

**Planning, Organization & Management of School/Classroom
Processes**

A Position Paper

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POSITION PAPER ON PLANNING, ORGANISATION & MANAGEMENT OF SCHOOL/CLASSROOM PROCESSES

Executive Summary

1) Planning is an important attribute of management in achieving the aims and objectives required of education. The plan being a policy statement and is equally required helps in to policy making. Planning is a process that determines the future course of action and is undertaken at all levels of management. It is continuous and includes the process of perception, analysis and conceptual issue.

Organisation is a means to bring the plan into existence. It is a media through which goals and the objectives of administration are achieved. Management is an art and a science. It is the process of decision making and a control over the action. Management is a social process, involves group effort; aims at achieving pre-determined goals, a distinct entity and is required at all levels of organisation.

2) This paper has the objectives of clarifying the concepts and basic principles related to Educational Planning, Organisation and Management with particular reference to classroom processes. It is to help in understanding the vision, mission and goals of an institution in classroom management and processes. It is also to make the student teachers become aware of different plans and organizing skills; develop an insight into the responsibilities and help them in becoming a leader to manage physical, human and financial resources. This also focuses on training them in planning and executing curricular and co-curricular activities using ICT.

3) There are major concerns about the planning and management in different documents like NCFTE, RTE, Position papers of NCERT etc., The Right to Education, in chapter III on the responsibility of State, clearly mentions about having a school management committee for every school. It insists on plans for providing free and compulsory education for every local area, block, district and metropolitan area.

The position paper on National Focus Group on Systemic Reforms for Curriculum change calls for long term intergenerational planning and not just spurts of small projects for limited periods. NCFTE - 2009 insists for participatory curriculum planning involving all stake holders, modular organisation of curriculum in terms of critically engaging with theory and bringing practice within its perspective.

It requires organizing learner-centered, activity based, participatory learning experiences-play projects, discussion, dialogue, observation, visits and learning to

reflect on their own practice. Total Quality Management in Education insists on having a clear vision, mission and goals so that a proper plan can be prepared and executed.

4) Planning, Organisation and Management assumes significance in the context of the head for ensuring the quality of primary education and in developing the skills pertaining to teacher development. It is significant in certain aspects where Private versus Government Institutions, Equity and equality, infrastructure, interventions, curricular areas, creativity and innovation, continuous and comprehensive evaluation, budget and personal growth are to be given due consideration in planning and organisation.

5) A good plan must mention the purpose, goals to be achieved, co-ordination among the stake holders in executing the plan, the standards to be achieved, flexible to allow for modifications/innovations in the light of experiences. It should also indicate the monitoring mechanism during implementation.

6) There are many critics against the current system of planning and organisation. The plans lack a clear vision and do not indicate the outcome after completion. There is more of authority in execution than freedom of thoughts.

It is also criticized for the lack of proper and professional guidance in planning and organizing the school and classroom activities. There is very less scope in the syllabus in teacher education for the student teachers to plan and execute the contents related with classroom processes. The plans are criticized for un-scientific methods of monitoring and supervision.

7) To overcome the above deficiencies, it requires every institution should have a clear vision, mission and goals. The plans should be flexible and be adoptable for the changes in the light of experiences during the execution. Proper training is to be given for the student teachers in managing physical, human and financial resources. There should be an objective tool for assessing the success of the plans.

8) In order to make effective the planning, organisation and management few contents are suggested. They are Concept of educational planning and Management, School management, Principles involved in curriculum planning and organisation, Leadership in classroom management and skills for the same, planning of instruction, teaching and evaluation, Information and Communication Technology in Education and the like.

9) Apart from the usual lecture method of transferring the content, demonstration, discussion, team learning, school visits, and seminars are to be organized to provide

practical and on-hand experiences. The content should be made to learn practical in real school situations rather than lecturing. For this frequent school visits and seminars on different topics about planning, organizing and managing are useful.

10) It is desired at every level that the student teachers get hands on experiences rather than learning and collecting information from a book. The activities should be practical and experiential. They should learn to plan activities for classroom teaching, lesson planning, and school planning, annual planning and practice the techniques of evaluating them during the course of implementation.

INTRODUCTION

Classrooms are now considered to be the centres to facilitate learning among children. The NCF-2005 considers teachers as facilitators of learning. Students are treated as creative learners. The teachers are supposed to create congenial environment for facilitating learning. This demands creative thinking, planning, organisation and management of classroom processes on the part of the teacher. It is very essential that teachers need to be trained in these areas so as to make them the facilitators of learning in real and practical sense.

