difference during admission into various courses. Such students are given preference as compared to non participants. These may make a difference when the students are considered for the most popular courses.



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When the students in their early teens are given some responsibilities like giving first aid they acquire a sense of responsibility.

Some tasks require precision, management and organizational and such activities provide training to prepare students for the outside world.

In polytechnics and universities, certificates of such activities are given weight age by potential employers.

Students in the form of Alumni etc., act as counselors or guides in their respective institutions in such matters. They impart what they have learned to their juniors. Whilst doing so they are imparting knowledge and helping in the development of a productive society.

Such activities divert student's attention from harmful activities like drugs, crime etc. It channelizes their energies in fruitful activities.

Physical activities like running, football etc. help not only in the physical fitness they also refresh the burdened mind.

Success in organizations requires more than high intellect. Thus, college recruiters commonly examine job candidates' extracurricular activities in search of well-rounded, emotionally intelligent, and interpersonally skilled students. Intuitively, extracurricular activities are like valuable student experiences.

Scope of CCAs

1. The scope of CCAs is wide due to a nearly inexhaustible list of interests. Some of the major groups include Computer Club, Art Club, Dance Club, Swimming, Basketball and Photography Club. Uniformed groups include the St. John Ambulance Brigade (SJAB), Red Cross, Military Band, The Singapore Scout Association, Girl Guides Singapore, National Police Cadet Corps (NPCC) and National Cadet Corps (NCC). Performing arts groups are also included, with Chinese Orchestra, choirs, bands and Dance Clubs among such CCAs.
2. CCAs are held outside standard curriculum hours and the activities partaken depend on the nature of CCA. For example, uniformed groups do foot drills and team-building exercises while competitive sportsmen spend most of the time training and learning techniques from their instructors.
3. In the first year, the students are required to pick one or more interest group to join. While the choices available to students differ from school to school, there are national requirements for the different levels of education.
4. In some primary schools, students may choose not to join a CCA. In primary school, Brownies are likened to junior Girl Guides.
5. There is a wide choice of CCAs in schools, for which students can sign up based on their interest and ability.



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6. In secondary schools, CCAs are treated more seriously. Belonging to a Core CCA is compulsory, and the students may choose a second CCA if they wish. At the end of the fourth/fifth year, 1 to 2 'O' Level points are removed from the examination aggregate (a lower aggregate indicates better marks). Although the marks are few, it is believed by many that they may make a difference when the students are considered for the most popular tertiary school courses. For example, to enter RIJC via the 'O' Levels requires a perfect score as well as removal of points. In addition, as the students are in their early teens, they are given some responsibilities. Red Cross and SJAB members, for example, are often required to render first aid at public events. Most uniformed groups require precision, management and organizational skills, providing training to prepare students for the outside world. In polytechnics and universities (tertiary education institutes), CCA records are considered by potential employers.
7. CCA groups are mostly groups catering to specific interests. Such groups would elect from among themselves a Chairman, Secretary and Treasurer, among other positions. The National Police Cadet Corps has started a few Open Units in the tertiary institutions, recruiting members to serve as student leaders in the secondary school units.
8. Many former students return to their alma mater after graduation to help impart what they have learned to their juniors. Some do so within a formal framework, such as those in the uniformed groups (where ex-cadets are appointed as cadet officers), or the Voluntary Adult Leader scheme (for those above age 20). Others do so on a casual basis.
9. Competitions may also be organized to create a competitive environment and provide such CCA groups with an objective to work towards. In Singapore, there are competitions at the zonal and national level. These include the Annual Zonal and National Sporting Competitions for sportsmen and the bi-annual Singapore Youth Festival for the Aesthetics-related CCAs.
10. Co-curricular activities are those activities which fall outside the regular academic curriculum. They are also known as 'Extra-curricular' activities. Most of the educational organizations in various different parts of the world facilitate these activities for school and college students. Faculty is mostly involved in organizing and directing these activities in schools while it may be independent from faculty in universities or colleges. Extracurricular activities exist at all levels of education, from 4th-6th, junior high/middle school, high school, college and university education. These activities are compulsory in some institutions while in others it's voluntary. Where these are compulsory all school students must participate in them alongside the standard study curriculum. At higher levels of education student participation generally includes academic points in lieu of the efforts put by a student in a particular activity. These are held outside standard curriculum hours and the activities partaken depend on the nature of the institute and occasion. Catholic convent schools have generally had Christmas celebration as a major part of the co-curricular activities due to Catholic significance. While some schools are more inclined towards annual function. Some give significance to both. Today these activities have become more profound than ever before. Most of the institutes highlight them as a crucial advertising factor in their prospectus or advertisements in order to attract parent-students' attention. Though not all of these activities may be pursued with great enthusiasm these are



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however popular and leave a life long lasting experience for most. These activities are not examined in the same way that the academic curriculum is, and because most of them take place outside lessons, such activities have less status in education than the main curriculum. However, they are often held to be very important to the wider education of young men and women. Co-curricular activities form the core of students' life. Many schools and colleges have different units like clubs or houses in which all the students have been divided into four houses. Each house has a house Master & staff of the school to guide the students for various internal competitions

School Health Education –

Meaning and importance of Health education–

Essential school health services–

Medical care, medical examination, health record, and follow up programs.

School Health Education

For several decades, recognition of the link between health and education has steadily increased, with greater understanding that a child must be healthy to learn and a child must learn to be healthy. There is also greater recognition that school health service programs are in a unique position to improve child health status, resilience and well-being, provide care essential to the student's school attendance, and identify and refer students with certain health risks and conditions. These activities ultimately support the student's ability to learn and contribute to both the school and community state of health.

In recent years, research has highlighted major societal, legal, and medical technological changes and their effect on the demand for school health services. These changes include: (1) increased awareness of the relationship between health and educational achievement; (2) improved medical technology; (3) increase in the number of students with special health care needs combined with an increase in condition severity in these students; (4) rapid restructuring of the health care delivery system; (5) laws requiring inclusion; (6) changes in family structure and patterns of parental employment; (7) rise in social morbidities such as substance abuse, depression, and violence among children; and (8) impact of diverse cultural and linguistic groups.

Attendance in the early grades is correlated with school achievement and dropout rates. School nurses support attendance by providing needed health services in school. They also provide assessments of illness and injuries. School nurses are significantly less likely to dismiss a student than an unlicensed counterpart (Pennington & Delaney, 2008), and in one study 57% less likely (Wyman, 2005).

As neonatal intensive care unit survivors enter early intervention services and kindergarten, the need for school health services increases (Clement, Barfield, Ayadi & Wilber, 2007). Data show that the students in the Commonwealth's schools require increasingly complex health care during



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the school day. The current (FY10) Essential School Health Data Report indicates that 28% of the students in ESHS and partner schools have at least one special health care need. Children with special health care needs (CSHCN) are defined by the Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau (MCHB) as: "...those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally" (McPherson et al., 1998).

Students spend a large part of their day at school; therefore, the school has become an important site where health and education risks, e.g. depression, absenteeism, substance use, may be identified and timely interventions initiated. One in five young people between that ages of 9 and 17 experiences symptoms of mental health problems, and one in ten children and adolescents has a mental illness severe enough to cause some level of impairment; yet in any given year, only about one-fifth of children in need of mental health services actually receive them. (US Surgeon General's Conference on Children's Mental Health, 2000). This disproportion can result in increased demands for professional health services in the schools (Thurber et al., 1991).

With the myriads of powerful theories and ideas surrounding the words school, health, and education; it is imperative first to define school health education, its targets and general practice. The definition of school health education has evolved much throughout the 21st century. In general, it is regarded as classroom teaching on the subject of health/hygiene in a k-12 setting. The major trend regarding changing definitions of school health education surrounds the ever increasing notion that school education influences adult behavior. In the 70's health education was viewed mostly as a means of communicating healthy medical practices to those who should be practicing them; "Health education attempts to close the gap between what is known about optimum health practice and that which is actually practiced." In the 80's definitions began to incorporate the understanding that education is a means of empowerment for the individual, allowing the individual to make educated health decisions. Health education then became "the process of assisting individuals... to make informed decisions about matters affecting their personal health and the health of others." This definition also spawned during the year of the first national-scale investigation of health education in schools, which eventually led to a much more aggressive approach to educating the nation's youth on matters of health. Today school health education is seen as a 'comprehensive health curricula.' It is a blend of community, schools, and patient care practice; "Health education covers the continuum from disease prevention and promotion of optimal health to the detection of illness to treatment, rehabilitation, and long-term care." This concept is recently prescribed in current scientific literature as 'health promotion', a phrase that is used interchangeably with health education

Health education builds students' knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional and social health. It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviors.



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Health education curricula and instruction help students learn skills they will use to make healthy choices throughout their lifetime. Effective curricula result in positive changes in behavior that lower student risks around:

- alcohol, tobacco, and other drugs,
- injury prevention,
- mental and emotional health,
- nutrition,
- physical activity,
- prevention of diseases and
- sexuality and family life.

Health education promotes learning in other subjects! One study showed that reading and math scores of third and fourth grade students who received comprehensive health education were significantly higher than those who did not. In general, healthy students learn better. Numerous studies have shown that healthier students tend to do better in school. They have higher attendance, have better grades, and perform better on tests.

Many parents are keenly interested in the basic academic education of their youngsters—reading, writing, and arithmetic—but are not nearly as conscientious in finding out about the other learning that goes on in the classroom. A comprehensive health education pro-gram is an important part of the curriculum in most school districts. Starting in kindergarten and continuing through high school, it pro-vides an introduction to the human body and to factors that prevent illness and promote or damage health.

The middle years of childhood are extremely sensitive times for a number of health issues, especially when it comes to adopting health behavior that can have lifelong consequences. Your youngster might be exposed to a variety of health themes in school: nutrition, disease prevention, physical growth and development, reproduction, mental health, drug and alcohol abuse prevention, consumer health, and safety (cross-ing streets, riding bikes, first aid, the Heimlich maneuver). The goal of this ed-ucation is not only to increase your child's health knowledge and to create positive attitudes toward his own well-being but also to promote healthy be-havior. By going beyond simply increasing knowledge, schools are asking for more involvement on the part of students than in many other subject areas. Children are being taught life skills, not merely academic skills.

