



Centre for Distance and Online Education
Punjabi University, Patiala

Class : B.Ed.-I

Semester : 2

Paper : XIII (School Management)

Unit: 1

Medium : English

Last updated in January, 2026

Lesson No.

- 1.1 : School management: Concept, Nature, Scope
- 1.2 : Time-Table : meaning, Types, Importance and Principles
- 1.3 : Discipline : Concept, Types Freedom and Discipline, Importance, Causes of Indiscipline and Suggestions
- 1.4 : Co- Curriculum Activities : Concept, Content, Types, Importance and organisation of different co-curricular activities.

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PAPER- XIII: SCHOOL MANAGEMENT

SUBJECT CODE: EDUBED1206T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, nature and importance of school management.
- Understand the concept of time table and co-curricular activities.
- Understand the role of head masters and teachers in School Management.
- Understand the concept of leadership and different types of co-curricular activities.
- Understand the role and importance of Co-curricular activities for the development of students.
- Understand the roles of student's "self-government".
- Understand the concept and methods of supervision in schools.

(A) SYLLABUS

SECTION-A

- (i) School management-concept, nature, scope, Time table- meaning, types, importance and principles. Discipline- concept, types, freedom and discipline, importance, causes of indiscipline and suggestions.
- (ii) Co-curricular activities-concept, content, types, importance and organisation of different co-curricular activities.

SECTION - B

- (iii) Leadership: concept, theories and qualities of leader. School Personnel- Head of the institution, teachers and students: their roles and relationships.
- (iv) Student-self Government- concept, different roles of student's self-government. Supervision- concept, types, principles, methods of supervision, defects in existing supervisory programme and suggestions.

Activities (Any one of the following)

- (i) Preparation of blue print of the time- table.
- (ii) Organisation of morning assembly at the school/college.
- (iii) Constitute the welfare committees of students.
- (iv) Visit of school as a supervisor.

(C) BOOKS RECOMMENDED

1. Kowalski, Theodore. J (2001). *Case Studies on Educational Administration* (3rd ed.) New York, Longman.
2. Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi. NIEPA.

3. Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V (2001). Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New, Delhi, The European Commission.
4. Tilak, J. B.G (1992). *Education and Structural Adjustment*. Prospects 22 (4), 84: 407-22.
5. Drucker (2001). *Management Challenges for the 21st Century*. New York: Harper-business.
6. Glasser (1998). *The Quality School*, 3rd ed. Harper-perennial Library.
7. Mukerjee, S.N.- Secondary School Administration.
8. Safaya&Shaida- School Administration & Organisation.
9. Sidhu, K.S.- School Organisation & Administration. International Prakashan, Jalandhar.
10. Walia, J.S.-Foundations of School Administration and organisation. Paul.

(D) EVALUATION


External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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School management: Concept, Nature, Scope

Structure:

- 1.1.1 Objectives
- 1.1.2 Introduction
- 1.1.3 Meaning of School Organisation
- 1.1.4 Meaning of School Management
- 1.1.5 Meaning of School Administration
- 1.1.6 Need of School Organization
- 1.1.7 Need of School Management
- 1.1.8 Need of School Administration
- 1.1.9 Functions of School Organisation
- 1.1.10 Functions of School Management and Administration
- 1.1.11 Principles of Democratic Management of School
- 1.1.12 Summary
- 1.1.13 Key Concept
- 1.1.14 Suggested Questions
- 1.1.15 Questions for Self-Evaluation
- 1.1.16 Suggested Books.

1.1.1 Objectives : The objectives of the lesson are :

- 1.1.1 To acquaint the students with the concept of school organization, management and administration.
- 1.1.2 To make the students understand need of school organization, management and administration.
- 1.1.3 To make students knowledgeable about functions of school organization, management and administration.
- 1.1.4 To impart knowledge of principles of democratic management of school.

1.1.2 Introduction :

The Oxford dictionary gives the meaning of administration as “Management (of business); management of public affairs, government etc.” In other words we may say that administration means the management of business or public affairs or government since the words business, Public affairs and government are used to indicate some form or organization or institution, the administration may mean the management of an organization or institution. Thus Administration

involves two important concepts – “the management” and “the organization”. To understand the meaning and nature of administration let us first understand these concepts.

1.1.3 Meaning of School Organization :

The word organization has two different meanings. We say “this school is under D.A.V. organization”. Here organization means a body, a controlling agency. Another meaning of organization is that the organization of the school is upto the mark. Here by organization we mean setting up of things.

Organization is mainly concerned with the pre-execution state – a state where all arrangements of a school are to be made available.

According to Elsebree, “Organization of a school is the administrative expression of education theory”.

Professor M.G. Stead stated the organization as the agency by which we achieve the desired objective.

The organization involves the people coming together to realize certain objectives. These objectives give the distinctiveness to organizations.

1.1.4 Meaning of School Management :

The term management is very comprehensive. Through management we are able to exert leadership over followers. It links together different aspects of an activity so as to show one coercive whole.

Literally, management means the members of the executive or administration of an organization.

School management means a managing body responsible for the running of an institution. The management is responsible for the financial matters as well as general policy of the institution. The management not only directs and contests but also energizes the institutions. It helps in uprooting the drawbacks from the areas of school life and also vitalizes the institution. A good management inspires the good staff, encourages them, recognizes their individual worth and thus to improve upon them by eliminating or improving the bad ones. The process of management may be described by the word POSDCORB given by Luther Gullick.

P -Planning ; O- Organizing; S- Staffing; D-Directing; Co- Coordinating;
R- Reporting; and B- Budgeting.

These are the important elements of the process of management.

According to Kurth & Boone, “Management is the use of people and other resources to accomplish objectives.” Management is concerned with people. It is by, through and for people.

1.1.5 Meaning of School Administration :

After understanding management and organization, we revert back to Administration. The word administration has been derived from the Latin word “minister” which means; service rendered to others for their welfare.’ The term school administration is very comprehensive. It is concerned with the formulation, execution and appraisal of school policies.

According to Carter V. Good “All those techniques and procedures employed in operating the educational organization in accordance with established policies is defined as administration.”

The concept of administration is concerned with the co-ordination and regulation of the activities of the group of persons, working in an institution or organization directly or indirectly under one director. Through administration, the endeavours of the personnel at various levels are integrated and effective development of the human potential is promoted.

1.1.6 Need of School Organisation :

The schools are organized and managed for the betterment of the society. In fact, school is a miniature form of society. Without the organization of schools, the growth of society may remain incomplete and unsystematic. It is organization of school that sets things right. So there is really a great need of it.

The school gives a reflection of society and for that we need befitting type of schools. They need to be organized in such a way that they help accelerating the progress of the society the organization of the school not one preserves the old culture, it also improves it.

Organization proves quite useful when it is under the control of the head. Its different elements like planning, its human and non-human material evaluation, co-ordination etc. should remain in the hands of the head of the institution who can mould it according to the needs.

1.1.7 Need of School Management :

Every activity needs management schooling which is an important activity undertaken by “society to educate the children. As such it also needs management, needs planning, needs organization. Without proper planning and management sometimes efforts go waste, resource remain utilized or underutilized. When resources and people are managed well, aims are concretized, resources are optimally utilized. Management involves 7 factors and each one of them is to be attended carefully to make management efficient, functional and ever progressing and getting strong.

