DEFINITIONS OF MANAGEMENT

_ Henry Fayol_: to manage is to forecast and plan, to organize, to command, to coordinate and to control.

_ Donald J. Clough_: Management is the art and science of decision making and leadership.

A distinct process consisting of planning, organizing, directing, and controlling and evaluating to accomplish the predetermined objectives of an institution through the coordinated use of human and material resources.

Is the accomplishment of results through the efforts of other people

CONCEPT OF MANAGEMENT OF EDUCATION

Is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research

OBJECTIVES OF SCHOOL MANAGEMENT

_ Achievement of the institutions objectives
_ Improves planning, organizing and implementing of the institution’s activities and processes
_ Creating, maintaining and enhancing a good public image of the institution
_ Appropriate utilization of human resources ie teaching, non teaching staff, students
_ Enhances efficiency of institute
III.1 Educational Management

_ Facilitates optimum utilization of infrastructural facilities Prevents duplication of work
_ Enhances job satisfaction
_ Create and maintain a congenial school climate
_ Manage interpersonal conflicts, manage stress and use time effectively
_ Interpersonal communication improvement

**SCOPE OF SCHOOL MANAGEMENT**

_ Scope is very wide and includes history and theories of management science, roles and responsibilities of educational manager as well as managerial skills
_ Includes a study of educational planning at macro level, its goals principles, approaches and procedures and the micro level institutional planning and educational administration
_ Helps in decision making and solving problems, Communication and managing information and Building effective teams
_ Providing human equipment ie supervisor, teachers, non teaching staff, office workers and providing material equipment such as building, furniture, labs, library, museum etc
_ Co-curricular planning, preparing timetable
_ Motivating staff and students
_ Conducting staff meetings and Managing conflicts and stress
_ Developing healthy and conducive school climate
_ Organization of counseling and guidance
_ Organization of health and physical education, Organization of exhibitions and fairs
_ Maintenance of school records, Evaluating students achievements
_ Financing and budgeting
_ Community service
III.1 Educational Management

FUNCTION OF EDUCATION MANAGEMENT

Function of Principal

i) Planning

ii) Organising

iii) Leading

iv) Staffing

v) Controlling

i) **Planning**-- Planning is a process of setting objectives and determining what should be done to accomplish them. **Planning sketches a complete mental picture of thing.**

ii) **Organising**-- The organising of an activities is based on a differentiation of task. Integration of differentiated tasks by assigning activities responsibilities to staff, Structuring task and coordinating activities in a logical and meaningful order.

iii) **Leading** - There is distinction between managers and leaders. Leadership is path finding and manager is path following.

iv) **Staffing** --- Formulating staff personal policies.

- Recruitment of staff,
- Selecting, orienting and assigning duties to staff,
- Providing staff welfare measures.

v) **Controlling**— Control is regulation of operation in accordance with the objectives specified in plans.

Control is essential to ensure that operations are directed towards the attainment of organizational objectives.
SYSTEMS APPROACH TO SCHOOL MANAGEMENT

Owes its origin to the GENERAL SYSTEMS THEORY developed by Ludwig Von Bertalanffy.

Chester Barnard was one who applied systems approach to management. He perceived executive as a part of formal organization and the organization as a part of whole co-operative system with physical, biological, social and psychological elements

A system is:
A set of interrelated parts which though separate have a common purpose towards which they work. Parts form a unified whole. Each and every part is equally important is constituting the whole. Example Human body: composed of many sub systems such as respiratory, digestive, nervous, circulatory, etc

CHARACTERISTICS OF A SYSTEM

Every system is a part of a larger system called as SUPRA SYSTEM.

All systems as a rule have subsystems and are also a part of supra system (eg. School- secondary boards-state- nation – supra system)

A system always has specific aims and objectives

A system may be either closed or open.

Closed systems are subject to entropy- the tendency to run down. Open systems receive inputs from the environment and so there is no entropy

A system is separated by boundaries from its environment System absorbs members from external environment

Members of an institution possess multiple memberships.

There is resource exchange between an institution and its external environment.

The whole system is greater than its parts.
In order to achieve dynamic equilibrium, a system must have feedback (informational input) to indicate that they system us at least going steady and not in the danger of gradual destruction.

The output of one system becomes input for the other system and the chain continues. (e.g. primary to secondary to higher secondary education and so on.)

**TYPES OF SYSTEM**

1. CLOSED SYSTEM
2. OPEN SYSTEM

**CHARACTERISTICS OF A GOOD SYSTEM**

Effectiveness, Efficiency, Dependability, Flexibility, Acceptability

**Definitions of systems approach**

**TWELKIER:** systems approach is a management tool that allows individuals to examine all aspects of the organization, to interrelate the effects of one set of decisions to another and to optimally use all the resources at hand to solve the problem.

**KESHAV and MICLEAN:** Systems approach is one of the techniques which aims in finding the most efficient and economical intelligent methods for solving the problem of education scientifically.

**Model of SYSTEMS APPROACH**

```
INPUT  ---|--- PROCESS  ---|--- OUTPUT
          |     |                        |
              |     |                        |
              v     v                        v
EXTERNAL ENVIRONMENT  ---|--- FEEDBACK  ---|---
```
SUBSYSTEMS OF AN EDUCATIONAL INSTITUTION

1. TECHNICAL SUBSYSTEM
2. SOCIAL SUBSYSTEM
3. STRUCTURAL SUBSYSTEM
4. MANAGERIAL SUBSYSTEM

IMPORTANCE OF SYSTEM APPROACH FOR EDUCATION

- Provides framework for planning, decision making control and problem solving
- Throws light on dynamic nature of management
- Institution is viewed as an adaptive system, which adjusts as per environment changes in order to survive.
- Provides a unified focus to institutional efforts.
- Helps to look at institution as a whole and not as parts.
- Helps the manager to identify the critical sub systems and their interaction with each other. The practicing manager learns to see the phenomenon not in isolation but in its relation to other phenomenon and elements because of constant interactions.
- Helps in improving institution
- Helps in bringing efficiency in school administration and management
- Helps in systematic educational planning
- Maximum utilization of resources
- Helps in improving examination and evaluation system
- Maintaining, controlling and improving the guidance services
- Designing, controlling and improving non-formal and adult education system
- In improving quality of education
- In improving the teacher training programmes- in-service as well as pre service.
SYSTEMS APPROACH IN SCHOOL SETTINGS

School inputs

- Infrastructure facilities
- Physical environment
- Location
- Building
- Classroom
- School type
- School activities
- Curriculum
- Duration of course
- Instructional material
- Teacher
- Non teaching staff
- Finance
- Administration body

School processes

- Teaching learning process
- Strategies, methods, media for teaching
- Evaluation procedure
- Student principal relationship
- Student teacher relationships
- Student peer relationships

School outputs

- Attainment of instructional objectives
III.1 Educational Management

_ Academic achievement of students
_ Attitudinal changes

SCHOOL CLIMATE

**Concept of school climate:::**

Each institution differs from other institution not only in terms of its physical structure and infrastructural facilities but also in terms of student-body character, teacher quality etc. Thus the institution has its own individuality.

The climate or the feel of an organization is a matter of impression.

**Definition of school climate:::**

It is a the perceived subjectives effect of the formal system, informal style of managers and other important environmental factors on attitudes, belief, values and motivation of people who work in a particular organization. ---- Litwin and Stringer

It is an relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour and can be described in terms of values of a particular set of characteristic of an organization.----- Tagiuri

**Characteristic of school climate:::**

- Aim is high productivity with best quality.
Efforts to be innovatives and creative are supported and reinforced by management.

Rewards for excellent performance are given in the form of recognition, approval, promotion and pay rise.

Creates feeling of pride and teamwork in the school.

There is always competition against an external standard.

Members are encouraged to seek each other help around task issues.

Job satisfaction and performance is high.

