

1. Explain the traditional and modern concept school. Discuss briefly some practical measures for democratic school management.

Ans: CONCEPT OF SCHOOL

There are two concepts about school : (1) Traditional and (2) Progressive.

1. Traditional School : Traditional school imparts only formal education. It came into existence when family failed to impart the needed education to its children. In early times, the priests used to be teachers also and the premises of the churches were their places of imparting education. Priests had made the education so costly that only children belonging to well-to-do families could receive it. Later on, the state separated from the church and democratic trends began to appear in its working. With the availability of paper in the 13th century and invention of printing press in the 15th century more and more opportunities came to be available for more and more people to receive education. Today, traditional schools have become the teaching shops where teachers are the sellers of knowledge and the children its purchasers. The teachers try to thrust upon the minds of children the readymade tidbits of knowledge without caring for their interests, inclinations, aptitudes, needs and capacities. Pestalozzi has rightly remarked about such traditional schools — "Our unpsychological schools are essentially only artificial stifling machines for destroying all the results of the power and experience, that nature herself brings the life in them (children)"

2. Modern or Progressive School : Pestalozzi together with other educationists namely Herbart, Froebel, Montessori, Nunn, Parkhurst, Tagore and others have emphasized child-centered education. They opposed the traditional schools in which readymade knowledge is thrust upon the minds of children forcibly without caring for their individual differences. They made numerous psychological experiments regarding the education of children. Progressive schools came into existence due to these experiments.

PRACTICAL MEASURES FOR DEMOCRATIC SCHOOL MANAGEMENT

1. Staff Council : The aim of the staff council is to plan all important matters of the school. The staff council may be further split up into committees to plan and execute specific tasks. Meetings of the staff council should be held frequently to discuss all important issues. Senior members of the staff should constitute the staff council.

2. Student's Council : A student council consisting of Secretaries from different houses, associations and clubs should form a student's council with the aim of giving the students training in self-government. The student councils can be guided and assisted by a staff adviser.

3. Staff Meetings : Meetings of the staff should be called fortnightly to discuss the different matters and the staff should have the idea that whatever has been decided upon is mainly their work. (We shall discuss this in more details later).

4. Special Committee of pupils : In addition to the student council, special committees should be formed, duly elected by the pupils to carry out specific duties and organise special activities for maintaining discipline, organising debates, dramatics, exhibitions, flower shows, literary societies, music concerts etc.

5. Social Service Squads : Such type of squads can render service in the form of laying roads, arranging committee functions, cleanliness campaigns in the neighbourhood, literary campaigns, helping the sick, looking after the families of the jawans, collection of national defense fund, etc.

6. Practical measures to be adopted for democratic school ad-ministration are staff council, students' council, staff, meetings, special committees of pupils, social services squads, etc.

2. What are the characteristics of a good institutional plan? Discuss the major areas of institutional planning.

Ans: Characteristics of a Good Institutional Plan

A good institutional plan is key feature for the success of any educational institution. The major characteristics of such plans are as follows:

- A good institutional plan focuses on the needs and requirements of the concerned educational institute. This plan must involve appropriate plan of action for implementation purpose.
- All the managerial functions like organizing, controlling, stalling, directing, coordinating and budgeting are used to ensure optimum outcome through all available human and physical resources.
- Institution plan is grass root plan and the duration of the planning procedure may be longer or shorter and depends on the availability of time and resources. This increases the probability of success in the task and decreases the possibility of wastage of resources.
- Good institutional plans always follow the established norms for the concerned institutions. This results in the improvement of the quality of actions and processes as well as achievement of pre-determined goals for that particular institution.

