

# SHREE H.N.SHUKLA GROUP OF B.ED. COLLEGES

(Affiliated To Saurashtra University & NCTE) (Vaishali Nagar 2  
& 3, Near Amrapali Under Bridge, Rajkot)

## PE-4 SCHOOL POLICIES AND ADMINISTRATION

### PE-4 School policies and administration

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(Zilla Panchayat managed primary schools, aided and full government, secondary higher secondary schools, Jawahar Navodaya Vidyalayas, Kendriya Vidyalayas, model schools, special schools for deaf mute blind and mentally challenged children)

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## Unit -1 School Management and Education Administration

### ✓ Concept of school management

introduction:

'The future of a nation is being built in the classrooms of its schools' The future of a nation is being built in schools or educational institutions in reference to the statement presented by the Kothari Commission. Any school or educational institution is a well-organized, regulated organization that seeks to realize certain or fixed goals of education and tries to achieve the fixed goals through self-organized programs. In these types of institutions, students try to develop the institution by properly planning and combining programs with the mutual cooperation of principal, teachers, employees, parents, administrators and the society. Half of the progress of any organization depends on its managers, administrators or management who manage or administer the organization. Thus, planning is implemented through the process of educational organization for the educational administration of the school, planning becomes operational. Education activity is a human resource development activity. Hence, educational management becomes necessary in education as well. Here we will discuss in detail about learning management.

### • Meaning:

Management means according to the dictionary. -'to arrange', has a general meaning of 'to maintain administrative order'. The term is associated with industry and manufacturing. Management is the arrangement of the available physical resources, manpower, human skills and financial resources to achieve maximum benefits or results. In short, management is the system of maximizing returns by producing low cost, best quality products. Such management is entrusted to specialist managers in industrial houses or manufacturing centres. Since management is a multidimensional concept, it is not easy to give a short-cut definition. However, let us understand the definitions given by different scholars.

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(1) "Management is the art of getting others to do the work." - Mary York Callgate

(2) "Management is the development of human beings, not demonstrative of things." – Lawrence Appl

(3) "Management is the art of decision making and providing leadership." – Prof. Kaladh

(4) "Management is the process of planning, motivating and controlling the goals of any organization and its achievement." - Maxon Anne Albert

(5) Establishing management means forecasting and Management is defined as a social process which is designed to ensure the co-operation, participation, intervention and involvement of others in the effective achievement of given or determined objective. - Anand WP Guruge

(6) "Management means planning for the future, coordinating, controlling and demonstrating."

-Henry FayYoL

To manage is to forecast and plan, to organize, to command, to co-ordinate and to control.

(7) Management is a process by which a cooperatively organized group is guided to achieve specific goals.-JL Massie

(8) Management is a multi-purpose system, who manages a business or organization. It manages human workers, physical equipment and human resources. Performer manages personnel and work.

-P. Drucker

(9) Management involves policy formulation and implementation of an organization or enterprise.

Management consists of the formulation and operation of the policy of the enterprise.-Fulto committee

(10) Management or management is concerned with carrying out specific tasks with full capacity. Its focus is on making planning decisions and directing the implementation of work in the organization.

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Management is concerned with seeing that the jobs are done, and done efficiently. Its task all center on decision for planning and guiding the operation that are going on in an enterprise.-EF Brech

Administration or management is a social process that involves the cooperation of other individuals for the achievement of goals determined by the process, contribution and engagement are expected.

- is both an art and a science.
- It is purposeful. It relates to the achievement of a specific objective.
- It is a process that goes on continuously and continuously.
- A planning, is a process of organization, coordination, demonstration and control.
- Management requires collective cooperative action for the achievement of a common goal.
- It is the process of implementing ideas to bring about desired results.

schoolFeatures of management:

- Management is an ongoing process.
- Management is a social process, it is associated with humanities.
- It is an art and a science.
- It has to do with purposeful specific achievements.
- Management is concerned with group effort.
- Management is action- is a work or activity, not a person or group of persons.

schoolImportance of management:

Management is the backbone of any organization or organization. is the foundation of any organization's success. It is the essence of its existence. It is the heart of the entire organization management, is the backbone.

- Management is the cornerstone of achieving the organization's objectives.
- is the starting point of the organization's progress.
- For the development of students.

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- Through management human resources and physical assets can be used appropriately and effectively as well as optimally.
- Useful for increasing production and quality.
- Effective planning direction can be determined by proper management in the organization.
- Management is necessary to solve various problems.
- Organization by administration, the organization can be kept dynamic.
- Beneficial in shaping future citizens.
- Management power of its managers, and increases the efficiency of workers.
- Provides motivation to achieve specific goals.

A form of school management:

The foundation of management was laid in America in the period 1910 to 1920. The idea of management, developed and spread, initially the term management came into use only in the industrial sector, but by the turn of the 20th century, 'human resource management' has become popular in the field of education. When the idea of administration began, concern for efficiency, sensibility was its motto.

Managing education administration and organization. Managing it is education management, education management is difficult to define as,

The subject of the dissertation is human. whose behavior is difficult to predict.

Management is an evolving subject.

Management is a complex one, is abstract ideology.

Management is a dynamic idea, it undergoes significant changes.

Management According to the dictionary, management, management management, management management means the act of taking from the received and present factors, tools, etc. around you. As you operate the mass-machine and produce, you also have to operate the human resources around you. As for why it works for those running the system. He did not know. Similarly, why should an employee who works in an office work by himself. It was not understood that means the popular term management over the years was used and adapted from a concept in which there was only

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management at every level. Thought, thoughtfulness, deliberation. There was no place for reciprocity and totality.

Such an agreement, thoughtless, unfeeling, detached from human practice and the raw results of brute management came to the attention of thoughtful individuals working in various fields and the resulting concept with change came management-management.

Thus, the origin of the word management is the organizations and individuals involved in industries and production. Physical equipment assets received, can produce things with minimum cost and effort only when the system is arranged in such a way that maximum utilization of human power and intelligence and financial provisions can be made. These items should be attractive and stand out from the competition in terms of quality. In industrial sector this function is assigned to 'Managing Manager'.

Objectives of School Management:

Be aware of the concept of planning.

Understand the importance of planning.

Understand the importance of involving everyone in planning.

Identify school requirements.

Prepare various plans and program outline for planning

Progressively increase the quality of the school by making proper use of the available resources.

Students, to develop relationships with parents, teachers and society.

To organize the system of imparting education according to the demand of the society and the nation.

To develop maximum potential of students.

Areas of School Management:

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Educational management is the heart of the organizational process. The field of educational pricing is very broad and multi-faceted. Generally: admission to educational institution, includes curriculum, teaching, testing and co-curricular activities. Apart from this, personnel management, financial management and school management, liaison student services are also included. Let each one understand in detail about each

1. Educational Management : Educational management consists of school admission, time table, time allotment, selection of subjects, selection of teachers, daily attendance, prayer meeting planning, quality in classroom capacity, organization of examinations, management, result analysis, sports, discipline, curriculum. Educational activities etc. can be included.

2. Worker Management: Staff is the pillar of the organization. in the institution Worker management is an important issue. Selection of workers, pre-training staff development, maintenance of personnel records, quality improvement, management of labor unions, management of staff meetings-employee welfare as well as work distribution and performance evaluation are important aspects of worker management.

3. Financial Management : Financial matters for any organization Considered as a basic matter. Budgeting is an important aspect of financial planning, includes resource readiness, resource development and its maximization, resource utilization, accounting and audit etc.

4. Structural Management: Every organization needs a structure that suits its function. A structure is formed. Infrastructure Wicker with the help of many sources is the center that "underpins" all activities of all educational institutions. Building construction in infrastructure management, maintenance, use library, laboratory, audio-visual equipment, hostel hygiene, health facilities, sports facilities, vocational training facility etc. components and activities include

5. Contact and mutual communication: No organization can survive in space. An organization cannot survive in isolation or in isolation, so it has to establish new and old contacts and dialogue frequently on a daily basis. Communication with students and their parents is important in such contacts. Liveliness is also indispensable with the employees of the organization. Alumni, having constant contacts with social and local organizations brings special benefits. An important part of management is establishing contacts with local, national and international level institutions of learning besides civil authorities, systems and voluntary organisations.

6. Student Services: It is not only the academic quality of the students or the high achievement in the examination that matters. It is also important that the quality of student life emerges from the school. So the more functional the student services are, the better the quality of life will be.



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Appropriate information system for students, creation and management, guidance and counseling facilities, scholarship etc. facilities are also important functions of management.

7. METHOD AND SYSTEM :The form of any educational institution is statutory have The organization works according to certain rules and procedures. Institutions are committed to work in accordance with state and central governance. Principles of Organizational Management, exchanges, administrative systems are created on the basis of which compliance with laws is mandatory, such systems require planning of things like purchasing, promotion, performance appraisal, elimination of waste from deadstock, grievance redressal, stock control, resource management.

8. Organization Development:The most important and ultimate goal of management is organization development. This is the ultimate goal of management. Rather than keeping the organization in a status quo, developing the organization's growth process is the heart of management.

Organization-Assessment for Organization Development, organizational diagnosis, planning and development are important steps.

- ✓ present report, Teacher Recruitment Application, Teacher Resignation, Bonafide Certificate - (Introduction and Specimen) and Various Leave

- ✓ Different types of leave

holiday: That is capable of of the officer Discretion According to approved done coming of the employee duty on Absence(rule-10(1))

- Type of leave

(1) Leave received (Rule 46,49,50,150)

(2) Leave on half pay (rule-27)

(3) Conversion leave (rule-58)

(4) Unencumbered leave (rule-59)

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(5) Extraordinary leave (rule-60)

(6) Hospital leave (rule-69)

(7) Special disability leave (rule-74)

(8) Maternity leave (rule-70)

(Based on Act 180)

(9) Paternity leave (rule-70)

(10) T.B. and Leave for Cancer (NoYama-76)

Also other types of leave available are:

(1) Occasional leave

(2) Voluntary leave

(3) Compensatory leave

Things to keep in mind:

- ü Request for leave in prescribed form - Form 1 (Rule-24)
- ü Authority reserves the right to refuse leave. Leave cannot be claimed as a right. (Rule-10(2))
- ü Power to change type of leave except on written request of employee was not (rule-10(3))
- ü Leave should be formally allowed to report for duty at the end of leave with the intention of taking leave again in a few days no. (rule-17)
- ü To arrange that the duties of an employee on leave for a period not exceeding 120 days shall be performed by an available employee from the same station or district. (Rule-13)

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- ü Casual leave not recognized as leave cannot be combined with other types of leave but other types of leave can be combined with each other under rule-15.
- ü Relating to the period during which attendance is enjoyed during leave or on transfer from one office to another. Responsibility for sanctioning leave of employee and payment of leave salary rests with the office from which the employee is transferred It will belong to the office. (Rule-29)
- ü To be dismissed from employment, Leave shall not be granted to the employee when the Competent Authority has decided to punish him with relief or compulsorily retiring. (Rule- 30)
- ü Authorized Medical Practitioner or R.M.P. Leave on account of illness may be granted on production of medical certificate in prescribed form - 3 provided by (Rule-35)
- ü The authority authorized to grant leave may, in his discretion, request a Government Medical Officer not below the rank of Civil Surgeon and arrange for a physical examination of the employee for a second medical opinion. will be able to (37-2)
- ü An employee who has been granted leave on the basis of a medical certificate shall not report for duty unless he produces a fitness certificate Form-4. (37-4)
- ü Primary teachers are not entitled to accrued leave, but any work during vacation should be done in the form of a written order and that work is credited to the right leave account as per the certified rules.

§ Leave Received:

Way Number of days for which no exemption has been granted Time for neck duty indeed 30

\_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_

Total number of vacation days 3651

- If an employee is prevented from availing vacation time for more than 15 days, he has not availed any part of the vacation., will be considered as such. (50-2) (Note-B)
- The accrued leave can be availed by the teacher at any time during the employment while the teaching assistant gets the compensatory leave which, which is incurred in that calendar year, otherwise forfeits.
- Both vacation and accrued leave cannot be combined for more than 120 days.

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- As per Finance Department resolution dated 10/10/2000 accrued leave / half pay leave / converted leave together up to a total of 240 days may be granted by Head of Department / Department / Office.
- An employee is entitled to 10 days half paid leave for every half year of service. On 1st January / 1st July it is credited forward to half pay leave account. (57-15)
- When an employee is granted converted leave, twice the amount of leave on half pay should be credited to his account.
- The leave sanctioning authority may grant a maximum of 90 days of commutation leave during the entire period of employment for a valid course or interest without producing a medical certificate. (58-5)
- Sample no. - Commuted leave may be granted in respect of illness of a person falling within the definition of employee's family as per 5. (58-5)
- Non-accrued leave shall be admissible within the limit of 350 days during full employment. Out of which not more than 90 days at a time and 180 days non-accrued leave except on the basis of medical certificate can be granted. (Leave with reduced pay)
- An employee may be granted extraordinary leave not exceeding 36 months during his entire employment in special circumstances subject to prescribed conditions.
- Commutation Leave – Cannot be granted less than seven days. (Including Public Holidays) § of childbirth holiday:
- From two More alive Children No have(69-1)
- Maternity leave is not credited to the employee's account.
- Unpaid for less than 1 year of employment, Leave is admissible on half pay if employment is more than 1 year but less than 2 years and full pay if more than 2 years. (Pr. Shi. Resolution dated 9/4/ 2004) (Leave Rule - 69-3)
- A female employee is permitted to combine any other type of accrued leave including conversion with maternity leave. Act sixty days leave can be granted without producing a medical certificate. (69-7)
- Assistant brothers do not get paternity leave. 15 days paternity leave after 1 year of full salary employment (15 days leave from the day of delivery to the wife).

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- Resolution No. PIE / 1199 / EM / 1073 dt. 180 days leave is admissible as on 02/12/2014 unless there are more than two surviving children.
- Paternity or maternity leave cannot be denied.
- 29 in case of miscarriage or abortion. Vs. No. As per resolution dated 26/12/97,
- 45 days throughout the employment.
- Not if two or more children are alive.
- A maximum of 7 working days, medical certificate required in support of application.
- Leave can be granted once in 5 years.

## § Occasional Leave:

- Not a valid type of leave.
- Can be combined with Sundays or holidays.
- Usually 8 days together
- Cannot be added before or after vacation.
- Can be put in half a day.
- Non-grant of miscellaneous leave under mass miscellaneous leave announcement.

## § Compensatory leave:

- Compensatory leave is granted when attendance on government work is required on recognized public holidays.
- Compensatory leave can be combined with other or casual leave.
- Only one compensatory leave is granted at a time.
- An employee who has gone on a tour outside the headquarters may not get compensatory leave or leave.

## § Special Holiday:

- A male employee is granted special casual leave not exceeding 6 working days under the J-Calendar Family Welfare Programme.
- If the operation fails 1 time, leave can be obtained for the second time as well.
- A female employee is allowed 14 days leave.
- A male employee's wife is given 7 days leave during such operation.

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- A casual leave of 1 day may be granted for putting up figures.
- § Special leave to office bearers of the association:
- 10 holidays are available in 1 calendar year.
  - An officer empowered to grant casual leave may grant this special type of leave.
  - This Special Occasional Leave is not admissible for activities to be carried out after office working hours.
  - An employee who remains absent after the expiry of leave is not entitled to the period of such leave. (44-1)
  - Deliberately absent on duty since the holiday is over. Yes. Resident employee's pay. Yes. shall be liable to penal action. (44-2)
- § Leave to be enjoyed by teachers:

Casual Leave:

- To maintain a prescribed sheet per individual teacher for casual leave.
- Under normal circumstances casual leave has to be approved in advance. In the case of emergency leave without sanction of leave, arrangements should be made to get the casual leave report to the Headmaster before the school starts on the same day on which the leave is taken. Otherwise absence without leave report shall be treated as deductible leave.
- The reason for requesting leave and the number of leave availed before should be clearly stated in the report.
- The report will not be considered valid if the date figures shown in the report are rounded or skewed.
- Casual leave can be availed only in case of unavoidable emergency.
- Casual leave cannot be taken for more than seven consecutive days.
- If the leave needs to be extended beyond seven in exceptional circumstances, the Taluka Primary Education Officer may grant a total of ten days leave including additional three.

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- Assistant teachers may be granted leave for not more than seven consecutive days by the Headmaster.
  - Leave of head teachers not exceeding seven consecutive days may be sanctioned by Taluka Primary Education Officer.
  - Casual leave of more than 1/2 teachers of the staff cannot be sanctioned by the Headmaster at the same time.
  - The class responsibility of assistant teachers who are on leave or absent without leave shall be assigned to other present teachers. No class of the school can be held without the responsibility of any teacher.
  - Absence of a teacher who is absent without seeking leave must be immediately reported to the Taluka Primary Education Officer.
  - Absence pay cannot be paid to a teacher who is absent without requesting leave, and other departmental action will also be taken as per rules.
  - The Headmaster of the school shall not leave the school during the school period except under compelling circumstances.
  - In case of unavoidable circumstances leaving the school in the interest of the school, a report showing the clear reason for leaving the school should be given to the First Assistant Teacher and he should also be given temporary charge of the school. A note must be made in the movement register.
- § other Kind of holiday:
- The Taluka Panchayat shall have the right to grant any leave including casual leave of Head Teacher and any leave other than casual leave of Assistant Teachers. Such leave shall be sanctioned in advance under normal circumstances except in compelling emergency circumstances.
  - A doctor's certificate for proof of sickness must be sent invariably along with the report of leave sought under the ground of sickness. Otherwise the leave sanctioned by the leave officer shall be admissible and no later submissions shall be entertained.

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- A doctor's certificate of fitness must be sent along with the report sent at the time of reporting for duty on sick leave. Attendance without a doctor's fitness certificate will be considered unauthorized.
- A clear opinion should be written by the Headmaster to approve or disapprove the report of the assistant teachers on the request for leave.
- If the reasons for seeking leave and the grounds presented for the same are found to be wrong by the Headmaster, it must be immediately brought to the attention of the office.
- The leave application should be in the prescribed format.
- Vacation Department has no right to leave. However, by the order of the District Primary Education Officer or a superior officer, the number of days worked during the vacation will be available as per the provisions of BCSR. This leave has to be deposited in the service book, and can be enjoyed anytime after approval.
- ✓ Introduction to the existing framework of student assessment at primary and secondary levels

Primary Level Assessment Structure:

## 1.School Comprehensive Assessment(School Based Comprehensive Evaluation (SCE)

- ü As per the provisions of RTE - 2009, it is now suggested to devise an evaluation framework that can measure the continuous and holistic development of the student, while GCERT is responsible for providing a suitable evaluation framework for continuous and holistic assessment of students in all the primary schools of the state. .is at the top.
- ü The responsibility of making the quality of primary education of the state higher by proper implementation of this structure rests with the head and the structure and monitoring system of this entire process is CRC., BRC, Education Inspector, Diet Lecturer, District Teachers Sangh, District Primary Education Officer and Diet Principal can only achieve excellent results if it is guided and coordinated.
- ü Before talking about holistic developmental assessment it is very important to consider the goals of education. Education is human empowerment (Human Empowerment) and the process of internal enlightenment (Human Enlightenment), through which human life can be made better (Better) and advanced (Higher).



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- ü Apart from this, a common goal is holistic development. Holistic development means physical and health development, mental development, moral development and social development.
- ü The current assessment process is heavily biased towards only exam-oriented preparation in which the child, teachers, parents and the whole society get involved.
- ü A child who scores well in an exam, those who get percentage or grades are considered smart. No attention is given to the special skills or abilities of the child like practicality, good performance, good sportsman etc.
- ü Finally the child will have a good degree, but will lack practical knowledge, resulting in the creation of a robot instead of an ideal citizen out of the teacher.
- ü From time to time there are talks about evaluation in education commissions too. Is. The new National Education Policy of 1986 clearly stated that assessment is a continuous and holistic process.
- ü Assessment is not a certificate of success or failure of a student, but his skills should be constantly evaluated.
- ü Not all children in the classroom are the same. In a matter of thinking, there is a difference in their power of understanding and their ability to reason. Based on these things only it develops.
- ü In addition to this, the important thing is that, development is not fragmented, but whole and continuous.
- ü Assessment should aim at the child's continuous and holistic development rather than passing an exam and giving a pass-fail certificate.
- ü Till now only formal written examination was given priority in the assessment. While in Comprehensive Developmental Assessment the weightage of written examination has been reduced.
- ü Here tests (oral, written and practical), observations, checklists, notes, ranking criteria, local reference literature etc. should be appropriated by the teacher at appropriate times during the teaching-learning process as well as during the school.
- ✓ Evaluation Framework (1 to 10)

Presently, the system of preparation of result sheets and progress sheets in primary education has been implemented by replacing the marks system with the grade system. Grade-based assessment

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is more psychological and more suggestive of child development. To understand this matter it is necessary to understand its concept which is as follows.

Grading Method:

Grading is a method of symbolizing the achievement of children in different subjects of different standards. This means that a grading system is a method of indicating a child's achievement by grades rather than indicating it. Usually this grade A, B, C are denoted in notation. Here, instead of saying in which class, in which subject, what percentage, the child has secured, what grade has been secured is taken into consideration.

The percentage of achievement achieved by a child in mark-based assessment ranges from zero to hundred percent. Grade A tripoint, shown as limited to panchabindu, saprabindu or nava bindu. E.g. If grades are to be given in three points then 'A', 'B', 'C' can be given and if grades are to be given in five points then they can be given as 'A', 'A', 'B', 'B', 'C'. Similarly any other indications can be given.

Based on the method of grading it is divided into two types: (1) Direct grading and (2) Indirect grading. The explanation of both these methods is as follows:

(1) Direct Grading :In this type of grading, grades are given directly by the teacher through continuous holistic observation of the child's achievement. Academic subjects are taught in the form of statements and in the form of co-curricular activities. A grade has to be given taking into account the student's achievement in terms of this application. Some degree of merit in this Not given at all. This type of direct grading system has been in force in Gujarat for ten years in class 1 and 2.

(2) Indirect Grading :In this type of grading, student achievement is converted from marks to grades. In this type of grading, the total marks are three points, Panchabindu etc. are classified into three, five etc. divisions respectively. Here the marks obtained by the students in the section which fall within the specified range of marks are assigned the grade determined for the section. Here the grade is not given directly to the student. This type of indirect grading system is in force in class 3 to 8.

✓ Advantages of Grading System:

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Grading system is very useful for students. Advantages of grading are as follows:

- (1) The grading system minimizes the intensity of the student's mental stress and struggle.
- (2) The grading system eliminates the element of competition and keeps children engaged in learning.
- (3) Grading system can prevent children from suffering from underweight or obesity, and their adaptation to other children is strengthened.
- (4) Grading system facilitates peer learning, thereby making learning more effective and robust, as well as developing team spirit.
- (5) The grading system makes the process of diagnosis and treatment easier for the teacher. It is immediately clear which subject has more low grade students, and there is room for consideration of what can be done for it.
- (6) GradingThe method will save teachers the time required to calculate the percentage based on the total marks while preparing the result sheet, as subject wise marks and overall total marks obtained can be directly graded in the result sheet based on the grade table.

✓ Primary Education: Duties of some Administrative Officers

Ø DUTIES OF DISTRICT PRIMARY EDUCATION OFFICER:

- The District Primary Education Officer is the head of the administration and management of primary education at the district level. They district primaryEducation (Known as DPEO) (District Primary Education Officer). He is the head of the education system organized at the district level. Their main duties are as follows.
- He is directly responsible for the development and universalization of primary education throughout the district. District primary education details are provided by the government as and when required or when the need arises.
- Pursuant to the announcement of the Gujarat State Primary Education Department, the applications for approval of new schools are verified and the site inspected and recommended to the Primary Education Department for a new school.

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- All Govt in the district, Granted, Ashram schools or Non-Government schools are controlled as per departmental rules. Necessary circulars are issued to the schools from time to time in this regard.
- He supervises all the schools in the district (Inspection) works to help in their administration and management.
- Assists in activities related to recruitment of teachers in the district.
- If there is fluctuation according to the organization of teachers in the district, they arrange the setup accordingly.
- of teachersHelps in transfer and promotion operations.
- Various programs organized by the state government like Praveshotsav, Girls-Education, R.T.E. (Right to Education Act), Population Education Programmes, Operation of Aadhaar Card, Vidyalakshmi Bond Scheme, Vidyadeep Scheme, Scholarships, Kasturba Gandhi Balika Vidyalaya, Jawahar-Navodaya Vidyalaya Examinations, GCERT, Construction of DIET Classrooms, Construction of School-Sanitation Complexes, School Health Inspection Program He is directly responsible for the implementation of programs like recruitment of teaching assistants, rate of settlement, universal education campaign and continuous education etc.
- Allows teachers various holidays.
- To pay primary teachers, approving ijafa, participating in primary teacher appointment committee, they play a crucial role in the transfer of teachers.
- They inspect the primary schools in the district as per rules.
- They organize in-service training programs for teachers, and thus also perform educational functions.
- Newly appointed teachers and head teachers ((HTAT) organizes training programmes, helps in
- Assists in planning for free and compulsory education for all children aged 6 to 14 years.
- Assists in programs to reduce waste and procrastination.
- The pension officer should send his pension papers to the office of the pension officer before the teachers retire.
- Obtaining necessary information from primary schools and the Department of Primary Education, to be sent to Gandhinagar.
- AshramSchools – Supervising primary schools.
- Primary school principal, to hear and dispose of the grievances of the teachers.

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- Free textbooks in primary schools, looking after the distribution of free uniforms, scholarships.
- He also does guidance work in the direction of increasing the efficiency of the schools under his jurisdiction and improving their educational standards.

In short, the responsibility of the District Primary Education Officer at the district level is very important. There is an officer directly responsible for the smooth administration and management of education at the district level.

- ✓ Taluka Primary Education Officer(Duties of TPEO).
- The education structure across the state is arranged like links in a chain. At the district level, just as the district primary education officer is an important facilitator of education, at the taluka level, the taluka primary education officer is responsible for the education of the entire taluka. Administration of Education at Taluka Level, is the authority directly responsible for management universalisation. He is considered an important office bearer in the administrative department of primary education at the taluka level. Their main duties can be enumerated as follows.
- He supervises all the primary schools in the taluka. Universalization of education across the taluk, management and administration are under his hands.
- They are directly responsible for providing any details or information about the primary education of the taluka at the district or state level.
- All Taluka Govt, non-government, monitors the functioning of ashram schools, and gives proper guidance to them from time to time.
- Provides all Taluka information at district level.
- The salaries of the teachers of the primary schools of the taluka help in the administration of the Ijafa.
- He is directly responsible for the implementation/execution of various government programs at the taluka level.
- Controls all the schools in the taluka as per the departmental rules, also sends circulars to the schools from time to time in this regard.
- He is directly responsible for school entrance festival and development of girl education as well as 100% enrollment of students.

