



MADURAI KAMARAJ UNIVERSITY
(University with Potential for Excellence)
Distance Education



**P.G.Diploma in
School Administration**

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163

**P.G.Diploma in
School Administration**

Paper - IV

Educational Administration

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Diploma in School Administration

Paper IV
Educational Administration

Dear students,

Welcome to the **Diploma in School Administration course** and wish you all success in your endeavours. You have **Educational Administration (paper IV)** as one of the papers for the course. You are requested to go through and make the best use of this study materials.

Best wishes

Department of Education
Directorate of Distance Education

DIPLOMA IN SCHOOL ADMINISTRATION (D.S.A)

Regulations & Syllabus

Name of the course	:	Diploma in School Administration
Duration	:	One year (Non- Semester)
Eligibility	:	Any degree holders –Admission will be based on degree marks.
Medium of instruction	:	English

Course Papers :

1. Tamilnadu Recognised Private Schools Act (1973) and Rules (1974)
2. Tamilnadu Matriculation, Minority, Nursery & Primary Schools – Rules and Regulations.
3. Tamilnadu Grant-Aid Code and Inspection Code
4. Educational Administration

Course Transaction :

Two hours per week for each paper under Face to Face/ Contact Seminar under DDE

Scheme of Evaluation:

A. Question Paper Pattern

Duration : Three hours

Maximum Marks : 100

Twenty out of Twenty five Questions given should be answered.

All questions carry equal marks

B. Pass:

A minimum of 50% is required for pass in each paper. Those who fail to secure 50% in a paper will be permitted to reappear for examination. Reappearance is not permitted for improvement.

Objectives of the course:

To enable the learner to

1. become an efficient external administrator
2. understand the code and rules of Private Schools
3. comprehend the code and rules of Matriculation schools, minority schools, Nursery schools and Primary schools
4. be aware of the Inspection Code of Schools
5. comprehend the nature, scope of educational management and administration
6. acquire knowledge about the theories of management, systems approach and classroom management
7. comprehend the institutional planning

SYLLABUS
PAPER IV
EDUCATIONAL ADMINISTRATION

UNIT – I

Meaning, nature and scope of educational management and administration POSDCoRB.

UNIT – II

'X' theory, 'Y' theory, 'Z' theory; Personality theory vs. Organization theory, Democratic theory's. Autocratic theory and Task theory Vs. Scientific Management theory.

UNIT III

System Approach to Educational Management. Technology for management of media and management of instruction – Computer's role in management.

UNIT IV

Teacher as a Manager – Management of Learning experiences. Teacher behaviour and classroom management. Performance assessment, and tools and techniques

UNIT V

Strength of students and staff-Rate of expansion – Requirements of manpower, building and other facilities – classrooms, library, laboratories – playgrounds – School Curriculum – Arts and crafts and Academic subjects – Time table, conduct of practical, tests and examinations – curricular activities, NSS, NCC, scouts' – Fine Arts, Clubs – Subject Clubs, Literary Associations, Intra-Institutional competitions of various nature – Sports and Games.

References

1. Ernest Dale, Management-Theory and Practice. New York : McGraw Hill.
2. Thomas J.Serziovanni and John E.Corbally (1986) Leadership and organizational culture. University of Illinois Press.
3. Narendra K.Sethi, Managerial Dynamics., Sterling Publication.
4. Paul Hersez and ken Blanchard (1985). Management of Organizational Behaviour: Prentice Hall Inc.

MODEL QUESTION PAPER
PAPER IV
EDUCATIONAL ADMINISTRATION

Time: 3 Hours

Max.Marks :100

Instructions:

(i) All questions carry equal marks:

(ii) Answer any twenty from the following:

1. Explain the relationship between; management and administration.
2. How is educational management unique?
3. 'Staffing is an important component of educational administration' - How?
4. How are planning and budgeting interdependent?
5. How is reporting vital in educational management?
6. 'Y theory of management is more relevant in education' Justify.
7. Indicate the relevance of Z theory of management in Indian educational system.
8. Are you for democratic management? Why?
9. 'The power of a position depends upon the person who occupies'- React.
10. Is management a science or art?
11. How is education a system?
12. Give an omnibus definition of technology.
13. 'Management of instruction needs scientific, approach'- React.
14. List the uses of computer in school management.
15. What does media management mean?
16. How is teacher a manager?

- 17. Illuminate the impact of tech no-explosion in educational management.**
- 18. 'Electronic media pave way for meaningful learning experiences'- Flow?**
- 19. Mention the ideal teacher behaviors.**
- 20. Indicate the parameters of efficient teaching.**
- 21. 'Teacher is a perpetual student'- How?**
- 22. How would you assess manpower need for a school?**
- 23. How is the secretary of a school, a planner?**
- 24. Illuminate the importance of instructional planning.**
- 25. Point out the importance of perspective planning in school context.**

Scheme of Unit

Units	Topics	Pages
I.	Meaning POST CoRB.	10 to 19
II.	'X' Theory Management theory	20 to 31
III.	System approach computer's role in management	32 to 48
IV.	Teacher as a Manager Tools and techniques.	49 to 60
V.	Strength of Students Sports and Games	61 to 87

Unit - I

1. 10. Overview

Administration is a vast subject covering organization and management. Organization refers to this entire process of providing and organizing human and material resources. This unit provides on meaning, nature and scope of Educational Management and Administration.

1. 20. Objectives

On the completion of this unit, you should be able to

- describe the meaning and nature and scope of educational management and administration
- Explain POSDCoRB

1.30 Study Materials

The term 'Administration' means to take care or to look after the people. The term is derived from two Latin words 'ad' and 'ministrare' which means to serve. Administration is service-oriented. It may be simple as in the case of a household or complex as in the case of public administration where it is difficult to lay down the distinct division of areas.

Moreover, administration is a process. It is a means to an end. The ends are goals or aims or purposes. We can also use the term 'objectives' when the ends are clearly visualized. Objective is the End-view or a realizable goal. Administration is goal oriented. The ends are determined beforehand and administration seeks to achieve them. To put it more succinctly, Administration is concerned with proper man and materials. It means doing the work or getting the work done. It is both an activity and a discipline, wherever you find a grouping you may have to think of proper organization and management. It is national organization and management of man and materials for realizing the objectives.

Good Administration involves management and organisation. Management refers to handling, wielding, conducting or controlling an organisation, and organisation refers to a “systematic arrangement for a definite purpose”.

Administration is conceived as the necessary activities of those individuals (executive) in an organisation who are charged with ordering, forwarding and facilitating the associated effort of a group of individuals brought together to realize certain desired purpose. It is both a science and an art in human and materials management.

We can discern now these main components of Administration for making it effective

- (a) Sharing of responsibilities
- (b) well-defined objectives
- (c) A set of new procedures
- (d) achievement which is motivated for more and more perfection.

Educational Administration should have to derive some principles which are associated with other branches of administration like business or public administration. We can take up one or two theories from other areas which may throw more light on our field of educational administration.

FAYOL, in engineer turned administrator-gives the following statements of Management.

- (1) Planning
- (2) Organising
- (3) Commanding
- (4) Coordinating
- (5) Controlling

The term commanding means directing and controlling means

only evaluating or verifying whether everything conforms to plan or established principles.

A more popular version is contained in the mnemonic 'POSDCoRB' which is associated with the name of GULICK. The initial letters which stand for activities necessary for the proper functioning of the office can be expanded as follows :

- (1) PLANNING or working out in broad outline the activities that need be done to accomplish the purposes set for the enterprise.**
- (2) ORGANISING or establishment of the formal structure of the authority through which work sub-divisions are arranged, defined and conducted for the defined objective.**
- (3) STAFFING or the whole personnel function of bringing in and training the staff and maintaining favorable conditions of work.**
- (4) DIRECTING or continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise.**
- (5) COORDINATING or inter-relating the various parts of the work**
- (6) REPORTING or keeping himself and his subordinates informed through records, research and inspection.**
- (7) BUDGETING or the fiscal planning, accounting and control.**

GREGG identified the following components of the administrative process.

- (1) Planning**
- (2) Organising**
- (3) Communicating**
- (4) Influencing**

- (5) Co-Ordinating**
- (6) Decision-making**
- (7) Evaluating**

Since the above seven components are more relevant for educational Administration, it is necessary to describe each of them briefly.

- (1) Planning: is an intelligent preparatin of action. Without planning there can be little direction. This involves.**
 - (a) definition and clarification of purposes.**
 - (b) investication to reveal conditions affecting the achievement of purpose**
 - (c) Analysis to determine the meaning of the facts and to look shead with foresight effective possible courses of action on, achievement of purpose.**
 - (d) decision-making**
- (2) Organising: implies coordinated activities of work-group in the pursuit of common goals. Organisation is the formal structure for coordination. We can discern here the formal and informal aspects. The formal aspect provides for the specific duties of persons employed in the different positions. The informal is based on the personal relationship of the people in the organisation, common points of view will emerge as a result of informal discussion.**
- 3) Communicating: This is the process by which information, ideas explanations and questions are transmitted from person to person or from group to group. This involves interactions among people. There are three channels – upward, horizontal and downward. Upward is from the bottom to the top, through the proper channel. There should be free flow without obstruction. The horizontal communication runs along the same level.**

Downward communication is the form of notice, circulars from the superior to the immediate next in the hierarchical order.

- (4) Influencing : This is stimulating by encouraging the people at different levels. This can be called the motivating power and force to vitalize the organisation.**
- (5) Coordinating: is the process of unifying the contributions of people, materials and resources. This assures 'team work' through (i) allotment of duties and responsibilities to all members and (ii) organisation of all activities into a comprehensive goal.**
- (6) Decision-making is the core of administration. This is a sequential process involving the following steps:-**
 - (i) Clear comprehension of goals**
 - (ii) Collection of data**
 - (iii) Analysis and interpretation of data**
 - (iv) Formulation of alternatives**
 - (v) Evaluation of each alternative**
 - (vi) Selecting the particular alternative**
- (7) Evaluating:- This is a significant and integral component of the total process. Weak points and points of stagnation are identified and rectified. Strong points are adopted. This can be done through surveys, cooperative studies, opinion polls and other methods. The ultimate objective is to improve the effectiveness of an organisation and to gear it towards better achievement.**

The foregoing analysis would have given you now the four main pillars of Administrations.

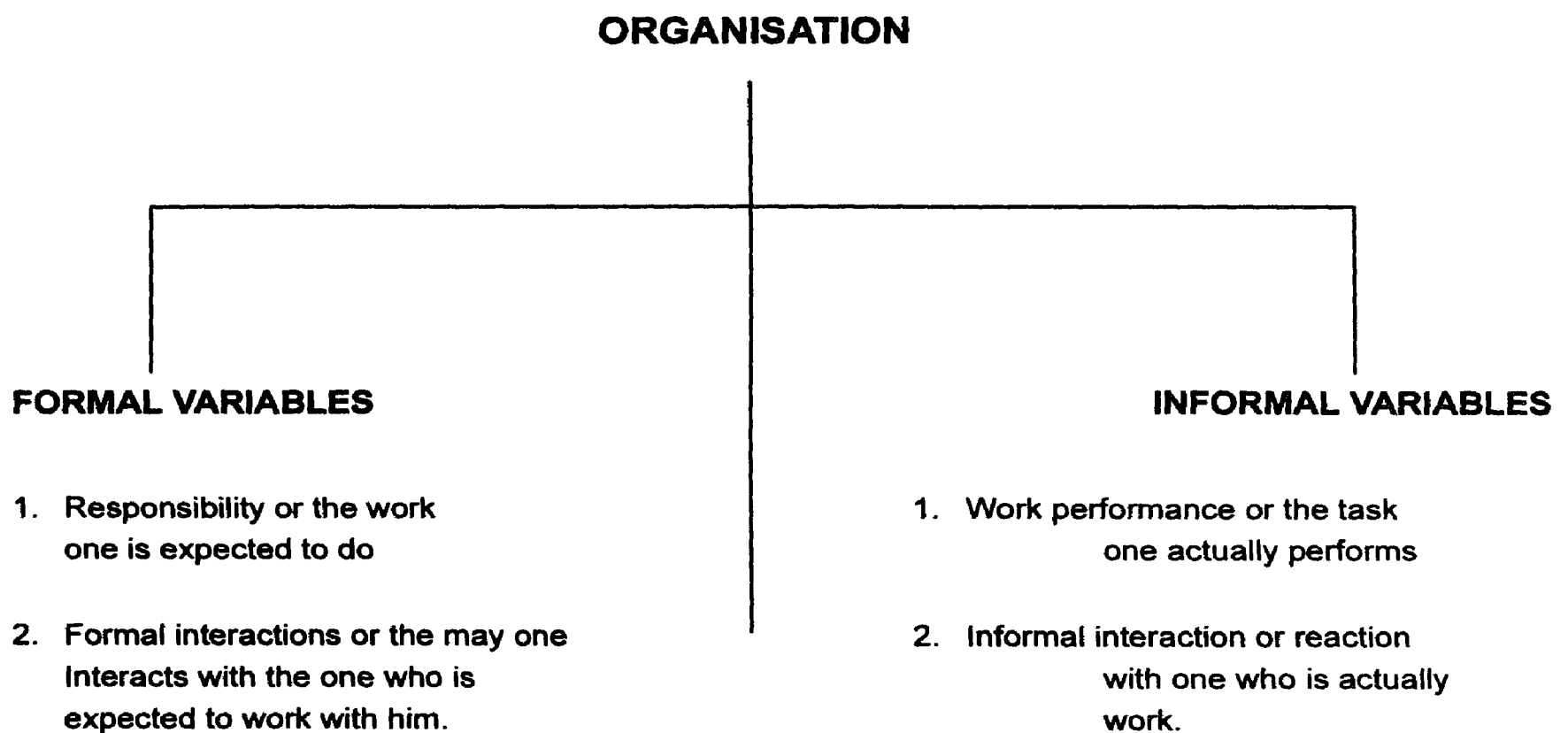
- (1) The Task**
- (2) Formal Organisation**

(3) The Workgroup

(4) The Leader

(1) The Task is the mission or purpose. The task must be spelled out in terms of clear, definite and reliable end products. The changes in the behaviour-patterns of people must be clearly visualised in the organisation.