- The level of economic grant is not a determinant for the planning because the prime concern for a good institutional plan is institutional needs.
- It always focuses on maximum utilization of resources in best possible way.
- It is a kind of activity that requires coordination of the concerned people. Team work and spirit are key features for success in the pre-defined goals.
- All the procedures and processes should be directed towards the institutional goals in a good institutional plan.
- A good plan is always an approaching plan that considers future prospects.
- Institutional plan should be precise and definite.
- A good institutional plan must be motivational for the concerned people.
- It focuses on the improving quality of services delivered by the concerned institution.
- Good plan is related to the development of the institution continuously.
- A spirit of the institutional plan should have democratic out look.
- The functions of an educational institution are not independent and have a service motive and its planning requires collaboration with the community.
- Every good plan should be in accordance with the regional and national plan.
- A good institutional plan is focused to eliminate wastage of energy, time and money

Major Areas of Institutional Planning

Each and every educational institution requires good institutional plan for its success, the scope of institutional plan therefore is

very' wide and covers all the domains of an institute. Major areas of institutional planning are as follows:

1. Infrastructural Resources in an Institute

- i. Quantitative and qualitative improvement of amenities and infrastructural facilities for example safe drinking water, good sanitary facilities, appropriate mid-day-meals, good medical facilities, etc.
- ii. Providing better access to internet and other multimedia facilities, collection of good and sufficient library books, educational magazines, journals, instructional materials and audio-visual aids for the institute.
- iii. Construction, maintenance and repair of the buildings and available infrastructure on regular basis.

2. Academic Processes and Procedures

- i. Proper and appropriate division of the curriculum in each subject at daily, weekly, monthly, annual levels and its up gradation to the national standards.
- ii. Organization of guidance and counseling programmes for needy students and diagnostic and remedial teaching for underachievers and slow-learners.
- iii. Organization of seminars, conferences and symposium in the institution.
- iv. Organization of in-service teacher education programme like in-service training, refresher courses, and orientation courses, etc., for teachers.

3. Co-curricular Activities

- i. Organization of different activities in the institute which help in physical development of the students e.g. sports meets and other athletic events.

- ii. Organization of literary and creative events like preparation of bulletin boards, wall magazine, improved teaching aids and equipment, institutional newsletter and reflective journals etc.
- iii. Organization of social service projects and community interaction programmes.

4. Institute Improvement Projects

- i. Computer Literacy programmes and millennium ready classroom infrastructure and processes.
- ii. Education programmes for adults and continuing education programmes.
- iii. Organization of socially useful productive work.
- iv. Development and maintenance of eco-friendly environment and concern for ecological equilibrium.

5. Research and Development

- i. Practitioner inquiry, action research and evaluation
- ii. Other project works related to pedagogy, curriculum development and teaching-learning environment

The areas of institutional planning is broadly categorized into five domains as stated above but another description of scope of institutional planning emerged through the recommendations of seminar held at Regional College of Education, Bhopal in November 1968. The core recommendations of this seminar delimit the institutional planning as follows:

- Development of course curriculum and improvement of the existing syllabus
- Method of teaching (Subject Pedagogy)
- Meetings of subject teachers and resource teachers with management.
- Involvement of teachers in planning process and decision-making process.

- Involvement of students in teaching-learning process and their reaction as a feedback mechanism.
- Organization of different programmes of orientation and refresher courses.
- Micro-teaching, simulated teaching and teaching practice.
- Preparation of guides for the institutes.
- Establishment of research and development committee.
- Placement of teachers as a member of management not as an employee.
- All the related extension work.
- Educational administration and leadership.

3. Write short note on essentials of institutional planning.

Ans: In a seminar jointly organized by NCERT and Ministry of education at RCE, Bhopal four essentials of institutional planning were explored. They are given below.

1. Different Pace of Improvement Programmes

Every institution prepares improvement programme but the most important point of consideration is that all the improvement programmes are not of same level. The different pace and levels of different programmes must be realized by the school principal. The nature of programmes, institutions and capacity of the concerned teachers are the determinant of the rate of implementation of improvement programmes. Some complex improvement programmes may be developed at a slower pace while some simple programmes may develop at a faster pace. Some teachers will lead at a faster rate in implementing improvement programmes, several other teachers will lag behind. Since there is difference between the individuals, a good principal should accept these differences and try to implement the programmes accordingly. The principal should neither insist nor

accept the same pace of development for different involvement approaches.