1.7.1 Goals: Every management has to work for the achievement of goals.

1.7.2 Resources: School management involves different types of resources – human, non-human, physical, abstract, financial and community resources. These resources need to be properly managed for their effective contribution.

1.7.3 Coordinating : All resources need to be coordinated in function and utility.

1.7.4 Control : Control is needed to ensure discipline, harmony, order, sympathy and good result, without contact management fails.

1.7.5 Direction : Management gives some specific direction to the school which is usually specified in the school matter.

1.7.6 Planning : Every activity in the school to be made effective and successful needs planning.

1.7.7 Monitoring and Evaluation : Monitoring and evaluation are need to know the level of success of the function, the weakness and drawback, the negative and the positive points.

1.1.8 Need of Administration :

- 1.8.1 Administration is needed to facilitate teaching and learning.
- 1.8.2 It is needed to define objectives of education and the policies to be followed to achieve success in the process of teaching and learning.
- 1.8.3 It is needed to execute the policies and the managing and processing of the resources and personnel involved in the execution.
- 1.8.4 It is needed for dynamic management of teaching learning situation for the benefit of the child.
- 1.8.5 It is needed to utilize materials in such a way as to promote effectively the development of human qualities.

1.1.9 Functions of School Organization :

Functions of school organization are given below:

- 1.9.1 To provide efficient social life to the students and thus to prepare them in the art of living together.
- 1.9.2 To bring school and community closer to each other.
- 1.9.3 To prepare the students for some vocation which is according to their interests and abilities.
- 1.9.4 To help the pupils in the unfolding and blossoming of their personality.
- 1.9.5 To enable the student to have the right type of philosophy of life.
- 1.9.6 To conserve all the good practices and conventions of the past.
- 1.9.7 To help in the realization of objectives of education as laid down by educational experts.
- 1.9.8 To bring harmony between the plans and the tasks.
- 1.9.9 To make maximum use of all educational facilities in order to attain the desired objectives and to help minimize the wastage.
- 1.9.10 To provide healthy atmosphere for experimentation and research.

1.1.10 Functions of School Management and Administration :

1.10.1 Purposing : Purposing means to define the purpose of school organization. It is the function of administration to make the group accept the purpose and explore the available means of achieving them.

1.10.2 Planning : Planning is the selection of best course of action out of several alternatives. A good administration will not function arbitrarily, on guess work or off hand. It plans the activities so that the objectives for which it has come into existence can be achieved.

- 1.10.3 Organization :** Organizing means directing and controlling the relationships between persons and persons and between persons and their work. The educational administration has to function to achieve all these.
- 1.10.4 Financing :** Financing is major function of administration and management. It includes budgeting, maintaining all essential records etc.
- 1.10.5 Budgeting :** It is a statement to be prepared about income and expenditure of the institutions. It gives estimated account of revenue and expenditure. Administration has to sort all types of resources of income and has to take care of expenditure.
- 1.10.6 Operating :** It means executing or working out the plans in concrete and practical terms. In discharging this function administration has to perform, besides others, three important tasks viz direction, coordination and control.
- 1.10.7 Direction :** Direction sets the plans and organization into action. It is enterprise in operation.
- 1.10.8 Coordination :** It is a process of putting things together in a harmonious relationship so that they may function more effectively.
- 1.10.9 Control :** It is process of guiding or directing an activity and also judging it. It is application of power and authority to hold the workers responsible for their actions.
- 1.10.10 Personnel Management :** Management of personnel is an important function of educational executive activity, for without human power there can be no administration at all. Selection, recruitment, training, in-service-education, salary conditions, service rules and regulations etc. are important aspects of personnel management.
- 1.10.11 Supervision and Inspection :** Administration has to supervise all the activities of the school, teachers and other employees. It also pays the teachers and other employees and promote them.
- 1.10.12 Administration of examination :** It has to conduct examinations and certification procedures. It has to issue diplomas to the qualified candidates.
- 1.10.13 Organization of Auxiliary services :** These are the services that are essential to the facilitation and improvement of the instruction process and the total programme of community education e.g. library services, transportation service, mid-day meals, supply of free books, uniforms to deserving students to make provision of extra-curricular activities, supply of text-books etc.
- 1.10.14 Maintenance of Records :** Records pertaining to personnel, accounts, instruction, results of school achievements etc.
- 1.10.15 Evaluation :** It measures and evaluates the accomplishments of pupils. It helps the administration to diagnose the weaknesses of the institution and adopt quick measures to remove them. It makes arrangement for guidance of pupils.

1.1.11 Principles of Democratic Management of Schools :

- 1.11.1 Principle of Sharing Responsibility :** A democratic head shares his responsibility with others. His belief is in the decentralization of powers. It enables the leader and the followers to have good mental health. Sharing of responsibilities is nothing but sharing of worries of organization and administration.
- 1.11.2 Principle of Equality :** A democratic head does not consider himself aloof from others. He feels as if he is one social being in an inseparable unity of the same social structure. In the decision making he always takes his colleagues into confidence and considers his colleagues as his co-workers and not his subordinates.
- 1.11.3 Principle of Freedom :** The democratic head gives full freedom to his staff to that they may work according to their free will. There are no external impositions upon the staff. Teachers are provided full freedom to ask questions, to criticize, reason out anything and present a different viewpoint.
- 1.11.4 Principle of Co-operation :** The running of a school is not one man's job. It needs combination of many hands and heads. Every member of the school should cooperate fully with colleagues, head, teaching staff and students.
- 1.11.5 Principle of Justice :** Democratic administration demands full justice on the part of the Head of the Institution. The democratic head is against any type of favouratism. Without justice institution is full of problems and everything becomes miserable.
- 1.11.6 Principle of recognition of Individual Worth :** In democratic administration, the Head shows equality to all. He comes closer to his followers and tries to understand everyone, Capability, quality or merit of each individual is well recognized by him.
- 1.11.7 Principle of leadership :** The head should lead the staff, the students, and the community as well. It is possible only if the Head possesses all qualities of democratic leadership.
- 1.11.8 Principle of democratic Philosophy :** There is need of sound philosophy so that educational structure is also democratic. Head should have democratic attitude or outlook towards students, teachers and other aspects.
- 1.11.9 Principle of flexibility :** Democratic administration believes in the Principle of flexibility. Administration is ever ready to accommodate others in the interest of institutions. Head is flexible to accept changes.
- 1.11.10 Principle of efficiency :** Democratic administration concentrates on efficient functioning of school. Due to individual difference efficiency of people differ so

right persons should be given right duties so that maximum efficiency or output can be there.

1.11.11 Principle of optimism : The democratic head should be optimistic in outlook and constructive in formulating the procedures and policies. The Head should work whole heartedly and should have full faith in efficiency of programmes.

1.11.12 Principle of Professional growth : The democratic Head should provide opportunities for professional growth. Teacher must be acquainted with latest trends in educational theory and practice. Head should make efforts to promote professional growth. It will add quality to teaching staff facilities should be provided to the teachers for in-service training, seminars etc.

