

COMPULSORY COURSE 03 (CC-03)
TEACHER FUNCTIONS

BLOCK 05
MANAGEMENT OF SCHOOL PROGRAMME

B.Ed. CC-03 : TEACHER FUNCTIONS

Block

5

MANAGEMENT OF SCHOOL PROGRAMME

Unit-25

Institutional Planning	367
------------------------	-----

Unit-26

School Plant	377
--------------	-----

Unit-27

School Time-Table	389
-------------------	-----

Unit-28

School Discipline	399
-------------------	-----

Unit-29

School Records	412
----------------	-----

Unit-30

Classification And Promotion	434
------------------------------	-----

INSTRUCTIONAL DESIGN AND EDITORIAL COMMITTEE

Prof. M. G. Krishnan

Vice Chancellor
Karnataka State Open University
Mysore 570 006
Karnataka

Chairman

Prof. Vikram Raj Urs

Dean - Academic
Karnataka State Open University
Mysore 570 006

Convener

Dr. N. Lakshmi

Chairperson - DOSR in Education
Karnataka State Open University
Mysore 570 006

Course Coordinator

Prof. B. N. Manjunathaiah

Professor – DOSR in Education
Karnataka State Open University
Mysore 570 006

Course Editor

N. Krishnappa

Lecturer – DOSR in Education
Karnataka State Open University
Mysore 570 006

Course Writer

Dr. Thejasvi Naviloor

Planning and Development Officer
Karnataka State Open University
Mysore 570 006

Coordinator

ICT Course Content
Development and Delivery

© All rights reserved. No part of this work may be reproduced in any form without written permission from Karnataka State Open University, Mysore.

This courseware is printed and published by The Registrar, NSOU, 1, Woodburn Park, Kolkata for limited use with special arrangement with KSOU, Mysore to train up in-service Upper-Primary School teachers in the State of West Bengal under the mandate of RTE Act 2009. The use of this course content is limited to the project period of two years till March 2015. This project is monitored by an expert committee comprising the Vice Chancellor and Director of School of Education, NSOU, Kolkata and the representatives of KSOU, Mysore. For queries regarding the courseware may please contact Planning and Development Section, KSOU, Mysore 570 006.

BLOCK – 05 MANAGEMENT OF SCHOOL PROGRAMME

INTRODUCTION

School is most important institution in any society. It is set up by the society with a large number of objectives. It has to play original role in building the society the important function of developing the future citizens of society is entrusted to the school. Since school becomes an important social institution it should be managed effectively to do its functions. The head of a school should have a profound knowledge and skills. In this block an attempt is made to explain the principles and, procedures of managing school programmes.

Unit 26, the meaning of school plant, the essential requirement (maximum/ desirable) of the school plant, the maintenance of school plant, student support services, importance of student support service are explained.

In Unit 27, you aim to acquire the knowledge about the timetable, types of timetable, importance of timetable, and also the principles of construction of timetable.

Unit 28 deals with the School discipline. It explains the meaning of discipline traditional and role of Head Master, role of class-room teacher, role of parent-teacher association and student government in the maintenance of school discipline.

In Unit 29, Importance of school records, types of school records and maintenance of school records are described the format of different school records is also given.

Classification in educational contact means, assigning of pupils to a standard or a section is the purpose of instruction. It involves planning children in an educational setting which may provide them the best opportunity for all round development, primitive refers to allow the child to move to the next higher standard on the basis of performance.

In Unit - 30 you will study about classification and promotion of students

UNIT 25 □ INSTITUTIONAL PLANNING

Structure

25.1 Introduction

25.2 Objectives

25.3 Institutional Planning

25.3.1 Meaning

25.3.2 Importance of Institutional Planning

25.3.3 Objectives of Institutional Planning

25.3.4 Steps in the preparation of an Institutional plan

25.3.5 Characteristics of Institutional Planning

25.4 Let Us Sum Up

25.5 Answers to ‘Check Your Progress’

25.6 Unit-End Exercises

25.7 References

25.1 Introduction

In the previous Block, you studied about the meaning, calculation, uses of central tendency and variability. You also studied about the meaning uses and calculation of co-efficient of correction. In this unit, you will study about the meaning of Institutional Planning. Institutional Plans are micro plans and the basic premise of a plan is that the existing physical, financial and human resources yield optimum returns. You will study the importance of planning at institutional level i.e, the involvement of teachers and community to optimum utilization of resources available. You will study the objectives of institutional planning and the steps involved in institutional planning. At the end of the Unit, you will study the characteristics of institutional planning.

25.2 Objectives

After studying this unit, you will be able to:

- explain the meaning of institutional planning
- bring out the importance of institutional planning
- state the objectives of institutional planning
- describe steps of institutional planning.
- explain the characteristics of institutional planning

25.3 Institutional Planning

In this chapter, we shall study about the meaning, importance, objectives and important steps of institutional planning.

25.3.1 Meaning

Institutional plan is a programme of development and improvement prepared by an educational institution on the basis of its needs and the maximum utilization of resources available with a view to improve the school programme and school practices. It is based on optimum utilization of the resources available in school and the community.

Traditionally, educational planning in India is characterized by its centralized process and involvement of experts only. It is done at the high level. It is usually expenditure oriented and does not involve teachers and local personnel in its preparation and implementation. It is not attempted at institutional level. The planning is done by one and the responsibility of implementing the plan will be someone else's.

It is high time that the educational planning focuses on decentralization and takes into account each individual institution as a separate entity. It should take care of active participation of the concerned individuals. Indian education commission (1964-66) has suggested that every institution should prepare its own plan of improvement and development. Planning at the institution level involves iron-monetary or 'human efforts and thus de-emphasize the expenditure oriented thinking. This type of planning is highly essential in a developing country like India where financial resources are likely to be meager for educational development. The current trends in planning emphasize optimum utilization of existing or available resources. Institutional planning is one such current trend in educational planning.

Institutional plans are micro plans and the basic premise of a plan is that the existing physical, financial and human resources are yielding optimum returns. All these years, our planning system adopted top-to-bottom approach with the result that most of our schools remain unconcerned with educational development plans prepared at the higher level.

In the hierarchy of planning, institutional planning occupies the bottom most level, which has reference to one particular institution. It is because the needs, objectives, nature of problems, resources etc may considerably vary from one institution to another institution. These differences may not be noticed or attended to while planning is done at other levels. Thus, every institution will identify its problems, assesses its own needs through systematic planned efforts and finds alternative solutions. It can also develop appropriate programmes or objects to meet needs.

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

Kothari commission has said that “no comprehensive programme of educational development can ever be put across unless it involves every educational institution and all the human factors connected with its teachers, students and local community.”

The important aspects of this definition are:

- institutional planning is unique for an institution
- It is based on the needs of the school as identified by concerned individuals (teachers, students, management and the community)
- It aims at school improvement and development
- It is based on the principle of optimum utilization of available resources (material as well as human resources)
- It provides for maximum utilization of community resources
- It introduces scientific approach to the process of planning
- It moves away from expenditure oriented, to effort oriented plan
- It helps to put democratic procedures into practice

25.3.2 Importance of Institutional Planning

The importance of institutional planning is as follows:

a. To give proper direction to educational planning in the country: Educational planning has been going on in our country for the few decades. However its impact has not been felt. It has been mainly an inverted pyramid, everything trickling from top to bottom, where individual teacher and institution have been forgotten. By reversing the normal trend followed

today institutional planning will give the right direction to the educational planning of our country i.e, from bottom to top.

b. To encourage and initialize freedom and creativity of the individual teacher and make the individual teacher effective: To weed out the outdated practices and initiate innovative practices, teacher must have initiative and freedom. The purpose of institutional planning is to have a living cell in the school, where some creative thinking is generated.

c. To avoid wastage and stagnation: There are resources in our educational institutions which are not put to optimum use. There is under use of both human and material resources leading to a lot of wastage and stagnation.

d. To give scope for planning at Institutional level in such a large country one single omnibus prescription does not suit; there should be a variety of experiments going on in millions of institutions in this country.

25.3.3 Objectives of Institutional Planning

At the school level, institutional planning may be of one or two years duration depending upon the nature of tests undertaken. In fact, in such an idea was first given by Kothari Commission during 1964-66.

The specific objectives of an institutional plan may be listed as follows:

- to provide educational facilities for the growing population of different age groups in the adjoining localities
- to improve the output quantitatively which implies the reduction of wastage and stagnation
- to improve economic output i.e. reducing the cost per pupil, better utilization of available resources etc .
- To improve the qualitative output, such as improving the user level knowledge and skills of pupils, their application ability and so on.

J. P. Naik has listed the following objectives for instructional planning:

- It aims at involving every teacher in the formulation and implementation of plans
- It aims at allowing adequate freedom to teachers to think of new ideas for the improvement of instruction and other programme of the school
- It aims at encouraging the teachers to do something creative and thus provides job satisfaction to them

- It aims at shifting the emphasis from expenditure orientation to that of proper utilization of sources
- It aims at providing local committee with an opportunity to join hands and to improve the school
- It aims at imparting realism and concreteness to educational planning

“For the institutional planning, the motto should be not high aim but failure is a crime.” The size of the plans and the levels of implementation are not important, what has to be insisted upon is doing things with dignity, in pride is yourself and with success” If this is followed up then institutional planning will be put successfully on the ground.

Therefore, if each institution is to be the unit of educational planning, it is essential to involve educational and institutional administrators teachers, parents and students in the process of educational planning because democratic educational planning and administration presupposes popular participation just as any other process of democracy.

It should be the responsibility of the schools and professional organizations to form planning forums and undertake improvement programmes at their own level. Teachers should be trained to assume leadership in the matter of educational planning by preparing effective plans for their institutions which become the basis for further planning at the institutional, cluster level and block level from below and supplement planning from above.

25.3.4 Steps in the preparation of an Institutional plan

While preparing the institutional plan, the following steps are important:

- a. Undertake a survey of the needs of the school resources (material and human) available in the school and community. This involves listing the needs of students, teachers, community people and non-teaching staff. This also includes curricular, co-curricular, organizational, administrative, financial and material (equipment, furniture etc) requirements of the school. This also takes into account capabilities, talents, resourcefulness of staff, students, resources, persons available in the community, material or physical resources that could be put to use.
- b. Prepare a plan of Improvement / Development: This involves preparation of a plan depending upon the needs of the school, resources available in the school and community. It might involve a series of projects (individual/group) to be undertaken, a programme of improvement / development to be implemented. Planning process should include ideas, initiative and involvement of all the concerned individuals.

- c. Execute the plan with available resources and with maximum efforts;- This involves phased implementation of the plan with limited financial resources and unlimited human resources and effort. Talents, abilities and resourcefulness of school, staff, students and community could be put to maximum use.
- d. Evaluate the programme of Improvement Development: This is done to take stock of the results of the programmes and to judge the effectiveness of efforts. It also helps to find out the extent of success or failure of the programme to investigate the causes and to remove the deficiencies.

Likewise the next development / improvement programme in the order of priority could be planned, executed and evaluated. Following are some of the broad areas under which institutional planning could be attempted (a) Curricular programmes (b) Co-curricular programmes (c) Examination and Evaluation (d) Discipline and welfare services (e) School community relationship.

25.3.5 Characteristics of Institutional Planning

The following are the characteristics of institutional planning:

1) Need based: An institutional planning is prepared, keeping in view the needs of the school as felt by the staff of the institution. These needs may be in the area of school organization, curricular programmes, co-curricular programme etc.

2) Specificity: Every institution has its own image and individuality. The plan for an institution should have its individual lines of development and improvement according to the resources available and potentialities. Every institution therefore, should have its own specific plan.

3) Optimum Utilization: The Institutional plan is not expenditure oriented. Its major criterion is the maximum utilization of the human and physical resources available in the school and the local community.

4) Augmenting human efforts: As a corollary to the maximum utilization of human resources, there should be deliberate attempts by an institution to augment the human efforts. This is essential for large number of educational programmes which need imagination, initiation and inspiration rather than finance and physical facilities.

5) Goal oriented: The entire planning at institutional level is directed towards the national goal that is pursuit of excellence in every field. This national goal is the common feature of the plans of all institutions in the country. To achieve this, institutional plans will continuously fix higher and higher goals and there by, the plan will go on continuously improving and developing the institutions.

6) Co-operative in nature: The institutional plan is the co-operative venture of all concerned pupils, teachers and community. Close involvement of all these agencies is encouraged by this planning process. The head of the school is however, to play the role of leader, in preparing and organizing the plan.

7) Flexibility: The plans prepared at the state and national levels suffer from the elements of rigidity. On the other hand, institutional plans are highly flexible, always open for modifications as demanded by circumstances. It accommodates all changes.

8) Democratic Setup: Institutional planning implies involvement of all concerned. This is possible only in a democratic set up where everybody has worth and dignity. Planning and execution at the institutional level also promotes democratization in the school.

9) Community support: Community support through community involvement is a requisite of institutional planning. A good institutional plan will ensure the establishment of a better rapport with the community.

10) Improved motivation: An institutional plan through its successful implementation, results into improved motivation on the part of the teacher, pupils, management and community. It will create greater enthusiasm and a sense of belongingness in all the involved agencies to improve education.

‘Check Your Progress’- 1

1. What is Institutional Plan?

2. What is the importance of Institutional Planning?

3. Mention the objectives of Institutional planning.

4. List the step of Institutional planning.

25.4 Let Us Sum Up

In this unit, you studied about the institutional planning. You understood that institutional plan is a programme of development and improvement prepared by an educational institution on the basis of its needs, and optimum utilization of the resources available in the school and the community. Kothari commission has said that “no comprehensive programme of educational development can ever put across unless it involves every educational institution and all the human factors connected with its teachers, students and local community.”