2. Individualized Approach of the School

As we have discussed, each programme operates at a different pace. While similar pattern is seen in the case of educational institutions like schools and colleges, the implementation is different in many aspects. The size and nature of the school is of great consequence. For example, if the school is big enough the approach will be different similarly if the school is residential or day boarding the pattern of improvement programme will differ. The educational administrator should understand this difference and should plan the improvement program as the individualized need of the school. This plan should take care of availability of resources in that particular school along with the problems of the school. Now it is clear that institutional planning will differ from institution to institution. We can conclude that a good institutional plan respects the individual characteristics and circumstances of each institution.

3. Involvement of Stakeholders in Educational Institution

As we have concluded earlier institutional planning is a grass root planning and therefore its effectiveness depends on the level of involvement of all concerned people of an educational institution. Institutional planning for improvement and development in the school requires a responsible principal who can ensure and encourage the involvement of all the teachers of his/her school in the process. The principal should make serious efforts to involve other stakeholders such as community members, parents and students. In other words we can state that every member of the school population must be involved in the task of preparation and implementation of the school plan to ensure its effectiveness.

4. **Future Ready Plan with Positive Approach (Looking forward plan)**

The purpose of planning is not only to achieve immediate goal of the institution but also to take the institution to higher standards. The process of institutional planning should be based on the previous related experiences and should focus on achieving higher objectives. A forward looking plan aims to pursue excellence. The school plan should not be formulated in an isolated manner and should be in accordance with the district level, state level and national level planning. Administration of every school should orient its member about the prime objective and focus of the national planning. This will provide proper direction to the teachers for institutional planning.

4. **Write an essay on school and institutional planning.**

Or

Discuss in details the procedure to be adopted during the planning process in the school.

Ans: Our prime concern is to understand the process of institutional planning in the school. Principal of a school is the head of the institution. Therefore he/she has major responsibility in the process of institutional planning

Every head of the institution has to exercise many powers for affectivity of the planning process.

Generally a school principal exercises the following powers:

- Supervision and monitoring of the teaching staff.
- Maintaining records of all activities and maintain proper attendance records of all concerned people.
- Identifying holidays and sanctioning of leaves to teachers.
- Guidance in preparation of salary statement for payment of teachers.

- Conducting examination at different levels.

Along with all these responsibilities, a principal has to play a pivotal role in all the concerned activities. Following procedures are adopted during the planning process in the school:

1. Formulation of Planning Procedure

Systematic formulation of all the related processes with clear, concise and specific objectives leads to success in planning. All the components should be properly coordinated. Integration of all the human resources for team effort is important in planning process. There should be a coordination and integration among various components, activities, and teams of people involved in planning.

2. Consideration of National Planning

As we have already discussed, school planning is implementation of national planning at grass root level. Education is the only medium for social change and schools are the sources of social and national development. All the programmes and activities must take into account the overall national development. It is essential to link school planning with national development. Therefore institutional planning at school level is an integral part of the national planning and all the objectives, activities, programmes, procedure should be determined in the larger context of national planning.

3. Consideration of Research Findings

Educational planning should be based on organized research and the decisions involved in the plan should not be arbitrary or intuitional. The final choice of the alternatives should be warranted by factual information and results of objective research.

4. Comprehensiveness and Integration in the Planning

A well-organized plan considers all the aspects of the planning process. It is comprehensive and integrated with detailed

description of every action. All the components should be well defined and all the stages should be in sequence.

5. Focus on Social Educational Goals

School is not an isolated entity and functions of school are closely related to the social needs. Therefore the process of planning at school level considers the social goals. Education is actually a mean to achieve the goals of the society and schools are places where these goals are obtained through educational procedures and processes. Actually society is a system and education is a subsystem of the society. Therefore every educational goal should be in accordance with social goals.

6. Need Based Specific Planning

Same type of planning may not be used in every school. It means that planning in school should be based on the specific needs of that particular school. Any plan cannot be the best plan for every school and in every situation. Nature and characteristics of a good plan is determined by the specific needs of the situations. To solve educational problem of a school specific and unique plan will be helpful. The duration of the school plan differs from school to school.