Factors affecting school climate

External factors:
- Government policies
- Change in curriculum
- Time management eg admission test and result, CET declared late
- Salary of teachers
- Competition
- Political and economic scene
- Social and cultural interferences
- Resource crunch and financial factors.

Internal factors
- Competitions among staff
- Biasness
- Adopting unfair means
- Exploitation of teaching staff
- Relationships amongst staff and students, between staff members, staff and authorities.
_ Improper distribution of work
_ No compensation no incentives, no professional growth

Institutional Planning

**Planning is needed for the following purpose:::**

- Planning is necessary to ensure the success of the enterprises.
- Planning is a good method of solving problems.
- Efficient and effective planning to keep pace with the time.
- Planning is needed to encourage initiative, creativity of the teacher.

**Scope of institutional planning:::**

The planning must take the shape of an overall scheme for the improvements of the school in respect of:

- Time-table, co-curricular activities.
- Curriculum and syllabus in each subject divided into monthly and weekly units and subunits.
- Instructional material and audio and other aids.
- Library.
- Building and equipment.
- Evaluation.
- All the school improvements projects.
Process of institutional planning:

Step 1 - Analysis
Making an analysis of the present position. The staff will analyze the present situation in respect of the needs. The principal will hold a meeting and review weather:

- The school building is spacious enough to cope with present needs.
- The equipment and furniture are adequate.
- The library and lab facilities are adequate.
- The examination system needs reform.
- The admission procedure needs any reform.

Step 2 - Survey
Making a survey of resources. The principal and the staff of school should make a survey of the existing resources as well as the resources that can be made available.

Step 3 – Improvements
Preparing improvements programmes can be classified into short term and long term.

Each improvements programme needs to be defined in terms of—

- Utility for the vidyalaya.
- Financial implication if any.
- Action research should be taken immediately.
III.1

- Project concerning building.
- Project concerning campus.
- Project concerning the equipments.
- Project concerning instructional materials.
- Project concerning pupil welfare.
- Library projects etc.

Step 4 – Implementing
The staff will make a selection of the projects that are to be undertaken during the ensuing session and prepare full length outline of the same. The execution must be done through the co-operation of all. The projects responsibilities must be shared between head and staff.

Step 5 – Evaluation
At the completion of the project the end product the output or the results must be assessed quantitatively and qualitatively.
A schedule must be prepared like this….

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the project</td>
<td>Annual grant available</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Specific task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period of completion</td>
<td>Teacher in-charge</td>
</tr>
</tbody>
</table>
of each task

Method and techniques Evaluation
applied

**TIME TABLE**

**DEFINITIONS OF TIME TABLE**

- **H.G. Stead:** it is the time able that supplies the framework within which the work of the school proceeds. It is the instrument through which the purpose of the school is to function.

- **Dr Jaswant Singh:** it is the spark plug of school which sets into motion its various activities and programmes

- **Mohiyuddin:** A timetable is said to be the second school clock. It shows the hours during which the 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

**Time table is thus a chart which indicates:**

- Working hours of a school
- Time of beginning and ending of each day along with time of recess
- Time of beginning and ending of each class period, activities period etc
- Subjects and activities offered
- Names of the subjects taught at specific time
- Name of teacher incharge of each class and activities
- Venue of each class
- Days on which the school works
III.1

EDUCATIONAL MANAGEMENT

_ Length of a period
_ Time, length and number of intermissions
_ Time for morning assembly, attendance and co-curricular activities.

IMPORTANCE OF TIME TABLE

_ Ensures smooth and efficient functioning of the school
_ Eliminates wastage of time and energy
_ Brings system into school life
_ It informs the students, teachers as well pupils well in advance about each activity
_ Helps teacher to make advance preparation for the teaching-learning process and classroom's physical organization
_ Ensures that due importance and attention is given to each academic subject along with activities.
_ Prevents duplication of efforts
_ Enables allotment of teaching periods in accordance with the rules, difficulty level of a subject, importance of subject and the amount of content to be included in each
_ Ensures equal distribution of teaching and other works to all the teachers keeping in mind the teacher’s qualification, knowledge and specialization thus preventing teacher to be overloaded or under loaded.
_ Helps to adjust the school activities in accordance with the psychological needs of the students keeping in mind their age, stamina, interest, level of development, maturity, plateau periods in learning, attention span etc.
_ Inculcates the habits of regularity, punctuality and systemized work among teacher and students
_ Helps to maintain discipline in school

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_ Enhances the overall efficiency of the school by maximum utilization of the available resources

**PRINCIPLES OF TIME TABLE PREPARATION**

1. Type of school:
2. Departmental regulations
3. Amount of time available
4. Relative importance and difficulty level of each subject.
5. Principle of variety
7. Providing the most appropriate work for the teachers
8. Principle of play and recreation
10 Principle of coordinated efforts
11 Variations to suit local conditions
12 Dynamic and Continually revised

**TYPES OF TIME TABLE**

1. CONSOLIDATED TIME TABLE.
2. CLASSWISE TIME TABLE.
3. INDIVIDUAL TEACHER’S TIME TABLE
4. GAMES TIME TABLE
5. HOME WORK TIME TABLE
6. VACANT PERIOD TIME TABLE
7. CO-CURRICULAR ACTIVITIES TIME
Unit II

d) DISCIPLINE

Discipline means mental and moral training, bringing under control.

According to Ryburn: “Discipline in a school usually means order and system in doing things, regularity and obedience to commands.”

“Self control attained through mental and moral training of high order, formation of Good habits and obedience to socially approved standard of behaviour, thought and action.”

Ways Of Ensuring Effective Institutional Discipline :

- Treat all students in a fair and impartial manner.
- Use praise and punishment judiciously.
- Be available to students in and outside the classroom.
- Do not discuss personal matters of a student with other student and teachers.
- Go well prepared with the lesson to the class.
- Deal with rule without getting angry.
- Criticise the behaviour and not student.
- Ensure that no student is singled out.
- Do not punish the whole class for misbehaviour of one student.
- Address all students by name.
- Give some important task to the most mischievous student.

Performance appraisal

What is Appraisal?

• Appraisal in simple terms means to estimate the values or quality
• Performance appraisal is the estimation of values or quality of the work done.
• It is evaluation of an individual’s performance on the basis of their potential in order to bring about their growth professionally. Appraisal is a system which carries out the assessment of the work of the teaching staff.. may or may not be directly connected to promotions, incentives and pay increases.
• In performance appraisal the workers behaviour is measured, documented and communicated to him. It is simply the judgment of teachers either formally or informally.

Objectives of Appraisals
• To assist teachers in their professional development and career planning
• To improve the quality and standards of education
• To help teachers realize their potential and exploit them to the fullest
• To diagnose the strength and weakness of the staff and impact on the pedagogy
• To bring about substantial development

To provide staff feedback regarding their behaviour, attitude, skills or subject expertise.
• To bring about clarity regarding institutional goal and objectives and ensure their smooth realization
• To recognize the achievements of the teachers and give them due recognition
• Identify ways of improving the teaching staffs knowledge, skills, attitudes and performance
The Evaluators of teachers are
- Self evaluation by teacher
- Students evaluation
- Superior’s evaluation
- Peer evaluation

Dimensions of performance appraisal
- Planning and preparation for teaching
- Classroom management
- Task performance
- Updating of knowledge
- Rapport with students, fellow teachers, authorities, non teaching etc
- Communication skills
- Participation in institutional activities

Research outputs
- Technology use
- Innovative practices
- Extension activities
- Paper publication, books to credit etc
- Personal characteristics: enthusiasm, responsibility, punctuality, confidence, selfdiscipline, coordination, empathy, initiative etc.
- Ability to organize and plan
- Decision making skills
- Resourcefulness

Managerial Competencies for Effective Performance Appraisal
• Adequate knowledge of human psychology
• Sound knowledge of human relation
• Empathy
• Communication skills

Emotional stability
• Free from prejudices and biases
• Professional attitude
• Expertise in work

Ways to carry out Performance appraisal
1 The rating scale
2 Essay method
3 Observation

Unit IV-c

PARENT TEACHER ASSOCIATION (P.T.A.)