1.11.13 Principle of High Values : An institution reflects its underlying values. All decisions should be made on the basis on higher values.

1.1.12 Summary :

- Organization involves people coming together to realize certain objectives.
- Management can be summed up in the word POSDCORB by Luther Gullick.
- Administration is concerned with formulation, execution and appraisal of school policies.
- There is great need of school organization, administration and management for realizing the objectives, for the betterment of society, for making the process of teaching-learning more effective and for optimum utilization of resources.
- School organization, management and administration have overlapping functions such as planning, decision making, coordinating, directing, controlling and budgeting etc.
- School should work on democratic principles such as principle of equality, freedom, justice, coordination, higher values and leadership etc.

1.1.13 Key Concept

1. **School Organization:** Organization is mainly concerned with the Pre-execution state.

1.14 Suggested Questions :

- Q.1 Define Educational Organization. What is school Organization and its functions.
- Q.2 What is school Management. ? Discuss its need and functions.
- Q.3 What is school Administration? How can it help to improve functioning of school?
- Q.4 If you plan for a year, plant grain, if you plan for ten years, plant trees and if you plan for hundred years, plant men” Discuss.
- Q.5 Discuss principles of democratic management of schools in detail.

1.1.15 Questions for Self-Evaluation :

1. The Word Organization has only one fixed meaning. (Yes/No)
2. School management means a managing body responsible for running an institution. (Yes/No)
3. The word POSDCORB was given by Luther Gullick (Yes/No)
4. The word Administration has been derived from a Latin word. (Yes/No)
5. School is a miniature form of society (Yes/No)
6. There is no relation between management, organization and administration. (Yes/No)
7. There is no need of bringing school and community together. (Yes/No)
8. School administration doesn't have any significant function to perform. (Yes/No)
9. Democratic Management of school doesn't need principle of justice and higher values. (Yes/No)
10. Head should be under the control of organization. (Yes/No)

Answer Key : No, Yes, Yes, Yes, Yes, No, No, No No.

1.1.16 Suggested Books :

- | | | |
|--------------|---|---|
| Gupta, R. | : | <i>The Process of Management</i> , Bareilly : V.K. Publication House, 1990. |
| Ryburn, W.M. | : | <i>Organisation of Indian School</i> (Pbi.) Patiala : Punjabi University, 1985, Punjabi Translation by Dr. T.R. Sharma. |
| Sharma, T.R. | : | <i>Educational Management & Planning</i> (Pbi.) Patiala : Century Twenty one Publications (1998). |
| Sodhi, T.S. | : | <i>Management of School Education</i> |

Time-Table : meaning, Types, Importance and Principles

Structure :

- 1.2.1 Objectives
- 1.2.2 Introduction
- 1.2.3 Meaning and Importance of Time Table
- 1.2.4 Types of Time-Table Construction
- 1.2.5 Principles of Time Table
- 1.2.6 Summary
- 1.2.7 Key Concept
- 1.2.8 Suggested Question
- 1.2.9 Questions for Self-Evaluation
- 1.2.10 Suggested Books.

1.2.1 Objectives : After studying lesson students will be able:-

- (i) To acquaint the students with the clear meaning of Time Table.
- (ii) To make the students knowledgeable about the importance of Time Table
- (iii) To impart knowledge regarding types of Time-Table
- (iv) To educate the students regarding the principles of Time Table construction.

1.2.2. Introduction :

Time Table is like a mirror which reflects the whole educational set-up of the school. It organizes the work of teachers and helps them in properly balancing their programme of work. With the help of the time-table school can organize students activities much more efficiently. Each subject of the curriculum and each class thus also gets its due share of time in the time-table.

1.2.3 Meaning and Importance of Time Table :

A time table is important from the moral point of view also. The children develop the habit of working according to a fixed schedule. They require the habit of regular and systematic working as well as find time for activities and pursuing of their interest if they work according to a time table. The work of making a time-table is usually entrusted to a very senior teacher by the headmaster, who should personally supervise its framing. It should provide for a balance division of time both for work and play. During school time, children need some time for rest and leisure. The time-table must provide for this necessity also.

According to Edmonson's, "the time-table is an outline of the day's work which indicates (1) time of beginning and ending of school day, (2) time of beginning and ending of each class period, activities period, and home work period, (3) subjects

and activities offered, (4) days on which each class and each activity meets, (5) name of the teacher in charge of each class or activity; (6) room in which class or activity meets, and (7) time, length and number of intermissions.

Mohiyuddin also expressed his views for the importance and the necessity of time table that "A time table is said to be the second school clock. It shows the hours during which school work is done, what work is to be done during each period of the school-day and in each class, the room in which the work is to be done, and the teacher to be incharge of that work.

So in whole we can say that the time table is a good instrument for establishing discipline. Thus the efficiency and smooth working of the school routine can be safe guarded through a well-prepared time table.

Time table is, in fact, planning things before-hand for the institution. By preparing time table we can escape if we are likely face some problems. A good framer of time table takes care of such obstacles from the beginning and he prepares an ideal time table with which there are least problem. Preparation of time table is the pre-execution stage, it is pre-planning of the scheme. Bringing time table into force is the execution stage.

Once, the time table is formed, it should not be fixed up ones for all. There should be provision for modification and changes. It is an admitted fact that the framer of time table cannot please and oblige everybody but still he should try to accommodate the concerned persons as far as possible. An objectively prepared time table does not annoy anyone. In the words of Pitman "Well arranged time table is the surest mark of a well arranged mind."

1.2.3.1 Smooth and orderly working of the school : In a time-table, everything is planned in advance. All the students and the teachers know their jobs as well as the time they are to devote to each item. Therefore, orderly and smooth work of the school goes on even in the absence of the headmaster or the other teacher. In the absence of time-table, there will always be the danger or duplication of efforts and repetition of unnecessary items and activities. Time-table places persons at their proper places, at the proper time and in the proper manner. Without a time-table there will be confusion and chaos

1.2.3.2 Internal economy and regularity: Time-table shows exactly what is to be done at a particular time. It, therefore, directs the attention of both the pupils and the teachers to one thing at a time. Thus one's energy is automatically directed in a particular direction and this prevents waste of time and energy. Moreover, time-table has further advantage because it prevents confusion, duplication, over-lapping and unnecessary repetition.

1.2.3.3 Proper distribution of work load : The good time-table ensures that work is evenly distributed among the teachers. The headmaster or any other superior officer can know at a glance the amount of work, that every teacher

is expected to do. Thus, time-table held in avoiding the allotment of too much or too less work to one teacher.