Planning is the foundation of all management. In education it involves teachers, making curricular decisions regarding what students are to learn and instructional decisions regarding the learning experiences to be provided in the classroom. The scheduling of learning activities is a major planning task. Planning is ordinarily done without the presence of students and even when students participate in the process, pre planning on the part of the teachers is necessary. While planning cannot eliminate unexpected events without planning all events become unexpected.

Classroom management is the organizational function that requires teachers to perform various tasks like planning; organizing; coordinating; directing; controlling; communicating; housekeeping and nurturing.

The organizing function entails primarily the structuring of student sub groups and defining of rules, as well as making preparations for the implementing of plans. Planning what is to happen in the classroom is one thing; having everything in readiness so it can happen is another. Logistics as a major aspect of preparation, involving the procurement maintenance and distribution of equipments and supplies and in many instances, the actual development of instruction materials.

The organizing role expects teachers to make arrangements and develop an orderly structure to combine all elements in classroom processes into a unified whole. Well organizing is closely associated with systematic planning. Further, planning is concerned with identification of appropriate activities, organizing is concerned with making arrangements and structuring the classroom to implement classroom activities. The role of teacher as an organizer is to link planning with all other roles of communicating, motivating and controlling.

Planning is one of the important attributes of educational management. To achieve the aims and objectives of education, effective planning with organizing, staffing, directing and controlling are required.

Plan is a commitment to a particular course of actions believed necessary to achieve the desired results. According to **Terry** “planning is the selection and relating of facts and making and using of assumptions regarding the future in the visualization and formalization of proposed activities believed necessary to achieve desired results”.

McFarland defines planning as “a concept of executive action that embodies the skills of anticipating, influencing and controlling the nature and direction of changes”.

Features of a plan:

1. Planning is a process rather than behavior at a given point of time. The process determines the future course of action.
2. Planning is primarily concerned with looking into future, which requires forecasting of the future situation.
3. Planning involves selection of suitable course of action.
4. Planning is undertaken at all levels of management and is concerned with the future course of action.
5. Planning is flexible as commitment is based on future conditions which are always dynamic.
6. Planning is a continuous managerial function involving the process of perception, analysis, conceptual thought, communication, decision and action.

A good plan should aim at the improvement of physical facilities, teachers, library services, curricular, co-curricular activities, participation in community programmes and the like.

Organization is a means to bring the plan into existence. Organization is directly connected with planning and efforts of the people. It is a medium, through which goals and the objectives enlisted by the administration are achieved.

According to **J.B. Sears** an organization is “a machine for doing work. It may be composed primarily of persons of materials of ideas, of concepts, symbols, forms, rules, principles or more often of a combination of these. The machine may work automatically or its operation may be subject to human judgment and will”.

Management is an art and a science; it is an art as it involves application of skills and it is a science as it is a body of systematic body of knowledge developed through experimentation and observation.

According to Lawrence A Appley “Management is the development of people and not the direction of things Management is the personnel administration.”

According to Stanley Vance “Management is simply the process of decision making and control over the action of human beings for the express purpose of attaining pre determined goals”.

School management is a process of leading the school towards development through not only the optimum use of the human resources, physical sources, principles and concepts that help in achieving all the objectives of the school but also the proper coordination and adjustment among all of them.

Thus, school/classroom management

- Is a process
- Is a social process
- Involves group effort
- Aims at achieving pre-determined goals
- Is a distinct entity
- Is system of authority
- Is required at all levels of organisation

Management gains importance in the light of achieving the objectives of a school and planning for the same. It involves varied activities and co-ordination among all the stake holders.

Management is that function of an organisation concerned with the co-ordination and cooperation necessary for attaining the goal with reference to classroom processes.

Classroom management entails three basic functions viz.,

Planning, by which objectives, procedures are selected.

Control, by which the conformity of performance to plans is assured.

Communication, by which information is transferred both internally and externally.

OBJECTIVES OF SCHOOL MANAGEMENT

- To determine the objectives of the processes involved in the school organisation and the management.
- To formulate a system of co-ordinated activities for classroom processes.
- To determine the quality index for the processes involved in the school.

The school management requires leadership, team building, cooperativeness, goal attainment.