• What is P.T.A?

The parent teacher association is an organization of teachers and parents who are constantly working for the welfare of the students in particular and for the community in general or it is an organization which brings school and community close for making the school program me more affective.

• Importance

Education is a joint responsibility of parents, teachers and society. A pupil gets a fourth of education from his teachers, another 4th by his own efforts and the rest from his parents. If school alone makes its contribution and the parents do not play their parts, the education will be incomplete. School is only an active formal agency, which stands between the home and other informal active and passive
Educational Management

agencies. The school cannot successfully discharge all responsibilities without the active co-operation of the home. The child spends a major part of the day in the family and their influence plays a very important part in the development of habits, attitude and behavior of the pupil. It is therefore imp. To build PTA in the school. If it is established the parents will never feel that the moment the pupil is sent to a school, all their obligation towards the pupil ceases.

The PTA is one of the most imp. Organizations for supporting the program of school. In meeting and talking with the parents, the teacher may learn many things that will help them to understand the pupil coming from that home. It will also help the teacher to know more about their students habits, tastes, interests, attitudes and aptitudes. Apart from this, they may learn the economic conditions of the home, the religious tendencies, and their recreational activities. Someone has rightly suggested that the parents should realize that the school belongs to them, that its problems are their own problems and its welfare is their own welfare. That there should be the closest cooperative and the most perfect understanding between the school and the home, if both are to give their best to the development of the pupil.

**The need for P.T.A.:**

The P.T.A. should always work with a view to promote welfare of the students in their homes, schools and community; to raise students’ over all students, to secure adequate loss for the care and protection of the students and more significantly to realize the goal of education in a better way.

**Discussions of problem faced by the Institution.**

The literacy and economic condition of the parents differ from school to school. One school has more pupil from the business community, which though wealthy is not conscious of its interest in pursuit of knowledge, another school; has more children from the service class which is enlightened but has not a long
purse. Another locality is full of labour class; the children are usually poor and lacking in intellectual background. Another school has children aristocratic families who are too busy to find time for their children.

**Issues to be Discussed**

Some heads of the institution say that they have a fixed day in the week for the parents. Others explain that they invite parents whenever it is necessary but the response is poor. A individual problem sometimes can be solved by the individual parent and the teacher, and should not be discussed in the P.T.A. meeting. Those problems, which must be, discussed only jointly, where joint efforts are required, where the community must take part. A students misbehavior or slowing down in studies has a course, to be discussed with the parents of the child only, it is an individual problem, but moving the school from an unhealthy locality and need change to a better situation, acquiring land for a playground, building of a gymnasium or swimming pool are not individual problems. They have to be discussed with all the parents. Will the school write letters and discuss with each parent individually? What about informing the parents about the changes in the educational methodology, introduction of new subjects and new course of study from time to time.

**Services rendered by talented parents**

What about utilizing the services of talented parent who can easily spare their time for the school? If the school never puts before the parents the problems and needs of the school. How will they come to know that the school needs the services of an expert on gardening or a medical officer or a psychiatrist or that the school does not have a teacher in a particular subject and the children are suffering in consequence. Will it not easy the matter if the teacher knows the parents closely and the parents knows the school’s problems. (a science teacher in a school resigned her job on a day’s notice the terminal test was at hand, how to get a
teacher at such a short notice was the problem? The principal knew a parents who was a trained graduate, she was appraised of the situation the parent agreed to help the school at this juncture).

**Negative attitude of parents towards improvement of their ward**

A large no. of the parents have generally no problems, so they do not visit the school. Few parents come to school with problems, with some complaints bearing a grudge against the school teacher or against the whole educational system. A msg is sent orally or in writing to parents but never reaches when it should. Generally the agency taking the msg home is the child and the child knows what the msg contains for him. Even if the msg is sent by post the parents know the position of their child from the report card. So they know what the teachers have to tell them. Mostly it is that the child is not doing well, he is definitely going to fail, he is a difficult child, and so on. When the parents know it already why should they visit the school simply for this purpose?

There are many problems which the teachers and the parents have to consider and decide and for this purpose the formation of P.T.A. in each school is essential though it can vary in form according to the convenience of the school and the parents. If the P.T.A.s are properly strengthened and streamlined, it can also help the parent and teachers in solving problems pertaining to indiscipline, truancy, drug-addiction, smoking, drinking and more importantly in minimizing the impact of audio-visual media which has adversely affected the minds of their students now-a-days. Similarly it has through this associations that the parents and teachers can inculcates good reading habits social etiquettes and above all, can properly channelize the energies of the students in literary and socially useful pursuits.

**To stimulate interest in their wards for better growth.**
Whatever the economic condition of the parents, whatever the standard of their education the P.T.A. in a school will stimulate the parent’s interest in their children and in the school they attend. It will help to bring parents and teachers together. It will foster in the community the idea that school belongs to the community and therefore the letter should take keen interest in its welfare. P.T.A. will certainly help solving some problems of the school if not all of them.

The meetings can be arranged according to the convenience of the school and the parents. Though it is desirable to invite all the parents at a time, but if a school has a large no. of students and cannot accommodate all the parents at one meeting, it may call the parents class-wise.

**Office-bearers:**

There shall be an executive committee of the following:

President; vice-president; secretary; joint-secretary; treasurer and other members acc. To strength of the school. They will be elected annually / or after 2 yrs. Out of parents and teachers.

Subscription should be acc. To the convenience of the parents and immediate needs of the school. It should not exceed Rs.50 per annum in any case and the amount should be realized once in an academic session.

**Funds:**

All the funds of the association will be deposited in the bank in the name of the school P.T.A. and account operated by the president, secretary and treasurer of the P.T.A.. the money will be withdrawn by the joint signatures of the two of the above mentioned 3 office bearers.

**Project to be undertaken**

P.T.A. should undertake useful educational project such as,

a) Inviting educational and vocational guidance experts / counselors in the schools and arranging their talks / discussions with the parents, students and
teachers. Such activities will help the students and the parents in choosing right type of courses of study and vocations.

b) **Arranging lectures** by the experts on typical topics of science, social sci. and other subjects.

c) **Inviting artists** and musicians for staging their performance in the school campus. Such activities will help the talented students.

d) **Special encouragement for exceptionally talented students** to boost their talent further in literary, sports, fine arts and other such a creative and constructive activities.

e) **Book banks** should be set up in such a school with a view to give books on loan basis to the needy students.

f) Recognizing, appreciating and encouraging teachers work in term of their annual results and participation in innovation educational projects launched in the school can be identified which can prove useful for welfare of students.

**Significance:**

1) **Interpreting the schools by the pupils:**

Most parents form their impressions of the schools on the basis of the reports of their pupils casual conversation by pupil about school matters at the dining table. Pupils who understands the programmes and purposes of the school may be instrumental in conveying such information to their parents.

2) **School exhibits:**
Most effective method of interpreting the school to the parents is the school exhibits. The school may display their work in especially built cases in the corridors of the building.

3) School visitation:

For promoting better pupil relations and better acquaintance between teacher and parents. School visitation by the parents is becoming more common, during school visits of parents once a week the parents get some understanding of the school in operation and meeting some teachers.

4) Home visitation:

Provides the teacher with an opportunity to observe the general physical condition in the home and appraise the pupil relationship with his siblings, his parents and others who live in the home. The teacher should visit the home of the pupil who present problem. The problems may be involve truancy, delinquency insufficient care of clothing and food.