(2) The Formal Organisation is a special kind of social group. This can be shown by means of a diagram.



(3) The Workgroup:

This is composed of individuals chosen to fill positions specified by the formal organisation. An organisation may entertain one or more work groups and differential status is accorded to the various groups. Within a given work-group job assignments carry with them differentiated status in the organisation.

(4) One member of the organisation is formally charged with the responsibility or the accomplishment of the organisation. The formal leader may in turn select sub – group leaders. Each leader has to face a dual set of challenges, problem solving and decision-making.

The above principles of administration may throw more light on the field of Educational Administration. This refers to those techniques and procedures employed in operating the educational organisation in accordance with established policies. The broader perspective applies from the classroom level to the Directorate level and from the pre-school level to the University and professional levels.

In this context, we can distinguish between the two areas in education as revealed by KANDEL, the internal and external in education. The internal pertain to the curriculum, textbook, syllabi, methods and techniques of teaching which are within the domain of the school. The external refer to the physical and human resources such as school plant, playground, furniture, laboratory materials, provision of teaching and non-teaching staff.

The narrower concept of administration refers to the work of educational bodies set up for "direction, control and management of those aspects such as the teacher and pupils, programme of studies, methods, guidance and audio-visual Aids.,We find various categories of personnel. Some at the managerial level and some at the process level. Financing and controlling are at the former level curriculum and teacher education are at the latter level. Educational Administration, therefore, is much more inclusive than school administration. It is the process of integrating the efforts of personal and of utilising appropriate materials in such a way as to promote effecting the development of human qualities. Education is a service rendered by the teachers to the people. Educational Administration is concerned with the quality-improvement of the teaching service, in a way. It can be at different levels, National, State, Regional and the local level, the local level of private Agencies and the school level. There are certain advisory bodies-both statutory and advisory at the central level and the state level. We can illustrate this by such agencies as the central Advisory Board of Education, National Council of Education, Research and Training, National Institution of Educational Planning and Administration, University Grants Commission, National Council for Teacher-Education, Indian Council of Social Science Research, Indian Council of Technical Education, Indian Council of Agricultural Research and other similar Apex organisation. The State Council of Educational Research and Training. Board of Secondary Education, Board of

Higher Secondary Education, Board of Teacher Education is few bodies working at the State level.

The purposes of Education Administration are to facilitate teaching and learning in a systematic way. In the words of CAMPBELL, CORBALLY AND RAMASEYAR, It consists of facilitating development of goals and policies basic to teaching and learning, stimulating the development of appropriate programmes of teaching and learning and procuring and managing personnel and materials to implement teaching and learning.

The following are the major purposes:

- 1) To frame the policy in well-defined ways
- 2) To utilizes materials for the development of human qualities effectively.
- 3) To execute programs in a dynamic way to realizes objectives
- 4) To assure the growth of “individuals” – both children and adults who are involved in the management of the organisation.

The above four aspects are inter-related. Educational Administration charges according to the ways in which intimacy of relationships of each of the above takes place between them. The political ideology behind the functioning of the state affects vitally the functions of educational machinery. In a totalitarian state, the state is all powerful and controls all aspects of education. In a democratic state, freedom is given to the individual.

According to Sir Garbam Balfour, the functions of educational administration are “ To enable the right pupil to recive the right education from the right teachers, at a cost within the measn of the state, under conditions which will enable pupils best to profit by their trainings*”. The fundamental question that is raised very often is “ To who do schools belong?”. Educations, let us remember, is one of the functions of a community, Administration of education must enlist the intelligent support and active interest of all the members of the community,

schools belong to the people and they should be concerned with them as social institutions.

In this connection, we should also see the recent trends in educational administration on the lines of management techniques adopted in business organisations. Education is a business. It involves management of more human resources with the available physical resources. The term 'systems Analysis' is used in the management of industries to mean " application of qualitative economic analysis and scientific method in the broadest sense to the problems of choice. It is a tool of management for getting relevant data and proper understanding before decision-making is attempted. About this, we will have to learn only at a later stage so as to enable you to get a detailed analysis of each step.

Professor Mukherji gives a model approved for educational Administration with three components (1) The Job (2) The man and (3) The social setting. Each of these is further analyzed as follows :

The Job is analyzed into (a) content . (b) Process (c) sequence

The man is analyzed into (a) capacity (b) behaviour (c) sequence

The social setting into (a) content (b) process and (c) sequence

Each section is further subdivided and specified. For example, under the job content we may have (1) maintaining effective relationship with the community. (2) Improving education opportunity (3) obtaining the needed personnel and (4) providing funds and facilities under the 'Man" we can think of physical, intellectual, emotional and spiritual as variably under the social setting we can consider.

(1) Physical, technological and human resources

(2) Relational System

(3) Network of organisation

(4) Patterns, thoughts and beliefs.

Educational Administration is more service-oriented and comes midway between pure execution of policy and pure profit motive. Its unique aspects can be studied by means of the following questions.

- 1) What is the service, which the organisation is designed to provide?
- 2) What is the nature of the activity through, which it services?
- 3) What are the characteristics of the people who work in the organisation.
- 4) How may the activities of the organisation be 'approved'?

To sum up then, educational administration is primarily human activity. It is a welfare activity. We don't have laws as we find in public administration. But rules and regulations of the procedures are worked out for effectiveness of administration. Educational administration believes in experimentation. It believes in training. It is flexible. It is progressive. Above all we find a continuous attempt towards better procedures and operational techniques.

1.40. Library Unit

Morphet and Hriers: Educational Organisation and Administration, Practice Hall Inc, Engleword Clifts, New Jersey (1974)

Robbins: The Administration Process Prentice Hall Inc., New Delhi (1985).

1.50. Enrichment Activities

1. Explain the term Administration.
2. What are the main components of Administrative Process?
3. Explain GULCKS "POSDCoRB".
4. What are the three components of Educational Administration?

UNIT - II

2.10. Overview

The field of management has long been marked by a conflict between two competing views of professional knowledge. In the first view, the manager is a technician whose work consists in applying to the every day problems of the organization the principles and methods derived from the management science. In the second view, the manager is considered as a craftsman, a practitioner of an art of managing that cannot be reduced and simplified in the form of rules and theories. The first view dates from the early decades of the twentieth century when the idea of professional management was recognized as a kind of discipline. The second has an even longer history. Management was understood as an art, a matter of skill and wisdom. But the first view gained steadily in power as the organization became complicated. The unit briefly outlines the meaning and significance of modern management techniques, theories applicable to educational management

2.20. Objectives

After completion of this unit, you should be able to

- distinguish between X theory and Y theory of McGregor
- differentiate between autocratic theory and democratic theory
- find the difference between personality theory and organization theory of management and
- state the assumptions of task theory and scientific management theory.

2.30. Study Materials

Theories of Management

The educational systems all over the world are growing in size and scope as well as in complexity. Education is fast becoming a major national endeavour. The traditional administration handed down from a colonial past in most of the

Asian region, following the age old routine is dilatory and time consuming. It is largely oriented towards controlling.

A mere quantitative increase in the system will not be able to meet the needs of the new challenges. Time has come when it is urgently necessary to transform the present maintenance administration into developmental administration and to make greater use of the modern management theories which have proved so successful in business and industry, in defence and military complexes. However, before any of these management techniques are adopted to educational administration, their relevance, suitability and practicability should be carefully examined as the goals of education differ considerably from those of business and industry.

Prof M.K.Mathur observes. “ As a result of the development of organization theory, the science of operational research and the impact of behavioral science, the traditional concept of administration is undergoing change giving place to more comprehensive concept of management. The new administrative and budgetary techniques collectively known as ‘Modern Management techniques’ embody the spirit of effective planning and implementation. They provide powerful tools in comparison with more traditional techniques which can help make management more efficient.”

Dr.Anada W.P.Guruge describes modern management technique as the process involving (i) judgment and decision in determining plans and using data to control performance and progress against plans and (ii) the guidance integration, motivation, supervision of personnel in carrying out operations; every tool, method and procedure actually used in that process will fall into the category management technique. The theories that go with the modern management techniques are dealt with briefly.

X Theory and Y Theory of McGregor

McGregor identifies two major approaches often employed by administrators. These two approaches are based on two diametrically opposite theories – Theory X and Theory Y. The basic assumptions of Theory X Theory Y are as follows:

1. human beings are lazy and will avoid work if it is at all possible.
2. people must be directed and motivated by fear of punishment to work as the organization requires.
3. the average human being prefers to be closely supervised, wishes to avoid responsibility, has relatively little ambition and seeks security above all else.

The basic assumptions of Theory Y are as Follows :

1. The drive for physical and mental effort involved in work is as natural and rewarding as play, sleep and laughter.
2. External control and threat of punishment are old fashioned; the nature of man is such that he exercises self-directions and self-control.
3. Commitment to objectives is a function of rewards and expectation of rewards.
4. The average human being learns, given the right situation not only to accept but also to seek responsibility.
5. The intellectual potential of the average human beings is only partly utilized.

These two theories indicate two different and extremely opposite perception of an administrator, Modern management techniques naturally suggest administrator believe in Theory Y and, thereby in the intrinsic goodness of individuals. You should therefore, always assume that your people want to work. Assign work to your staff according to their aptitude and ability and keep them fully busy. They should be made to feel that their work is important and that they matter. Performance of an institution is indeed the resultant of the performance of the individuals who constitute the organization.

The other impression that we might get from the discussion of the theory is that managers who accept X theory assumptions about human nature usually direct, control and closely supervise people while Theory Y managers are supportive and facilitating. This may lead us to think that Theory X is bad and

Theory Y is good. There is a difference between attitude and behaviour. McGregor's theory Y implies that most people have the potential to be mature and self-motivated. Theory X and Theory Y are only attitudes. Hence managers with Y theory assumptions about human nature, may find it necessary to behave in a very directive, controlling manner with some people in the short run to help them "grow up" in a developmental sense. until they are truly Theory Y people.

List of assumptions about human nature that underline McGregor's theory X and Theory Y

Theory X	Theory Y
1. Work is inherently distasteful to most people.	Work is as natural as play if the conditions are favorable.
2. Self-control is indispensable in achieving desire for organisational goals.	Most people have little responsibility and prefer to be directed.
3. Most people have little capacity for creativity.	Capacity for creativity is widely distributed.
4. Motivation occurs only at the physiological and social safety social safety levels.	Motivation occurs at the esteem and self actualization levels.
5. Most people must be closely controlled and often coerced to achieve organizational objectives.	People can be self-directed creative at work if properly motivated.

Democratic Theory V/S Autocratic Theory

Educational administration in democratic countries differs fundamentally from that of totalitarian countries. Democratic theory believes in the sharing of responsibilities planning together cooperatively, discussion based on team work, willingness to be flexible and dynamic changes based on all the levels or responsibilities by each individuals participant. Autocratic theory on the other

hand, differs fundamentally from democratic theory. In autocratic theory, the will of one man reigns supreme. There is hierarchy of levels and there is an unnecessary emphasis on personalities. Special benefits are conferred by administration on a few people.

It should be clearly understood that even in democratic countries such autocratic type might exist at the institutional level or at one level in the hierarchy. Let us make a comparison between democratic and autocratic theories of management:

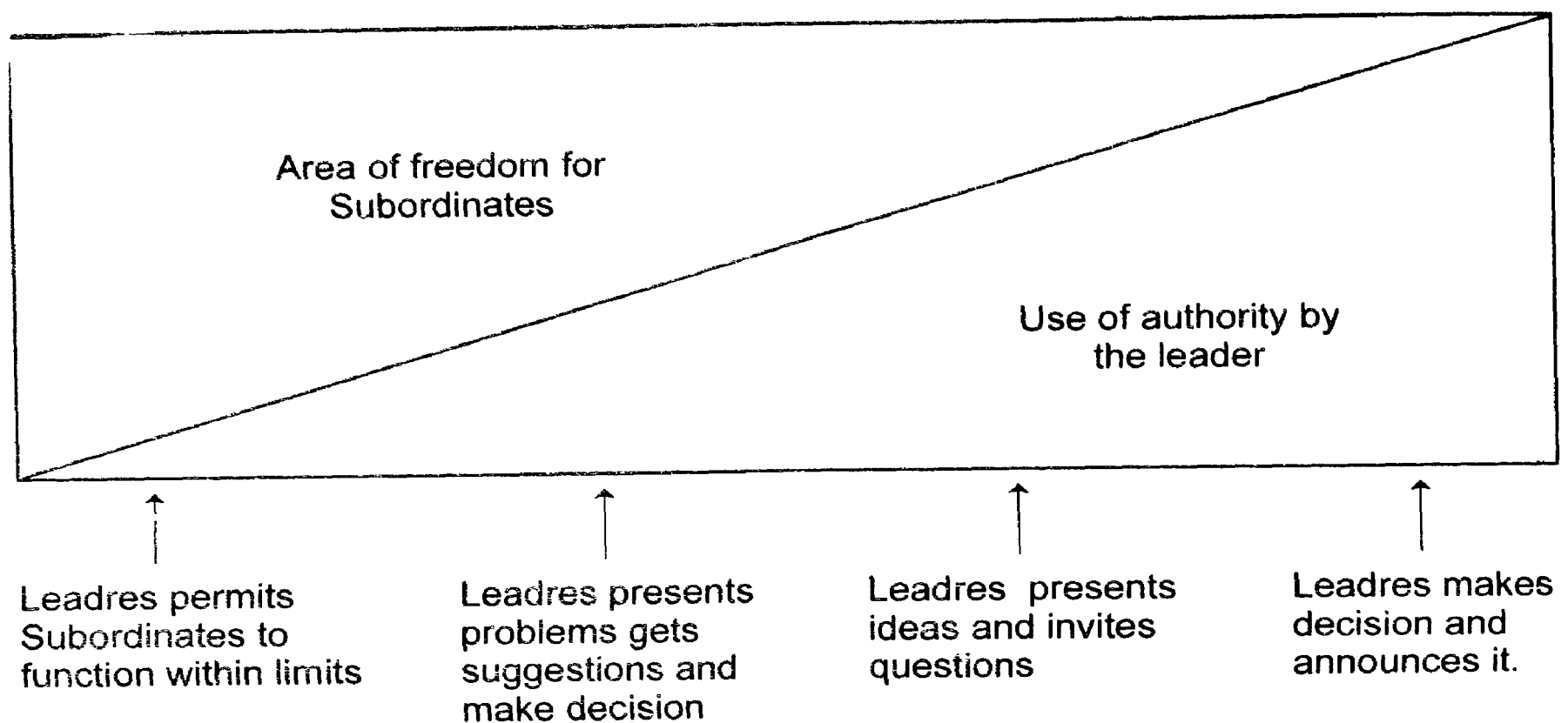
Democratic type	Autocratic type
1. There is a high regard for facts. People are more important, Responsibilities take precedence over rights. There is security.	No individual freedom. Discipline is imposed from above through orders. Feeling of insecurity.
2. Conflict is reduced to a minimum and decisions are made compromise and understanding	Conflict is there. Decisions are taken without consultation.
3. Good human relations promoted. Feeling of friendliness a sense of belonging. It is human administration	Rules are obeyed according, to the letter of the law. Rules take precedence over people.
4. It is purposeful and planned wisely with greater flexibility. Self-discipline is accepted.	It is rigid and inflexible
5. It facilitates individual growth of participants	It stifles individual efforts and believes in regimentation.
6. It encourages leadership qualities on the part of every one	Routine concurrence is required