7. Use of Appropriate Approach of Planning

We have already discussed many approaches of planning and the most important decision of the school principal is to choose best approach of planning that suits the school. Here we will try to understand these plans with respect to the needs of the schools.

5. Explain the concept of institutional planning. Discuss the process/steps involved for preparing on institutional plan.

Ans: Concept of institutional planning

Planning is very important requirement for the success of any educational system. Institutional planning is an important new area

of educational planning. An institutional plan is a plan that is initiated, formulated and implemented by individual institutions to accomplish the objectives. It is a programme of institutional improvement using the available human and material resources of the institution. Institutional planning is generally done to fulfill the needs felt by an institution. According to the needs of the institution, institutional plan may be of short or long duration.

Professor M. B. Buch says that, "an institutional plan is a set of programmes prepared by an educational institution on the basis of its felt needs and the knowledge of its resources, available and likely to be available, with a view to improve the institute's standards and practices, and with a view to provide for future development of the institution."

Institutional Planning is a plan or programme of action at the institutional level. Institutional Plan is prepared by an institution to accomplish its aims and ideals by making optimum utilization of the human and material resources available with the institution. It is a plan for effective functioning of the day today activities of an institution required for attaining the progress in the path of accomplishing goals of the institution.

Preparation of an institutional plan adopts the down to top approach. It is based on the data available from teachers and students about the strengths, weakness and the problems of the institution. Institutional planning is more democratic and realistic in its approach since it is based on the knowledge collected from the teachers and students about real needs of the institution. Institutional planning involves teachers in the process of planning and thus motivates and channelizes their efforts towards achieving the goals.

Steps in Institutional Planning :

The steps for preparing an institutional plan can be discussed as under:

i. Staff Meetings: The first step in preparing an institutional plan consists in a series of individual meetings followed by staff meeting. The head of the institution and experts explain the purpose and needs of preparing an institutional plan in such meetings. These meetings also analyze the current situation of the institution in terms of its expectation and achievements, availability of human and material resources, needs and problems of the students etc that might require effective solution.

ii. Survey of the needs and resources: The second step in institutional plan is to identify the needs for improvement and development of the institution and the problems in the way of fulfilling those needs. The headmaster, teachers and experts from outside need to cooperate and coordinate their efforts to identify the needs and problems along with their possible solutions.

iii. Preparation of programmes for improvement: The third step is to prepare programmes for improvement and development keeping in view the needs, problems and resources of the institution. Adequate guidance and help from the head and experts are required to prepare such programmes. Usually such programmes take the form of projects.

iv. Implementation: This step involves execution of the programmes and projects making optimum use of available man and material resources and making maximum efforts for the success of the plan. Implementation of plans or projects requires cooperation of all concerned.

v. Evaluation: The fifth step is the step of evaluating the plan after it has been implemented. This step is important to ascertain

the success or failure of the plan and to make decision about its termination or continuation in near future. If the plan fails, then the causes are investigated and efforts are made to remove them.

6. Mention the objectives and characteristics of institutional planning. Discuss need and importance of institutional plan.

Ans: Professor J.P.Naik has enumerated the following objectives of an institutional plan:

- Giving freedom to the teacher
- Making the good teacher effective
- Involving every teacher in the formulation and implementation of plans
- Emphasizing what can be done here and now by mobilizing existing resources than waiting for the impossible to happen.

Nature and characteristics of an institutional plan :

Institutional planning is a new approach towards educational planning. It aims at making educational planning decentralized and a two-way process. Contrary to the planning process that generally starts from above, institutional planning starts from below or from the grassroots. The main characteristics of an institutional plan that reveal the nature of institutional planning are as follows:

- Institutional plans are prepared locally; usually, the headmaster, teachers, staff, students and members of local community prepare an institutional plan.
- An institutional plan is based on the felt needs of the institution.
- An institutional plan is specific to an institution.
- Institutional plans are goal directed in that they aim at resolving the problems faced by the institution.
- Institutional plans may be of short or long duration.