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- It also works to see that the administration of primary schools in the taluk receives attention from the education inspectors.
- Plans various schemes of the government to benefit all primary school students of the taluk, provides necessary guidance to schools.
- It helps in the recruitment of new teachers in the taluka and the fluctuation of teachers according to the organization.
- All the school children of the taluk read through programs like Gunotsav, seeing him achieve 100% achievement marks in arithmetic, writing and helps in his performance.
- To hear the complaints of principals and teachers of primary schools of the taluk, serving them with show cause notices as well as redressal of grievances.
- Proposals for new rooms or new building for repair of primary school buildings of the taluka are made to the taluka education committee.
- Allows teachers various holidays.
- Updates service books of teachers.
- At the taluka level Liaise with CRC (Cluster Resource Co-ordinator) and BRC (Block Resource Co-ordinator) to carry out the responsibilities of Universalization of Education.
- Assists in planning in-service training programs for teachers.
- Assists in the administration of primary schools in the taluk.
- To help in wastage and stagnation programs at taluka levels.
- At the taluka level, it deals with the work of pensioners and teachers as well as sanctioning ijafa on account of education.
- scholarship, helps in distribution of uniforms, free textbooks etc.

In short, the Taluka Primary Education Officer (TPEO) at the taluka level performs important duties similar to that of the District Primary Education Officer at the district level.

## ✓ KDUTIES OF COLLEGE INSPECTOR

- Inspection of school Correction, is a comprehensive program of development and progress. It is a fundamental part of school management. Keeping this aspect of inspection in mind, the Education Inspector acts as a driving force for school development programmes. It carries out

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organizational planning to raise the numerical and qualitative standard of the school as well as fulfill the physical and educational needs of the school.

- It supports human resources involved in various school development schemes as required.
- The Inspector of Education in charge of all primary schools under his supervision (Inspection). Checks the number of children, attendance of children, attendance of teachers, leave report, muster roll etc.
- They organize classroom visits and monitor the academic work of teachers. Also gives proper guidance to the teachers.
- Inspector of Education Educational Supervision (During Inspection) documents such as General Register, Deadstock Register, Library Register, Teachers' Daily Notes, Guardian Certificate File, Contingency Account File etc. are checked.
- School entrance festival, provides useful guidance to the school in programs like girl education and gunotsav and helps in taluka and district level operations.
- Those educational projects (Provides guidance and advice to teachers on taking up Projects).
- He discusses with teachers in solving classroom teaching problems, and also encourage them to participate in various seminars.
- It also supervises laboratory services besides school library and reading room services.
- Education Inspector makes necessary suggestions to improve the quality of education, provides guidance.
- The Inspector of Education sends the private reports of the primary school teachers of the taluka to the District Primary Education Officer.
- At the taluka level, the taluka primary education officer and the school are assisted in programs like school entrance festival and gunotsava.
- It also serves to certify that no departmental inquiry is pending against the school teachers as well as the headmasteris.
- Assists in the administration and management of primary education at the taluka level.
- Also holds responsibility in non-government or private primary schools in the taluk.
- After the inspection of the school, the school evaluation report is sent to the District Education Committee.
- They report whether the school opens on time or not in their school evaluation report, whether teachers come on time or not, average attendance of students, cleanliness of school

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premises and grounds, drinking water system in school, school wise information about setup fluctuation, work as per schedule, school activities, annual academic planning, whether students have participated in public examinations, school Excursions, attempts to improve standards, examination of writing (experiments, maps, swadhyaypothi etc.) M.Bho. Prepares report on plan implementation, monitoring notes on administration etc.

- The Education Inspector records the whole school evaluation in the visit book.

In short, improving the quality of education at the taluka level and the duties of the Education Inspector of Primary Education are considered very important.

- ✓ BRC Co.-Ordinator Duties and Responsibilities of (BRC - Block Resource Co-Ordinator):

The prescribed duties of BRC are as follows.

- Organization of teacher training at block as well as cluster level, coordinating and managing.
- Training of teachers of class 1 to 7.
- To organize 20 days training for trainee teachers.
- To arrange training according to standard and subject wise syllabus.
- It should be ensured that all the teachers and principals are present at the time of training
- C.R.C. Calling a monthly meeting of co-ordinators to review the actions taken during the month and plan for the next month.
- To get their educational problems and suggestions during the training of teachers at cluster level and to get solutions to their problems from experts.
- Conducting coordination meetings and apprising stakeholders of updated information from district as well as state level.
- Regular new TLMs as per subject and unit. Provide guidance and encouragement to create.
- TLM What type of material can be purchased from the grant for the unit and how it can be accounted for, giving guidance and information about it.
- TLM above standard, giving and verifying instruction to write, including unit, teacher's name, and academic year date.



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- To direct the purchase of necessary equipment according to the need of the school through the resolution of the VEC to use the school grant for physical facilities and see that such equipment is credited to the deadstock of the school.
- TLM Grant daily, Vouchers etc. to give necessary guidance to the Principal of the school to maintain the forms.
- BRC must visit the school scheduled during the week. In which to play an encouraging role not as an administrative officer but as an educational guide and role model. Provide literature.
- At the time of visit the school grant and TLM. To provide specific guidance for eligibility of grant.
- To provide appropriate guidance for consistent use of TLM in academic classroom practice.
- To guide the regular use of other reference literature in the school in academic work.
- To receive the educational problems and suggestions of the teachers and to suggest suitable solutions and solutions/arrangement.
- Encouraging them for proper use of academic matter in the visit book and highlighting the good work done.
- Monthly planning and review of cluster level training in CRC meeting,
- Timely disbursement of all types of grants received from the District Project Co-ordinator as required.
- Giving demonstration lessons in CRC meetings and elucidating difficult issues through presentations.

✓ C.R.C.(CRC-CLUSTER RESOURCE CO-ORDINATOR)Duties of:

The prescribed duties of the CRC are as follows.

- Conduct in-service training of teachers of classes 1 to 7 at cluster level, including sound discussions on education, demonstration lessons, discussion of difficult issues by experts, imparting information so that teachers are equipped with new trends.

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- Making CRC a Resource Center (Books, equipping with discussion papers, journals, academic literature).
- V.E.C., visiting and holding meetings with the members of MTA, PTA and building their effective participation in school management.
- BRC Providing support (feedback) to the coordinator.
- BRC Attend monthly meeting with necessary information of the cluster.
- To guide the teachers on the construction of TLM according to the syllabus / unit. To provide guidance to the teachers along with Acharyashri so that the use of TLM in teaching is mandatory.
- Attendance of students and liaise/coordinate with parents of irregular students to make efforts to regularize children in school.
- In school V.E.C. / M.T.A. / Attending PTA meetings and giving guidance to take necessary resolutions.
- Collecting/obtaining necessary information regarding school construction.
- To collect and send the necessary information (data) to VRC in time.
- ALS Visiting classes and giving guidance.
- Meaning of public cooperation and public participation.
- To develop learning corner in schools.
- Various competitions in cluster level schools, organizing science fairs, matric fairs, and assisting in their management.
- To maintain administrative forms, including teachers' attendance sheet, action report sheet, daily and expenditure sheet, voucher file, visitation sheet, list of educational activities and educational equipment, dead stock register, consolidated information sheet, inward-outward register, local postal register, issue register, annual inspection report sheet, evaluation sheet, C.R.C. Includes diary etc.
- In the schools under the jurisdiction of CRC, the coordinator will be able to observe and regulate (monitoring) the fieldwork done.
- CRC to fill DIES form. Visiting Tabani public and private schools in person.
- After verifying the school registers, the Dice form has to be filled by oneself.
- After filling the Dias form, the concerned BRC. will be forwarded to the Coordinator.

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Unit -2 Student, Teacher and Principal

## ✓ Student Welfare Schemes:

Introduction:

It is desirable and welcome for any welfare state to provide more facilities and support for the education of students. Where in a developing nation like India 40 percent of people live below the poverty line and cannot afford expensive education. Education in India should be at least as expensive considering the progeny of a normal human being. In addition, the Central Government and the State Governments provide various facilities to the children of Scheduled Castes, Scheduled Tribes, Socio-Economically Backward People. Apart from this, special assistance is also provided for girls and disabled children. Thus, the state government and the central government run various student welfare schemes. In the present chapter we will see about various such welfare schemes.

## ✓ student Welfare oriented Various Plans

Kasturba Gandhi Girls' Vidyalaya (KGBV):

Kasturba Gandhi Girls Vidyalaya Yojana in India Aug-Implemented since 2004 for girls' education in upper primary school.

But This scheme has been operational since April 1, 2007 under Sarva Shiksha Abhiyan.

Areas where the female literacy rate is lower than the national female literacy rate, Kasturba Gandhi Balika Vidyalaya has been started to provide quality education to the regular out-of-school and drop-out girls aged 11 to 16 in the area.

KGBV is a residential school run by Sarva Shiksha Abhiyan, a joint initiative of Government of India and Government of Gujarat.

Scheduled Caste in this school, the scheme has been implemented for the education of Scheduled Tribe, Bakshipanch and below poverty line girls.

stay here, all kinds of facilities for eating and studying are provided free of charge and stipend is deposited in the account of the girls every month.

Three types as of year-2012-13 KGBV (Model) schools run.

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(Model-1)	(Model-2)	(Model-3)
100 of girls Residential School (with study)	50 girls Residential School (with study)	50 girls Residence only

Objectives of KGBV:

- never went to school (Educating girls aged 10 to 16 (Never Enrolled) and Dropped Out.
- SC, ST, OBC, Minority and BPL groups to provide education to girls.
- A girl who is an orphan or has only one surviving parent, to provide education to girls who pick garbage, scavenge, whose parents migrate to other places for labour.
- seam area, ness area, wadi area, forest area, slum, coastal area where there is no school for further studies beyond class-5 to educate the girls in remote inaccessible areas.
- Creating an atmosphere of change in the society through education and creating confidence towards education.

National Program for Education of Girls at Elementary Level (NPEGEL)

The government has approved a new program as part of the reform scheme for girls' education at the primary level, which is known as "National Program for Education of Girls at Elementary Level".

NPEGEL is a part of SSA and has a unique identity under its umbrella. SSA's scheme has a prominent and prominent girl child education component. NPEGEL is implemented for the education of girls from underprivileged groups from 1st to 8th.

Objectives of NPEGEL:

- Creating an enabling and dynamic infrastructure to meet the challenge of girls' education.
- The entire education system should play a positive and innovative role to instill confidence and self-esteem in women and girls.
- Building community collaboration and schools for girls' education, creating a result-oriented environment in the community as well as at home.

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- To make intensive efforts to ensure that girls get high quality education at the elementary level.

Inspire Award Scheme:

A scheme called Scheme for early Attraction Talent for Science (SEATS) has been implemented by the Ministry of Science and Technology, Department of Science and Technology, New Delhi under the Innovation in Science Pursuit for Inspired Research (INSPIRE) programme.

Accordingly for children in the age group of 10 to 15 years Rs. 5000/- award scheme has been implemented by the Government of India since the year 2009-10.

This scheme is being implemented in the state of Gujarat under the direct guidance of the Hon'ble Chief Secretary.

Objectives of the Scheme:

- To identify the talented student and make him more interested in any work of science and technology, unleashing his creativity.
- To provide financial incentive to the school.
- To increase the aptitude of children and teachers towards mathematics and science subjects.

Contents:

Inspire Award Proposal:

Every year under this scheme implemented by the Government of India Under the guidance of Readers of Science Unit of GCERT, information is collected from primary and secondary schools of the entire state in an Excel sheet in a prescribed format.

Compilation of information from all schools at district level Obtained from DEO Shri's office and DPEO Shri's office and delivered by DIET to Science Unit Branch of GCERT. From there the information is conveyed to DST in New Delhi. The DST New Delhi selects the names from this list and allocates the award.

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Required Information Regarding Inspire Award Scheme:

The amount received under this award is given by the student to the school.

The money from this award is to be used towards the cost of making the artwork for the Maths-Science Exhibition and transporting the artwork to the exhibition venue., the proportion of which can be kept as 50-50 percent.

Checks do not have to be returned for revalidation if they are overdue, but SBI (SBI) Main Branch, New Delhi can get the money by contacting the manager.

Detailed information about the award can be found on the website of DST New Delhi.

Care should be taken while selecting the name for this award at the school level.

Principal of the school to receive the award money from the bank, to accompany the student and the guardian and carry the necessary supporting evidence.

✓ Bala Project(Bala-Building as Learning Aids):

Bala Program:

- BALA (school building as learning) is an innovative concept towards improving the quality of education, which is an attempt to teach child-friendly fun-based educational activities through the school building structure.
- A school building is a great driving force for the overall development of a child. The internal spaces of the school building as well as the external spaces can be developed and used effectively in the educational process.
- A comprehensive school development plan reflects what the school of the future should look like.
- It is a well-planned plan to develop the educational as well as infrastructural facilities of the school. A part of it is 'Building as Learning Aid'.
- The entire space of this school has a continuous structure of learning activities for the child and the teacher both inside and outside.

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What is Bala Project??

Bala means "To create a school where all children love to come, love to learn and love to play... is a beautiful idea."

Through the construction of schools, children get resources to provide activity-based learning.

Bala places a universal three-dimensional space that provides an eco-friendly free educational environment for children.

This is a new model for primary education, which increases the quality of education.

Objectives of Bala Project

- nomination
- Settlement
- Quality

Main pillars of learning process:

- Learning to know something
- Learning to do something
- Learning to live with
- Learning for one's own survival
- How children learn, learn to understand it

What space can be used to build Bala School?

- classroom
- Stair steps
- School premises
- School lobby, shifts etc.

Which internal spaces of the school should be used?

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Ground Floor:A game of snakes and ladders using the floor, games like chess, chopat can be drawn as well as related to the math subject matter.

Wall:Seasons on the wall, Clock, Tangram, Sudoku, Maps, Direction, Angles etc. can be drawn.

Door:A classroom door can be used as a protractor.

Under BALA project to provide a free and enjoyable environment for children by making the standard of education higher and more resourceful by making good use of internal spaces in primary schools.

- ✓ Integrated Education of Children with Disabilities (IED-Integrated Education for Disabled Children) :

As stipulated in the Constitution of India, free and compulsory primary education is to be provided to all children between the ages of 6 and 14 years.

Integrated education of children with disabilities is a very important component of Sarva Shiksha Abhiyan, which provides for free and compulsory primary education to all children between the ages of 6 and 18 years.

Equal opportunity for persons with disabilities, Protection of Rights and Participation Act, 1995, Section 26 of Chapter-5 makes it the responsibility of the State Governments or authorities to provide free education in an appropriate environment to a child with any form of disability till the age of 18 years. Furthermore, there is a clear provision to accelerate efforts to integrate children with disabilities in mainstream schools.

Objectives of the Scheme:

A teacher should identify the problems of children with disabilities and solve them.

Accepting disabled children and developing attitude of working with confidence and patience.

Efforts are made to make integrated education widespread in the society and acceptance of the existence of disabled children.



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▼ Shteacher:

Introduction:

As the principal is the focal point in the school, the other important part of the school is the school teachers. It is the teachers of the school who carry out the principal's educational philosophy on a realistic basis. Hence teachers' view of education, thoughts, abilities and attitudes affect school students. Thus teachers become a crucial factor in creating the educational environment of the school. Professional preparation of teachers makes them conscious of their duties. If a teacher is visionary, he can play a vital role in the entire education system. He can establish an unbreakable bond between the school and society by developing relationships with the school principal, non-academic staff, students and parents. Thus, if the teacher is an important part of the school, here we will discuss the role of the teacher in school management and administration:

Position of Teacher:

A teacher is the creator and destiny maker of a nation. He is the creator of the nation's future and history.

That is why it is said that, "The teacher is the maker of History," The position of the teacher in the field of education is unique. The great royal Alexander said - "I owe my birth to my father but life to my teacher." A teacher is a child's destiny, he teaches the art of living through education. This is why it is said that the level of education of a nation is more important than the level of a teacher. "No system of education can raise higher than its teachers." The success of early childhood education rests on teacher-centered or teacher-centered schools. "The way of child centered education can be only through teacher-centred school." A teacher acts as an important part of education. The behavior of a teacher is very sacred and of high quality. In true sense it is a national constitution because it is a social engineer who shapes the future citizens of India.

In ancient times, education was an important means of worshipping knowledge. Attainment of knowledge was the supreme and ultimate goal of life. Knowledge was considered sacred.

Knowledge is the survival of human life, considered an inspiration and liberator. Education was the sacred factor, taking the student from tamas to jyoti. Education was considered to be the pursuit of immortality. For such a longing for liberation, for the attainment of immortality, for the attainment of the supreme essence in life, education would have been an important sadhana-upasana.

This sadhana- Guru was very important in worship. He is Guru: Brahma, Guru: Vishnu, Guru Devo Maheswarah. From Guru to Brahma, Vishnu assumed the form of Mahesh and could be the creator,

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sustainer and destroyer. It was Maheshwar who was responsible for identifying the problems and disorders of the students. Instilling rites in the students, it was Brahma who sculpted the rites and Vishnu who nurtured the rites of the students. Triveni was the confluence of knowledge, karma and devotion. His position was supreme in society. He used to provide Jyoti with the Anjanashalaka of knowledge to the disciple who was stuck in the wilderness of ignorance. He was his spiritual father. He would make the student a Sanskarat Dwija.. By the touch of Guru's feet with knowledge and Sanskar, the disciple would be reborn as a second janya. High thoughts and a simple sober life were his life mantras. Disciples humbly studied with such gurus. He inspired the students by standing on the highest pinnacle of knowledge and spirit. In ancient times the Guru was the source of inspiration for the disciple. It was the rest of his speech and the full stop of questioning. The student had no distinct identity, the student was known by the name of the Guru. Disciple of Drona, Disciple of Vishwamitra etc. The student was an integral part of the Guru's existence and the least ordinary element of his existence would have been an extension of his existence. Attainment of knowledge and sadhana was considered Shishya Gurukrupa hi Kevalam.

This is why even today the place of guru or teacher is becoming important in the entire education process. Kabir has placed Guru even higher than Govind.

Guru Gobind both standing, kako lagu pai.

Balihari Guru Apki, Govind told.

Govind can be attained only through the Guru.

A guru is a disciple's guide, is a guide and life preserver. About the role of the teacher, Dr. Radhakrishnan has said that the teacher plays an important role in transmitting the intellectual tradition and technical skills from one generation to another. It helps in keeping the lamp of civilization burning. Such an important role can be carried only by a teacher who is illuminated by the light of knowledge, a burning lamp that can light other lamps. Rabindranath Tagore has noted discussing the role of the teacher

"A teacher can never truly teach, unless he is learning. A lamp can never light another lamp unless it is burning." - Ravindranath Tagore

Well-known educationist Mr. Humayun Kabir has pointed out the role of teacher in education, –

"The most important place in the task of re-creating education is that of the teacher. Therefore, all the programs we do to increase the teacher's competence become education-reformation programs. Thus, the position of the teacher as an important part of education is important. A teacher is the lifeblood of culture and the agent of social change."

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The Board of Secondary Education has observed about the position of the teacher.

"We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher- his professional qualities, his academic qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of the school depends upon him."

Pointing out the important place in the process of teacher education, the Kothari Commission observed that

Among all the factors in education that have a wide impact on the quality of education and play an important role in national development, teacher quality is, efficiency and character of the teacher are very important factors.

"Of all the different factors which influence the quality of education, and its contribution to national development, the qualities, competence and character of teachers are undoubtedly the most significant." - Kothari Commission

Prof. As Humayun Kabir says.....

Any education system without good quality teachers is bound to fail, if there is a good teacher, the defects of the system can be overcome automatically to a great extent.

"Without good teachers even the least system is bound to fail... with good teachers even the defects of the system can be largely overcome." - Humayun Kabir

thus, the teacher plays an important role in the success and failure of education. Teachers are the pillar of development of the nation. National development is never possible without teachers.

Dr. e. a. Pires' statement accurately supports this. they

If the teachers of our nation are low class then the nation itself will become low class, but if we want the nation to be the pinnacle of excellence, its teachers must be idiots of the highest order.

"If a nation's teachers are C3, the nation itself cannot but be C3, and let there be no doubt about this if we wish to be an AI nation, our teachers will have to be AI." - Dr. EA Pires

thus, the quality of the future development of the nation depends on the quality of the teachers.

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A teacher is the backbone of society. While pointing out the role of teachers in the Fifth Five Year Plan, the planners have noted that

The teacher is the pillar of the entire education system. At the time of transition of the nation, the teacher plays an important role and acts as a nation builder.

"At all times, the teacher is the pivot in the system of education, this is especially the case in a period of fundamental change and reorientation." - Fifth Five Year Plan

A great thinker while paying tribute to teachers who discharge their professional role with utmost sincerity and integrity has said,

"I sing the praise of unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plant new systems, but it is the unknown teacher who guides and directs the young. He lives in obscurity and contends with hardships. For him no trumpet bars, no chariots wait, no golden decorating are decreed. He keeps watch along the borders of darkness and makes the attack on the strangers of ignorance and folly. Patient in his daily duties. he strives to conquer the evil power which are the enemies of the youth. He awakens the sleeping spirits. He quickens the indolent, encourages the eager and steadies the unstable. He lights many candles which in later years, will shine back to cheer him. This is his reward knowledge may be gained from books, but the love for knowledge is transmitted only by his personal contact. No one has ever deserved better of the republic than the unknown teacher. No one is more worthy to be controlled in a democratic aristocrat, king himself and servant of mankind. - Henry Van Dyke

he says, I praise the anonymous teachers. The best generals end wars, but an anonymous soldier wins a war. Eminent educationists create new ways of teaching. But it is the anonymous teachers who direct and guide the youth. He lives in struggles and finds satisfaction in difficulties. For him there are no parades of victory, he is not mounted like a conqueror, no golden processions are set out. He watches over the frontiers of ignorance and attacks ignorance as well as stupidity. Being patient in his daily tasks, he constantly strives to conquer the disorders that are the enemies of youth. It awakens the unconscious souls. It awakens the enthusiastic, inspires the curious and stabilizes the impatient. He lights up a lot of flame which makes him feel euphoric in his youth. This is its best reward, revenge. Knowledge can be obtained from books, but Vidyanurag can be cultivated through personal contact. No one deserves democracy more than anonymous teachers. No discipline is more dear to democratic capitalism than that. He is the ruler of the Self and the glorious servant of mankind.

✓ Responsibilities of teachers or role of teachers (Role of the Teacher):

As a skilled teacher, a teacher has to perform the following prescribed duties.

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**Planning:**In order to make the teaching effective, the teacher must advance One has to plan one's own educational work. To make his education interesting and effective he annually, half yearly, monthly and daily planning has to be done. Before going to the classroom every day, he should go to the classroom by thinking of appropriate methods and techniques for teaching his subject, planning the use of appropriate educational equipment. For this it is imperative that the teacher has a daily planning notebook. Apart from this he has to do justice to the course of the subject he is ranked by dividing his time table properly, planning his time. Planning of co-curricular activities also becomes necessary for it.

**Education:**Teaching is a teacher's swadharma. Its important function Children have to be educated. As much as he is interested in his education, attractive and lively enough to earn respect and respect from students and parents or society. So every teacher should have complete mastery of his subject and should employ various techniques and activities in the classroom to make teaching interesting and lively as well as effective. For this, various types of audio-visual devices should be used in the class.

**organization (Organisation):**A teacher should properly coordinate and coordinate the various curricular and co-curricular activities of the school. If these activities are not properly organized or coordinated properly, activities fail. Hence apart from this he should organize the curriculum, classification of students, time-tables, self-examinations, sports, cultural activities. The teacher should also pay full attention to the sanitary facilities of the school.

**inspection (Supervision) :**The teacher knows almost everything. Activities have to be monitored. Regular attendance of students in school, regularity of students, discipline etc. should be carefully monitored. Apart from this, he has to do the work of checking and correcting the writing of the students. Students participate adequately in school activities. Whether there is, it should also be inspected. He should also monitor that the school policies and traditions are properly followed by the students.

**guidance (Guidance) :**One of the important duties of a teacher is to provide academic and vocational guidance to students. Students come in contact with the teacher from time to time. Students have loyalty with the teacher. Hence, the teacher should know the interests, tastes and tendencies of the students and provide them with academic and professional guidance according to their level. A teacher should provide sympathetic guidance to bright and responsive children and mentally or intellectually retarded children.

**evaluation ((Evaluation) :**The teacher has to evaluate the achievement of the students. For this, the teacher has to prepare the question papers of that subject for the periodical examinations of the students, check and mark the answer books...etc. The teacher should evaluate the achievement of students by conducting oral or written tests in a fair and impartial manner. Apart from this, other aspects of the student's personality are also to be evaluated. It should continuously evaluate the

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students holistically. Preparing students' mark sheets and result sheets, preparing cumulative progress sheets - all this work is a part of the teacher's duty.

disciplinary maintenance ((Maintaining discipline) :Teachers can play a crucial role in removing indiscipline from the classroom and from the school. Education should be done by providing students with activity-oriented learning experiences in the classroom. If the personality of the teacher is bright and bright, disciplinary problems arise less in the school. Teachers are the source of inspiration for children. So their speech and behavior should be exemplary for the students. Discipline is maintained if there is affection and intimacy towards the children, if the behavior towards them is fair, impartial and fraternal, if the children are not frequently put down, if there is openness to admit their mistakes, if punishment or punishment is not resorted to for the children. The teacher encourages the student by showing restraint in speech and behavior. Teachers should have self-discipline. They should insist on discipline in their life and practice. A teacher should be the ultimate worshiper and practitioner of that discipline. If he has creativity, ethics, eloquence and scientific outlook, logical thinking, disciplinary issues will rarely arise in school. For this, the parent teacher union can look into it.

Preparation of forms ((Recording) :The teacher has to prepare some papers in the school. Those sheets have to be filled in carefully and the sheets should be properly maintained. Attendance sheets, result sheets, cumulative progress sheets, report of co-curricular activities, monthly progress sheets etc. have to be prepared flawlessly on time. The teacher has to help the school office and the principal in filling the various forms regarding the students.