- 1.2.3.4 Equitable distribution of time to different subjects and activities :** Time-table gives due place, extension and emphasis to various subjects and activities in the school according to their relative importance or difficulty. This is very essential for the all around development of pupils while more important subjects and activities get more attention and time, the less important ones are not altogether neglected.
- 1.2.3.5 Needs of the Pupils :** Good time-table helps in organizing the school work according to the requirements of the Pupils. The work is planned keeping in view their physical, mental, social and psychological needs. This is the only reason why fatigue, interest and freshness of mind and body are given due consideration at the time of constructing a time-table.
- 1.2.3.6 Formulation of good habits :** A good time-table is very helpful in including the habits of orderliness, punctualities and steadiness of purpose, both in teachers and students. It ensures regularity and even progress by preventing laxity. It develops a methodical attitude towards work. Such adherence to a pre-arranged plan of work is the secret of success of all persons connected with the school.
- 1.2.3.7 Maintaining School discipline :** School time-table directly helps in maintaining discipline in the school to a great extent, it prevents confusion and duplication of work, lessens the need of punishment keeping pupils busy in desirable activities and let everyone mind one's own business. Everything appears to be in perfect harmony, smoothness and concord. In the absence of such a plan, the school is sure to go tops turvy.

The school time-table can be called the pivot of the educational and co-curricular activities of the school. It is very significant part of the school life for smooth, orderly and efficient working of the institution and ensuring realization of school objectives.

1.2.4 Types of Time Table

The whole school programme can be seen from various angles. It is not possible to have each and everything of the school in one plan. So, we have different types of time table showing the programme from different angles. Thus, we have the varieties of school time table as given on the pages ahead.

In this connection, Ryburn writes : "There should be a general time table worked out in two ways : class-wise and teacher-wise. Both tests are necessary. There should be two copies of each. Of the teacher-wise time table, one copy should be in the staff room and one copy in the Headmaster's office. Of the class-wise time table one copy should be on the main notice board where it can be seen by everybody and one copy should be in the office. Besides these time tables, under a class teacher system, there will be in each room a time table of the work of the particular class using

the room. If a subject teacher system is being employed, the teacher will have his week's time table on the wall of his room. Even with a specialist teacher system, it is advisable to have class time table made out and put upon the wall of the room which has been assigned to the class as its particular room." Some important types of time table are given below:

- 1.2.4.1 Consolidated time-Table:** It is also known as the general time table. This type of time-table gives the complete picture of the entire school programme per day. It is the combined time-table of all the areas in the school. It shows the details of work of every individual teacher with regard to curricular and co-curricular activities.
- 1.2.4.2 Class time-table :** It is the time-table of each class and of each section. It shows in detail the allotment of time to various subjects and activities. The names of the teachers are also mentioned in this time-table. As this time is meant for the guidance of the pupils, a copy of this is kept in the class-room.
- 1.2.4.3 Teacher's Time-table :** Teacher's time-table is prepared teacher-wise. It shows in detail the entire programme of a teacher's work, the classes and subjects being taught by him, the vacant periods of teachers are also shown. A copy of this time-table is placed in the staff-room and another copy in the headmaster's office.
- 1.2.4.4 Vacant periods time-table :** A special time-table showing the vacant periods of all teacher is also prepared. This is helpful in allotting work when some teachers are on leave. And the best way of doing this job is to consult the vacant periods time-table.
- 1.2.4.5 Co-curricular activities time-table :** A regular time-table of all co-curricular activities is prepared in the beginning of every session showing the different types of activities in the school. This time-table also mention the name of teachers in-charge of these activities, the place where they are to held and time when they are to be undertaken. It saves a lot of duplication and overlapping of facilities in the formation of group of pupils participating in the activities of their own choice and liking.
- 1.2.4.6 Homework time-table :** This time-table is also known as wrist watch of the school. Homework time-table can increase the regularity and efficiency of a good school. This time-table shows how much homework should be done by a particular class, on a particular day. The days for assigning the homework can be fixed for various subjects. In this way, students will not be over burdened and teachers will also get proper time to check the homework. A copy of the homework time-table should be put up in the class-room. A copy of this time-table should also be sent to the parents, to ensure their cooperation.

1.2.5 Principles of Time Table Construction

Apart from the above mentioned information, there are certain principles which should be kept in mind while preparing time table.

1.2.5.1 Type of School : Time table will depend considerably upon the type of the school. It should be seen whether it is a boy's school or a girl's school or co-educational one. It is also to be seen whether it is rural or urban school. The rural schools are different from urban schools in many ways. The idea behind this is that needs of the society and the children will be taken care of while preparing time table for the school.

Time table of a high school is to be different from the one which is used in a higher secondary school. The time table of a higher secondary school is different from that of a multipurpose higher secondary school.

The time table in a double shift system school will have to be different from a single shift system. In the former type, the duration of periods is comparatively shorter. The time table in the boy's school, girl's school or co-educational school will have to be different to meet their specific needs. Thus, the type of school effects the time table.

1.2.5.2 Departmental Rules and Regulations: Preparation of time table is based on the rules and regulations as prescribed by the Educational Department.

The duration of the school days the syllabus of different subjects for different classes, total number of periods per day, number of periods per week for each subject, number of periods to be allotted to each teacher etc. are prescribed by the Education Department. To carry out instruction given by the authorities is binding for every school. It helps in maintaining uniformity in the different schools.

1.2.5.3 Availability of Time : Time table is framed within the limits of time available. In the lower classes, time table of lesser duration with periods of shorter duration is needed. But in the higher classes, the duration of each period is more and the working hours of the school are comparatively more.

Observance of rules and regulations as prescribed by the government authorities is a compulsion for the school. It helps the schools to have uniformity. Change of season has its impact on the school and the duration of school hours. It will naturally affect the time table of the school.

1.2.5.4 Relative Importance and Difficulty of Subjects : In the time table, the subjects which are generally considered difficult by the learners are given more importance. There are more periods for such subjects. Besides, fresh timings in the time table are kept for those subjects. Thus, easy subjects like Drawing or Hindi or games should not be kept in the morning hours of the school. That time should be allotted to subjects like English, Mathematics, Science. Subjects like music, drawing and painting can be

adjusted in between the two difficult subjects. Subjects like craft can be given time at the end in the time table.

- 1.2.5.5 Staff, Equipment and Building** : While preparing time table it should be kept in mind how much is the provision of school building and what equipment should be available for a particular period of time table. For example, we cannot have two classes in the same period for teaching science when there is one science laboratory or when equipment needed is limited or when there is only one teacher of science. In the same way we should not keep game periods for more than one class at a time if we have one teacher for this purpose or we have shortage of sportsmen for games.
- 1.2.5.6 Variety** : A good time table is always based on the principle of variety. Actually variety is the best form of rest. It helps the teachers and the learners. Generally, the same teacher is not put to teaching the same class in the same room for two or three consecutive periods. There is change of subjects, change of teachers and sometimes change of place after the period is over. Sometimes there is little scope for the change in room. That can be made possible by asking science students to attend their class in the science laboratory and students taking up drawing may be shifted to the drawing room, for that period. All this adds up variety to the school time table. Moreover, the boredom of the students is removed to a considerable extent.
- 1.2.5.7 Elasticity** : The time table should not be rigid. It should rather be flexible and fluid. No doubt we have on make efforts for it, we have to take care of the principle but it does not mean that we are to be the slaves of time table. We should always keep it under us, within our powers, so that modifications and improvements could be possible as and when the situation demands it.
- 1.2.5.8 Play and Recreation** : All work and no play makes Jack a dull boy' is an important saying. Only study and no provision of games and recreational activities will have a negative impact on the developing personality of the children. So, the importance of games and activities should be realized by the school authorities. Today's education remains incomplete without the all round development of the personality of the child. So, games and co-curricular activities should be given recognition and they would find prominent place in the school curriculum. They not only add up to the variety but also relax the students and the teachers from the monotony of work to a considerable extent.
- 1.2.5.9 Element of Fatigue:** In the time table, the different subjects are allotted time in such a way that more difficult subjects should come in the morning or fresh hours. Further it should be seen that a number of difficult subjects

should not come together. It is also taken care of that all easy subjects should not come in the time schedule just one after another and so on. The different fatigue giving subjects should be arranged in such a way that they do not strain the minds of the learners. Fatigue can be physical as well as mental. It diminishes attention and weakens the power of understanding and insight. So, due consideration to the element of fatigue must be given while preparing the time table.