5) Bulletins to Home:

can have a continuous contact with parents, to report on significant aspect of the work being done in the school. Any good, interesting work done by the class, mention may be made of that, curricular and co-curricular activities and noting honours/awards, which have been earned by pupils

Teacher should have a personal contact with the parents of pupil of their school as a result they can create a better understanding and can create situations for discussions on matter affecting the pupil. For running a good school every institution should make effort to organize P.T.A. school authorities should also recognize and appreciate parents’ initiative and involvement in solving different
problems pertaining to the education of students. The parent should feel themselves as an integral part of the school and enjoy while working with the teachers and the school authorities. Above all, the P.T.A. should not be treated as a stumbling-block but an imp. agent of social change.

**Parent-Teacher Association (PTA)**

It is an elected body in which the school staff and the parents working together for the betterment of education and welfare of the children.

It is mandatory for every recognized school to form a P.T.A.

Every parent is member of P.T.A.

Execution committee of P.T.A. –

It consist of –

- Head Master-Chair person
- One parent representative from one class
- One teacher from each class
- One parent should be from B.C.
- 50% members should be women
- Every parent is member of P.T.A.

The election of P.T.A. members is done by democratic means

**Role/Purpose of P.T.A.**

- To encourage community involvement in school.
- To create common platform on which parents and Teachers can share their views.
To promote quality education.

- Upgrading facilities and educational activities.
- To solve problems regarding teachers, non-teaching.
- Communicate with local and state decision makers.

Activities of PTA:

- Inviting educational and vocational guidance experts / counselors in the schools and arranging their talks / discussions with the parents, students and teachers. Such activities will help the students and the parents in choosing right type of courses of study and vocations.

- Arranging lectures by the experts on typical topics of science, social sci. and other subjects.

- Inviting artists and musicians for staging their performance in the school campus. Such activities will help the talented students.

- Special encouragement for exceptionally talented students to boost their talent further in literary, sports, fine arts and other such creative and constructive activities.

- Book banks should be set up in such a school with a view to give books on loan basis to the needy students.

- Recognizing, appreciating and encouraging teachers work in term of their annual results and participation in innovation educational projects launched in the school can be identified which can prove useful for welfare of students.

Unit II

e) STAFF MEETINGS
PURPOSES OF STAFF MEETINGS -

- Giving and gathering information
- Solving problems
- Decision making
- Persuading others to take a course of action
- Developing team spirit and a spirit of co-operation
- Reviewing performance of students, teachers and the institution
- Identifying future programmes and course of action for improvement

PURPOSES OF MEETINGS

- Handling grievances of staff, students and parents
- Assigning academic, administrative and co-curricular tasks to staff members in accordance with their interest, abilities and aptitudes.
- Planning new activities, projects and experiments
- Formulating policies jointly and democratically
- Stimulate, encourage teachers individually and co-operatively, to help them to ascertain their needs, to accept their responsibilities and to analyze their problems
- To ensure that staff is growing professionally and effectively.

TYPES OF STAFF MEETINGS

1. Formal meetings
2. Informal meetings
3. Planned informal meetings
4. Emergency meetings
PRINCIPLES OF AN EFFECTIVE MEETING

- A well thought out agenda is circulated well in advance so as to enable teachers to come prepared for the various subjects of the agenda
- Objectives are clear and easy to understand
- The tasks of meeting are conducted in an organized and systematic manner
- A comfortable, congenial, relaxed atmosphere
- A spirit of cooperation, goodwill and tolerance
- No domination of anyone
- Constructive criticism and discussions involving all participants without personal attacks, unnecessary arguments and destructive comments
- Disagreement, conflicts and criticisms should be handled constructively
- Decisions made in democratic matter with Mutual respect for each other
- Commitment towards collective purpose and a willingness to make positive constructive contribution by all participants.

STAGES OF CONDUCTING A STAFF MEETING

1. Preparation and planning
2. Actual meeting
3. Post meeting activities
   1. Preparation and planning of meeting
III.1 Educational Management

- Purpose of meeting to be stated clearly with clear outline regarding the areas and issues to be discussed
- Spell out why the meeting is necessary
- Do ground work in terms of facts and information collecting before meeting
- Identification of priorities of meeting
- Keeping in mind the size of members
- Fixing and notifying the time and venue of meeting
- Venue has to be comfortable with proper sitting arrangement
- Provide visual aids when necessary
- Making arrangements for recording of the proceedings of meeting and noting down the minutes of the meeting

Conducting the proceedings of the meeting
This has 2 major components:
Systematic attainment of the meetings purposes
  □ Creating a congenial climate for the meeting to take place
  □ Systematic attainment of the meetings purposes
  1. Outlining the subjects
  2. Encouraging decisions
  3. Follow Up Key thought
  4. Summarizing and checking
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POST MEETING ACTIVITIES

A FOLLOW UP TO THE MEETING IS VERY ESSENTIAL

➢ Ascertain whether the pre determined goals of meeting were attained, to what extent and if not then why
➢ Determine what improvements are needed and which parts need more strength
➢ Find out reasons for dissatisfaction
➢ Transfer the left over agendas to the agenda for the next meeting
➢ Determine whether another meeting is needed
➢ Determine the agenda, venue, time for next meeting

Reasons for the failure of staff meetings

➢ Poor leadership skills
➢ Goals not clear
➢ Overall atmosphere is rigid, formal and full of tension and conflicts
➢ Personal, hidden agendas are brought to meeting
➢ Members are insensitive to each others needs
➢ Discussions are unproductive most of the times
➢ Lack of proper planning
➢ Failure to reach a decision agreeable to all
➢ Domination by principal or few other members
➢ Roles and responsibilities of staff not clear
➢ Characteristics of an effective meeting

➢ Atmosphere is informal, relaxed, comfortable and free of tension
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- Democratic philosophy
- Active involvement of members
- Task are easy to understand and acceptable to all
- Patient listening
- Sticking to agendas
- Disagreements are taken in positive stride
- Criticism is handled with comfort and maturity
- No dominations
- All free to openly express their ideas, opinions and fears

**INSTITUTIONAL QUALITY**

**Meaning of Institutional Quality**

- Existence of all the attributes that give the institution the stature and the characteristics, that work towards a successful contribution to the promise that the institution stands for.

The short term and long term goals of an institution along with the achievements of its students define the quality of an educational institution.

**Broad Dimensions of institutional quality (Quality Indicators)**

- **Tangible aspect**- Infrastructural facilities and their management.
- **Non-tangible aspect**- The process of education.

**Quality Indicator:**

It measures the quality of progress made by an institution towards implementing its educational goals.

**Quality indicator = Area of focus + evidence**
Quality Management in Education
A systematic set of activities to ensure that processes of education are of maximum quality.

Importance Of Maintaining Institutional Quality
1. Helps institutions to develop higher level of quality covering even support facilities.
2. For the protection and guidance of students.
3. Develops an internal quality culture.
4. Facilitates sharing of best practices and the establishment of common standards, procedures and guidelines, leading to mutual recognition.
5. Achieve transparency, comparability, and compatibility of quality assurance systems.
6. Enhance the quality of education and the mobility of students.
7. Establish compatible procedures and common standards plus guidelines for quality.

Quality Assessment:
It is a process that measures the adherence of a programme to those standards of quality that have been agreed upon.

Tools of Quality Assessment:
- Self evaluation checklists.
- Analysis of statistical information and use of performance indicators and standards.
- Testing the knowledge, skills and competencies of students.
- Observation instruments and surveys.
Criteria of assessing quality of Educational Institutions

Broad category of indicators:

1) Input indicators:
   • Student Input Indicators
   • Institutional Income indicators
   • Instructor members

2) Teaching and learning indicators:
   • Measuring Cognitive development
   • Measuring learning environment
   • Teaching Evaluations
   • Teaching resources and assignments

3) Internal Service indicators:
   • Student satisfaction measures.
   • Spending indicators
   • Library indicators

4) Output indicators:
   • Completion and continuation rates.
   • Graduate satisfaction.
   • Employer Satisfaction.
   • Student employment indicators
   • Lifelong learning indicators.