It is easy to underestimate the importance of this health education for your child. Before long he will be approaching puberty and adolescence and facing many choices about his behavior that, if he chooses inappropriately, could im-pair his health and even lead to his death. These choices revolve around alco-hol, tobacco, and other drug use; sexual behavior (abstinence, prevention of pregnancy and sexually transmitted diseases); driving; risk-taking behavior; and stress management. Most experts concur that education about issues like alcohol abuse is most effective if it begins at least two years before the behav-ior is likely to start. This means that children seven and eight years old are not too young to learn about the dangers of tobacco,



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alcohol, and other drugs, and that sexuality education also needs to be part of the experience of elementary-school-age children. At the same time, positive health behavior can also be learned during the middle years of childhood. Your child's well-being as an adult can be influenced by the lifelong exercise and nutrition habits that he adopts now.

Health education programs are most effective if parents are involved. Parents can complement and reinforce what children are learning in school during conversations and activities at home. The schools can provide basic information about implementing healthy decisions—for instance, how and why to say no to alcohol use. But you should be a co-educator, particularly in those areas where family values are especially important—for example, sexuality, AIDS prevention, and tobacco, alcohol, and other drug use.

Many parents feel ill-equipped to talk to their child about puberty, reproduction, sex, and sexually transmitted diseases. But you need to recognize just how important your role is. With sexual topics—as well as with many other areas of health—you can build on the general information taught at school and, in a dialogue with your youngster, put it into a moral context. Remember, you are the expert on your child, your family, and your family's values.

Education seminars and education support groups for parents on issues of health and parenting may be part of the health promotion program at your school. If they are not offered, you should encourage their development. Many parents find it valuable to discuss mutual problems and share solutions with other parents. Although some parents have difficulty attending evening meetings, school districts are finding other ways to reach out to parents—for instance, through educational TV broadcasts with call-in capacities, Saturday morning breakfast meetings, and activities for parents and children together, organized to promote good health (a walk/run, a dance, a heart-healthy luncheon).

In addition to providing education at home on health matters, become an advocate in your school district for appropriate classroom education about puberty, reproduction, AIDS, alcohol and other substance abuse, and other relevant issues. The content of health education programs is often decided at the community level, so make your voice heard.

As important as the content of a health curriculum may be, other factors are powerful in shaping your child's attitudes toward his well-being. Examine whether other aspects of the school day reinforce what your youngster is being taught in the classroom. For example, is the school cafeteria serving low-fat meals that support the good nutritional decisions encouraged by you and the teachers? Is there a strong physical education program that emphasizes the value of fitness and offers each child thirty minutes of vigorous activity at least three times a week? Does the school district support staff-wellness programs so that teachers can be actively involved in maintaining their own health and thus be more excited about conveying health information to their students?

School Health Services Activity

The primary goal of the Essential School Health Services Program is to improve the delivery of



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health services to students by reinforcing the school health service infrastructure. Toward that end, program participants were required to report throughout the year the type and scope of school nursing activity in their districts. These activities were divided into nine categories of data:

- 1) Health encounters, including dispositions following assessment
- 2) Injury reports, early dismissals, and referrals for emergency health services
- 3) Medication management
- 4) Screenings
- 5) Medical procedures
- 6) Linkages to health care and insurance providers
- 7) Oral health
- 8) Health education, tobacco prevention, and support groups
- 9) Nursing case management

Physical education, meaning, importance and programs.

Meaning

Physical education (often abbreviated Phys. Ed., P.E., or PE) or gymnastics (gym or gym class) is an educational course related to the physique of the human body, taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting to promote health.

Physical education is the systematic education to develop a man physically, mentally, emotionally, and socially through the medium of Physical Activity.

Trends

Physical education trends have developed recently[when?] to incorporate a greater variety of activities besides typical sports. Introducing students to activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga, deep-breathing and tai chi. Tai chi, an ancient martial arts form focused on slow meditative movements is a relaxation activity with many benefits for students. Studies have shown that tai



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chi enhances muscular strength and endurance, cardiovascular endurance, and provides many other physical benefits. It also provides psychological benefits such as improving general mental health, concentration, awareness and positive mood. It can be taught to any age student with little or no equipment making it ideal for mixed ability and age classes. Tai chi can easily be incorporated into a holistic learning body and mind unit. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. For example, while teaching a unit about lacrosse (in, say, Arizona, USA), students can also learn a little bit about the Native American cultures of the Northeast and Eastern Canada, where lacrosse originated. Teaching non-traditional (or non-native) sports provides a great opportunity to integrate academic concepts from other subjects as well (social studies from the example above), which may now be required of many P.E. teachers. The four aspects of P.E. are physical, mental, social, and emotional.[citation needed]

Another trend is the incorporation of health and nutrition to the physical education curriculum. The Child Nutrition and WIC Reauthorization Act of 2004 required that all school districts with a federally funded school meal program develop wellness policies that address nutrition and physical activity. While teaching students sports and movement skills, P.E. teachers are now incorporating short health and nutrition lessons into the curriculum. This is more prevalent at the elementary school level, where students do not have a specific Health class. Recently most elementary schools have specific health classes for students as well as physical education class. With the recent outbreaks of diseases such as swine flu, school districts are making it mandatory for students to learn about practicing good hygiene along with other health topics. Today many states require Physical Education teachers to be certified to teach Health courses. Many colleges and Universities offer both Physical Education and Health as one certification. This push towards health education is beginning in the intermediate level, including lessons on bullying, self-esteem and stress and anger management.

Research has shown that there is a positive correlation between brain development and exercising.

Incorporating local indigenous knowledge into physical education can lead to many meaningful experiences and a way of learning about other cultures. For example by incorporating traditional knowledge from varying indigenous groups from across Canada students can be exposed to a many concepts such as holistic learning and the medicine wheel. A unit could be focused on connecting to a place or feeling while outdoors, participating in traditional games, or outdoor environmental education. These types of lesson can easily be integrated into other parts of the curriculum and give Aboriginal students a chance to incorporate their culture in the local school community

Studies have been done in how physical education can help improve academic achievement. In a 2007 article, researchers found a profound gain in student's English Arts standardized testing students who had 56 hours of physical education in a year compared to like students who had 28 hours of physical education a year.



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In Brazil, the physical education curriculum is designed to allow school pupils a full range of modern opportunities, dozens of sports and hundreds of carefully reviewed drills and exercises, including exposure to education with the use of pedometer, GPS, and heart rate monitors, as well as state-of-the-art exercise machines in the upper grades. Some martial arts classes, like wrestling in the United States, and PencakSilat in France, Indonesia, and Malaysia, are taught to teach children self-defense and to feel good about themselves. The physical education curriculum is designed to allow students to experience at least a minimum exposure to the following categories of activities: aquatics, conditioning activities, gymnastics, individual/dual sports, team sports, rhythms, and dance. Students are encouraged to continue to explore those activities in which they have a primary interest by effectively managing their community resources.

In these areas, a planned sequence of learning experiences is designed to support a progression of student development. This allows kids through 6th grade to be introduced to sports, fitness, and teamwork in order to be better prepared for the middle and high school age. In 1975, the United States House of Representatives voted to require school physical education classes include both genders. Some high school and some middle school PE classes are single-sex. Requiring individuals to participate in physical education activities, such as dodge ball, flag football, and other competitive sports remains a controversial subject because of the social impact these have cases physical education programs have been cut.

Physical education plays a vital role in the students' development and growth. According to recent medical studies, physical well being of a student is directly related to his or her performance whether in class or in the office. The article will give you reasons to agree.

Physical education is a division of learning, usually mandated for younger students. Four objectives of physical education programs include: teaching or communicating teamwork, health, diversity, and general understanding or following directions.

Importance of Physical Education

1. It's a link to good health.

The value of physical fitness can never be overstated. It's only in physical educational classrooms that students learn the value of taking care of themselves thru proper grooming, healthy eating and regular exercise.

2. It's a preventive measure against disease.

Many doctors today agree that obesity is a serious health risk. Without any form of diet management and control with the numerous processed food students intake everyday compounded by a sedentary lifestyle, a student's health can easily be at risk to many diseases like chronic heart disease, hypertension and diabetes. Physical education in school is a preventive measure to teach students the value of regular exercise.



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3. It's a program for muscle strength and fitness.

Physical education develops the students' motor skills and hand-eye coordination. It also develops the upper body muscles through activities like doing push ups as well the lower body muscles through stationary jumping jacks, 3min running and jumping exercises. Programs usually have core training exercises also like doing abdominal crunches.

4. It promotes academic learning.

Physical health allows students to function even better in classrooms. A good cardiovascular system developed from regular exercise promotes excellent blood and oxygen circulation. This means more nutrients circulate through out the body which includes the brain. This circulation produces longer attention span during classes allowing longer concentration and absorption.

5. It builds self esteem.

Students who are active in physical activities like basketball, volleyball, martial arts and running just to name a few are more confident with themselves according to most social school studies. It's probably because of the self discipline and dedication to excel in a sport that brings out the best in students. In school, the physical education program introduces these sport activities to students allowing them to make choices to which sport areas they want to get involved in.

6. It develops cooperation, teamwork and sportsmanship skill.

Most physical education programs are holistic. The program allows student to interact together to a common goal and that is to win and excel physically. It brings out the competitive sides of students working both body and mind but also promotes sportsmanship.

7. It promotes a physically active lifestyle.

The purpose of physical education is to instill in students, at an early age, the value of self preservation and choosing a lifestyle that is good for both the mind and body.

Unit - III: Management of Time, Discipline and Classroom (16 hours)

☐ ☐ Concept of Time Management; Annual programming – calendar of events, importance



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and factors to be considered in programming. Time – table meaning, importance, principles of framing time table and types of time table; Scheduling of tests and examinations.

☐ ☐ School Discipline: Concept and importance of school discipline; Causes of students indiscipline; Measures to overcome students indiscipline.

☐ ☐ Class Room Management: Classroom management – concept, techniques of classroom Management

Concept of Time Management

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools, techniques, and methods. Usually time management is a necessity in any project development as it determines the project completion time and scope.

It is rightly said “Time and Tide wait for none”. An individual should understand the value of time for him to succeed in all aspects of life. People who waste time are the ones who fail to create an identity of their own.

Time Management refers to managing time effectively so that the right time is allocated to the right activity.

Effective time management allows individuals to assign specific time slots to activities as per their importance.

Time Management refers to making the best use of time as time is always limited.

Ask yourself which activity is more important and how much time should be allocated to the same? Know which work should be done earlier and which can be done a little later.

Time Management plays a very important role not only in organizations but also in our personal lives.

Time Management includes:

- Effective Planning
- Setting goals and objectives
- Setting deadlines
- Delegation of responsibilities
- Prioritizing activities as per their importance



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- Spending the right time on the right activity
- Effective Planning

Plan your day well in advance. Prepare a To Do List or a “TASK PLAN”. Jot down the important activities that need to be done in a single day against the time that should be allocated to each activity. High Priority work should come on top followed by those which do not need much of your importance at the moment. Complete pending tasks one by one. Do not begin fresh work unless you have finished your previous task. Tick the ones you have already completed. Ensure you finish the tasks within the stipulated time frame.