7. Policies determined at proper, at levels of the process and local initiative is welcome.	Policies determined remote level.
8. Democracy in classroom flows from democracy in schools.	Orders from above are to be obeyed at school and classroom levels.
9. Gives due credit to colleagues.	Takes the credit to himself.
10. The supervisory is sympathetic:	Springs awe and fear.
11. School work is based on love.	Work has no interest for them
12. Finds out reasons for any wrong things or failure.	Fixes responsibility arbitrarily.

To sum up, democratic theory of management believes in principles of sharing, equality, freedom, co-operation, needed competence, human relations, evaluation, efficiency and research. Autocratic theory indicates not only the absence of all these factors but also emphasises one man's show based on his authority. What we really need is authoritative type where the supervisor uses his powers for taking decisions at his level instead of shelving or delaying them unnecessarily. Indecisive attitude will be irksome and irritating but hasty generalizations based on invalid and insufficient data are much worse. So every care should be taken to assert oneself and to take colleagues along with him in pleasant, steady and forward looking attitude.

Democratic ←—————→ Authoritarian

Democratic ————— Authoritarian



Personality Theory V/S Organization Theory

Personality is a dynamic phenomenon and it represents an interaction between the initial potentialities and environmental influences. Allport says, "Personality is the dynamic organization within the individual of those psychophysiological systems that determine his unique adjustment to the environment." Cattell views personality as a complex and differentiated structure of dynamic traits. He also emphasizes that personality is concerned with all behavior of the person under a variety of environmental situations. Leadership on the other hand is a process of leading the people to achieve common goals effectively. The exertion of leadership cannot take place in isolation. It requires more than one's personality to make the act of leadership possible in any situation. Research studies have been made to study the relationship between various personality factors and leadership as a whole. It has been found that leadership as a whole is significantly related with intelligence, emotional stability, assertiveness, suspicion and radicalism. Good leaders are relatively intelligent, emotionally mature and stable, assertive and independent-minded, practical and realistic in approach, self-opinionated and interested in intellectual matters. On the various dimensions of leadership, different personality factors have been observed to have significant relationship.

In the case of organization theory, it has been found that organizations change in response to their environments, including their managements, but they rarely change in a way that fulfils the intentional plan of single individual or group. Recent

efforts to understand organizations as routine adaptive systems emphasize six basic perspectives for interpreting organizational action.

1. Action can be seen as the application of standard operating procedures or other rules to appropriate situations. The terms of reference are duties, obligations and roles.
2. Action can be seen as problem solving. The terms of reference are alternatives, consequences and preferences.
3. Action can be seen as stemming from past learning.
4. Action can be seen as resulting from conflict among individuals or groups. The terms of reference are interests, activation and resources.
5. Action can be seen as spreading from one organization to another. The terms of reference are exposure and susceptibility.
6. Action can be seen as stemming from the mix of intentions and competencies found in organizational managers. The terms of reference are attitudes and abilities.

These six perspectives portray an organization reacting with the environment routinely, actively adapting to it, avoiding it, seeking to change it, comprehend it, and contain it. Thus organizations evolve, solve problems, learn, bargain, imitate and regenerate. The processes are conservative. They tend to maintain stable relations, sustain existing rules and reduce differences among similar organizations. Organizations change routinely and continually. The effectiveness of an organization in responding to its environment is linked with the effectiveness of routine processes. As a result, much of the job of the administrator involves in making the bureaucracy work. The daily activities of a manager have no relationship with the conception of organizational leadership. Administrators spend time talking to people about minor things, making trivial decisions, holding meetings with unimportant agendas and responding to the little irritants of organizational life. The administrators appear to be made busy by large number of inconsequential things.

Task Theory V/S Scientific Management

Good management is characterized by the organization and operation of schools and universities. A division of labor exists whereby instructional tasks are allocated to specific roles. Roles are defined by job descriptions which are clearly linked to some, overall conception of what the organization is to accomplish. Certain guides such as span of control and student/teacher ratio, nature of subject have been accepted to help decide the number of faculty needed and how they should be assigned. Tasks are subdivided and specialists are appointed for various functions. Roles are ordered according to rank, with some enjoying more authority than others. Day-to-day decisions are routinized and controlled by establishing and monitoring a system of policies and rules: Proper communication channels are established. Objective mechanisms are developed for handling disputes, allocating resources, monitoring quality and evaluating personnel. Achievements of certain ends are considered. important in task theory. But efficiency cannot be accidental; it requires deliberate and calculated planning. The ends must be clearly defined and the means carefully determined and stipulated. If means are implemented precisely according to plan ends are likely to be accomplished efficiently.

Much of what is taken for granted as good management can be traced to an era of development in administration referred to as scientific management. The basis for Frederick Winslow Taylor' (1911) scientific Management was technological in nature. The best way to increase output was to improve the techniques or methods used by workers. Efficiency was to be maximised by defining objectives clearly, by introducing a system of control to ensure uniformity, reliability and standardization of a product. Efficiency principles are given lot of importance in curriculum development, selecting educational materials, developing instructional systems and in other aspects of educational administration. Historically scientific management principles were applied directly. Traditional control mechanisms such as face-to-face supervision, have now been replaced by more impersonal, technical or rational control mechanisms. It is assumed that if visible standards of performance, objectives or, competencies can be identified and measured, then the work of teachers and that of students can

be better controlled by holding them accountable to these standards, thus ensuring greater reliability, effectiveness and efficiency in performance.

F. Bobbit was the first to apply the principles of scientific management to educational administration. He suggested the application of scientific principles on the following lines:

1. The scientific procedures should be applied for setting the desired standards of school production.
2. The methods of production should be specified on scientific basis.
3. The qualifications of the teachers should be prescribed and they should be properly trained on scientific lines.
4. Teachers should be proper instruction about the required standards, employable methods and use of appliances.
5. Preliminary preparations will have to be made before introducing refined forms of educational methods.

Another pioneer Cubberley has also followed the guide lines given by Taylor., in educational administration. He held that there are three phases of superintendent of Schools:

- a) **Orgnisation:** The superintendent of schools must be the organiser of what is done in the school. He must plan the educational policy to be followed.
- b) **Execution:** The superintendent of schools must be the executive of what is done in the school. He must exercise large powers.
- c) **Supervision:** The superintendent of schools must be the supervisor of what is done in the school.

Ward G.Reeder was another pioneer author on educational administration. He outlined that school administration includes selection of teachers, computing the school budget, arranging supplies of school

requirements, measuring the intelligence and achievement of students, preparing courses of study and maintaining school accounts.

Thus it can be observed that there are three major effects of the scientific management:

1. Educational administration should be divided into small tasks.
2. The school tasks should be standardised and standard techniques be prescribed for achieving these tasks.
3. The movement of scientific management over emphasised the administrative process and institutional elements and ignored the impact of inter-personal and human elements.

The function of the leader under scientific management is obviously to set up and enforce performance criteria to meet organizational goals. The main focus of a leader was on the needs of the organization and not on the needs of the individual. Karl Weick (1982) suggests that efficiency management principles cannot work in schools which are loosely structured with ambiguous goals and large spans of control. Weick notes that when the efficiency principles are applied to schools, effectiveness declines, people become confused and work does not get done.

2.40. LIBRARY UNIT

- | | |
|--|--|
| 1. Ernest Dale Management | <u>Theory and Practice</u> , McGraw Hill |
| 2. Thomas J.Sergiovanni and
John E.Corbally | <u>Leadership and Organizationa
Culture</u> , University of Illinois
Press, 1986. |
| 3. Narendra K.Sethi | <u>Managerial Dynamics</u> , Sterling
Publisher. |
| 4. Paul Hersey and | <u>Management of Organizational
Behaviour</u> ; Ken Blanchard
Prentice Hall Inc., 1985. |

2.50. Enrichment Activities

- 1. Identify the salient features of Modern Management Techniques and theory relevance to educational management.**
- 2. Distinguish between Theory X and Theory -Y of McGregor.**
- 3. How would each these theory affect the administrative behaviour of a manager?**
- 4. Compare the democratic theory with autocratic theory of management.**

Unit – III

3.10 Overview

The term 'system' refers to a planned approach to activities necessary to attain desired objectives. It is a set of interrelated and inter – determined parts operating in a sequence according to some predetermined plan in order to achieve certain goals. According to Terry, "a system is a network of procedure which are integrated and designed to carry out a major activity." For instance an office system is an orderly arrangement of inter dependent activities and related procedures used to implement and perform the work of an office. It refers to a complete picture of the personnel, forms, records, machines and equipments involved in completing a major phase of office work. It is a set of office procedures, routines and methods. Like this the whole field of educational administration is a complicated system. The way in which systems approach can help us resolve the problems in education is discussed in this unit.

3.20 Objectives

After going through this unit, you should be able to

- define a 'system'
- identify the components involved in a system
- explain the purposes of system approach and the steps involved in it.
- draw the flow chart for any kind of a system in the field of educational administration
- give the meaning of educational technology.
- identify different types of software and hardware materials, that can help teaching.
- state the purposes of educational media.
- describe the technique of selecting appropriate media
- specify the use of computer in administrative routine
- describe some techniques of using computer for instructional purposes.

3.30 Study Materials

3.3.1. System Approach

Before discussing system approach to educational management let us first defines a system. System is defined as a regularly interacting or independent group of items forming a unified whole. A system is also defined as a group of objects related of interacting so as to form a unity. System is defined in yet another way. It is an organized of established procedure.

System analysis essentially is a systematic way of identifying goals of any system and scientifically working out different steps to move towards these goals suggesting 'models' for application. You may be familiar with certain systems that are discussed in the subject of physiology such as digestive system, Nervous system, Excretory system etc. In each of these systems certain organs are involved and the proper function of each component organ is very important for the total function of the system. In the same way a complicated organization can be considered as a system and the various components involved could be identified and the way in which each component interacts with each other can be analysed. The approach is called system approach and it is the contribution of the engineering sciences to all fields.

The approach in general includes the following steps:

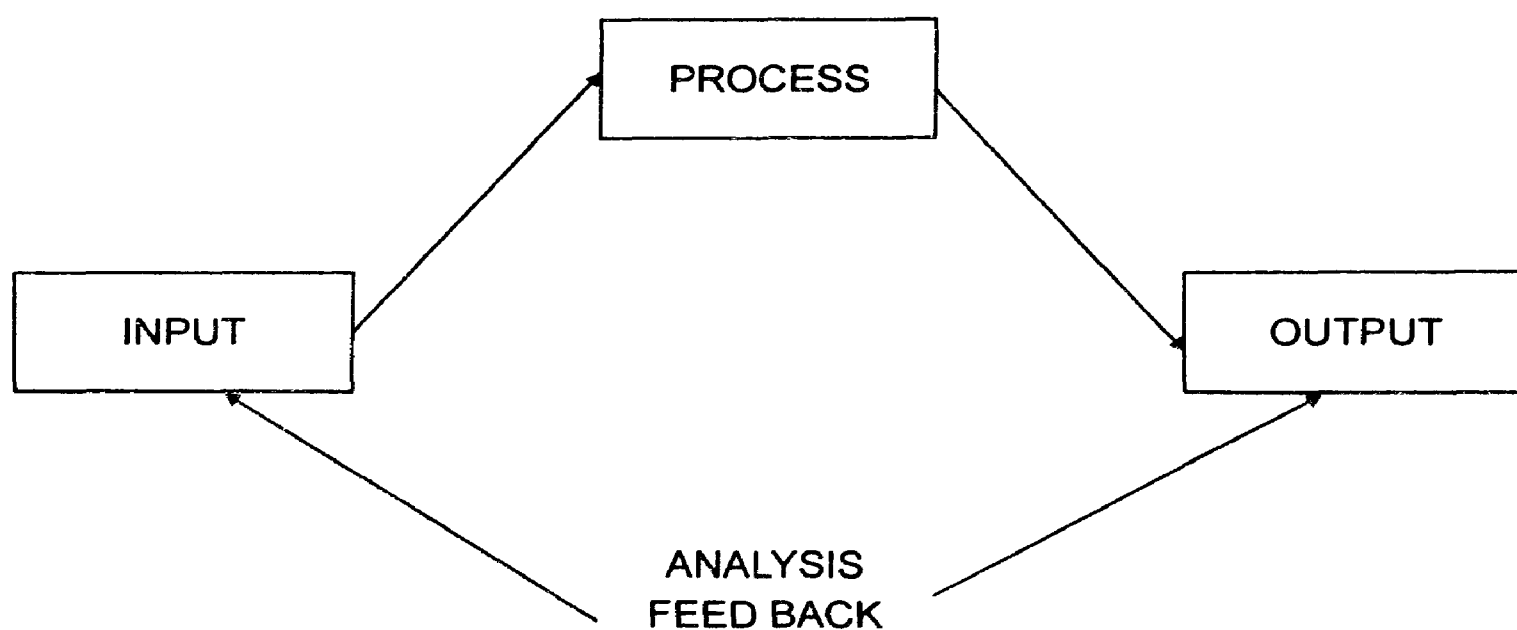
- a) an analysis of the existing situation.**
- b) setting up to goals for the desired situation.**
- c) defining mechanisms to evaluate the achievement of goals.**
- d) generating alternative solutions.**
- e) choose the best possible solution through cost – benefit analysis.**
- f) detailing the design of the system.**
- g) outlining the monitoring mechanisms for the system and**
- h) working out the solution.**

System approach is a rational problem-solving method of analyzing the educational process and making it more effective. system is the process taken as a whole incorporating all its aspects and parts namely pupils, teachers, curriculum, content, instructional materials, instructional strategy, physical environment and the evaluation of instructional objectives. Hence the purpose of the system analysis is to get the “best equipment in the best place for the best people at the best time and at the best price.” “The system approach in instruction is an integrated, programmes complex of instructional media, hardware and personnel whose components are structured as a single unit with a schedule of time and sequential phasing.”