Developing and maintaining human relationships: ((Maintaining Human Relationship):A teacher should develop a loving and intimate relationship with the students. Apart from this, a warm and active relationship with the parents should also be developed so that the parents can be given proper guidance regarding the students. Apart from parents, his relationship with various sections of the society, the governing body should be sincere.

Current Teacher Recruitment Process

Multiplication System for Primary Teachers of Class 1 to 5.

1. 50% Educational of qualification This Calculation of assumed weights.

order	Educational Qualification	Maximum marks
1.	standard-12 (H.Sc.)	20%
2.	PTC	25%

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3.	Bachelor's degree in relevant subject (BA/B.Com./B.Sc.)	05%
	Total	50%

2. 50%Calculation of weightage based on TET-I.

J The candidate board by taken 50% of the marks obtained in the 150 marks exam of TET-I are counted.

Let's understand with an example,

(1) 50%Educational of qualification Based on of weight calculation.

order	Educational Qualification	Maximum marks	The percentage earned by the entrepreneur	Marks to be awarded based on the percentage obtained by the candidate = colx 100
1.	standard-12 (H.Sc.)	20%	70%	14%
2.	PTC	25%	72%	18%
3.	Bachelor's degree in relevant subject (BA/B.Com./B.Sc.)	5%	65%	3.25%
	Total			35.25%

(2) 50%Calculation of weightage based on TET-I.

The candidate taken by the boardIf he has secured 120 marks in the 150 marks exam of TET-I he will get the marks in the calculation of his selection.  $120 \div 50 \div 150 = 40\%$

Total Marks obtained by the candidate based on the above multiplication....

=35.25% (50% based on educational qualification)

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+40.00% (50%Based on TET)

75.25

Multiplication System for Primary Teachers of Class 6 to 8.

1. Calculation of weightage based on 50% academic qualification.

order	Educational Qualification	Maximum marks
1.	Bachelor's degree in relevant subject (BA/B.Com./B.Sc.)	20%
2.	Post Graduate Degree in relevant subject (MA/M.Com./M.Sc.)	05%
3.	Bachelor's degree in a professional subject (B.Ed./BPEd.).	25%
	Total	50%

2. 50%Calculation of weightage based on TET-II.

The candidate taken by the board50% of the marks obtained in the 150 marks exam of TET-II are counted. Let's understand with an example,

(1) Calculation of weightage based on 50% academic qualification.

order	Educational Qualification	Maximum marks	The percentage earned by the entrepreneur	Marks to be awarded based on the percentage obtained by the candidate = colx 100
1.	Bachelor's degree in relevant subject (BA/B.Com./B.Sc.)	20%	68%	13.6%



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2.	Post Graduate Degree in relevant subject (MA/M.Com./M.Sc.)	05%	60%	3%
3.	Bachelor's degree in a professional subject (B.Ed./BPEd.).	25%	83%	20.75%
	Total			37.35%

(2) 50%Calculation of weightage based on TET-II.

The candidate taken by the boardIf he has secured 125 marks in TET-II examination of 150 marks, he will be counted in his selection.

125 50

\_\_\_\_\_ = will get 41.66% marks.

150

Total Marks obtained by the candidate based on the above multiplication....

= 37.35% (50% based on educational qualification)

+41.66% (50%Based on TET)

79.01

✓ Multiplication Methodology for Secondary Teachers

order	qualification	Maximum marks
1.	Bachelor's degree in relevant subject	10
2.	Post Graduate Degree in relevant subject (if having)	10
3.	Bachelor's degree in professional subject ieB.Ed./BPEd. etc	05

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4.	Post Graduate Degree in Professional Subject ieM.Ed./MPed. etc. (if any)	05
	Total	30

(1) Calculation of 70% weightage taken by the candidate by the Board If he has secured 175 marks in the 250 marks test of TAT, he will get  $175 \times 70/250 = 49$  marks in his selection calculation.

(2) Calculation of 30% weightage (Let us understand this calculation with the help of an example)

No	qualification	Maximum marks	Percentage obtained by the candidate	Marks to be awarded based on the percentage obtained by the candidate (Column 3x Column4/100)
1	2	3	4	5
1.	Bachelor's degree in relevant subject	10	50	5.0
2.	Post Graduate Degree in relevant subject (if held)	10	70	7.0
3.	Bachelor in Professional Subject Degree ieB.Ed/B.PEd. etc	05	70	3.5
4.	in professional subject A post graduate degree ieM.Ed./MPed. etc. (if any)	05	70	3.5
	Total	30		19.0

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Multiplication Methodology for Higher Secondary Teachers

order	qualification	Maximum marks
1.	Bachelor's degree in relevant subject	10
2.	Post Graduate Degree in relevant subject	10
3.	Bachelor in Professional Subject Degree ie B.Ed/B.PEd. etc	05
4.	in professional subject A post graduate degree ie M.Ed./MPed. etc. (if any)	05
	Total	30

(1) 70% weightage calculation

A candidate who has secured 175 marks in the 250 marks TAT exam conducted by the board will get  $175 \times 70/250 = 49$  marks in the calculation of his selection.

(2) Calculation of 30% weightage (Let us understand this calculation with the help of an example)

No	qualification	Maximum marks	Percentage obtained by the candidate	Marks to be awarded based on the percentage obtained by the candidate (Column 3x Column 4/100)
1	2	3	4	5
1.	Bachelor's degree in relevant subject	10	50	5.0
2.	Post Graduate in relevant subject degree	10	45	4.5
3.	Bachelor in Professional	05	80	4.0

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	Subject Degree ie B.Ed/B.PEd. etc			
4.	in professional subject A post graduate degree ie M.Ed./MPed. etc. (if any)	05	70	3.5
	Total	30		17.0

✓ of the teacher Duties:

A teacher has to play a vital role in the entire education system. It is difficult to imagine an education system without teachers. It would be interesting to understand the statements made by Thomas Risk, a thinker named Joy Elmer Morgan, regarding the various roles of the teacher.

- ü The teacher is a prophet, he lays the foundation of tomorrow.
- ü The teacher is an artist. He works with the precious clay of unfolding personality.
- ü The teacher is a friend. His heart responds to the faith devotion of his students.
- ü The teacher is a citizen. He is selected and licensed for the improvement of society.
- ü The teacher is a culture bearer, He leads the way towards worthier tastes, saner attitudes, more gracious manners, higher intelligence.

A teacher is the prophet of tomorrow. He is a sculptor and artist of student effigies and statues. He is a benevolent guide and compassionate mentor of students. He is an ideal citizen. One who constantly strives for improvement and development in the society is a beacon of culture. Thus, the teacher is curricular in Samandira by devoting himself to society. There is fear. He is a sculptor who is a syllabi in the Kalamandir of the classroom. In accordance with Ghela's idealistic goals, a unique sculpture of his Saha statue was carved out of student-shaped stone.

- of the teacher Duties(to the Act Based on)

Under the Mumbai Primary Education Act-1947 certain duties of school teachers have been laid down. Section-70 of the Act lays down the duties of teachers, Which are as follows.

Section-70: Duties of Primary School Teachers:

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1. DUTIES OF PRIMARY SCHOOL TEACHERS :Subject to such instructions as may be given by the Administrative Officer, School Teacher-

(a) shall be primarily responsible for the efficiency and effective teaching including physical education of the students under his charge,

(b) He attends a regular school, attend school during the prescribed school hours and give his full attention to learning or class work and to complete the register of the month ending and thereafter to write the registers of the following month and to prepare such other mental registers or reports as may be directed by the Headmaster not later than on the last day of the month. Do not do any private or office related work during these hours except for giving three hours.

(c) to make all possible efforts to improve the attendance of students in his school as follows—

(1) Persuading fathers or mothers especially of children reaching the age of compulsory education to enroll their child in school and to attend school regularly.,

(2) Make personal contact with parents or guardians of children not attending school, inquiring about their absence or irregular attendance and persuading them to send their children to school regularly.

(d) to assist the Headmaster and the Assistant Inspector of Education in the work relating to the census of children and the collection of statistics for the Census and the Headmaster shall direct, then serving notices of attendance.

(f) Shall be responsible for the accurate and neat maintenance of such necessary registers and other records as may be prescribed by the Headmaster.

(J) in the general arrangement of the school including sports as directed by the Headmaster, keeping the school buildings and premises clean, conducting annual or term examinations, arranging extra-curricular activities and helping the students in charge of distributing books, slates, educational needs, milk, food and clothes.

(h) shall be responsible for inculcating habits of cleanliness and neatness and respect for disciplined behavior among its students and shall participate in activities organized for the purpose.

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(T) in developing union life under the orders of the Headmaster, helping the villagers in organizing festivals, sports and exercises in the village and generally improving the conditions within the village.

(Th) to promote communal unity and goodwill among its students and no student should be disadvantaged in any way because of his caste or community., take care of it.

(d) not to take active part in any political or communal organization or of the district school board or municipal authority Not to campaign for votes in favor of any candidate for any election in the area.

(c) the objects or activities of any association or union of teachers, not to join or continue as a member which is prejudicial to the interests of the sovereignty and integrity of India or to public order or morality.

(g) to perform such other duties relating to primary education as may be directed by the Administrative Officer or the Headmaster or to act in accordance with such other instructions relating to Primary Education as may be given by the Administrative Officer or the Headmaster.

2. Duties of Taluka Teachers :status quo, in addition to his duties as a Primary School Teacher or Head Teacher, Taluka Teacher, subject to such instructions as may be given to him from time to time by the Administrative Officer.....

(a) shall be responsible for collecting the pay bills of all schools in the taluk and sending them to the Administrative Officer before such date as the Administrative Officer may specify in this regard.

(b) He shall be responsible for passing checks or cash orders in respect of salaries and other bills of all schools in the taluk and for issuing salaries and other bills.

(c) every month before such date as he may specify in this behalf by the Administrative Officer, send receipts to the Headmaster concerned for remittance of fees, fines and other moneys received from the Headmasters in the Taluka during the previous month to the Government Treasury, send the treasury receipt to the Administrative Officer and keep another copy of the receipt for his records.

(d) Order circulars received from the office of the school board, He shall be responsible for distribution of books, stationery, furniture, equipment etc. to the primary schools of the taluk as per the instructions given to him.

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(f) Annexure to these Rules in favor of District School Boards In the sample determined in 'six' Rs. 1,500/- as surety or Rs. 750/- he shall furnish two separate sureties each.

(ch-ch) Servants of Taluka Class 4 shall at no time be entrusted with more money than the amount of security furnished by them. He will be responsible for ensuring the same.

(vi) perform such other duties as the Administrative Officer may order him to do or act in accordance with such instructions as may be given to him.

Note: To enable the Taluka Teacher to discharge his duties efficiently, as the case may be, will be assigned the lighter duties of a head teacher or a primary school teacher.

3. DUTIES OF TEACHERS APPOINTED AS HOSTEL SUPERINTENDENTS :A teacher appointed as Hostel Superintendent attached to a Primary School run by the District School Board in addition to his duties as a Primary School Teacher.

(a) The hostel shall be responsible for the arrangements and keeping its accounts, and

(b) He paid in favor of the District School Board Rs. 400/- should be furnished.

## ✓ Factors affecting teacher job satisfaction

Various measures are taken to improve the quality of education. Exam correction, Appropriate measures like proper recruitment of teachers, curriculum reform are taken. However, there is no significant improvement in the education examination situation. The important reason for this is that there is no special thought about the job satisfaction of teachers in the organization or school. This has adverse effects on the work of teachers. Teacher job satisfaction plays an important role in improving the quality of education in the education sector. According to an academic opinion,

"It should be obviously noted that teachers who are well adjusted will be able to carry out a better job than those who are emotionally disturbed to a considerable degree suitably of work that is very important for job satisfaction." - Marsh and Fricson

This means that, teachers who are not emotionally disturbed and whose self-esteem is maintained at school, teachers experience professional job satisfaction.

"The following are the inhibiting factors or influencing factors of teacher's professional satisfaction.

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1. Inadequately low pay: Teachers should receive adequate pay commensurate with their merit. They should not be exploited financially in any way. In some institutions, high donation is taken, not enough salary is paid, economic and social exploitation takes place. Such circumstances make the teacher tense. He is not interested in business, sometimes suffers from mental torture, so he does not get job satisfaction.
2. Job insecurity: This is an important factor that hinders teacher job satisfaction. A teacher may not be able to pay enough attention to his/her teaching work if the teacher is in danger of being fired from the management anytime, his/her safety is not maintained. He does not act out of heart. An insecure teacher feels awkward and anxious. He cannot perform his duties with vigor and enthusiasm.
3. Lack of appreciation of work: Sometimes the work of teachers in schools is not appreciated as much as it should be. Even if he has done research, achieved high results in his subject or subjects, provided effective leadership in various student activities, he is not rewarded with any profit or sometimes two flowers of appreciation from the principal or administrators. Under these circumstances the teacher becomes frustrated and sometimes passive. He does not get job satisfaction due to lack of appreciation.
4. Lack of proper assignment: Sometimes any task is assigned to any teacher in the school. Acharya should assign suitable work considering the qualification, interest, interest and hobby of the teacher. The teacher should be assigned the teaching task of the subject in which he is more interested. Often a sports teacher is assigned the task of teaching Gujarati or Hindi. Such a teacher cannot feel job satisfaction. Language teachers can feel job satisfaction if they are assigned activities like speaking, debates or lectures.
5. Lack of proper and proper leadership: The school principal should provide proper leadership and provide guidance and motivation to the teachers in teaching and activities. The lack of leadership of the principal does not motivate the teacher to get job satisfaction in his professional work.
6. Authority of the Principal: Sometimes the principal of the school exercises his authority over the teachers. Scolding teachers in small talk, putting down teachers, insulting them, behaving rudely, showing rudeness to them in the presence of students etc. hinder the job satisfaction of teachers.
7. Neglect by Colleagues and Principal: Sometimes Shreyan teachers or principals are very neglectful of new or junior teachers. His legislative suggestions are not considered. Relegating them, often neglecting them and their work, etc., creates spirals of frustration among teachers, hence lacks job satisfaction.
8. Deprivation of opportunities for career development and promotion: Sometimes a teacher deserves promotion based on his merits or financial or academic promotion. If it is not given and it is deliberately deprived, the fire of discontent builds up in him and he acts mechanically. This greatly hampers his job satisfaction.
9. Damage to social image: Teachers sometimes do not get the respect and honor they deserve in society. They are looked down upon by the elites of society, administrators, parents and sometimes students. Their proper dignity is not maintained on social occasions. This affects his job satisfaction.



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10. Restrictive school climate: A school climate becomes restrictive where the school is not progressive, stagnant, where the principal makes all the decisions, where all the work is done by him, where there is no room for experimentation and innovation. He does not get enough professional job satisfaction.

11. Indiscipline of students: In a school where students are clean, there are no rules of discipline and students frequently go on riots, strike, misbehave with indiscipline teachers, teachers cannot feel job satisfaction due to lack of discipline.

12. Personal Family, Financial, Social Issues: Sometimes Shiksha cannot do justice to his profession due to financial situation or due to family, social issues. His family, economic social issues have adverse effects on his job satisfaction.

13. Physical and mental health: If a teacher is constantly ill, his physical and mental health is also poor, which affects his professional work. He could not feel enough job satisfaction.

In this way the effects of the above factors on teacher job satisfaction are born.

Measures to increase teacher job satisfaction:

Thus, if the above deterrent factors are taken into consideration, the morale of teachers is automatically likely to rise.

1. Adequate Remuneration: Teachers should be adequately remunerated commensurate with their merit. They should not be exploited financially in any way. Donations from teachers in lieu of employment, low pay, other forms of financial exploitation of teachers, which are now widespread in some institutions, have adverse effects on teachers' job satisfaction.

2. Job Security: A teacher should have complete job security. The principal or the management should not attempt to endanger the security of his job except for a special compelling reason. An insecure teacher feels awkward and anxious. He cannot perform his duties with vigor and enthusiasm.

3. Appreciation of Work: The work of a teacher should be properly appreciated. He should be appreciated for the good work he has done and his work should be rewarded. If this happens, the enthusiasm of the teacher to work doubles.

4. Proper leadership: If the principal as the head of the school gives proper guidance and motivation to the teacher, the morale of the teacher increases. The head of the institution should provide proper guidance and motivation to the teacher from time to time. Cultivate cordial relations with the teacher and treat him warmly. By doing this, the morale of the teacher goes up.

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5. Creation of Right Opportunities: Right opportunities should be created for the teacher to advance. Opportunities should be provided to the teacher to demonstrate his competence and skills.

6. Co-operative attitude of colleagues: A teacher should not be neglected by colleagues or fellow employees. Other teachers or non-teaching staff should help the teacher in his work, have a sympathetic attitude towards him, understand his personal and professional problems and give appropriate help in solving his problems. If this happens only then the morale of the teacher rises.

7. Assignment according to competence: A teacher should be allowed to teach the subject in which he is interested and in which he has mastery. If he is assigned activities that suit him and in which he has a special interest, his enthusiasm increases, and his morale rises.

8. Bright school policies and cheerful atmosphere: Bright school policies and cheerful school atmosphere contribute to raising the morale of the teacher. Where there is mutual cooperation, music of harmony and affection, healthy systems in the school, morale is maintained.

9. Helpful attitudes in personal problems: School staff and principal should understand the physical, mental, family, social or financial problems of the teacher and help him to solve his problems.

10. Physical and mental fitness: The physical fitness and mental balance of a teacher depends on his morale. The more this is preserved, the stronger his fortitude becomes.

11. Social Behavior: Social behavior is also an important factor in raising teacher morale. If the reputation of the teacher is maintained in the society, if the society welcomes him with honor and respect, then his morale increases.

The above factors play an important role in maintaining teacher morale.

▼ Acharya:

Introduction:

Its employees play an important role in the development of any organization. The contribution of principal-teachers is important in the development of an educational institution or school. An important power station of a school is the principal. The principal is the center of all activities of the school. Acharya means the head of the school. The principal implements his educational philosophy through the teachers. A teacher is the prophet of tomorrow. The more developed and motivated the teacher is, the more all-round development of the school and the students is possible. High Qualities of Teachers - Acharya to Educational Leadership, has to do with strengths, skills, readiness and competence. Where the level and quality of leadership is high, those working under

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him will have these qualities. So here we will see the importance, qualities, functions and role of the principal in the school society:

Position of Principal in School:

The position of the principal is very important in the management of the school. The principal is the lifeblood of the school. A principal is the pillar of integrity and reputation of a school. Glory and progress of the school, promotion and demotion depend on Sarva Acharya. The principal is the head of the school. School is the main axis of society's cycle. A prominent and lively posture of the principal is imprinted on the school premises, staff, curriculum pedagogy, co-curricular activities, human relations developed in the school etc. It develops the personality of the school and the school cultivates its personality. It is the cornerstone of the school's existence. The school or institution gives it existence, and it enhances the identity of the school. That is why it is said, The school is as great as the principal is. Cursed establishments are the criteria. It is the pinnacle of school progress. It has been said that, "The school becomes great not because of the magnificent buildings, but because of the magnificent principals." Prestigious schools in England like Harrow and Eton reached the highest heights of prestige due to the talent of their magnificent headmasters. On the position of headmaster, PC Wren says,

"What the main spring is to the watch, the fly wheel to the machine, or the engine to the steamship, the Headmaster is to the school." - PC Wren

The position in the clock belongs to the arch, the place of a flywheel in a machine is that of a principal in a school. Acharya is the pace of the school, he keeps the school moving.

A thinker named Raeburn says about the place of Acharya, "Head Master holds a key position in the school just like a captain holds in the ship." Ryburn

Acharya is a skilled captain of a schooner boat. He works to skillfully steer the school boat to the right destination. It plays an important role in developing the talent of the school.

A conscientious educator explains the role for the principal,

"He is an organizer, a leader, governor, business director, co-ordinator, superintendent, teacher's guide, philosopher and friend."

That organizer, is a leader, manager, director, coordinator, supervisor, friend, philosopher and guide for teachers.

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thus, Acharya is the emperor, the emperor, the sovereign of the scholastic empire.

"Headmaster is the monarch of the school, students constitute his army, the staff forms the body of officers in the army, the school building corresponds to the state and the school management is state administration. The end of state administration is justice or doing good, so is the end of the school management."

Acharya is the emperor of the school. Students are his army, the school staff are its officers, the school building is its sovereign state and the school governing body administers it like a cabinet. The basic goal of a scholastic empire is justice and welfare. Just as the basic aim of the ruler is to provide welfare of the people through governance, the Acharya does the welfare of the students and the society.

There are usually two groups functioning in any school. One is the group of teachers and the other is the group of students. Both groups require an effective leader. The principal has to coordinate the various organs of the school by assuming effective leadership of the teachers and students. By achieving such harmony he can manage successfully. Such a combination means the number of students, the subject and it has to combine different teaching methods, time allocation, teachers' workload etc. A skilled and visionary Acharya achieves combination through his efficiency, insight and skill. Thus, Acharya is a skilled coordinator. Paul Varghese describes the principal as a coordinator in the school, saying,

"The Headmaster is a co-ordinator of the different activities of the school, with a view to maintaining the balance and ensuring a harmonious development of the school." - Paul Verghese

thus, the principal plays an important part in the formation of the whole school. It has been said for the principal, "He is the dispatching center of all educational endeavour."

Acharya is the prophet of the entire education world.

- Plans and coordinates all school activities.
- Facilitates combination and coordination between different groups.
- Finds solutions to various school problems.
- Tries to create an overall impression of the school.
- Evaluates school activities.
- Keeps society and authorities aware of school activities.
- Prepares and maintains school papers.
- Conducts, and promotes, academic research.

Supervises the academic and co-curricular activities of the school.

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thus, the principal is the lifeblood of the school. Management is the body of the school and teachers are its limbs. The school is a reflection of the principal. The climate of any organization rests on the engagement and affinity of the principal with the organization. So it is said that...

"Headmaster sets the tone of the school and molds the traditions of the school."

The principal's contribution to the formation of school traditions and policies is unique, he is the creator of the school environment. Regarding the position of the principal, the Secondary Teachers Commission of 1953 noted that.

"On him the proper looking of the school ultimately depends. The reputation of the school and the position that it holds in the society depends in a large measure on the influence that he exercises over his colleagues, his pupils, and the general public."

thus, the principal occupies an important position in the school and in the society. It is the lifeblood of the school. A skilled principal makes a school vibrant and rejuvenated. The personality of the school reflects the personality of the principal. We are told there that, 'Yatha Raja and Praja' can be called a school like Acharya in the same way. He is an excellent teacher, a skilled administrator, a conscientious organizer, a studious loner, a unique organizer, a compassionate guide and a compassionate guide. The principal is the teacher of the students and the creator of the school. The pride of the principal is that the dignity of the school increases with the name of the principal, not the name of the school.

- Eligibility of Principal (Eligibility of the Headmaster):

To be appointed as Acharya one should have a graduation or post graduation degree in any discipline.

A trained graduate (B.A.B.Ed. or equivalent degree) must have at least five years of teaching experience after training to be appointed as a principal. It is mandatory to attain the minimum qualification prescribed by the Government from time to time for the appointment of Acharya. To become an Acharya before one, the Acharya needs to have the following qualifications.

1. Training: To be appointed as a teacher in a secondary school Secondary Teacher

Training (Secondary Teacher's Training) is required. Through this training he acquires theoretical as well as practical knowledge of teaching techniques and procedures in psychology, school management and administration etc. through direct teaching for classroom teaching. One acquires the basic skills to become a teacher during training.

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2. Knowledge of various subjects: In a secondary school with a skilled principal there should be knowledge of various rules to be learned. If the principal does not have general knowledge of all the subjects, then he cannot give proper guidance to the teachers regarding these subjects. Apart from this he has to monitor the teaching performance of the teachers. In order to give proper guidance to the teachers by observing different subjects, it is imperative to have knowledge of all the subjects taught in the school apart from one's own special subjects.

3. Educational Vision: Acharya has his own unique and distinctive teaching philosophy should be. A clear understanding of the broad aims and objectives of education should be developed in the principal. He can develop his own unique educational vision only if he is aware of the changing trends and changes of individual life and society. He should be abreast of the latest trends and researches in the world of education. Expectations and aspirations of the individual and society, changes in science and technology, new ideas and innovations in the field of education develop his insight and develop his unique educational outlook. Hence an experienced thinker like PC Ren says that Acharya is learned and unlearned. Should be a better and better teacher than his fellow teachers.

"It must not only be known by his staff and scholars that he is the headmaster by appointment, but felt that he is their headmaster by superior ability, quality and character." - PC Wren

4. Teaching Skills : Five years of teaching experience is required to become an Acharya, true, but some principals get lost in the school administrative jungle after becoming principals. Principals who spend most of their time behind school administration sometimes lose their teaching skills. They sometimes cannot teach effectively in the classroom. Not aware of new methods of teaching. This has adverse effects on their professional preparedness. They are also not informed about the latest trends in the field of education. Hence the principal gradually changes from a skilled teacher to a skilled administrator. They cannot interact with the children in the classroom. Children are afraid of them. Hence, they lose the ease and naturalness in teaching. A skilled principal must first be a great teacher, then a principal. He who is not the best teacher has no right to be the best principal. Hence, the principal must have acquired effective teaching skills to guide the teachers in pedagogy in order to impart effective education to their students.

5. Effective expression: Every good principal should have effective expression. During the course of teaching in the school, during various academic and co-curricular activities of the school, in addition to this a high level of linguistic competence is expected for effective promotion and dissemination of the achievements of the school. He must be a sculptor of words. He should have the art of presenting the right ideas, on the right occasion, to the right audience. If the Acharya has to give an address on some

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occasions, if he does not have an effective expression or cannot deliver an appropriate address, then any program loses its effectiveness. Hence the principal should be a skilled orator.

6. Human Relations Specialist: Acharya should be an expert in human relations. He should have the ability to cultivate human relations and maintain relationships. He should be an architect of human relations. A student who comes in contact with him, parent, teacher or employee everyone should feel a sense of intimacy. He should be a compassionate guide of students, a conscientious companion of teachers, a wise guide of parents. He earns respect by respecting everyone. Appreciation towards the strong student, sympathy towards the weak should be learned. He is not a dictator of teachers and students or staff. But the education sector is also very poor. 'Sahnavatu sahnau bhunkatu' was the mantra of life. Good work done by teachers and students should be appreciated and appreciated. He is the head of the school family, so he should be a companion in their ups and downs. Relations with government employees, school administrators, should also be sincere. He should be able to spread flowers of happiness among students, teachers and all fellow employees with his cheerful personality.