Setting Goals and Objectives

Working without goals and targets in an organization would be similar to a situation where the captain of the ship loses his way in the sea. Yes, you would be lost. Set targets for yourself and make sure they are realistic ones and achievable.

Setting Deadlines

Set deadlines for yourself and strive hard to complete tasks ahead of the deadlines. Do not wait for your superiors to ask you everytime. Learn to take ownership of work. One person who can best set the deadlines is you yourself. Ask yourself how much time needs to be devoted to a particular task and for how many days. Use a planner to mark the important dates against the set deadlines.

Delegation of Responsibilities

Learn to say “NO” at workplace. Don’t do everything on your own. There are other people as well. One should not accept something which he knows is difficult for him. The roles and responsibilities must be delegated as per interest and specialization of employees for them to finish tasks within deadlines. A person who does not have knowledge about something needs more time than someone who knows the work well.

Prioritizing Tasks

Prioritize the tasks as per their importance and urgency. Know the difference between important and urgent work. Identify which tasks should be done within a day, which all should be done within a month and so on. Tasks which are most important should be done earlier.

Spending the right time on right activity

Develop the habit of doing the right thing at the right time. Work done at the wrong time is not of much use. Don’t waste a complete day on something which can be done in an hour or so. Also keep some time separate for your personal calls or checking updates on Facebook or Twitter. After all human being is not a machine.

For Effective Time Management one needs to be:



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Organized - Avoid keeping stacks of file and heaps of paper at your workstation. Throw what all you don't need. Put important documents in folders. Keep the files in their respective drawers with labels on top of each file. It saves time which goes on unnecessary searching.

Don't misuse time - Do not kill time by loitering or gossiping around. Concentrate on your work and finish assignments on time. Remember your organization is not paying you for playing games on computer or peeping into other's cubicles. First complete your work and then do whatever you feel like doing. Don't wait till the last moment.

Be Focussed - One needs to be focused for effective time management.

Develop the habit of using planners, organizers, table top calendars for better time management. Set reminders on phones or your personal computers.

The major themes arising from the literature on time management include the following:

- Creating an environment conducive to effectiveness
- Setting of priorities
- Carrying out activity around those priorities
- The related process of reduction of time spent on non-priorities

School Time Table

A school timetable is a table for coordinating these four elements:

- Students
- Teachers
- Rooms
- Time slots (also called periods)

Other factors include the subject of the class, and the type of classrooms available (for example, science laboratories).

School timetables usually cycle every week or every fortnight. The phrase "school timetables" largely refers to high schools, because primary schools typically have simple structures.

High school timetables are quite different from university timetables. The main difference is the fact that in high schools, students have to be occupied and supervised every hour of the school day, or nearly every hour. Also, high school teachers generally have much higher teaching loads than is the case in universities. As a result, it is generally considered that university timetables involve more human judgment whereas high school timetabling is a more computationally intensive task,

Types of Time Table



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There are seven broad types of a time-table:

(a) The Consolidated Time-table:

It is a combined time-table of all the classes in a school. A copy of it should be kept in the principal's office as well as staff-room.

(b) Class-Wise Time-table:

A copy of this should be kept in the concerned class, while the second and third copies should be with the class teacher and the principal's office. In some schools, class-wise time-table is put up on a board near the main notice board also where it can be seen by everyone.

(c) Teacher-Wise Time-table:

This is useful for teachers as it indicates where he/she will be going and to teach which subject. Each teacher should be given a copy of his/her time-table. A consolidated version of all the teachers' time-table should be available in the staff-room as well as the principal's office. Teachers' time-tables should also indicate a schedule of their non-academic duties.

(d) Teachers' Free-period Time-table:

A copy of this should be with the principal so that he/she can use this to arrange for a proxy/substitution when one of the teachers is absent.

(e) Games Time-table:

This indicates the games which each class will be involved with at a particular time. This time-table provides for better utilization of the school play-ground and games or sports equipment.

(f) Co-curricular Activities Time-table:

It shows various activities undertaken by each class at a specified time, the name of the teacher-in-charge and the venue. This avoids duplication of efforts and wastage of time and energy. It helps students to select appropriate activities of their choice,

(g) Home-work Time-table:

This indicates the amount of time students will devote on each subject every week. These days, this type of time table has become more important because with already heavy syllabi and uncoordinated manner of giving home work students have become over-burdened inducing stress and anxiety in them.

This time-table will also ensure equal attention to home-work in all the subjects. It also helps parents to know what home-work has been assigned. A copy of it should be given to each teacher and each parent.



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Besides, reference should be made in a time-table about a system of organization of teaching such as the Dalton plan or other similar methods of individual work demanding subject teachers.

In such a system, the teacher is present in his/her room and students of any class for which the arrangement is in force may come to his/her room at any time. Periods are done away with on such a day or a part of the day when this system is used and a student may stay in one room at work on one subject as long as he/she likes-

Generally a minimum time for work for one subject is set. However, students are free to go from one subject another as they wish to and there is no set length of time of different subjects as in the ordinary time-table. Students are free to make their own time-table in accordance with their needs and interests. If the entire school is following this plan, making a time-table is a simple matter. However, if only part of the school follows this plan- formulating a time-table is very difficult.

In reality, making a time-table is not an easy task nor can it be done in a hurry. Many of the principles of time-table making are difficult to follow due to constraints such as lack of adequate number of teachers, mismatch between teachers' qualifications and the demands of the subjects, local circumstances and so on.

However, as far as possible, we should observe these principles and attempt to do our best in the face of constraints and adversity.

Principles of Framing Time Table

An educationally sound time-table emerges from the following considerations:

(1) Subjects which necessitate more mental efforts and attention are more fatiguing than other. Such subjects should be put at a time of day when the child is fresh, alert and at his/her best. Usually morning is considered to be better than afternoon for such subjects.

However, it must be noted that mental offence and alertness is not greatest at the beginning of the day, but gradually increases and reaches its peak about the middle of the morning. Similarly, mental freshness is not greater immediately after recess, but towards the middle of the afternoon.

In other words, the best periods for difficult or mentally demanding subjects are the second and third periods in the morning and the second period in the afternoon. The worst period for such subjects is the last period of the day when students are tired, inattentive and perhaps eager to go home.



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(2) The same principle holds in case of the days of a week. Tuesdays and Wednesdays are the best days from the point of view of freshness and mental vigour. On Monday mornings and at the end of the week freshness and alertness of the mind are not at their peaks. This principle should also be borne in mind while preparing a time-table.

(3) In order to handle fatigue appropriately, a break should be kept for the entire school for a short duration for drill and games a little after the middle of the morning.

Various school subjects are shown here in a descending order of fatigue-causing power as follows: Mathematics, English, Mother-tongue, Science, History, Geography, Drawing and Manual Work. In preparing a time-table, the best periods should be devoted to Mathematics and English.

(4) The length of the periods should be considered in connection with the time-table. Ideally, it would be better to have different lengths of periods for different subjects. For those subjects which are more demanding mentally, the duration of a period should be less and the number of periods should be more.

For less demanding subjects, the duration of a period could be longer. However, in reality this is seldom achieved due to administrative difficulties in co-ordinating a time-table of this kind for various subjects, teachers and classes.

Thus, in actual practice, the length of each period is the same and should be between 35 to minutes. Ideally, the length of a period should be shorter during very hot weather and longer during cool weather. In other words, the duration of a period should be flexible.

(5) The principle of variety should be considered while framing a time-table. This principle applies to both students and teachers. Students should not be made to study the same subject or type of subjects or highly demanding subjects for too long a duration or stretch.

Whenever possible, two consecutive periods should not be kept for the same subject, unless this is necessary due to the nature of the subject such as science. Similarly, teachers should also be allotted easy and difficult subjects alternately.

For example, a science teacher can be given Physics, (Chemistry and Biology alternatively. An English teacher should not be given composition periods continuously but should be given grammar, poetry and prose lessons alternately with composition periods.

(6) Adjacent classes should not be given a reading lesson and a lesson in tables simultaneously. Otherwise, noise will interfere with learning in both the classes. When one class is reading, the other class should be writing.

(7) For experiments and practical work in science, two consecutive periods should be allotted. The same principle holds for other subjects like home-science, agriculture etc.



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(8) A good time-table must provide free periods to teachers. However, all free periods should not be given to a teacher on the same day. They should be scattered and equally distributed over the entire week. Each teacher should ideally have five free periods a week. Language teachers require more free periods- since they have a great deal, of correction work to do. Science teachers should also have extra free periods for the setting up of apparatus.

(9) A time-table should make adequate provisions for rest, recreation and co-curricular activities.

(10) The rules and regulations of the State Department of Education should be paid due attention while formulating it. These rules are usually concerned with the durations of a school year, a school term, a school day and the number of periods for each subject.

(11) Each school has its own specific needs depending upon whether it is a single-sex or co-educational school, denominational school, urban or rural school, primary or secondary school, general or special school, academic or vocational school and so on. A timetable should bear in mind the nature and aims of a school as well as its specific needs.

(12) In a single-shift school, the length of a school day is usually longer while in a double-shift school, it is shorter. This fact should be borne in mind. Besides, the length of a school year, a school term and the number of holidays should also be considered while framing a time-table.

School Discipline

School discipline is the system of rules, punishments, and behavioral strategies appropriate to the regulation of children or adolescents and the maintenance of order in schools. Its aim is to control the students' actions and behavior.

An obedient student is in compliance with the school rules and codes of conduct. These rules may, for example, define the expected standards of clothing, timekeeping, social conduct, and work ethic. The term discipline is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or going against school policies, educational norms, school traditions, et cetera.

School discipline is a system of certain rules which are considered appropriate to regulate behaviour and maintain order among the school going children. The term also refers to code of behavior commonly known as School Rules and Regulation. These rules may include the expected standards of clothing, timekeeping, social behaviour and work ethic. School discipline often is enforced through the application of punishment which results from breaking the code of behavior. Often School Discipline becomes a means of administration of punishment, rather than behaving within the school rules. The means of Punishment often turn abusive and it is here that School Discipline becomes controversial and raises its ugly head.



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The aim of school discipline is to create a safe and happy learning environment in the classroom. When a teacher is unable to maintain order and discipline in the classroom, students may become unmotivated and distressed, and the climate for learning is diminished, leading to underachievement. Discipline is a necessary part of school life and Methods of maintaining discipline in schools are not always successful. Indiscipline among children is common in all schools, although most schools manage to contain it to tolerable limits. However at times, poor disciplinary management within school can cause a general breakdown in order. This disorder often results in violence against teachers and other children.