System Approach applied to educational situations

Systems approach simply stated has got the following interlinked and interdependent stages:

- i) planned input
- ii) Processes involving structural learning materials and methods suitably geared to the needs of a particular group learners
- iii) Explicitly stated standards of output performances, including sequenced behavioural objectives and post test
- iv) Monitoring the output with a view to revise, improve and evaluate the instructional system, providing feedback to the learner and teacher.



Diagrammatically it can be represented as follows:

Institutional planning – Application of system approach:

1. Input :

Pupils :

- a) age
- b) minimum prescribed entry qualification, attainments (Entry Behaviour) decided by curriculum content (objectives) and duration of the course.
- c) Attitude and aptitude of the pupils.

2. Process:

a) Curriculum:

- needbased
- well. defined objectives
- anticipated behavioural changes in pupils
- suggested strategy and techniques (media and methods)
- evaluation procedures laid out

b) Institute:

- Physical environment
- Location – urban – rural
- Adequacy of space
- Buildings, Classrooms – well lighted.
- Suitable furniture
- Library – books and journals.

c) Facilities:

- Laboratory
- Workshop
- Recreational facilities

- Hostel facilities
- Social Service Centre
- d) Teacher
 - Professional qualifications and training
 - Interest, attitude and job satisfaction

Constraints: Finance and location of institutions.

3. Feedback:

- a) Evaluation by public Internal
- b) organizations, boards, universities External

For maximum effectiveness, it is necessary to consider the system as a whole remembering the interaction and inter – dependence of the components of the systems. Full details and specifications about the interaction elements should be clearly defined. System approach in education may be applied to institutional planning and development in its varied aspects at the Macro level or it may be used at the classroom level with its concern of a specified topic during a brief period at the Micro-level

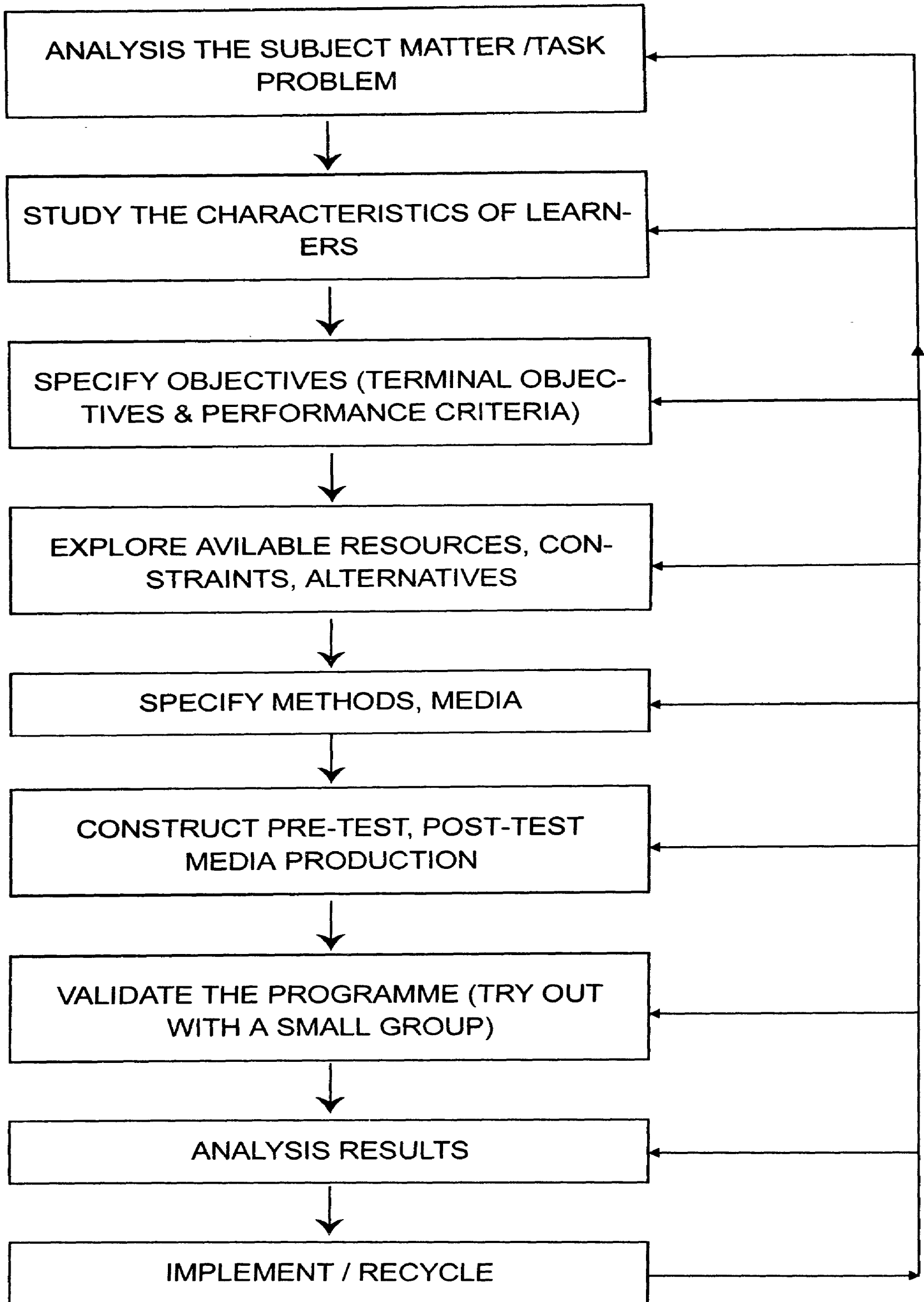
The procedural steps in the system approach in education are as follows:

1. Defining instructional goals, behavioural objectives and stating them in operational and measurable terms.
2. Determining functions related to the achievements of these goals by proper aids like films, recordings, videotapes etc.
3. Defining learner characteristic and requirements.
4. Choosing appropriate learning experiences and methods from many alternatives.
5. Selecting appropriate materials, facilities, equipment, resources, environment, tools required for student experiences.

6. Defining and assigning appropriate personal roles – teachers, students, supporting personnel and team teaching members.
7. Implementing the programme.
8. Testing and evaluating the outcome in terms of stipulated objectives.
9. Refining and revising if necessary to improve student learning.

Flow Diagram for designing a system

Planning is fundamental for systemization. Systems can be easily represented by drawing a map called a flow diagram. The relationship between the input (pupils), process (instructional strategy) and the output can be illustrated in the form of flow diagram as shown below. Suppose we wish to develop a new course or instructional unit according to the system concept. We should begin with a survey and analysis of subject matter, identifying the skills to be learnt and the characteristics of the learners. The specific learning outcomes and performance criteria the characteristics of the learners. The specific learning outcomes and performance criteria should be formulated. An inventory of human, technological and financial resources must be made besides considering the limitations like time, money, facilities etc. Available materials must be reviewed and examined. Where no suitable materials are not available, we must fabricate. Field testing and validation provide opportunities to try out developed instructional package with a representative sample of students. Implementation is the final step of using the validated materials into use. Continued feedback should be obtained from the learners at every stage which should lead to further cycle of updating and modification. The last effective methods are recycled and better materials are incorporated.



Advantages of System Approach:

1. It provides conceptual framework on which to build plans for implementing change for education.
2. It helps to identify the suitability of otherwise of the resource material to achieve the specific goals.
3. It helps to assess the resource needs, their sources and facilities.
4. It permits an orderly introduction of components demonstrated to be required for system success in terms of student learning.
5. Rigidity in plan of action is avoided as continuous evaluation affords desired beneficial changes to be effected.

System approach therefore helps the administrator to look at situations or problems in their totality, to take a long-range view regarding his organization, to analyse the causes and possible future affects, to be cognizant of relations and connections in the organization, to utilize cost – utility approaches to making choices and to optimize for the total organization.

3.3.2. Technology for Management of Media.

The role of the teacher from that of information manager to learning facilitator has been made possible today by means of vast array of instructional aids. The traditional technique of 'talk and chalk' has yielded place to most sophisticated computer technique. The purpose of all teaching is to stimulate, activate and to involve the learner in the teaching-learning process. Maximum classroom involvement is likely to result when there are many carefully selected and wisely presented opportunities for first hand learning experiences. Instructional media mixed with appropriated instructional strategy can play a vital role in effective learning.

Similarly the flexibility of the computer to perform a variety of tasks opens the potential for resolving many administrative problems. Within a school, there are many tasks to accomplish. Attendance clerks must keep track of students,

counselors must schedule classes, and administrators have to communicate mostly routine things. Teachers, administrators and school board members need test results. The computer can assist in all these routine duties very efficiently. The ways in which the modern technology has revolutionized the classroom and administration are discussed very briefly in this unit.

Good teaching is good communication. Communication is a cyclic process. It has some basic components like sender, message, channel of communication and receiver. There is also a feedback loop which forms an important element in the communication process. For classroom communication to be effective, channel of communication is an important factors. This acts like a conduct through which information flows. This is commonly referred to 'media' of instruction.

Instructional media are the devices which act as middle conditions between student and what he is to learn. An instructional medium is simply a means for transmitting information. Until 1950 education was imparted through the technique of mass instruction. During 1960s individualized learning techniques were very much emphasized. The present trend seems to be group instructional techniques. For all the three techniques of instruction, media can help immensely. Instructional media are tools for teaching and avenues for learning.

Educational Technology

What started as Audio-visual education movement has grown enormously with varied types of sophisticated aids and tools for teaching. Technology made an impact in the field of education by making available new and sophisticated tools to the teacher to carry out his responsibilities very effectively. As a result, the whole process is being reviewed under the title of 'Educational Technology'. System approach is being applied to the process of education, considering the whole process as a system. Specifying in instructional objectives, utilizing the products of technology to improve and facilitate efficient learning situations and evolving suitable evaluation procedures are part of the system approach and that of educational technology.

There are two components of educational technology. They are hardware and software. Hardware refers to instruments useful in the process of teaching such as projectors, tape-recorders, television, radio and computers. The software aspect of technology is based on the psychological principles of learning and teaching. Text- books, instructional modules, programmed materials, charts, all kinds of print media including self – instructional materials for correspondence and distance education courses belong to this category. Graphic aids like charts, graphs, maps, posters, sketches, photographs etc. Three dimensional models, Display. Boards like Flannel board, bulletin board,. magnetic board and chalk board. Structured learning resources from the text book like hand-outs, reading lists, assignment sheets, laboratory manuals, self-learning packages are the different kinds of software materials that we very often use in classrooms.