7. Physical and Mental Health: Acharya to discharge his duties It requires a lot of physical and mental effort, he is constantly studying and reflecting at home or outside. So sometimes he has to do a lot of physical and mental work. He should be healthy. Mental health is based on physical well-being. Hence he should take nutritious diet. It is very important that he is abstinent and frugal. Apart from this he should be mentally strong and strong willed. It is very important to have a legislative approach to life. He should have developed a strong mental strength to face any challenges mentally and come out of the conflicting situation. He must have the fortitude and mental health to consistently reach his goal despite whatever clouds of discouragement surround him.

8. Impressive personality: Acharya should have a charismatic personality. He should be the lord of multidimensional personality. His magnetic personality influenced students, should fall on teachers and parents. His personality is enhanced by well-built body, happy posture, appropriate attire, sweet and amiable, intimate behavior. Amidhara of Vatsalya pouring from his eyes, Smitsarita flowing from Oshtadvaya, flowers of fragrant words flowing from his mouth, Mitbhashita enhances his personality. If he is industrious, constantly studying, hardworking, his personality becomes well-rounded. There should be unity in his mind, word and deed. He should be studious, practical and single-minded. Its outlook should be scientific. It is said that Acharati Iti Acharya: He who practices the best, is the worshiper of those ideals. He is the principal. Yad Yad Acharit Shrestha, Taddatdeve Tari Jan: Such exemplary conduct becomes an inspiration to students, teachers and society. He should be satisfied with his work. He should strive for the achievement of his goal in a relaxed manner. This is why Raeburn notes,

"It is essential, therefore, that he should not only be a man of high character but also that he must be a man of faith, faith in vocation, faith in his pupils, faith in human nature and faith in his staff." Ryburn

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He is not only of high character, but he must have faith and trust in himself, in his students, in his profession and in his fellow workers. Apart from this some qualities expected in an Acharya are mentioned below:

Distinctive Qualities of Acharya:

Deep devotion to one's duty

Sympathy

Quick decision making

Intuition

own profession towards aptitude

Functional administrability

initiative, originality, progressiveness

Creativity

Self-restraint

Organizational strength

strong patience

Effective Expression

high character

Insist on discipline

Practical wisdom, seriousness, maturity and maturity

Huge, development oriented, scientific and progressive perspective

achievement driven

optimistic, a legislative thinker

Hard working

Sensitive

Willingness to solve questions and problems

Human relations expert

keeper of value

Selfless, impartial, unbiased



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Servant oriented, all-seeing, having a spiritual outlook

A skilled organizer

A sincere leader

Having the power and insight to take on others.

thus, only if the Acharya has the qualities of a sensible personality as a person, he can inspire the society and the nation to move towards progress.

✓ Procedure for the present Principal Recruitment:

The position of principal in any educational institution is crucial. As is the Head Master so is the school' is a well-known slogan. Acharyashri is an educational leader. The whole program of the school runs on his point of view. A few years ago in primary schools, principals were decided on the basis of experience. The teacher who is the most experienced/senior used to act as the head teacher. Principals in secondary schools were selected through interviews. By adding 8th grade to the primary school, now the primary education! has turned 8 (eight years old). Secondary education is classes 9 and 10 and classes 9 to 12 if the school is a higher secondary school. At primary and secondary- higher secondary levels, the method of appointment of principal has now changed. Now the Head Teacher Aptitude Test (HTAT) with Graduation in a school where Upper Primary i.e. 6th, 7th and 8th and Graduation at Secondary Higher Secondary level, B.Ed. (Minimum Qualification) and those who pass HTAT exam are selected. In the present chapter we will study about the recruitment process of principal at primary and secondary higher secondary level and teachers of secondary and higher secondary schools.

Primary School Principal Recruitment:

In the state of Gujarat, class 8 has been included in the primary level. Primary education is defined as grades 1 to 5 below (Lower) Primary Education and Grades 6 to 8 are considered as Higher Primary Education. In classes 6 to 8, subjects like Mathematics, Science, English and Sanskrit are taught. Subjects like maths and science have become a bit tougher. In this situation, at the primary level, Bachelor and B.Ed. It became necessary to have an accomplished principal. Gujarat state education department has decided to directly recruit principals at primary level. As per the experience, the practice of appointment of Acharya is now limited only to schools with classes 1 to 5. PTC to be Principal of Primary School + B.Ed. or Graduate and B.Ed. Also, a pass in the Head Teacher Aptitude Test (HTAT) along with five years of teaching experience is required. Good importance has been given to Head Teacher Aptitude Marks in calculating the marks of Acharya candidate. Head Teacher Aptitude Test (HTAT) is conducted by State Examination Board, Gandhinagar. This test is divided into Section-1 and Section-2. 75-75 marks are obtained in both the sections and a total of 150 marks is taken in the test.

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Section-1 General knowledge in, administrative management, school leadership and teaching methodology as well as educational psychology. General Knowledge consists of 75 questions based on current trends, geography, history, arts, literature, music, technology, environment, sports and games, Right to Education Act, reasoning, data analysis etc. Its marks are also 75.

In Section-2 Questions are asked of medium difficulty in the subject matter of classes 1 to 8. This section consists of 75 questions and 75 marks. graduate, B.Ed. And H TAT qualified candidates and experienced primary school teachers who have graduated can also apply for the post of Principal.

Multiplication scheme is key in the recruitment of primary school principals.

Educational Qualification :

(a) Graduation

(b) Training Qualification : P.T.C. (Two years)/ B.Ed. (one year) (OR) Four year Bachelor in Elementary Education (B.El. Ed.).

(OR) Four year B.A/B.Sc. (Education)

(or) One year B.Ed. (Special Education)

Also should have at least five years of academic experience either separately or consecutively.

Eligibility Test for Head Teacher in Primary Schools (HTAT) - with 60% marks (Should have passed with 55% marks for SC, SC. Candidates qualifying (a) and (b) (1) PTC qualified candidates Gujarat State Examination Board, Must have passed PTC examination conducted by Gandhinagar. Candidate must have passed PTC or B.Ed examination from an institute recognized by National Council of Teacher Education (NCTE). Graduate-Post Graduate level. The degree should be obtained from an institution recognized by the UGC.

Multiplication Scheme: The multiplication scheme for appointment of Primary Head Teacher is as follows.

order	qualification	multiplication
1.	Graduate (B.A., B.Sc., B.Com.)	20percent
2.	PTC or B.Ed.	25percent

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3.	Post Graduate (MA) M.Sc/ M.Com/M.Phil, M.Ed.).	05 percent
4.	Marks of HTAT	50 percent
	Total	100percent

After determining the merit marks as above, candidates with high merit are interviewed for the post of Head Teacher. Now after inclusion in 1st to 8th primary school, the principal is appointed in this way. SC, S.T., S.E.B.C. And there are reserved seats for the physically challenged. At present, HTAT appoints principals in schools having student strength above 200 and running classes 1 to 8.

Recruitment of Principal in Secondary School:

Gujarat Board of Secondary Education Circular No. Mashab G.T.6 Appointment 16619 / 700 to Dt.9-10-2003 And Dt.15-11-2003 of the former The notification is cancelled. The instructions of this circular have to be strictly followed by the school. The school has to keep the following points in mind regarding the recruitment process of school staff.

Notification regarding advertisement: Minimum educational qualification as per Gujarat Secondary Education Regulations - Regulation No. 20 of 1974 for the post for which employees (academic / non-academic) are to be recruited, experience etc. matters have to be shown in public notice. The procedure for advertisement for the recruitment of academic and non-academic staff will be as follows.

- Do not advertise with box number.
- Advertisement should conform to NOC.
- Giving full details of number and type of vacancy.
- Advertisement applications within ten days from registered AD. Must be ordered. Instructing to bid attested copies of required qualification certificates along with the application.
- The vacancy for which the vacancy is to be selected should be clarified in the advertisement.
- Name of organization in advertisement, complete address has to be stated clearly.
- Advertisement for the post of Principal should be given as per provision of Gujarat Secondary Education Regulation = 20(1).

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- Giving advertisement as per the minimum qualifications mentioned in the regulations. If applications are invited only from candidates who are more qualified than this provision, then the appointment will be made according to preference Gujarat Secondary and Higher Secondary Education Act Sec.– 35 (7) shall not be effective.
- Advertisement only in daily newspapers of wide circulation. Must be given.
- A copy of the reserved seat candidate application which can be sent to the District Education Officer of that district, giving such notification in advertisement. The address of the district education officer office has to be mentioned in the advertisement.
- Candidates have to apply by registered AD within ten days from publication of advertisement.
- Applications should be sent to the school address.

✓ Multiplication Method for Appointment of School Principal:

order	qualification	Maximum marks
1.	A bachelor's degree ieBA/B.Sc. etc	05
2.	A post graduate degree ieMA/M.Sc. etc	07
3.	Bachelor's degree in professional subject ie B.Ed./BPed. etc	05
4.	Post Graduate Degree in Professional Subject ieM.Ed./MPed. etc	08
5.	More than ten years of experience, 0.5 marks per year	05
	Total	30

(1) 70% weightage calculation: J The candidate board by taken If he has secured 150 marks in the 250 marks test of TAT, he will get  $150 \times 70/250 = 42$  marks in his choice calculation.

(2) 30%of weight calculation(This calculation one of example using Let's understand)

No	qualification	Maximum marks	Percentage obtained by the candidate	Marks to be awarded based on the
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				percentage obtained by the candidate (Column 3x Column4/100)
1	2	3	4	5
1.	A bachelor's degree ieBA/B.Sc. etc	05	55	2.75
2.	A post graduate degree ieMA/M.Sc. etc	07	50	3.50
3.	Bachelor in Professional SubjectDegree ie B.Ed./B.Ed. etc	05	80	4.0
4.	Post Graduate Degree in Professional Subject ieM.Ed./MPed. etc	08	60	4.8
5.	More than ten years of experience, experience, 0.5 marks per year	05	16 year (6x 0.5)	3.0
	Total	30		18.05

## ✓ Principal Roles and Functions of Principal

- of the principal main roles:

Principals have important roles in a school. It includes many academic and administrative roles.

Renowned educational thinker Metzberg states that a manager must have the following skills:

He has said-(1) Communication skills, (2) Leadership skills, (3) Conflict resolution skills, (4) Information processing skills, (5) Decision-making skills, (6) Resource utilization skills, (7) Nine-idea implementation skills, (8) Self-exploration skills – Thus, the principal can also achieve nine changes of thinking in the

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school by making thoughtful decisions through self-introspection. Different roles of the principal are evident in terms of up-grading skills.

1. Role as Coordinator: Acharya has to play an important role as a coordinator of various activities and programs going on in the school. The school has to coordinate with co-curricular activities and other academic or social programs in addition to the curriculum. In addition to the principal teachers, assigning appropriate responsibilities to students and non-academic staff, the activities of each class are also to be combined in the interest of education. Academic activities and co-curricular activities of the school have to be properly coordinated and balanced. Apart from this, as the head of the school, he has to lead the school on the path of development with proper coordination with the management board or management board. School activities and programs have to be co-ordinated and combined with the orders of the Education Department of the Government. Thus, the principal has to play the role of a skilled coordinator.

2. Educational Leadership: Acharya is to provide educational or scholarly leadership to the institution and society. He should be familiar with academic and educational traditions and systems as well as experiments and innovations in the field of education. Only then can it provide inspiration and encouragement to teachers and students. It should make wise and judicious use of the skills and abilities of the teachers in the academic achievement of the school. For this, it is very important that the principal has a specific vision of education and commitment to achieving the goal. In what direction to take the school, the principal is expected to have a clear vision of where the school's destination is. For this, the principal must be a skilled organizer. He should also have practical skills in human resource utilization. It is also essential that he has a blueprint for the overall development of the school. Setting up the school in the direction of overall development becomes a big challenge for the principal. For this it is essential that he has a high level of intuition and intuition. It is essential that the principal is a skilled academic leader, constantly learning, picking up signs of new directions and deploying the right manpower to move in that direction. He can only expect the same from his fellow teachers and fellow staff if he is a scholarly, academically oriented, exemplary code of conduct follower. Thought without conduct is sterile. Therefore, the basis of conduct is very necessary for the confirmation of ideas. As a skilled leader, the planning ability of the principal, the goal awareness of the teachers and the ability to empathize with everyone also become the cornerstones of effective leadership. For this, the principal should decentralize the power and assign the right responsibilities to the right teachers. A skilled principal must be adept at group interaction and the reinforcement process. Group dynamics and group processes and practices are increasingly important today. The principal should study group dynamics and group processes and see that all members of the group work cooperatively. In the decision making process teachers, if possible students, parents and governing body

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should be co-operated by establishing proper communication. As every academic leader, the relationship with the school teacher should not be that of a servant and a servant.

The present age is an age of change. Acharya by proper suffix, provides sustenance to teachers, staff and students. Changes his decisions according to their suggestions or opinions as necessary. Information sharing plays an important part in school development. Acharya's motivational ability plays an important role in establishing and nurturing the talent of the school.

Acharya should have faith in democracy. He all fellow teachers, employees and students as well as parents should be respected as a leader. Their thoughts and opinions should be welcomed if found appropriate. Hence as a leader, qualities like equanimity, tolerance, co-operation and affection are naturally expected of a principal. Thus, the Acharya as a leader should be sattvasheel and sattvaguna-pradhan.

As an academic and academic leader he is expected to have the ability to organize and coordinate academic and academic activities. For this reason, it is not appropriate to expect complete academic preparation in the principal. He should provide a motivating example to the teachers and students by progressively improving his professional preparedness. One should enthusiastically participate in in-service programs organized by different organizations at different places to enhance professional preparation of oneself and teachers. Also reading, through brainstorming and discussions, these changes should be absorbed into the organization by brainstorming and discussions and their proper implementation should be done by welcoming new experiments.

thus, the principal can be a very important point of inspiration and starting point in bringing out the academic talent of the school. As a leader, a principal has to trust the governing body, teachers, students and parents and take appropriate decisions with their cooperation. Sometimes the principal has to choose the best option from the various options and take the decisions which he feels are worth doing in the interest of education and students. For this, as a leader, the principal must have strong morale, strong determination and judicial decision-making. Such decisions sometimes create conflict, controversy and opposition with teachers, students, governing bodies and parents. Sometimes rash and immature decisions also create a confusing situation for the principal. In this situation, the Acharya should take decisions after thinking about the appropriateness with strong will power, only then his leadership will be effective. Acharya is also expected to take initiative as a leader. Acharya should respect the new departures by making 'Nishanhook Maaf Thaye, Na Thaye Nichu Nishan' as the goal mantra. Acharya has to pollinate new ideas. He is a skilled departure and school is the departure line. He should take important initiatives in implementing new ideas. Entrepreneurship for this is indispensable in Acharya. Once an initiative has been taken, the Acharya should take care not to withdraw from the experiment by chanting the mantra of 'stepping in or not stepping back'.

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Generally the root of the word leader is metal. Who draws his followers, leads to the destination is a true leader. Hence, the Acharya has to become a worker and an experimenter, even if he has to face failure, he has to climb the heights of success with constant effort and courage. Initiative is the ornament of an Acharya. Acharya should also have creativity and originality for initiative. Thus, the principal's leadership is rooted in its efficiency and work style. Leadership is the cornerstone of a principal's success. Intelligence, skills, fairness, originality, decisiveness, initiative, self-confidence, striving for excellence, sincerity, planning power, democratic and humane approach, decency, high type of character etc. qualities make up the personality of an Acharya. With these qualities the personality of the Acharya becomes bright and radiant.

Following are the three important areas of activity in which the principal's leadership is reflected.

- (a) Persuasion, the power and skill of drawing, directing.
- (b) Humane treatment, Manpower Identification and Assay.
- (a) Skills for keeping co-workers organized and good management administration.

If there is success in these areas, the principal's leadership shines.

3. Prophets of Change: Change is inevitable with the dynamics of the cycle of time. Change is born out of challenges. Change is the lifeblood of progress. The whole world is changing. Innovation is the initiator of change. From the seed of thought grows the banyan tree of conduct. Waves of change are born from the pollination of ideas. Life learning is an inherent part of the processes of living. In any organization, the consciousness emerges from the nine thoughts. Innovation keeps an organization alive and vibrant. Innovation is thinking that is different from old or obsolete systems. Navvichara means ideological revolution, Navvichara means freedom from traditional thought. Innovation means breaking free from stagnation and starting a new approach. Navavichara is a new way of thinking.

Stagnation occurs when a person clings rigidly to old ideas or practices. Motion is life and stagnation is death. Chaitanya is discovered in the organization when the wave of innovation is touched. A new communication takes place in the organization. The organization becomes navpallavita, change is the eternal order of life and the world.



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Every day new ideas are born in the field of education. Inventions of science and technology, cultural exchanges of various kinds, rapidly changing social and cultural climate, changing lifestyles of individuals and societies - all these factors give birth to new ideas in the field of education. Organizations have to do the job of nurturing, nurturing and nurturing this seed of thought. Change comes through such thoughts. Hence the perspective of the principal of the institution should be transformational. An Acharya who cannot feed by giving birth to new ideas, cannot foster change, that Acharya cannot become the Avadhut of tomorrow, cannot become a prophet of change. A principal should have the ability to meet new challenges. He is the prophet of change, the harbinger of change. The teno Dhiyamantra should be "Aa no bhadrah katvo yantu visvatth" ॐ ऐं ह्रीं क्लीं and auspicious thoughts are received no. An Acharya should constantly keep abreast of new trends and cultivate professional preparedness. For professional development of teachers, the principal should play the role of a pioneer of change to take the school to a higher level for the holistic development of students.

Schooling with changing times, the needs, aspirations, expectations of the students, the society and the nation keep changing. All these require changes in school goals, classroom teaching, subject teaching and educational planning. Classroom climate, achievement motivation, classroom behavior, education paradigm etc. have to be tried and institutionalized. Opportunities for experiments, researches, knowledge, projects etc. related to subject learning have to be provided. Acharya is not just an administrator. It is a harbinger of change. Its reading should be wide and universal.

A leader is a creator of new dreams, a leader who creates a vision of the future brings about a change in the prevailing situation. Hence a thinker named Lippam describes the school principal as a creative leader as an ambassador of change.

By abandoning old and dilapidated traditions as a forerunner of Acharya change, the paths of new systems are radically renovating the school, creating a new educational climate. A Nine develops the ability to take on new challenges as a starter and takes them on with adventure and enthusiasm. By taking the school out of the cage of tradition, breaking the bonds of tradition, creating new systems. It keeps the mental atmosphere open to imbibe new ideas arising in the field of education. He does not sing the praises of past achievements, does not cling to the crumbling ruins of past traditions. He becomes a visionary and revolutionist of the future, brushing the present moment by moment. It breathes life into the teachers and students, instills enthusiasm, opens the door to enhance the professional preparedness of teachers and equips teachers to meet the challenges of tomorrow.

thus, the Navapallava of the institution depends on the leadership of the principal. Acharya should always be alert for tomorrow. It should have thoughtfulness as well as creativity. Scientific and rational thinking leads him to the demands of the organization. He should have faith and trust in new ideas and change. Only if he has enough self-confidence and self-reliance can he accept the new changes and assimilate them. Finally, the principal can succeed in reviving the school only if he is optimistic and pragmatic, strong-willed, encouraging and has an indomitable desire for Navapallava.

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4. Role of Human Relations Specialist: A skilled principal should be an expert in human relations.

Someone said that Ch, "Education is the chemistry of love." The teacher has the chemistry of relationships. Love is the art of developing reciprocal relationships. Acharya should acquire this art. He should be unbiased, unbiased, unsparing and frank in personality. The development of human relations results in mutual warmth, affection and intimacy among the workers of the organization. They feel close to the institution and the principal. Acharya becomes his source of inspiration, the benchmark of his ideals. Due to the development of human relationships, staff and teachers are motivated and work with a unique bond with the school. The development of human relations creates an atmosphere of confidence, team spirit and morale among the members of the school family. Their standard of conduct remains high. It plays an important part in creating high school values. Hence the temperature of the school remains warm. Sampa and co-operation become their life mantras.

The principal works to make the sanskardham of the school a love garden and to make the sanskardham beautified by growing relationship flowers in it.

Duties and Responsibilities of Principal:

Acharya is not only the creator of the school but also of the nation. Future citizens of the nation are formed in school. Hence, has created bright traditions in the school, sculpting the social future of the nation through successful educational programs. An ideal principal strives to shape the expectations and aspirations of today's and tomorrow's society. It has to perform the following duties and responsibilities to build the society through the individual and the individual. The important functions of Acharya are as follows. (1) Planning, (2) Organization, (3) Teaching, (4) Monitoring,

(5) Guidance, (6) Grooming of human relations. We will see these works one by one.

1. Planning: Planning is an important imperative for the administration or administration of every organization. A skilled principal has to meticulously plan the educational programs and activities of the school. Such planning is done before the start of the school session, after the commencement of the school session and after the end of the school session. It has to organize the curriculum, co-curricular activities, testing and evaluation etc. in academic activities. Work load, time table, examination etc. of teachers should be planned. Planning of co-curricular activities should be done keeping in mind the students and their parents as well as the school management. Planning creates a kind of discipline and order. Without planning, some programs become wasteful, and fail. The success of school programs and activities depends on the skillful planning of the principal. The more visual the planning Implementation of programs is successful.

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2. Organization :An important duty of the principal is to organize the school and improve the quality of education. For this it should have proper organizational strength. An organization is a type of system. through which manpower, waste of time and money stops and administration becomes leaner. He has to properly incorporate the following in the organization.

(i) Physical Requirements :If the principal of any institution does not provide the physical facilities of the institution properly, the overall development of the school cannot take place. A school building for this, Adequate classrooms, laboratory, library, sanitary facilities etc. should be adequate. Acharya is trying to provide such physical facilities of the school with special attention should do Apart from this, it is the responsibility of the principal to create facilities for some audio-visual equipment or laboratory equipment to increase the effectiveness of education. For this he tries to meet the physical requirements of the school by obtaining suitable financial facilities for it after obtaining due consent from the governing body or management body. For this the principal should do some pre-planning. Only then can he accomplish this task successfully and easily.

(ii) Adherence to school management rules:Some rules are framed for the smooth running of the school. It is the responsibility of the Principal of each school to strictly follow these rules framed by the Education Department. Strict adherence to those rules remains to be seen. Especially student admission and promotion, the Principal has to follow the rules framed from time to time regarding recruitment of staff and teachers, financial grants, textbooks, syllabus, examination. The principal has to manage the school keeping these rules in mind.

(iii) Schedule :The timetable is the compass of the school. There is a school guard. A school time table is essential for orderly and regular school work. When teachers, in which category, which subject teaching work is to be done is determined by the time table. The principal distributes the subjects to the teachers and prepares the timetable accordingly. Timetable is an integral part of school. It keeps time and personnel under control and regulation. Schools have different types of timetables. Class time table, teacher time table, free time table, time table of various subjects. Thus, the principal maintains the system of the school by making different types of time tables. Timetable is imperative for strict punctuality and orderly academic work. While designing the time table, the principal should take the fellow teachers into confidence and make the time table by handing over the teaching work of the subjects according to their interest and interest to the teacher.

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(iv) Co-curricular activities :The principal has to plan the activities for the overall development of the children in the school. Co-curricular activities are not extra-curricular activities, but are extracurricular activities.

These activities mainly include sports, cultural activities, sports activities etc. are organized. School students are engaged in activities of their choice. Hence, they develop qualities like teamwork, leadership, sportsmanship and endurance. It is the responsibility of the principal to plan these activities in a timely manner and implement them successfully. In these activities, the time for the activity, its leadership, decisions about it, the cost of cooperation of students and teachers have to be coordinated by the principal by making thoughtful decisions.

(v) Quality of Education:An important duty of the principal is education Efforts are to be made to maintain quality properly. As a principal he should make continuous efforts to improve the quality of education of students. The principal should provide constant motivation and guidance to the teachers to raise the quality of education. Innovative and innovative teaching approaches to raise the level of learning in each subject of classroom education, it is the task of the principal to keep the teachers familiar with the techniques and procedures. For this the school principal himself and skilled teachers should provide appropriate demonstrations. Apart from this, the Principal should be responsible for imparting diagnostic and remedial education to improve the quality of students' learning.

(vi) Discipline:An important responsibility as a principal in a school Disciplinary standards are to be seen to be properly maintained. Academic and non-academic staff in the school, it is the sacred duty and responsibility of the principal to see that the rules of discipline are strictly followed by the students etc. and that the best practices of discipline are maintained. In a school where discipline is not maintained, the students of the school become scumbags. High standards of teaching are not maintained and the overall impression of the school deteriorates. Sometimes it becomes the principal's responsibility to strictly follow the disciplinary rules. In these circumstances the Acharya should fearlessly enforce discipline without regard for cheap popularity. The personality of the principal, the policies of the institution, the cooperation of teachers and non-teaching staff, the behavior of the principal and the teacher etc. play an important role in enforcing discipline.

3.Educational Duties:A principal should be an excellent teacher. He should have mastered one or two subjects completely. He should be immersed in the teaching of his subject. He should have the ability to impart interesting education to the students through various methods. They should excel as teachers as compared to other teachers. Those qualities should be Ghu. For this, the

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principal should be a constant learner and gain mastery over his subject and proper knowledge of other subjects.

4. Supervisory Duties: of school education, it is the principal's responsibility to monitor all the activities of the school, the teaching work of the teachers. According to Raeburn's opinion, "There is no branch of the life of the school that should escape the head master's survey, for all contribute, something is the making or unmaking of the pupil." - Ryburn

Generally the principal has to monitor the following:

- (1) Pedagogical work of teachers, School Development, Evaluation Program
- (2) Co-curricular activities
- (3) School papers– Office sheets and accounting inspection
- (4) General matters of the school
- (5) Monitoring of in-school and out-of-school behavior of students.

Principal studies, inspecting teaching, co-curricular activities, hostel etc., providing proper motivation and guidance to those activities. This type of inspection is not only done to show defects or mistakes, but to improve the quality of school education as well as for the overall development of the school.

(i) Pedagogical work of teachers: To improve the quality of school education The principal's frequent visits to the classrooms and direct observation of the teachers' teaching activities cannot be aimed at showing the weaknesses or defects of the teachers. But, a visionary principal with great insight and skill provides empathetic advice and guidance to the teacher to make his teaching more efficient and effective. Taking the teacher into full confidence and pointing out his faults, helps him to correct his mistakes. It provides inspiration and encouragement to teachers by demonstrating various techniques and methods to make classroom teaching effective, interesting and student-friendly. By doing this, the teacher's ego is satisfied and he readily accepts the suggestions made by the principal.