Each school's head is responsible for promoting good behaviour and discipline. The head has the power of the school's discipline policy and can use them in governing a discipline framework. The head is also entitled to publicise the discipline policy. And as such these are to be known within the schools and to parents, and by bringing it to the attention of students, parents and staff at least once a year. Good discipline is based on an agreement between the school and parents about what is expected from a child. Parents are always encouraged to work with the school to try and solve any problems that may arise.

Disciplinary Methods

There are certain methods that are / were used to maintain School Discipline.

Physical Punishment - Deliberate infliction of pain through various physical methods of punishment like striking the student on the buttocks or the palm of the hand. These were /are intended to maintain discipline or reform a wrongdoer or change a person's behavior. In certain countries like Singapore it is still prevalent.

Detention - Detention is one of the sanctions schools can use on disciplinary grounds.

Use of Reasonable Force to Restrain - Teachers and other staff in school can use reasonable force to prevent students from committing a crime, causing injury or damage or causing disruption

Praising - It is positive method which encompasses deliberate Appreciation of student upon an act of discipline.

Merit marks - These are reflected in the report card, bulletin board etc. to encourage discipline.

House Points - These become a source of pride and motivation as members of a certain house are united as a group in achievement of discipline.

Causes of Indiscipline

1. Ineffective Discipline Policy - The school's discipline policy needs to be clear as to what is tolerable and intolerable behaviours.



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2. Improper Implementation of Discipline Policy - Policy needs to be fairly and consistently applied by teachers in handling disruptive behaviour.

3. Influential Candidates - Certain pupils having influential background have no regard for authority and if involved in any indiscipline have an easy getaway

4. Bullying - Certain Bullys who use deliberate hurtful behaviour tend to have the same influence on others which can cause indiscipline over a period of time

5. Drugs, alcohol and tobacco - Usage of these items produces a False Sense Of Pride, acting upon which the addicts create nuisance.

6. Student Background - Some pupils come from backgrounds which have no or scant regard of Law which is transferred to the offspring as well

Maintaining Discipline

Discipline does not necessarily mean punishment. A right balance between discipline and independence are the proper means to deal with this problem. Kids resent rules as they view it as a limitation of their rights and freedom. Any exaggerated focus on excessive discipline or unlimited independence leads to inappropriate behaviour. At the same time

Try not to limit your child's independence. An independent child will easily overcome small obstacles of life, have more confidence in their own ability and grow up as mature, healthy adult. Kids feel safe and secure when given appropriate boundaries. When we provide rules we are providing healthy boundaries for them. The discipline methods are meant to teach children how to convey knowledge about the appropriate behavior in different situations.

Kids are unpredictable and some methods may or may not suit them. Specific techniques are therefore needed

Some Suggestion to Maintain Discipline

Parental Role - Parents should ensure maximum positive interaction with. Though it is not easy but this is crucial for a child's development. A child who lives constantly with put downs cannot develop into a well functioning person if he is being limited all the time.

Abolishing Harsh Punishments - Though many schools have stopped indulging in such practices, there are still some schools which need to end such punishments.

Counseling - This is another positive method of dealing with miscreants where in the cause of indiscipline needs to be understood in order to deal with it.

Respect - It is important for teachers to give respect to students and not to humiliate them on the basis of their caste, creed, colour, ethnicity etc. as it spreads hatred.



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Teacher-Pupil Ratio - Teacher-Pupil Ratio should be maintained for efficient discipline. More students means ineffective management.

Positive Punishment - These include Practical Chores, standing facing against a wall, loss of privileges, additional homework etc.

Classroom Management

Definition: Classroom management is the term educators use to describe methods of preventing misbehavior and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom.

Classroom management is one of the most feared parts of teaching for new teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. For the teacher, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession.

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was "negative student attitudes and discipline".

According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control. Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. According to Gootman (2008), rules give students concrete direction to ensure that our expectation becomes a reality.

They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed, and negative consequences when rules are



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broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful as a result of their own efforts. By creating this type of environment, students are much more likely to want to do well. Ideally, this transforms a classroom into a community of well-behaved and self-directed learners.

Classroom Management as a Process

In the Handbook of Classroom Management: Research Practice and Contemporary Issues (2006), Evertson and Weinstein characterize classroom management as the actions taken to create an environment that supports and facilitates academic and social-emotional learning. Toward this goal, teachers must (1) develop caring, supportive relationships with and among students; (2) organize and implement instruction in ways that optimize students' access to learning; (3) use group management methods that encourage students' engagement in academic tasks; (4) promote the development of students' social skills and self-regulation; and (5) use appropriate interventions to assist students with behavior problems.

Dr. Tracey Garrett also describes classroom management as a process consisting of key tasks that teachers must attend to in order to develop an environment conducive to learning. These tasks include: (1) organizing the physical environment, (2) establishing rules and routines, (3) developing caring relationships, (4) implementing engaging instruction and (5) preventing and responding to discipline problems. Classroom Management Essentials, created by Dr. Tracey Garrett, is the first classroom management app for the iPad, iPhone and iPod touch that guides teachers through the tasks involved in the process of classroom management.

Techniques of Classroom Management

Here are eleven techniques that you can use in your classroom that will help you achieve effective group management and control. They have been adapted from an article called: "A Primer on Classroom Discipline: Principles Old and New" by Thomas R. McDaniel, Phi Delta Kappan, September 1986.

1. Focusing

Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention.

Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The children will see that things are underway now and it is time to go to work. Sometimes this works, but the children are also going to think that you are willing to compete with them, that you don't mind talking while they talk, or that you are willing to speak louder so that they can finish their conversation even after you have started the lesson. They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson.



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The focusing technique means that you will demand their attention before you begin. It means that you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

A soft spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.

2. Direct Instruction

Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks.

An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activities with: "And I think we will have some time at the end of the period for you to chat with your friends, go to the library, or catch up on work for other classes."

The teacher is more willing to wait for class attention when he knows there is extra time to meet his goals and objectives. The students soon realize that the more time the teacher waits for their attention, the less free time they have at the end of the hour.

3. Monitoring

The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress.

An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. She checks that each student has started, that the children are on the correct page, and that everyone has put their names on their papers. The delay is important. She wants her students to have a problem or two finished so she can check that answers are correctly labeled or in complete sentences. She provides individualized instruction as needed.

Students who are not yet quite on task will be quick to get going as they see her approach. Those that were distracted or slow to get started can be nudged along.

The teacher does not interrupt the class or try to make general announcements unless she notices that several students have difficulty with the same thing. The teacher uses a quiet voice and her students appreciate her personal and positive attention.

4. Modeling



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McDaniel tells us of a saying that goes “Values are caught, not taught.” Teachers who are courteous, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The “do as I say, not as I do” teachers send mixed messages that confuse students and invite misbehavior.

If you want students to use quiet voices in your classroom while they work, you too will use a quiet voice as you move through the room helping youngsters.

5. Non-Verbal Cuing

A standard item in the classroom of the 1950's was the clerk's bell. A shiny nickel bell sat on the teacher's desk. With one tap of the button on top he had everyone's attention. Teachers have shown a lot of ingenuity over the years in making use of non-verbal cues in the classroom. Some flip light switches. Others keep clickers in their pockets.

Non-verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the students to do when you use your cues.

6. Environmental Control

A classroom can be a warm cheery place. Students enjoy an environment that changes periodically. Study centers with pictures and color invite enthusiasm for your subject.

Young people like to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby or collection on your desk will trigger personal conversations with your students. As they get to know you better, you will see fewer problems with discipline.

Just as you may want to enrich your classroom, there are times when you may want to impoverish it as well. You may need a quiet corner with few distractions. Some students will get caught up in visual exploration. For them, the splash and the color is a siren that pulls them off task. They may need more “vanilla” and less “rocky-road.” Have a quiet place where you can steer these youngsters. Let them get their work done first and then come back to explore and enjoy the rest of the room.

7. Low-Profile Intervention

Most students are sent to the principal's office as a result of confrontational escalation. The teacher has called them on a lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher's intervention is quiet and calm.

An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She



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anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to her class this teacher makes effective use of name-dropping. If she sees a student talking or off task, she simply drops the youngster's name into her dialogue in a natural way. "And you see, David, we carry the one to the tens column." David hears his name and is drawn back on task. The rest of the class doesn't seem to notice.

8. Assertive Discipline

This is traditional limit setting authoritarianism. When executed as presented by Lee Canter (who has made this form a discipline one of the most widely known and practiced) it will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

9. Assertive I-Messages

A component of Assertive Discipline, these I-Messages are statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is suppose to do. The teacher who makes good use of this technique will focus the child's attention first and foremost on the behavior he wants, not on the misbehavior. "I want you to..." or "I need you to..." or "I expect you to..."

The inexperienced teacher may incorrectly try "I want you to stop..." only to discover that this usually triggers confrontation and denial. The focus is on the misbehavior and the student is quick to retort: "I wasn't doing anything!" or "It wasn't my fault..." or "Since when is there a rule against..." and escalation has begun.

10. Humanistic I-Messages

These I-messages are expressions of our feelings. Thomas Gordon, creator of Teacher Effectiveness Training (TET), tells us to structure these messages in three parts. First, include a description of the child's behavior. "When you talk while I talk..." Second, relate the effect this behavior has on the teacher. "...I have to stop my teaching..." And third, let the student know the feeling that it generates in the teacher. "...which frustrates me."

A teacher, distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings: "I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect." The student did not talk during his lectures again for many weeks.

11. Positive Discipline



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Use classroom rules that describe the behaviors you want instead of listing things the students cannot do. Instead of “no-running in the room,” use “move through the building in an orderly manner.” Instead of “no fighting,” use “settle conflicts appropriately.” Instead of “no gum chewing,” use “leave gum at home.” Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom.

Make ample use of praise. When you see good behavior, acknowledge it. This can be done verbally, of course, but it doesn't have to be. A nod, a smile or a “thumbs up” will reinforce the behavior.



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Unit - IV: Total Quality Management (TQM) in Secondary Schools (14 hours)

- ☐ Concept and process of total quality management; Areas of TQM in schools.
- ☐ Institutional planning–Meaning, purpose and procedure.
- ☐ Maintenance of school records – purposes and types of school records – Management Information System (MIS) - Meaning, importance & application.
- ☐ Supervision – meaning, purpose and procedure; School Appraisal – Role of PTA, School complex – meaning, importance and structure of school complex.