OBJECTIVES OF PLANNING, ORGANISATION & MANAGEMENT OF SCHOOL/CLASSROOM PROCESSES

1. Understanding the vision, mission and goals of an institution in the planning process.
2. Become aware of different plans and organizing skills required as an elementary school teacher and head of the institution.
3. Develop an insight into the responsibilities and the leader in professional growth, commitment, competencies, attitudes, school development plan, physical and human resource management, time management and community relations.
4. Train the teachers and head teachers in planning and executing the curricular programs of the school.
5. Adopt ICT in the process of Planning and Organisation of school activities.
6. Understand the needs of alternative education and integrate it into the curriculum.
7. Develop in the student teachers the classroom management skills.
8. Prepare the student teachers in using different tools and techniques for continuous and comprehensive evaluation.

CONCERNS

Professionalization of teachers at the primary level is the main issue not only in our country but across the globe. It is the gross root education for overall development of the individuals in their later part of life. Teacher is the key component at any education level more so at the primary level. Training of these teachers mainly happens during the pre-service level. This concern is being expressed in various committees, commissions, working papers and the reports of the state and the center. A glimpse of such concerns is as follows:

13. Planning For Provision of Free and Compulsory Education

(1) Every School Management Committee as constituted under Section 22 shall prepare School Development Plan to cater to the needs of the children residing in its

neighbourhood in respect of their education of equitable quality, in such manner as may be prescribed.

(2) School Development Plans, referred to in sub-section (1), shall be the basis for preparation of plans for provision of free and compulsory education for every local area, block, district, and metropolitan area, in such manner as may be prescribed.

Position paper on National Focus Group on Aims of Education:

Individual differences are as important as cultural differences. Individual children frequently have capacities and skills which do not find adequate recognition in the school environment. Development and flourishing of the skills and capacities would not only enhance the individuals' life but also enrich the life of the community. Education must therefore promote and nourish as wide range of capacities and skills in our children as possible. The gamut of such skills include the performing arts (music, dance, drama and so on), painting and crafts and literary abilities (weaving stories, wielding language to portray different aspects of life, a flair for metaphorical and poetic expression etc.,) also skills as diverse as some children special capacity to bond with nature - with trees, birds and animals- need to be nurtured.(2.1 Aims of Education, page no. 4 and 5).

Position paper on National Focus Group on Systemic Reforms for Curriculum Change:

Planning and communicating progress of work: the entire system should be process-driven apart from being target driven. It calls for long term intergenerational planning and not just spurts of small projects for limited periods. The system in addition, should have a style of functioning that is receptive to the ground and provide for expertise and technical support in a systematic fashion in response to the demands made by teachers, professionals and educationists. In its annual review/report each layer such as the CRC, BRC, DIET, SERT, NCERT and all the departments of education, boards of examination must give a record of the policy modifications and initiatives that they have made in response to the demands made by the schools, teachers and community. (2.2, Systemic Reforms on Curriculum Change, page 23, point 9)

NCFTE:

Chapter 1 Context, Concerns and Vision of Teacher Education

1.5 Urgency of Reforming Teacher Education

Upgrading elementary teacher education calls for participatory curriculum planning involving all stake holders, modular organisation of curriculum in terms of critically engaging with theory and bringing practice within its perspective and a professional approach to teacher education processes. (page 9)

1.14 Vision of Teacher and Teacher Education

Teachers need to be trained in organizing learner-centered, activity based, participatory learning experiences-play, projects, discussion, dialogues, observation, visits, integrating academic learning with productive work. (page 20)

Chapter 2. Curricular Areas of Initial Teacher Preparation.

2.1 Introduction: Organize learner-centered, activity based, participatory learning experiences-play projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.

2.3.2 Pedagogic Studies

Practicum course work: Practicum courses can be designed on the theme of classroom management, material development and block teaching in schools. Student teachers learn to integrate ideas, experiences and professional skills through hands on experience of developing curriculum and learning materials, designing appropriate activities for children of different age groups and formulating questions to facilitate learning. (page 38, para 2)

Chapter 3, Transacting the curriculum and evaluating the developing teacher.