- Though institutional plans are specific to institutions, they are prepared within the framework of State or National educational policies.
- Institutional plans aim at maximum utilization of available human and material re*sources available with an institution.
- Institutional plans are flexible to meet the changing needs of an institution.
- An institutional plan is an outcome of cooperated effort; it requires the cooperation of headmaster, teacher, student, staff, community members and all concerned.

Need and importance

Every institution must plan for its improvement and development. Institutional planning helps the institution in this regard. Institutional planning looks for making maximum possible use of resources available with the institution and the community. India is a poor country and education is a neglected field. It does not have the required funds. Therefore it is important for the institutions to make plans for their development with the available resources and community resources

Following points may be mentioned about the importance of institutional planning:

- i. One of the major causes of failure of educational plans in India is that it generally starts at the top and moves down towards lower levels like State, district, block and finally the institution. With a view to offset such defect in educational planning, institutional plans start from below so that the problems and needs at the grass root level finds place in educational planning.
- ii. The second importance of institutional planning is that it aims to meet the constraints of resources. The objective of

institutional planning is to give more stress on utilizing the available resources and increase motivation of staff than on procuring physical or financial resources, so that the limitations of resources can be overcome.

- iii. The third importance of institutional planning is that it can fulfill the need of involving the local community in the process of planning.
- iv. Institutional plans can make educational experimentation and innovation possible which is otherwise impossible. Institutional planning can break down the authoritarian and conservative attitude of educational administrators and planners.
- v. Institutional planning recognizes the role of teachers and institutional administrators in the process of educational planning.
- vi. Institutional plan provides for freedom, encourages initiative and creativity of the teacher and thereby motivates him.
- vii. Institutional planning can offset the harmful practice of prescribing a uniform plan or policy for large number of institutions having vast differences.

7. What is co-curricular activities? What are its different activities? Discuss the guiding principles of organizing these activities.

Ans: Co-curricular activities form a vital link in the pattern of blended educational experiences so necessary for all boys and girls in the modern Indian School. Educative experiences comprise experiences inside as well as outside the classroom, curricular as well as extra-curricular. Co-curricular activities ensure balanced development of the child and good citizenship for the country. In fact, the distinction between the curricular and extra-curricular must cease to exist. The Education Commission also stressed : "We conceive of the school curriculum as the totality of learning

experiences that the school provides for the pupils through all the manifold activities, in the school or outside, that are carried on under its supervision.”

SOME IMPORTANT CO-CURRICULAR ACTIVITIES

1. Physical : (i) Athletic, (ii) Games, (iii) Sports and mass exercises, (iv) Mass Drill, (v) Driving, Cycling, (vi) Boating, (vii) Swimming.

2. Literary and Academic : (i) School Publication, (ii) Dramatics, (iii) Debates and Discussions, (iv) Scientific and other club, (v) Sym-posiums, (vi) Brains Twist, (vii) Story and Essay writing.

3. Social Service : (i) Junior Red Cross, (ii) Social Educational, (iii) Labour Squads, (iv) Service on special occasions like fairs, (v) Scouting (vi) Girl Guiding, (vii) Helping Health authorities in the control of epidemics.

4. Civic Training : (i) Student co-operative, (ii) Student Council, (iii) School Bank, (iv) Visit to civic institutions, the legislature, court, etc. (v) School Panchayat, (vi) Assembly, (vii) Mock parliament, (viii) Celebrating festivals.

5. Hobbies, Creative and Collective : (i) Gardening, (ii) Collection of stamps, leaves, pictures, coins, stone, fossils, (iii) Soap making, (iv) Photography, (v) Pen friendship, (vi) Wood work, (vii) Metal Work, (viii) Toy Making, (ix) Clay-work, (x) Leather Work, (xi) Cardboard Work, (xii) Smithy, (xiii) Book-binding, (xiv) Basket making, (xv) Tailoring and knitting, (xvi) Spinning and weaving.