1.2.6 Summary

Thus, we find that the second school of thought decides against keeping time table. But that would not be possible actually. We will have to have some types of time table in the school. In order to make it suitable and really useful we may make use of as many principles as possible in its preparation. We may keep it flexible and subjects to revision and modification to be done on the basis of felt needs of the concerned persons. Time-table is one important aspect of planning. Thus H.G. Stead says, "It is time-table that supplies the frame work with in which the work of the school proceeds. It is the instrument through which the purpose of the school is to function."

1.2.7 Key Concept: Time Table- The Time Table is an outline of the day's work of school

1.2.8 Suggested Questions :

1.2.8.1 Write short notes on the following :

- (1) Main factors which should be taken into consideration while framing a time-table for the students?
- (2) Why is the time-table considered to be necessary tool in the hands of the head of the school?
- (3) What are various types of the time-table?
- (4) Combating the element of fatigue in the time-table?

1.2.8.2 What are the main principles of time-table construction?

1.2.9 Question for Self-Evaluation

- | | | |
|-------|--|--------|
| (i) | Time-Table is like a mirror in the school. | Yes/No |
| (ii) | Time Table is a good instrument for establishing discipline. | Yes/No |
| (iii) | Time Table should be fixed. | Yes/No |
| (iv) | Time Table is said to be the second school clock. | Yes/No |
| (v) | We have the varieties of school time table. | Yes/No |

Answer Key : (i) Yes (ii) Yes (iii) No (iv) Yes (v) Yes.

1.2.10 Suggested Books :

Ryburn, W.M.	Organisation by Indian Schools
Stead, H.G.	School Organisation
Mahiyuddin	Management of Schools
M.S. Sachdeva	Essentials of Educational Technology and Management

Discipline : Concept, Types Freedom and Discipline, Importance, Causes of Indiscipline and Suggestions**Structure :**

- 1.3.1 Objectives
- 1.3.2 Introduction
- 1.3.3 Concept of Discipline
- 1.3.4 Freedom and Discipline
- 1.3.5 Causes of Indiscipline and its remedial measures.
 - 1.3.5.1 Personal causes
 - 1.3.5.2 Psychological causes
 - 1.3.5.3 Social Causes
 - 1.3.5.4 Political Causes
 - 1.3.5.5 Educational Causes
- 1.3.6 Summary
- 1.3.7 Key Concept
- 1.3.8 Suggested Questions
- 1.3.9 Self-Assessment Questions
- 1.3.10 Suggested Books.

1.3.1 OBJECTIVES :

- (i) to enable the students understand the concept of discipline.
- (ii) To make the students understand the relationship between freedom and discipline.
- (iii) To acquaint the students with various causes of indiscipline
- (iv) To acquaint the students with remedial measures of indiscipline.

1.3.2 INTRODUCTION :

The word discipline is derived from the Latin word 'discipulus' which means 'to learn' or 'obedience'. Literally, discipline is a mode of life in accordance with certain rules and regulations. It is a sort of self-control reflected in public actions. It flows out from within. Hence, discipline is spontaneous and not a mere submission to authority in an obedient manner. The term 'discipline' refers to a state of orderly conduct of an individual which is gained through training in self control and habits of obedience to socially approved standards of thought and action.

1.3.3 CONCEPT OF DISCIPLINE:

The word 'discipline' may be viewed from two angles i.e. narrow and wide. The narrow concept of discipline means subjection to authority, obedience to law framed by others and bringing others under control. However, from a modern point of view

it means the training of mind, manners and attitude, sublimation of instincts, formation of right habits and the development of character. The discipline therefore provides for both individual and group welfare in a democratic society.

According to University education Commission, "It is important that good discipline be looked upon not as a student conformity to arbitrary code of conduct but rather as individual responsibility for behaviour."

According to T.P. Nunn, "Discipline consists in the submission of one's impulses and power to regulation which imposes check upon choice and brings efficiency and economy where there would otherwise be ineffectiveness and waste."

1.3.4 FREEDOM AND DISCIPLINE:

To understand the relevance of one for the other, we have to acquaint ourselves with the various points of view. Does discipline stand for absence of freedom? Or can discipline and freedom co-exist? In a democratic society in which power is held by legitimate bodies, chosen by common people, in which leadership is voluntarily accepted, there exists no division between freedom and discipline. There is an extreme view point put forward by Rousseau and the persons of his way of thinking that the child should be left free to do practically whatever he likes and free not to do whatever he does not like. He should be allowed to learn by natural consequences. This is an open revolt against the traditional concept of discipline which puts strong restrictions on the child and disapproves practically all ideas of freedom and self discipline. W.M. Ryburn writes, "Freedom in school should bear some relation to the freedom that is found in the world at large." Too much of freedom will be negation of discipline and at the same time complete denial of freedom to maintain good discipline will defeat the purpose." John Dewey gave us the modern concept of discipline. He said discipline should be social and there should be synthesis between freedom and discipline.

Discipline develops best in a free atmosphere. Freedom does not mean freedom for only one individual or for one group. It means freedom for all. It should therefore, be recognized that freedom will not be real freedom if its enjoyment by an individual deprives somebody else of his or her freedom, so there is no such thing as absolute freedom. Freedom is always relative and invariably implies some restraints or restrictions. It is therefore, wrong to suppose that the terms "freedom and discipline" are contradictory. They are different sides of same coin. Freedom, therefore, always means disciplined freedom and likewise discipline is of the highest type when it is free discipline.

1.3.5 CAUSES OF INDISCIPLINE AND ITS REMEDIAL MEASURES :

Indiscipline means lack of control, laxity or violation of rules and regulations of breach of social order or misbehaviour. An undisciplined way of life leads to confusion and chaos and even to failure in achieving the goal of life. It takes an individual far away from the values of life, which are conducive both to himself and to the society, as a whole. An undisciplined individual is a misfit in a democratic

society. He has no balanced and integrated personality.

Following are the causes of indiscipline:

1.3.5.1 Personal Causes : Under this heading only those causes are mentioned which are particularly related to student's personality.

(a) **Bad Habits** : The poor economic conditions and the unhealthy environment are responsible for the development of undesirable habits such as stealing, abusing, writing silly things on the wall, damaging school and public property etc.