Internship experiences need to be organized in a way that is useful in evaluating teacher's ability, supports socialization within the profession, stimulates development of teaching learning concepts, provides a protected field of experimentation, allows

insight into new perspectives and enhances motivation to continue learning and reflecting. (page 55)

3.3 Need for Complementary Structures and Mechanisms.

Establishing teaching learning centres: A TLC could provide a platform for organizing workshops to develop a repertoire of professional skills such as story-telling, craft, music and drama. Trainees would learn to use stories as a medium to facilitate expression, imagination and the creative use of language in learners; create bulletin boards, story, poem folders and organize reading corners in classrooms. Through short research projects, teacher trainees and teacher practitioners will develop skills of observations, documentation, analysis and interpretation. (page 57)

Reference from Total Quality Management in Education:

This is in view of setting up of the vision, mission and goals of an institution. It is highly significant to note that each of these aspects has a bearing on the planning process. A clear understanding of them will help in the SWOT analysis of the institution.

Vision

Vision of a school is built on a set of beliefs-beliefs about the organisation, its people, environment, culture, structure, facilities, planning process etc., Vision is of two types – the near vision and distant vision. Distant vision is the dream or imagination. Short term vision is the vision within the visible range of time and quality. Vision is a creative endeavour.

Mission

Mission is the end of the road target that any school wants to achieve. Missions are futuristic and directional – statement of purpose of an institution.

Goals

Goals are like mileposts; each goal contributes to the achievement of mission. The goals determine activities, programs and processes of an institution. Also, the goals determine the way, a program is to be offered.

Institutional assessment and SWOT analysis:

Assessment and SWOT analysis are inter-related and inter-dependent. Assessment provides basis for SWOT analysis which is a technique of organizational diagnosis.

SWOT is a very familiar and popular acronym in management in general and organizational diagnosis in particular. SWOT stands for

S - Strength, W - Weakness, O - Opportunities and T - Threats.

The main thesis is that for quality improvement, the school should...

- Identify and encash on its strengths and strengthen them further;
- Identify and initiate deliberate action to reduce weaknesses;
- Identify the opportunities, exploit and convert them into strengths; and
- Identify apparent and potential threats and try to eliminate or reduce their intensity so that they may not harm the school and aggravate the weaknesses.

whereas strengths and weaknesses are easily recognizable, it is not true for the opportunities and threats. Identification of these two requires special effort.

SWOT analysis is a participative process of organizational diagnosis. There are several ways in which this is actually carried out.

- The SWOT analysis can be carried out by asking participants to fill in blank SWOT sheets. The responses in S, W, O and T can be collated and presented for discussion and consensus building.
- The S, W, O and T can be identified through an open discussion with the staff. Many institutions have tried their hands on direct consultation without the help of any structured questionnaire. Deft handling can give good results in this approach too, with the risk that a few articulate members may hijack this discussion, leaving the large silent majority to swallow it.
- The SWOT analysis can be built on data collected through questionnaires and tests. The data thus gathered are collated to find a collective view of staff perception of organizational strengths and weaknesses. Such a profile is then presented back to the staff for further debate and discussion so that the consensus emerges.

A SWOT profile becomes more acceptable when it is built through participative process, than any single individuals exercise, howsoever brilliant he/she might be. The results in a three-step process of SWOT:

- Administer an institutional assessment instrument;
- Tabulate data to draw a profile; and
- Present the profile to staff for discussion, and develop consensus.

SIGNIFICANCE OF THE THEME

Just as the classroom is changing, so must the teachers adapt their roles and responsibilities. They are supposed to develop the skills required to facilitate learning. Teachers should realize that they must engage their students in learning and provide effective means to facilitate students' independent learning. Hence, teachers need good planning, organisation and effective management of available resources.

Apart from this, at present the schools are expected to provide the information regarding the quality aspects of school management, learning progress, SDMC/CAC, and the Parents Council. In addition to this the teachers are expected to play a key role in planning and organizing of activities of various clubs and associations at the school level. State has designed certain tools for assessing classroom processes, learning achievement, teachers' assessment, functioning of SDMC etc., The head teachers and teachers need to be trained in providing the required inputs for these. They also should be trained to overcome the lacuna they notice during the course of assessment.

There should be a strong mechanism to asses a school and its process in these respects. The monitoring and feedback mechanism should be improved so as to provide proper guidance. All these demand good planning and organizing skills. In order for teachers to facilitate student learning several things need to occur. The processes that the teacher as facilitator needs to undertake are

- Testing the previous knowledge of students
- Plan the learning
- Implement the plan and
- Evaluate the process.