You understood the importance of institutional planning i.e. to give proper direction to educational planning in the country, to encourage and initialize freedom and creativity of teacher, to avoid wastage and stagnation and to give scope for planning at institutional level. You also studied the objectives of institutional evaluation stated by J. P. Naik. In the later part of this unit, you studied the steps in the preparation institutional plan. And at the end, you studied and understood the characteristics of institutional planning like need based, specificity, optimum utilization, augmenting human efforts, goal oriented, co-operative in nature, flexibility, democratic set up etc.

25.5 Answers to ‘Check Your Progress’

Check Your Progress -1

1. Institutional plan is a programme of development and improvement prepared by educational institution on the basis of its needs and maximum utilization of resources available, with a view to improve the school programme and school practices.
2. The importance of institutional planning is as follows:
 - a. To give proper direction to educational planning in the country
 - b. To encourage and utilize freedom and activity of individual teacher and make it effective
 - c. To avoid wastage and stagnation

- d. To give scope for planning at institutional level
3. The objectives of institutional planning are:
 - a. To provide educational facilities for the growing population of different age groups
 - b. To improve the output quantitatively which implies the reduction of wastage and stagnation
 - c. To improve economic output
 - d. To improve the qualitative output, such as improving the level of knowledge and skill of pupils, their application level and so on.
 4. The steps of institutional planning are:
 - a. undertake a survey of the needs of the school resources (material and human) available
 - b. preparing a plan of improvement / development
 - c. Execute the plan with available resources and with maximum efforts
 - d. Evaluate the programme of improvement/ development
 5. The Characteristics of institutional planning are:
 - Need based
 - Specificity
 - Augmenting human efforts
 - Goal Oriented
 - Co-operative in nature
 - Flexibility
 - Democratic set up
 - Community support
 - Improved motivation
 - Optimum utilization

25.6 Unit-End Exercises

1. What is Institutional planning? Explain its importance
2. Describe the objectives of Institutional planning

3. Explain the steps of institutional planning
4. Explain the characteristics of Institutional planning

25.7 References

1. Safya and Shaida - *School Administration and Organisation*, Dhanpat Rai and Sons, (1977) Delhi.
2. Kochar S. K. - *Secondary School Administration*, Sterling Publishers (Pvt.)Ltd New Delhi
3. Aggarwal J. C - *Teacher and Education in a Developing Society*, Vikas Publishing Co, New Delhi.(1996)

UNIT 26 □ SCHOOL PLANT

Structure

- 26.1 Introduction**
- 26.2 Objectives**
- 26.3 School Plant**
 - 26.3.1 Concept**
 - 26.3.2 Requirements**
 - 26.3.3 Maintenance**
- 26.4 Student Support Services**
 - 26.4.1 Essential, Desirable**
 - 26.4.2 Importance of Student Support Services**
- 26.5 Let Us Sum Up**
- 26.6 Answers to ‘Check Your Progress’**
- 26.7 Unit-End Exercises**
- 26.8 References**

26.1 Introduction

In the previous Unit, you studied about Institutional Planning-Meaning, Importance, Objectives, Steps and Characteristics of planning. Institutional plan is a programme of development and improvement prepared by an educational institution on the basis of its needs and the maximum utilization of resources available.

In this Unit, you will study the school plant the concept, maintenance of school plant, and optimum utilization of it. You also study the essential/desirable student support services in school plant and the importance of student support services.

26.2 Objectives

After studying this unit, you will be able to:

- Give the meaning of school plant
- List the essential requirement of school plant
- Explain the maintenance of school plant
- Explain the optimum utilization of school plant
- Explain the student support services required in a school plant

26.3 School Plant

The school plant is a factor of tremendous-Normal importance in education. More the emphasis on speeding up the process, more will be the emphasis on good learning environment. Non-Function, meagerly equipped and unattractively decorated school plants have given place to plants with superior lighting, attractive decoration, comfortable seating, useful service facilities such as library, multipurpose room, functional play ground etc. Although because of financial handicaps all these requirements may not be met, this is the ideal. It is necessary that our school plants become the learning laboratories. In this unit, you will study the concept, requirements and maintenance of school plant, student support services.

26.3.1 Concept

School plant is a comprehensive term meaning building, play ground, furniture, equipment, laboratory and so on. All the physical facilities that are required for achieving the various objectives of the school constitute the school plant. The school plant includes not only the existing facilities, but also the future requirements to meet the changing demands of education.

This is an established fact that best work can be accomplished with the best tools. Teaching-learning process that takes place in the school and the school plant are related in such a way as the soul to its body or production to the land. Even the more efficient Headmaster and the best staff can discharge their function properly, only when they are provided with proper material equipment like spacious building, suitable furniture, well equipped laboratory, library, sports ground and so on. On the other hand, ill equipped schools do hamper the all round development of the child. A good library may help the child to develop intellectually, at the same time, a good sports ground promotes his physical growth and laboratory trains him to acquire more and more application ability. The school plant is the 'child's home' during the school hours and the 'community center' afterwards. It may be called a 'living laboratory' where children learn through living and doing. It is also known as 'youth center' or a 'civic enterprise' which provides, recreational, educational, library and other cultural facilities for multifarious development and growth of the youths.

26.3.2 Requirements

The basic need of any school, in the first phase is its basic desirable requirements like site, buildings, equipment, etc. You will study all these aspects in this sub-unit.

The important principles that may be kept in mind for provision of the school plant are:

- a. The immediate as well as ultimate needs as required to realize the objectives of the education at a particular stage and in a particular area should be clearly identified, formulated and phased according to urgency. That is why both short-term and long term plans should be chalked out.
- b. Planning should ensure reasonable flexibility in order to facilitate necessary adjustments suiting to the changes that may occur in educational programmes in future.
- c. There should be sufficient room for additions and alterations in the school plant to accommodate change in curriculum, roll strength and personnel.
- d. The trends of expansions in the local industries, commerce, communication and other ventures should be taken into consideration for planning the school plant.
- e. A blue-print or a Master plan should be drawn up before starting any major construction work. This should provide all the present and further needs of the society.

The Site

A school cannot be put up anywhere and everywhere. It has a great importance and significance. There are certain definite considerations which a proposed site must fulfill before it can be declared suitable for building a school.

- **Good Location:** The cost of the site is not important, but the location is the deciding factor as the expense involved may be such a heavy drain on the resources of the school, that the essential services may have to be curtailed to the detriment of the education function.
- **As much as possible, the site should be outside the town:** Adequacy and suitability should be the primary consideration. Attention should be given to the distance of site to the existing or traffic routes with a view to minimizing the danger to children on their way to school.
- The Direction in which the Town is growing and extending should also be borne in mind so that it may not be within the reach of the town in a short time. Crowded streets, heavy traffic, stagnant drains and rubbish heaps should serve as a challenge to the school authorities.
- The school should be located in correct distance to the other physical facilities of a community such as parks, health centers, libraries etc.
- The Site for the School should be located near the present and probable future

centers of the school population to be served. The educational authorities are generally of the view that elementary school pupils should not be asked to walk more than three fourths of a mile and secondary pupils more than a mile and a half.

- The School should be constructed in places which are open and spacious enough. The child requires above all, space to be active is the conception of education as a process in which the child is immobile and receptive, while the teacher was active and energetic, has been replaced by one of the children learning through his own activities.

The school Building committee of the Central Advisory Board of Education has recommended the following minimum area.

Number of Children	Area of Building	Area of play ground
For 160 children	2/3 Acre	2-3 Acres
For 320 children	1 Acre	4-5 Acres
For 480 children	1 1/2 Acre	6-7 Acres

The Site should be little raised, if possible and at any time should be dry. There should be no ponds or low lying water logged ground near at hand. The site should be sufficiently removed from the noise, dust, smoke and physical danger of factories and rail roads. It should provide sufficient space for further expansion.

School Building

The basic need of any school, in the first place is a good building which enables us to conduct classes. There are no two opinions on the idea that a school building must be excellent - planned spaciously, functionally and with pleasing architectural features. "Buildings are to education as body is to the mind." A sound mind can only be there in a sound body." It is very well expressed in the statement. A fine building makes a fine school and a poor building a poor one. Schools should be housed in beautiful buildings, which are not only stimulating centers of education for children but also vital centers of community life.

Experts have suggested the following seven principles for planning a school plant building.

Curriculum Adequacy: The plant must be planned to provide the facilities necessary for the efficient accommodation of all the phases of curricular, co-curricular and community activities for which the plant is intended.

Safety and Well Being: The school plant should be so planned as to protect the

comfort, health and safety of pupils, teachers and all who will use its facilities. Lighting, heating and ventilating should be in accordance with the best practices.

Intersectional co-ordination: Each unit or portion of a plant may be well planned for its specific purpose, yet if the units are not put together with respect to their mutual relationships, the plant as a whole, will not be satisfactory. For example, certain activity rooms should be planned according to the activities carried out. The noisy units should be located so as not to interfere with quiet zones.

Efficiency and Utility: The school plant should be planned and assembled in a manner that will promote efficient school management and convenience of pupils and the public in its use.

Beauty: The entire school plant should be cheerful, attractive and pleasing.

Adaptability: A school plant should be planned for economical future adaptations to changing requirements.

Economy: A school plant should be economical in its original cost, upkeep and operation. The school building may be made of any material metal, glass or kacha material. All these should universally be adapted to facilitate enough sunlight and ventilation. Low initial cost, durability, appearance, acoustical properties; ease of maintenance and low operational costs should decide the type of building we construct for our children.

Class-rooms:

In the secondary school, it is desirable that each section of students should have a room, though in teaching two sections or more can be accommodated in one big room designed to seat about 70 pupils. It is desirable that some rooms should accommodate as many as 70 and others 30 to 40 students. About one fourth to one fifth of the rooms should be larger and smaller than the average. An essential component of the class room is a good and well lit black board. It is always good to have separate class-rooms for teaching each subject. This develops in the pupils more interest and sense of belongingness towards the subject and the department. Space for keeping racks and audio visual aids should be provided. In case of subjects like physics, chemistry and biology, suitable arrangements should be made for keeping the relevant apparatus and equipments.

The class-rooms should present a pleasant and inviting look. The walls should be painted with some light colour and the rooms should be tastefully decorated. Rooms with northern and eastern light should have warm colours such as yellow orange etc., and rooms with southern and western light should have cool colours such as green, blue, and certain compositions of grey. In dark coloured wall-rooms, ceiling should be white, in others it should be cream coloured.

The Office Room

It is desirable that the office room is centrally located to serve as good coordinating center for the school. It should be easily accessible to visitors, teachers and pupils. A good office in a large secondary school requires these things.

1. A room for the principal
2. A waiting room for the visitors
3. An office room for the clerical staff and
4. A store room with shelves and wall cupboards for office and educational files.

26.3.3 Maintenance

All facilities and equipments in the school must be regularly and frequently inspected in order to assure its proper working at all times. The Principal / Headmaster should be very vigilant to protect the school plant from defacement and damage. Any defacement marks should be removed immediately. Both teachers and students should be made to imbibe the virtues of good housekeeping. No waste-papers, pieces of chalks should be lying about. The co-operation of the faculty is essential in building up attitudes in the part of the pupils against carelessly dropping wastepaper etc in the halls or on the classroom floors or on the grounds. Such co-operation results in desirable training for citizenship. In addition to improving the appearance of the school, the rooms should be free from accumulation on walls, tables, equipment etc. School plants should be regularly and periodically inspected for detecting the needs of repair. General repairs might be undertaken during vacations while the emergency repairs should be attended immediately.

Plant Utilization

Though the school plant, particularly, the building is used for educational purposes, community should also be allowed to use the same for village meetings, elections, family planning meetings etc., It is also suggested that school building should be used to the optimum, by holding two independent schools in-shifts or-for the programme of non-formal education.

The Indian Education Commission (1964-66) has aptly observed that since it is very costly to provide and maintain physical plant of educational institutions, it becomes necessary to utilize it as fully as possible for the longest time in each day and for all the days in the year by making suitable administrative arrangements. It is evident from the Third Educational Survey (1979) that the community participation in school activities is greater than the school participation in the community activities; in fact the position of community is encouraging.

It has been emphasized in a study (1980) that for democratization and improvement of education, such cooperation and collaboration should be promoted between the school and the community.

Check Your Progress - 1

1. What is a school plant?

2. List the essential requirements of school plant.

3. List the consideration of a good site.

26.4 Student Support Services

26.4.1 Essential, Desirable

School plant is a comprehensive term meaning building, play ground, furniture, equipment, library, laboratory, Hostel, etc. In the school, all the planning shall be done keeping in view the needs of the learner. Students play a vital role in the school. Hence while planning the school plant, importance should be given to aims and objectives of the school, the needs, tastes, aptitudes of the pupil. In this sub-unit, you will study the student support service required in a school plant both desirable and essential.

Library

Library is an indispensable part of the school. It has been the center of modern educational activities for organizing seminars, symposia, project work, in service training courses and soon. There should be a reading room adjacent to the library and a large number of seats, desks, book shelves and almirahs with artistic effect, for making it pleasant and attractive. There should be sufficient provision for light and air. The library should be

conveniently located with easy access to all pupils of various classes and all teachers of the school.

Modern library is not merely a place for locating books and journals in the advanced educational institutions. It should be a “Learning resource center” which provides different kinds of audio-visual media and materials including slides, filmstrips, educational films, radio and T.V programmes. That is all kinds of facilities and resources are made available in the center for promoting learning experiences. The library room in our country should be balanced accordingly with a vision for the future growth and development.