Total Quality Management

The word “quality” has been derived from the Latin word qualis, meaning, “what kind of”. With a wide variety of meanings and connotations attached to it, quality is a difficult and elusive term to define, having thus been referred to as a “slippery concept” (Pfeffer and Coote, 1991). It is slippery because it has a wide variety of meanings. The word implies different things to different people. It has, thus, been defined with different perspectives and orientations, according to the person, the measures applied and the context within which it is considered. Amid the wide gamut of such definitions, there seems to be no consensus definition, but they all deal either with the product or the services producing these products/services. From the perspective of the consumers or users, the product or service-based definition is more useful. From the perspective of the organization providing goods/services, the process-perspective is more useful (Sangeeta and Banwe, 2004).

Secondary education is a weak link in the education chain in many countries, even though an increasing number of children are going on to secondary schools (Kanishka and Sharma, 2006). The quality of school graduates and the literacy rate represent the most telling indicators for a country educational status. Today, despite the mushrooming of schools, the continued sensitization of the public on the importance of investing in education, schools are still marked with shortcomings in the quality of learning which has drastically been affecting the students’ academic performance both at internal and external examination. These are greatly associated with the continued reliance on the old traditional ways of managing things and the absence of the latest quality management strategies. In order to combat these problems, educational stakeholders have to strive to ensure all systems and practices are aimed at ensuring schools product which fit for their purpose--innovative, efficient and of benefit to the societies. Also, the traditional approach to accountability which has focused unduly on teacher performance has to change. The focus has to be on collective responsibility of the whole school in a corporate framework. However, these are not always adequately met, particularly in the developing countries hence are still plagued by underdevelopment (Suleiman, 2010).

Dimensions of Quality in Education

According to Murad and Rajesh (2010) quality in education has the following dimensions:



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Consistency: Here the educational processes involve specifications through zero defect approach and a quality culture. But the limitations are in achieving consistent standards and conformity to those standards.

Fitness to purpose: fitting the customer specifications, minimum-based fitness for purpose and customer satisfaction.

Value for money: through efficiency and effectiveness

Transformative: education is an ongoing process of transformation that includes empowerment and enhancement of the customer.

Total Quality Management (TQM): Although Total quality management were adopted prior to World War II by a number of organizations, the creation of the Total Quality management philosophy is generally attributed to Dr. W. Edwards Deming (Magutu, 2010). In the late 1920s, while working as a summer employee at Western Electric Company in Chicago, Dewing found worker motivation systems to be degrading and economically unproductive; incentives were tied directly to quantity of output, and inefficient post-production inspection systems were used to find flawed goods (Hunt, 1992). Indeed, the concepts formulated by TQM founder, W. Edwards Deming, have proved so powerful that educators want to apply TQM to schools. Deming's philosophy provides a framework that can integrate many positive developments in education, such as term-teaching, site-based management, cooperative learning, and outcomes-based education. Total Quality Management can be defined as “the process of integration of all activities, functions and processes within an organization in order to achieve continuous improvement in cost, quality, function and delivery of goods and services for customer satisfaction”. It refers to the application of quality principles to overall process and all the management functions in order to ensure total customer satisfaction. Total Quality Management implies the application of quality principles right from identification of customer needs to post purchase services.

Total Quality Management has been adopted as a management paradigm by many organizations worldwide. Quality movement in across the world starts with quality improvements project at manufacturing companies. But later it spread to other service institutions including banking; insurance, non-profit organizations, healthcare, government and educational institutions. Total Quality Management models, based on the teachings of quality gurus, generally involve a number of “principles” or “essential elements” such as teamwork, top management leadership, customer focus, employee involvement, continuous improvement tool, training etc. Awards like Deming in Japan, Malcolm Balridge in USA; European Quality awards etc are reflection of growing concern in this area.

Deming's 14 Total Quality Management Principles Applied to Secondary Schools

Deming's 14 principles are based on the assumption that people want to do their best and that it is management's job to enable them to do so by constantly improving the system in which they



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work Fred (2010). The frameworks for transforming schools using Deming's 14 principles are as follows:

1. Create constancy of purpose for improvement of product and service: the purpose of the school system must be clear and shared by all stakeholders – school board members, administrators, teachers, support staff, parents, community, and students and the aims of the system must be to improve the quality of education for all students.
2. Adopt the new philosophy: Implementation of Deming's second principle requires a rethinking of the school's mission and priorities with everyone in agreement on them where by existing methods, materials, and environments may be replaced by new teaching and learning strategies where success of every student is the goal. Individual differences among students are addressed.
3. Cease dependence on inspection to achieve quality: In industry this was called product inspection. According to Deming, it always costs more to fix a problem than to prevent one. Reliance on remediation can be avoided if proper intervention occurs during instruction. Examples of preventive approaches in schools include Robert Slavin's (2009) —success for all schools, James Comer's (2000, 2006) —school development program, parent involvement strategies and long-standing intervention approaches: Head Start, Follow Through, preschool programs, and other remedial interventions. These intervention strategies can help students avoid learning problems later.
4. End the practice of awarding business on the basis of price alone: The lowest bid is rarely the most cost-efficient. Schools need to move toward a single supplier for any one time and develop long-term relationships of loyalty and trust with that supplier on the basis of quality and reliability of their product.
5. Improve constantly and forever every activity in the organization, to improve quality and productivity: The focus of improvement efforts in education, under Deming's approach, is on teaching and learning processes. Based on the latest research findings, the best strategies must be attempted, evaluated, and refined as needed. And, consistent with learning style theories (Dunn & Dunn, 1992; Dunn, Dunn, & Perrin, 1994), Howard Gardner's (1994) multiple intelligences, and Henry Levin's accelerated schools for at-risk students, educators must redesign the system to provide for a broad range of people – handicapped, learning disabled, at-risk, special needs students – and find ways to make them Leena and Luna International, Oyama, Japan. all successful in school. This means requiring universal standards of achievement for all students before permitting them to move to the next level.
6. Institute training on the job: Training for educators is needed in three areas. First, there must be training in the new teaching and learning processes that are developed. Second, training must be provided in the use of new assessment strategies (Popham, 2010a, b). Third, there must be training in the principles of the new management system. For schools, this means providing continuous professional development activities for all school administrators, teachers, and support staff.



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7. Institute leadership: Deming's seventh principle resembles Peter Senge's (2006) systems thinking. According to both Senge and Deming, improvement of a stable system comes from altering the system itself, and this is primarily the job of management and not those who work within the system. Deming asserts that the primary task of leadership is to narrow the amount of variation within the system, bringing everyone toward the goal of perfection. In schools this means bringing everyone toward the goal of learning for all. It means removing achievement gaps for all population groups – a movement toward excellence and equity.

8. Drive out fear: A basic assumption of Total Quality Management is that people want to do their best. The focus of improvement efforts then must be on the processes and on the outcomes, not on trying to blame individuals for failures. If quality is absent, the fault is in the system, says Deming. It is management's job to enable people to do their best by constantly improving the schooling system in which they work. Fear creates an insurmountable barrier to improvement of any system. In schools, staffs are often afraid to point out problems, because they fear they may be blamed. School leaders at all level need to communicate that staff suggestions are valued and rewarded.

9. Break down barriers among staff areas: Deming's ninth principle is somewhat related to the first principle: Create constancy of purpose for improvement of product and service. In the classroom, this principle applies to interdisciplinary instruction, team teaching, writing across the curriculum and transfer of learning. Collaboration needs to exist among members of the learning organization so that total quality can be maximized.

10. Eliminate slogans, exhortations, and targets that demand zero defects and new levels of productivity: Implicit in most slogans, exhortations, and targets is the supposition that staff could do better if they tried harder. This offends rather than inspires the team. It creates adversarial relationships because the many causes of low quality and low productivity in schools are due to the system and not the staff. The system itself may need to be changed. In education, some slogans can be used like "All children can learn" such slogan serve as targets in school organizations.

11. Eliminate numerical quotas for the staff and goals for management: There are many practices in education that constrain our ability to tap intrinsic motivation and falsely assume the benefits of extrinsic rewards. They include rigorous and systematic teacher evaluation systems, merit pay, management by objectives, grades, and quantitative goals and quotas.

These Deming refers to as forces of destruction. Such approaches are counterproductive for several reasons: setting goals leads to marginal performance; merit pay destroys teamwork; and appraisal of individual performance nourishes fear and increases variability in desired performance.

12. Remove barriers that rob people of pride in their work. Remove the barriers that rob people in leadership of their right to pride in their work: Most people want to do a good job. Effective



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communication and the elimination of "de-motivators" — such as lack of involvement, poor information, the annual or merit rating, and supervisors who don't care — are critical.

13. Institute a vigorous program of education and retraining for everyone: The principal and staff must be retrained in new methods of school based management, including group dynamics, consensus building, and collaborative styles of decision making. All stakeholders on the school's team must realize that improvements in student achievement will create higher levels of responsibility, not less responsibility.

14. Put everyone in the organization to work to accomplish the transformation: The school board and superintendent must have a clear plan of action to carry out the quality mission. The quality mission must be internalized by all members of the school organization (school board members, administrators, teachers, support staff, students, parents, community). The transformation is everybody's job. (Deming, 1988, pp. 23-24).

Total Quality Management major constant imperative “is a concern for standard achievement” (Sallis, 1993). Total Quality Management is identified as one of the best means in effectively achieving educational goals and objectives. However, it has not been widely used in school organization. Even those schools that adopted the Total Quality Management practices are still faced with challenges such as absence of a guiding Total Quality Management framework, inadequate human resource and resources, lack of leadership, perception of Total Quality Management as a program instead of a culture of continuous improvement. So what effective Total Quality Management implementation offers is a treatment for these problems by ensuring the creation of quality culture where every member of the school is an instrumental. Juran’s rule of thumb (Sallis, 1993:52) says that “85% of an organization’s quality problems lie with management, as they have control over the system of the organization.

Generally, these ideas, principles of Total Quality Management by the quality theorist can be grouped in to five components which are student services, physical environment and resources, human resource, processes and product (output). The conceptual framework used was structured based on the above components and principles of total quality management as well as that of evaluation program three step sequences.

Quality management is a method for ensuring that all the activities necessary to design, develop and implement a product or service are effective and efficient with respect to the system and its performance (Deming, 1986). Quality management (QM) also called total quality management, evolved from many different management practices and improvement processes. QM is not specific to managing people, but rather is related to improving the quality of goods and services that are produced in order to satisfy customer demands. QM permeates the entire organization as it is being implemented. Total Quality Management has its roots in the quality movement that has made Japan such a strong force in the world economy. The Japanese philosophy of quality initially emphasized product and performance and only later shifted concern to customer satisfaction (Sergesketter, 1993).