Teacher as facilitator assumes wide range of roles to support school and students access. Here the organizing role of a teacher is important to establish within a classroom a structure which will aim at

- Facilitating the achievement of classroom mission within the constraints imposed by school and classroom settings.
- Implementing the practices and plans formulated by the school
- Realizing specific objectives of school programs through planned and effective courses of action
- Carrying out agreed-upon tasks within the classroom in as efficient manner as possible.
- Fostering positive classroom climate through a sense of achievement resulting from success in the implementation of plan of actions.
- Achieving efficiency and optimal student learning through sound management of time, personnel and material resources.
- Ensuring all students understand their roles and accept tasks properly assigned to them.
- Coordinating individual and group efforts within the classroom in an appropriate way.

In order to manage successfully the complex activities and intense cross-pleasures of the typical classrooms, a teacher must develop an effective organizing perspective to interpret the social context of the classroom. Classroom management deals with problems, factors and conditions externally related to class interaction and the application of scientific methods to control human activities. The four realms of classroom management are: material, events, time and people. Teachers are responsible for managing students and classroom learning.

In planning, organizing and management of the classroom processes the teacher plays a vital role. The ways teacher can lead are as varied as teachers themselves. The following are the some of the ways a teacher can contribute to the schools' success:

- Resource provider
- Instructional specialist
- Curriculum specialist

- Classroom supporter
- Learning facilitator
- Mentor
- School leader
- Data coach
- Catalyst for change
- Learner.

Planning, organization and management assumes significance in the context of quality of primary education in developing the skills pertaining to teacher development.

Time management:

“Well arranged time is the surest mark of a well-arranged mind.”-Pitmen.

The success of a school or classroom processes depends on the inputs that are given to the students in a period of time, in a pre-set environment. The time Management is one of the important aspects of classroom management. The program of work and time-table provides a path for the time management and smooth going of the school/classroom processes. It is the time table that supplies the frame work within the work of the school processes. It is the mirror that reflects the school program In other words, time table is the instrument through which the purpose of the school/class is to function. Hence it is an indispensable document of the school.

Significance of the Time-table

- It provides/brings system in the school/classroom processes
- Facilitates regular and even programs
- Eliminates wastage of time and energy
- Ensures equitable distribution of time to different subjects and activities.
- Ensures efficiency
- Leads to even and regular school/classrooms processes.
- Facilitates advance planning by the teacher and students.
- Creates a psychological environment
- Helps to maintain discipline

Annual Program of work

It is the layout of the time for one complete academic year. It provides the birds' eye view of the various kinds of activities scheduled for one academic year. This also

includes School Academic Plan with the main focus on the assessment of competencies developed among students.

Parent -Teacher Association

The PTA is the most powerful instrument in the hands of the dynamic, enlightened and progressive head of the school for developing good human relations with the parents and seeking their effective and meaningful cooperation for the all round development of the students. The important objectives of PTA are:

- To promote the all round welfare of eh students
- To bring into close contact the parents and teachers so that they fully cooperate in the education and training of the students.
- To appreciate the assets and liabilities of the school and the parents and work within their parameter.
- To secure for every student the optimum development from the resources of the school and the community /parents.
- To seek means and way of securing cooperation between the parents and he school.

Equity and Equality:

Equity and equality are the other two aspects which draws our attention for planning and organization. Equity refers to the concept of social justice, where everyone irrespective of caste, creed and religion get into the system in terms of numbers. Equality of educational opportunity means providing fullest opportunities for the students to develop their abilities to the extent to which they can bear in mind the individual differences. This also refers to meeting the requirement of inclusive children.

To assure the quality of education we need to plan to cater to the needs of all children. There is no doubt, everyone is represented in the school, but it needs consideration/attention in meeting the educational needs. This can happen only with the proper utilization of the available resources with the proper planning. Equality is an indicator with which one should get what he is supposed to get. It is a challenging task for which a proper planning is required.

Inclusive Education:

The normal focus of the school will be to deal with the averagers. There are also children whose academic performance is lower due to obvious reasons and also due to certain disabilities. The children with such disabilities need a special care. Hence they

are addressed as children with special needs. The teacher must be proficient in addressing the needs of such children in and outside the classroom processes.

Infrastructure:

Infrastructure is the other important aspect in the quality of education. It is required to furnish well all the schools and classrooms with the necessary facilities/components. The procurement and management of this stresses the need for a planning.

Interventions:

There are several interventions by the government for improving the quality of primary education in the state, either through the state or center funds. There is a strong need to understand such changes by the teachers even before they enter the services.