Assembly Hall

Assembly hall is an important general-use facility of the secondary school plant because it is here that general meetings, dramatics, lectures, exhibitions, declamation contests and many activities are arranged. Its size will be determined by the local needs, but the hall should have a suitable stage of not less than 20 by 30 feet with green rooms and other equipment and furnishings.

The hall should be located on the ground floor and possibly in a wing isolated from the quieter areas to ensure safety of crowds, easy access for both pupils and the public reduced sound interference and accessibility to parking. The hall can be used as a multipurpose room as an auditorium with a combination of functions such as gymnasium, refreshment room and as audio-visual room etc.

Science Laboratories

The school must possess well-planned and equipped science rooms and laboratories to aid instruction and stimulate greater interest in science course. The old practice of having separate lecture and practical rooms is now giving place to multiple use rooms; a good size for an average school room is 24 by 42 feet. If service connection for gas, electricity and water are provided in wall, it will be easy to use the movable assets. Built in cupboards for storing medical and apparatus should be provided. They will save space and also assure a better look.

Music Room

Music in its various forms has become a basic school offering. In recognition of the significant place music fills in the school programme, it becomes necessary to provide well equipped music room for the purpose. Special acoustical treatment is essential for all music rooms. Sound from music room should not interfere with the work in quite areas of the building. Special attention should be given to build in wall cases and adequate storage for instruments. A small music library may also be provided.

Medical Examination Room

Every secondary school should have a room set aside for medical and dental services. It should be equipped with running water and electric power outlets.

School Counselor and the Career Master's Room

In a secondary school provision of guidance service is essential. A room should be given to the school counselor and the career master where the pupils may meet him or he may meet the pupils when needed.

Cafeteria

Cafeteria will be a valuable adjunct of any educational institution. The size of the cafeteria and the equipment needed will vary with the size of the high school and the number of students who patronize it. The best location for the cafeteria if space allows is probably a separate wing of the main building.

The Hostel

Now-a-days the importance of the school hostels has gone down with the expansion of schools in the nook and corner of the country. It is regarded as a center of citizenship training and second home of the pupils. Many good qualities of head and heart are developed at the hostel. The hostel should be provided with adequate sanitary facilities. It is desirable to set up single storied building for the hostel. The superintendent's quarters should preferably be attached to the hostel.

The Hostel should not be considered merely as a place for boarding and lodging of the pupils. It should provide all the opportunities for promoting healthy habits and developing good qualities like fellow-feeling, co-operation, mutual help and punctuality. The hostel life should cater to the needs of the future citizens by providing ample opportunities for civic training.

Art and craft room

Arts and crafts have found an important place in the modern school curriculum. A separate room provided with adequate number of tables, chairs, storage facilities, stands for apparatus and equipment is found helpful for the activities like toy making, modeling, woodwork, embroidery, painting and drawing. This room should not be crowded and wash basins as well as sinks should be fitted in the room for cleaning. A teacher's demonstration table may be placed at the center place and all kinds of apparatus necessary for different activities should be kept properly.

26.4.2 Importance of Student support services

Student support services in the school plant play an important role. For the all round development of the pupils, activities should be conducted according to the needs and aspirations of individual pupils. Library and laboratories help the individuals to enrich their knowledge. A store of knowledge of pupil can be accumulated by developing reading habits among the pupils. Music room, art room etc., will help the pupils to increase their participation in the extra-curricular activities. “A sound mind in a sound body” can be created through extracurricular activities. The role of counselor and career master is very important. It is a difficult stage for the secondary students to decide their future aspirations. Counselors provide right direction to the students to choose a particular course after completion of their secondary schooling. So student support services are important in secondary schools to achieve the various objectives of the school in general and students in particular

‘Check Your Progress’ - 2

1. What are the student support services required in a school?

26.5 Let Us Sum Up

In this unit, you studied about the meaning of school plant, its requirements and maintenance of school plant. School plant is a comprehensive term meaning building, play ground, furniture, equipment, laboratory and so on. All the physical facilities that are required for achieving the various objectives of the school constitute the school plant. The essential / desirable requirements of a school plant are the site, which should be in a good location, as far as possible it should be outside the town, it should be located to serve the population, it should be constructed in places open and spacious enough, it should be little raised if possible.

The school building to be constructed should be as far as possible according to the principles of design. Class-rooms should be spacious to accommodate 30-40 students in average. The school plant should have office, principal’s chamber and staff room. You studied about the maintenance of the school plant. All facilities and equipments in the school must be regularly and frequently inspected in order to assure its proper working at all times.

Optimum utilization of the school plant should be made. Though it is used for educational purposes, community should also be allowed to use the same for elections, family planning meetings and other Community activities. Educational surveys conducted from time to time suggested that, physical facilities should be shared by both school and community. In the later part of this unit, you also studied about student support services like library, assembly hall, laboratory, music room, medical examination room, school counsel rooms, cafeteria etc., Libraries are centers of educational activities for organizing seminars, symposiums, project work, in service training programs etc.,. Modern Libraries are 'Learning resource centers' which provide different kinds of Audio-visual media and other related equipments.

Assembly halls help to prove the talents of secondary school students through dramatics, exhibitions, contests, quiz's etc. Science laboratories, music rooms, medical examination rooms, school counselor's rooms are the other student support services.

26.6 Answers to 'Check Your Progress'

'Check Your Progress' -1

1. School plant is a comprehensive term meaning building, play ground, furniture, equipments, laboratory and so an.
2. The requirements of school site are:
 - a. the site
 - b. school building
 - c. class-rooms
 - d. Principals room
 - e. Staff room etc.
3. The considerations of a good site are:
 - good location
 - As far as possible, it should be outside the town
 - The direction in which the town is growing
 - The site for the school should be located near the present population.
 - It should be constructed in places which are open and spacious.
 - The site should be a little raised.
4. Suggested principles:
 - curriculum adequacy

- safety and well being
- inter-functional coordination
- efficiency and utilities
- beauty
- adaptability and economy

‘Check Your Progress’ -2

1. The student support services are
 - Library
 - Assembly Hall
 - Science Laboratories
 - Music Room
 - Medical Examination room
 - School Counselor’s Room
 - Cafeteria / Hostel etc.

26.7 Unit-End Exercises

1. Explain the essential requirements of School Plant.
2. Explain the considerations to be kept in mind while planning a school plant.
3. How to maintain a school plan?
4. Explain the importance of student support services.

26.8 References

1. Aggarwal J. C - *Education Administration, School Organization and Supervision*, Arya Book Depot, Net Delhi (1972)
2. Mohanthy. J *Educational Administration, Supervision and School Management*, Deep and Deep Publication (1992) New Delhi.
3. Kochar S. K. - *Secondary School Administration*, Sterling Publishers, New Delhi (1975).

UNIT 27 □ SCHOOL TIME-TABLE

Structure

27.1 Introduction

27.2 Objectives

27.3 Timetable

27.3.1 Types of Time table

27.3.2 Importance of Time table

27.3.3 Principles of Time table Construction

27.4 Let Us Sum Up

27.5 Answers to ‘Check Your Progress’

27.6 Unit-End Exercises

27.7 References

27.1 Introduction

In this Unit, you will be studying the meaning of timetable and its related aspects. As you aware, every school will have its own timetable for the smooth running of an Institution. It is a plan art showing the daily allotment of time among the several subjects; activities and classes. You will also study the types of timetable, importance of timetable in the school and principles of construction of time table.

27.2 Objectives

After studying this Unit, you will be able to:

- Give the meaning of timetable
- List the types of timetable
- Bring out the importance of timetable
- Explain the principles of timetable construction

27.3 Time Table

The school timetable is a methodical and pre arranged scheme of studies and activities. It is a plan showing the daily allotment of time among the various subjects, activities and

classes. It shows the hours of school work, the teaching load of each teacher, and the duration of (length) of each period and the time of interval. A timetable in fact, is the second school clock, on the face of which are shown, the intervals, the hours of the day between which lessons are taught, the kind of activity in progress in each class. It also shows art, craft, community social service and sports activities, which though regularly recurring do not rank as ordinary lessons. It is in fact a mirror that reflects with some accuracy the entire educational programme followed in the school.

27.3.1 Types of Time Table

A good timetable clearly indicates what types of curricular and co-curricular activities that are being carried out in the school at a particular place and a particular hour. It also shows under whose supervision and guidance those activities are being carried out. More the number and variety of activities, more will be the types of timetable. Therefore, it is desirable for the efficient working of school programme to have the following types of timetable:

Consolidated Time Table for the Whole School

It is also known as the general timetable. This timetable is a complete picture of the entire school programme per day. It is a sum total of all the class timetable in a concise form, but is also a record of every teachers daily work. It shows the details of work of every individual teacher, with regard to his curricular and co-curricular activities in the school and also vacant periods allotted to him. This timetable is generally meant for the reference of the Headmaster. One of the copies should also be put in the staff rooms.

Class Time Table:

It is a timetable of each class and section thereof. It shows the distribution of subjects with teachers for each period. It also shows the breaks in between the teaching periods along with recess and the periods for games and co-curricular activities. All the sections and classes in a school follow their respective class timetable and have a copy there of in their classrooms.

Teachers' Time Table

Every teacher has a copy of his own programme showing the details of his academic and nonacademic work. A consolidated timetable containing the programme of all the teachers in a school is also prepared for the guidance and supervision of Headmaster. A copy of this timetable is placed in the staff room and another copy with Headmasters chamber.

Vacant Periods Time Table

A special timetable showing the vacant periods of all the teachers is also prepared. This will be helpful in allotting work, when some teacher is absent. Pupils may not behave

properly in the absence of a teacher, so if on a particular day one or more teachers are absent, the Headmaster must keep their classes busy in one way or the other. And the best way of doing this job is to consult the vacant period's timetable and allot those teachers to those classes, who are vacant in those periods. A copy of this timetable is always available in the Headmasters office.

Games Time Table

This is one of the types of timetable that shows the co-curricular activities. It shows which particular group is engaged in a particular game at a particular time. Groups for games are not organized on the basis of sections or classes. These are organized on the basis of age and proficiency in games. So the need for a games timetable can hardly be stressed. In this timetable is also shown the number of play grounds which are being used by a particular group of students in the case of particular games.

Co-Curricular Activities Time Table

In addition to games, a variety of co-curricular activities are also organized in every good school. The importance of co-curricular activities cannot be minimized. A regular timetable of all such activities is prepared in the beginning of each session showing the different types of activities in the school, the names of teachers' in-charge of those activities, the place where they are to be held and the time when they are to be undertaken. It saves a lot of duplication and over lapping and facilities, in the formation of groups of pupils participating in the activities of their own choice and liking.

Home Work Time Table

In every school, some home work is daily assigned to pupils in various subjects. But in order to see that this home work does not become a mental strain on the average pupil, a home work timetable is prepared before hand by each section and class. It shows the amount of home task to be set by each teacher for the class or classes in his or her own subject during a week. In this way, home work can be adjusted among the various teachers teaching the class and then no teacher can unnecessarily over burden the pupils with work in his own subject, without consulting other teachers. A copy of this timetable is put up in each class or section and the monitor is to see that home work for the day has been assigned by the teachers concerned. It is also needed to send a copy of home work timetable to parents to secure their co-operation in this direction. In some schools, 'home-tasks exercise book, is introduced in the middle and higher classes and every pupil is required to keep a copy there of. In this exercise book the home task assigned to pupil in various subjects as entrusted by the teachers concerned each day is marked for the information of the pupil's parent or guardian and the pupils is required to get his/her parents or guardians signature with date after he/she has done the home work assigned to him /

her on that particular day. Such a practice inculcates in pupils the good habit of revision and independent work even after school hours.

‘Check Your Progress’ - 1

1. List the types of timetable

27.3.2 Importance of Time Table

Timetable is a necessary tool for the efficient working of a school. It is really a mirror that reflects the entire educational programme of the school. It is the timetable that supplies the framework within which the work of school proceeds. It is the instrument through which the purpose of the school is to function. The importance of timetable lies in its values which may be mentioned as follows:

It ensures smooth and orderly working of the school

In a timetable everything is planned in advance. All the teachers and pupils know their job as well as time they are to devote to each item. It is therefore that smooth orderly and regular work in the school goes on even in the absence of the Headmaster or any of the teachers. In case there is no timetable in the school, there is always the danger of negligence of duty, duplication of the effort and repetition of unnecessary items and activities. Timetable places proper persons at their proper places at the proper time and in the proper manner.

It prevents waste of time and energy

Timetable shows exactly what is to be done at a particular time. It directs the attention of both pupil and the teacher to one thing at a time. Thus one’s energy is automatically directed in a particular direction and this prevents a lot of wastage of time and energy. It also prevents confusion, duplication, over lapping and unnecessary repetition on the part of the pupil and teacher.

It ensures equitable distribution of work among teachers

Timetable gives summary of the work allotted to each teacher. The Headmaster or another superior officer can know at a glance the amount of work that every teacher is expected to do. Thus timetable helps in avoiding the allotment of too much or too less work to one teacher.

It ensures equitable distribution of time to different subjects and activities

Timetable gives due attention and emphasis to various subjects and activities in the

school according to their relative importance or difficulty. This is very essential for the all round development of the pupils. While more important subjects and activities get more attention and time, the less important ones are not altogether neglected.

It helps in adjusting School work according to the needs of pupils

Timetable helps the school authorities to adjust school work according to the physiological needs of pupils. This is the only reason why fatigue, interest and freshness of mind and body are given due consideration at the time of constructing a timetable.