Institutional Quality

Meaning of Quality:

1. “A product or service that meets design specifications is a quality product or service”
2. “A product or service that satisfies the customer’s expectations is quality product or service”

So we can say Quality is that perfect control over all processes both technical and business

**Meaning of Quality Indicator:** Quality indicator provides an indication as to the quality of the progress made by a school towards implementing its educational goals

**Meaning of Institutional Quality**

- The existence of all the attributes that gives the institution a stature, with the characteristics that contribute to successful contribution to the promise that the institution stands for.
- In educational institutes the quality is generally defined by the student achievement but the true quality of institution is also contributed by short term and long term goals of the institution.
- Generally quality of institution is measured in 2 broad quality indicators
  1. Tangible aspect (infrastructure and management)
  2. Non tangible aspect (process of education)

In other words Institutional quality is measured or understood by the identification of indicators that are definable and measurable.

**In Short Institutional quality is ………….**

1. Achieving institution’s mission and goals
2. Continuous improvements
3. Multifactor concept (reliability, durability, fitness, aesthetics etc)
4. Perfection
5. Totality of features
6. Satisfaction
7. Meeting all standards.

Features of Institutional quality (pandya pg. 452)

1. Focus on organizational mission
2. Continuous improvements
3. Student orientation
4. Leadership commitment
5. Empowerment
6. Collaboration
7. Focus on process
8. Focus on data and statistical thinking

Importance of Institutional quality:

1. Protection and guidance of students
2. Develop higher level of quality
3. Establish compatible procedures and acceptable standards
4. Quality of education
5. Mobility of students
6. Prevention of errors and problems
7. Building commitment in the workforce
8. Striving for excellence
9. Job satisfaction
10. Drive out fear (not fault finding)
11. Breaking down barriers
12. Respect
13. Open decision making
14. Continuous research and development
15. Transparency of quality assurance system.

**Criteria**

1. **Physical dimension:** (write points about the infrastructure----refers sandhya maams notes)
2. **Human resource dimension** (write points about development and professional growth of staff)
3. **Financial dimension** (write how funds needs to be managed )
4. **Intellectual dimension** (include all point of curriculum, teaching learning processes, evaluation, refer sandhya maams notes)
5. **Emotional dimension** (institutional network----write about relationship with other institutions employees, students and parents with their level of satisfaction, school climate )
6. **Spiritual dimension** (striving for perfection through experimentation, higher goals, innovations, inventions, discoveries, religious activities, social and community service etc)

**Conclusion**—we can say its not only important for any institution to assess its quality for their benefit but its of utmost importance to the parents and the students as well becoz ultimately their contribution and satisfaction also plays an important role in governing the quality of any institution. It also helps parents to decide which school is the best for their child’s education.

**INSTITUTIONAL NETWORK.**
WHAT IS NETWORK?
A network is a collection of education institutes, other organizations of the educational interest and other equipment like computers, telephone, etc. which are connected together so that they can communicate with each other.

INSTITUTIONAL NETWORK.
• Institutional network is the interconnection of number of organizations working in the field of education to share information, knowledge, initiatives, culture, and resources.
• Educational Institution networking is a form, of encouraging schools and colleges to take another look at the good practices of other schools.
• The educational institutes are linked for various reasons-administration, academic, sports, resource sharing and for better societal development purpose.

KINDS OF INSTITUTIONAL NETWORK
INTRA-INSTITUTIONAL NETWORK
• Within the same institute.
• Within institutes of the same management or other educational institutes, Examples: Podar Education Network runs various high schools and has all educational boards available in the country(SSC, ICSE, IB, CBSE, IGCSE).

INTER-INSTITUTIONAL NETWORK
• Horizontal Network-Between institution of the same level and kind of education.
• Vertical Network- Between institutions catering to different levels of education.
• School and community network: Between schools and NGOs, administrative bodies, school boards.

NETWORKING EDUCATIONAL INSTITUTES
A Network that spans a relatively small area is known as a LAN (Local Area Network). All of the electrical or electronic devices connected together to create this network may be located within an institution, spread out over several classrooms or spread out over several buildings, Most of the networks implemented in institutions are local area networks.

COMMUNICATION IN THE ORGANIZATIONS
• Communication is the transfer of information or data between one person and another. Networking would be the method for getting that information transferred between the two systems.
• The rules of communications are:
  o Provide sufficient information for the employee.
  o Ensure one’s message are congruent.

THE BASICS IN COMMUNICATION STYLES
ASSERTIVE COMMUNICATION
• It is the most effective and healthiest form of communication.
• Its natural when our self esteem is intact.
• Gives us the confidence to communicate without games and manipulation.

AGGRESSIVE COMMUNICATION
• This type of communication always involves Manipulation.
• It emphasizes on our needs which need to be met.
• It does not work with relationships.

PASSIVE COMMUNICATION
• In this mode we do not talk much, question even less, and actually do very little.

• Passives speakers feel that it is safer not to react and better to disappear than to stand up and be noticed.

PASSIVE-AGGRESSIVE COMMUNICATION

• It is a combination of styles, it avoids direct confrontation (passive), but attempts to get even through manipulation (aggressive).

TYPES OF COMMUNICATION

THE VERBAL APPROACH

• In this kind of communication words are primarily used, and whatever we say is said clearly and explicit via symbols and sounds.

THE NON VERBAL APPROACH

• It is the most refined method, everything from the tone of our voice to the slight movement of hands that we unconsciously do when talking all contain some non verbal messages.

• It requires a great degree of understanding and perception to notice.

SKILLS OF COMMUNICATION

INTRA PERSONAL SKILLS

• This type of communication emphasizes on individual reflection, contemplation and meditation.

• It involves communicating with the divine and spirits in the form of prayers, rites and rituals.

INTER PERSONAL COMMUNICATION SKILLS

• This is direct face-to-face communication that occurs between two persons.

• It is essentially a dialogue or a conversation between two or more people.
ROLE OF NETWORK

- Provides support systems, network forms for innovative schools.
- It helps the school to share and understand good practices.
- Overcomes the traditional isolation of schools.
- Facilitates learning possibilities from all areas of learning.

What is Tribunal?

It is a court of justice. A retired judge is its presiding officer.

School Tribunal - There are four tribunals.

1. School tribunal for Bombay and suburb, Thane, Ratnagiri, Sindhu-Durg, Nasik, Dhule, Jalgaon.
2. School Tribunal for Poona.
3. School Tribunal for Aurangabad.
4. School Tribunal for Nagpur.

The employees of private school have right to appeal to the tribunal.

Any employee in a private school –

a. Who is dismissed or removed or terminated or reduced to rank by the management.

b. Who is superseded by the management can go to tribunal-

1. Within 30 days
2. Pay fee of Rs 50/-
3. Decision of tribunal will be within 90 days.

Work of Tribunal –

A
1. Admission of appeal.
2. Hearing of appeal
3. Disposal of appeal.

B
1. To re-instate the employee on the same post (or a lower post as the case may be).
2. To restore the employee to the rank.
3. To give arrears to the employee.
4. If not reinstated to give compensation.
5. If refused by management to order to deduct from grant and pay.

The decision of the tribunal on an appeal entertained and disposed of by it shall be final and binding on the employee and the management & no suit, appeal or rather legal proceeding shall lie in any court of before any other tribunal or authority in respect of the matters decided by the tribunal.

Leave –
1. Leave cannot be claimed as matter of right.
2. Types of Leaves –
   a. Casual Leave.
   b. Half Pay Leave.
   c. Earned Leave
   d. Extra-Ordinary Leave.
   e. Special Leave.
   f. Maternity Leave (Confinement)

1> Casual Leave : -
A.
   ➢ 15 days in a year
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- 7 days maximum at a time.
- 10 days in exception.
- No prefix or suffix of casual leave to vacation without permission.
- Two days of holidays can be enjoyed in conjunction with casual leave. Sunday between two casual leaves will be counted as leave.