This requires the planning for various physical, human and financial resources. Added to these there is a stress from mass media, which is comparing the government institutions with other private institutions about the quality in infrastructure as well as in teaching-learning process. To cope up with these, also there is a dire need of training the student teachers in the planning process for the best utilization of available resources.

It is the bounden duty of the government to provide the education for all sectors of the society. For catering to the needs of all sectors of society, the government has started Inclusive Education, Home Based Education, Tent Schools and the like. The student teachers need to be introduced to these kinds of special provisions of education and should be trained in planning and organizing these.

Information and communication technology:

Regarding ICT in Schools and e-learning NCFTE puts forward the following: With the onset and proliferation of ICT there is a growing demand that it be included in school education. Teacher education needs to orient and sensitize the teacher to ICT in planning and organizing the educational programs in the schools.

Budgeting:

To carry out any educational programs successfully, financial planning is very important. There will be no how of using the available finance and deriving the finance in the schools. The teachers need to be trained in planning for the financial resources. Some of the plans of finance will be of long term, mid - term or of short term plans. Each of them needs a better understanding of the process of planning the money matters in the schools.

Curricular Areas:

Planning is important for promoting the curricular and co-curricular activities of a school so as to develop the school as a centre of excellence. In the changing context of society, it is required to provide the quality primary education for all the children in the age group of 6-14 years irrespective of their abilities. The Right To Education clearly defines the roles and responsibilities of schools and teachers for ensuring education. In order to meet the requirements of RTE, the schools should have different strategies in planning and there is a strong need to expose the student teachers to such strategies.

Creativity and Innovation:

National Curriculum Framework -2005 stresses the fact that schools need to be creative learning centers and teacher to be the facilitator of learning. In addition, the NCF requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. It also lays importance for different models of teacher education. Institutional capacity and capability to innovate and create are pre-requisites for the pursuit of excellence. These are facilitated when the inputs to the institution are of high quality. This emphasizes the need of teachers to be creative and innovative. This demands a good planning and organization of school and class room activities with special reference to creativity and innovations.

Classroom management

One of the most significant factors in the process of education system is classroom management. What happens in classroom is the reflection of the school education. The classroom management undoubtedly depends upon the teachers managerial skills.

The teachers are to be trained in various aspects related to classroom management like

- organizing meaningful learning process,
- creating a platform for the students to come out with their potentialities,
- knowing the students,
- motivating the students,
- appraising every student's accomplishments,
- creating a stimulus environment congenial for learning and the like.

Therefore, it is very necessary, the student teachers being trained in these skills so that they can become effective classroom managers.

Personal growth:

The NCF-2005 records the 'demands and expectations on the teacher' in the following words:

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving educational goals.

Intelligence not only lies in verbal and non-verbal forms, it is also concerned with visual/spacial, rhythmic, inter personal, intra personal relationships, morality, communication, leadership qualities and the like. In order to develop oneself as a person with these qualities, it requires the designing of activities, demonstrations etc., which demands a planning and organization of enduring activities.

Continuous and Comprehensive Evaluation:

With the importance on child centered learning and institutions being creative centers of learning, the CCE has become crucial. Learning should be tracked at every stage in the process, which requires different tools and techniques of assessment. The process of evaluation should be objective while giving value to subjective understanding. The teachers need to be competent in designing the tools and techniques for which planning is important.

Keeping in mind the above issues, the following principles are to be considered for a preparing a good plan for organizing classroom processes.

- a) The purpose of the plan must be determined. The objectives to be achieved must be clearly identified.
- b) Planning, organisation and management of classroom activities must be formulated on clearly defined vision and mission.
- c) Plans for catering to the varied needs and interests of students must be organized.
- d) Standards to be achieved by the planning, organizing and management must be set and performance monitored.
- e) Plans must be flexible to allow for modification/innovation in light of experiences.
- f) Full communication of all concerned in operating the plan.
- g) Plans must be achievable.

CRITIQUES

The current system of planning and organization is criticized for the following lacunas:

Most of the times we plan a plan for the purpose of plan. These kinds of plans lack a clear vision and do not clearly indicate the outcomes after execution. In a bureaucratic set up by and large the executions of plans depend on the authorities, who do not understand the ground realities. It also happens that the field authorities to depend upon the senior officers in carrying out the plan. The most undue fact is the mid-way influences and changes during the course of execution. Time is the other constraint in carrying out the plans. Sometimes it requires the completion of pre-set plans in a shorter period than it is proposed.