It helps in the formulation of good habits

A good timetable is very helpful in inculcating the habits of orderliness, punctuality and steadiness of purpose, both in teachers and students. It ensures regularity, even progress by preventing laxity. It develops a methodical attitude towards work among pupils and teachers in the school. Such adherence to a pre-arranged plan of work is the secret of the success of all persons, connected with the school.

It aids the school discipline

School timetable directly aids discipline in the school to a great extent. It prevents confusion and duplication of work, distributes noise in various spheres of school activity, lessens the need of punishment by keeping pupils busy in desirable activities and lets every one's own business. Everything appears to be in perfect harmony, smoothness and concord. In the absence of such a plan, the school is sure to go topsy-turvy. Thus timetable not only facilitates work, it also adds efficacy and efficiency in various spheres. A timetable is therefore an absolute necessity for every type of school and its vital importance cannot be denied.

‘Check Your Progress’ - 2

1. What is the importance of timetable?

27.3.3 Principles of Time Table Construction

In the previous pages of this unit, you studied about the types of timetable and importance of the timetable. In this sub-unit, you will study about the principles of timetable construction. It is not an easy task to prepare a good timetable. It is really a complicated piece of work because it is determined by a number of factors and conditions which change from place to place and from school to school. Its construction therefore requires thorough

concentration and perseverance of mind. While constructing a good timetable, the following important principles should always be kept in mind:

1. Type of School

The nature of curricular and co-curricular activities to be organised in a school is determined by its type. Activities organised in a higher primary school will differ from those in a secondary or higher secondary school. Similarly rural schools will differ to a great extent from an urban school. Single teacher and double shift schools have their own specific problems which must be solved through the timetable. It is therefore that while constructing a timetable, the specific needs of the school, for which it is meant, must always be kept in mind.

2. Departmental regulations:

Generally the Department of Education in different states fixes the length of the school year, the duration of the school day, the duration of the each teaching period and even the number of periods in each subject. Usually eight teaching periods are provided for secondary classes and seven for primary and higher primary classes. It is therefore, becomes essential that school timetable is in agreement with the government policy.

3. Amount of time available

As we have stated above, the allotment of time to different subjects and activities is done on the basis of the amount of time available. In some states, the duration of the time allotted to each subject has been fixed by the department of education. Timetable will therefore be formed in accordance with departmental instructions. In case of shift schools, duration of school day is naturally shorter. It will therefore necessitate several changes in the school timetable.

4. Relative importance and difficulty of subjects

The distribution of time and periods among the various school subjects is a matter of great importance. Provision for each subject should be provided in the timetable according to its importance which of course is determined by the social, economic and cultural considerations as well as by the further needs of the pupils. There is also the consideration for the relative difficulty of subjects. Thus more time in secondary schools is given to mathematics, English and science not because they are more important but they are more difficult. In primary and higher primary schools, more time is devoted to reading, writing, arithmetic and craft because of their difficult nature as compared to social studies. Similarly, the number of subjects, combination of subjects provided and number of elective groups introduced in a particular higher secondary school must also be taken into consideration, while framing a suitable timetable.

5. The Element of Fatigue

Fatigue in reality is the state of inability to continue work after a prolonged activity of certain parts of the body. It is of two kinds a) Physical or muscular and b) Mental or nervous. When any part of our body works for a long time, a sort of chemical action is produced with the blood in that part. As this action is too great, the waste products in the body is produced to such an extent that it is too much to be carried easily by the blood. So we feel a sort of pain, which is called fatigue.

Fatigue weakens attention and perception and diminishes the power of insight and initiation. Hence the work rate is also diminished. In the school some subjects cause more fatigue than others. They involve a heavy mental strain and effort. Such subjects should be taught during early hours when the brain is fresh. It has been noted psychologically that the second and third periods on a school day are the best when the work curve reaches its highest point. Similarly the second and third days of week are the best, when momentum is the highest. Monday is only the warming up day and Saturday is perhaps the worst. So subjects like English, regional languages and mathematics should be taught during the best periods of the day. Similarly subjects like arts, crafts, writing, Science practical and manual work etc which require less concentration should be provided in the last periods. Lastly the duration of periods must change according to age, physical conditions and season. In summer, periods should be of shorter duration as compared to winter. Similarly in case of primary classes, periods should not be very long. Small children get fatigue very soon and so they need frequent changes in activities and occupation.

6. Variety

Timetable should be constructed in a manner that it allows frequent change of places and postures to pupils. The same subject should not be taught continuously for many periods nor should be the same class sits in a particular room for the whole day. Change of seat, room and posture is the best remedy against fatigue. Similarly easy and difficult subjects and lessons should be provided alternatively in the timetable for the sake of variety. If a subject is to be taught for two or three periods in a week, it should not be provided on consecutive days. It should rather be fixed in the timetable after regular intervals.

7. Elasticity

As we have already studied that timetable is an instrument to help us in carrying out the school work smoothly and efficiently it should therefore be not rigid and fixed. It should rather be made as flexible and elastic as possible. There must be ample scope for adjustments and changes to meet specific needs of certain categories of pupils. Changes may also be necessary because of the transfer of some teachers. It should however be remembered that

timetable should not become our master because of its rigidity. It should always act as a faithful servant.

8. Staff, Equipment and Building

While constructing a good timetable, the number and qualifications of teachers, the number and size of the classes, classrooms and equipment there in, should always be kept in mind. Timetable of a single teacher school will be different from that of a multi teacher school. Again in case of school where one room is needed for two classes the timetable will be arranged in a different manner as compared to a school with a spacious building. Equipment and furniture available in a school also determine the construction of timetable to a certain extent.

It should however be noted that these principles cannot be strictly adhered to. Changes have to be effected in view of local conditions and problems. But in all cases some other important considerations must also be given due attention while constructing a suitable timetable. These considerations are:

- School timetable should always be constructed in conjunction with the home work time - table.
- In case of physical science, home science and craft practical and English composition double periods should be provided in the timetable.
- The craft and science teacher who have to make necessary arrangements for the practical work should be kept free in the period immediately preceding the practical periods.
- The periods for subject which is taught only twice or thrice a week, should be provided at intervals and not consecutively.
- At least one or two free periods per day should also be provided for every member of the teaching staff to overcome the fatigue effect and to do correction work, if any.
- The time allowed to a subject should not be further sub divided into its branches. Its allotment should be left to the teacher concerned.

‘Check Your Progress’ - 3

1. List the principles of timetable construction

27.4 Let Us Sum Up

In this unit, you studied the meaning, types of timetable, importance of timetable and principles of timetable construction. You understood that timetable is a methodical and pre arranged scheme of studies and activities. It is a plan showing the daily allotment of time among various subjects, activities and classes. You also understood that there are different types of timetable like consolidated timetable, class timetable, teacher's timetable, vacant period's timetable and games timetable. You also understood the importance of timetable in the school. For smooth functioning of school, to prevent waste of time and energy, to ensure equitable distribution of time and to formulate good habits among pupil, it is necessary. Lastly you studied the principles to be borne in mind while timetable construction. They are type of school, departmental regulations, amount of time available, relative importance and difficulty of subject, the element of fatigue etc.

27.5 Answers to 'Check Your Progress'

'Check Your Progress' -1

1. The types of timetable are:
 - Consolidated timetable for the whole school
 - Class timetable
 - Teachers timetable
 - Vacant periods timetable
 - Games timetable
 - Co-curricular activities timetable and
 - Home work timetable

'Check Your Progress' - 2

1. The importance of timetable is:
 - it ensures smooth and orderly working of the school
 - it prevents wastage of time and energy
 - it ensures equitable distribution of work among teachers
 - ensures equitable distribution of time to different subjects and activities
 - it helps in formulation of good habits
 - it aids the school discipline

‘Check Your Progress’ - 3

1. While construction of timetable the following principles are kept in mind.

They are:

- The type of school
- Departmental regulations
- Amount of time available
- Relative importance and difficulty of subjects
 - the element of fatigue
 - variety
 - Elasticity
 - Staff Equipment and building

27.6 Unit-End Exercises

1. What is a timetable?
2. Explain the different types of timetable.
3. Describe the importance of time-table in the school.
4. Explain in detail the principles of time-table construction.

27.7 References

1. Safya and Shaida - *School Administration and Organisation*, Dhanpat Rai and Sons, (1977) Delhi.
2. Kochar S. K. - *Secondary School Administration*, Sterling Publishers (Pvt.)Ltd Jullundar–New Delhi (1975)

UNIT 28 □ SCHOOL DISCIPLINE

Structure

- 28.1 Introduction
- 28.2 Objectives
- 28.3 School Discipline
 - 28.3.1 Concept
 - 28.3.2 Maintaining School Discipline
 - 28.3.3 Role of Headmaster
 - 28.3.4 Role of Teachers
 - 28.3.5 Role of Student Government
 - 28.3.6 Role of Parent Teacher Association
- 28.4 Let Us Sum Up
- 28.5 Answers to ‘Check Your Progress’
- 28.6 Unit-End Exercises
- 28.7 References

28.1 Introduction

In the previous Unit, you studied the meaning of timetable, importance of timetable and the types of timetable. You also studied the principles of construction of timetable. In this Unit, you will study the concept of discipline. Discipline is the most important aspect of any education instruction. The type of discipline obtained in a particular school depends upon the philosophy behind its educational programmes. You will study the maintenance of discipline in the school, the role of Headmaster, the role of teachers in maintaining classroom discipline, the role of Student Government in maintenance of discipline and at the end you will also study the role of parent-teacher association.

28.2 Objectives

After studying this Unit, you will be able to:

- Define the concept of discipline
- Explain the maintenance of discipline

- Bring out the role of Headmaster
- Bring out the role of a teacher in the school discipline
- Bring out the role of Student Government
- Bring out the role of Parent-Teacher Association

28.3 School Discipline

Discipline is the most vital aspect of the secondary school administration. The type of discipline obtained in a particular institution will depend upon the philosophy behind its educational programmes. The democratic philosophy will have impact on the techniques, so will the the autocratic philosophy shape the discipline procedures.

28.3.1 School Discipline - Meaning and Concept

The word ‘discipline’ is derived from the Latin Word ‘Discipulus’ which means to learn. It is the same root from which the word disciple is derived. From Indian history, we know that the disciple used to submit himself voluntarily to the ‘Guru’ thus curtailing his liberty and freedom in order to achieve his objective under the directions and orders of the preceptor.

According to Sir Percy Nunn, “Discipline consists of the submission of one’s impulses and powers to a regulation, which imposes form upon chaos and brings efficiency and economy where there would otherwise be ineffectiveness and waste. Though part of our nature may resist this control, its acceptance must on the whole be willing acceptance, the spontaneous movement of a nature in which there is an inborn impulse towards greater perfection.”

From the above viewpoints, we can say that discipline is a process of education. It is the control of behaviour to attain a goal and purpose, the subjugation of emotions and actions under the direction of a leader in fulfillment of the aim.

It implies a good understanding of right conduct; formation of desirable habits and an adherence to such standards as are necessary. Discipline implies the subordination of individual interests to group interest to bring efficiency and economy. It implies the willing acceptance of the controls i.e. the individual must do either what he is required to do or must not do what he is forbidden to do.

Concept of discipline in the past

A few decades back, school discipline was that of the rod. With the help of rod, order was maintained. The principal was the absolute monarch of the school, his word was final.

He exercised the power of a despot in obtaining unqualified and humble submission of the pupils to his authority. 'Spare the rod and spoil the child' was literally practiced. The first law of the school was order, the first task of the teacher was to compel order and the first duty of the pupil was to obey and behave. In fact it was the greatest floggers, who were regarded as the best school masters.

This type of discipline was based on fear; it was super imposed, it was negative, prescriptive and destructive and its main aim was to keep order. No wonder, this discipline crushed all initiative in the child. He felt himself helpless in situations where there was no preceptor to guide his activities.

The modern concept of Discipline

Authoritarian discipline began to crumble at the beginning of the 18th Century. There was a considerable reaction against this type of discipline. Initiated by Rousseau and followed by Pestalozzi, Froebel, Montessori, the modern reaction against this concept of discipline reached its climax and found its most persuasive exponent in the American philosopher, educationist John Dewey. Also with the adoption of democracy both as a political creed and as a way of life in modern times, need was felt for educating him anticipating the future needs.

Today we teach children to obey, but we want this obedience to be a thinking obedience, not merely reliance upon authority. Children are led gradually to discipline themselves. They are taught that there is a time for quiet and a time for activity, a time to converse and time to listen, time to work and time to relax. Teachers today realize that, it is not possible to teach by coercion, the goodwill of the pupil is always essential.

Freedom is the watchword of the new school. All kinds of super imposed and unnecessary reactions have been wiped. The teacher instead of working as a hard task master is a philosopher, a friend and a guide. The pupils have gained such boons as the right to move about the new classroom at will, to form natural groups, to talk, to choose the subject, to handle objects, to have a voice in student disciplinary matters and to take a large and active part in a general way, in class and social affairs. Modern discipline satisfies the needs of self respect, security and activity. It creates an earnest desire in the child to do the right thing child becomes a true co-partner in the educational process. Discipline emphasized is of positive and creative type.

The teacher, who is skilled discipline - meaning, integrates character and education into every learning situation. Light attitudes and desirable habits are formed in the pupils. The modern educator believes in self-discipline; the source of control is to be largely within

the individual, not external to him or imposed from without by force. The capacity for self-control and self-direction is developed. The child makes decisions and assumes responsibility for his actions without always requiring a vigilant watch over him. In short, the modern discipline helps the pupil to become self-propelled, self controlled and self-guiding person.