6. Cultural Activities : (i) Drawing, (ii) Painting, (iii) Music, (iv) Band, (v) Sculpture, (vi) Folk songs, (vii) Dancing, (viii) Dramatics, (ix) Community Activities.

GUIDING PRINCIPLES FOR ORGANIZING ACTIVITIES

French et al have suggested the following principles for organizing and administering co-curricular activities.

- (i) The justification for each activity must lie in the contribution it can make to the learning and development of youth. They should not be used to publicise the school or glorify the principal.
- (ii) The activity programme for each school should grow out of the life of that school and be adapted to the local situation.
- (iii) To be vital, the student activity programme must be dynamic. When interest in any activity shows signs of waning, it should be discontinued.
- (iv) Participation in student activities should be equally available to all students with restrictions related only to competency and interest in the given activity.
- (v) Student activities should be a recognized responsibility of the school and as such should be planned and supervised.
- (vi) There should be a continuous interpretation to the public of the activity programme. Many a time such activities are ad-versely criticised and therefore, the community should know the significance and importance of various activities in the programme of education.

8. Write short note on principles of good co-curricular programme.

Ans: **PRINCIPLES OF GOOD CO-CURRICULAR PROGRAMME**

1. **Democracy of opportunity** : An opportunity for all to think and act without fear of ridicule, is to be provided with the belief that every individual, can make at least some contribution to the common welfare and to his own happiness.

2. Diversity : For this will help satisfying the diverse needs of the large number of students in a school. The number of such activities should be the maximum that a school can afford, and they should be as varied as possible.

3. Few restrictions : All interested students should be permitted to participate in different activities. The nature of the activity may make some restrictions necessary, which should be held to a minimum.

4. Wide distribution of participation : This will be possible through personal conference and group discussion.

5. Accounting for special needs : No two schools are ever exactly alike. The programme of each must be adjusted to the particular need of its own students. The needs of young people in a rural community will differ from those who live in a wealthy urban area. Even though clubs and assemblies are common place, the learning experiences made available through these activities should vary from school to school.

6. Motivation for class instruction : By using problems involving pitching averages in base ball or foul shooting in basket ball. Bearing to do percentage problems in a mathematics class may be strongly motivated for some pupils.

9. Discuss the educative value of organizing co-curricular activities in school.

Ans: The educative value of organizing co-curricular activities may be summarized as follow

1. Opportunities for the pursuit of established interests and the development of new interests : The pursuit of desirable interests gives zest to life, broadens horizons, provides an excellent background for the profitable use of leisure time, and not materially affects vocational choices. School clubs

contribute more to the achievement of this objective than do any other types of activity. Athletics, music and school publications make substantial contribution to this function.

2. Education of Citizenship : Through experiences and insights that stress leadership, fellowship, co-operation and independent action. They educate for citizenship. By the social appeal of student activities, their co-operative methods, their spontaneity and their intrinsic interest, they are a social medium for the civic training of the young. Student council and school assemblies etc. make the greatest impact on the development of citizenship among the students of the school.

3. School spirit and morale : When students are persuaded to make sacrifices for the school, they learn to love it and take pride in its success. The need for enforcing discipline ceases when there is an army of lovers of the school. When both students and faculty are proud of their school and enjoy working together the school has a strong instructional programme and a good staff of teachers. Through inter-scholastic activities, student council and many other activities the activities programme creates a distinct school spirit and morale.

4. Satisfaction of the gregarious urge : These activities provide practice in right social conduct in actual social situations. Training for effective service comes to fulfillment when opportunities for service are presented in the school. They make for like-mindedness and provide opportunities for the exercise and development of aspirated corps. The individual identifies himself with the group of his own choice. He is no longer an individual but a member of the group. Through the activities like student council, clubs and societies, dramatics etc., his gregarious urge is satisfied.