Purposes of educational media:

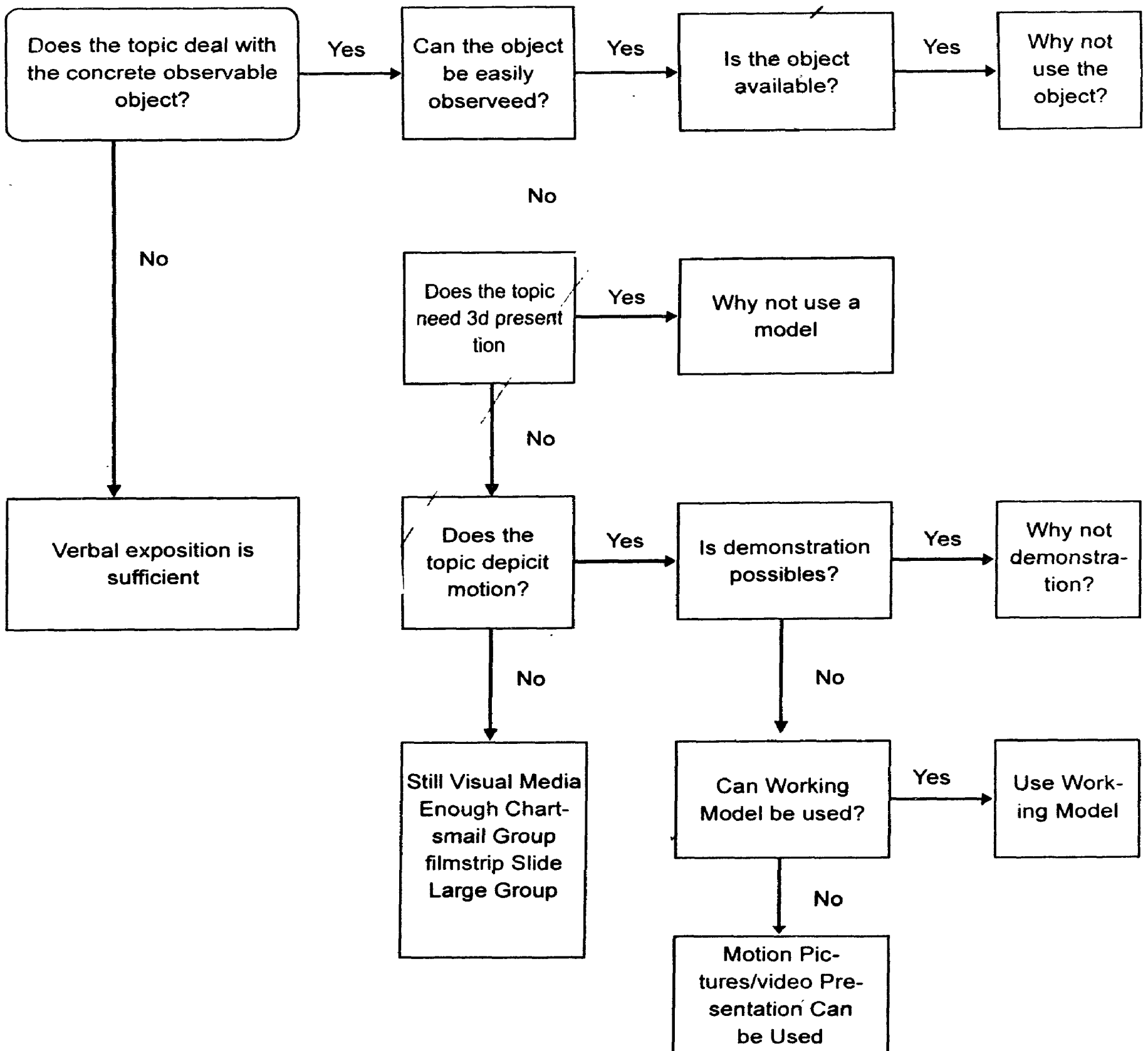
Educational media are supposed to serve the following purposes:

- decreasing the time needed to achieve particular objectives.
- augmenting the capacity of individual teachers.
- effecting economies in financial costs.
- making the learning process effective with reference to attainment of educational objectives.

Multi – Media Centre

Realising the importance of media in teaching, supervisors can plan to establish media centre in their educational institutions. The media centre can house all learning materials and accompanying services putting audio-visual and printed resources under a single administrative organization in institutions. To begin with this can be located in school libraries. It should provide easy access for individual and group study. Learning packages with accessories like audio-cassettes and video-cassettes can be prepared for various study units and stored in the media centre in the form of 'modules'. Some of the materials that have to

be procured from outside can be dialed. If facilities can be provided for fabricating materials that are needed for classroom teaching in these centers, then this can be called learning Resource centre. 'Instructional Materials Centre' 'Multi-Media Library', 'Curriculum Materials Centre,' are some of the names that are given to such a centre. Usually a learning resource centre has learning booths or 'carroles' in which individual student can use slides, filmstrips, filmloops, audio-cassette or video-cassette etc.



Uses of Media

While using any educational media for teaching in a classroom, the teacher to follow five basic principles.

1. Selection of Media

Teacher should select proper media based on the learning objectives and the characteristics of pupils. The media centre must provide reference services, pre-view facilities and immediate access to all kinds of media materials including packages and information about rental or loan of additional media from other sources. W.H.Erickson and David H.Curl have formulated the following criteria of selection of media in terms of curriculum factors with reference to specified objectives.

1. Is the content useful and important to be learner?
2. Will it be interesting to students?
3. Is there direct relationship to a specific objective?
4. Is the material authentic, typical and up-to-date?
5. Have facts and concepts been checked for accuracy?
6. In technical quality satisfactory? Are images clear? Narration or dialogue intelligible?
7. Has the material actually been validated or tasted with learners?
8. Do content and structure reveal careful planning by the producer?
9. Has the material actually been validated or tested with learners?

A mere catalogue description will not help the teacher to choose the appropriate aid must examine or preview the aid before actually using it.

2. Readiness

The use of the media in the classroom must be preceded by the learner's readiness for participating in the experience. The minds of the pupils must be prepared.

3. Setting the proper physical conditions

Physical facilities and conditions for using the media must be as far as possible ideal. Proper seating arrangements sufficient darkening facilities in the room and facilities for manipulating the different media must be ensured.

4. Consolation or Follow-up

Teachers should guide the learners in their response to experiences gained. Suitable worksheets may be prepared in the light of the objectives and the experiences gained by them through the use of audio-visual presentation.

5. Evaluation

Teachers should continuously evaluate the effectiveness of the media and their techniques. The reference points for valuation of the media and methods are the specific learning objectives and performance criteria.

The effectiveness of an instructional medium cannot be evaluated in isolation. It has to be linked with the performance of the teacher in instruction. The best prepared aid can lose effectiveness if used improperly. As there are individual differences among students, so there are among teachers. Every teacher should learn to use media to an acceptable minimum level of competence. The basic problem for the teacher is to select the most appropriate media for learning strategies and put them in different combinations.

3.3.3. Computers in Education

Although computers have been used in education for almost 25 years, recently has been great interest in this topic created by the microprocessor / personal computer revolution. Not only can you teach students how to use,

operate and program computers, computers can be used to teach subjects from basic spelling to advanced topic chemistry.

Most of the controversy about in education is centred around using computers to teach. But there are several educational uses that are important and less controversial. The computer helps to accomplish the task of accounting, payroll, inventory control including library maintenance, purchasing, maintenance of records, and other similar activities in the educational environment. However, there are some specific uses of the computer pertaining to education and educational management which are briefly discussed here.

Educational Management

Much of the paper work in an educational institution is concerned with attendance records, grade reports, disbursing financial aids, scheduling timetable and courses, and other curriculum related tasks. Many of these tasks are repetitive, tedious and time-consuming. Not only does a computer accomplish these tasks quicker and with greater accuracy, but it frees the employees to use their time profitably for personal services. In addition to meeting existing administrative requirements, a computer can provide new services that are not possible with manual systems: for example producing detailed government reports, printing mailing lists and labels, word processing and to offer short-term courses enabling flexible scheduling. Finally after information is entered into the computer, it can be retrieved in several graphic forms, thus facilitating statistical surveys and other reports that can improve decision making and planning.

Counselling

Many high schools and colleges now use local, state and national data banks to assist in educational and career guidance. Because the job market with its intricate demographic factors have become very complex and further college programmes are continually changing, counselors find it almost impossible to keep informed of all the latest development relevant to a particular student's goals. By using a suitable computer software which can retrieve the necessary

information for making career choices, a counselor can provide timely information about the changing job market.

For instance, one programme designed to assist students in locating a college that meets their individual needs allows the student to specify upto 20 criteria, such as the course of study, geographic area, size of the town/city, total enrolment, male-female ratio, tuition cost, athletic cost, athletic programmes, accreditation, admission requirements and so forth. After the relevant criteria have been specified, the computer will identify the colleges that meet the student's requirements. Another programme used extensively by counselors provided career guidance regarding the current job market, salaries, the education requirements to enter the field.

Computer Managed Instruction (CMI)

One of the most valuable areas for instructors is the use of computers assist in their book keeping. The generation of tests, correction of tests, item analyzing, keeping track of scores and grades on individual students and other such things are ideally done by the computer. Computer-managed-instruction (CMI) accomplishes all of these tasks. It also provides timely, valuable feedback to the instructor regarding a student's progress, pinpoints specific areas of skills that need improvement and evaluates the effectiveness of tests and determines in which areas students are having the most trouble.

The information on student's progress and test results allows the teacher to improve his or her own skills by showing the area where students have the most problems, thus allowing either the material to be explained differently or the testing questions to be rewritten or eliminated. Not only is the detailed computerized information beneficial for improving instructions and learning. But the time usually spend doing these book-keeping can be spend giving more individualized and personal attention to the students. However, to fully optimize the benefits of CMI, it is best used in conjunction with computer-assisted instruction.

computer-assisted instruction (CAI):

The computers provide an intensely visual, multi sensory learning experience that can take a youngster in a matter of a few months to a level he might never reach without it and certainly would not reach in less than many years of study by conventional methods.

A computer is programmed with linear or branching programmes. The characteristic aspect of the CAI is its capacity to initiate flexible interactions with the students which is not possible in other methods. The computer is able to record and store all the responses of the student. It can use the information in deciding what information to give the student next. It can branch not in terms of one answer but also in terms of a whole series of previous answers. It can also record the time taken to answer a question and the degree of correctness of the student's response. The information provided by the computer could take the form of videotape recordings, slides, motion picture films, filmstrips etc. The student may question the computer and feed answer in to it by means of a typewriters keyboard. The computer responds by printing out comments, answers and questions. Computer can be used for different modes such as a Drill and Practice, Tutorial, Problem solving, simulation.

Electronic Libraries and Networks

Many colleges and universities have already implemented electronic libraries that use the data bank and indexing techniques. These libraries are presently being used primarily for research and scholarly work.

Future libraries will store many books, papers and journal articles electronically. User will browse by means of screen and a telecommunications link. Many users could have access to the same book at the same time and they could have pages printed if they wished. There will be no card catalogue. Instead, the computer will maintain indexes that will permit rapid searching for items, using the terminal screens.

3.40. Library Unit

1. Edgar Dale -Audio-Visual Methods in teaching, Dryden Press

2. K. Sampath, A. Panneerselvam & S. Santhanam -An introduction to Educational Technology, Sterling Publishers
3. E.G. Vedanayagam -Teaching Technology for College Teachers, Sterling Publishers
4. Thomas J. Gustatson-Microcomputers and Educational Administration, Prentice Hall inc.,

3.50. Enrichment Activities

1. Give the meaning of system approach. Indicate the steps for any general system.
2. Discuss the need for adopting system approach in educational planning. Identify the various components in it.
3. Draw a flow chart to indicate the components involved in a system related to education administration and their inter relationship.
4. Discuss the benefits of the system approach in the field of education.
5. Mention the different types of educational media that can be used in teaching area of specialization.
6. How will you select the appropriate media for topic and use it effectively in teaching?
7. What is meant by educational technology? What are the two aspects of it?
8. Describe the ways in which computer can be used in educational management?
9. Bring out the difference between Computer-Assisted- Instruction and Computer—Managed-Instruction.

UNIT – IV

4.40 Overview

Kothari Commission rightly said that India's destiny is shaped in classrooms. It is the teacher who is responsible for setting the proper climate in a classroom. The need for assessing the teacher competency objectively has assumed significance recently. Teaching is considered as an art. But still, teaching task can be analysed in terms of various skills and training can be given in acquiring proficiency in these skills. We point out effective teachers but become confused when asked to specify and quantify the characteristics that make up teacher effectiveness. The teacher's task as a manager of classroom activities is briefly explained in this unit.

4.20 Objectives

After completing of this unit, you should be able to

- give the meaning of classroom management
- describe the steps in planning learning experience in classroom
- define teacher behaviour
- identify the relationship between teacher behaviour and the classroom climate
- devise a tool for measuring teacher effectiveness.

Classroom Management

Although concepts like 'deschooling Society', 'schools without walls' and 'open education' are gaining importance in the western world, classroom teaching will continue to be the most common form of instruction for many years from now. Barker says that the teacher initiated 56.2% to 80.7% of all the messages in the classroom. The communication cycle is initiated by the teacher as result of teacher's need to impart information. Communication in the classroom is to a great extent carried on through verbal mode only. Classroom communication is

not a mere one-side affair i.e. information constantly pouring from the mouth of the teacher. It requires intercommunication between student and teacher.

Teachers should know several things about classroom management. Classrooms are set up for the purpose of communicating and not for dictating teacher's ideas on the young minds. Teachers must realize the constant influence of several communication media outside the classroom upon the students. The words that the children seem to possess before entering the school were all picked up through various kinds of media. Teachers must capitalize on these experiences of children and related them to the school activities.

Pupils with widely different backgrounds, differing abilities and interest attend school today. Further the teacher has to manage with vast explosion in knowledge. Students have too few opportunities and too little time to explore the vast subject-matter included in the curriculum in depth. To meet these challenges, the teacher has to make use of new and improved communication devices besides the verbal exposure. Modern technology has provided films, filmstrips, tapes, video-cassettes and myriads of communication devices.

These materials and techniques can be divided into two categories.

1. Those that are effective for use with groups; and
2. Those that can be used advantageously in individualized instruction.

A variety of factors seem to go along with teacher's efficiency in managing a classroom. Some are external and others are personal. The external factors include those which the teacher cannot control, like class size, infrastructural facilities, innate pupil characteristics, home and community influences on pupil attitudes and behaviour. To a certain extent the teacher can modify, adapt or adjust his teaching strategy to suit such particular classroom situations. For instance, the teacher can change his questioning techniques or ways of presenting ideas to suit individual needs. On the other hand certain personal characteristics of the teacher will determine his teaching competency. Certain personal traits, intellectual and temperamental, will enable the teacher to get over even drastic constraints imposed by external factors. Among such personal

characteristics, D.G.Ryans lists a democratic and cooperative approach to pupils, kindness, patience, consistency in dealing with his pupils, openmindedness and an abiding interest in pupils. Tact and a sense of humor coupled with mastery of subject matter also count. Professional alertness, psychological maturity. good inter-personal relationship and dedication to their profession leading to job satisfaction are all associated with the teacher's ability in managing classrooms effectively.

Teacher as a Manager

Teacher's responsibility is not mere transaction of the contents in classroom and assessment of student's attainment. A classroom group is typical of a complex social milieu. It is unique in many ways. It is a set of participants who come together to achieve common goals. In this context a teacher cannot work in isolation. He has to work not only with the classroom group. But also with other teachers, principal, parents and sometimes with community. Especially when extension activities and community centred activities are carried on, the teacher has to maintain relation with the community also. For all these, a teacher has to develop certain managerial skills.