The current system of classroom planning and organisation is criticized for being teacher centered. There is no preference for the students in organizing the classroom activities. The end point or the outcomes of classroom transactions are not clearly defined. Same kinds of activities are provided for all children irrespective of their varied abilities to learn. Lack of proper training for the teachers in planning and organizing classroom processes is another fact. Activity based teaching is finding no way practically in classrooms. The projects most of the times are away from providing the real experiences for the students in the natural setting. These need to be addressed.

Lack of proper and professional guidance in planning and organizing the school and classroom activities is the other fact. There is no common understanding, keeping in mind the growth and development of children at various stages. Everyone thinks on his/her own and plans accordingly. The success is not assured in this kind of plans due to lack of proper training in planning and organization of the curricular and co-curricular activities.

Inclusion, Technology, Multiculturalism, alternative scheduling, standardized testing, and integrated curriculum are issues which strongly affect teacher classroom management process/plans. Education is a boiling point of change. Teachers are often left out of decision making and planning stages of new issues or practices in education. They are brought in at the implementation phase. Often they are insisted to implement. Managing new programs adds an entire new aspect to classroom management/process.

Keeping in mind the importance of planning as cited earlier the present planning process in classroom transaction is highly criticized due to the following aspects:

1. Lack of vision and mission
2. Absence of proper planning for classroom processes.
3. Un-scientific methods of monitoring and supervision of students' achievement.
4. Least emphasis on the classroom environment.
5. Absence of appraisal
6. Improper utilization of students as human resources.
7. Improper planning of activities at the cluster and the block levels.

SUGGESTINGC ALTERNATIVES WITH JUSTIFICATION WITH DO ABILITY.

Critique	Alternatives	Justification
1. Lack of vision and mission	A clear vision and mission statement should be drawn keeping in mind the process of classroom transaction.	There should be a vision and mission for every classroom. This provides for the effective planning and organizing of classroom activities.
2. Un-scientific methods of monitoring and supervision of classroom processes.	A strong system of monitoring with definite tools and techniques should be designed. The supervisory staff must be made obligatory in the successful implementation.	The monitoring is highly subjective in nature due to lack of vision. The process should be given more importance than the person.
3. Quality versus quantity	Proper tools should be designed to assess the quality of work during execution. It should be assessed with respect to both quality and quantity.	It is always the quantity that matters more than the quality. Unless both are given importance in assessment, the plans could not be implemented properly.
4. Absence of appraisal a) Institutional level b) classroom level	Every plan should be assessed frequently during its execution to know the lapses if any and overcome the same. There should be a well defined system of appraisal. Lack of intellectual abilities and	The success of the plan is assessed after the completion period. At this juncture the scope for improvement and measures to overcome the constraints are very least.

	skills on the part of the teacher forces them to over emphasize on disciplinary procedures.	Develop programs to make the teachers to realize with SWOT analysis.
5. Improper utilization of students as human resources	Proper training should be given in utilizing the human resources to the best possible extent. The skills of managing the human resources are very important in the success of any plan.	Human resource utilization is the least prioritized. Improper utilization of human resources is resulting in wastage of both time and energy.
6. Lack of visionary leadership	Leadership training be provided to all the monitoring authorities in planning and organisation. This will increase the efficiency of the functionaries in carrying out the set plan.	Leadership qualities are least bothered in the present context. Unless one becomes a good leader, it is difficult to carry out with the plans.
7. Improper planning of activities at cluster and block level.	There should be a proper academic planning at the cluster level and block levels to help teachers plan for the school. Teachers must be oriented in preparing the school plans as per the objectives of cluster and block level plan.	There is no academic plan at cluster or block level. The person in-charge of cluster of block guides the schools to prepare the plans without proper insight. This contributes a lot for unsuccessful implementation.

Apart from the above the following are also some of the suggestions in effective Planning, Organisation and Management of classroom process.

1. Emphasis on qualitative improvement.
2. Emphasis on practical aspects of educational planning and organisation with reference to curriculum planning, planning co-curricular areas, personality development, evaluation and the related aspects.
3. Organizations of activities related to quality improvement are focused on clusters and the blocks. There is a need for both the planners and the participants at the cluster/block level to understand the components of planning and organisation.
4. Monitoring and supervision of the educational activities.

5. Emphasis on programs which need talent and hard work.
6. Adequate evaluation and research.
7. Prioritization of the activities for student development.
8. Manpower needs at the primary education.