B. Special Casual Leave.
- Under family planning scheme. (from 1 to 14 days).
- Anti-rabic treatment (up to 3 weeks).
- Mountaineering (Upto 30 days).
- Participation in national/international sports (upto 30 days).
- Free Blood Donation (1 day).

2> Half Pay

Leaves:

- 20 days per year.
- On medical certificate or on private grounds.
  - (On medical grounds, 10 days a year with full pay).
  - (Personal work 20 days a year with half pay).
- Maximum 240 days (Half Pay can be commuted in entire service).

3> Earned Leave:

(Head Master, Class IV, only for non vacation staff employees and clerk): -

- 30 days a year.
- Maximum 240 can be commuted and can be encashed.

4> Maternity Leave:

(For female employees).

- 3 months with full pay to permanent staff.
With half pay to employees who completed one year of service but less than two years.

No maternity leave to female employees having three or more children.

Special leave to employees suffering from T.B, Cancer or leprosy (as per Govt Rules).

Categories of Employees: -

1. Permanent.
2. Non-Permanent.
   a. Temporary
   b. Probationary (for two years).

Service Books of the Employees: -

To be maintained in duplicate with three months of appointment.

Service Book Contains: -

- General particulars (Name, Age, Caste, Sex, Address Etc.).
- Dates of Medical Examination.
- Educational Qualifications.
- Height and personal marks of Identifications.
- Signature.
- Leave Account.
- Details about nature of service.
- Records of salary, increments drawn.
- Record of verification of service.
Code of Conduct:

- Students should be equally treated. No discrimination on political, race, religion, caste, language, sexual ground.
- No Misuse of freedom of thought or expression.
- Should not use the resources and facilities of the institution for personal use or for communal, political or religious use.
- Impartial in assessment of students, no deliberate over mark, under mark or victimization.
- No employment in private coaching class. Only few students as per rule 23.
- No part time employment without prior permission of the institution. (Maximum 2 hours a day.).
- Behavior with the students and other staff should be modest. No intoxicating drinks or drugs in school or in a public place. Failure will be treated as negligence or misconduct.

Unit V Administration Authorities

(c) Characteristics of National and International Systems of Education in India

Maharashtra State Board of Secondary Education
Background:

The Maharashtra State Board of Secondary Education, Pune came into existence on 1st January, 1966, as per the Maharashtra Act No.XLI of 1965 (called as Maharashtra Secondary Boards Act 1965) to regulate certain matters pertaining to secondary education in the State of Maharashtra. The Act was amended in 1977 and the nomenclature of the Board has been changed to "The Maharashtra State Board of Secondary and Higher Secondary Education."

As a State level organisation, the Board substantially contributes towards upgrading educational standards and introducing innovations in the field of secondary and higher secondary education. The Board is diverse, mass participative education system with a broader base of access that provides the benefits of uniformity and diversity. Over a period of 3 decades, the Board has grown tremendously in terms of schools and number of students.

Functions:

The Board advises the State Government on matters of policy relating to secondary and higher secondary education in general and on the following matters in particular:-

18(a)

1. Ensuring a uniform pattern of Secondary or Higher Secondary Education.

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3. Co-ordination between National policies and State policies in Secondary or Higher Secondary Education.


18(b) To lay down guiding principles for determining Curricula and Syllabi and also to prepare the detailed syllabi for all standards of secondary and higher secondary education.

18(d) To prescribe standard requirements in respect of staff, buildings, furniture, equipment, stationary and other things required for secondary schools and junior colleges.

18(e) To prescribe any books as text-books or to prepare or cause to be prepared any books and prescribe them as text-books, for all standards including the final standard of Secondary and higher secondary education.

18(f) To prescribe the general conditions governing admission of regular and private candidates to the final examinations, and to specify the conditions regarding attendance and character, on the fulfillment of which a candidate shall have a right to be admitted to and to appear at any such examination.

18(g) To award certificates to candidates passing the final examination

18(h) To institute and award scholarships, stipends, medals prizes and other rewards, and to prescribe conditions therefor.

18(l) To call for special reports and information from the Director of Education and other officers of the Education Department and any information from any
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Secondry School or Jr. College to ensure maintenance of academic standards in secondary and higher secondary education;

18(n) To appoint officers and servants of the state Board (other than the Chairman, Secretary, Joint Secretary or Asstt. Secretary) in its office and in the offices of the Divisional Boards and regulate the terms and conditions of their service.

18(q) To inspect and supervise generally the working of the Divisional Boards and to inspect periodically the accounts thereof.

The main objectives of the CBSE were those of: serving the educational institutions more effectively and to be responsive to the educational needs of those students whose parents were employed in the Central Government services and had frequently transferable jobs across the country.

**Major Strengths:**

The Indian National System of Education envisages a common education structure throughout India that places thrust on common school system and a common core curriculum. The Board has fulfilled this national obligation by providing uniform curriculum with a flexible scheme of studies suitable to the needs of students. The schools and students enjoy and share common priviledges as regards curriculum, text books, examinations and academic innovations.

**Decentralisation:**

The Board has emerged as a major role player in both the Secondary and Higher Secondary sector and a potential source of human resource capital of the State of
Maharashtra. The jurisdiction of the board extends to the whole state of Maharashtra comprising of 33 districts. The Board has decentralised its activities in favour of increased responsibilities to the students, teachers and the schools. It has eight divisional boards at Pune, Mumbai, Kolhapur, Nasik, Amaravati, Nagpur, Aurangabad and Latur. All these divisional boards enjoy autonomy in the conduct of examinations.

**Organisational Set Up:**

The highest executive of the Board is the State Chairman, who is assisted by a Secretary and Assistant Secretary at Head Quarter and by Divisional Chairman and Divisional Secretary at the Divisional Boards. All these officers belong to the State education cadre.

The Board has various statutory committees which are advisory in nature. The Governing Body of the Board is constituted as per its rules and regulations. The recommendations of all the committees are placed for approval before the Governing Body on the Board.

**Structure Of The Board:**

The Board has a full time Chairman, who is the Chief Executive of the Board. He is assisted by the Secretary, Assistant Secretary and Accounts Officer in all matters concerning examinations, administration, finance, vigilance etc.

**Affiliation:**

All the Secondary Schools and Junior Colleges permitted and recognised by the education department are eligible for affiliation with the Board subject to fulfillment of prescribed conditions to ensure that education is of approved and
comparable quality in that respect. The No.of Institutions have been increasing over the years.

**Language Study :**

The Board provide 27 languages besides Marathi, Hindi and English. A student can opt for a State language or any Indian language or classicle language or a Foreign Language under the three language formula adopted by the State. This is aimed to developed tolerance and respect for diversity within the State as India is a multicultural and multilingual nation.

**Endeavours In Education :**

The main thrust of the Board is directed to fulfil the aim and objectives as the leading national Board of Secondary Education in the Country. The key issues of Secondary Education are access, quality, modernisation and diversity. As the Board ensures quality in education through well define areas such as :

1. Curriculum design and content
2. Teaching and learning assessment
3. Question Banks
4. Teachers Training
5. Research etc.

**Environment Education :**

To familiarise the students with the growing concerns of environmental degradation, ecological imbalances and the global concerns on environmental issues, the Board imparts Environment Education in schools through activities.
Information Technology:

Information Technology has been introduced in the Stds. VIII to XII as one of the Optional Subjects from this year. Similarly special course under M.C.V.C. has been introduced. The Board has revised new curriculum on Information Technology Applications for the Vocational Stream at +2 Stage.