(ii) Curriculum Improvement and Development : Skilled principal local, meticulously planning and continuously monitoring the various levels of school curriculum from the perspective of social and national requirements. It monitors the curricula in the context of the changing needs of the society or the nation, respects the latest experiments in the field of curriculum. The teachers continuously evaluate the curriculum in consultation with the academics and suggest new changes in the curriculum as and when required. Acharya's approach should be positive or functional and he should take some steps to continuously monitor, evaluate, test the curriculum of different stages falling under his purview. However, after the implementation of National Education Policy, curriculum changes are taking place at national and state level and state governments are introducing similar curricula, yet, skilled principals

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should make fresh experiments and make appropriate suggestions for curriculum changes and improvements.

(iii) Monitoring of co-curricular activities: Cultural held in school, after social, literary and sports, the principal should constantly monitor the co-curricular activities for their proper implementation. If any difficulty arises in the planning or implementation of these activities, conscious efforts should be made to solve it and help the teachers and students. The principal of the school has to monitor how much interest the teachers participate in the activity, whether the students participate properly or not. The principal of the school has to constantly monitor these activities throughout the year so that the co-curricular activities do not become a mere ritual and the students do not become apathetic towards it. Only then can co-curricular activities be fruitful and developmental for students.

(iv) Inspection of School Sheets :Among the various duties of the principal is also a sacred duty of monitoring the various papers of the school or office. The school office is the heart of the school. From which super management of the entire activities of the school becomes possible. It is a vital integral part of the school organization. It is said that, he is the brain of the school. An omniscient collection of school information, a source of information. According to an educator, "The headmaster's office is the heart around which and through which the life of the school operates."

The following forms of school office should be properly and periodically inspected by the principal.

(1) Attendance sheets of students, (2) Attendance sheet of teachers, (3) Attendance sheet of non-teaching staff, (4) Circulars coming to school, (5) Sheets for sending information, (6) Income-disbursement sheets of school post, (7) Result sheets of various examinations, multiplication sheets etc. , (8) Inspection reports of inspectors, (9) Various timetables, (10) Notes or reports of co-curricular activities, (11) School administration files, (12) Letters and replies from Government or other institutions, (13) Contingencies. Registers etc.

thus, different types of school papers should be closely monitored by the principal so that the administration of the school can run properly. Due to lack of such monitoring, teachers and non-teaching staff sometimes become lax in their work, become promiscuous and thus endanger the school system.

(v) Monitoring of financial income-expenditures: The financial aspect of a school is an important aspect. The cornerstone of the school's overall progress rests on the school's financial viability. A skilled principal should scrutinize the income-expenditure accounts of the school accurately, meticulously and constantly monitor them. The entire responsibility of the school principal is to see that the financial administration of the school is pure, clean and honest. A skilled principal should constantly strive to

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ensure that no stain of financial corruption is cast on the clean mirror of the school system. The principal should know whether the daily income and expenditure accounts are kept properly or not. For this the Principal should visit the office of the non-teaching staff frequently and sometimes suddenly and inspect the school records and accounts meticulously and accurately. School staff and principal must exercise due caution and awareness regarding financial matters. The Accounts Officer or concerned Accounts Administrator of the school should have cash as per rules.

In addition to this, Acharya Cashbook, daily, accounting sheets, books of annual income should be inspected and signed.

(vi) Inspection of physical facilities of the school: The principal also has to monitor the physical facilities to maintain the health and comfort of the students. These physical facilities may include the following: (1) School building, (2) classrooms, (3) sanitary facilities like toilets, toilets etc., (4) library, laboratory and other rooms, (5) hostels etc.

(a) School Building : The principal should keep an eye on the school building. Maintain cleanliness of the school premises, it has to be periodically painted, repaired by the principal. Along with the school building, the cleanliness of the school grounds also remains the responsibility of the principal.

(b) Classrooms : The Principal should visit the classrooms of the school once a day and inspect them. Classroom cleanliness, the furniture in the classroom i.e. shelves, tables, chairs, windows and doors etc. should be monitored. If there are not enough boards or enough furniture in the classroom, it should be arranged.

(a) Health-related facilities: It is the principal's responsibility to provide adequate health-related facilities for the children and school staff in the school. Acharya provides adequate toilets for children and staff members, besides seeing that urinals or bathrooms are available, it should also be seen whether these toilets, urinals and bathrooms are cleaned daily, and whether adequate hygiene is maintained or not. The Principal should visit all these places once a day and inspect them. Apart from this, it should be seen whether there is adequate provision of water for school students. Not only this but the cleaning and cleanliness of the water tank should be monitored from time to time. The Acharya should constantly take care that the water is pure and clean, without any kind of pollution. Apart from this, the cleanliness of the school grounds should be constantly monitored.

(d) Library, Laboratory and other rooms: A library is a temple of knowledge. So it should be extremely holy and clean. Arrangement of books in a library, arrangement of magazines, arrangement of proper furniture etc. should be constantly monitored by the Principal. The Principal

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should also constantly monitor that quiet peace is maintained in the library so that the peace of the readers is not disturbed in the slightest.

Apart from this, the cleanliness of the laboratory, orderly arrangement of equipment, regular cleaning of laboratory cupboards etc. should also be continuously monitored by the Principal.

Apart from the laboratory there are other subject rooms in the school like sports room, proper inspection of rooms like lecture room or prayer room, art room should be done by the principal to check cleanliness and cleanliness.

(e) Hostel :A hostel is a residential school for students. Children get experiences in hostels that are as special as or more than what they get in school. The hostel provided real life experiences to the child Prepares them as future citizens. The more intense and refined these experiences are, the more complex the child's life structure becomes.

The responsibility of the hostels is usually borne by the host of the hostel. However, sometimes various questions arise from the students in the hostel. Cleanliness of the physical building of the hostel, facilities etc. of the hostel should be visited and inspected by the Principal from time to time. Students should find solutions to some problems. The principal should try to make the atmosphere of the hostel happy and healthy.

(vii) Monitoring of Student Behavior :The principal should constantly monitor the students. A skilled principal is the guardian of a student studying or studying in a school. He should exercise due vigilance and caution for the behavior of the students studying in his school inside and outside the school. A skilled principal should keep a close eye on the interactions and practices of the students, the behavior of the students with the teacher, etc. Student behavior plays an important role in a happy and healthy school environment. Students in dealings with students, the principal should constantly take care that students do not cross the line of decency and decency in their dealings with teachers or staff. The principal should keep a close eye on the behavior of the students in the classroom or outside the classroom, in the school grounds or in the library and provide appropriate guidance to the students.

(viii) General Matters :A skilled principal should also monitor the general affairs of the school for the overall development of the school and to improve the quality of education. Accuracy of school



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personnel, regularity of staff, behavior of school staff should be closely monitored. Proper adherence to school traditions and policies by the academic and non-academic staff of the school should also be monitored. Apart from this, the principal should complete the following tasks before starting the school session every year.

- (1) Preparation of annual school calendar.
- (2) Preparation of list of school holidays.
- (3) Scheduling and distribution of workload to teachers.
- (4) Purchase of educational books, listing and ordering periodicals.
- (5) Admission of students, to give new entries.
- (6) Arranging classes, arranging classrooms.
- (7) Organizing co-curricular activities etc.
- (8) To prepare the collected papers of the students.

(ix) Testing and Evaluation :As per our National Education Policy (1986) continuous holistic assessment of students is emphasized. Assessment of students through testing is an important and indispensable program of the school. The real purpose of assessment is to gain accountability for student learning and expected behavior change, to know their strengths, weaknesses, defects and rawness and to improve their potential. The current examination system has not achieved these objectives. Evaluation is an ongoing process. It is the principal's responsibility to plan and properly implement testing and evaluation of students. It prepares the outline of different types of tests of the students. Set a deadline, and implement it properly. For appropriate testing and assessment of students, fellow teachers should be taken into confidence and should be given proper guidance by formulating a specific outline. It is the responsibility of the principal to devise the examination programme, conduct the examination as per the time schedule, check the answer books in due time and see that the results are out in time. Not only that, the principal should also check whether the answer sheets have been checked properly or not, whether the multiplication scheme has been done or not. The principal also has to carry the responsibility of taking diagnostic and remedial measures for the students by properly evaluating the progress of the students through examination. Principal's interest, motivation and active support in conducting this test evaluation work is indispensable. Student evaluation also assesses the performance of teachers and principals. Apart from the intellectual subjects, the Acharya also has to effectively conduct the external examinations conducted in Hindi, Music, Drawing, Science, Sanskrit etc. It is also the responsibility of the principal to see that students, teachers and parents do not engage in malpractice or corruption in the examinations. Of course, for all this he must take the teachers and fellow employees into confidence.

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(x) Guidance :An important responsibility of the principal is the students, teachers, parents have to provide the right kind of guidance at the right time. It should provide guidance to bright as well as weak students for their studies. Students should be motivated and guided to participate in co-curricular activities. Parents have to understand their children and guide them by understanding the strengths and limitations of the students so that they can choose the right helpers.

Apart from this, it is the responsibility of the principal to provide educational guidance and advice to the governing body for the progress and development of the school.

We saw that, the head of the principal has to carry a heavy load of duties and responsibilities. They are responsible for administration, teaching, monitoring, testing and evaluation, planning and guidance and maintaining human relations. The principal is the lifeblood of school management. It is said that an army is not bad, its commander is weak. It is said that whose commander is blind, his army is blind. If the principal is sighted, the school turns into a park. The principal is the basis of progress or decline of a school.

✓ Discipline and its types (liberal, repressive and dominant)

Preface:

Discipline plays a prominent role in the administration and control of any organization. An educational institution is a reflection of society. Institutions come into being like society in general. In schools and universities today, the question of discipline has risen to the top. Students have been victims of indiscipline to a large extent, such an opinion gets established. Lack of discipline causes standards of education to deteriorate, and anarchy prevails. Discipline is therefore the driving, motivating and controlling factor of education. It cannot be denied. When the standards of discipline in various fields deteriorate in the society, the responsibility of teaching discipline lessons naturally falls on the schools. Schools should take up the task of disciplining the rising generation. It is said that there is a close relationship between discipline and the educational philosophy of the school. Regulation in school is equally important. Without regulation no organization can climb the ladder of progress. Discipline and regulation keeps the school together and drives the development of the school towards achieving the goals. So here we will discuss about school discipline and regulation.

1. Definition of discipline:

In EnglishThe word discipline comes from the Latin word 'Discipline'. is Disciplas means to learn. The process that facilitates learning is discipline. Shishya in Sanskrit is also an epitome of discipline. Arjuna says to Krishna, shisyastad shah – I am your disciple, he says. Some people consider discipline to be

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obedience, some consider discipline to act in a consistent manner, some consider what they consider good to be discipline and what they consider bad to be ill-discipline. Discipline means control, it is the controlling factor of a person. Sir PC has defined discipline as follows.

"Discipline consists in the submission of one's impulses and powers to a regulation which imposes from upon class and brings efficiency and economy where there would otherwise be ineffectiveness and waste. Though part of our nature may resist this control, its acceptance must on the whole be willing acceptance, the spontaneous moment of nature in which there is an inborn impulse towards greater perfection." - PC Nunn According to his opinion, discipline is a process of emotions and tendencies. It is a controlling force which produces efficiency and frugality in a person. Lack of it leads to inefficiency and abuse. Although our basic nature is opposed to any kind of restraints, it must be voluntarily accepted. Hence man naturally becomes accustomed to discipline and The cult of perfection makes progress.

An educator named Will French defines discipline as:

"Discipline is the control of behavior in the light of purpose. Discipline is manifested whenever the thoughts and actions of a person or a group are controlled so that, nothing interferes with the attainment of a good." - Will French & others

The control that is placed on behavior and action for the achievement of objectives is called discipline. Discipline is realized when control is placed on the thoughts or actions of an individual or a group of individuals so that nothing obstructs or interferes with the achievement of the objective., so it is natural that the terminology of the discipline also changes.

In short, Discipline ie

- It is an inherent part of the learning process.
- It is a control put in place for the achievement of objectives or goals.
- Voluntary understanding of savyahara and sadvirtana
- Desirable trends, coordination of thoughts and actions
- Voluntary sacrifice of personal interests for the collective good
- Voluntary acceptance of restrictions imposed by the organization

✓ Types of discipline:

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Three types of discipline are generally observed: (1) Repressive discipline (2) Impressive discipline (3) Liberatory discipline– We will see about these three types.

(1) Repressive Discipline :The type of disciplinary norms imposed on students from above is called repressive discipline. This In this type of discipline, students have to obey silently. In it, the scourge of oppression is lashed on the students. Students do not have any freedom. This type of discipline involves silent obedience, he has to follow strict rules. According to the slogan "Soti vage chamcham and vidya away dhamdham" a student who does not follow the rules of discipline is suppressed. They are punished physically or otherwise. Fear is created in them. This creates an artificial discipline. Children become more negative and suffer from depression. This kind of discipline is liable to hinder their natural development. This type of discipline is responsible for hindering development. This type of discipline instills in children a sense of hatred towards the principal, teacher, and school and they sometimes run away from education due to negative attitudes and as a result some children engage in problem behaviors.

(2) Impressionist Discipline :This type of discipline is due to the influence of principals or teachers. Pedda comes in 42nd left. 'Gurudev Bhava' of 'Acharya Devo Bhava' creates reverence for the Acharya or teachers in the students. A high talent and image of the principal and teachers is enhanced in the respect of the students by the scholarship and teaching work of the principal and teachers. They can create an atmosphere of discipline in the classroom and in the school by their influence due to their talent. Principals or teachers with their own unique personality can create this kind of effective discipline in a school. But if the talent of the principal and the teachers is weak, their teaching is defective, they cannot create the impact they want among the students. Cannot cast the magic of his personality.

This kind of discipline is desirable. Children are motivated to imitate teachers, that is equally true. However, this type of discipline becomes a hindrance to the personal development of the student's talent. Sometimes imitation kills a student's unique talent.

Hence, a true and talented teacher should see the students develop their natural talents by giving appropriate turn to the behavior of the students instead of imposing discipline.

(3) Free Discipline :From about the beginning of the nineteenth century some educators such as Rousseau, Froebel, John Dewey, Montessori etc. advocated free discipline. Free discipline means developing a sense of self-motivated discipline in students. Free discipline means the bonds of restraint and control voluntarily accepted by students. Voluntary control of one's own activities with restraint so as not to harm the interests of others. Free discipline is not the strict obedience to be done within the

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four walls of the classroom, but the discipline born from the hum of activities in the classroom in which there is scope for free expression of students, in which students are allowed to behave spontaneously, in which students willingly accept controls and cooperate with teachers and principals, this can be called free discipline. . In this kind of discipline teachers and students are bound by an unbreakable bond of mutual understanding and affection. In which the teacher becomes a benevolent, compassionate and compassionate guide of the students. In whose heart there is the hum of motherhood and the beat of fatherhood. A sacred spring of friendship flows between teachers and students in and out of school. The independent personality of the student is acknowledged. His personality is respected. Hence, students understand the values of cooperation and restraint and become a co-operative enterprise. Free discipline is born from free liberty.

Thus free discipline is a voluntarily accepted bond which is liberating, is pleasant, which prompts bathing in Triveni Sangam of Satyam, Shivam and Sundaram. In Gujarat, Gijubhai Badheka, Harbhai Trivedi, Nanabhai Bhatt etc. advocated free discipline. Rabindranath Tagore was also an advocate of free discipline.

Unit-3 Introduction to various Boards, Schools and Institutions

▼ Stat board(concept,done)

Introduction:

A secondary school is affiliated to one of the boards. Most of the secondary schools in Gujarat are affiliated to the Gujarat Secondary-Higher Secondary Board. Some English medium secondary schools, Central Vidyalayas, Military Schools, Railway Schools are affiliated to Central Board (CBSE). Some schools are affiliated with international boards. In the present chapter we will study about this Gujarat Madhyamik Board.

Gujarat Board of Secondary Education:

As per the Gujarat State Secondary Education Act, all secondary schools in the state will be managed by the Gujarat Secondary Education Board. The Gujarat Board of Secondary Education is an important liaison body between the Government of Gujarat and its administration of secondary education and secondary education institutions of the state. It was established by the Gujarat Secondary Education Act 1973 by section - 3 of 1972.

Composition of Board of Secondary Education:

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The Board of Secondary Education consists of three types of members.

(1) Membership of Board of Directors (2) Appointed members (3) Elected members

The Board of Secondary Education in the name of the State Government has appointed the Chairman and Vice-Chairman and the post of Rs, is composed of elected and appointed members.

(1) Ex-officio members of the Board include: (1) Higher Education Commissioner (2) Director of Technical Education, (3) Director of Agriculture (4) Chairman of Primary Education Board (5) Director of Gujarat State School Text Book Board (6) State Education Bhavan G.C.E.R.T. (7) Director of Manpower Employment and Training (8) An officer of the Education Department not below the rank of Deputy Secretary nominated by the State Government (9) Chairman of the State Examination Board and (10) Chairman of the Technical Examination Board, etc. .

(2) Science in appointing members, three members appointed by the State Government from among persons having special knowledge or direct experience in the field of industry or commerce shall be members of the Board.

(3) The elected members shall be as follows.

- One member elected from among themselves by the members of the Academic Council of each University
- Five members elected from among themselves by principals of schools other than North Basic Schools.
- Five members elected from among themselves by the Principals of registered North Basic Schools
- Five members elected from among themselves by teachers of registered schools other than North Basic Schools
- One member elected from among the teachers of registered North Basic Schools
- One member elected from among themselves by the Principals of Secondary Teacher Training Colleges and Graduate Basic Training Colleges

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- Two members elected from among themselves by representatives of managements of secondary schools registered under the Societies Registration Acts 1860
- Mumbai Public Trust Act, 1950 by representatives of managements of secondary schools registered under two members elected from among themselves,
- Two members elected from among themselves by the Presidents of the Association of Parents of Registered Private Secondary Schools Also,
- Five members elected by the Gujarat Assembly from among its own members. The term of the Chairman and Vice-Chairman of the Board is usually four years, while the term of the members is three years.

Powers and Duties of the Board of Secondary Education:

- The powers and duties of the Board of Secondary Education subject to the provisions of the Secondary Education Act are as follows.
- To advise the State Government on secondary education policy matters.
- To recommend to the State Government the syllabus and text books relating to secondary education and to approve and recommend to the State Government the text books prepared by the Text Book Board in recognized registered schools.
- Administering programs for in-service teachers.
- Physical of students of registered schools, to determine measures to inculcate the right spirit for moral and social upliftment and to determine the standard of facilities in the hostels.
- To advise the State Government on maintenance of quality standards of secondary education.
- intelligent- To provide guidance to secondary schools in finding talented students and developing them to their full potential.
- To encourage educational experiments and research in schools.
- To prescribe the conditions for the management of a secondary school to be registered.
- Recommending to the State Government to cut the maintenance grant if the school administration does not comply with the conditions of registration and is detrimental to the interest of education.

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- curriculum, Training and Examination - Conducting researches for evaluation and improvement thereof.
- To lay down rules for the conduct of examinations
- To lay down standards including qualifications for appointment of school staff.
- Recommending library books and books for supplementary reading to registered schools.
- To control the practice and conduct of the appointment of principals-teachers of registered schools.
- Registering secondary schools and allowing opening of new classes
- To prescribe conditions for admission of students to registered schools
- Sessions of Registered Schools, regulating the arrangement of holidays and vacations.
- To regulate the manner of preparation and maintenance of registers and records in relation to educational matters by registered schools.
- Call for reports and information from registered schools.
- Conducting the Secondary School Certificate Examination and other examinations and awarding certificates to students who pass the examinations.
- Questionnaires for the conduct of the Secondary School Certificate Examination and other examinations as well as for the evaluation of candidates' work, appoint examiners, moderators, supervisors and other personnel and publish the results.
- To dispose of cases of malpractices in connection with the Secondary School Certificate Examination and other examinations of registered schools and their administration as per established procedures.
- Scholarships, to draw and award prizes, medals, prizes and other prizes and to prescribe the conditions therefor.
- To discuss and approve the annual accounts and annual report and to prepare financial estimates and send them to the State Government for approval.
- Procedure to be followed by Committees, to make bye-laws for matters such as traveling allowances to be paid to members of the Board and Committees and any other matters relating to the Board and its Committees alone not provided for in this Act and exchanges made thereunder.

Educational Provisions:



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1. REGISTRATION OF SECONDARY SCHOOLS, structure resource: To start a new secondary school in the state of Gujarat and Manav One has to go through certain rituals. To start a new school a trust must first be formed. After forming the trust, an application has to be made to the Board of Secondary Education. A trust registered under Mumbai Public Trust 1950 has to apply in the prescribed application form on or before 31st August of the academic year preceding the year in which it wishes to start a school.

- Application for registration shall be made by paying such fee as the Board may from time to time determine and as prescribed in section 9(2) of Rs. 1000/- prescribed fee is to be paid.
- Another school in the same area where the school is really needed- Especially if there is a school located within 5 kms within the rural areas then the new school will not be allowed. If, as a result of starting a new school, the school actually taking the same, suffers a loss of more than 20 per cent in its attendance, the grant cannot be given to the newly opened school, treating it as unfair competition.
- Furniture in school as per board rules, laboratory, library equipment and other items should be there.
- There should be adequate number of non-academic and academic staff as per the rules of the board.
- Questions on School Exam Question Papers Textbooks or New Edition with Model Answers, notes, guides, quick preparation books cannot be used in school.
- The school will follow the government approved curriculum and detailed syllabus. The textbooks approved by the Government from time to time shall be used.
- No unregistered school or classes shall be conducted in any school building or other premises.
- If the school receives a grant from the state government, then the school religion, region, caste, language or any of these reasons shall not deny admission to the student.

Physical Facilities:

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- school premises, should be sufficiently hygienic and ventilated. It should have adequate provision for the safety of the students. In the case of co-educational schools there should be separate satisfactory and adequate sanitary arrangements for girls.
- In the rooms where the classes are conducted, there shall be provision of not less than eight square feet i.e. 400 square feet or 40 square meters per student for all students actually admitted in each class. This space does not include the space required for the teacher's chair table, teaching platform, blackboard and any other equipment required for teaching.
- Maximum number in a class will be 60.
- As far as practicable at every registered school, one acre of land for every 250 students at a reasonable distance from the school should be provided for sports ground.
- Technical in a registered school, where science and vocational subjects are taught, well-equipped workshops, laboratories and equipment for hands-on work should be provided and the number of students assigned to a teacher for hands-on work at any time should not exceed the sanctioned strength of a division.
- Academic staff of the school considering the size of the school, should be adequate and well qualified and should teach voluntary subjects. There should be adequate provision of teachers trained in the subjects they teach, holding degrees or any other equivalent qualification in related subjects.
- As long as it is possible to start a new school it will be related to the population of the area and the current standard of one secondary school per every 3000 population can be accepted. Academic record should be taken into consideration when judging new applications. Areas in which secondary schools have been started will have to present several compelling reasons for starting another school. This provision, which will be relaxed in the case of remote and isolated areas where the population is mostly tribal or backward class. However the 4 km limit will generally be adhered to.
- After all the conditions have been complied with, the Executive Committee of the Board is satisfied that the school is eligible for registration, on which occasion the Secretary of the Board directs the Executive Committee to enter the name of the school in the list of registered secondary schools. The Secretary then informs the applicant. If the Executive decides that the school is not eligible to register, the Secretary notifies the applicant in writing of that decision.

## 2. Admission of Students:

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The conditions for admission of students are as follows.

- Through a grant from the State Govt, no student shall be refused admission to a registered school which is run without grant on the grounds of religion, caste, language or any of them.
- The student should apply in writing by himself if he is a minor or by his guardian if he is a minor.
- The Head of the School shall arrange for copies of the rules to be given to the student or his guardian.
- When a student seeks admission after leaving school or a parent or guardian of a student who has left school seeks admission, such student or guardian must furnish the School Leaving Certificate of the last school to the Head of School along with the application for admission.
- Medical certificate of a student suffering from an infectious disease to the effect that he is free from the disease, the student will not be allowed to attend the registered school unless presented by the parent or guardian.
- No student has previously attended any school, then an affidavit to that effect should be obtained from the student or from his parent or guardian as the case may be.
- In addition, a student has previously attended a school and may admit the student provisionally after exchanging ideas with the head of the next school may send the matter in writing to the officer and act as per the orders of such officer.
- Generally, students can be admitted to a registered school during a period of thirty days from the beginning of the academic year.
- But the head of such a school is ill, in special circumstances such as bereavement in the family, transfer of parent or guardian from one place to another or change of residence, may admit students after the expiry of the above period and when a student is admitted in such a manner a report shall be made to the appropriate authority.
- A school following an academic year from June to May may admit a student from a school following an academic year from January to December in January or later. Similarly to the above to a student of a school with an academic year from January to December—Schools from June to May may admit in the month of June or thereafter. But, such student or students

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must have attended 75 per cent of the total academic days in the school from which they have left or joined.

- In case of late admission of a student to a registered school, such student will have to pay the first term initiation fee. But the fee for the term before joining the new school should be paid in the previous school.
- A student coming from a school in any other State or Union Territory can be admitted to a registered school only if the student's School Leaving Certificate is countersigned by the Education Officer of that State or Union Territory.
- But, the School Leaving Certificate is not so countersigned, the Head of the School may admit the student on a provisional basis until such countersignature is made. This matter should be reported to the officer with full details.
- A student from other states will be admitted based on the same standard.
- To the head of the school where the student from other countries is registered, can be admitted only when the officer is satisfied in writing that the student has the appropriate type of visa covering the period in which he/she intends to study in the State.
- Such a student will also be tested before admission and the education authorities of that country will have to produce a school leaving certificate duly signed by him or documents showing the stage of his studies there.
- Except with the special permission of the officer, the school leaving certificate cannot be placed in a higher grade than the grade for which the student qualifies. If a student has not previously attended an approved primary school or a registered school or has previously attended such a school and has left that school for a short period of time and seeks admission to a secondary school, above the registered school, the following normal He should be examined in the subjects of the standard course he would have passed.
- A student seeking admission from a non-recognised school who has not attended a recognized school or an approved primary school shall be subject to a written test in all subjects provided the applicant makes an affidavit by the father or guardian before a Senior Magistrate. and may be provisionally admitted to the standard for which the head of a registered school considers him eligible, subject to the sanction of the officer. The affidavit should clearly state the following.