In addition to the physical and monetary facilities required for successful teaching, time has also added as an important resource. The following are some of the major components of the teacher's job. Planning the curriculum at macro level and also at the micro level; Guiding the students in academic and personal problems; Teaching in classroom adopting innovative techniques; Examining the students' attainment both formatively and summatively and analyzing the performance of the students; Maintaining human relations with other teachers and parents; and Continuing professional development would require proper time management.

The teacher's main task is classroom management. Teacher is the leader formally designated and is accepted by the students as such. It is the teacher who has to propel the interaction in such a way that the varied needs of the learner are satisfied. The classroom management deals with the following aspects:

1. Learner attributes: includes previous experience, knowledge and social background. The size of the class group in these days are not only very large but also composed of heterogeneous abilities.
2. Physical setting: Generally the classroom physical arrangement places the students in rows of seats in front of the teacher who is near the black board. There is research evidence to show that the conventional arrangement of learners as the receivers at the other end creates a psychological distance between them and the teacher. There is more 'openness' in the interactions if students are able to sit around the teacher as equals.
3. Teacher's ability to monitor particular kinds of activities
4. The nature of the subject matter and the possible alternative methods and media that can be used.
5. Other facilities available in the college like laboratory, library, space for small group discussion etc.

Motivation is a catalyst in learning. Motivation is the inner force that makes a person want to know, to understand, to act, to gain a skill. Taking into consideration students' needs, the teacher can motivate the students by varying the teaching styles and using a variety of teaching methods. A person brings into teaching his own personality, educational background, values and ideals. A good teacher uses his background to create a love for learning, exhibiting the kind of enthusiasm that projects beyond the classroom. The teacher is the most powerful variable in the teaching-learning process.

Some implications for teachers to manage teaching situations.

1. We teach by smiles, not by frowns.
2. We can change a student's attitude about himself better by being positive, encouraging and enthusiastic; by telling them that they are important, they do count, they can make it, they do have values.

3. Students behave in terms of what seems to true, according to how they perceive the facts.
4. Teach not only the subject matter but what it means to them.
5. Results are achieved not by telling someone he is worthy, but through trust, listening and establishing an atmosphere of mutual respect.
6. A warm, discriminating and accepting teacher promotes self concept, motivation and learning in pupils.

Management of Learning Experiences

The essentials of management of learning experiences depend primarily upon the planning and organizing the content. There are four parts of planning which are closely interrelated. Experienced teachers are likely to find it impossible to think of one without the other.

1. **Objectives:** goals, purposes, outcomes.
2. **Content:** What is to be taught, the subject matter-stated in the form of ideas, facts, principles, skills or generalizations.
3. **Learning experiences:** The activities or methods used to help students in learning.
4. **Means of Evaluation:** Methods used to help determine student learning and the effectiveness of teaching

Many teachers have found the following general outline of steps to be of help in planning.

1. Outline the major areas of content, tasks or skills to be taught considering both what is to be included and the order in which it is to be taught.
2. State the behavioural objectives, what the student be able to do as a result of his learning.

3. Determine supporting content, tasks or skills. Decide what the students will need to learn in order to progress toward achieving the objective.
4. Select suitable learning strategy that will help students attain the objective.
5. Decide what teaching aids, reading materials, tools, equipment, handouts are needed to help students learn.
6. Choose suitable forms of evaluation for determining if students have reached the objectives.
7. Prepare, present, try out and evaluate. Revise your plans if needed.

Teacher Behaviour

Teacher behaviour is an act performed by the teacher in the context of the classroom. The act of teaching is a kind of reciprocal contact established between the teacher and pupil. This reciprocal contact can be perceived as a series of events which occur one after another. Teachers behave in different ways and therefore there are different types of classroom interactions. Some are very strict and some are very kind lenient. Some are witty and humorous and some are dull. There are some who are very stern and serious all the time. Certainly the teacher's behaviour pattern sets the pattern of pupil behaviour in a classroom. The teacher's behaviour tends to create an atmosphere which we describe as classroom climate.

Teacher Behaviour and Classroom Management of Performance Assessment:

We may classify the teacher's classroom behaviour into two categories- dominative and integrative. When a teacher talks, commands, restricts pupils' freedom to talk, ask questions accepts their ideas and stimulates their participation in class activities, he is integrative. It is therefore the teacher's behaviour, which sets the pattern for learning atmosphere or climate in the classroom. If he is generally dominant he promotes such a climate in the class. If he is integrative, he aids in integrative climate.

Techniques of interaction analysis have been helpful in the analysis of teaching behaviour. Although only a small proportion of verbal communication is recorded, it is possible to infer about classroom events. It is possible to estimate the initiation and response on the part of the teacher and pupils and a number of other interesting features of teacher-pupil relations. In this connection Ned Flanders interaction Analysis Category System is a popular device to analysis the teacher behaviour in classroom.

Performance Assessment: Tools & Techniques

Attempts at rating teacher effectiveness are in vogue now and the feedback results of such ratings, either self or observer ratings help to improve teacher competency. Through task analysis and specification of teacher traits and abilities which have high positive correlation with pupil learning as well as the creation of a good classroom climate, a profile of desirable traits and characteristics is drawn up. Appropriate rating scales are constructed to rate individual teachers. An example of such a scale is Bruce Tuckman's Teacher Feed Back Form (TTIF) which aids in rating a teacher's standing in four dimensions of teacher behaviour. They are creativity, dynamism, organized demeanor and warmth-acceptance. With the help of 28 pairs of diametrically opposite trait ratings, teacher behavior can be analysed. Analysis of interaction analysis category tally rations may also reveal a teacher's flexibility in teaching to suit the needs of pupils as well as his style of functioning in the classroom. Teacher traits have a direct influence on class climate which in turn influences teacher effectiveness. An open climate indicates a democratic and flexible approach on the part of the teacher which facilitates pupil participation in learning and a closed climate frustrates pupil learning.

A model of a tool to assess the teacher competency and another for effectiveness of a teacher in the classroom by means of a rating scale are given below for your guidance.

Stanford Teacher Competence Appraisal Guide (STCAG)

		0	1	2	3	4	5	6	7
Rating Components		Unable to observe	Weak	Below Average	Average	Strong	Superior	Outstanding	Exceptional
Aims	1. Clarity of aims								
	2. Appropriateness of aims								
	3. Organization								
Planning	4. Selection of content								
	5. Selection of materials								
	6. Beginning of lesson								
	7. Clarity of presentation								
	8. Pacing of the lesson								
Performance	9. Student Participation and attention								
	10. Ending the lesson								
	11. Teacher student rapport								
Evaluation	12. Variety of evaluation procedures								
	13. Use of evaluation to improve teaching learning								
	14. Concern for professional standards and growth								
Community & Professional	15. Effectiveness in institutional / faculty relationship								
	16. Concern for total institution programme								
	17. Constructive participation in the community								
		0	1	2	3	4	5	6	7

TEACHER RATING SCALE

On each line make an (X) at the place which seems to you most appropriate for the instructor you are rating. The highest possible rating for an item is 10, the lowest is 0, with nine gradations between. The descriptions for each item, one at the left for the best rating one at the right for the poorest rating and one in the middle for the average rating, are given to help you in making your marking.

TEACHER RATING SCALE

10 9 8 7	6 5 4	3 2 1 0
1. Objectives clarified by the instructor		
Objectives clearly defined	Objectives somewhat vague or indefinite	Objective very vague or given no attention.
2. Organisation of Course		
Exceptionally well organised subject matter in agreement with course objectives	Satisfactory organised subject matter fairly well suited to times objectives.	Organisation very poor subject matter frequently unrelated to objectives.
3. Knowledge of subject		
Knowledge of subject broad, accurate upto date.	Knowledge of subject somewhat limited and at times not upto date.	Knowledge of subject seriously deficient and frequently inaccurate and out of date.
4. Range of interest and culture		
Has very broad interests and culture; frequently relates subjects to other fields and to present day problems.	has fair breath of interests and cultural occasionally relates subjects to other fields and to present day problems.	is narrow in his interest and culture; seldom relates subject to other fields or to present day problems
5. Variety in classroom technique		
Effective and varied use of classroom methods and techniques; lecture discussion demonstration visual aids.	Occasionally methods from straight lecture or discussion	change Use one method almost exclusively all class hours seem alike

6. Assignments		
Class, reasonable co-ordination with class work.	Ocasionally in definite and unrelated to classwork.	Confused often with n relation to work of cours
7. Ability to course interes		
Interest among students ususally run high	Students seem only midly interest	Majority of students attentive most of the tim
8. Mannerisms		
Manner pleasing; from annoying mannerisms.	free Mannerisms not seriusely objectionable annoying	Constantly exhibit manneris
9. Skill in guiding learning process		
Gives students opportunity to think and learn independently critically and creatively.	Gives student some opportunity to develop his academic resources on his own initiative.	little or no attention to studen ideas; ignores or discourage original and independent effort.
10. Fairness in Grading		
Fair and impartial; grades based on several evidences of achievement.	Partial at times; grades based on a few evidences of achievement.	Frequent shows partiality; grades based on very limited evidences of achievement.
11. Willingness to help		
Expectionally friendly; usually willing to help even busy.	moderately friendly; usually willing to help students.	aloof or sarcastic and preoccupied; unwilling to help students.
12. Personal attention to students product		
Gives close personal attention to and renition of students product; exam, term paper theme, note book.	Reads his own report but does not comment very generouslyor help fully.	Invariably pushes reading and judgements off into reader or assistant reads students work superficially.

13. Recognition of own limitations		
Welcomes differences of opinion honest in admitting when he does not know	Moderately tolerant of different view points usually willing to admit when he does not know	Displeased by opposite view points dogmatic and argumentative even when clearly wrong.
14. Speech and enunciation		
Speaks clearly and distinctly	Words sometime in distinct and hard to hear	Words very indistinct, often impossible to hear.
15. Sense of Humor		
Enjoys a good joke (even when it is on himself) yet knows when to be serious	Unpredictable sometimes pleasant and happy at other times down cast	Poor sport never sees the humourous side of and situation
16. General estimate		
Very superior teacher	Average teacher	Very poor teacher

4.40. Library Unit

1. K.Sampath et al An Introduction to Educational Technology. Sterling publishers.
2. J.K./Pillai, Ph.D.Thesis Organizational Climate Teacher Morale and School Quality
3. Studies in Educational Theory and Practice, Regional College of Education Publication, 1982.

4.50. Enrichment Activities

1. Describe the steps that help the teacher to manage the learning experience in a classroom
2. Describe a tool to evaluate the effectiveness of the teacher in a classroom.
3. Study the teacher behaviour of any subject using any system of classroom interaction analysis.
4. Explain how the teacher sets the pattern for classroom interaction
5. What is meant by class room management?

UNIT – V

5.1.0. Overview

This unit outlines the details of strength of students and staff pattern, requirement of manpower; building and other facilities school examination and other extra curricular activities.

5.2.0. Objectives

On the completion of this unit, you should be able to

- ❖ explain the strength of students and staff-rate of expansion
- ❖ define the meaning of man power requirement.
- ❖ list the facilities need for the educational institution.
- ❖ discuss the aspect of school examination.
- ❖ identify the curricular activities

5.3.0 Study Materials

5.3.1 Strengths of students and staff-rate of expansion

The National Policy on Education, 1986 stated of all the different factors which influence the quality education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. It is common sight to see a teacher managing a large class, thereby disciplinary problems unmanageable. Very often not enough teachers are appointed in schools. How to fix the number of staff required at various levels? Several methods may be used for making projections of teacher requirements. Following two methods are generally used:

- A) Pupil – Teacher Ratio Method
- B) Method based on the number of pupils per class the hours taught by the teacher.

A) Pupil – Teacher Ratio Method

This is the simplest and most popular method of projecting teacher requirements. The following formula is used for this purpose:

$T = E/R$ where T-Number of teacher required. E-Enrolment at the Particular time. R-Teacher –Pupil ratio at the time.

This method, though very simple is suitable for making project mainly at the primary stage of education.

B) Method based on the Number of Pupil per class and Hours taught by the teacher:

a) Size of the class

b) No of hours the student receives instruction per week

c) No of hours taught by teacher per week.

According to this method, the requirements of teachers is determined by the following method:

$$T = \frac{E \times H_s}{R \times H_t}$$

Where T = Number of Teacher required

E = Project enrolment

R = Average no of students per teacher of size of average class.

Hs = Average number of weekly hours per student

Ht = Average number of weekly hours per full – time teacher.

Based on these projections, the number of teacher required can be arrived and suitable may be taken to recruit them.

A School should be able to gauge the number of students who will seek admission in the ensuing academic year through a census of school age children and / or from the heads of feeder schools in the area.

More classrooms may be needed. A beginning should be made well in advance. Staff requirement may be placed at the current pupil teacher ratio of 1:40.

Again the additional teachers required may be with different educational qualification and experience. Care should be taken to appoint sufficient number of women teachers wherever necessary. Selection committees should be formed and advertisement about the vacancies and terms and conditions should be notified.

Proportionate to the increase in the strength of teachers and students, the non – teaching staff like office assistants, sanitary workers and attenders may also be required.

5.3.2. Man power Requirements in Education

According to Kothari Commission report of 1966, it is very essential to give importance to the relationship between enrolment and man power requirements. In India it is essential to produce adequate supply of educated specialists for each category of job to be performed. If it is in excess the resultant is unemployment. If it is less, then, it adversely affects the economic growth. For every individual the matching of educational patterns and job opportunities is vital. Under- employment and over employment result is frustration. So the estimate of future manpower requirements form a basis for enrolment patterns above primary level.

In the case of education, continuous effort is required to improve the collection of necessary data and the techniques of forecasting. Central and State Governments should take equal effort in manpower forecasting. Man power forecasts in terms of quantity require emphasis in translating them into enrolment terms. The quality of manpower should be given importance. If appropriate standards are not maintained, the economic growth will be hindered. Before final

decisions are taken the indication should be checked with the data available. The manpower forecast provides four broad indications namely (1) the total enrolments needed in secondary and higher education (2) enrolments needed in different types of courses (3) shortages and surpluses in the manpower situation and (4) priorities involved.