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Youngless (2000) argued that rather than trying to inspect the quality of products and services after they have been completed, Total Quality Management instils a philosophy of doing the job correctly the first time. It all sounds simple, but implementing the process requires an organizational culture and climate that are often alien and intimidating. Therefore, this paper examined the component of total quality management as it relate to student academic performance.

Institutional Planning

Institutional Planning – meaning

An 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 or likely to be made available.

Objectives of Institutional Planning

- Improvement of Instruction
- Improvement of library equipment and facilities in school
- Optimum utilization of existing resources.
- Harnessing community resources and goodwill to improve and develop the school.
- Providing an opportunity to the local community, school staff and student to join hands and improve the school.
- Developing co-curricular programmes in the school like work experience, social service and adult educational programmes, and youth service which will make the school a community centre.

Institutional Planning – Steps

- Identifying the needs of the institution
- Pooling together the resources available
- Preparing a plan of action
- Implementing the plan
- Evaluating and taking corrective actions.
- School plant

The term school plan includes the site, building, furniture and equipment

The site

The criteria to be observed in selecting a school site.

- It should be within the easy reach of the pupils.



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- It should have public transportation facilities.
- It should not be too near to bus stand, railway station, factories, cinema theaters, liquor shops or cremation grounds.
- It should be free from disturbing noises.
- It should be located in a healthy environment.
- It should provide safe and healthy conditions to the pupils.
- It should be sufficient to meet all the educational requirements of the pupils, including play ground.

The School Building

- It should be beautiful and strong
- It should meet all the educational requirements.
- It must provide all facilities for curricular and co-curricular activities.
- It should be safeguard the health and safety of the pupils and teachers.
- Each unit of the school building should be designed to suit the purpose, but it should have a satisfactory co-ordination with other units.
- It should be adaptable to the changing requirements of education.

Design of Class Room

- Apart from the regular class rooms there should be special rooms for lab, store room for science equipments and materials, libraries, a school hall, teachers' room, headmaster's room, office room, dining hall, waiting room for girls, visitors room, auditorium, toilets etc.
- While planning, rooms for special subjects should be located close to each other
- Science room and laboratory should be adjacent.
- Library in central place
- Headmaster's room should be so placed that he could have an overall view of the whole school campus from his room.
- There should be separate toilets for teachers, boys and girls.

Classroom

- While planning class rooms the following requirements should be ensured.
- Size: A class room should be large enough to accommodate 40 to 45 pupils. The dimension may 7m x 7m
- Lighting: Every room should be well-lighted.
- Windows: Windows should admit enough light and air into the class room. The window area should not be less than one-fifth of the floor area.



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- Ventilation: Ventilation can be ensured by two method – natural or artificially produced by use of fan.
- Black Board: Easel black board is better than wall black board because easel blackboard can be moved from one place to another and their angle can be changed to suit the light.

Cleaning: The classrooms must be cleaned daily.

Furniture and Equipment

- Lack of good furniture might result in poor postures of children, which in turn can affect their health, efficiency and even attitude.
- The seats and other furniture should suit the age and body measurement of pupils.
- While arranging the furniture the following points must be in mind
- The desks should be arranged at right angles to the window walls
- Each student should be allowed atleast 45 cms of space with enough moving space in between group of desks, and between desk and walls.
- The teacher must be able to move freely among these in order to give individual attention to pupils.
- There should not be more than six rows of desks.
- There should be sufficient black boards in each class room.
- There should be shelves and almirahs for keeping the books of pupils and for storing equipments.

Library

"A good library is one that keeps books on every subject – but selected books ; where the librarian is a true devotee, devote of ulterior seeking, from pride in the mere loading of shelves, capable of discriminating rejection"

- Tagore

- Library is the store house of books
- No system of education can succeed without a well stocked library.
- The efficient running of the library depends upon the factors – Role of Librarian, Role of Teachers, Location of the Library room, Quality of Books.
- The books for the school library should be selected with reference to the educational needs, vocational needs and recreational needs of the pupils.
- Reference books and encyclopedias should be readily made available for teachers and pupils.
- Adequate copies of important books should be secured.



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- There should be a library supply of current periodicals and newspapers , which would be useful to pupils and teachers.

Purpose of School Library

- It provides self study and elf education
- It supplements class work of students and increase pupil vocabulary
- It broadens the out look of students by placing before a vast store of useful information.
- It develops new interest in children and motivates them to write poems, stories, essays and plays.
- It help pupil to improve their performance in debates
- It gives them pleasure in leisure hours
- It help children to maintain good discipline in their life.
- It impart training to pupils in comprehension, note-making and keeping books clean.
- It imparts training in punctuality by borrowing and returning books in time.
- It develops the habit of silent reading.

Organization of School Library

- Location of the library
- Quality of books
- Suitability of books
- Librarian
- Arrangement of the books
- Issue of books
- Class library
- Reading rooms

How to encourage pupils to use the school library

- Each student should asked to maintain a library note book.
- Periods for library work should be provided in the time table.
- Class library system should be encouraged.
- Teachers should give talk on the importance of extra readings.
- Book lovers club should be formed.

Laboratory

- Laboratory provide help in making activity dominated teaching more successful.
- Interest is created in the subjects of study.



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- In addition to a big room where experiments are performed, a lecture hall and a store room also be provided.
- The size of there rooms should be determined according to the number of students, so that at least 3 square meters of space is available for work of each student.

Equipments for Physics Laboratory

Table for experiments

- Proper arrangements for gas, gas burners and spirit lamps.
- Wall almirahs and cupboards for keeping apparatus safely.
- Fixed tables, preferably of stones, along the wall for keeping physical balance in a manner that students can work on them easily.
- Apparatus and materials related to different experiments.
- Proper arrangement of water-sink and tap.

Equipments for Chemistry Laboratory

- Table for keeping equipments. There should be ample arrangements for drawers, gas, gas burners, water tapes and sinks attached to every table.
- Arrangements for fresh air.
- Glass cases for keeping chemical balances.
- Adequate provision of wall cupboards and almirahs for keeping chemicals and apparatus.
- Arrangements for preparing distilled water.
- Apparatus and materials for different experiments.
- Adequate number of microscopes.

Equipments for a Biology Laboratory

- Tables for experiments. In these water tap, drawers and shelves should be provided.
- Specimens of different creatures, charts, models and slide showing their life cycle.
- Instruments for dissecting and handling of creatures and plants.
- Almirahs for keeping different materials and apparatus.
- Aquarium for keeping fish and water plants.
- Arrangements for keeping plants out sides the laboratory.
- An epidiascope and slide projector.
- Specimen book for plants, flowers and leaves.

Office

- There should be a well equipped office in school in order to ensure effective administration of the school.
- The office room should have filing cabinets and racks for keeping files in orderly manner.



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- Steel almirahs for keeping confidential papers and a small steel safe for keeping cash also necessary.
- **Maintenance of records**
- Maintenance of records is very important for school administration
- The important records that maintain in school are:
- Admission records
- Attendance register
- Fee registers
- Time table records
- Examination records
- Corresponding records
- Stock registers
- Purchase register
- Registers regarding parents
- Progress records
- Visitors book
- Log book
- School calendar
- Curricular and co-curricular activities

Experience has shown that achieving all-round development of the learner is not possible with curricular activities alone.

The pupils have to provide with certain dynamic activities meant for all round development of the learner is called co-curricular activities.

Co-curricular activities are not directly part of the regular studies in the class rooms but at the same time they supplement the curricular experience.

Objectives of Co-curricular Activities

- To promote physical and mental health.
- To develop team spirit and social cohesion.
- To inculcate love and a sense of dignity of work.
- To develop aesthetic tastes.
- To promote discipline.
- To supplement academic work.
- To develop positive attitude and value system.

Classification of co-curricular activities



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Category I : Literary, cultural and Club Activities

These provide the pupils opportunities for creative expression and for nurturing their specific innate talents and interests.

- Library activity
- Debate
- Creative writing
- Elocution
- Manuscript magazine
- Cultural activity
- Drama
- Music
- Dance
- Drawing and painting
- Sculpturing
- Artistic embroidery
- Club activity
- Science club
- Social science club
- Mathematics club
- Yung farmer's club
- Natural club
- Environmental club
- Philatelic club
- Health club

Category II: Outdoor activities

- Games
- Sports
- Gymnastics
- Yoga
- Swimming
- Scouts
- N.C.C
- Work experience
- Gardening
- First Aid
- Junior Red Cross
- National Service Scheme



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Organization of Co-curricular Activities

- Planning
- Implementing
- evaluating

Time table

- Time table is the detailed plan showing the schedule of time allotment to various subjects and academic activities.
- Usually timetable is prepared for a week, to be repeated.
- All the work is carried out systematically in tune with the timetable.
- The successful working of the school depends on a suitable timetable.

Need for a Timetable

- Timetable is necessary for the proper management of the affairs of a school.
- Through this the headmaster knows the work of every class and every teacher.
- The timetable will help the headmaster in carrying out the work of the school effectively.
- Headmaster will be able to arrange extra work for teachers if required.

Importance of timetable

- Timetable ensures orderly work. It assign proper persons for particular classes during appropriate periods in a proper manner.
- It save the time and energy of teachers and pupils by preventing duplication and overlapping.
- It ensures right allocation of time for different subjects and activities, by giving proper weightage according to needs.
- It ensures proper distribution of work among teachers.
- It makes the work load of teachers balanced and equitable.
- It inculcates habit of orderliness, steadiness, regularity and alertness among the teachers and pupils.
- It helps to maintain discipline and order.

Content of Timetable

- Time of beginning and ending of the school day.
- Time of beginning and ending of each period.
- Subjects and activities assigned a specific period.
- Days on which and time during which each subject and each activity is to be handled.
- Name of the teachers engaging each subject and each activity during respective periods.
- Name of the teachers in charge of each division of each standard.
- Room in which each class meets.



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- Details regarding the recess periods

Types of timetable

- Class timetable
- Teacher's timetable
- Master timetable
- Teacher's vacant period time table
- Activities time table (time table for each school activity)
- Room timetable showing the work, the class and the teacher in relation to each room.

timetable construction

- The first thing is to be decided in the framing of a time table is to determine the number of working days in a week and duration of school hours.
- All these are determined by Department of Education and also prescribes number of periods for each subject.
- Timetable also depend on the type of school. Timetable in a basic school, or in a double shift school will be different from that in ordinary school.

