LALA JAGAT NARYAN EDUCATION COLLEGE

JALALABAD (W)

# School Culture, Leadership and Change




## D.El.Ed 2ND YEAR

## – NOTES –

**Unit 1: Structures and Processes of the Indian Education System**

- **Types of schools within different administration bodies**
- **Roles and responsibilities of education functionaries: Centre (MHRD) and State level**
- **Relationships between school and community: Need and importance, Principle and techniques for establishing relations**
- **Understanding and interpreting educational policies that impact schools: National Policy of Education, 1986, Revised NPE, 1992**
- **School culture and organization: Meaning of school culture and role of activities in the creation of school culture; Meaning and principles of school organization**

**Unit 2: School Effectiveness and School Standards**

- **School effectiveness: Meaning, Principles and assessment of school effectiveness**
- **Understanding and developing standards in education**

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• **Classroom management and the teacher, multiple learning levels in the classroom**

• **Lesson plan: Meaning, Need and Importance, Steps in lesson planning**

• **Communication in the classroom: Meaning, Elements, Process, Barriers and Factors facilitating the effectiveness of communication**

**Unit 3: Management, Educational Supervision and Inspection**

• **School Management: Meaning, Nature, Scope of School Management**

• **Educational Supervision and inspection: Meaning, Difference between supervision and inspection, Principles, Methods/ Techniques of supervision, Defects in supervision and inspection, Suggestions for improving system of supervision and inspection.**

**Unit 4: Teacher Education, School Leadership and Change facilitation in Education**

• **Relevance of teacher Education: Pre-Service and In-Service Education**

• **Leadership: Meaning, Need and Importance, Characteristics, Development of leadership qualities among students;**

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**Administrative leadership; Pedagogical leadership; Team Leadership.**

- **Sarva Shiksha Abhiyan (SSA) Experience; Educational Facilities for girls, SC/ST/OBC, Disabled children**
- **Issues in educational and school reforms; Preparing for and facilitating change in education**

# SCHOOL CULTURE, LEADERSHIP AND CHANGE

## D.El.Ed. 2nd Year – Complete Study Notes | Lala Jagat Naryan Education College, Jalalabad

**Subject: School Culture, Leadership and Change**

**Below are unit-wise study notes in English, with detailed explanations, definitions, examples, important points and mind maps. The language is kept simple and suitable for D.El.Ed. examinations.**

## UNIT 1

## Structures and Processes of the Indian Education System

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## 1. Types of Schools Within Different Administrative Bodies

**Meaning**

**A school is an educational institution where children receive formal education, develop knowledge, skills, values and good habits under the guidance of teachers.**

**In India, schools are managed by different government and non-government administrative bodies.**

**Types of schools**

**1. Government Schools**

- **These schools are established and managed by the Central or State Government.**

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- **Education is generally provided free or at a very low cost.**
- **Teachers are appointed according to government rules.**
- **Examples: Government Primary School and Government Senior Secondary School.**

**2. Government-Aided Schools**

- **These schools are generally managed by private educational societies or trusts.**
- **They receive financial assistance from the government.**
- **They follow government educational rules and regulations.**
- **Example: A privately managed school receiving government salary grants.**

**3. Private Unaided Schools**

- **These schools are managed by private individuals, societies or trusts.**
- **They generally do not receive regular government financial grants.**
- **Their expenses are met through fees and other resources.**
- **Example: Private English-medium schools.**

**4. Central Government Schools**

- **These schools are managed by the Central Government or its educational organizations.**
- **They provide education according to prescribed national standards.**

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- **Examples: Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas.**

**5. Local Body Schools**

- **These schools are managed by local authorities such as Municipal Corporations, Municipal Councils and Panchayats.**
- **They mainly provide elementary education in local areas.**

**6. Residential Schools**

- **Students live and study on the school campus.**
- **They provide accommodation, food, education and other facilities.**
- **Example: Jawahar Navodaya Vidyalayas.**

**7. Special Schools**

- **These schools provide specialized educational support to children with particular disabilities or learning needs.**
- **They use suitable teaching methods and learning materials.**

**8. Minority Educational Institutions**

- **These institutions are established and administered by religious or linguistic minorities, subject to constitutional provisions.**
- **They provide education while preserving their cultural and linguistic identity.**

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**Example**

**A village may have a government primary school managed by the education department, a private school managed by a society and a municipal school managed by the local body.**