According to public demand, expansion facilities are provided. High targets are fixed but it is very difficult to achieve. There is a gap between realities and the target. It is possible to bridge the gap through manpower forecasts. The indicators of man power forecast are; the priorities to be adopted. The different courses of study to be developed, the extent to which the facilities should be provided in different courses and the manner in which enrolment could be made to include at least the best students in the community.

Manpower Estimate :

It is clear that education upto primary should be on compulsory basis and at the post-primary stage, it should be related to manpower needs. The forecasts are made by two different organizations. One is by the Institute of Applied Manpower Research and the other undertaken by the planning unit of Indian Statistical Unit, New Delhi and the unit for Economic and Statistical Institutes on Higher Education, London School of Economics, in collaboration with the perspective Planning Division of the planning commission.

Future Requirement of Education Manpower

The Requirements are made for services and for the other sectors of the economy.

The output in each sector and the educated manpower are available. The targets for economic growth for the economy as a whole and for each sector are assumed. Projecting the growth of output, the demands for educated workers are calculated.

The need for teachers is derived from enrolment estimates and assumptions about teacher pupils ratios and teacher's qualifications. The need for medical personal like doctors, nurses and auxiliary personnet is estimated on

the basis of population growth and national income. Legal and business services growth fast along with economy. The recreational and personal services grow less fast.

Enrolment

Based on the required outputs enrolment has to be made. So the forecasts have to be made and revised periodically considering the following. The enrolment is made.

- to restrict the unplanned and uncontrolled expansion of secondary and higher education if massive education unemployment is to be avoided.
- to make special and intensive efforts to vocationalize secondary education and to develop professional education at the University stage and
- to devise suitable machinery at both the national and state levels to relate the estimates of manpower needs and educational output.

Social aspects of Manpower Forecast

There is a great demand for education in the society. The demand for secondary and higher Secondary education has increased. The reasons for such requirements are

- a) Social status attached to higher education
- b) the growing hunger for education among middle classes who have realized that the best thing that can be given to their children is good education.
- c) the awakening among the rural people and lower classes to come up through education and government services
- d) the appearance of new values of attaching higher education with job.
- e) the absence of employment opportunities for primary education or even for secondary education

- f) the increasing provision made by Governments for free secondary education and free studentships and students scholarships at the university.
- g) a rapid multiplication of educational institutions at secondary and higher levels.

These requirements can be met by expanding facilities at secondary and higher secondary levels by adopting a compromised approach of enrolment (open door policy at lower level and selective and open door policy at higher level) and by maintaining optimum level of efficiency.

So Social aspect of manpower forecast demands change in enrolment trends, changes in the legal minimum school leaving age, the provision of new types of institutions and changes in the admission standards of various institutions. The vocationalisation is an important trend.

Political aspects of Manpower Forecast

India follows democratic and socialistic pattern of society. The forecast has to be based on the following political commitments.

-Provision of effective general education of not less than seven years duration to every child on free and compulsory basis and to expand lower education on a large scale.

-to provide higher secondary and university education to those who are willing and qualified to receive such education, consistent with the demands for trained manpower and the need to adequate financial assistance to those who are economically handicapped.

-to emphasize the development of professional, technical and vocational education and to prepare skilled personnel needed for development of agriculture and industry.

to identify talent and help it grow to its full potential.

to liquidate mass literacy and to provide an adequate programme of adult and continuing education

to strive continuously to equalize educational opportunities.

The educational level of the citizens have to be raised. For this several programmes have to be formulated. they are essential on ground of social justice, for making democracy viable and for improving the productivity of the average worker. Article 45 of our constitution has to be borne in mind. The following are some of the programmes.

1. Providing five years of effective education to all children

2. Providing part time education to thses who have not completed lower primary education of age group 11-14 for at least one year to make them functionally literate.

Liquidating adult Literary

Technical aspects of Manpower Requirements

To improve the economic and to utilize human resources the educational system should think of the productivity. The wealth and prosperity of a nation depends upon the effective utilization of human resources along with material resources. The effective utilization demands the education in science and training in technical skills. India's enormous resources of manpower can only become an asset in the modern world, when they are trained and educated.

Vocationalisation emerged to provide technical education. Our educational system produces individuals who can not readily enter industries. The education is supposed to give for man training but it is not so. A sound system of technical education results from partnership between industry and educational authorities. The training should be linked with production. Technical education should be either institution based with training completed within industry or industry based with part- time education.

Technical education is concerned with the following levels of skills. The semi skilled and skilled workers for first line supervisors technicians or diploma holders for higher technicians, engineers who are graduates and research and design engineers who are post graduates for the training. Some high schools also provide technical education. Planning Commission has observed that there is wastage in junior technical schools because many individuals after completing education in Junior technical schools do not enter into employment. So the forecast is that the technical schools must be productivity oriented, they should associate with industries.

5.3.3. Building and Other Facilities:

1. Building

Students in school deserve a modest physical environment inside and outside the classroom, so that they may devote themselves effectively to both formal classroom teaching and out-door activities. proper location of schools, adequate area of land, functionally planned school buildings at economic cost, durable, economic and maintenance free furniture are some of the basic issues which are faced by educational planners. There is a huge backlog of provision for proper and pucca buildings for existing schools on account of the vast expansion of educational facilities and diversification of education at the plus 2 stages. The fact that 40% of our school do not have pucca buildings 39% of the schools do not have even blackboards indicates the dismal state of our elementary schools. It should not be presumed that all the schools in pucca buildings have no problems at all. The physical condition of most of our schools is not good due to improper attention given to various maintenance needs.

A school plant is educational tool or a system. The efficiency of the system is determined in terms of the quality of education programmes. If the building is kept in good condition and repaired regularly under proper maintenances programme, it is observed that:

1. It is easier to keep it clean
2. It boosts up the morale of the staff and students

3. It is more economical to operate and function
4. It receives respect and praise from the public at large.
5. It makes the teaching – learning process more effective and meaningful.

The conditions that the obtained now in schools are as follows:

1. Resources are limited for educational development relating to the growing demands on the educational system.
2. There are constraints due to which children from the weaker section of the society are unable to take advantage of the schooling.
3. Due to underutilization of resources and ineffectiveness of the educational system, the drop out rate is high and the quality is poor.
4. The system is dysfunctional and unrelated to the needs and aspirations of the students.

Need for more facilities:

Due to social awakening and increased prosperity, the enrolment rate is going up. Pressure for admission in school is increasing in urban areas.

A school should be able to gauge the number of students who will seek admission in the ensuing academic year. More classrooms may be needed. A beginning should be made well in advance. Staff requirement may be placed at the current pupil-teacher ratio of 1:40. Like this every school should plan.

School buildings pose problems in all countries since buildings and equipments are expensive. Diagnosis of school buildings and equipments in terms of micro-level planning should make it possible to

1. Assess the general availability and quality of school building
2. identify priority areas for action in respect of renovating or extending buildings
3. Identify the areas most disadvantaged in respect of equipment available
4. Assess true school capacity
5. Show which schools are under – utilized.

It may also be stated that adequacy and condition of building and equipments including library and laboratory and the degree of their utilization should be made with reference to national standards. If national standards are not available the national average may be used for comparison.

2. Educational Technology:

It is not the purpose here to discuss the meaning of educational technology as you have already learnt in the earlier programmes on pedagogy. The purpose is to discuss the impact of the technology in education.

Media and communication technology are expanding our educational possibilities and the structure of our educational institutions. Although its greatest use is for entertainment rather than formal education now, its undeniable power must be harnessed for education. School improvement can create new institutional forms for education built around recent and emerging media. Media technologists in education generally feel that early efforts to use media in classroom have been relatively unsuccessful. Recent trends in the field of educational technology have expanded the educational possibilities through the development of open and closed-circuit television, the creation of multimedia instructional systems and the expansion of libraries into multimedia information storage and retrieval systems. Many of these newer media developments have yet to touch the vast majority of students inside schools. One reason for this is that school environments have generally not been conducive to such developments. Teachers have their own flow in information and never learnt to incorporate the mediated episodes into our curricular patterns. However enormous potential exists for resource-based learning at all levels of education. the only barrier is a lack of understanding about such resources and how they can be used.

Categories of Learning Resources :

As modern technology has concerned itself with the storage of information and the provision of instruction, the kinds of learning experiences have increased considerably. The following are some of the resources which can be brought

together in various combinations to fit the function of providing information and instruction to the learner.

Text books and Work Books (Printed Materials)

- ❖ Audio – Tapes
- ❖ Video – Tapes
- ❖ Computer terminals and computers
- ❖ Broadcast and closed-circuit television

Text Books and Workbooks:

Textbooks are the printed embodiment of a course. At the moment, in most of the schools it serves as the only experience with the curriculum area. If properly constructed a textbooks can provide an orientation to a field, encompass basic information, suggest additional readings and suggest activities to enrich the content. Textbooks provide guidelines for teachers as well as students. Work books are produced in conjunction with text books although a well-constructed workbook can function independently. Workbooks are guides to activities, which the student can use to explore an area. In sciences, they provide directions to experiments and demonstrations, which illustrate basic concepts.

Audio-Tapes:

Audio-tapes with or without accompanying slides, filmstrips or other audio-visual materials can provide most of the information. Audio-tapes can be used as supplements to workbooks and textbooks or as the primary source of information within a course. It is possible to build a language laboratory with the help of audio-tape system.

Video-Tapes and Video-Discs:

Videotape is an even more powerful learning resource than audiotape. Videotape libraries can provide students with sets of lectures, laboratory and still demonstrations, artistic and sport performances and documentation of political, social and economic events. Virtually our entire heritage of films is currently

available on videotapes. The newest addition to the technology in this area is the videodisc. The disc looks something like a record and can be produced relatively inexpensively. Both videotapes and videodiscs are preferred because they can be used by teachers and students at times that are convenient to them.

Computer Terminals:

Using silicon chips, floppy discs and audio-video cassettes, computers can bring students a wide variety of media options. Text book, workbook, audiotape, and video-tape capability can be made available through computer terminals. In addition, computers can provide instruction and simulations. A computer can guide students through a course and provide immediate feedback about student's performance. The computer-Assisted-Instruction and Computer-Managed-Instruction are the innovations in computer capability.

With such an array of learning resources, information and instruction can be organized in a variety of ways. A vital component of any education programme is preparing students to use learning resources.

3. Resources Centres:

As long as there is collection of learning materials, there should be resource centers. The time when pupils solely depended on textbooks for getting information is all gone. As early as three hundred years ago, Comenius supported the use of wide variety of visual resources. "Schools without walls" means the whole city town is a resource. Resource includes all objects, of study, including books, periodicals, newspapers, pictures, diagrams, maps, charges, photos, microfilms, multimedia kits, programmed instruction materials, models, specimens, zoological and botanical living items. The place where all these resources are collected, organized and indexed for use without production facilities is called a resource Library. In a resource centre, provision must be made for production of materials also. It is the agency for stimulating the active creation and use of resource collection. It has the following six functions.

1. Production of home-made resources
2. Selection and acquisition of resources

3. Classification and indexing of resources including audio and video cassettes for retrieval
4. Storage
5. Use of these materials including guidance

Evaluating periodically the relevancy of the materials and weeding out.

There is a strong move towards flexible learning systems like Distance \ open individualized\Contract learning. for all this, resources center will be of immense value . Lack of qualified personnel, lack of equipment and resources and funding are the major problems relating to the development of resource center.

4. Library Resources :

To promote the desire and habit of general reading among our students in addition to the textbooks, which convey only brief and systematic knowledge and information, a well-organized library, is a necessity. Individual work, the pursuit of group projects, many academic hobbies and co-curricular activities in which students have to be engaged postulate the existence of an efficient library. It is also an essential instrument for putting into practice all the progressive methods. Hence to make the library a vibrant center in the school, the following ideas should be considered.

1. Library must be made the most attractive place in the school so that students must be naturally drawn to it without any compulsion.
2. In order to be creative, useful and effective instruction of education, the library should contain right type of books, journals and periodicals. A committee consisting of teachers and students interested in reading should advise and help in selecting suitable books.
3. The function of a library is not only to collect and stack the books but also to bring them to the reader. The fundamental duty of a librarian is to bring books and readers into proper contact. It is the duty of the librarian to select the right type of books and create the readers' interest through the right type

of publicity and personal help. He should bring the right type of book to the right person at the right time. Belief in the value of library, technique of library science and service to the people should be the cardinal principles of a librarian.

5. Laboratory equipments:

Laboratory occupies an important place in the teaching Sciences. It helps the students to develop the skill in experimentation and scientific attitude. Experimental study is indispensable to create scientific method of thinking. But most of the schools do not have this important facility and as a result science teaching becomes completely theoretical. Although practical work is suggested for the students in the secondary schools, owing to lack of adequate equipments and working place for the students, the scheme could not be effectively introduced. It is better to have separate laboratory for physics, chemistry and biology at the higher secondary level and a common general science laboratory in the middle and secondary school stage. For elementary stage, the science kits developed by UNESCO and NCERT coupled with field trips would suffice the need.

6. Purchase of equipments:

When the list of required equipments, apparatus and chemicals is prepared, it is sent to the competent authority for getting sanction. This list is called the indent. The articles indented may be either purchased by the higher authority or sanctioned to be purchased by the indent maker. Quotations from not less than three standard firms should be asked to give their price list for every item. It should be remembered that the full details and specifications must be supplied while asking for quotations. When the price list has been received from the firms, a comparative statement of the price list for every article should be prepared. Orders for the items should be placed with the company that has quoted the lowest price for the particular item. Although this is the general rule, in certain cases we can accept a higher price of an article provided the article is of superior quality. Quality of any article should not suffer on account of cheapness.

On placing the order, the articles will be sent by the seller along with the bill, otherwise called invoice. The articles are checked to their quality and correctness with reference to the quoted price and invoice. The invoice should then be forwarded with certifying for payment by the competent authority.