Principles of timetable construction

Principle of fatigue

- Each pupil has a warming-up stage , full-working stage and a falling-off stage, every day.
- During first period happens warming-up, the second and third period full-working stage, The fourth period is falling-off period.
- In the same manner, first period of the after noon is happens warming-up, second period is full-working-stage, and third period happens falling-off.
- The best period for fatigue creating subject (subject like Mathematics and English) are the second and third periods in the morning and second period in the afternoon.
- Mother tongue and other subjects do not cause much fatigue, the first and fourth periods in the forenoon and the fourth and third period in the afternoon can set for these.

Principle of variety

- Student will feel bored and dull if they are taught the same subject for a number of periods continuously.
- It is better not to have the same subject for two consecutive periods.
- There should be a alternation of mental and physical tasks also.
- Principle of justice
- Work among the members of the staff should be equally distributed.
- Unequal distribution of work may cause frustration.
- Leisure periods should be judiciously distributed.



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- No teacher should be asked to teach a subject for which he is not qualified.

Principle of rest and recreation

- Rest and recreation are essential for children. Hence provision should be made for that.

Principle of flexibility

- The timetable should be flexible, and not rigid.
- It should be a faithful servant and not a tyrant master.

Student's Council

- Student's Council is formerly constituted body of students.
- New educational ideas gives ample opportunities for students to actively take part in various curricular and co-curricular activities of the school.
- Student's council can help teachers and school administrators in conducting literary activities, cultural functions, and sports.
- Student's council can affectively take up the responsibilities of maintaining discipline in school.
- By actively participating in the activities of student's council, students will get training to be a democratic citizen of the country.

School Complex

- Clustering Of 8 – 10 institution in a vicinity for the purpose of sharing resources is what we call a school complex.
- There institutions can reinforce each other by exchanging resources, personnel, materials, teaching aids etc.
- The expertise of teachers can be shared among the institution belonging to the school complex.
- A complex can prepare and standardize achievement tests and conduct common examinations for all school in the complex.
- Sharing of resources will help not only to reduce the expenditure but also rise the academic standards of the students.

School Records

What is a school records management system (SRMS)?

School records are documented evidence of what a school does. School records contain data and information about various aspects of a school's operations, including data about its students,



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teachers, classes, facilities and finances. The main purpose of a SRMS is to systematically record, store and update the school's records.

The information from the SRMS is used to support evidence-based management of the school. School managers regularly make decisions about their school's operations. To make good decisions, school managers need information that is up-to-date and accurate. A SRMS helps school managers to systematically collect, store and analyse information about their school so they have relevant and reliable information readily available to support decisions they make in running the school.

People who are responsible for making education policy – and for planning and managing the education system – realize that both the quantity and quality of data needed to support evidence-based decisions improve when schools systematically maintain and use school records.

Furthermore, improving data and information management in schools is crucial to decentralized management and accountability in the education system. The implementation of a SRMS can help to distribute accountability throughout the school system, and enable the schools to better inform and cooperate with their local communities.

The school records management process

A School Records Management System typically involves the following eight activities

Creation – beginning a new record and starting to record data and information, for example creating a student record card for a new student.

Storage – keeping the records in an organized manner so they can be accessed by authorized people but kept secure from unauthorized access, loss or damage.

Update – adding new information to a record or modifying existing information in a record.

Retrieval – searching for, locating and extracting records from storage.

Use – applying information from the records to help make management and policy decisions.

Appraisal and retention– determining whether and how long a record should be:

retained for active use;

archived; or

disposed of.

Archiving – storing inactive records so they can be later retrieved for use.

Disposal – discarding, deleting or destroying a record.



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In a school, the SRMS has to involve various school staff to systematically record data and information about different aspects of the school's operations. They use specific, pre-designed school record forms and follow procedures that are defined by school regulations and requirements. Different staff can be responsible for different school records and procedures in recording, storing, updating and retrieving information. At the end of each school year, the records that have been accumulated are appraised to determine which records should be retained, archived or disposed of.

A good SRMS is characterized by organized classification and filing of the school records in a way that makes it easy to search, access, retrieve and use the recorded data and information. Records about the same topic or issue are grouped and arranged in a logical order, such as by alphabetical order, chronological order, or sorted by other criteria. For example, individual student records can be classified and filed by grade, class or subject. Teacher records can be sorted according to years of service, and school facilities by type of facilities, etc.

If the information is recorded on paper, each file will group together all relevant supporting documents such as detailed inventories, receipts, invoices, payment records, copies of important correspondence and other related documents. If the records are computerized, such paper evidences can be scanned and stored in electronic format.

Computers can help to manage school records by storing information in a way that allows for rapid sorting, searching and retrieval of data. Besides reducing the use and handling of papers, an additional advantage of a computerized system is that it can help to analyse the recorded data and quickly generate various summary statistics, performance indicators, tables and graphs, and even detailed school management information such as lists of students and teachers who were absent on a specific day, or list of equipments needing repair, etc. Computers can also be used to archive inactive school records in electronic form such as on CD-ROMs, DVDs or other media, for efficient storage and retrieval.

Each of the record management functions (items 1 to 8 above) has a direct influence on the availability of information and their use for school management. Since various people in a school generate and use information, poor recording of key school management information and poorly managed school records can seriously affect the efficiency and effectiveness of a school. To systematically manage school records, each person must assume their respective roles in creating and updating school records using correct records forms, terminology and practices, and submit the record files to the designated place of storage on time

Types of School Records

The records are the evidences which reflect: aims and objectives of the institute. Records also show its origin and growth and philosophy of the institution. As a social institution, school is answerable to parents, managing committee, education department, community and to pupils. Every school is required to keep an accurate and complete account of each and every pupil on its rolls and submit periodically report based on these records.



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Records are again essential for furnishing the Department of Education with an overall picture of the school, which is based on facts and figures. These data are utilised for planning future programmes in budgetary form.

A school has to maintain computer records of each student. These records will reveal progress that each student has made and also show the weakness and strengths of the educational programme. Where computer facility is not available these records can be prepared manually with the assistance of teacher and administrative staff.

The records can broadly be classified under the following six headings:

(i) General Records

1. General register
2. Log book
3. Visitors' book
4. Staff record
5. Public relations record

(ii) Records of Teachers

1. Service book
2. Attendance register
3. Leave register
4. Register of private tuitions of teacher
5. Confidential record
6. Teacher's diary

(iii) Records of Pupils

1. Attendance register
2. School leaving certificate
3. Cumulative record card
4. Admission record
5. Performance record.



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(iv) Equipment Records

1. Dead stock register
2. Laboratory register
3. Library register
4. Stationery issue book
5. Stock and issue of sports material
6. Inventories of infrastructural facilities

(v) Statistical Data:

Statistical information related to pupil enrolment, sex-wise distribution of pupils, pupil-staff ratio, cost per student, failure records etc.

(vi) Financial Records"

- (1) Daily cash book
- (2) Ledger
- (3) Contingency register
- (4) Register of fee collection
- (5) Register of donations received.

Significance of maintaining School Records

- (i) Schools keep an account of each pupil on its roll and submit periodic reports, which contain all the necessary information about the pupils.
- (ii) The school records help to submit to the Department of Education (he budgetary statement of financial needs in the beginning of the session.
- (iii) School records help to judge the progress of the pupil on rolls, their strength and weakness and help the teachers and parents to bring about desirable changes.
- (iv) The records also help to know the educational achievements of a particular locality and even of the state.



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(v) School records help for the development of healthy relationship between the school and home. From the progress report, both the teachers and parents evaluate the pupil's achievement and progress.

(vi) School records help for undertaking educational research. Research scholars get a complete picture on pupil progress, instructional materials, physical development, promotion practices, different tests etc. The research findings also help the school authorities to introduce new educational reforms.

Management Information System

A management information system (MIS) is a computer-based system that provides the information necessary to manage an organization effectively. An MIS should be designed to enhance communication among employees, provide an objective system for recording information and support the organization's strategic goals and direction.

A management information system (MIS) provides information that organizations require to manage themselves efficiently and effectively.[1] Management information systems are typically computer systems used for managing five primary components: 1.) Hardware, 2.) Software, 3.) Data (information for decision making), 4.) Procedures (design, development and documentation), and 5.) People (individuals, groups, or organizations). Management information systems are distinct from other information systems, in that they are used to analyze and facilitate strategic and operational activities. Academically, the term is commonly used to refer to the study of how individuals, groups, and organizations evaluate, design, implement, manage, and utilize systems to generate information to improve efficiency and effectiveness of decision making, including systems termed decision support systems, expert systems, and executive information systems.

Types of Management Information Systems

Transaction-Processing Systems

Transaction-processing systems are designed to handle a large volume of routine, recurring transactions. They were first introduced in the 1960s with the advent of mainframe computers. Transaction-processing systems are used widely today. Banks use them to record deposits and payments into accounts. Supermarkets use them to record sales and track inventory. Managers often use these systems to deal with such tasks as payroll, customer billing and payments to suppliers.

Operations Information Systems

Operations information systems were introduced after transaction-processing systems. An operations information system gathers comprehensive data, organizes it and summarizes it in a form that is useful for managers. These types of systems access data from a transaction-



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processing system and organize it into a usable form. Managers use operations information systems to obtain sales, inventory, accounting and other performance-related information.

Decision Support Systems (DSS)

A DSS is an interactive computer system that can be used by managers without help from computer specialists. A DSS provides managers with the necessary information to make informed decisions. A DSS has three fundamental components:

database management system (DBMS), which stores large amounts of data relevant to problems the DSS has been designed to tackle; model-based management system (MBMS), which transforms data from the DBMS into information that is useful in decision-making; and dialog generation and management system (DGMS), which provides a user-friendly interface between the system and the managers who do not have extensive computer training.

Expert Systems and Artificial Intelligence

Expert systems and artificial intelligence use human knowledge captured in a computer to solve problems that ordinarily need human expertise. Mimicking human expertise and intelligence requires the computer to do the following: recognize, formulate and solve a problem; explain solutions; and learn from experience. These systems explain the logic of their advice to the user; hence, in addition to solving problems they also can serve as a teacher. They use flexible thinking processes and can accommodate new knowledge.

Considerations

A potential problem with relying on electronic communication and processing of information is the loss of the vital human element. Sometimes, because of the complexity of information, an MIS report cannot effectively summarize it. Very rich information is needed to coordinate and run an enterprise, and certain classes of information cannot be quantified. For example, it might be wrong to evaluate an employee's performance solely based on numbers generated by an MIS. Numbers can indicate a performance problem, but a face-to-face meeting is necessary to discuss the nature of the problem.