5. Moral and spiritual development : The development of moral and spiritual values is basic to all other educational objectives. Uninspired by moral and spiritual values education is directionless. The best method of imparting moral training to the youths is to get him practice it in the actual life. "For every ounce of moral experience is worth a pound of ethical teaching." Co-curricular activities furnish innumerable opportunities for the inculcation of moral standards and moral qualities such as honesty, truth, justice and purity.

6. Mental and Physical Health : Well-conceived and supervised sports activities promote better physical health. Through provisions for a wide variety of activities in which the student has a chance to be at least moderately successful in something, be it learning to dance, writing a poem, or serving as a member of a committee etc. good mental health may be promoted.

7. Well-rounded social development : In a wide variety of social settings the pupils can be taught how to act properly. They can be instructed about the accepted procedure at a dance. They may be instructed how to participate effectively in a group discussion. They may be instructed how to use approved table etiquettes. All these make for well-rounded social development of students.

8. Widening students contacts : As individuals move toward maturity their horizons become more comprehensive. They broaden their contacts with people and learn new ideas and ways of doing things. They become concerned about new issues and problems. They co-curricular activities can help in this process of maturing through sports, trips, excursion etc.

9. Opportunities to exercise creative capacities : These activities provide opportunities for novel pupil expressions. Writing

an editorial for the school, magazine, painting a mural, developing plans in the student council to improve the functioning of the school—all these demand the utilization of creative power and provide a chance to develop creative abilities.

10. Improvement of curriculum : The co-curricular activities supplement and enrich class-room experiences. Pupils are stimulated by certain class-room experiences and may form clubs to explore certain area still further. Dramatics, music and citizenship activities stem from stimulating class-room experiences.

11. New learning experiences : Learning experiences stemming from class-room activities, if found valuable in co-curriculum, can be made a part of the curriculum. A number of recognised class-room experiences e.g. music, intramural sports etc. serve their apprenticeship in the activities programme.

12. Individual and group guidance : With the help of the varied activities, the latent potentialities of the pupils can come to the surface and educational and vocational guidance can be given. Guidance is inherent in all of the co-curricular activities.

4. What is meant by school time table? Discuss some defects of the traditional time table of school.

Ans: MEANING OF SCHOOL TIME-TABLE

The school time-table is the plan or the chart in a school showing the daily allotment of time among the several subjects, activities and classes. What a school stands for and how it functions can be accessed from the school time-table. It is a mirror that reflects the entire educational programme followed in the school. It is the 'spark plug' of the school which sets its various activities and programmes into motion. It determines how the time and other facilities of the school will be allocated among different user to secure the objectives of education. It is a medium through which is reflected the philosophy of the school as well as time professional competence of the Headmaster.

DEFECTS IN THE TRADITIONAL TIME-TABLE

1. **Uniformity** : The school day is broken up into uniform chunks of 35 to 50 minutes, allocating certain hours per week to the study of individual subjects. The non-academic programme of education finds no place in the daily time-table. It is a rigid time-table designed to accommodate an educational programme consisting mainly of class-room teaching and testing of small, daily fragments of knowledge is being denounced as out of date.

2. **Ruthless Master** : With fixed provision of time and place the time-table puts teachers and students in a kind of lock up. It tends to fix the nature of learning experience in a relatively straight

jacker. Thus instead of serving as a good servant, it becomes a ruthless master; instead of being the means, it becomes an end.

3. One sided : It does not contribute to the total growth of the pupil's learning experiences. It militates against the integration of various subjects. It does not permit students to work continuously for two or more consecutive periods. It presupposes that a pupil can be a Mathematics learner at 11 A.M. and Social Studies learner at 11.45 A.M, Educational activity has to stop abruptly on the sound of the bell. At time, the activity is made to cease when interest is right at the peak—the peon counting the minutes on the clock determines the fate of an educational experience, so to say. When any educational activity has to stop abruptly because of the sound of bell, it is conducive to neither physical nor mental health.

4. Lack of Coordination : It does not permit adequate coordination of the efforts of teachers. No time is provided for conferences and co-operative planning. Hence there is no adequate provision for the in-service training of teachers in the new techniques and procedures. In co-operative planning, two or more teachers and their classes may work together for a period of longer duration.