Special Features

1. Curriculum Development
2. Vocational Education At +2 Stage
3. Text-Books
4. Development Of Instructional Material For Teachers & Taught
5. Educational Miscellenary
6. Concession To Handicapped Students
7. Examinations
8. Central Valuation Scheme
9. Cross Moderation Scheme
10. Computerization Of Examination Results
11. Research
12. Fees
13. Examination Fee
14. Inservice Training

CENTRAL BOARD OF SECONDARY EDUCATION

A trail of developments mark the significant changes that took place over the years in shaping up the Board to its present status. U P Board of High School and Intermediate Education was the first Board set up in 1921. It has under its
The jurisdiction of the Board is extensive and stretches beyond the national geographical boundaries. As a result of the reconstitution, the erstwhile ‘Delhi Board of Secondary Education’ was merged with the Central Board and thus all the educational institutions recognized by the Delhi Board also became a part of the Central Board. Subsequently, all the schools located in the Union Territory of Chandigarh, Andaman and Nicobar Island, Arunachal Pradesh, the state of Sikkim...
Mrs. Sandhya Khedekar  

Educational Management

, and now Jharkhand, Uttaranchal and Chhattisgarh have also got affiliation with the Board. From 309 schools in 1962 the Board today has 8979 schools on 31-03-2007 including 141 schools in 21 countries. There are 897 Kendriya Vidyalayas, 1761 Government Schools, 5827 Independent Schools, 480 Jawahar Novodaya Vidyalayas and 14 Central Tibetean Schools.

**Decentralisation**

In order to execute its functions effectively Regional Offices have been set up by the Board in different parts of the country to be more responsive to the affiliated schools. The Board has regional offices in Allahabad, Ajmer, Chennai, Guwahati, Panchkula and Delhi. Schools located outside India are looked after by regional office Delhi. The headquarter constantly monitors the activities of the Regional Offices. Although, sufficient powers have been vested with the Regional Offices. Issues involving policy matters are, however, referred to the head office. Matters pertaining to day-to-day administration, liaison with schools, pre and post examination arrangements are all dealt with by the respective regional offices.

**Financial Structure**

CBSE is a self-financing body which meets the recurring and non-recurring expenditure without any grant-in-aid either from the Central Govt. or from any other source. All the financial requirements of the Board are met from the annual examination charges, affiliation fee, admission fee for PMT. All India Engineering Entrance Examination and sale of Board’s publications.
Major Activities and Objectives

The Central Board of Secondary Education was set up to achieve certain interlinked objectives:

- To prescribe conditions of examinations and conduct public examination at the end of Class X and XII. To grant qualifying certificates to successful candidates of the affiliated schools.
- To fulfill the educational requirements of those students whose parents were employed in transferable jobs.
- To prescribe and update the course of instructions of examinations.
- To affiliate institutions for the purpose of examination and raise the academic standards of the country.

The prime focus of the Board is on

- Innovations in teaching-learning methodologies by devising students friendly and students centered paradigms.
- Reforms in examinations and evaluation practices.
- Skill learning by adding job-oriented and job-linked inputs.
- Regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmes, workshops etc.

Council for Indian School Certificate Examinations
The council for Indian School Certificate Examinations (CISCE) has been established as an apex organization to control the system of ISC/ICSE education in India. The council was established in 1958 by the University of Cambridge Local Examinations Syndicate to ensure that its examinations become adapted to the educational needs of the country. The main purpose of setting up this council was to replace the overseas Cambridge school Certificate Examination conducted by British authorities.

The key objectives of the Council is to promote education which includes the promotion of science, literature, the fine arts and the diffusion of useful knowledge by conducting school examination through the medium of English. The Council is a non profit organization and is only meant for educational development in the country.

CISCE has manifold responsibilities. It has been constituted to secure suitable representation of governments responsibilities for schools (which are affiliated to it) in their states/territories; the Inter–State Board for Anglo–Indian Education; the Association of Indian Universities; the Association of Head of Anglo–Indian Schools, the Indian Public School Conference; the Association of Schools for the ISC Examination and eminent educationists.

The main function of the council is to conduct Indian School Certificate Examinations, namely, the Indian Certificate of Secondary Education (ICSE – Year 10); The Indian School Certificate (ISC – Year 12) and the Certificate in Vocational Education (CVE – Year 12).

Research, Development and Consultancy Division (RDCD) is another wing of the
council which is actively involved in studying the areas of concerns in education. The council through its innovative research and analysis develops effective teaching – learning provisions. The RDCD prepares syllabi for each of the three examinations and also updates them from time to time. The continuous assessment and development of curriculum frameworks have made CISCE’s education and training relevant, challenging and exciting.

**Objectives of CISCE**

The council has been constituted to secure suitable representation of governments responsible for schools (which are affiliated to it) in their states/territories; the Inter - State Board for Anglo- Indian Education; the Association of Indian Universities; the Association of Head of Anglo- Indian Schools, the Indian Public School Conference; the Association of Schools for the ISC Examination and eminent educationists.

The objective of the Council is educational and includes the promotion of science, literature, the fine arts and the diffusion of useful knowledge by conducting school examination through the medium of English. The Council exists solely for educational purpose and not for purpose of profit.

The council for the Indian school Certificate Examination is committed to serving the nation's children through high quality educational endeavors, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating learning opportunities, with a commitment to excellence.

**The Characteristics of the Council**
III.1 Educational Management

- Trust and fair play
- Minimum monitoring
- Allow schools to evolve own niche - progressive institution
- Needs of the children - renew their objectives
- Freedom to experiment with new ideas and practices - The Schools must continuously evolve - 'You won't skid if you stay in a rut'
- Diversity and plurality - the basic strength for evolution of idea.
- Schools to motivate pupil towards the cultivation of:
  - Excellence - The Indian experience
  - Values - Spiritual and cultural - to be the bed rock of the educational experience
  - Schools to have 'Indian Ethos' and strong roots in the national psyche. Be sensitive to national aspiration.

The Work

The Work of the Council: The Council for the Indian School Certificate Examination conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Year 10); The Indian School Certificate (ISC - Year 12) and the Certificate in Vocational Education (CVE - Year 12). The subject choices and syllabuses prescribed for these examinations are varied and aimed at nurturing the unique gifts of individual pupils.

The ICSE (YEAR 10)

The Indian Certificate of Secondary Education has been designed to provide an examination in a course of general education, in accordance with the recommendations of the new education policy 1986, through the medium of
English Private candidates are not permitted to appear for this examination.

**The ISC (YEAR 12)**

The Indian School Certificate Examination is an examination, through the medium of English, designed in accordance with the recommendations of the new education policy 1986, after a two-year course of studies beyond the Indian Certificate of Secondary Education (Year 10) examination or its equivalent.

**The C.V.E (Year 12)**

The Certificate of Vocational Educational (CVE - 12) has been created as an examination, in accordance with the recommendations of the Ministry of Human Resource Development (MHRD) through the Joint Council of Vocational Education (JCVE) established under the National Policy of Education 1986. This examination can be taken by candidates after a two year course of studies beyond the Indian Certificate of Secondary Education (Year 10) examination or its equivalent, through the medium of English.

This certificate is intended to prepare candidates for particular occupations. Private candidates are not permitted to appear for these examinations.

The **Indian Certificate of Secondary Education (ICSE)** examination is an examination conducted by the Council for the Indian School Certificate Examinations, a private, non-governmental board of school education in India, for class 10, i.e., grade 10. It has been designed to provide an examination in a course
of general education, in accordance with the recommendations of the New Education Policy 1986 (India), through the medium of English. The examination allows secure suitable representation of Governments responsible for schools (which are affiliated to it) in their States/Territories.

International General Certificate of Secondary Education

**What is IGCSE?**

The international General Certificate of Secondary Education (IGCSE) is one of the most recognised qualifications around the world. IGCSE courses are renowned for developing vital educational skills, including recall of knowledge, oral skills, problem solving, initiative, team work and investigative skills. The resulting qualification provides a foundation for higher level courses, such as A and AS Levels, the Advanced International Certificate of Education, the North American Advanced Placement Programme and the International Baccalaureate.