(b) **Intellectual Inferiority or Superiority** : It is found that some complex of inferiority or superiority also results into some type of abnormality in the person. Such a person does not feel satisfied in a normal type of work being done in the school.

(c) **Physical and Mental Deformity** : Physically defective and mentally retarded children may become delinquent and undisciplined. Among delinquent may also be mentally bright pupils who don't find proper outlets for their ability.

(d) **Stormy age of Adolescence** : The adolescence period is the most stormy period of a man's life. It is in this period that a person is ready to do any act, foolish or wise, good or bad, moral or immoral.

Remedy : Cumulative records showing detailed particulars of every individual may be kept in the school. On that ground, right solution may be thought of and treatment should be given to those individuals.

1.3.5.2 Psychological Causes : There are some psychological reasons which lead to the growth of indiscipline.:

(a) **Repression of students instincts** : Many a time students instincts are suppressed and they resist and rebel against authority. A student cannot allow his instincts of self-assertion, creativeness and curiosity to be curbed.

(b) **Weakness of Parents and Teachers** : Some parents and teachers given over freedom to their wards to act and behave in any manner they like. It makes pupils in disciplined.

(c) **Un-psychological Approach** : A majority of incident of indiscipline are due to the un-psychological approach of the teachers. Teachers must be very tactful in dealing with the pupils.

(d) **Confusion due to double standards** : The adolescent finds that the older member of his family have double standards in dealing. They teach him to be obedient and to respect rules and regulations, but he finds ample evidence of malpractices and disrespect to rules and cheating in the world he lives in. It leads to indiscipline.

Remedy : Suppression of instinct should be stopped. Teachers should have psychological approach and they should be guided properly. Over freedom shouldn't be given programme of moral instruction should be

introduced in the school.

1.3.5.3 Social Causes : Main causes of indiscipline related to the society are as follows :

- (a) **Social Evils** : Social evils such as narrow regional loyalty, communal feelings and caste considerations influence the young mind adversely. Cheap films and cheap literature also motivate the children towards wrong directions, immoral conduct and cheap behaviour.
- (b) **Home Environment** : If the home fails to ensure healthy, physical, emotional, mental and spiritual growth the child is bound to pick up objectionable behaviour.
- (c) **Disturbed state of Society** : Communal tensions, party factions, religious frenzies, political agitations and economic upheavals are common sights throughout the country. With all this social unrest and turmoil the younger generation can't be expected to remain peaceful and disciplined.
- (d) **Social Taboos** : Social taboos repress the children who react to them in an undesirable manner. So long as there are restrictions over the coming closer of boys and girls, they will not learn to behave in a decent manner towards one another.

Remedy : Awareness among masses should be created. Efforts should be made to remove social evils. Healthy home atmosphere should be provided.

1.3.5.4 Political Causes : The main causes of indiscipline relates to politics are :

- (a) **Mistaken belief of freedom** : Freedom implies greater self-restraint, discipline, self-denial and self sacrifice. Freedom is not a release but a responsibility. If the students think that freedom gives them the right to do anything, they are very much in wrong. This wrong notion of freedom reads to indiscipline.
- (b) **Exploitation by Political Parties** : In order to play up their own interests, political parties have encouraged the students in communal & language lists in the various parts of the country. Thus the ambitions and unscrupulous politician are responsible for student unrest.
- (c) **Democracy in India** : In India democracy does not mean "Government of the People for the people and by the people". On the other hand, it means a rule of the party leaders for the interest of their own party. The result is that common people generally suffer and find solace of their suffering in resorting to acts of indiscipline and disorder against the ruling party.
- (d) **Secularism in Democratic India** : The democratic republic of India is a secular state which has no place for religious education. The result is that people have done away with the fear of God and the higher spiritual

values of life. It has led to indiscipline among people.

- (e) **Political Instabilities** : Political instabilities create unrest among the politicians who further transmit their unrest to student community also.

Remedy : Let the students and politics keep apart. Moral education should be given. Leaders of the country should take care of interest of common people. Wrong notions about freedom should be corrected, students should be infused with a spirit of true nationalism through a sense of tolerance and balanced self-assertion.

1.3.5.5 Educational Causes : The main causes of indiscipline related to education are :

- (a) **No proper aim of education** : The students, parents and teachers feel that the education being imparted in the school is almost aimless. The educational programmes, experiments and reforms have failed to convince anybody. It is not possible for the teachers to impart education. It is in a dedicated manner and for student to receive it in disciplined manner.

- (b) **Poor Organisation of School** : Most of our schools are ill equipped and under staffed. There is an abnormal rush of pupils in all types of schools. The school authorities cannot cope with the situation satisfactory with the result that there is confusion and indiscipline everywhere.

- (c) **Heavy Curricula** : The new schemes have introduced heavier curricula which the teachers and students cannot manage. It leads to disgust and helplessness and creates indiscipline.

- (d) **Lack of Co-curricular activities in School** : In most of the schools, co-curricular activities have either been over emphasized or neglected altogether. So, they have failed to serve their noble purpose wisely. Selected activities go a long way in developing the desirable attitude of cooperation, toleration, self-denial. On the other hand, the neglect or over use of these activities leads to deterioration and indiscipline.

- (e) **Lack of Healthy and Attractive School Surroundings** : Most of our schools are situated in poor places and poor surroundings. The whole idea of good education through a good school is lost. The product of such schools is like the factory goods, with not spirit and life of discipline.

- (f) **Lack of Moral Education** : In India, no religious or spiritual and moral education is provided without the education of heart and feelings, the pupils brains are merely devil's workshops engaged in destructive and indisciplined activities.

- (g) **Incompetent Teachers** : There is great dearth of really competent teachers. With the mushroom growth of schools, a large number of persons, both fits and misfits have entered this profession. They develop an attitude of rebellion and frustration in students.

1.3.6 Summary : First of all, definite aims of our national education should be defined over-crowding of subjects should be avoided. The school should

be organized in view of growing demands of efficiency and standards. More and more schools should be opened for accommodating the growing population and these schools should be well equipped and adequately staffed. Appropriate co-curricular activities should be introduced. The socio-economic status of teachers should be raised to make this profession attractive for really competent teachers.

1.3.7 Key Concept: Discipline- It derived from Latin word 'disciplus'

1.3.8 SUGGESTED QUESTIONS :

- Q. "Spare the rod and spoil the child." Does this dictum still hold good even today in maintaining discipline?
- Q. Discuss the causes of indiscipline in our school. Suggest suitable measures to remove them.
- Q. Discuss the relationship between freedom and discipline.
- Q. "To a great extent, our teachers are responsible for students indiscipline in our schools." Comment.