(1) Reasons for non-admission to primary school

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(2) Name of unrecognized or registered school

(3) Standards of attendance and subjects of study

(4) Passed examinations

- recognized No done Or As the case may be Register No done from school came The applicant Earlier Secondary K FirstK having attended a recognized or registered school and seeking admission in a recognized or registered school

(1) He should obtain a school leaving certificate from a recognized or registered school which he has previously attended, or another copy thereof, if required.

(2) His parent or guardian shall furnish an affidavit filed before a Magistrate.

- last recognized done Or Register done school left of the since time one of the year Based on one standard a According to common way J standard The student finish did would have that The student should be directed to appear in the written test in all the subjects of the standard and thereafter be admitted on a provisional basis subject to the approval of the officer in the standard for which he is found suitable and thereafter admitted on a provisional basis subject to the approval of the officer in the standard for which he is found suitable. will come
- In an affidavit the following details Clearly to tell would like.

(1) Reasons for leaving an unrecognized or unregistered school.

(2) Name of unrecognized or unregistered school joined.

(3) The class attended and the subjects studied by him

(4) Passed any examination, if any

- common from school Professional at school Or Professional from school common at school Migration to do wanted to the student, the head of the concerned school can admit up to class 8. In special cases, permission to transfer from or to a general school or a vocational school may be granted up to 9th standard with the permission of the officer. But the head must ensure that

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the student is placed in the subjects he has not studied so far and in the practicals of the relevant course to bring him up to class level.

✓ CBSEboard(concept,done)

Introduction:

Central Board of Secondary Education (CBSE) Head Office is located at Shiksha Kendra 2, Community Centre, Preetvihar, Delhi. The secondary schools which are affiliated to this board are run in accordance with the policies of this board. Following are the features of these types of schools.

Establishment:November, 1962

Address : 'Shiksakendra' 2, Community Centre, Prithvihar, Delhi-110092.

Chairman : Vinit Joshi

Website: [www.cbse.nic.in](http://www.cbse.nic.in)

Secondary school characteristics (Characteristics of Secondary Schools):

General Conditions for Admission:

- Board or studying in a school affiliated to a recognized board of any state in India.
- Which is passed from the lower standard in that category.
- Eligibility certificate from the board for students coming from abroad. should be obtained.

Special Provisions:

- According to the rules of the board, admission will be available in the eighth standard.
- Passed Class 8 Examination of Board or Class 8 Examination of other Board will be eligible for admission in Class IX.
- Admission is given in tenth standard.

Admission procedure(Admission Procedures):

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- The name of the student is recorded in the register (register) fixed by the central or state government.
- Every student has a General Register Number.
- Names of students coming from other schools are recorded based on transfer register.
- After applying as an examinee to the Board a student cannot be admitted to any other school except with the approval of the Chairman.

Eligibility for Examination:

- A student is allowed to appear for 10th standard examination only if he has completed two years course after passing 8th standard of any board.
- He must have at least 75% attendance in any class.
- work experience, Art Education and Health and Physical Education may be exempted from attendance on medical certificate.
- For internal assessment the Chairman may at his own discretion grant exemption for the attendance of these subjects.
- If a student misses attendance during the year, the school principal may recommend the same to the chairman of the board.
- The Chairman of the Board may waive up to 15 per cent attendance in the tenth and twelfth standard. Attendance less than 60 percent is not excused. AIDS, T.B. A decision is taken in these circumstances on the basis of a medical certificate keeping in mind special diseases like

Private Candidates:

Following types of private candidates can appear in 10th or Emphasis standard exam in CBSE examination.

- Students who have failed.
- Working as a teacher in schools affiliated to the board.

Women living in Union Territory of Delhi...

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- Those who have studied under proper guidance
- Those who cannot come to study regularly in school.
- Girls who have dropped out of central school in class nine or left school early will be allowed to appear for the examination a year earlier than the year in which they would have completed class ten regularly.
- Persons with disabilities may be allowed to appear in the examination as private students on the basis of disability certificates.
- Apart from this, students who have failed the examination once can also appear for the examination as a private student.
- Private students have to take the exam as per the prevailing syllabus.

Test and Passing Standards:

- Schools conduct examinations up to class IX.
- The board conducts the 10th standard exam.
- The 10th exam is conducted as per the syllabus decided by the board.
- Total marks will not be awarded in the examination. Marks/grades are awarded in different subjects.
- Marks of external examination (other than internal) are awarded along with coefficients and grades.
- Only grades are given in internal assessment.
- In public examination Grades are given on a nine point scale of A, B, C, D and E while drive point grades are given in the internal examination.
- Grades are determined from coefficients. Internal grade school offers.
- Secondary School Examination (The pass standard for SSC Exam) is 33 percent.
- Passed students for grading are first arranged based on merit starting with the highest score and then divided as follows.

1/8 students with highest marks among A-1 passed students.

A-2 his next 1/8 student



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B-1 1/8 student after them

B-2 1/8 student after them

C-1 1/8 student after them

C-2 1/8 student after them

D-1 1/8 student after them

D-2 1/8 student after them

E- Failed or failed students

The grading system is tried where more than 500 students are sitting for the exam.

33% for those who did not score Grade E is given.

Merit Certificate (Merit Certificate):

- A total of 0-1 percent of students in each subject will get quality certificate (Merit Certificate) is awarded.
- Such quality certificate in the subject having less than 1000 students (Merit Certificate) will not be given.
- Merit certificate will be given to all students with equal marks.

Internal Multiplication :

Grading by school in the following subjects Internal coefficients will be given as A, B, C, D, E. In the following subjects the school will give internal coefficient.

(1) Work experience, (2) Art Education, (3) Health and Exercise Education,.

Internal coefficient will be given from the accumulated certificate.

Syllabus:

The following subjects should be studied in class ten.

- Any two languages

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- Mathematics
- Science and Technology
- Sociology
- Prior vocational education experience
- Art education
- Physical Education and Health Education.

In addition, students are required to speak two languages. Also a language or commerce as an optional subject, Painting, Music, Home Science or Introductory Information Technology can choose one subject.

- However, a student has to study three languages compulsorily till class VIII. In any language of class eight, if he fails in that class, then at the end of class nine, it is compulsory to appear in the school examination according to the syllabus of class eight of that subject. If he fails in that too, he is given a second chance in the tenth standard. He cannot appear for the tenth standard examination unless he passes the third language. This exam is conducted by the school.
- Illiteracy prevention was included in the curriculum as an integral part of the work experience subject for prevention of illiteracy for students of class IX and XI.is.

Medium: The medium of education of such schools is English or Hindi.

Similarly the higher secondary classes are managed by the Central Board of Secondary Education. occurs through

- ✓ ICSEboard(concept,done)

ICSE(ICSE)

CHAIRMAN: JOSE AIKARA

Registered Office Address: Council for the Indian School Certificate Examinations Pragati House, 3rd Floor, 47, 48 Nehru Place.

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Head Office: Council for the Indian School Certificate P-35-36 Sector-VI, Pushp Vihar Hahet, New Delhi.

India ICSE Regional Office: Chennai

ICSE (ICSE) That is Indian Certificate for Secondary Education—This is an international level board. This board also gives affiliation to secondary schools in India. A few secondary schools in Gujarat are also affiliated to this international board. The syllabus of this board is unique and different. This board offers subject selection opportunities from class 9 onwards. The surprising thing is that even subjects like mathematics and science are not compulsory in the school affiliated to this board. Projects in secondary schools affiliated to this board are given special importance. The medium of secondary schools affiliated to this board is English. The curriculum in various subjects is of high standard. Education is no longer confined to the state or the nation. Today when the wind of globalization is blowing High quality secondary schools are then essential. Education in such schools is more realistic (Practical) and should be utility centric. It should emphasize not only on the academic development of the student, but on the all round development.

Aims: "Over 6.5 lakh ICSE Students are exploring new and innovative way to learn with expert-certified study material and innovative videos and animation"

ICSE:

- "The Indian Certificate of Secondary Education (ICSE) was first established by the Local Examination Syndicate of Cambridge University.
- ICSE syllabus tries to cover almost all the areas symmetrically. The entire syllabus is divided into three groups. The first group is compulsory which includes English, History, Geography and Civics and an Indian language while the second group includes Mathematics, Science, Environment, Computer, Agricultural Science, Economics, a modern language etc. While the third group covers practical subjects like Computer Application, Economics, Business, Arts, Home Science, Pak Shastra, Fashion Designing, Physical Education, Yoga, Technical Drawing etc.
- ICSE – Grade Ten is spoken instead of Class 10.
- According to the new education policy of 1986, the examination for general education is conducted in English language.
- Pre-1986 Frech Board There was connection with Examination.
- Government Education Board of India.
- ICSE is a non-government education board i.e. a private board which is an autonomous organization.

✓ Various Kind of school And His common introduction

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Introduction:

Different types of primary in Gujarat, secondary and higher secondary schools are located. Many of these are aided, many are full government schools. There are various special schools for the handicapped. There are schools with different mediums. All-girls schools are girls' schools. Apart from this there are central government run secondary, higher secondary schools, Jawahar Navodaya Vidyalayas, Ashram Schools, Adarsh Vidyalayas. We will discuss some of these schools in the present chapter.

Zilla Panchayat managed primary schools:

These are government schools where the expenses are borne by the state government.

Since the implementation of Panchayati state, power has been decentralized, these schools are run by Zilla Panchayats of various districts with representatives elected by the people of each district.

As acknowledged in Article-45 of the Constitution, it is the responsibility of the Government to provide compulsory and free primary education to all children in the age group of 6 to 14 years. Both the state and central governments are responsible for that. That is why, apart from Zilla Panchayat, Municipal Corporation or Nagar Panchayat run primary schools are in cities and towns.

Primary education in the state of Gujarat is largely handled by such primary schools. There are three types of such schools. Incomplete primary school of std.1 to 4 in very small and sparsely populated villages, a primary school with classes 1 to 7, (now a primary school with classes 1 to 8.) Now classes 1 to 5 are called lower primary and classes 6 to 8 are called upper primary schools.

Such schools do not charge any fee from the students. The child is given free education from 1st to 8th grade.

Students of these schools are given free textbooks. Backward class ieSC/ST and OBC children are given free uniform. Scholarships are given to children belonging to backward and tribal classes.

Teachers in such schools are appointed by the Zilla Panchayat.

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Transfer of teachers is also done by Zilla Panchayat. At the district headquarters there is the office of the primary district education officer. The District Primary Education Officer regulates the Zilla Panchayat-run primary schools of the district. They are assisted by training supervisors.

Taluka Development Officer in Taluka (TDO) and training supervisor.

Eight to ten schools have an education inspector who visits the school frequently, checks regularity, academics, papers. Provides support and guidance to teachers.

After the implementation of the National Education Policy 1986-92 such schools were equipped through Operation Black Board.

The Zilla Panchayat also takes responsibility for the maintenance of this school building.

Sarva Shiksha Abhiyan across the country to make primary education universal (SSA) has come into effect.

Apart from this Right to Education Act-1992 has been implemented. At the state level for teacher training following the recommendations of the National Education Policy GCERT has set up Diet-Zilla Shikshan and Training Bhavan at district level and BRC at taluka level, under which CRC. Teachers are trained through this channel. New ideas are implemented. Mid-day meal scheme runs in primary schools. Many new ideas have been implemented like Pragya approach, Bala programme, Environment Council, School Management Committee (SMC), Teacher-Parent Council, Matru Mandal. District Panchayat-run primary schools are taking up the responsibility of imparting primary education in the backward, tribal and hinterland areas of Gujarat.

Aided Secondary Schools - Higher Secondary Schools

Secondary education in India was started by priests in the 18th century. Secondary education started in India during the British rule. Secondary schools were started by the government in the state of Gujarat after independence. Saurashtra and Kutch in Gujarat have government secondary and higher secondary schools.

However, the responsibility of the state government is to provide primary education. Private enterprises were encouraged to start secondary schools. The success of the development of

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secondary education is attributed to such private enterprises. A very large number of grants in Gujarat (Granted) Secondary and Higher Secondary Schools. These schools are started by private trusts. In rural areas such secondary schools have been started by village education boards. Initially, such schools were given 50 percent of the cost. 50 percent assistance was also given in the salary of the employees. After secondary education became free and teachers' salaries were increased, now the government pays 100 percent of the salaries of principals, teachers and other employees. Grant for the running of the school is provided by the government. Such schools have beautiful, well-furnished buildings that have been built by congregations through donations. After the implementation of the new model, some of these schools added higher secondary education. Schools having classes 9 to 12 are higher secondary schools while secondary schools providing education to classes 9 and 10 are secondary schools. There are North Basic Schools imparting basic education. These schools mostly have Gujarati medium. A few schools are English medium and very few are Hindi, Marathi or Urdu medium.

Such schools are affiliated to Gujarat Board of Secondary Education. Grant rules change from time to time. People of society take active interest in these schools. Many schools are known for their practicality. Many schools have established high standards of quality. The Secondary Education Act has been framed for the management of secondary education. A Board of Secondary Education has been constituted for the management of secondary education. There is a District Education Officer in the district for the regulation of these Secondary Schools- Higher Secondary Schools. In his office E.I. and education inspectors (ADI). He conducts annual inspection of secondary-higher secondary schools of the district. These schools offer students S.S.C. and H.Sc. Prepares for the exam.

For the past twenty years, the government has allowed very few subsidized secondary schools. Granted secondary school is allowed only in tribal areas and backward areas in special cases. Gujarat Board of Secondary Higher Secondary Education is empowered to grant such permission. Qualifications for appointment of teachers and staff are determined by the government. The approval of the state government is required for the appointment of teachers, the appointment has to be validated.

Full Government Secondary and Higher Secondary Schools

Some secondary and higher secondary schools in Gujarat are government run. These schools are managed by the Education Department of the Govt. All school expenses are borne by the government. Saurashtra in Gujarat and Kutch have the highest number of government secondary

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and higher secondary schools. Government secondary-higher secondary schools are less in number than aided secondary higher secondary schools. Still in tribal or backward areas secondary or higher secondary schools are started only by the government. Principals, teachers and other employees are appointed by Govt. A principal, teacher or employee is also transferred to another school.

However, the quality standards of government secondary-higher secondary schools are lower than that of aided secondary higher secondary schools. If a teacher is transferred or a teacher retires, the posts are not filled for a long time. Fulfillment of many needs is delayed. Even the government is not interested in running such schools. If a board is formed, the administration of the school is handed over to the board. Many such government secondary schools have been handed over to trusts.

Jawahar Navodaya Schools

Role: National Education Policy of India– 1986 adopted special planning for gifted children to make rapid progress. The National Education Policy document has pointed out the following.

"It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it." - National Policy of Edu. 1986

To provide good education to students who have special talents (Pace making schools) should be started and they should be admitted.

Action Plan of 1986 Steps were taken to establish Navodaya Vidyalayas in every district during the Seventh Five Year Plan for high merit students to start Navodaya Vidyalayas. Any bright student will be admitted without any discrimination irrespective of the financial background of the parents.

Up to 75 percent seats will be reserved for rural students. The number of admissions will be reserved keeping in mind the Scheduled Caste and Scheduled Tribe population of the district. A minimum reservation number of 15 and 7% respectively has been fixed for them. Also, 1 seat has been reserved for female students. Accommodation and food will be provided free of cost in these schools. Such schools will be affiliated to the Central Board of Secondary Education.

Jawahar Navodaya Vidyalaya Committee:

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Government of India in 1985-In 1986, Navodaya Vidyalayas were established in every district of the country. For the management of these schoolsA 'Navodaya Vidyalaya Samiti' has been established which is an autonomous body affiliated to the Ministry of Human Resources Development (MHRD) of the Centre. 28 Feb. as a committee of this organization. was established in 1985. Its main objectives are as follows.

To fulfill the objectives of excellence along with equity and social justice.

To provide opportunities for co-residence and co-education to children from different parts of the country.

To promote national unity.

Being an inspiration for national development The head office of the committee is located in Delhi.

Apart from this, its field offices are complete, located in Bhopal, Chandigarh, Hyderabad, Jaipur, Shillong, Lucknow and Patna. These offices handle the administration and control of Navodaya Vidyalayas in their area. The jurisdiction of these offices is as follows.

	Office	jurisdiction
1.	Bhopal	Madhya Pradesh
2.	Chandigarh	Punjab, Himachal Pradesh
3.	Hyderabad	Andhra Pradesh, Karnataka, Kerala, Pondicherry, Andaman- Nicobar, Lakshadweep
4.	Jaipur	Rajasthan, Haryana, Delhi
5.	Lucknow	Uttar Pradesh
6.	Pune	Maharashtra, Gujarat, Goa, Daman, Diu, Dadra-Nagar Haveli
7.	Shillong	Meghalaya, Manipur, Mizoram, Arunachal, Nagaland, Tripura, Sikkim, Assam
8.	Patna	Bihar, Orissa.

Objectives of Jawahar Navodaya Schools (Aims of Navodaya Vidyalayas):



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The main objectives of Navodaya Vidyalaya are as follows.

Family of gifted students, to provide the best type of education including the latest facilities for their all-round development without discrimination of social and economic status.

To provide appropriate knowledge and skills in three languages as per Tribhasha Sutra. (In three languages in non-Hindi speaking areas – regional language, Hindi and English language education has been arranged.)

Setting the pace for other schools.

To act as a central body for improvement of education based on experience and facilities.

Characteristics (Characteristics) of Jawahar Navodaya Vidyalayas (Main Features of Navodaya Vidyalayas):

The salient features of Sarvodaya Vidyalayas are as follows.

These schools are fully residential. Students are required to reside in any school.

Co-education is going on in these schools. Boys and girls study together.

Food and drink for students in this school, accommodation, clothes uniform, books-notes all the educational facilities are provided free of charge.

In Navodaya Vidyalayas, 30 percent of the students are transferred after entering the ninth standard. Hindi language students are sent to non-Hindi language districts and non-Hindi speaking students to Hindi speaking districts.

Admission to Jawahar Navodaya Vidyalayas (Admissions in Navodaya Vidyalayas):

Admission of students in Navodaya Vidyalayas is as per below procedure

National Council of Research and Training to students (Admission to 6th standard is given on the basis of marks by taking examination by NCERT).

The entrance test is conducted in mother tongue or regional language.

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The admitted student must have a third degree from a government recognized school, should have passed 4th and 5th standard.

A student who fails or fails the entrance examination cannot sit for the entrance examination a second time.

A student can appear for the exam in the medium of the language in which he/she has passed 5th standard.

Mental Aptitude in Entrance Test, language and mathematics subjects are examined.

Present Status of Jawahar Navodaya Vidyalayas: Thus, the number of urban students in Navodaya Vidyalayas has been limited to about 25 percent. Rest of the students come from rural areas. It is recommended to admit as many girls as I can in each school. In these schools, they are given the benefit of reservation in proportion to the Scheduled Caste and Scheduled Tribe population of that district or region. But the regularity of this reserve should not be less than the national reserve scheme. 31 January, the number of students in Navodaya Vidyalaya in 1994 was as follows.

the boy	Girls	Rural	Urban	common	Anu. caste	Anu. Peoplecaste
84,548	35,755	93,058	22,245	81,438	24,772	14,093
70%	30%	77%	23%	67%	21%	12%

Art Commerce up to +2 in Navodaya Vidyalayas, science and vocational education is imparted. Currently, there are 378 Navodaya Vidyalayas in 30 states including states and union territories.

Central schools(Central Schools)

IAS of Central Govt. And I.P.S. The job area of the officers is all the states of all India. When such officers are transferred from one state to another their children have problems in studies like medium, textbooks, syllabus and examination system for the purpose of not arising from the rule of the British i.e. A.D. From 1921 a special arrangement was made. To solve these problems, Central Schools have been established in all the states. It is national level board CBSE. are associated with The medium

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of central schools is English. There are departmental offices for its regulation. The Western Division office is at Ajmer. In addition to Central Government employees, children of officers of state units of military forces and children of other citizens study in it. These schools have a uniform curriculum across India. Textbooks NCERT Prepared by These schools are of common standards across the country. SSC and H.Sc. The examination is held in common all over the country. 10th grade i.e. S.S.C. Exam is voluntary. The courses of Central Vidyalayas are of high standard. The quality of education is also high. No state regulations apply to these schools. The cost is borne by the central government.

Central Vidyalaya Association (KVS) :Government of India based on the recommendations of the Second Pay Commission in AD. In 1962 sanctioned the scheme of Central Vidyalaya Sangathan. Initially 20 regimental schools in different states were taken as central schools.

Its successful operation is managed by 25 field offices, which also has a Ranchi office.

Simultaneously, 5 Zonal Institutes are also working across the country.

11 in Central Vidyalaya, 21,012, students (31-03-2013) studying. and 56,445 employees (1, 10, 2012).

In 1963, with national unity and students in the form of Kendriya Vidyalaya Sangathan, excellence in secondary and higher secondary education is the main focal point for inculcating the spirit of 'Indianness'.

The objective of KVS is to establish Central Vidyalayas for the children of defense personnel and migrant Central employees, it is an autonomous organization.

Three central schools (Kathmandu, Moscow and Tehran).

The Indian Embassy, the children of employees as well as children of other employees of the Government of India imparts punishment.

Hon'ble Commissioner Shri Avinash Dixit (IDAS) started office operation in Ranchi region on 1-4-2012.

38 Kendriya Vidyalayas fall under the jurisdiction of Ranchi Regional Office.

All central schools have bilingual curriculum.

Sanskrit as a compulsory subject from sixth to eighth standard, is also taught as an optional subject in 12th standard.

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Students French, can select German regional language.

Model Schools (Model Schools)

Model school means ideal school. A school whose educational methods, student activities, co-curricular activities, assessment work, sports activities, cultural activities, school building, special rooms, systems etc. become a model for other schools. Other schools were motivated to emulate such schools. This idea has been expressed in the National Education Policy. To embody this idea, one Jawahar Navodaya Vidyalaya has been started in each district of each state. Bright students get admission in it. The student is provided with clothes, accommodation, food, boots-socks etc. by the government. Central Government runs such schools. We have thought about such a school before.

However, the concept of model school is different and superior. Other schools consider it ideal, which imitates, adopts the new systems of this school, gets inspiration from this school for innovative experiments in education is an ideal school. There are many types of secondary schools in India. But ideal model schools embodying the above ideas are very few. Where activity-centred learning is imparted, students learn by self-effort, where life-related and life-applicable learning is imparted. Where the overall development of the student takes place. A school where holistic assessment is done can be called an ideal school, a model school.

Schools for the deaf and dumb:

Those who cannot hear, children who cannot speak due to lack of hearing are considered deaf-mute. These children learn sign language. He can understand others through sign language. Can present himself to others. Due to hearing impairment, such children study in a deaf-mute school, a special school for them. There are specially trained teachers for them. Certificate course for them and esp. B.Ed. (For Deaf-Mute) Qualification required. These teachers are experts in sign language. In the teaching of each subject he teaches using gestures, signs or symbols. There are lakhs of such disabled people in our country. Both primary and secondary level schools are necessary for them. Some charitable organizations run such schools. The number of such institutes is very less considering the number of students. Due to lack of awareness in rural areas, many such children remain deprived of education. According to the right to education for all, such children also have the right to get education. Devices like hearing aids are provided for such children. If such children are given vocational training, they will be able to earn a living. Crafts like tailoring, book-binding, carpentry and blacksmithing can be taught to them.

Dark schools(Schools for the Blind):

Innately sightless, partially blind and blind children can fall into this category. Totally visually impaired – Blind schools are run for blind children. Such children learn to read with the help of touch. They are

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taught Braille script made up of six raised dots. Books are prepared in Braille language. However, such books are expensive, bulky and available in limited numbers. Movement training is given to such children. Physical Actions Brushing, dressing, other physical actions are trained. Now Talking Books are made available for them. In which a book tape is prepared with clear and pure pronunciation. Now CD is used. Apart from this, the service of Reader is provided to such students. Such a reader reads a book to a blind student. Writer facility is provided in the exam. They are given half an hour extra time in board or university exams. A tool called Alex is used to teach them math or calculations. They are taught to write in Braille script through a Braille board. Braille typewriters are also used to write quickly.

Special devices Magnifying glass for partially blind children, special gradients etc. are used. Such students are given vocational training so that they can earn a living. Many pragnachakshus are up to postgraduate level or Ph.D. Have been able to get education up to the level.

There are millions of such children, while special schools for them are very few. There are only one or two orphanages in the district. An integrated approach has been implemented to educate such children along with normal children. Significant work has been done for such children by Andhajanmandal, an Andhashala in Navarangpura. Now they are also given computer education. Blind persons work successfully in banks, educational institutions and elsewhere.

Schools for mentally retarded children (Schools for Mentally Retarded Children) :

There is a third type of disability; retarded children. There are schools for mentally retarded children for the education of such children. Who usually has an IQ of 50? So those who are short are called retarded children. It also has different levels. There are schools for mentally retarded children for the education of such children. These schools have specially trained teachers. At secondary level esp. B.Ed. (retarded children) has a training system, while there is a certificate course for primary level. An important quality in teachers for mentally retarded children is patience. These children often have to be taught something. If the teacher loses patience, gets angry or punishes the child he fails in this area. Such children are also trained to perform daily activities. Such children cannot progress beyond a certain level. By training them in suitable occupations, they are enabled to earn a living. There are very few schools for mentally retarded children in Gujarat. Government should enrich such institutions by giving grants and society by donating.

✓ Introduction: GCERT, IASE, CASE, DIET, NCTE, STTI, UGC, KCG

G.C.E.R.T.– Gujarat Council of Educational Research & Training (GCERT - Gujarat Council of Educational Research & Training)

For educational research and teacher training at the national levelAs NCERT works, SCERT (State Council of Educational Research and Training) works for research and training in each state.

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Up to 1964 State Education Bhavan in Gujarat State (An organization called State Institute of Educational) was working for the training of primary education teachers. According to the National Education Policy of 1986 and its implementation program (Plan of Action), it is necessary to have SCERT in every state. Hence GCERT has been formed in the state of Gujarat. Raja Shikshan Bhavan (SIE) has been converted into GCERT.

Raja Shikhand Bhavan was only an institution working to improve the quality of primary education. Simultaneously there was an Education-Training Board for pre-service training. The structure of GCERT and training institutions of primary as well as secondary education are covered under its purview.