IGCSE caters for different levels of ability with a choice between core and extended papers in many subjects. The core curriculum is based on an overview of the subject and is suitable for students expected to achieve grades C to G. The extended curriculum is more challenging and designed for students who are expected to achieve grades A* to C. Grades achieved through either route has the same value. IGCSE offers a flexible course of study that gives candidates the freedom to choose subjects that are right for them, whilst providing them with a broad knowledge base and lifelong skills.

**Where is IGCSE accepted & recognized?**
IGCSE is a high profile qualification. It has exactly the same value in admitting students to institutes of further education and employment as the U.K. equivalent GCSE. IGCSE is comparable with GCE - O level and the UK - GCSE.

IGCSE has an excellent reputation amongst international schools worldwide. IGCSEs are recognized as a reliable record of attainment which counts towards entry to Universities and Colleges around the world. A good grade (i.e. C or above) in IGCSE English as a Second Language is accepted for entry by almost all universities in the UK and many in the USA, Canada and Australia as evidence of adequate competence in the English language.

**Who can take IGCSE?**

IGCSE is designed to be taught as a two year course for students aged 14 to 17 years. In some countries IGCSE courses last just one year and there are no formal age regulations.

In most subjects there is a choice between core and extend curricula, making IGCSE suitable for a wide range of abilities. Students can enter for the level that is most appropriate for them and this need not be the same across all subjects.

**How is IGCSE taught?**

At school, students are encouraged to study a wide range of subjects at IGCSE level, at the same time. In order to follow a broad and balanced curriculum, many students take courses from each of the IGCSE groups (see subjects listed overleaf), particularly if they're aiming to go on to further education. This can lead to the award of the International Certificate of Education, an additional qualification that recognises students who pass exams in seven or more subjects, including two Languages and one subject from each of other groups. However it is also possible to study a free choice of IGCSE subjects.
The syllabus is set by Cambridge, but the exact way it is taught will depend on your school or college. The course differs for each subject, but throughout there will be a mix of assessment methods, including coursework, practical exercises, oral and listening tests, Projects and written examinations.

Cambridge IGCSE is an international curriculum that develops students' skills in creative thinking, enquiry and problem solving, and gives them excellent preparation for the next stage in their education.

Schools can offer any combination of subjects. Each subject is certificated separately. Over 70 subjects are available, offering a variety of routes for learners of different abilities. Schools can build a core curriculum, extend it to suit their students and introduce cross-curricular perspectives.

Schools worldwide have helped develop Cambridge IGCSE. It incorporates the best in international education for students at this level. It develops in line with changing needs, and is regularly updated and extended. Cambridge IGCSE teachers can draw on excellent resources, training and advice from subject experts.

Cambridge IGCSE has wide recognition from higher education institutions and employers around the world as evidence of academic ability.

The International General Certificate of Secondary Education (IGCSE) is taken in over 100 countries worldwide and is internationally recognised as being equivalent to the GCSE in the United Kingdom.
Grading is on an eight-point scale (A*–G) and grades A to E are equivalent to O Level grades A to E. In some countries, IGCSE qualifications will satisfy the entry requirements for university. In others, they are widely used as a preparation for A Level, AS, International Baccalaureate and US Advanced Placement courses.

Grade C in IGCSE English (both First Language and Second Language) satisfies the **English proficiency requirements** of many universities in the UK and other anglophone countries.

University of Cambridge International Examinations (CIE) is the world’s largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year.

**Recognition**

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma.

**Support**

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services.
Excellence in education
Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

The needs of teachers and learners are at the core of what they do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

**IB - International Baccalaureate Education in India**

IB is the abbreviation for International Baccalaureate. The IB programme was founded in 1968 by the International Baccalaureate Organisation (IBO), a non-profit educational organisation based in Geneva, Switzerland. Despite having its headquarters in Switzerland, the IBO is an international organisation, not associated with any particular country and free of national political educational agendas.

It is an internationally-recognised school system made up of three educational programmes:

i. PYP: The Primary Years Programme (Kindergarten to Class 5)
ii. MYP: The Middle Years Programme (Class 6 to Class 10)
iii. DP: The Diploma Programme (Class 11 to Class 12)

The IB programme is more practical and application-based. It has a broader spectrum of subjects that lead to all-round development. IB examinations test students' knowledge, not their memory and speed. There are no examinations till the Middle Years Programme (Class 10). The focus of the IB pedagogy is on 'how to learn' rather than 'what to learn'. There are no prescribed textbooks; students
can choose their own books. The purpose of IB is to produce global citizens. But sometimes, the IB programme does use the local curriculum as a base. For example, Hindi can be offered as a second language in the IB Diploma Programme. The IB curriculum is more challenging than educational boards like CBSE and ICSE. But the challenge is in the quality of assignments, not in the amount of work assigned.

In addition, all DP students must study a two-year course called Theory of Knowledge (TOK); work to produce an Extended Essay (EE); and engage in Creativity, Action, and Service (CAS).

Schools recognised by the International Baccalaureate Organisation and offering the IB curriculum are known as IB World Schools.

There are just 57 IB World Schools in India

The rigorousness and high standards of IB ensure that colleges and universities around the worldwide recognise the IB Diploma as a superior academic programme and a strong university entry credential. The Association of Indian Universities (AIU) rates IB at par with Class 12 CBSE, ICSE, NIOS or State Boards. But every now and then, one hears of stray incidents of IB students finding difficulty in getting admission in certain Indian colleges and universities.

1. The IB Diploma has earned universal reputation for rigorous assessment, giving students access to the top colleges and universities in India and the world. IB is fast becoming the programme of choice for Indian students preparing to pursue higher education abroad.
2. The IB curriculum equips students with the tools needed to succeed in higher education, such as self-confidence, preparedness, research skills, organisational skills and being actively engaged in own learning.

3. Some universities even offer scholarships to IB diploma holders.

4. University admissions around the world are getting competitive by the day. Admission officers are increasingly looking for other evidence that a student will succeed in the university - such as exposure to quality curriculum, research abilities, international outlook and social service - all enhanced by IB.

The International Baccalaureate Program is governed by the International Baccalaureate Organization in Geneva, Switzerland and administered by the International Baccalaureate Curriculum and Assessment Center in Cardiff, Wales. The organization originated over thirty years ago in Europe as an effort by international schools to assure quality educational standards for students, regardless of where they lived. Today, the organization uses the talents of educators around the world to continuously update curriculum, train teachers, assess student work, and evaluate the program.

There are numerous advantages to taking the IB curriculum. First, the IB curriculum was originally designed to insure a cohesive, comprehensive education for students, no matter where they lived in the world. Today, that goal is still at the forefront of the IB mission. Students who complete this program are preparing, not only for success in college, but for success in life. Students gain a broader world view; follow in-depth approaches to the academic disciplines; and develop time management, problem-solving, research, and organizational skills that will remain with them long after the IB experience is over. CAS activities
provide opportunities for student involvement in the larger community beyond classroom walls. An additional benefit is that student work is assessed over a two-year period using internationally accepted performance standards. Student achievement is assessed in a variety of ways: on examinations that are developed and scored by international examiners; on oral language demonstrations in both the student's native language and a modern second language; and on science laboratory notebooks, art portfolios, computer science dossiers, essays, and other projects. These activities all count for a percentage of the student's final score in each subject and allow the classroom teacher to have input to the student's scores. The IB Program also allows for student and school flexibility in choosing areas of academic interest for student research. The IB offers such unique courses as Information Technology in a Global Society and Environmental Systems. Another advantage is that passing scores on IB higher level examinations can aid students in qualifying for the Texas Distinguished Achievement Program.