28.3.2 Maintaining School Discipline

You studied about the concept of discipline in the past and the modern concept of discipline. In this sub-unit, you will study the maintenance of school discipline.

Good discipline is a prior condition for the efficient working of an institution. It is both a cause and a consequence of the successful functioning of a school. It can be maintained in the following ways.

Effective Teamwork: Effective team work in the wake of intelligent professional leadership is the key to sound disciplinary policies. There must be teamwork between the principal and the staff; teachers and teachers; teachers and pupils; pupils and pupils; principal, teachers and pupils. All must pool their resources and put their heads together to achieve a desired end. Let responsibility be divided among different persons and departments. Let definite duties be assigned to them so that the principal is free from disciplinary difficulties.

Good School Traditions: School discipline is not a matter like a written constitution. Conventions and traditions of the school go a long way in maintaining discipline. A school without conventions and traditions may be as unruly as a mob knowing no law. Healthy traditions will reduce the incidence of indiscipline. The pupils staying in the school for a number of years get used to its ways of life. The new one will not feel uneasy in the flowing stream. Traditions are not established in days, they take years. So the problem of discipline is to be taken as a continuous challenge.

Well Planned School Works: Before the session starts the work plan must be got ready in order to avoid all confusion and delay in execution of the work. Class work by means should be allowed to substitute teachers or stop gap.

Unified Discipline Policy: There should be a unified discipline policy evolved through joint deliberations with the staff. Everyone in the school must be made fully conversant with objectives and techniques of discipline.

A Suitable Programme of Co-curricular Activities: The corporate life of the school should be so organized as to provide ample and varied opportunities for the expression of the pupils impulses and the flow of their vital energy into worthy fruitful and satisfying channels. Co-curricular activities give the pupils a sense of social co-operation, make them

self-directing, develop the insight for law and order, heightens the respect of the authority and give fine training in leadership. Apart from the moral values, these activities develop the tastes and temperaments of all the students and help them discharge a portion of surplus energy in the play ground or club instead of mischief in the class-room.

Well Conducted School Assemblies: It will be very useful if school day starts with general assembly where the whole of school population meets. School assemblies tone up the general atmosphere of the school. It can serve as a common meeting ground. It can be the family altars of the school to which each can bring his offerings. It can help the cultivation of group consciousness and spirits de corps. It promotes school loyalty. The school's daily programme can start with a prayer or a short programme of an inspiring nature by the principal or teacher or some resource personnel. Announcements can be made. It can make for a common knowledge of rules, customs and traditions. Appeals for better conduct on school functions and participation in the religious and cultural life of the school can be made there. Thus there will be good opportunities to control and direct the efforts of the pupils' body as a whole.

Personal Contacts: Classes should not be very large. The teacher can then develop personal contacts. The skilled teacher, with a ready wit and tact can turn a tantrum into purposeful activity, mischief into useful assistance and prevent a display of indiscipline. As the bond of love between teacher and the child is the basis of school discipline, this bond must be strengthened.

Good School Premise and Sufficient Library and specialized rooms: -Physical facilities contribute a lot to the general atmosphere of the school. Healthy surroundings, good sanitary arrangements leave little scope for irritations. Adequate library and reading room facilities, special rooms for different subjects, common rooms etc will keep the children profitably busy and away from indiscipline.

Rewards: Rewards are sometimes used as a discipline device to make right conduct and hard work. They assure a condition of satisfaction and pleasure. It is thought that this condition strengthen the effectiveness of any action or conduct. Rewards are symbolic of approval from authority, they seem to be important for learners who have a strong desire to win self respect or approval from superiors, and rewards by giving status often impel pupils to greater activity.

Many psychologists and educationalists suggested rewards because they too frequently become ends in themselves. It is argued that in many cases, receipt of the reward becomes a signal for termination of effort. Witness the student who thoroughly enjoys a course but who sells his textbooks as soon as he had done his duty by the final examination. Hobbies

that have no definite reward are often pursued for more persistently. Rewards so to say have a demoralizing effect on the pupil because these tempt him to work not for duty's sake, but for the sake of winning a prize. There are educationists who argue that the institution of rewards is a must for every school to provide necessary incentive and inducement for making consistent efforts to achieve success, satisfaction and pleasure.

Punishments: Children are dynamic, effervescent, and therefore heedless. They need checks to prevent excess in restrictions to keep them within the paths that lead upwards, and deterrents to halt their impulses to exceed the 'speed limit' of propriety, i.e. situations do arise in schools where some penal measure becomes imperative. Punishment in the form of blame or reproof, detention, moral punishments, repetition, fine, suspension, expulsion, corporal punishments etc are tried according to the nature of the offence. Punishment that follows any misconduct is a painful or annoying experience and tends to weaken the bond of connection between the stimulus and response. It reduces the channels of recurrence of that form of misbehavior. As offences can be of all kinds from relatively minor ones like persistent late coming to serious offences against the moral code like thrashing and bullying, so the corrections will vary in severity and be according to the purposes to be served. But the teacher and Headmaster or Principal must make sure that they are not making a mountain out of a mole hill and that they have satisfied themselves that they are not the cause of the problem.

28.3.3 Role of Headmaster

Headmaster plays an important role in an educational institution. He is compared with the captain of the ship. In fact, he is the head of the school both academically and administratively. He holds key – position, co-ordinates and organizes various programmes. He ensures proper maintenance of discipline in the school.

The Headmaster is a well wisher of pupils. Through democratic administration, he must promote willing participation and sharing of pupils' option in the management and organization of both curricular and co-curricular programmes. The Headmaster should take keen interest in the students' welfare activities and provide facilities for all round development of their personality. By maintaining friendly relationship with students, school discipline can be maintained effectively.

The school discipline mostly depends upon the competency of headmaster. It is not a particular function or duty of the headmaster. It is an overall outcome of all his activities dealings and rapport with others. The headmaster has therefore maintain proper relations with staff, students' parents and community.

28.3.4 Role of Teacher

Teachers are mainly held responsible for classroom discipline. They should be able to obtain it without outside help. Discipline in the classroom is not an entity in itself; it is a product of good teaching. Though all disciplinary problems cannot be prevented, yet most of these will not arise in the classroom of intelligent, hardworking teachers who plan their work effectively, motivate their students skillfully and provide a friendly climate. Undoubtedly, problems of classroom discipline will disappear if there are efficient and strong teachers. In the words of Cunningham “only strong personalities survive this test of maintaining discipline.”

Pupils expect teacher to generate enthusiasm. They want his class to be alive. They expect him to be skilful, understanding, patient and demanding. They want him to respect them for what they are and most of all, what they can become. In short, he must be a fine teacher. In order to be successful in obtaining discipline; the teacher should bear in mind these points.

Be familiar with curriculum: The teacher must plan his programme of work well. His planning starts with the entire school life of the students. He should be reasonably familiar with the curriculum content of his field at each level. Curriculum and discipline are closely interrelated. A student who fails to see the relevance of what he is learning is not ready to learn. Moreover too much material creamed in one school year also causes frustration, which in turn may lead to discipline troubles. The teacher if he knows what his pupils have been exposed to in previous grade, can balance the curriculum and remove the cause of trouble.

Plan the lessons well: The starting point for all preventive discipline is a good lesson, carefully prepared and skillfully executed. The first rule in preparing a lesson plan should be to err in the direction of too much material rather than too little. Too much, that is, in the plan not in the actual presentation. Where a teacher has run out of material with still fifteen minutes to go and resort to a hasty device such as ‘start reading the next chapter’, the actual trouble starts. A good lesson plan is somewhat detailed but need not be lengthy.

While teaching, the steps-motivation, orientation, presentation, participation, application, and evaluation should be properly take care of.

Know each pupil by name: Every child has got a fascination for his own name. Familiarity of name will reduce problems of indiscipline. It will help the teacher to call only the pupil involved in the case.

Do not get nervous: The teacher must never lose temper. The must keep nerves,

words and activities under control. Undisciplined teachers cannot expect to have disciplined pupils.

Be a good disciplinarian and pupils should know it: If the teacher finds it necessary, he should remove a pupil from the class for some time or give him suitable punishment.

Handle classroom discipline problems yourself: Rare cases of discipline should be reported to the head. If too many cases are referred to the head, it will undermine the standing of a teacher before the students and parents.

If necessary utilize the seating arrangement as a preventive measure: Like the chairman of a meeting who is well acquainted with the participants, the teacher can prevent a great deal of annoyance by a judicious seating arrangement.

Work with child's uniqueness: The teacher should find out individual differences in respect of temperament, reaction time, and size of the co-ordination control. The range of potentialities is as large as population; consequently the variability in achievement in any field is tremendous. The teacher can obtain effective results by working with the Child's uniqueness.

Establish habits of independent study: Blessed are the teachers who have brought their classes to the stage where they say "whether I am present or not, the class carries on. The group has achieved independence."

28.3.5 Role of Student Government

Student Government in schools mean participation of pupils in matters concerning organization, administration, functions and control through delegation of powers and responsibilities to the student body. In a democratic country, one of the important functions of the school is to give training to future citizens through subjects, opportunities, setting and activities that will fit children in the democratic mode of life. It has to enable the pupils to become 'fit to life' as well as 'fit to live with others.'

Such type of morality grows like flesh and blood, by what it feeds on. Therefore the only substantial method of cultivating desirable qualities is a regime of activities, which give repeated exercise of virtue we desire to develop.

The association of pupils in the management of the school as one of the positive disciplinary devices is gaining wide popularity in democratic countries. It is argued that so far as practicable, the students should be allowed to participate in their own control. It is being realized that if a disciplinary programme is to be successful, it must have the support of the majority of students. Latest slogan in education is - to obtain discipline give freedom.

In a democracy, good citizenship is the major objective of education. Good citizenship composed on elements, which must be produced and activated. Among the most important of these may be (i) A knowledge of the theory of democracy (ii) Sentiments of law and order (iii) Intelligent respect for authority, increasing self-respect and self-dependence and co-operation.

Knowledge of theory of Democracy: The students through the practice of democratic procedures will learn practically the theory of democracy. Important knowledge of democracy can be made meaningful and colorful and vital through the student council. It increases discipline among the pupils.

By developing sentiment of law and order: For obtaining effective discipline in a school, it is extremely important that sentiments of law and order are developed among the pupils. They should be helped to set the goal of efficient self-discipline and make serious attempts to achieve it. Student's participation without student self-discipline is impossible. The students have a clear conception of the laws needed they help to set them and because they have had a voice in making them. They are vitally interested in seeing them observed.

Respect for Authority: As you studied, in a democratic country, one of the important functions of the schools is to give training in citizenship. Citizens should not be just blind followers. They must be aware of the rules and regulations, law and order. It increases the obedience among the pupils to the rules of the governing body, even in the matters in which he/she may personally disagree will tend to be all the more complete, because they appreciate the necessary for such rules for the good of the school as a whole.

By Increasing Self-Direction and Self-Dependence: For creating discipline in the children, it is necessary that, the training for effective social living is imparted. This training for social living may come very naturally and easily through a miniature society, in which the student learns pertinent knowledge, accepts the worthy ideas and actually practices the good disciplinary procedures.

Cooperation: This is another important element of democratic living which must be developed because although in the nature of human being there is a desire to associate with others, and share in their activities. There are no fully developed skills, which result in effective co-operation. Co-operation means combined efforts for the common good. The co-operative work will usually benefit from the unified efforts, which develops discipline.

Sense of Responsibility: Student government stimulates a sense of individual and group moral responsibility. Under autocratic method of discipline, the teacher must hold himself responsible for all infractions of the established rules of order. Students feel free to violate any phase of school decorum if they can escape punishment. Such an attitude tends

to encourage dependence upon compulsion for right action both within and outside school. It is the attitude of the subject rather than that of the citizen and cannot provide training for later assumption of democratic responsibilities. It activates sense of individual moral accountability. Only through practice one can learn self control for civil welfare.

28.3.6 Role of Parent-Teacher Associations

Parent teacher association is an effective formal organization for facilitating school community collaboration and interaction. It should be formed in every school for the purpose of exchanging ideas that will help them in understanding each other's point of view and will also help in common task of giving a better, more natural, healthier and more sympathetic deal to children.

On behalf of the school, the teacher should take initiative in the progress of interaction and cooperation. On behalf of the community, parents/guardians should respond and reciprocate warmly and effectively. Both should collaborate in the process in the interest of the school, in the interest of the education and in the interest of the community. This mutual exchange of resources, ideas and thoughts help to improve the betterment of the school in general and betterment of the pupil in particular.

It has been rightly observed by George Tomlinson "In particular, remember that any clash between parents and teachers must always be harmful to the child. Harmonious working together can alone bring us the results we want". Pupil's welfare is the sole and common deal for which both should try. There will be no clash between parents and teachers if students are disciplined. Both teacher community and parent community should be aware of the danger of indiscipline.

'Check Your Progress' -1

1. What is discipline?

2. What is the concept of discipline in the past?

3. What is the modern concept of discipline?

4. How to maintain school discipline

5. What is the role of Teacher?

6. What is the role of student government in school discipline?

28.4 Let Us Sum Up

In this Unit, you studied the meaning of discipline. The concept of discipline in the past was that of a rod. With the help of rod, order was maintained. The principal was absolute monarch of the school. The modern concept of discipline explains that the teacher instead of working as a hard taskmaster is a philosopher, a friend and a guide. You studied about the ways of maintenance of school discipline - they are effective team work, good School traditions, well planned school work; well conducted school assemblies, personal contacts, good school premises, rewards and punishments. You also studied the role of Headmaster, i.e. he must be a leader and he should know the rules and regulations of the school. You studied about the role of teacher in maintaining discipline. He must be familiar with the curriculum; he should know each individual by name. He must be a good disciplinarian, and work with child's uniqueness.