**Mind Map**

**TYPES OF SCHOOLS**

**Government Schools**

**Government-Aided Schools**

**Private Unaided Schools**

**Central Government Schools**

**Local Body Schools**

**Residential Schools**

**Special Schools**

**Minority Schools**

**2. Roles and Responsibilities of Education Functionaries: Centre and State Level**

**Meaning**

**Education functionaries are officials and authorities responsible for planning, managing, implementing, supervising and improving the education system.**

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**They work at Central, State, District, Block and School levels.**

**A. Central Government Level**

**The Ministry of Education (formerly MHRD – Ministry of Human Resource Development) is the main Central Government ministry responsible for education in India.**

**Major responsibilities:**

1. **Formulating national education policies.**
2. **Developing educational programmes and schemes.**
3. **Providing financial support to states.**
4. **Promoting universal elementary education.**
5. **Improving teacher education and training.**
6. **Supporting educational research and innovation.**
7. **Promoting equality and quality in education.**
8. **Coordinating educational activities between the Centre and States.**

**Important educational organizations:**

- **NCERT – Develops curriculum frameworks, textbooks and educational resources.**
- **NCTE – Regulates and maintains standards in teacher education.**
- **UGC – Coordinates and maintains standards of higher education.**
- **CBSE – Conducts examinations and supports affiliated schools.**
- **NUEPA/NIEPA – Works in educational planning, administration and management.**

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**B. State Government Level**

**The State Education Department implements educational policies and programmes within the state.**

**Major responsibilities:**

1. **Establishing and managing government schools.**
2. **Recruiting and appointing teachers according to rules.**
3. **Providing textbooks and educational materials.**
4. **Organizing teacher training programmes.**
5. **Supervising school activities.**
6. **Implementing state-level educational policies.**
7. **Providing scholarships and other facilities.**
8. **Improving school infrastructure.**

**C. District and Block Level**

| Education officer | Main responsibility |
|---|---|
| District Education Officer (DEO) | Supervises education at district level |
| Block Education Officer (BEO) | Monitors schools at block level |
| Cluster Resource Coordinator (CRC) | Provides academic support to schools |
| Head Teacher/Principal | Manages daily school activities |
| Teachers | Teach, assess and guide students |

**Example**

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**If the government introduces a new teaching programme, the Central Government may develop guidelines, the State Government may implement the programme, district officers may monitor it and teachers may use it in classrooms.**

**Mind Map**

**EDUCATION ADMINISTRATION**

**Central Level**

**Ministry of Education**

**NCERT, NCTE, UGC**

**National policies**

**State Level**

**Education Department**

**State Councils**

**Policy implementation**

**District Level**

**DEO**

**School monitoring**

**School Level**

**Principal**

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**Teachers and students**

**3. Relationship Between School and Community**

**Meaning**

**A school is an important part of society. The relationship between school and community means cooperation and interaction between educational institutions, parents, local people and social organizations for the development of children and society.**

**Need and Importance**

1. **Overall development: Cooperation supports the intellectual, social, emotional and physical development of children.**
2. **Community participation: Local people participate in school improvement activities.**
3. **Better learning: Parents help children complete homework and develop good habits.**
4. **Resource development: The community may provide books, playgrounds, equipment and other facilities.**
5. **Cultural development: Schools promote local culture, traditions and values.**
6. **Social awareness: Schools create awareness about health, cleanliness and environmental protection.**
7. **Reduction in dropout rates: Parents and community members encourage children to attend school regularly.**
8. **Democratic values: Children learn cooperation, equality and responsibility.**

**Principles of Establishing School-Community Relations**

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- **Mutual cooperation and respect.**
- **Equal participation.**
- **Open communication.**
- **Trust and transparency.**
- **Community involvement.**
- **Recognition of local culture.**
- **Shared responsibility.**
- **Continuous interaction.**

**Techniques for Establishing Relations**

1. **Parent-Teacher Meetings (PTMs).**
2. **School Management Committee (SMC).**
3. **Annual functions and exhibitions.**
4. **Community awareness campaigns.**
5. **Village education meetings.**
6. **Sports and cultural programmes.**
7. **Home visits by teachers.**
8. **Cleanliness and plantation drives.**
9. **Educational rallies.**
10. **Community surveys.**

**Example**

**A school organizes a cleanliness campaign in the village. Teachers, students, parents and local residents participate together. This creates cooperation between the school and community.**