Brief Introduction of GCERT:

The main goal of GCERT is the mantra 'Tejasvina Gali' Tamastu. Which is meaningful to this organization.

State Education Building in 1964 (The organization was started as SIE) with its headquarters in Ahmedabad.

As part of the implementation of the program of the National Education Policy of 1986, State Education Buildings ((SIE) expanded its operations and in 1988 the institute was upgraded as 'Gujarat Council of Educational Research and Training' (GCERT).

1998 under the Societies Registration Act 1860 GCERT was registered, and in 1997 the institute shifted from Ahmedabad to Gandhinagar.

GCERT is functioning at the state level for quality improvement and enhancement of primary, secondary and education-training.

The institute prepares annual planning of pre-service training and in-service training programmes.

Science exhibitions are organized by the science unit. Apart from this, the children's fair, organizes children's festival, school entrance festival, science fair etc.

At the training level Prepares Pre PTC, PTC, CPED, GBTC courses. The CMDE lays down the curricula of pre-primary to training institutions by branch and assists the 'Gujarat Raja School Textbook Mandal' in preparing textbooks.

To increase education coverage and provide quality education in every district DIET institutions have been created. DIET is administered and monitored by GCERT at the state-level.

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Distance Education Program Conducts GCERT. GCERT runs its mouthpiece 'Jeevan-Shikshana' magazine which is published every month from Gandhinagar. This magazine originally started in 1862 as 'Shaalapatra' which today is published as 'Jevanshikshana'.

purposes(Objectives):

The objectives of GCERT are as follows:

To raise the standard of quality of education.

Conducting academic research

To undertake training and in-service training programmes.

Advising the State Education Department, to implement the primary education policy of the Gujarat government.

To provide academic guidance and leadership in primary education reform programs to organizations like DIET, CTES, IASE and GBTC.

Publish academic literature.

To undertake progressive programs in terms of new trends in education.

Organizing a science fair.

tasks(Functions):

Conduct research in all schools of education, assisting and coordinating.

To conduct training and in-service training programs for primary and secondary teachers at higher level.

in the state To exercise academic and administrative control over DIETS, NCTEs and IASES.

Primary Teacher Training Colleges (PTC) and to exercise educational control over primary schools attached to District Education Committees.

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To carry out experiments and researches on teaching methods to improve the standard of primary education.

To promote and disseminate improved educational practices and performance in schools.

New trends in education from the world and nation, to undertake research, findings, publication of supplementary literature, journals etc.

District Primary Education Program to improve the quality of education (coordinating with DPEP).

Vocational education, population education, IEDC, IPTT - ITV and to undertake environmental education programmes.

concerned offices, CRCs (Cluster Resource Coordinators), BRCs (Block Resource Coordinators) and providing educational support and guidance during visits to schools.

To bring changes in the curriculum of training colleges as per the demand of time.

To purchase, lease, construct and accept donations of any property for the use of GCERT.

District Resource Group (DRG) and teachers through State Resource Group provide guidance to CRC Coordinators (SRG).

Support academic research activities in all disciplines of education, provided support, guidance and encouragement to lecturers, experts, C.R.C. Co-ordinators, B.R.C. Conducts action research through co-ordinators and training supervisors.

Conducts and monitors training programs for in-service and pre-service teacher training for primary and secondary teachers.

District Education Training Building CTE (College for Teacher Education) and (IASE) (Institute of Advanced Studies in Education) i.e. provide academic and administrative support and control to the colleges.

Yoga, Physical Education, Art, Music, N.S.S. and organizes and implements Scout Guide trainings.

ITV programs through teleconferencing and distance learning by organizations such as HESCO (Gandhinagar) and ISRO (Ahmedabad)., C.R.C. Co-ordinators provide academic guidance to BRC Co-



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ordinators and Bhavan Lecturers. Through innovative approaches and provides knowledge on academic hard points.

Mathematical Science Unit provides primary and secondary school teachers with an understanding of difficult points related to mathematics. Organizes programs like Science Exhibition and Science Corner. Mathematics guides the science community.

branches(Departments) :GCERT to improve the quality of education across the state. Those that perform multipurpose activities and functions can be divided into the following branches.

Training Branch

Curriculum Branch

Research Branch

ICT Branch

Science Mathematics Branch

Physical Education Branch

Publication Credit (Life Education Science Bridge)

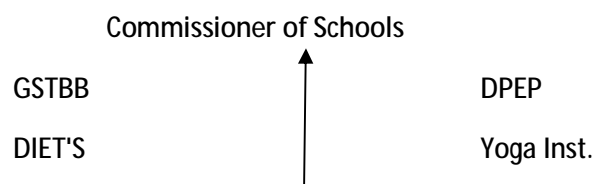
Planning Management Branch

ITI A S.E. Branch

Special Programs of GCERT:

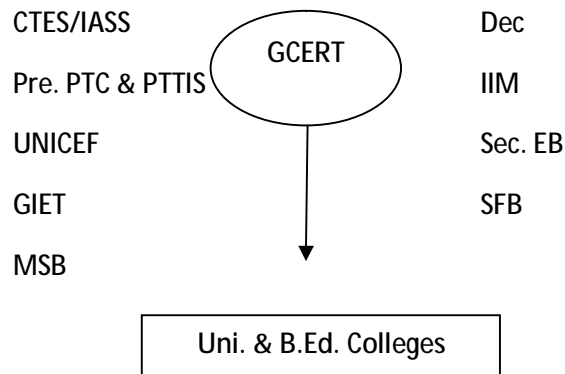
1. Integrated Scheme for Children with Disabilities
2. Including youth education
3. IPTP-ITV Branch (Teacher Training through Interactive Television)

State level coordination(Co-ordination at State level):

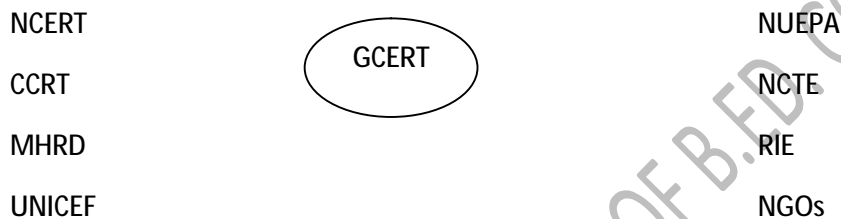


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Coordination at Central and Regional Levels (Co-ordination at National and Regional level):



Financial Statements (Financial Report):



Governing body of GCERT (Governing Body):

Administering GCERT as per the Governing Body Rules, regulates and manages. The Officers and Officers of the Board of Management are as follows:

president (president)

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Vice President((Vice-President)

Chairman(chairman)

Executive Committee((Executive Committee)

Director of GCERT (Director), Joint Director (Jt. Director) and Secretary

CASE - Center of Advanced Studies in Education

A department of the Faculty of Education and Psychology of the Maharaja Sayajirao University of Vadodara is CASE (Centre of Advanced Study in Education). Due to war CASE is a revision is an institution. As a result of the foresight of Maharaja Sayajirao III of Vadodara, the Secondary Teachers Training College was established in Vadodara in 1935. This college was very well known throughout the western division. In 1949, the college received the status of Faculty of Education and Psychology. Glorious past education of the college and faculty of education, this department of education giving priority to research activities in education and training was established in AD. In 1963-64, U.G.C. Received status as Center of Advanced Study in Education by It is the only such center of education in India. Is. CASE and Education Department since 1974 B.Ed., M.Ed., M.Phil. (Education) and Ph.D. conducts courses of From 2000-01 self-sustaining course of Post Graduate Diploma in Guidance and Counseling has also been added to this department. The main function of CASE is to conduct research on various aspects of education. Apart from this, this organization also works to guide the masses in this direction by implementing various new approaches in the field of education on an experimental basis. This institute has made significant contributions in the field of microteaching. Significant work has also been done by this center in the field of integrated learning. For the subject of Educational Measurement and Evaluation of B.Ed and M.Ed. In preparing study materials infused in the field of research methods and procedures has come In addition M.Ed. Sahitya has also been appointed for the field of educational technology. This prepared literature is prepared based on research methodology and inputs. Till date about 450 students from here have done Ph.D. A level of research has been done. Many students of this institute provide leadership in many educational institutions across India. Students of this center also serve in educational institutions in Bangladesh, Sri Lanka, Kenya, Nigeria, Jordan, Thailand, Singapore, UK, USA. About 56 students in this department have done Ph.D. done Currently 25 to 30 students Ph.D. doing. Currently, research is being carried out in areas such as computer-based learning-teaching, Emotional Intelligence, various programs for children with learning-teaching disabilities (Special Education). Information Technology in Education compulsory question paper is given in B.Ed. Apart from this, question papers related to Computer Education B.Ed. and M.Ed. have also been entered in

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In the last five years as many as nine books have been published by CASE on various subjects. Two national level seminars are organized regularly every year. In which scholars from Gujarat and across India actively participate and exchange ideas. In the last three years, Terminal Assessment Survey was conducted under DPEP scheme in CASE. Apart from this, a project of evaluation of alternative schools in the state has also been completed.

University professors credit goes to this department for providing In Service Education. Since 1976, this department has prepared a program based on educational assessment and educational methods for newly joined faculty members in the University of MS. This program continues even today. It is mandatory for newly joined faculty members to participate in this program for 10 days. The entire program is managed by CASE. The work of evaluation of 14 districts under Sarva Shiksha Abhiyan program running in the state is also entrusted to this department. This work is given by the Ministry of Human Resource Development (MHRD).

Thus this section of academic research, regularly organizes in-service programs for teachers and trainers and various seminars in the field of education. At present there are 100 students working in B.Ed., 55 in M.Ed., about 16 and 30 in counseling and guidance. The present head of this institution

Dr. Ramesh Chandra G. Kothariis

C.A.S.E. (Functions of CASE:

Emphasis on conducting research work in open cell library.

The view is audio-visual intensive and as the library is networked, the beneficiaries also stay abreast of global research.

Beneficiaries from home and abroad This center in Gujarat is provided with formal facilities so that the research trainees from various universities can get maximum benefit from this centre.

In this center students make notes of necessary information besides reading and submit those notes to the librarian.

This center is only a center for education related activities, means there is no scope for any kind of political activity here. As a result, even very large scholars take advantage of this center.

In this center not only in Gujarati language, but books from leading colleges of the world are also made available. Ph.D. Students who study significantly are connected.

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to this center Upgraded in facilities and latest educational streams due to huge financial assistance from UGC.

The Center also provides a guidance role to the University for advanced study.

New researches in education are implemented under the guidance of this center.

In short, through this center...

To develop new approaches in the field of education.

Academic literature production.

B.Ed., M.Ed., M.Phil. and Ph.D. etc. to provide useful guidance to students in methodology and research.

Organization of national level seminars.

To university professors Providing in service education.

Evaluating national campaign programs like SSA campaign and carrying out tasks assigned by MHRD.

IASE - Institution of Advanced Studies in Education

Teacher education (Teacher Education) Joint Secretary, Human Resource Department, Central Government vide letter no. 3 / 7-7-187 – Sch-II to the State Government under the Seventh Five Year Plan scheme to provide financial assistance to the selected training colleges across the country for completion of physical and human facilities as part of the project. 50 out of these 250 institutes have been provided financial assistance to expand their reach by developing them as Centers of Excellence and Research and Research Centres. These 50 selected institutions are known as Institutions of Advanced Studies in Education (IASES), while the remaining 200 secondary teacher training colleges are known as College of Teacher Education (CTEs). Currently Gujarat Vidyapith, Ramba Graduate Training College, Porbandar; HM Patel Institute of English Training and Research, Vallabh Vidyanagar and Department of Education, MS University, Vadodar are running IASES centres.

IASE (Functions of IASE:

Programs to prepare elementary school teacher-trainers to carry out.

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M.Ed. to prepare primary and secondary teacher-trainers and researchers, M.Phil and Ph.D. To undertake such courses. Introduction of four-year consecutive courses for secondary school teachers in some IASEs institutions.

Primary and Secondary Teacher-Instructors, to conduct in-service programs for secondary school principals and inspectors.

Pilot Programs in Teacher-Training Institutions (To undertake Pilot Programmes).

To carry out high level basic and applied research in the field of education viz, Educational Sociology, Economics of Education and Educational Psychology etc.

To conduct training programs in using educational technology and developing software.

District Education and Training Buildings (DIETs) and providing educational guidance to Teacher-Training Colleges (CTEs).

IASE Institutions like can help in developing academic literature viz,

- Literature for teaching unit planning or content methodology.
- Question banks
- Teacher hands-on, Student's Handbooks...etc.
- Reference literature
- Self study
- EDUCATIONAL EQUIPMENT...ETC.

Effect:IASE to perform the above functions. Centers use different inputs. like, Seminars, Workshops, Group Discussions, Individual School Visits, Summer Courses, Op Classes, School Adoption Programmes, Out Post Centres, Correspondence Refresher Courses etc.

Thus these centers (institutions) embody new ideas. Education remains the link between college and school. Makes an invaluable contribution to the training program. Continuously improving the quality of education Keep trying and eventually become a catalyst for change by bringing many new ideas to the school. In short, the impact of the work done by these centers can be described as follows:

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- New concepts entered the mindset of teachers.
- An atmosphere of thought for education was created.
- Principals turned towards new experiments.
- Periodical reading among teachers, Writing, Science Fair, Essay Competition, Cultural activities aroused the enthusiasm of the participants.
- From the scientific void grew an ideological fervor.

DIET (District Education and Training Bhawan):

Introduction:

Universalization of elementary education has been a fundamental objective in the education sector in India since independence. According to Article 45 of the Constitution of India, within a period of ten years from the commencement of the Constitution every child attains the age of fourteen years. Provision will be made for imparting free and compulsory education. As per the provisions of this Constitution, the nation has made significant progress in elementary education and literacy. However, the proportion of dropouts in the early stages of education remained high. Also could not extend education to the last person. In view of this situation, in May 1986, the Parliament implemented a new National Policy on Education.

Until the adoption of the National Education Policy, the National Council of Educational Research and Training (like NCERT), National Institute of Educational Planning and Administration (NUEPA) and State Council of Educational Research and Training (SCERT). Aid in education was provided at state and national level by the institutions themselves. In the National Education Policy 1986, teacher-training, in-service and pre-service sectors were considered important and district education and training buildings were created as part of upgradation of education at the primary level.

District Education and Training Building : Aim

To provide educational training and instrumental support at the grassroots level for programs undertaken in the areas of early and primary education.

As per the requirement of the district, the district education and training building will function in the field of primary education.

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organization ((DIET) to continuously strive for excellence in its performance.

Diet, will form part of a comprehensive strategy to achieve national goals in the field of early and primary education.

thus, efficient and effective planning and implementation of operations, harmonious and creative organizational environment, maintenance of clean and attractive campus etc. are expected to be exemplary for other educational institutions in the district.

Main Functions of District Education and Training Bhawan:

(1) Training      (2) Instrumental- aid distribution      (3) Research

1. Training :

There are two main types of training:

- (a) Pre-service training– Which has to be given within the stipulated time frame. while,
- (b) In-service training– It is continuous training.

Planning of in-service training is Need Based considering the needs of the present time, Area Based, Field Based, and Research Based. It includes society members, education administrators in addition to teachers as beneficiary groups.

2. Instrumental Support Extension:

Resource expansion in the primary education sector is becoming a responsible function of the Diet.

Provide plans keeping in mind the curriculum.

Creating curriculum based supplementary literature.

To provide an evaluation system in current perspective.

Providing technical support, including audio-video, CD. including programming etc.

Preparation of literature-guide for teacher-training.



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To prepare periodical reports related to quality control.

To prepare an educational plan.

To prepare reports of educational programs.

Preparation of database (of district).

Research:

Research work for district education and training buildings. Significant performance has been demonstrated.

Conducting research by diet faculty.

Conduct research by teachers-supervisors and stock holders working in primary education sector.

Providing guidance regarding research work.

Conduct an achievement survey.

To get an insight into the needs by conducting field educational survey.

Innovating in inspection and extending the fields.

Bulletin of the Institute, publishing bulletins, periodicals, providing information in the fields of education through its articles.

Content Development to Gujarat Educational Research and Training Council, assisting with testing and monitoring.

thus, the operations of the District Education and Training Bhawan in the field of primary education have expanded widely.

Various Branches of District Education and Training Building:

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IFIC

P&M

PSTE

ET



CMDE

Science & Maths Unit

WE

DRU

A total of seven branches are functioning in the District Education and Training Building. These seven branches are associated with the functions of another branch. thus, the whole organization functions through the coordination of all branches.

## 1.Pre-Service Education Branch(Pre-Services Teacher Education- PSTE):

Pre-Service Education Branch, is the laboratory of the District Education and Training Building. Since it is the work of DIET for the in-service teachers, the same work training is to be imparted to the pre-service teachers. These teachers are given working experience in wide areas of diet. The teachers of this branch are given knowledge of their subject matter along with the importance and function of work of each branch of Diet, so that they can be useful as in-service teachers in future. P.S.T.E. Enrolled for PTC Course from June - 2012 under Branch D.El.Ed. named.

Branch Functions:

Serving as a central branch.

Preparing research and course materials.

Getting technical support in teaching activities.

Learning – Developing different teaching methods.

To get an idea of the activities of other branches of the organization (Diet).

To maintain and maximize the use of teaching materials.

Developing co-curricular activities and imparting them to long-term trainees.

Assessment in trainees, testing, to try to clarify the concepts underlying the research work.

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To prepare the annual plan of the branch and to prepare a report of the activities done (by the branch) throughout the year.

thus, the pre-service education branch is Diet's laboratory. The functions that Diet has to do in the education sector, in its form, this branch has to do in the organization.

2.Experience Branch(Work Experience - WE):

Among the seven branches of the District Education and Training Bhawans, another important branch is the Karanubhav branch. Along with mental activities, physical work is also necessary in the overall development of children. Acquiring by building things in performance, the physical work and the learning process combine all three. Students live in society. It is necessary to engage in socially useful productive work from childhood. The main aim is to develop artistic aptitude and skills rather than making things.

Branch Functions:

Selection of sectors and development of relevant work experience activities.

Coordinate with other disciplines.

To take care of organizational functions.

employees of the organization, providing incentives to service persons, trainees.

Institute building, Maintaining the cleanliness, furniture, physical facilities of area-roads, ground, lawn-garden etc.

Building a TLM based on materials that can be sourced from the local environment.

Care should be taken to prepare school level activities and equipment at low cost.

To plan the activities to be done during the year.

To prepare guidelines for activities to be done under the work experience.

To organize demonstration of tools prepared by trainees and in-service teachers - TLM.

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3. District Resource Unit (District Resource Unit DRU):

Background:

Universalization of Primary Education in National Education Policy, nomination, settlement along with the establishment of Diet meant to improve the quality of education. Along with the development of primary education in the state, emphasis has also been laid for literacy programs in the National Education Policy.

In 1988 the National Literacy Mission was established and the District Resource Unit was established as one of the seven branches of the Diet at the district level to effectively roll out literacy programs to the village level.

The creation of the District Resource Unit provided an important contribution to the modernization programs of universal education, development of training literature for sustainable development of human values, evaluation assessment along with training for evaluation workers. The branch works with the objective of strengthening programs with public awareness under literacy upto the village level. of public participation

Functions of DRU:

Literacy campaign under Sakshar Bharat, supporting Literacy Campaign and Continuing Education and Saraswati Yatra.

Literature creation of literacy programs, program evaluation and need, training for workers, designing programs for public awareness.

Activists of skill development programs for new literates, providing support in training, local literature creation and implementation for the beneficiary.

Literacy to women society, to formulate public awareness program on health, law, child care.

Anganwadi, developing and training reform programs for kindergarten and pre-primary education workers.

Gender Education implemented by Govt, organizing training for optional education, entrance festival, nomination, programs under girl education.

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Literacy programs for members of Implementation Committee for Universalization of Education by Govt, to conduct public awareness programs regarding Pravesh Festival, Girl Child Education Fund.

Training conducted by State Resource Unit, providing support to expand by participating in literature production.

School education running at the district level, training the workers under alternative education, non-statutory education and conducting program evaluation.

Promotion of Literacy – Officer for dissemination, organizing public cooperation conceptual work camps for employees, representative of education committee.

Sustainable Development of Human Values Integral Population Education, organizing training and advocacy programs for youth education, gender bias, drugs, women empowerment and health education for adolescents.

Organizing public awareness by celebrating national holidays.

Programs within the service, Field Interaction and Innovation Coordination Branch: (In-Service Programme, Field Interaction and Innovation, Co-ordination Branch - IFIC)

IFIC The branch is involved in field programs in the district, whose scope is very wide. This branch is responsible for field service programs conducted by the organization throughout the year, the functions of which are as follows.

Branch Functions:

Preparing and coordinating in-service training plan.

Providing management services as a central branch. To organize training programs for head teachers and teachers, when the subject does not belong to any branch to be taken up by this branch.

Identify training needs of initial teachers in the district and plan and implement training workers.

To prepare in-service annual programs of the organization in the district and assist other branches.

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To make appropriate efforts to increase the effectiveness of distance education programs in the district.

Conduct resource person version programs as a tool for in-service training programs.

To evaluate and monitor the quality and effectiveness of in-service educational programs and to strive for continuous improvement.

Fieldwork – Coordinating research activities and disseminating their results.

Periodical (bi-monthly-quarterly) news paper and mouth paper of the institute are published and sent to all the educational institutes of the district.

Coordinating action research conducted in diet and disseminating its findings.

Educational experience through interaction in the field, to gain knowledge about innovation and progress.

What kind of training do district teachers need?, getting its details.

5. Textbook Content Development and Evaluation: (Curriculum Material Development and Evaluation Branch CMDE)

C.M.D.E. The branch is interwoven with all the branches of the diet. Experience Branch and E.T. Branches are supplementary branches of this branch. Curriculum to the rest of the branches of the Institute, is to be reinforced with the help of supplementary literature, educational tools and assessment tests.

Branch functions

Constructing new education units suited to the local environment.

To produce literature in vernacular for children of highly backward-dialect-diverse areas.

Provide technical support and guidance for continuous and holistic assessment.

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Instrumentation Module for Evaluation, preparing the question bank and receiving test plan.

Assisting in preparing materials required for research department in the district.

Curriculum based on the local need of the district, creating literature.

the test, developing, constructing question banks, measurement, assessment, diagnostic tests, guiding principles for remedial programs etc. in collaboration with relevant disciplines, institutions, experts, teachers-trainers.

To assist the District Resource Unit in the above development works for continuing and non-permanent education.

To conduct sample based tests for checking the achievement of learners in primary schools.

To help introduce reliable and authentic methods of assessment for learners.

All other diet programs, providing information related to curriculum content development and assessment in activities.

Developing modern methods for continuous and holistic assessment.

Alteration of courses from time to time as per the demand of time.

Conduct curriculum and textbook analysis.

## 6.Educational Technology Branch(Educational Technology Branch-ET)

The learning process of children is accelerated by the activities conducted by this branch. Develops children's activity. As education imparted with the help of educational tools is more sensory, children's retention increases, and learning becomes interesting.

Branch Functions:

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Effective and low-cost educational tools like graphs for various subject areas related to education with the help of diet faculty resource persons., developing diagrams, models, photographs, slides, audiotapes, scripts, etc.

To assist the District Research Unit in developing useful tools in education for alternative and alternative education.

All audiovisual equipment in the building, maintaining computer labs, educational equipments, film projectors audio-visual cassettes etc.

Contacting nearby Broadcasting Organizations for Educational Viewing Programs to telecast educational programs.

To guide the teachers in technical matters to make the distance education programs conducted in the district application oriented.

Simple, development and effective use of low-cost educational tools.

Technical (cassette, CD) to organize and conduct workshops for development of educational tools.

All programs of Bhavan– Providing information related to educational technology in activities.

To guide and train the teachers to make practical the broad technical practices of the present day.

7. Planning and Management Branch (Planning and Management Branch - P & M):

The Planning and Management Branch functions as the central branch for planning various educational programs and reporting the annual programs of the District Education and Training Bhavan. The branch performs its duties in coordination with all the branches, under which the objectives of the branch are as follows.

Branch Functions:

Preparation of educational statistics of the district, constantly improving.



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The activities of the institute are in coordination with other educational institutions of the district, exchanging tasks.

Institute monthly– Preparation of annual and five year plans.

Convening meetings of Program Advisory Committee and Coordinating Committee in the organization and keeping a record of it.

To publish the report of the educational programs of the institute received from the branch.

To determine the topic for action research by knowing the area and needs.

Maths-Science Unit:

The Maths-Science Unit organizes and implements Maths-Science exhibitions at various levels in the district and provides guidance for planning and conducting various Maths-Science activities., and also handles the operation of Inspire Awards.

National Council for Teacher Education - 1993 (NCTE National Council for Teacher Education):

National Council for Education Training or National Council for Teacher Education National Council for Teacher Education NCTE Parliament Act No. 1993 came into existence by 73 NCTE was established with immediate effect by the Ministry of Human Resource Development vide Notification 484 published in the Gazette of India on August 17, 1995. The main objective of this organization was to achieve uniformity and well-planned development in the teacher-training system throughout the nation. To improve the quality of education, it is imperative to improve the quality of teacher-training. The main function of this organization is to make the teacher-training work of the country more effective. The organization endeavors to equip teachers with the necessary skills during training by providing necessary research and training for teacher-training for pre-primary, primary, secondary and higher secondary schools. Apart from this non-formal education includes part-time education, adult education, correspondence education.

As per the demand of time, changes in teacher-training etc. are coming. Advanced trends in education in current times, It is considered essential that the teacher should be prepared with respect to methods, techniques, educational tools, education technology etc. Students have to be educated to face the challenges of present and future. For this, it is necessary for teachers to increase their professional preparation. For this, the role of this institution is unique in equipping teachers through pre-service and in-service training. This organization works to bring uniformity in the education-training

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sector of the country. The contribution of this institution in qualitative improvement of primary education has been outstanding.

NCTE is headquartered in New Delhi. In addition it has four departmental committees for various fields, which are as follows.

- (1) Eastern Regional Committee (States of Eastern India)– Bhuvaneshwar
- (2) Northern Regional Committee (States of North India) – Jaipur
- (3) Southern Regional Committee (States of South India) - Bangalore
- (4) Western Regional Committee (States of Western India) - Bhopal

The headquarters of NCTE is headed by the 'Chairperson' (Chairperson - Prof. Santosh Panda). While the head of the regional committee is the regional director.