You studied the role of student government in maintenance of school discipline. In a democratic country, good citizenship is the major objective of the education. The good citizenship composed of elements like knowledge of them of democracy, sentiments of law and order and intelligent respect for authority etc. At the end of the unit, you studied the role of parent-teacher associations. It is an effective formal association for facilitating school community, collaboration and interaction. It should be formed in every school for the purpose of exchanging ideas that will help in understanding each other. It helps to maintain school discipline effectively.

28.5 Answers to ‘Check Your Progress’

‘Check Your Progress’ -1

- Discipline is a process of education. It is the control of behaviour to attain a goal and purpose .
2. The concept of discipline in the past was based on fear. It was super imposed, it was negative, prescriptive and destructive and its main aim was to keep order.
 3. Modern concept of discipline satisfies the needs of self-respect, security and activity. It creates an earnest desire in the child to do the right thing. Child becomes a true co-partner in the educational process.
 4. School discipline can be maintained in the following ways:
 - Effective teamwork
 - Good school traditions
 - Well-planned school work
 - Unified discipline policy
 - Suitable programme of co-curricular activities and
 - Well-conducted school assemblies
 5. Teachers are mainly held responsible for Classroom discipline can be maintained by a teacher. For this,
 - he must be familiar with curriculum
 - he should plan the lesson well
 - he should know each pupil by name
 - he should be a good disciplinarian
 - he should handle class discipline himself
 6. Student Government has a major role to play in the maintenance of school discipline. The objectives can be achieved by:
 - Knowledge of theory of democracy
 - By developing sentiment of law and order
 - By respecting authority
 - By increasing self-direction and self dependence Co-operation
 - Sense of responsibility

28.6 Unit-End Exercises

1. Explain the concept of discipline in the past and the modern concept of discipline.
2. Explain the principle of maintenance of discipline in the school?
3. Explain the role of Teacher's in the school discipline.
4. Explain the role of Student Government in maintenance of school discipline.

28.7 References

1. Mohanthy J - *Educational Administration, Supervision and School Management*. Deep and Deep Publication (1992), New Delhi.
2. Kochar S. K - *Secondary School Administration*, Sterling Publishers, New Delhi (1975).
3. Aggarwal J. C - *Educational Administration School Organisation Supervision*, Arya Book Depot, New Delhi (1967)
4. Mukharji S. N - *Problems of Administration of Education in India*. Lucknow Publishing House (1972)

UNIT 29 □ SCHOOL RECORDS

Structure

- 29.1 Introduction
- 29.2 Objectives
- 29.3 School Records
- 29.4 Types of Schools Records :
- 29.5 Importance of School Records :
- 29.6 Format of School Records :
 - 29.6.1 Maintenance of School Records
- 29.7 Let Us Sum Up
- 29.8 Answers to ‘Check Your Progress’
- 29.9 Unit-End Exercises
- 29.10 References

29.1 Introduction

In the previous unit, you studied about the concept of discipline, the traditional concept and modern concept. You studied about the maintenance of discipline in the school. You also studied about the role of Headmaster, the role of Teacher, the role of Student Government and the Parent Teacher Association in the maintenance of discipline. In this unit, you will study about the meaning of school records, the importance of school records, and the types of school records. At the end of the unit, you will acquire the knowledge about the format of different school records. As you know, school is an important Public Institution. In the matter of effective functioning of an institution, it is answerable to several bodies, agencies and authorities. Hence it is important to maintain school records properly and accurately. You will study all these aspects in this unit.

29.2 Objectives

After studying this unit, you will be able to:

- list different kinds of school records
- bring out the importance of school records

- describe how school records should be maintained
- draw the format of different school records.

29.3 School Records

School is an important public institution. In the matter of effective functioning of an Institution, it is answerable to several bodies, agencies, and authorities like parents, society, state and public. The school records refer to all the records and files kept in the schools for the academic activities of the school, which are maintained to ensure the smooth functioning of the school. The common school records prescribed are as follows:

- Cash Book
- Register of Grants
- Journal Book
- Ledger Account
- Stock account of Receipt Book
- Cheque Book Stock Register
- Register of money orders and Bank Drafts received
- Training Attendance Register
- Stock and issue Register of Consumable articles
- Register of Assets
- Register of Journal / Magazine / Newspapers
- Register of investment (out of Grants)
- Register of postal Stamps
- Register of Telephone Charges
- Establishment Register
- Register of Deposits and Refund of Deposits
- Refund bill of Deposits
- Register of recoveries from salary Bills and their remittance to respective authorities
- Library accession Register
- Work-register
- Register of outstanding Audit Objections

‘Check Your Progress’ - 1

1. What do you mean by school records?

29.4 Types Of Schools Records

School records and registers can be broadly classified under the following heads:

General Records

- School Calendar
- Long Book
- Visitor’s Book
- Service Book
- Order Book
- Admission and withdrawal Register
- Staff Attendance Register
- Casual Leave Register

Teacher’s Personal Files

- Staff Duty Register
- Property Register
- Staff meeting Register
- Annual Budget

Financial Records

- Acquaintance Roll
- Cash Book
- Fee Collection Register
- Contingency Register

- Students Fund Register
- Government Grants File
- Register of Scholarships
- Donation Register
- Register of Pay Bills
- T.A. Bills
- Medical Reimbursement Bills
- Postage Stamps Account
- Register of investments
- Establishment Register
- Register of Recoveries from salary and their remittance to respective authorities
- Register of Outstanding Audit Objections

Educational Records

- Public Attendance Register
- Timetable
- Teachers Timetable
- Examination Results Records
- Teacher's diaries
- Monthly and Term wise Programme of Work
- Cumulative Records
- Internal Assessment Records
- Staff Participation in Orientation Courses

Equipment Records

- Stock Register of Furniture and School Appliances
- Stock Register of various Departments
- Library Accession Register
- Library Catalogue

- Stationary Stock Register
- Register of Magazines and News Papers

Correspondence Records

- Receipt and Dispatch Register
- Departmental Orders Circulars file
- Memo Book
- School Education Board Circulars Files

Supervision and Inspection Records

- Headmasters Supervision Register
- Rewards and Punishment Register
- Honours Roll Register
- Head Mater's instruction Book
- Guidance Record
- Pupils Health and Physical Records
- Hobbies Record
- Inspection of Education Officers
- Inspection of Accounts by Audit Department
- Follow up of In-service Training Programmes

The above list is comprehensive enough and includes almost all registers which are commonly used. Some of the important school records are described below:

Log Book: This is related to financial matter of students. Hence the entry is done student wise. The main columns are relative to the demand (D) made of students, the amount collected (C) from students and the balance at their credit (B)

Contingency Register: The Contingency Register is maintained for expenses that are small and quite unexpected and which happen by chance.

Acquaintance Roll or Salary Book: It is the most important book. It has two important columns i.e, pay from different sources like Basic pay, D.A. H.R.A. etc., and the deduction side contain contribution to GPF, IT, LIC, FBF, FA etc., Apart from this, it has other details of employee like Name, Designation, Scale of Pay, Bank Account Number etc.,

Teacher's Attendance Register: This is kept in H.M. Chamber. Every Academic Year a new register is maintained. In this, the name and designation of Teacher is given. The names of the teachers are written in order of seniority. It also mentions the numbers of casual leave at credit and already taken. Headmaster, Teaching Staff and non-teaching staff are expected to sign it every day.

Teacher's Dairies: Every teacher is supposed to maintained it. In this they have to write the notes of lesson, the home work given to pupils, periods taken etc.

Examination Register: A Register must maintain in which the marks obtained in each test and examination are entered with remarks. This gives comprehensive view of the academic Achievement of pupils.

Pupils Attendance Register: This should be maintained class-wise. The names of all the pupils in alphabetical order are to be maintained here. Everyday attendance is taken and specific marks are made if pupils are present or absent. This is usually done by in-charge or the class teacher.

Cash Book: It is an important record of money transactions. It should be maintained in double entry system. All receipts, payments, and charges of whatever sort connected with the funds placed at the disposal of the head of the office should be shown in the cash book. All financial transactions to be made through cheques or cash should be entered in the cash book on daily basis and attested by the head of the office/drawing and disbursing officer. Receipt number, voucher numbers should be recorded in the cash book. It should be written and closed daily. If there are no transactions on a particular day, it should be recorded as 'No Transactions in the cash book'. At the end of the month, closing balance as per the cash book should be reconciled with the bank pass book and attested by the Head of the Institution.

Register of Grants: Grant in Aid received for various activities of an Institution should be recorded in the Register of Grants, showing the date of receipts of each type of grant in aid.

Journal Book: Journal is one of the important Accounts Books and its use is restricted to recording transfer/adjustment entries other than the cash transactions. Each adjustment entry passed through the Journal should be supported by the vouchers. Each journal entry should be attested by the head of the office/drawing and disbursing officer.

Ledger Account: Ledger is an important book in which the transactions recorded in the cash book or journal should be classified under different heads of accounts or objects of expenditure to any sub unit thereof. Every ledger account is divided into two sides. The

left hand side is known as the DEBIT side and right hand side is known as CREDIT side. All items of debit and credit of the cash book and journal should be posted on the same day in the respective ledger account. The ledger folio (LF) should be given in column provided in the Cash Book folio (CB folio) in the ledger. All the ledger accounts should be closed and tallied with the totals of classified accounts every month.

Stock Account of Receipt Books: A Register to which the receipt and issue of receipts books should be maintained by every institution. Only one receipt book should be issued at a time.

Cheque Book Stock Register: All the financial transactions of an institution are conducted through Bank. It is necessary to have a proper stock account of cheque books received from the bank.

Register of Remittances of Cash / Cheque / DD's to Bank

A Register to watch prompt remittance of amount collected in the office should be maintained.

Temporary Advance Register: -As far as possible, all payments have to be made through crossed cheques. In special circumstances where the expenditure has to be incurred by paying, temporary advance a register must be maintained in which the temporary advance paid and the adjustment account obtained against such advances be entered.

Register of Money Orders and Bank Drafts received: The Register should be maintained to record the receipt of money orders and Bank drafts and their remittance to Bank.

Training Attendance Register: A Register to which the attendance of the trainees and stationery materials issued to the trainees should be maintained.

Register of Assets: A Register of all properties and other assets of an institution should be accounted in the Register of Assets.

Register of Journals/Magazines/Newspapers: A Register to which the receipt and disposal of journals, magazines, and news papers should be maintained in the school.

Register of Postal Stamps: A Register should be maintained showing the postal stamps purchased, used and balance, physical verification of stamps to be made periodically by the head of the office.

Register of Franking Machine Account: A Register to be maintained to watch the expenditure for the use of Franking machine in the office.

Establishment Register: A Register should be maintained to watch the expenditure on the sanctioned strength of the establishment.

Register of Deposits and Refund of Deposits: Deposits received should be accounted allotting separate pages for each kind of deposits. Deposits which are not claimed within three completed years should be treated as lapsed.

Register of recoveries from Salary and their remittance to respective authorities: The Register to watch various recoveries such as LIC, OPF etc., made with pay bills of the employees and their remittance to the respective heads to be maintained.

Library Accession Register: A Register of books purchased for library of the institution should be maintained in the office.

Register of Outstanding Audit Objections: A Register should be maintained to watch the clearance of Audits/inspections conducted by different agencies and compliance to the audit observations should be sent promptly.

‘Check Your Progress’-2

1. What are the kinds of school records? Name them.

29.5 Importance Of School Records

School is an important Public Institution. In order to furnish it to all the concerned, or to obtain information, it is important to maintain complete records. Let us study the importance of maintenance of school records.

Legal requirements: The Department of Education, Managements, provision of educational code, and other rules and regulations, make it binding on the school authorities to maintain various types of records, keep-up-to-date its information about students strength, average attendance, leave grants, income, expenditure etc.,

Financial needs: The school has to supply a lot of data to justify its budget and financial needs. At the beginning of every financial year the school has to supply data to justify the budgetary needs.

Administrative needs: Registers and records are very essential from administrative point of view. The Administration will work in darkness in absence of complete up-to-date records.

To appraise the effectiveness of institutional progress: The records tell us whether the institution is making progress or not. It will enable the administrator to know the direction in which the changes may be made for improvements.

Research needs: Records supply comprehensive and authentic data to those who wish to undertake the responsibility of educational research and reform. The data also facilitates statistical analysis and evaluation of policies and programmes.

To Develop Constructive and Co-operative Relationship with Community: Report based on school records are sent to parents from time to time. The data helps teachers, parents, and management to discuss students' problems and short timings.

For Child's All-round development: Only regularly maintained detailed records can keep track of the children's all-round growth and development and can be depended upon in providing guidance.

'Check Your Progress' -3

1. What is the importance of school records?

29.6 Format of School Records

In the previous section you studied the importance of school records, In this Section specified format are given for all the records. You will study them in detail.