**Mind Map**

**SCHOOL–COMMUNITY RELATIONSHIP**

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**Importance**

**Child development, attendance, resources**

**Principles**

**Trust, respect, cooperation**

**Techniques**

**PTM, SMC, rallies, meetings**

**Benefits**

**Better education and social awareness**

**4. National Policy on Education (NPE), 1986 and Revised NPE, 1992**

**Meaning**

**The National Policy on Education is a framework developed by the Government of India to guide the development, improvement and expansion of education in the country.**

**National Policy on Education, 1986**

**The National Policy on Education was introduced in 1986 to improve educational opportunities and quality.**

**Main objectives and features:**

1. **Universalization of Elementary Education: To provide elementary education to all children.**

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2. **Equal Educational Opportunities: To reduce educational inequalities.**
3. **Women's Education: To promote women's equality through education.**
4. **Education for Weaker Sections: Special attention to SC, ST and other disadvantaged groups.**
5. **Adult Education: To promote literacy among adults.**
6. **Operation Blackboard: To improve basic facilities in primary schools.**
7. **Teacher Education: To improve teacher training and professional development.**
8. **Vocational Education: To develop practical and employment-related skills.**
9. **Early Childhood Care and Education: To support the development of young children.**
10. **Value Education: To develop national integration, secularism and moral values.**

**Revised NPE, 1992**

**The 1986 policy was reviewed and modified in 1992. A Programme of Action (POA) was also developed to improve its implementation.**

**Important features:**

- **Greater emphasis on universal elementary education.**
- **Improvement in school infrastructure.**
- **Strengthening teacher education institutions.**
- **Greater attention to women's education.**
- **Expansion of adult literacy programmes.**
- **Special educational facilities for disadvantaged groups.**

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- **Improvement in vocational education.**
- **Decentralized educational planning.**
- **Greater community participation.**
- **Quality improvement in teaching and learning.**

**Example**

**Under the policy's emphasis on elementary education, programmes such as Operation Blackboard aimed to improve classrooms, teaching-learning materials and basic school facilities.**

**Difference Between NPE 1986 and Revised NPE 1992**

| NPE 1986 | Revised NPE 1992 |
|---|---|
| Introduced in 1986 | Modified in 1992 |
| Established major educational objectives | Strengthened implementation strategies |
| Focused on equal opportunities | Gave further attention to disadvantaged groups |
| Promoted teacher education | Strengthened teacher education institutions |
| Emphasized universal elementary education | Strengthened its implementation |

**Note: NPE 1986, as modified in 1992, is a historical policy framework. The National Education Policy 2020 is the later national policy.**

**5. School Culture and Organization**

**A. Meaning of School Culture**

**School culture refers to the common beliefs, values, traditions, attitudes, rules, behaviour and practices shared by teachers, students, principals and other school members.**

**It creates the identity and atmosphere of a school.**

**Characteristics of School Culture**

1. **Shared values and beliefs.**
2. **Discipline and responsibility.**
3. **Cooperation and teamwork.**
4. **Respect for teachers and students.**
5. **Equality and inclusion.**
6. **Positive learning environment.**
7. **Good communication.**
8. **Participation in activities.**

**Role of Activities in Creating School Culture**

**School activities help develop positive relationships, discipline and cooperation.**

**Important activities:**

- **Morning assembly.**
- **National festivals.**
- **Sports competitions.**
- **Cultural programmes.**
- **Debate and quiz competitions.**
- **Science exhibitions.**
- **Art and craft activities.**
- **Plantation programmes.**
- **Community service.**

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- **Celebration of important days.**

**Example: When students participate in Independence Day celebrations, they develop patriotism, cooperation and respect for national values.**

**B. Meaning of School Organization**

**School organization means the systematic arrangement of people, resources, duties, responsibilities and activities to achieve educational objectives.**

**Principles of School Organization**

1. **Principle of Clear Objectives: Every school should have clear educational goals.**
2. **Principle of Cooperation: All school members should work together.**
3. **Principle of Division of Work: Duties should be distributed according to ability.**
4. **Principle of Coordination: Different departments and activities should be coordinated.**
5. **Principle of Flexibility: The organization should adjust to changing needs.**
6. **Principle of Discipline: Rules and regulations should be followed.**
7. **Principle of Democratic Management: Teachers and students should get opportunities to participate.**
8. **Principle of Effective Communication: Information should be shared clearly.**

**Mind Map – Unit 1**

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**UNIT 1**

**Indian Education System**

**Types of Schools**

**Government, private, aided, central**

**Education Functionaries**

**Centre, State, District, School**

**School & Community**

**PTM, SMC, cooperation**

**NPE 1986/1992**

**Equality, quality, universal education**

**School Culture**

**Values, beliefs, activities**

**School Organization**

**Planning, coordination, discipline**

**UNIT 2**

**School Effectiveness and School Standards**

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## 1. School Effectiveness: Meaning, Principles and Assessment