Objectives:

To improve the quality of teacher training across the country.

The quality of education of any nation cannot be higher than the average quality of teachers of that nation.

Functions of the National Committee for Teacher-Training (National Council for Teachers' Education (NCTE):

- (1) To plan and develop a teacher-training program in the country.
- (2) Standard selection procedures for admission to various branches of teacher-training, to lay down norms about training period, content and mode of study.

Teaching teaching skills.

Emphasis more on experiential and internship learning.

- (3) A new teacher– Fixing norms regarding accreditation of training institutions, new curriculum, selection of staff and qualifications as well as provision of physical facilities and guidance facilities.

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(4) Education– To provide guidance regarding standards, qualifications, recognition of examinations and training programs of examiners of training colleges.

(5) Recognized educational institutions to fix norms regarding fees to be charged from students.

Designing skill oriented and value oriented curriculum.

(6) Education– To accelerate research on innovation in the field of training.

To bring out the excellence in teachers.

(7) Periodically evaluate the norms and guidelines prescribed by the Council and suggest appropriate amendments to the recognized institutions.

(8) Making necessary plans regarding teacher enrichment programme.

(9) Education– To take all possible measures to prevent commercialization of training colleges.

Training Institutes PTC, B.Ed., C.PED, D.PED, M.Ed. Other training institutes are changing the old courses and making them up to date.

(10) To perform such other functions as may be prescribed by the Central Government.

Reading instructors, thinking and experimenting.

Limitations:

Financial funds are limited and cannot help enough.

Regional in connection with establishment of new Univs, cannot control the interference of political and communal forces.

The university has a high teacher-student ratio figure.

Central universities have to help more.

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Univ. Limited financial resources are used to implement useful schemes to improve the quality and standards of education.

STTI - Secondary Teacher's Training Institute : (Established Year 2004/05 at GCERT Campus Gandhinagar)

## 1. Background :

Secondary teacher training is of two types : (1) In-service teacher training (2) In-service teacher training, B.Ed in Secondary School. It is necessary for a trained teacher to undergo short-term teacher-training before working as a teacher to keep abreast of the changes in education, to understand the new trends in secondary education, to develop awareness of the changing content of various subjects. Such training is called in-service teacher-training. Earlier this work in Gujarat was done by Service Extension Centres. A.G.Teachers College, Ahmedabad, Vallabh Vidyanagar, M. B. Patel College of Education used to run in-service extension centers and in-service teacher training was done through them. M.S. CASE (Centre for Advanced Studies in Education) was run in the University's Department of Education. The grant for running these centers was given by the central government. Those centers stopped functioning when such grant stopped. The Gujarat Board of Secondary Education, some district principals' unions and some training institutes conducted sporadic training programmes. After this Central Government started Continuing Center for Education CCE. B.Ed from Modasa and Patan in Gujarat. Such centers used to run in colleges. But when the central government stopped giving grants, these centers also closed down.

National Policy on Education (1986).-192) proposed to start College of Teacher Education (CTI) and Institute of Advanced Studies in Education (IASE) for in-service teacher-training. B.D.Shah College of Education, Modasa, A.G.Teachers College, Ahmedabad, M.B.Patel College of Education, Vallabh Vidyanagar and Rang Avadhoot Shiksha Vidyalaya, Bilimora in Gujarat state have CTE. centers found. IASE in Porbandar and Gujarat Vidyapith, Ahmedabad. centers found.

## 2. Secondary Teacher Training Institute (STTI) :

Gujarat State Education Department Gujarat State Secondary- Secondary Teachers' Training Institute was established at Gandhinagar in the year 2005 to make higher secondary education full of quality. At present, it is the only institution functioning in the secondary-higher secondary teacher training sector, which undertakes in-service teacher-training. This institute was started after the earthquake under the Prime Minister's National Relief Fund Scheme (PMNRF). The maintenance cost and other expenses of this institution are borne by the Government of Gujarat.

S.T.I. (Objectives of STTI:

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The objectives of STTI are as follows.

- (1) To maintain the quality of secondary and higher secondary education in the state of Gujarat.
- (2) To develop teaching skills and leadership qualities in secondary and higher secondary sector through content and practical tasks.

S.T.I. (STTI) Building:

The building of this institution, situated in Gandhinagar, has an area of 1900 sq.m. as much as The institute has one AC hall, one biology laboratory, one physical science laboratory, one chemistry laboratory, two computer labs, three classrooms, one library, two offices and three faculty rooms. The hostel area of this institute is 1100 sq.m. There are 22 rooms in the hostel.

Dr. The Homibhabha Conference Hall can accommodate up to 70 people. 2 in itLCD Projector, Screen, LCD TV And there is a sound system.

Dr. The Vikram Sarabhai Physics Laboratory has a capacity of 30 persons. It contains materials for the physics range of secondary and higher secondary schools.

Dr. The Jagdishchandra Bose Biology Laboratory has a capacity of 30 persons. It contains instruments for secondary and higher secondary education biology experiments.

Tribhuvandas Gajjar Chemistry Laboratory also has a facility to work 30 persons. This laboratory has facilities for conducting chemistry experiments of secondary and higher secondary schools.

The number of Dewang Mehta Computer Labs is two, in which 30 persons can work. It has 30 computers in each room, LCD. Projector and screen are located.

There are three classrooms with a seating arrangement of 30 teachers in each class. These classrooms also have LCDs. There is a projector and screen facility.

Number of Employees:

STTI has the following employees.

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Co. Coordinator 01

Project Co. Coordinator 03

Lab. Co. Coordinator 02

H. R. Office 01

Assistant

Computer Operator 01

Hostel attendant 01

peon 03

Need for training programs:

(1) Hard points of content (Keeping in view the Hard Points), training class in their subject every year for secondary school teachers scoring less than 30 percent marks in board examination.

(2) Training programs for newly appointed teachers

(3) Three-day module based subject training programmes— through e-content.

Training Programme-Outline:

the day	Firstsitting	Another meeting
First	Value education	subject training
the second	Teaching Yoga	subject training
the third	subject-training	subject training

Program Management:

Sending orders for 15 days training to District Education Officer, through whom he met the teachers.

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One week before the training, get the list of teachers who are going to undergo training from the District Education Officer.

key— Making proper arrangements for Resource Person (KRP). Apart from this arranging accommodation and food.

Issuance of certificates to trainee teachers.

A late arrival to the District Education Officer, to notify action against absentee teachers.

Specific programs undertaken by STTI:

STTI has undertaken the following special programmes.

order	program	Teachers/persons present
1	For key-resource person E-content based subject training	75
2	Newly appointed Junior Clerk training program for	113
3	School Coordinator Training & ICT (a) School Project	385
4	Remedial for stds 9 and 10 Teaching work	342
5	British Council (Leadership Training)	35

S.T.E. Annual programs organized by:

S.T.E. In the last five years, the following programs have been organized by

order	year	number of trainees
1	April -2009to March-2010	2120
2	April -2010to March-2011	3888
3	April -2011to March-2012	6045
4	April -2012to March-2013	7560

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5	April -2013to March-2014	7472
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This institution of Gandhinagar is doing well when there is a vacuum of in-service education and training in the secondary-higher secondary sector of Gujarat state. Let's hope that its scope will expand further and secondary and higher secondary schools of Gujarat state will benefit from it. happen

### 3.5.7 UGC. University Grant Commission

There are currently 264 universities in India. In 11,564 colleges affiliated to them, 3.75 lakh teachers educate 87 lakh students. Regulation of this entire system of higher education, its quality improvement is done by UGC. doing. Here we will discuss about the constitution, scope and achievements of UGC

Established:

- Ø Sergeant The committee U.G.C.of Establishment for recommendation Curry.
- Ø The Central Education-Advisory Board ratified this recommendation.
- Ø In 1956, the Central Government established the UGC.
- Ø The initial form of UGC was like an advisory-committee as it did not have financial powers. Dr. The recommendation of the Radhakrishnan Commission gave the UGC economic powers (Funds) was given.
- Ø Present Chairman Prof. Veda is light.

Constitution:

- Ø Total Nine members have is. -one Secretary
- Ø Chancellors of 3 different universities
- Ø 2 Educational Government Officers
- Ø 4 Top Educators of the Nation



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Work Area:

- Ø to universities of quality standards Regarding Advice to give.
- Ø To examine the financial needs of the universities and advise the government on granting grants and disbursement of grants.
- Ø Advising the Government on proposals regarding the establishment and location of new universities.
- Ø Advising governments on recognition of degrees awarded by universities.
- Ø Advising universities to take action on higher education reform.
- Ø To carry out any steps taken by the Central Government for the development of higher education.
- Ø To maintain and make grants for the development of Central Universities established under the Central Act.

UGC Grant: UGC Provides two types of grants:

(1) Maintenance - Expenditure Grant

(2) Development- Expenditure Grant

(1) Maintenance-expenditure grant : Awarded in the form of annual block to central universities.

(2) Development-Expenditure Grant: Grants are given to Central Universities as well as to Universities for their development programmes..

UGC grants are on a five-year basis. Because its fund is determined according to the allocation of the five-year plan.

Achievements of UGC: Achievements of UGC are as follows :

- Ø New Universities start to do good Relatively grant gave is.
- Ø Revised the pay scales of teachers.
- Ø College Hostels, has generously helped in building faculty-residences.

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- Ø University- Grants have been given to develop libraries.
- Ø Grants have been given to carry out research for postgraduate education.
- Ø Financial assistance has been provided for equipping the laboratories
- Ø Grant-in-aid facilitates research in humanitarian subjects.
- Ø Tutorial method has been introduced to raise the standards of teaching-learning method.
- Ø Recommends controlling student-admissions to improve standards of higher education.
- Ø Adoption of mother tongue in higher education was urged; But clarifications have been made regarding the teaching of Hindi and English.
- Ø There has been an insistence on making the examinations evaluation oriented in higher education.

Limitations:

- Ø Financial funds Limited Since of universities in development Enough Help Currycan't
- Ø Regional in connection with establishment of new universities, cannot control political interference.
- Ø The university has a high teacher-student ratio. This figure cannot be brought down as financial resources are limited.
- Ø Central universities have to provide more financial support.
- Ø The university has limited financial resources to implement useful schemes to improve the quality and standards of education.

Gnanavahiridhi of Gujarat (Knowlege Consortium of Gujarat (KCG))

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CEO - AJ Shah (IAS) (CEO KCG Commissioner of Higher Education)

In today's age of knowledge, knowledge is power - Knowledge is Power is considered. A country which creates new knowledge is considered a strong country. Knowledge now doubles in five years. New knowledge is added in different subjects. Many new subjects, new disciplines have emerged. In science and technology, in the medical field, in industry and in social fields, much new knowledge arises and is added to languages. It is the responsibility of higher education to convey this knowledge heritage of every field to the students and to nurture it. India has a rich knowledge heritage, it has to preserve it, while also keeping abreast of the new knowledge emerging in the world. Knowledge has to be regenerated. American universities often have five to seven Nobel laureates on faculty. He is known in the world as an expert in his field. Higher education is also expected to create such new knowledge. Knowledge Consortium - Gnanvaridhi has been started in the states of India for the purpose of making such customized knowledge, knowledge of all subjects, disciplines easy. One such KCG has been started in Ahmedabad by the Education Department of Gujarat, which we will get to know.

The emergence of nine ideas in today's global knowledge society, the creation of new knowledge as well as the spirit of cooperation with freedom and equality, \* Wa society, use of electronic media - all this in view KCG in every state of India. have started.

Objectives of KCG:

- Ø accumulation of knowledge And of knowledge broadcasting for one Strong stage finished give.high of education Quality improve Assistant to be.Various in the field changes LaDiffusion of new ideas.
- Ø Help initiate quality improvement in higher education. Bringing change in the following areas.

(1) Curriculum (2) Enhancing teacher preparedness Enhancing the knowledge of teachers - Conducting training programs for the same, use of ICT in education, improvement in teaching methods, change in teaching-learning methods, acceleration of research, developing service extension activities. (3) Reorganization of assessment, credit system, grade, choice bayes subject selection, adoption of continuous and holistic assessment, increase of business opportunities for students. (4) Develop a mechanism to take responsibility for higher education.

- Ø Various Universities, to develop reciprocal relations-linkages between colleges, research institutes. To intensify contacts with world knowledge, research. Arranging lectures of non-resident Indian scholars in various universities, colleges.

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- Ø Providing facilities to researchers. Making international research available at world level.
- Ø Enhance collaboration with state centers of excellence in their activities.
- Ø Acting as a bridge—Translating research done in foreign language, knowledge creation - to prepare good translators. Digitizing knowledge. To develop capacity, skills of employees of various organizations, departments, renew/enrich their English and computer knowledge.
- Ø Indian knowledge, specialized knowledge of various regions, to prepare English translations thereof for its dissemination.
- Ø Translating knowledge into other languages, publishing it. Conducting research support surveys, best practices, promoting projects. To the right persons for knowledge creation personal, to network organizations, agencies, and protect the rights to protect new knowledge creation.
- Ø KCG is a reference center for knowledge (Creating a Resource Centre. Helping students, teachers, researchers in publishing. To encourage them in their survey, studies, projects.
- Ø To promote the creation of new knowledge through research.
- Ø Integrated Learning ((Integrated Education) to provide samples.

Current Trends:

- Ø selection based on credit of the method use, Reorganization of Education.
- Ø Knowledge Management Program for Faculty (KMPF)
- Ø Sandhan - A classroom experiment across Gujarat.
- Ø Saptadhara.
- Ø objective–Student Internship, Placement
- Ø AAA - Academic and Administrative Audit

activities:

- Ø Karma Yogi training
- Ø ICT in Education (Information and Communication Technology
- Ø Active Learning Methodology
- Ø Reorganization of Libraries
- Ø Gold Club (celebrating excellence in higher education)
- Ø Mission Mode Implementation (MMI)

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- Ø Acharya, Award for Teachers
- Ø Other measures of KCG

Workshops Conducted:

KCGA One Week Research Methodology (Research Methodology) workshops have been held. Conducted cultural maintenance and quality workshops. An employment conference has been organized by Odisha. For higher education, programs have been organized keeping in mind various subjects.

KCG - 2 <http://www.keg.gujarat.gov.in/index.php>

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Unit-4 Various Acts of Government on Education and Structure of Education

- ✓ Introduction to the existing policy of the State Government in respect of Primary Education

General Introduction:

The Bombay Primary Education Rules - 1949

Mumbai Elementary Education Rules - 1949

As revised upto 1st October 1993

11 Chapter and 201 Rules (Section)

A study of general matters included

chapter-1: Preliminary (Rules 1 to 2)

- Short sex and initiation
- definition

Chapter-2 : School Board (Rules 3 to 31)

- Composition of School Board
- Election of School Board Members
- Election of Chairman and Vice-Chairman
- Management of school board work
- Regarding grant of traveling allowance to School Board members

chapter-3 : District School Board, Duties of Authorized Municipalities and Municipal Boards (Rules 32 p 59)

- District School Board, Official Municipalities, Duties and Functions of Municipal School Boards

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- Duties and Functions of Chairman
- Duties and function of Vice-Chairman
- Agreements, settlements and tenders

chapter-4 : Unauthorized Municipalities (Rule-60)

chapter-5 : Administrative Mechanism (Rules 61 to 83)

- Powers and Duties of Administrative Officer
- DUTIES OF STAFF PERFORMED BY DISTRICT SCHOOL BOARD OR MUNICIPALITY
- Procedure for appeal

Chapter-6: Regarding formulation and implementation of schemes of compulsory education (Rules 84 to 102)

- Regarding preparation of schemes of compulsory education
- A matter of compelling attendance as planned

Chapter-7: Recognized Schools (Rules 102 to 140)

- Conditions to be followed in approved schools
- Regarding maintaining a register of approved approved private primary schools

Chapter-8: Government and Local Financial relationship between societies (rules 141 to 166)

Chapter-9 : Powers and Duties of Government Appointed Officers (Rule-167 to 170)

Chapter-10 : State Board of Elementary Education (Rule-171 to 175)

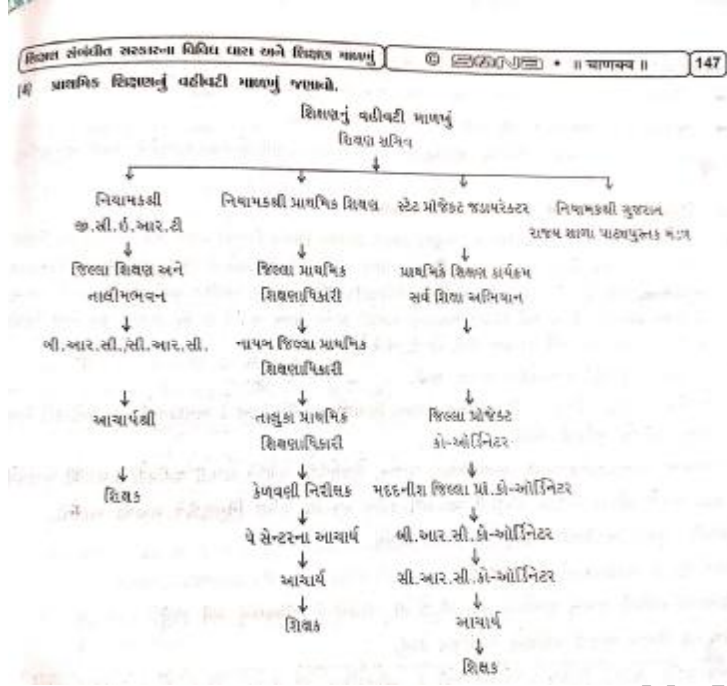
chapter-11 : Radiance(rule-176 from 192)

- Composition and Functions of Village School Committees
- Voluntary expansion schemes

In addition to the various rules and models in the Schedule and Annexure.

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- ✓ Secondary And Higher Secondary of education In context State of the government existing of law introduction
- The Gujarat Secondary Education Act-1972
- Gujarat Secondary Education Act-1972
- As amended in August-1987
- 8 chapters and 59 clauses

A general study covering:

- Composition of the Board, rules regarding its constitution and powers
- Money, Rules on Accounts and Audit
- RULES REGARDING REGISTRATION OF SECONDARY SCHOOLS
- Details of state takeover of administration of secondary schools
- Employment provisions in registered private secondary schools
- Matters relating to the offense and punishment for contravention of the provisions



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thus, the Secondary Education Act-1972 has made provisions relating to the above matters relating to secondary education.

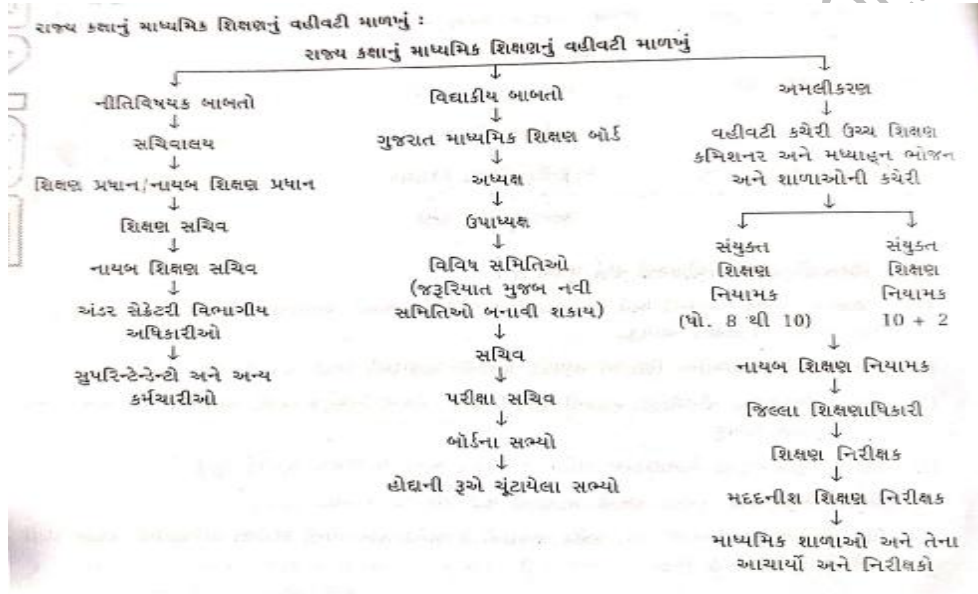
State the duties and functions of District Education Officer.

- Education is a gradual process. The positive or negative Nirbhaya or thinking about education taken at the national level is conveyed to the state level and then to the district level. And the task of delivering it to the schools in the remote areas of the district comes under the administration of the District Education Officer, who are gazetted class-officers. Apart from facilitating the work based on his thinking ability, he also has some duties and tasks to perform which are as follows.
- Acts relating to grant or payment or ratification.
- To check the accounts of Government or Non-Government Secondary Schools of the district and assess the grant or grant and make payment within the prescribed time limit.
- Salaries of District Employees, to perform administrative functions relating to other allowances, pensions, graduations, etc.
- STAFF RECRUITMENT PROCEDURE Validate the selected appointments by verifying the relevant forms.
- For academic as well as non-academic work Grant of NOC
- Tasks related to planning or management.
- All the schools in the district and PTC. Conducting examination in colleges.
- Conducting Board of Secondary Education Examination.
- State Examination Board Special Examinations like Scholarship, conducting tests like PTC, drawing, aptitude test. and to manage.
- Recruitment of employees, managing functions like transfer or spare appointment.,
- Teacher training (in-service), resolution of issues of Acharya Sampa, Teachers Union etc. and new additions to education
- Purpose To manage meetings.
- Representing the Board of Secondary Education or Government in Tribunals and Educational Seminars, organizing activities like workshops science fairs.
- other functions

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- Information required under the Information Act should be provided at appropriate intervals.
  - School as a mentor, providing educational guidance to principals, teachers and other employees.
  - To undertake various efforts to develop schools and education.
  - Dissemination of necessary information under the issue raised in the Lok Sabha to the appropriate higher authority.
- ✓ State Level Secondary Education Administrative Structure and Functions and Duties of Higher Education Commissioner



The functions and duties of the Commissioner of Higher Education are as follows:

- (1) Advising the Secretariat on education and providing necessary information on education.
- (2) To implement the policies and regulations laid down by the State Government regarding higher education.

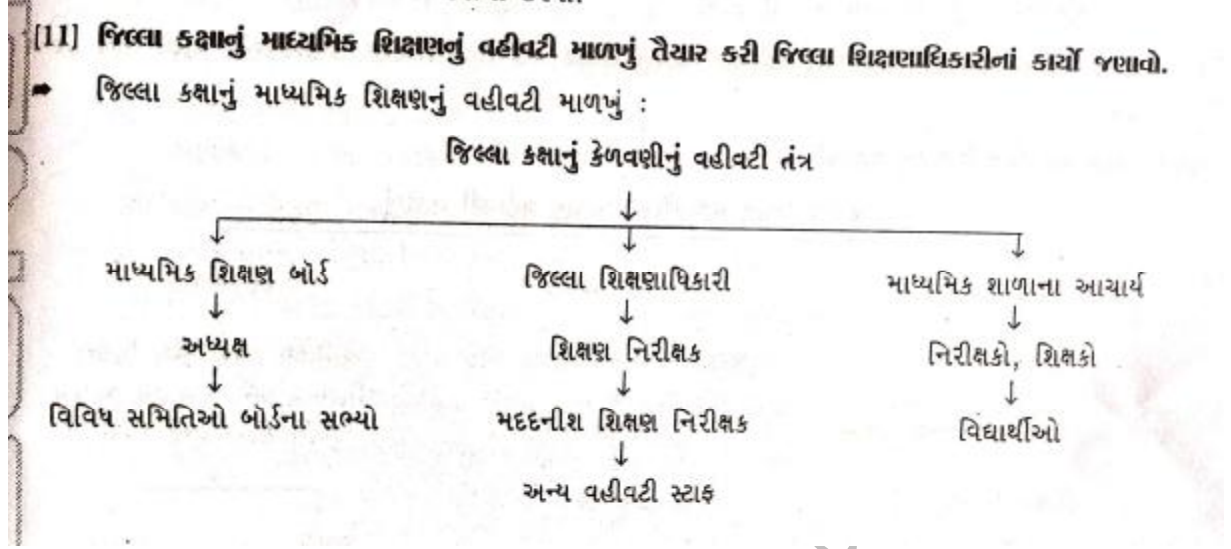
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- (3) Guiding and regulating subordinate staff.
- (4) Government-run colleges, Government Secondary Schools and Institutions imparting special type of education- To administer.
- (5) Ten to State Secondary Schools, allowing opening of eleventh and twelfth standard.
- (6) To administer the entire educational system of the State.
- (7) To make provisions for the training of primary teachers and secondary teachers.
- (8) To provide information to the Minister of Education on questions relating to education referred to in the Legislative Assembly.
- (9) State Education Building, to provide guidance and advice to State Examination Boards, Boards of Secondary Education etc. and to regulate all such bodies.
- (10) Problems relating to conditions and pensions of teachers or employees associated with educational institutions of the State., Graduate, P.F. Works to dispose of works related to etc.
- (11) Basic Education, Physical Education, Art Education, Pampadari Education, Libraries etc. Activities- To provide momentum and encouragement.
- (12) University Senate, attended the meetings of the Board of Secondary Education to present the government viewpoints.
- (13) To prepare the State Educational Annual Progress Report.
  - ✓ Administrative Structure of District Level Education and Duties and Duties of District Education Officer

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The functions/duties of the District Education Officer are as follows:

- (1) Government and non-government secondary schools in the district, to inspect and guide teaching-temples etc.
- (2) Receipt and disbursement of grants by checking the accounts of NGOs.
- (3) To select the non-gazetted staff of his area, appointing them, making transfers and- controlling them.
- (4) To implement different strategies Continue to seek guidance from GCERT.
- (5) To issue circulars for schools as directed by the Director of Education.
- (6) of students, to investigate the complaints received from the parents and the public or public bodies and to deal with the same.
- (7) PTC conducted by the State Examination Board., Droig Med, Scholarship etc. to assist in the conduct of examinations.
- (8) To see that the system of primary schools in the district works properly, to be in touch with the Governor regarding the activities of the primary schools of the district.

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(9) E.Shri.C., to approve scholarships or bursaries awarded to returning students and which

(10) Approval of private schools up to Poran Nav after checking their quality.

(11) To take effective measures to increase the efficiency of secondary schools in the district.

(12) Disposing of actions from teachers and principals.

(13) Principals organize frequent educational seminars and discussions, to make efforts to increase educational contact of parents, teachers and students.

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