CASH BOOK

Name of the Unit :

Receipts						Payments						
Date	Receipt No	Particulars	LF No.	Cash	Bank	Date	Vr. No.	Particulars	LF No.	Cq.No.	Cash	Bank

REGISTER OF GRANTD

District/Block/SDMC

Particulars of Grant

Name of the Unit :

Month	Sl. No.	Order No/Date	Amount	Specific Purpose of the Grant	Date of Credit to Bank A/C	Challan No./Date	Date of actual credit to BEO/School A/C
1	2	3	4	5	6	7	8

JOURNAL BOOK

Name of the Unit :

Date	Particulars of the Transaction	Ledger Follo No.	Amt. To be debited	Amt. To be credited

LEDGER ACCOUNT

Name of the Major/Minor Intervention

Date	Details	Voucher No.	Cash Book Folio No.	Debit	Credit	Debit or Credit Balance
1	2	3	4	5	6	7

REGISTER OF REMITTANCE OF CASH/CHEQUE/DDs TO BANK

Sl. No.	Date of Remittance	Name of the Bank	Account No.	Cash	Cheque/DD No.	Date	Amount	Total	Bank Challan No/ Date
1	2	3	4	5	6	7	8	9	10

TEMPORARY ADVANCE REGISTER

Name of the Unit :

Date	Name & Designation of the person who received the Advance	Purpose	Cash Cheque No.	Amount	Reference of Sanction File No.	Signature of the person receiving the Advance	Incharge Office Sign.
1	2	3	4	5	6	7	8

	Amount						
Date of Amounts	Vr	Cash Returned	Signature of the person who accepts the Adv. Accounts	Detail of Balance cash remitted in to Bank	Cash Book Page No. & Date	Incharge Office Sign.	Remarks
9	10	11	12	13	14	15	16

ACCOUNT ADJUSTMENT STATEMENT

1. Name and Designation of the Receiver :
2. Purpose of Advance :
3. Date of Advance :
4. Cheque/Cash : Cheque No. Date
5. Amount Advanced : Rs.
6. Expenditure incurred : Rs.
7. Balance Cash Returned : Rs.
8. Date of Accounts rendeted :

Signature
(Advance Register)

9. List of vouchers Enclosed : Amount

- 1.
- 2.
- 3.
- 4.
- 5.

(Signature of the person
who accepts the Accounts)

(Signature of the person)

REGISTER OF MONEY ORDERS BANK DRAFTS RECEIVED

Sl. No.	Date	From whom received	On what account (Purpose)	Cheque No./DD No. & Date	Bank of which drawn	Amount Rs. P.	Date on which deposited to Bank
1	2	3	4	5	6	7	8

REGISTER OF CHEQUES/MONEY ORDERS/DDs DESPATCHED

Name of the Unit :

Sl No.	Date	Cheque/DD No. & Date	Amt. of the Cheque/DD/MO	Purpose	To whom sent/issued	Remarks
1	2	3	4	5	6	7

REGISTER FOR JOURNAL/MAGANIZES/NEWS PAPERS

Sl No.	Date of Purchase	Name of the Journal/ Magazine/News Paper Purchased	Agency from Which purchased	Cost of the Journal/ Magazine/News Paper	Voucher No./ Date	Cash Book Folio No.
1	2	3	4	5	6	7

REGISTER OF INVESTMENTS

Sl. No.	Sanction Order/Date of Investment	Name of the Bank in which invested	FDR No. & Date	Amount Invested	Source from Which Amt. Invested	Date of Investment	Rate of Interest	Date of Maturity	Interest Earned	Date of Credit to Bank A/c
1	2	3	4	5	6	7	8	9	10	10

REGISTER OF POSTAL STAMP ACCOUNT

RECEIPTS		OB	Value of the Postal Stamp received	Expenditure			Balance	Initials of the Despatcher
Date	Voucher No.			Letters No.s	Value of Stamp Affixed	Days Total		
1	2	3	4	5	6	7	8	9

REGISTER OF FRANKING MACHINE ACCOUNT

Date	Old Balance	Purchase Value	Total	Used	Balance	Signature of the Supdt.
1	2	3	4	5	6	7

STOCK ACCOUNT OF RECEIPT BOOKS

Receipts/

Sl No.	Date	Opening Bal	Source of Receipt	No. of books received	Series No.	Book No.		Receipt		Total No. of Rect. Books
						From	To	From	To	
1	2	3	4	5	6	7	8	9	9	

ISSUES

Date	To who issued	No. of Rct. books issued	Series No.	Book No.		Receipt No.		Signature of the Receiver	Balance	Date of returns of Receipt book (used)	Signature of Official receiving the used books
				From	To	From	To				
10	11	12	13	14	15	16	17	18	19		

STOCK REGISTER OF CHEQUE BOOKS

Sl. No.	Date	Name of Bank	Chq. Book No.	No. of Leaves contained		Details of Usage		Remarks
				From	To	Date of Commencement	Date of Closure	
1	2	3	4	5	6	7	8	9

TRAINING ATTENDANCE REGISTER

Category of Training Date/Period of Training Place

Sl. No.	Name & Design. of attendant	Materials Received	Attendance/ Acknt.	Remarks	Officer's Signature
1	2	3	4	5	6

STOCK AND ISSUE REGISTER (CONSUMABLE ARTICLE)

Description of Article

Date	Opening Balance		Bill No. & Date	Source	Receipts			Total	
	Quantity	Value			Quantity	Rate	Value	Quantity	Value
1	2	3	4	5	6	7	8	9	10

Date	Issue					Closing Balance		Sign of Receiver	Signature of Issuing Officer
	Indent No./Date	Issue Slip No.	To whom issued	Qty	Value	Quantity	Value		
11	12	13	14	15	16	17	18	19	20

1. REGISTER OF ASSETS

Sl. No.	Name of Grantee Institution	No. and date of sanction	Amount of the sanctioned grant	Brief purpose of the grant	Whether any condition regarding the right of ownership of Govt. on the property or other assets acquired out of the grant was incorporated in the grant-in-aid section	Particulars assets credited or acquired	Value of the assets as on	Purpose for which utilized at present	Encumbered or not	Reasons if encumbered	Disposed of or not	Reasons and authority if any for disposal	Amount realized on disposal	Remarks
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

REGISTER OF RECOVERIES FROM SALARY AND THEIR REMITTANCE TO RESPECTIVE AUTHORITIES

Sl. No.	Name of the Establishment	Name of the Employee's & his Designation	Employees No.	Gross Salary	RECOVERIES AFFECTED FROM SALARY BILL							
					IT	PT	LIC	GS	KGD	GPF	HBA	MCA
1	2	3	4	5	6	7	8	9	10	11	12	13

FA	Society	Others if any to be specified	Total Dedn.	Net Amount	Bill No./& Date	Cheque No. & Date in which sent to respective authorities	Cash Book Folio No.	Signature of the employee on verification
14	15	16	17	18	19	20	21	22

LIBRARY ACCESSION REGISTER

Date	Accession Number	Author	Title	Publisher, Year of Publication & Place of Publication		Pages	Bill No./Date	Price
				5	6			
1	2	3	4	5	6	7	8	9

REGISTER OF DEPOSITS & REFUND OF DEPOSITS

DETAILS OF RECEIPTS

Sl. No.	Date	From Whom Received	DD No./Date	Amount	Cash Book Folio No.	On what A/c Received	Date of Deposit & its Realization as per Bank Pass Sheet	Cash Book Folio No.
1	2	3	4	5	6	7	8	9

DETAILS OF REFUND OF DEPOSITS

Sl. No.	Refund Bill/ Vr. No.	Amount	Refund Order No. & Date	Cheque No./ Date	Amount	Bank A/c on which issued	Actual date of payment as per Bank Pass Book	Cash Book Folio No.
10	11	12	13	14	15	16	17	18

REGISTER OF TELEPHONE CHARGES

Allotment Rs.

Sl. No.	B.R. No. & Date	Telephone No.	Office/Unit to which Telephone belongs	Bill Amount	Progressive Bal.	Cheque No./Date In which Paid	Cash Book Folio No.	Excess Amt. Paid if any
1	2	3	4	5	6	7	8	9

ESTABLISHMENT REGISTER

Sl. No.	Name of the Employee	Designation	Pay Scale of the Post		Basic Pay for the year	Rate of Interest	Date of Increment during the year	Total Incremental pay for the year
			Min.	Max.				
1	2	3	4	5	6	7	8	9

Total Pay for the year	Total DA for the year	Total HRA for the year	Total CCA for the year	Other Allowance for the year	Leave Encashment Salary	Total Salary for the year
10	11	12	13	14	15	16

AUDIT OBJECTIONS FOLLOW-UP REGISTER

Sl. No.	Period of account covered by audit	Audit Para No.	Date of issue	Brief details of the audit objection	Action Taken	Date of settlement	Remarks

MONTHLY RECEIPTS AND PAYMENTS ACCOUNTS

Name of the Unit :

For the Month of

Sl. No.	Receipts Particulars	Amount	Sl. No.	Expenditure Particulars	Amount
1.	Opening Balance a) Cash at Bank b) Cash in Office		1.	Expenditure A/c	
2.	Grants Received		2.	Advances	
3.	Interest Earned on Bank Deposit		3.	Closing Balance	
4.	Other Receipts			Cash on hand	
				Cash at Bank	

Signature DPO / BEO / HM

BANK RECONCILIATION STATEMENT

	Rs.	Rs.
Balance as per Cash Book	xxx	
Add :		
1. Cheque issued but not cashed	xxx	
2. Credit entries made in the Bank Pass but not shown in xxx the Cash Book		
3. Other Adjustment entries (if any)	xxx	xxx
Total	xxx	xxx
Less :		
1. Amount sent Bank but not credited in the Bank Account		
2. Bank Charges (Commission) debted Bank Account but not accounted for the Cash Book		
3. Other adjustment entries if any (-)	xxx	xxx
Total	xxx	xxx

DEPOSIT REFUND BILL

Name of the Unit :

Date :

I am submitting herewith the details of the EMD remitted paid in connection with printing and supply of The work has been completed and the details are given below :

Sl. No.	Date of remittance of Deposit	Cheque No./Date/Amount	Purpose

I request that the above deposit may please be refunded.

Contents Received

Authorised Signatory

.....

Office Use

.....

- i. Certified that the work has been completed satisfactorily in all respects.
- ii. Certified that the original credit entry has been verified.
- iii. Certified that there are no dues from this firm.

Passed & admitted for Rs. (Rupees)

SDMC Level Head Masters Chairman SDMC

Block Level BRC Co-ordinator BEO

District Level Account Supdt Dy Project Co-ordinator Dist. Project Co-ordinator

REGISTER OF OUTSTANDING AUDIT OBJECTIONS

Sl. No.	Period of Audit	Audit Para No.	Date of issue of Report	Brief Details of Audit Objections
1	2	3	4	5

Money Value Objections	Action taken for Disposal	Date of Settlement	Money value objections Cleared	Accepting Authority Letter No./Date
6	7	8	9	10

29.6.1 Maintenance of School Records

School records should be maintained properly in the Institution concerning the prepared mode of keeping records, the following points are to be kept in mind:

- All the Registers (Records) should be numbered serially and a list of registers maintained should be prepared for easy accessibility.
- Registers should be kept tidy.
- All the entries should be neat, up-to-date, complete, legible, accurate and free from mistakes and over limiting.
- Entries should be appropriate initialed with date.
- Records should not be taken out of school premises and should be in safe custody.
- All the pages should be properly numbered.
- No page should be torn.
- Unused pages should be cancelled.
- It should be complete in all respects.
- If there is no entry to be made for a particular column, Not applicable (NA) should be mentioned.
- Facts and figures should be entered correctly.
- Mistakes should be attested with a signature.

‘Check Your Progress’ - 4

1. How should the Records be maintained?

29.7 Let Us Sum Up

In this Unit, you studied about the school records of different kinds. School records refer to all the records and files kept in the schools for the academic activities of the school, which are maintained to ensure the smooth functioning of the schools.

There are different types of school records and important among them are:

- General Records
- Financial Records
- Educational Records
- Equipment Records
- Correspondence Records and
- Inspection and Supervision Records.

You also studied about the importance of school records. The school records are important for legal requirements, financial needs, administrative needs, to appraise the effectiveness. In the later part of the unit, you acquired the knowledge about format of different school records. At the end of the Unit, you studied about the maintenance of school records.

29.8 Answers to ‘Check Your Progress’

‘Check Your Progress’ -1

1. The School records refer to all the records and files kept in the schools for the academic activities of the school, which are all maintained to ensure the smooth functioning of the school.

‘Check Your Progress’ - 2

1. The important types of school records are:

- General Records
- Financial Records
- Educational Records
- Equipment Records
- Correspondence Records
- Supervision and Inspection Records.

‘Check Your Progress’ - 3

1. The importance of maintenance of school records are for legal requirements, for financial needs, for administrative needs, to appraise the effectiveness of Institutional Progress, for research needs and to know children’s all round development.

29.9 Unit-End Exercises

1. Explain different types of School records.
2. List of different types of School records prescribed.
3. Explain the importance of school records.
4. How do you maintain school records?

29.10 References

1. Mohanathi J - *Educational Administration, Supervision and School Management*. Deep and Deep Publication(1992), New Delhi.
2. Kochar S. K - *Secondary School Administration*, Sterling Publishers, New Delhi(1975).
3. Aggarwal J. C-*Educational Administration School Organisation Supervision*, Arya Book Depot, New Delhi (1967)
4. Mukharji S. N - *Problems of Administration of Education in India*. Lucknow Publishing House (1972)

UNIT 30 □ CLASSIFICATION AND PROMOTION

Structure

- 30.1 Introduction**
- 30.2 Objectives**
- 30.3 Classification -Meaning**
- 30.4 Need for Classification**
- 30.5 Bases of Classification**
- 30.6 Types of Classification**
- 30.7 Scheme of Promotion**
- 30.8 Let Us Sum Up**
- 30.9 Answers to ‘Check Your Progress’**
- 30.10 Unit end Exercises**
- 30.11 References**

30.1 Introduction

In education, valuation is an important component. Once a curriculum is designed following a systematic procedure, the next logical step is to implement the curriculum and transact it in the class room. Teaching is the important activity in curriculum transaction. After the teaching learning process in the curriculum transaction, at the end, the learning of students has to be assessed. This is the process of evaluation. It shows the extent to which the instructional objectives have been achieved by the students.