5. Lack of Novelty : If the time-table is rigid the new methods such as Project Method, Dalton Plan and audio-visual education can-not be easily adopted.

6. Lack of Guidance : It hampers attempts to make guidance and instruction an integral part of the total learning activity. Primarily concerned with instruction in subject-matter, teachers have little opportunity for conferences to discuss pupil's interests and needs and ways and means of meeting them.

7. Lack of Objectives : It does not reflect the aims or philosophy of the school attempting to develop a programme of education that promotes integration. It divides the school day and the educational offerings into the piecemeal bits which are the outgrowth of the philosophy on which the subject-curriculum is built.

8. Rigid Planning : The Department of Education, the University, or the Board lays down the details—the number of periods to be given to each subject, the duration of period, the length of the school day and so on. This leads to rigidity in the practice. It should not be the business of any external agency to tell the school about the number or the length of the periods to be devoted to the different subjects

9. Problems of adjustment : A fixed time-table creates problems of adjustment. Some emergencies crop up daily. Some teachers may on leave. Some classes may go out on excursion along with the teachers. A visitor may have comes to delivers a lecture. It is raining during the mass drill period.

10. Undue check on the teacher : A time-table usually puts an undue check upon a teacher who wants to continue his lessons as the pupils feel Very much interested in that. Lady Parkhurst devised Dal-ton Plan where all time-table is avoided.

Discuss the principles of good time-table of a school.

Ans: The principles of good time-table may be discussed as follows:

1. Flexibility : The time-table should be flexible enough to suit the changing needs and requirements of the pupils, environment, season, other internal school circumstances and latest trends of education.

2. **Some Periods for recreation:** There should be periods for recreation like play and games, physical exercises, radio listening and other activities intervening between periods of serious study.
3. **Sufficient Place for Activities :** Activities must find an honourable place in the time-table.
4. **Room for Change of posture and place :** The time table should admit adequate change of posture, room and seat of pupils.
5. **Suitable Duration of period :** Duration of period should suit the age of the pupils. A period of thirty-five minutes in summer and forty minutes in winter for higher secondary school and thirty minutes for primary school will be quite justifiable for sustaining interest.
6. **Co-ordination of efforts :** The time-table should permit adequate co-ordination of efforts of teachers. The time should be provided for conferences and co-operative planning. It should give free hand for adopting modern methods of teaching. Teachers should not be made slaves to any static time-table. They should be entitled to make the necessary alterations.
7. **Providing the most appropriate work for each teacher :** In allotting work to teachers, care should be taken that each teacher is assigned those subjects which he is best qualified to teach. Teaching load should be almost evenly distributed so that there may be no bickering on that score.
8. **According to the needs of every pupil :** A good time-table should make it convenient for every pupil to take the optional subjects he desires.
9. **Variety :** Change of work is the best form of rest for both pupils and teachers. Children should not be kept for too long at a stretch at the same subject or type of subjects which are high in fatigue-causing power. It will be better not to have the same

subject for two consecutive periods excepting, however, the practical subjects as Science, handwork, art etc. Easy and difficult lessons should alter-nate.

10. Provision for best room and equipment utilization :

The number and size of classes and class-rooms also affect the school time-table. In a school where two classes are held in the same room, the time-table should be drawn up in such a way that one class may do silent work and the other may, at that time, be engaged in vocal work such as reading. The fittings and furniture available in the school also determine the time-table to some extent.

2. Time for teachers' conferences : Some time should be provided in the school time-table for teachers' conferences for joint planning in the interests of pupil needs. There should be provision for shortened period for conferences. “

3. Fluid and dynamic : Time-table should be fluid enough to allow variations within a broad frame whenever desired. So there should be periods of various lengths ranging from 30 minutes to three hours. Shorter periods can prove useful for sectional meetings and as-semblies, school recess, or even for revision lessons. Supervised study, co-operative planning and discussion co-curricular activities, audio-visual instruction, field trips etc. should be assigned longer periods.