Advantages of MIS

The following are some of the benefits that can be attained for different types of management information systems:

1. Companies are able to highlight their strengths and weaknesses due to the presence of revenue reports, employees' performance record etc. The identification of these aspects can help the company improve their business processes and operations.



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2. Giving an overall picture of the company and acting as a communication and planning tool.
3. The availability of the customer data and feedback can help the company to align their business processes according to the needs of the customers. The effective management of customer data can help the company to perform direct marketing and promotion activities.

Education Management Information System (EMIS)

Education Management Information System is an information system with the main purpose of providing information which is used for improving the management of education at all levels. The value of information for management purposes is increasingly recognized in the business environment and by government bodies.

Key Features of EMIS

- School data collection tool for capturing students, teachers, data and other basic school management functions
- Report manager module for printing all reports
- Data manager module for data collection and Management
- Data manager module for data collection and Management
- Executive dashboards for monitoring and evaluating education in a zone or Region.
- EMIS school online module for schools to access the EMIS data of their school and other downloads
- Data posting and publishing module for posting data to the EMIS online solutions.

Benefits of EMIS

- Informing decision-makers
- Identifying issues to be addressed by planners
- Supporting policy planning
- Providing general planning information
- Providing tools for education sector management
- It provides Information to other users e.g. ministry or Regional Offices, the Media, Public Offices Bearers, Researchers, and more

Supervision

The sudden explosion of pupils population coupled with the attendant increased complexity of the school organization and the introduction of the new school basic system of 6-3-3-4 or 9-3-4 (?) system of education in the country has indeed necessitate a greater attention of supervision more than ever before. This is more so because school supervision occupies a unique place in the entire education system.



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If qualitative education is a thing seriously desired in schools so that standard of education in our schools can be highly improved, school supervision must therefore be accorded high priority. Through inspection and supervision, the inspectors and supervisors assist in improving classroom instructions because teachers are made more competent and efficient, parent are satisfied with the performance of their children, children are motivated to work harder in order to achieve the required standard, hence in the long run, the goal of education is achieved.

Concept of Supervision

Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Ogunsaju (1983).

Supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals.

The term supervision is derived from word “Super video” meaning to oversee, Adepoju (1998). It is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group. Adepoju (1998) defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching.

Supervision in school therefore is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework.

Differences between Inspection and Supervision

Inspection could be described as the critical examination and evaluation of a school as a place of learning, (Ojelabi, 1981). Through inspection, necessary and relevant advice may be given for the improvement of the school. Such advice is usually registered in a report.

On the other hand, supervision is distinct from inspection since it can be described as a constant and continuous process of personal guidance based on frequent to a school to give concrete and constructive advice and encouragement to teachers so as to improve the learning and teaching situation in the school. On such visits, attention is paid to one or more aspects of the school and its organization. Therefore, it is normal to refer to both at the same time.

Rationale for school Supervision

The importance of supervision in schools includes the following.

- Improvement of teaching and learning.



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- Systematic efforts to help students understand themselves, get in touch with their own feelings and monitor their own behaviour (Adewole and Olaniyi 1992).
- Helps teacher in school management.
- For approval of new school.
- Payment of grant in aids to private and voluntary schools.
- Approval of schools for recognized examination bodies e.g GCE, WAEC.
- Assessment of teaching and learning.
- Linking teachers with the ministry of education.
- Assistance in development of needed teaching competences.
- To obey the education law that makes supervision mandatory.
- Helps to interpret school programme to the community.
- Development of sound education philosophy in teachers.
- Creates confidence in incompetent teachers.
- Identifies good qualities possessed by teachers.
- Determines whether a teacher should be transferred, promoted, retained or dismissed.
- Identifies urgent needs in classroom and schools
- Examines continuously school instructional goals and assesses teacher's performance in meeting such goals.

Basic Principles for Effective Supervision

1. Healthy Atmosphere: The environment should be made free of tension and emotional stress. The atmosphere should be given incentives for work.

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

3. Guidance and Staff Training: Staff should be offered necessary guidance. They should be guided on how to carry out the assignment, standard should be set by the supervisor while information should be given ruling out the possibility of rumours. Information should be for every body and specifics to individuals assigned to a particular task. Techniques of how to do it must be given at all times. The school must always arrange and participate in staff training.

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

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



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

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

Problems of School Supervision

There are various factors militating against successful inspection and supervision in Nigeria primary schools. These are identified in (a) Government (b) Teachers and (c) Community and Society.

Government

Government contributes to the problems of supervision through the following ways:

- Poor remuneration of teachers.
- Insufficient staffing/shortage of inspectors.
- Lack of materials and resources.
- Lack of facilities for the inspectors of education to work with e.g. vehicles.
- Bad roads.
- Lack of evaluation system.
- Poor funding.
- Political instability.
- Constant change in educational policies.
- Lack of adequate training for inspectors.
- Politicalisation of appointment of supervisors.

Teachers

Teachers contribute to the problem of supervision through the following ways:

- Unprofessional attitudes to work.



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- Lack of interest,
- Lack of basic knowledge or formal training.
- Numerous unqualified teachers.

Community and Society

Community and Society help in the problem of supervision through the following way:

- Poor perception of the general public on teaching as profession.
- Poor status given to the teachers.
- Lack of proper interest.

School Complexes

The Education Commission set up in 1964, under the chairmanship of Dr. D.S. Kothari (normally referred to as the Kothari Commission) produced a report after two years of study. The report had described the idea of school complexes. The District Primary Education Program web site describes the concept of school complexes as mentioned in the Kothari Commission Report as follows:

The concept of school complexes was developed in Kothari Commission Report (1964-66). It is based on the assumption that High and Higher Secondary schools have better laboratory and library facilities, which can be utilized by the primary and middle schools. These schools have also better qualified and trained teachers; they have larger and well-developed playgrounds and games materials. Five or six primary and upper primary schools, as per convenience, may form a complex and get their academic and administrative support from the nodal secondary/senior secondary school. The attached schools in the complex, may arrange co-curricular activities, give better exposure to their students at the thus formed school complex rather than taking up the matter at block or district level. In case of temporary absence of the teacher due to illness, the school complex head can provide a substitute from a neighbouring school. A large number of academic issues and problems can be discussed at the school complex level by arranging a meeting of all the teachers or otherwise. Thus many states have evolved their own guidelines and formed school complexes.

The school complex model is very similar to the model I described in an earlier post. What I called the Central Unit (CU) could well be the nodal secondary/senior secondary school and the Local Units (LUs) could be the primary and upper primary schools that are attached to the CU. But I don't know if the school complex concept has been implemented anywhere over the past 35 years since the Kothari Commission Report came out. If anyone knows something about this, please do let me know.



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Another thought that struck me was that the private schools that are being set up with substantial investments by various corporates like Reliance, Birlas and various other organisations involved in education could possibly become the CU and set up satellite schools themselves to leverage their infrastructure better. Need to think this through a bit more and try and write up a concept note on what a private school can do.

What is the importance of a sound school complex in India?

The objectives of introducing the school complex will be fulfilled, only when the organization functions successfully. For its successful functioning, the members of the committee, the District Educational Officer and the Inspector of schools mainly should be in touch with each school complex and as far as possible, should help in making the system more elastic and dynamic.

If the system is to function effectively and successfully adequate powers and responsibilities will have to be delegated to the complex. They include the following:

- (i) The school complex should be authorized to modify, within prescribed limits and subject to the approval of the District Education Officer, the usual prescribed curricula and syllabus.
- (ii) It is very difficult to provide leave substitutes for teachers in primary schools, because the size of each school is so small that no leave reserve teacher can be appointed. It is more difficult in case of single teacher schools, where if the teacher is on leave, the school has to remain closed. The function of the school complex is to attach one or two leave reserve teachers to the central secondary school and they can be sent to schools within the complex as and when the need arises.
- (iii) The Headmasters of the schools within the complex should prepare a plan of the work in detail for the ensuing academic year.
- (iv) The Headmasters should meet together and decide on broad principles of development in the light of which each individual school can plan its own programme.
- (v) The complex should arrange periodical meetings of all the teachers in the complex, at least once a month, where discussions on school problems could be had.
- (vi) The in-services-education of the teachers can be arranged during the vacations. Here short special courses can be organised for groups of teachers.
- (vii) The central high school can maintain a circulating library from which books could be sent out to schools in the neighborhood.
- (viii) The services of the special teachers, like the teachers for physical education for art can be utilised for all the schools of the complex.



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(ix) The services of B.D.O., the Tahasildar, The Medical Officer, the S.I. of schools and other officers of the locality can be effectively used for planning and executing the scheme of school complex.

(x) The headmasters and teachers of high schools of the complex should visit the higher primary schools in the neighborhood at least once in a month and some lower primary schools in the same manner.

CBSE SAHODAYA SCHOOL COMPLEXES

Sahodaya, is a concept literally meaning 'rising together', it came into existence in the year 1986, to facilitate synergy of ideas among the school of CBSE, for excellence in education. Sahodaya School complexes is a group of neighbourhood schools voluntarily coming to share their innovative practices in all aspects of school education including curriculum design, evaluation, and pedagogy and also providing support services for teachers and students.

In 1987, CBSE brought out a publication titled, "Freedom to learn and freedom to grow through Sahodaya School Complexes" (SSCs) which characterized "SSCs" as a voluntary association of schools in a given area, who through mutual choices, have agreed to come together for a systematic and system-wide renewal of the total educational process. In other words as "Sahodaya" signifies rising together, it identified six areas, to begin with, for collaboration amongst schools of its complex:

1. Educative Management
2. Evaluation
3. Human Resource Mobilization
4. Professional growth of teachers
5. Value oriented school climate
6. Vocationalisation of education.

It is an interactive platform for schools to deliberate upon the different policies and guidelines of the board and provide effective feedback on their implementation to establish new benchmark of qualities. A futuristic vision of schooling needs to embrace various section of society with a view to establish social justice in terms of providing equal opportunities.



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Directorate of Education, Government of Goa has proposed a similar scheme.

SCHOOL COMPLEX SCHEME

The scheme of school complex/super school complex envisages developing linkages among schools in the vicinity, to make united efforts for qualitative improvement in education by sharing human as well as material resources.

It has also established an hierarchy with Steering Committees at the State, Zonal and Taluka levels which monitor and evaluate the functioning of the scheme. Under the State level School Complex Committee separate cells function viz.

1. Resource Development Cell.
2. Career Guidance and Counselling Cell.
3. Data Bank Bulletin Cell
4. Minimum Programme Cell.
5. Parent Awareness Cell.
6. Institutional Development Cell and
7. Quality improvement so as to strengthen various activities in the schools in the State.



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