The level of students learning is assessed through evaluation. After evaluation process, classification and promotion of the pupil will be done. In this Unit, you will be studying about the need for classification of pupil, bases for classification and also you will be studying about the scheme of promotion.

30.2 Objectives

After studying this unit, you will be able:

- justify the need for classification
- describe the bases of classification
- explain the scheme of promotion

30.3 Classification-Meaning

Classification means the assigning of pupils to a class or standard for the purpose of instructions. The main aim of classification is to place each individual pupil in an educational setting which may give him or her best opportunities for all round growth and development. It is believed that teaching work can be done more efficiently and effectively if pupils of more or less the same age and the same intellectual level, both in ability and attainment, are put together in one class or group. The members of such a class are generally related by common interests, aptitudes and aims. They lead a common life, inspired by common ideal and characterized by mutual co-operation. Thus class becomes a homogeneous group of pupils. This homogeneity arouses a class spirit and a healthy competition among the pupils. It also makes for economy of effort on the part of the teacher.

30.4 Need for Classification

You understand that classification means assigning pupils of common interest, ability, aptitude and aims to a particular class or group. In this sub-unit, you will study about the need for classification of pupils.

An ancient India, there was no system of classification. The individual system of instruction was prevailed in *Ashrams* or *Gurukulas*. During the Muslim period and medieval ages in Europe monitorial system worked. The teacher taught the monitor who transmitted knowledge to the youngsters. So right up to 18th Century individual system prevailed and there was no need for classification. The class system developed in Europe in 18th century and later on, in India also it developed during the British system of education.

There was a system when individual instruction was vogue in our country. Each pupil recited his lesson to the teacher in turn while the other pupils kept themselves busy in

preparing their lessons. Infact, this method of instruction originated from home where each child was taught individually by the father or some elderly member of the family. In *Gurukulas*, *Muktabas* and *Viharas* individual instruction prevailed and continued up to the end of 18th century because the number of pupils attending these institutions was very small. But with the increase in the number of pupils and with the increasing regard for educational efficiency, class as a unit of teaching came into existence. Then with the democratic setup, the question of educating the whole nation was taken up. The class was considered to be the only way of teaching a large number of pupils at small cost. It is not possible under the present circumstances especially in a big county like India, to employ one teacher for each individual child.

At present with the emphasis on the social aspect of education, the classification of pupils has become a basic necessity for the effective execution of our educational programme. The stress on the all round development of the citizens of tomorrow requires that pupils may be provided with various kinds of experiences in different situations with the children of the same age and maturity as well as with the children of different ages. Classification has thus become a multiple problem.

The need for classification arises from the nature and interest of pupils, Most of the pupils are extremely social. They crave friendship and association with other children especially when there are common interests and purposes. Such an association motivates learning in groups. Infact, the objective of human relationship on national and international level cannot be achieved, if we do not provide many opportunities to our pupils in schools for co-operative and group work.

‘Check Your Progress’- 1

1. What is the need for Classification?

30.5 Bases of Classification

So far you have studied about the need for classification of pupils. In this sub Unit, you will study the bases of classification of pupils. In progressive and advanced countries,

many plans of classification have been developed from time to time. Many new forms are still being experimented upon with a view to simplify the teaching-learning process in the classroom. But in a big country like ours we have to make the best use of the system which has been in existence here over a century. We therefore, largely base our school work on the class -system. Now we have to decide whether we have to decide whether we have to form our own class on the basis of age, or ability or attainment or on the basis of any other basis. The bases commonly used for classification can be discussed below:

1. Chronological Age

The simplest basis of classification of pupils is the age of the pupils. In our country, where elementary education is compulsory, all children must join the school at a certain prescribed age (6, in our country). Therefore in each class we have children, generally of the same age. Since promotion to next higher class is made from year to year, children of the same age are grouped together. Age, however is not a very reliable basis of classification; pupils of the same age may not be equally intelligent. Both psychologists and teachers generally condemn the mass promotion of pupils from class to class at the end of the year. Therefore, the chronological age should not be the only criterion of the classification. It may remain the basic or the starting point for investigation and experimentation. But mental and scholastic attainments of the pupil must also be taken into consideration and he or she is allotted to a particular class.

2. Mental Age

In certain countries, mental age is adopted as the basis of classification in place of chronological age. Intelligence and group tests are used for ascertaining the mental age of the pupils with high intelligent quotient. These tests may however be useful for classifying pupils at the time of their final entry into the school for elementary classes, because these tests measure only the innate ability and not the acquired knowledge of the individual pupil. But in case of pupils to be admitted to higher classes, intelligence tests cannot be made the sound basis of classification. In their case, the acquired knowledge of subject matter and their general ability should be the proper criteria for classification.

3. Biotypological Examination System

In France, a new system has been tried to serve as a basis of classification. This system is known as Biotypological examination system. Through this system, a complete knowledge of the individual child is obtained, on the basis of which he or she is allotted a class or group. Biotypological examination touches the following aspects of the Child's personality:

- Anthropometric aspects
- Sexological aspects
- Chemical and Urinary aspects
- Physiological aspects
- Psychological aspects
- General Medical aspects and
- Psychiatric aspects

It is quite clear from the above that it is an attempt to investigate into the heredity and environment of the individual child as well as his behavior and performance in the school through a group of specialists. It is therefore an ideal system of ascertaining the social, intellectual, physical and other important aspects of the child's behavior and character. This assessment is much more reliable than testing merely through the objective methods. But, this system cannot be applied in our country because of its size and population, financial difficulties and the dearth of technical personnel and specialists.

Attainment in School Subjects: The traditional methods of classification and promotion are based on the pupils' attainment in school subjects without any consideration of his / her chronological or mental age. However with the recent advances in the field of educational psychology, attainment in school subject is no longer regarded as the only criterion of good education and classification. Special aptitudes, interests and abilities must also be taken into consideration along with scholastic attainment.

Social Maturity: A child who has learnt to behave properly in a social setup is said to have attained the social maturity. Some schools in America base their classification on maturity. In these schools much more stress is given on the social physiological, moral and emotional development of pupils than on their intellectual attainments. However in present working conditions of our schools this criterion is not applicable.

Now it can be said that, only one basis of classification does not serve the present day needs. On the other hand, if all the factors as mentioned above are adopted as bases of classification the homogeneous group will be reduced to such an extent that we shall ultimately have single individuals. It is therefore, a combination of at least two bases which is better than a single base.

‘Check Your Progress’- 2

1. List the basis of classification.

30.6 Types of Classification

In the previous paragraphs you studied about the bases for the classification of students. Now let us study the types of classification.

There are so many types of classification of pupils. Among them the important are:

- a. Ability grouping
- b. Homogeneous grouping
- c. Heterogeneous grouping

a. Ability grouping: In ability grouping, grouping of pupils is done on the basis of ability of the pupil discovered through intelligence tests. Grouping together of pupils of the same ability is called ability grouping.

b. Homogeneous grouping: In Homogeneous grouping, the pupils are grouped on the basis of a number of common factors viz. the achievement, the health, the maturity, the ability and the home environment. All bright children are separated from the average or the dull.

c. Heterogeneous grouping: In Heterogeneous grouping, pupils of various abilities and tastes are grouped in one class, if they possess requisite achievement in a particular phenomenon.

‘Check Your Progress’- 3

1. What are the types of Classification?

30.7 Scheme of Promotion

So far you have studied about classification, its meaning, need for classification and bases of classification. In this sub-unit, you are going to study the promotion its, types, advantages and disadvantages. Promotion is one of the most complicated and baffling problems of school organization and administration. In the beginning when the present day school system was introduced in our county, the standard of attainment to be reached by pupils in various classes is fixed and the course of study was prescribed. The pupils were promoted to next higher classes after evaluation at the end of the academic year (School session). If the pupils fail to attain the required knowledge and ability, he/she had to repeat the same work for another year. Thus traditional system of yearly promotion is still in vogue in one form or the other in almost all systems of Indian education. Very often, mass failures at the time of public examinations in rural areas have been so large that much hue and cry was raised from all quarters against the system of examination and promotions. Let us discuss a few systems of promotion prevalent in our country.

Annual Promotion

Grading of pupils on the basis of annual examination is annual promotion. This plan of annual promotion has got its own advantages. It is easy to administer and economical in cost. Since the students remain with their teachers for one complete year, they can have sufficient time to understand them, follow their instructions and work accordingly. The subject matter can also be very easily divided and organized into large units and taught effectively. The teacher also has sufficient time to know the abilities of his pupils and he can thus adapt his method of teaching accordingly. The system of annual promotion in schools is quite in conformity with the plans followed in higher level of education.

Semi-Annual or half yearly (Semester) promotion

With a view to remove the main defects of the system of annual promotion, the plan of semi-annual (Semester) promotion has been adopted. This plan was expected to reduce the amount of retardation, resulting from failure, provide stimulus to the bright pupils and lead to a more frequent valuation of pupils achievement. But after a few years time in Africa, the majority of these scours changed over to the annual plan. It was because of greater interest in individual needs and difference and growing emphasis upon the education of the whole child rather than the mastery of subject matters alone.

Combined Annual and Semi-Annual Promotion

Under this plan the school work is planned in such a manner, that the whole course in each subject is covered in the first session; during the second term only revision work undertaken. The bright pupils are promoted to the next higher classes at the end of the first term and thus enable to save the half the school year. Other pupils recapitulate what they have learnt in the first term. Their promotion takes place at the end of the year.

The chief arguments of this plan are that it provides an opportunity to the bright pupils at a level nearly consistent with their ability. The interest of the average student is also not diminished because during the second term he is required only to revise what he has already covered. This system of special promotion is also criticized on the ground that the bright student, because of being crowded in his work, may become socially maladjusted. He / She may also complete his / her schooling too early and may thus be too immature to higher (College) education or for some employment. Moreover, neither the average pupils nor the leaders have any stimulus and interest in repeating for whole half year, what has already been covered.

Promotion by subjects

Under this plan, the pupils are promoted in accordance with their progress in each school subject. If a pupil is found to be quite well up in Kannada, he is promoted to the next higher class in that subject without any consideration of his grade in other subjects. He may remain in a lower class for the study of English or Arithmetic and in a still lower class for social studies. But for Kannada, he attends a higher class. The school timetable under the plan is framed subject wise: All the subjects in different classes are taught in one and the same period. So that each pupil may attend the class for which he's fit in that subject. Under this scheme, the pupil does not lose his year, if he does not show the required proficiency in one particular subject. But effective co-ordination among the various school subjects is not possible under this plan. In addition to this, the plan is full of many other practical difficulties and as such it is not vogue in our educational institutions.

Trial Promotion

Trial promotion involves the conditional promotion of those pupils about when it is very difficult to determine whether to detain or promote them. Such pupils are promoted on the condition that if they fail to make adequate progress within a given period, will be sent back to their previous class. If however, they show satisfactory progress during this trial period, they are allowed to continue with the higher class. Such a procedure is quite

suited to elementary schools. But its success depends upon the attitude and opinion of the teachers who work with it. When a pupil has been promoted even conditionally, it is very embarrassing and undesirable to send him back after a few weeks. Therefore the general tendency in our country is effect promotion without any condition attached to it.

‘Check Your Progress’ - 4

List the types of promotion.

30.8 Let Us Sum Up

In this unit, you have studied about the meaning of classification, basis of classification, need for classification and Scheme of promotion. Classification means the assigning of pupils to a class or standard or purpose of instruction. The main aim of classification is to place each individual in an educational setting which may give him an opportunity for all-round growth and development. You studied about the need for classification also. It arises from the nature and interest of pupils. Most of the pupils are extremely social. They crave for friendship and association. Such an association motivates learning in groups. You studied about the basis of classification. Those bases are chronological age, mental age, biotypological examination system, attainment in school subject and social maturity. In the types of classification, you studied the type of promotion also. They are ability grouping, homogeneous grouping and heterogeneous grouping.

In the last sub-heading you studied the scheme of promotion. They are annual promotion, semi- annual promotion, combined annual and semi-annual promotion, promotion by subjects and trial promotion.

30.9 Answers to ‘Check Your Progress’

‘Check our Progress’-1

1. The need for classification arises from the nature and interest of pupils. Most of the pupils are extremely social. They crave for friendship and association with other

children especially when there are common interest and purposes. Such an association motivates learning in grouping. Hence there is a need for classification of pupils.

‘Check Your Progress’ 2

1. The basis of classification are:
 - Chronological age
 - Mental age
 - Biotypological age
 - Attainment in school subjects and
 - Social Maturity

‘Check ‘Your Progress’ 3

1. The types of classification
 - Ability grouping,
 - Homogeneous grouping
 - Heterogeneous grouping

‘Check Your Progress’ - 4

1. The types of promotion are:
 - Annual promotion
 - Semi-annual promotion
 - Combined Annual and Semi Annual Promotion
 - Promotion by Subjects and
 - Trial promotion

30.10 Unit-End Exercises

1. Explain the need for classification.
2. Explain the bases of classification.
3. Explain the scheme of promotion.

30.11 References

1. Aggarwal J. C - *Educational Administration School Organisation Supervision*, Arya Book Depot, New Delhi (1967)
2. Mohanathi J - *Educational Administration, Supervision and School Management*. Deep and Deep Publication(1992), New Delhi.
3. Kochhor S. K - *Secondary School Administration*, Sterling Publishers, New Delhi(1975).