Broad Contents proposed

In the light of the above observations and concerns the following are the broad area of contents proposed for Educational Planning, Organisation and Management at elementary level.

- Concept of Educational Planning and Management
- School organisation and Planning
- Classroom Management and Learning
- Planning of Instruction, Teaching and Evaluation
- Time Management
- Inclusive Education
- Principles involved in curriculum planning, organizing curricular and co-curricular activities
- Techniques of classroom management
- Role of head teacher and teachers in the light of Right To Education
- Role of Teacher in a school, stake holders at school level education.
- Leadership in classroom management
- Management of School Records and activities of the school
- Information and Communication Technology in planning and organisation

Methodologies Proposed

In the light of present day curriculum transaction, much emphasis is laid on participatory approach and constructivist methods. The lecture should be minimized to the possible extent and participatory approach be followed in gaining the concepts of the contents proposed. For this the following methodologies are suggested:

- Lecture,
- Demonstration,
- Group discussion
- Team learning
- Visiting schools
- Paper presentation seminars
- Practical assignments

Apart from these the '**Constructivist Approach**' should be followed atleast for 2 or 3 topics. This provides the student teachers an opportunity to think, plan certain activities for constructivist approach.

Desirable and undesirable

It is desired that the procedure laid down for learning should be practical in nature. It should not be theory oriented which prompt the students to collect the information from some source. It should be work oriented and based on the experiences the student teachers gain in accomplishing a task. There should be no emotional attachment at any stage of the work. It should result in the definite outcome of an activity. The experiences are to be on-hand and seek more and more involvement of student teachers. They should be encouraged to accomplish the task as per the set goals and motivated to practice the skills required in planning and organizing tasks. These should enable them to contribute their original learning outcomes in any task. It should help them to master the skills and the other leadership qualities required. It is desirable that the student teachers must build the knowledge base of the concepts through construction and not through memorization.

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Annexures:

Institutional Planning

Some indicators are given for assessing the Institutional Plan. Mark Yes or No against each.

Indicators	Yes/No
1. Vision is clearly defined.	
2. Mission is written well.	
3. Physical and human resources required are stated.	
4. The goals are set well.	
5. Standards to be achieved are mentioned.	
6. Quality and Quantity indicators are mentioned against each component.	
7. Everyone involved in the plan are communicated while preparing	

the plan.	
8. Each indicator is specifically mentioned.	
9. Each indicator mentioned is achievable.	
10. All indicators are realistic in nature.	
11. Standards of achievement are shown for each indicator.	
12. All stake holders are given responsibility in achieving the goals.	
13. Responsibility is equally distributed among all.	
14. There is scope for monitoring and supervision in executing the plan.	
15. Physical, human and financial aspects are indicated well in the plan.	
16. Components indicated in the plan are realistic and achievable.	
17. There is provision for modification in the light of experiences.	
18. Importance is given for both curricular and co-curricular areas in the plan.	
19. Professional guidance is sought while preparing the plan.	
20. Suitable evaluation tools are designed for assessing the achievement during implementation.	

Planning for Classroom Management.

Some indicators are given for assessing the Classroom Management. Mark Yes or No against each.

Indicators	Yes/No
1. The classroom entry and exit doors are separate	
2. Atleast 35 minutes is allocated for learning (out of 40 mins)	
3. The time spent on each activity in classroom is even for all.	
4. Resources for teaching-learning process are well utilized.	
5. There is good involvement of pupils in learning activities/process	
6. Sufficient time is spent on planning for the lesson.	
7. Provision is made to meet the needs of children with special abilities.	
8. Teacher has allocated time to check pupils performances.	
9. Provision is made for assessing students learning.	
10. Time allotment for all activities is made.	
11. Activities are planned to retain students interest throughout the lesson.	
12. There is provision for clarifying and articulating the performance of expected outcomes of students.	
13. Different strategies are planned to meet the needs of all children in the class.	
14. Provision to identify the gains and difficulties of students in learning and performing is made.	

15. Different techniques are planned to analyse the assessment of students progress.	
16. Planning to evaluate the effectiveness of teaching-learning and materials used is done.	
17. There is sufficient provision for follow up activities and other related concerns.	
18. The plan is flexible for change following the innovations during the course of action.	
19. There is provision for continuous review and feedback during the course of action.	
20. The plan allows to meet indiscipline if any by suitable measures.	