1.3.9 SELF-ASSESSMENT QUESTIONS :

1. The word discipline is derived from Latin word "disciplus" Yes/No
2. The word 'discipline' refers to corporal punishment. Yes/No
3. Discipline is a state of orderly conduct. Yes/No
4. Concept of discipline is very narrow. Yes/No
5. Freedom and discipline are interrelated Yes/No
6. Traditional Concept of discipline puts restrictions on the child. Yes/No
7. Modern Concept of freedom is democratic in nature. Yes/No
8. John Dewey gave us Concept of modern discipline. Yes/No
9. Teacher is the only cause of indiscipline. Yes/No
10. There may be various reasons of indiscipline. Yes/No

Answer Key : (1) Yes (2) No (3) Yes (4) No (5) Yes (6) Yes (7) Yes (8) Yes (9) No (10) Yes

1.3.10 SUGGESTED BOOKS :

- | | | |
|----------------------|---|--|
| M.S. Sachdeva | : | Essentials of Educational Technology & Management. |
| J.C. Aggarwal | : | School Organization |
| S.K. Kochhar | : | "School Organisation" University Publishers, Ambala, Delhi, Jalandhar. |
| S.S. Mathur | : | School Organisation and Administration. |
| Dr. T.S. Sodhi & | : | Management School Education. |
| Dr.(Mrs.) Aruna Suri | : | |

**Co- Curriculum Activities : Concept, Content, Types, Importance and
organisation of different co-curricular activities**

Structure :

- 1.4.1 Objectives
- 1.4.2 Introduction
- 1.4.3 NSS
- 1.4.4 NCC
- 1.4.5 Morning Assembly
- 1.4.6 Utilization of Community Services
- 1.4.7 Summary
- 1.4.8 Key Concept
- 1.4.9 Suggested Questions
- 1.4.10 Self-Assessment Questions
- 1.4.11 Suggested Books

1.4.1 Objectives :

- (i) To enable the student to understand the role played by student welfare services.
- (ii) To acquaint them with N.S.S., N.C.C., Morning Assembly and Utilization of Community resources.

1.4.2 Introduction :

All types of services are rendered by the school for the welfare of the students is called "student welfare activities." The different types of activities are the tools and instruments for drawing out the best of potentialities of the child. The school curriculum of today is not restricted to the knowledge of 3 R's i.e. Reading, writing and Arithmetic. It is all round development of a person. Now anything and everything that goes on in the school campus within school hours or after school hours comes within the purview of school activities. None of those activities are taken as extra. All those activities are considered part and parcel of school curriculum. These activities help in smooth working of the school. They make the children strong and sturdy and help them to grow and develop fully.

1.4.3 NSS :

National Service Scheme is becoming popular in the schools and colleges. The ministry of education introduced NSS during 1969-70. The scheme now extends to all the states and universities in the country. It has aroused among the student youths an awareness of the realities of life, a better understanding and

appreciation of the problem of the people. NSS, is thus a concrete attempt in making education relevant to the needs of the society.

NSS inculcates the spirit of community service, spirit of self-sacrifice, attitude of cooperation and fellow feeling and dignity of labour.

The motto of NSS. "Not me but you" expresses the essence of democratic living and upholds the need to appreciate the other man's point of view' first and to show consideration for fellow human beings.

1.4.3.1 Objectives of NSS :

(A) Main Objective : The main objective of NSS is service to community, along with studies in an educational institution.

(B) Specific Objectives : It is to arouse the social conscience of students and to provide them with the opportunity :

- (i) to work with and among the people;
- (ii) to engage in constructive social action;
- (iii) to inculcate the sense of dignity of labour in them;
- (iv) to increase one's knowledge about himself in social perspective;
- (v) to put his scholarship to practical use in mitigating at least some of the social problems;
- (vi) to gain skills in the exercise of democratic leadership and to enrich personality;
- (vii) to gain skill in programme development to enable him to get self employed.

NSS is a non-formal education programme organized by government in India, to bring up and develop, social types of personalities suitable to democratic form of the society.

1.4.3.2 Activities and NSS :

(A) Education & Recreation:

- (i) To spread functional literacy;
- (ii) To spread pre-school education;
- (iii) To work in crèches;
- (iv) To run balwadis;
- (v) To run school feeding programme;
- (vi) To organize youth clubs, rural and indigenous sports.

(B) Programmes for Working during emergencies (Cyclones, Floods, Earthquakes, Drought)

- (i) to assist authorities in distribution of essential items.
- (ii) To assist local authorities in relief and rescue work;
- (iii) To assist local people in reconstruction.

(C) Environment Enrichment and Conservation :

- (i) to help in construction and repair of roads, village streets, drains,

cleaning of environment;

- (ii) to help in creation of tree consciousness;
- (iii) to help in cleaning of village ponds and wells;
- (iv) to help in plantation, preservation and up-keeping of trees;
- (v) to help in prevention of soil erosion and work for soil conservation;
- (vi) to help in constructions and laying of parks;
- (vii) to popularize solar gas cookers, gobar gas plants.

(D) Health, Family Welfare and Nutrition Programmes :

- (i) to make provision of health education and preliminary health care;
- (ii) to make provision of safe and clean drinking water supply;
- (iii) to arrange blood donation camps;
- (iv) to help patients, orphans and aged people, physically and mentally handicapped.
- (v) to set up medical centers;
- (vi) to carry out anti-drug addiction drives.

(E) Social Service Programme:

- (i) to impart training to women in knitting, sewing, embroidery etc.
- (ii) to create awareness in women in exercising their rights;
- (iii) to conduct socio-economic surveys.

(F) Other Activities undertaken depending on local needs and priorities :

- (i) social service during festivals;
- (ii) to organize rallies against Dowry, child labour, etc.
- (iii) to organize social education programme;
- (iv) to provide adult education to villages;
- (v) to help the community.

1.4.3.3 Organisation of NSS :

(1) Formation of Groups : Volunteers should be divided into groups and groups should be assigned names groups may be formed on the basis of common interests.

(2) Group Leaders : Group leader should be selected from the total lot and then one group leader be sent to each group.

(3) Assigning Activities : The activities to be done should be assigned turn by turn to all groups.

(4) Camping Programme : Special camping programme should be organized from time to time. 40-50 students may be selected for each camping programme.

A certificate is issued from the university after participating in the regular programme for 360 hours within three academic session under NSS programmes

1.4.3.4 Code of Conduct for NSS Volunteers :

- (1) Work Under Leader;

- (2) Worthy of Confidence;
- (3) Inspiring;
- (4) Avoiding Controversial Discussion;
- (5) Keeping record of activities;
- (6) Wearing simple dress;
- (7) Wearing NSS hedge;
- (8) Avoiding vices like : smoking, drinking etc.

1.4.4 N.C.C. :

The National Cadet Corps was started by the Ministry of Defence in order to stimulate in young boys and girls an interest in the defence of the country. It is a voluntary organization in India, which trains young people on military subjects. Its motto is "UNITY & DISCIPLINE" The NCC act was passed in parliament on 16th of April 1948. The membership of NCC is open for young persons between the age of 13 to 26.

NCC pertains to that group of activities which help in the growth and development of the physique of the students. No fee or funds are charged from the cadets for giving training to them. Free uniforms are issued to the NCC Cadets.

1.4.4.1 Objectives of NCC :

- (1) to develop character, commandership, the ideal of service and capacity for leadership in the youth;
- (2) to provide service training to youth men and women so as to stimulate interest in the defence of the country;
- (3) to build up reserve army of potential officers to be utilized in case of national emergency.