For the article purchased for the different purposes, they should all be accounted for in proper inventory register.

7. Mobilisation of financial resources:

Education is primarily the responsibility of the state. Nearly 20 to 22% of the State's resources are spent for the development of education. Out of this amount nearly 90% of it goes for teachers salary. Barely 16% is only available for development works which is quite inadequate.

The Central Government through its Ministry of Human Resources Development have given liberal grants to improve the facilities available in the single teacher schools in the states through a scheme called Operation blackboard. The scheme envisages giving to school plant, additional teachers and equipments.

UNESCO is one of the specialized agencies to give fresh impulse to popular education. In the matter of providing educational facilities, UNESCO has developed science kits for the benefit of elementary schools.

By organizing Parent Teacher' Association in all schools, parents have also helped the schools in building up necessary infrastructure facilities. By linking the school with the community, schools have also gained lot of materials through the various school improvement conferences.

Arrangements should be made for premises and equipment to be used to the fullest extent possible by forming the school complex programmes. Also out-of-school groups can also share not only for pupil's enrolled but facilities also. The time for which school premises and sports facilities are used may be increased by making item available to the whole community.

8. Organization of facilities:

The degree of utilization of school buildings and equipment can be found using some indicators. Three indicators can be calculated for assessing use of secondary school premises:

i) Time utilization rate : (TUR)

It compares the time for which premises are actually used to the theoretical durations.

$$\text{Time Utilization Rate (TUR)} = \frac{\text{No. of periods actually used}}{\text{No. of periods for which use theoretically possible}} \times 100$$

For example, if in theory each room can be used for 48 periods a week and if it is occupied for 24 periods only a week, the TUR

$$\text{is} = \frac{24}{48} \times 100 = 50\%$$

This means that in theory, it would be possible to double enrolment. But practically, due to contingencies of time- tabling it is difficult to increase this rate beyond 80%

ii) Space utilization rate (SUR)

It compares the average size of the groups using a room with the room capacity.

$$\text{SUR} = \frac{\text{Average No. of pupils per group}}{\text{Room Capacity}} \times 100$$

For example 8 rooms are built to accommodate 30 students in each but only 15 are occupying,

$$\text{SUR} = \frac{15}{30} \times 100 = 50\%$$

iii) Overall Utilization Rate : (OUR)

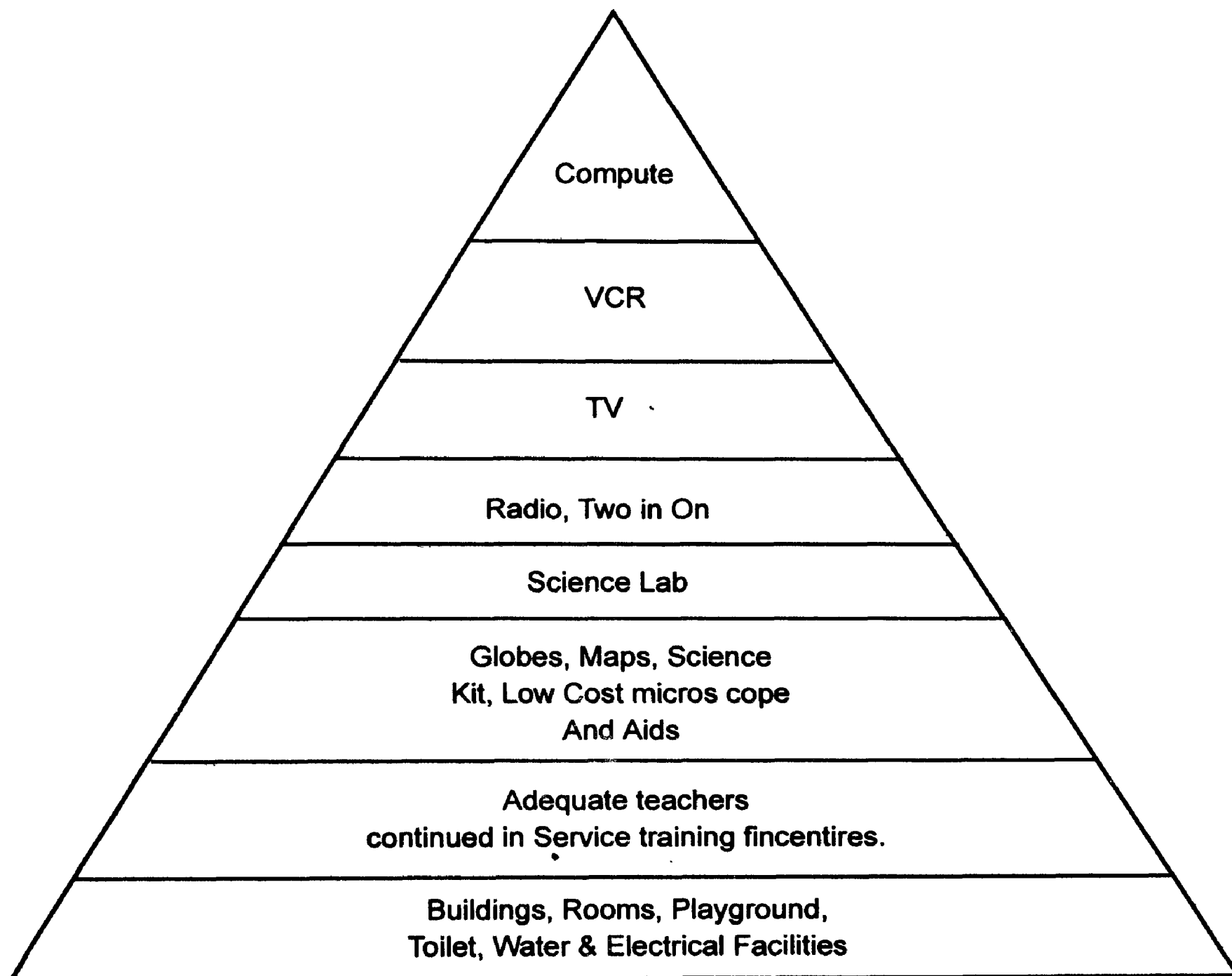
$$\text{OUR} = \text{TUR} \times \text{SUR}$$

$$\text{Hence OUR} = 50 \times 50 = 25\%$$

This rate should be raised to the highest level possible if the best of premises is to be maintained.

Priority in the selection of facilities :

Priorities for schools on the road of expansion is diagrammatically given below.



Minimum needs of a School

A secondary school needs the following minimum facilities.

No of school Places	:	at the rate of 15 SQFT for every student,
Classrooms	:	Equal to the number of total sections
Staff room	:	1 for men teachers 1 for women teachers
Library	:	One may be in a separate block
Laboratory	:	One
Open air theater	:	One
Arts and crafts room	:	One
Office room	:	One
N.C.C. Room	:	One
Record room	:	One
Headmaster's Room	:	One
Garden	:	1 acre
Play ground	:	10 acres
Teachers	:	Equal to the number of sections excluding the headmaster
Specialist teacher	:	Craft teacher, music teacher, physical education teacher.
Office Staff	:	Manager – One Assistant – One Typist – One Attender – One Librarian – One Peons – One Watchmen – One Sweepers / - two Watermen

5.3.5. School Curriculum

As you know curriculum refers to all the means employed to provide learners with opportunities. Unities for desirable learning experiences.

The Secondary Education Commission (1952) has stated “Curriculum does not mean only the academic subjects traditionally taught in the school, but it includes the sum total of experiences that the child receives at school.”

Though the school curriculum is prescribed by the Education Department of the State, the individual schools have enough freedom to enrich the same. The autonomous schools and Colleges develop their own curriculum.

the curriculum pattern in Tamilnadu.

Lower Primary Level:

Subjects

1. Tamil
2. Mathematics
3. Environmental Studies
4. Physical and Health Education Value education, Life oriented education (LOE) and ART Education.

Upper Primary Level:

1. Tamil
2. English
3. Mathematics
4. Social Science
5. Science
6. Life oriented Education, Physical and Health education, Value education and Art Education.

Middle School Level (VI to VIII):

1. Tamil
2. English
3. Mathematics
4. Science
5. Social Science
6. Physical and Health Education
7. Life Oriented Education and Art Education.

Secondary Education (IX and X):

1. Tamil
2. English
3. Mathematics
4. Science
5. Social Science
6. Life oriented Education (Prevocational Skills)
7. Physical and Health Education
8. Value Education
9. Art Education

Higher Secondary Education:

1. Tamil
2. English
3. Elective subjects (4)

2. Time Table

While planning the time table the allotment for various subjects as suggested by the department should be kept in mind. The same subject should not be given more than one period during a session. Easy and difficult subjects should be taught alternately. Practical work/ Tutorials/Groupwork may be given during the last period.

Distribution of periods for Secondary and Higher Secondary schools is given below.

A. Secondary School Curriculum

SUBJECT									
	Tamil	English	Maths matics	Science	Social Science	Physical and Health Education	LOE & Art Education	Value Education	Total No.
Standards									
IX	7	6	7	7	5	2			
X	7	6	7	7	5	2			

Note:

- i) The total number of working days in a year will be 200. The number of working days per week (Monday to Friday) Will be 5.

The number of working hours per day will be 5½ consisting the following.

Forenoon 4x45 mts = 180 mts.

Afternoon (i) 4x40 mts = 80 mts.

(ii) 2x35 mts = 70mts.

330mts = 5 ½ hours

ii) Social Science will have the components of History ,Geography & Civics.

iii) Physical and Health Education will be for a block time of 2 periods consisting of exercises, games and other activities.

iv) LOE will consist of a course designed to develop prevocational skills in six occupational areas for life.

v) Value Education will be integrated with all other subjects in the curriculum.

Higher Secondary school Curriculum (for Std. XI & XII)

i) General Education Courses

Part	Subject	No of Periods
Part I	Any one of the Indian Languages	4
Part II	English	4
Part III	Four	28
Part IV	Physical Education, Community Service and Value Education	4
	Total	40 periods

ii) Vocational Education Courses

Part	Subject	No of Periods
Part I	Any one of the Indian Languages	4
Part II	English	
Part III	Optional	
	i) Vocational subject	21
	ii) One subject related selected vocation	7
Part IV	Physical Education, Community Service and Value Education	4
	Total	<hr/> 40 periods <hr/>

Note:

Community service should be planned by the heads of the institutions taking into considerations of the local needs. The major outcomes expected are with reference to social concerns (caring & sharing) to manifest the principle of love in action specially among the needy.

Tests and Examinations

We are familiar with quarterly, half yearly and Annual examinations. Question papers are set well in advance and a detailed scheme relating to the time, hall, invigilator, supply of stationary, valuation schedule are meticulously prepared. Weightage for the performance in quarterly and half yearly examinations may be given. The staff council should be consulted by the head-master before finalizing the arrangements.

Monthly Tests and Weekly Tests should be very informal and conducted within the period allotted for the subject. Oral Tests and objective type tests may be used at class level.

The parents have right to be kept informed about their wards, achievements. Parent teacher meeting for each class may be more useful than a meeting for whole school. Sufficient publicity about the Parent Teacher meeting should be given. Agenda for the meeting should give scope for free participation by the parents.

Curricular Activities

Every school should bring out a magazine – printed or neatly written at least once in a year. It will bring out the creative abilities of students.

Literary Debates could be organized by the language teachers to kindle literary fervour among the students.

Class teachers may plan visits to nearby places which historic, cultural of aesthetic value. Students may be involved in planning and execution of educational tours.

Many students evince interest in philately. Organizing exhibitions and science fairs promote learning and skills.

Extra Curricular Activities

Conducting games and sports among several houses (intra mural) in the school does not call for long preparations or expense. Intercourse tournaments may be conducted periodically of Similarly, walks for environmental awareness and health campaigns enable students to widen their knowledge.

National service scheme is intended to promote the spirit of service in the Youths. **N.S.S.** brings the school and community closet. N.S.S. Activities may be planned keeping the immediate needs of the neighborhood in mind. However, the enthusiasms and ability of the students should not be overstretched.

National Cadet Corps has the following aims.

1. Development of leadership, characters, commandership, spirit of sportsmanship and the ideal of service.
2. To create a force of disciplined and trained manpower which in a National Emergency could be of assistance to the country
3. To provide training for students for students with a view to developing in them officer like Qualities thus also enabling them to obtain in the Armed Forces.

N. C.C. Scout Movement originated by Baden Powell has become a world wide organization. Boy scouts and girls guides join this movement voluntarily and serve the poor and needy.

Inter School Competitions

Heads of institutions in an area can plan periodical Quiz Programmes, Seminars and elocution competitions.

With the help of the officers of the educational department interschool sports and athletic events could be organized.

Conferences for subject teachers may be organized each school taking up any one subject.

Teacher and Planning

Teacher are by nature meek and obedient. Many teacher are reluctant to take initiative in bringing about change or organizing programmes. Atleast they could air their views and put forth their suggestions in the staff council. Schools where staff councils are not functioning are undemocratic and are heading towards total collapse. Healthy interaction among the faculty at the department level and in the staff meeting will make the functioning of the school more dynamic.

5.4 Library Unit

1. (Govt Press Madras) School syllabus in Tamil Nadu

2. Naik J P (1965) Educational Planning of India

Collect the time tables of std X and Std XII and comment upon the weightage, distribution and adequacy in terms of the curriculum.

5.5 Enrichment Activities

1. Explain the pupil teacher ratio method
2. What is man power requirement?
3. How can you estimate man power requirement in education of a country?
4. Identify the facilities need for an educational institution
5. Explain the indicators for assessing the use of secondary school premises.
6. Briefly outline the school curriculum at primary level in Tamilnadu.
7. Bring out the importance of co-curricular activities
8. Describe the curriculum for Higher secondary classes in Tamilnadu.
9. List the principles to be followed while framing the time table
10. Examine the role of N.C.C. & N.S.S. in a Higher Secondary school.
11. How will you plan an intra school sports ?