1.4.4.2 Three divisions of NCC :

NCC consists of the following three divisions:

- (1) **Junior Division** : In the high schools, junior divisions have been raised. It comprises of 3 units - Army, Navy and Air Force.
- (2) **Senior Division** : In the colleges, senior division has been raised. It also consists of three wings - Army, Navy and Air Force.
- (3) **Girl Division** : It has been raised for girl students only.

1.4.4.3 Organization of NCC :

In the educational institutions, special drive is made for the enrolment of youths as N.C.C. Cadets. NCC officers are selected out of the teaching staff and they are given special training for carrying out their duties efficiently they get suitable allowance for doing extra work. Their duty is to propagate NCC in their institution. During summer vacations or at some other suitable time, NCC officers are required to attend special camps for carrying on their duties more efficiently.

1.4.4.4 Advantages of NCC :

- (1) It helps in all round development of the students;
- (2) It makes the students fully disciplined;

- (3) The students who get merit positions in NCC are able to earn extra credit for their future careers.
- (4) NCC enables student to qualify for different type of tests on the basis of which they are awarded certificates.

1.4.5 MORNING ASSEMBLY:

Morning assembly is the first activity of the school to start with. Fretwell calls school assembly as "Town meeting of the school."

According to W. R. Smith, "School assembly can serve as focusing centre of all forms of extra curricular life."

1.4.5.1 Nature of Activities of Morning Assembly :

(1) School Prayer (2) Singing of devotional or patriotic song; (3) Brief ethical speech by a student, a teacher or the head; (4) Brief talk on topic of general interests; (5) Extension Lecture; (6) Announcements regarding tournaments, functions, holidays etc. (7) Notices and instructions (8) News in brief; (9) Mass drill (10) Checking of dress and cleanliness (11) Roll call.

1.4.5.2 Purpose of Morning Assembly :

- (1) **To Unify School** : It creates feeling of oneness among students and teachers and a sense of identify with school develops;
- (2) **To provide moral training** : The prayers, devotional songs, sermons etc. create noble ideas amongst students.
- (3) **To provide training for self-expression** : Students get training to face the audience lead the prayer, make announcements etc.
- (4) **To develop Correct Audience Habits** : Respect for the feelings of the other members of the assembly, courtesy towards speakers and guests etc. are some of the good audience habits to be developed through a school assembly.
- (5) **To recognize superior Achievement:** Morning assembly can be utilized to give public recognition of superior achievement in curricular and co-curricular fields.
- (6) **To celebrate national festivals** : Many times morning assemblies are used to organize certain functions in honour of great readers of the country or poets or scientists.
- (7) **To make announcements:** Morning Assembly in used to make announcement regarding the school routine or daily work, changes in the time-table, functions, elections etc.
- (8) **To make Familiarity with school practices:** Another purpose of morning assembly is to make the pupils familiar with rules, regulations traditions, ideals and practices of school.
- (9) **Talks on topics of general interest** : Morning assembly affords

opportunity to give talks on topics of general interests like rules of road, health and hygiene etc.

(10) To impart information and Current News: Teachers can make comment upon the current social, economic and political situation, make appear in emergency and instruct the pupils in various ways.

(11) Motivating Activities and improving the tone of the school : Morning Assembly can motivate curricular and co-curricular activities and it has a positive effect on the entire school environment.

1.4.5.3 Guidelines for Making Morning Assembly Programmes :

- (1) Planed Programmes : Programme for morning assembly should be well planned. Both teachers and students should cooperate in planning.
- (2) Variety of Activities : A variety of activities should be introduced in it.
- (3) Co-operation of Students : Cooperation of students should be secured in organizing assembly programmes.
- (4) Careful Preparation should be made in organizing morning assembly.
- (5) Maximum number of students should be encouraged to take part in assembly.
- (6) Good songs should be selected for assembly.
- (7) Talks in the assembly should be interesting and brief.
- (8) Mass drill can be conducted for a few minutes.
- (9) Proper discipline should be maintained.
- (10) Record of morning assembly should be up-do-date.
- (11) Supervision and Evaluation : Assembly programmes must be supervised and evaluated.

1.4.6 UTILIZATION OF COMMUNITY SERVICES :

Community provides concrete and tangible resources which are extremely dynamic, interesting, meaningful for teachings and learning. A community is a child's laboratory for having first hand learning about the way of living. Following are the important community resources which can be effectively utilized:

- (1) Places of Civic Interests :** It includes village panchayat, state legislature etc.
- (2) Place of Cultural interests :** It includes art theatres, clubs, emporium, galleries, kala kendras, Museums, zoos etc.
- (3) Place of Economic Interest :** It includes agricultural forms, banks, commercial centers, factories, telephone exchange etc.
- (4) Place of Geographical Interests :** It includes dams, hills, lakes, rivers, rocks, springs, the gardens, water falls etc.
- (5) Places of Historical interest :** It includes cares, churches, excavations, forts, gurudwaras, mosques etc.
- (6) Places of Scientific Interests :** It includes broadcasting stations, engineering institutes , television centers etc.

(7) **Government Buildings** : It includes fire stations, law courts, military installations, police stations, public libraries etc.

(8) **Forms of Social Control** : It includes attitudes, beliefs, customs, ceremonies, rituals, traditions etc.

1.4.7 Summary: In Bases of above discussion we can say that NCC helps to make students disciplined and Patriotic where NSS helps to make people aware of National security issues and morning assemblies Provide students with opportunities to actively Participate their abilities. Morning Assemblies, NCC and NSS benefit students and help in their development and overall growth of the Institution as well.

1.4.8 Key Concept: NSS- National Service Scheme
NCC- The National Cadet corps

1.4.9 SUGGESTED QUESTIONS:

- Q. Explain the utility of N.C.C. as an aspect of co-curricular activity in a school.
- Q. What should be the nature and purpose of morning Assembly and Why?
- Q. Explain objectives and programmes of NSS.
- Q. Which resources of community can be effectively utilized by students?

1.4.10 SELF-ASSESSMENT QUESTIONS :

- (1) Service rendered by the school for welfare of the students is called "Student Welfare Service" Yes/No
- (2) NSS was introduced in 1969-70. Yes/No
- (3) Motto of NSS is "Not me but you". Yes/No
- (4) Motto of NCC is "Unity and discipline". Yes/No
- (5) NCC stands for Service to Community. Yes/No
- (6) NCC has four divisions. Yes/No
- (7) Morning Assembly is not a significant activity. Yes/No
- (8) Morning Assembly needs cooperation of students-teachers Yes/No
- (9) Community resources are not of any use for students Yes/No
- (10) Morning Assembly is a haptazased activity. Yes/No

Answer Key : (1) Yes (2) Yes (3) Yes (4) Yes (5) Yes (6) No (7) No
(8) Yes (9) No (10) No

1.4.11 SUGGESTED BOOKS :

- M.S. Sachdeva : Essentials of Educational Technology and Management
- Dr. T.S. Sodhi and : Management of School Education.
- Dr. (Mrs.) Aruna Suri
- S.S. Mathur : School Organization and Administration.
- S.K. Kochhar : School Organization

Mandatory Student Feedback Form

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Note: Students, kindly click this google form link, and fill this feedback form once.