### Meaning of School Effectiveness

**School effectiveness refers to the ability of a school to achieve its educational objectives by providing quality education, developing students' abilities and creating a positive learning environment.**

**An effective school not only focuses on academic achievement but also develops students socially, emotionally, morally and physically.**

### Principles of School Effectiveness

**1. Clear Educational Goals: The school should have clear aims and objectives.**

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**2. Effective Leadership: The principal should guide teachers and students properly.**

**3. Quality Teaching: Teachers should use effective teaching methods.**

**4. Student Participation: Every student should get opportunities to participate in learning activities.**

**5. Positive School Environment: The school should provide a safe, healthy and friendly atmosphere.**

**6. Parental Involvement: Parents should participate in school development.**

**7. Proper Assessment: Students' progress should be assessed regularly.**

**8. Equal Opportunities: Every child should receive equal educational opportunities.**

**9. Professional Development: Teachers should continuously improve their knowledge and skills.**

**10. Proper Management: School resources should be used effectively.**

**Assessment of School Effectiveness**

**School effectiveness can be assessed through:**

1. **Academic achievement of students.**
2. **Attendance and retention rates.**
3. **Quality of classroom teaching.**

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4. Teacher performance.
5. School infrastructure.
6. Student participation in activities.
7. Parent satisfaction.
8. Discipline and school environment.
9. Inclusive educational facilities.
10. Overall development of students.

**Example**

**A school where students achieve good results, teachers attend regularly, parents participate in meetings and children receive equal opportunities can be considered an effective school.**

## 2. Understanding and Developing Standards in Education

### Meaning of Educational Standards

**Educational standards are guidelines or benchmarks that describe the expected quality of teaching, learning, assessment, school facilities and student achievement.**

**They help schools maintain and improve the quality of education.**

### Important Educational Standards

**1. Curriculum Standards: The curriculum should be relevant, balanced and suitable for students' age and abilities.**

**2. Teaching Standards: Teachers should have subject knowledge and effective teaching skills.**

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**3. Learning Standards: Students should develop the expected knowledge, understanding and competencies.**

**4. Assessment Standards: Assessment should be fair, regular and meaningful.**

**5. Infrastructure Standards: Schools should provide classrooms, drinking water, toilets, libraries and playgrounds.**

**6. Safety Standards: Schools should provide a safe and secure environment.**

**7. Inclusive Education Standards: Equal learning opportunities should be provided to all children.**

**How to Develop Educational Standards**

1. **Identify educational needs.**
2. **Set clear objectives.**
3. **Develop suitable curriculum and teaching methods.**
4. **Provide trained teachers.**
5. **Improve school infrastructure.**
6. **Develop assessment methods.**
7. **Monitor educational progress.**
8. **Review and improve standards regularly.**

**Example**

**If a school wants to improve reading skills, it may establish a reading standard for each class, arrange a library period and assess students' reading progress regularly.**

**3. Classroom Management and the Teacher**

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## Meaning of Classroom Management

**Classroom management refers to the process of organizing and controlling classroom activities to create a positive environment for effective teaching and learning.**

**A teacher manages students, time, teaching materials, classroom discipline and learning activities.**

## Importance of Classroom Management

1. **Maintains discipline.**
2. **Saves teaching time.**
3. **Encourages student participation.**
4. **Creates a positive learning environment.**
5. **Reduces classroom disturbances.**
6. **Develops cooperation among students.**
7. **Improves teaching effectiveness.**
8. **Supports individual differences.**

## Role of Teacher in Classroom Management

- **Prepare lessons before teaching.**
- **Establish clear classroom rules.**
- **Maintain discipline through positive methods.**
- **Encourage questions and discussions.**
- **Use suitable teaching aids.**
- **Give equal attention to all students.**
- **Manage classroom time.**
- **Motivate students.**
- **Identify individual learning difficulties.**
- **Provide feedback and guidance.**

## Multiple Learning Levels in the Classroom

### Meaning

**Multiple learning levels refer to differences in students' knowledge, abilities, interests, understanding and learning speed within the same classroom.**

**Some students learn quickly, while others require additional time, explanation and support.**

### Characteristics

1. **Different learning speeds.**
2. **Different abilities.**
3. **Different interests.**
4. **Different backgrounds.**
5. **Different levels of previous knowledge.**
6. **Different learning styles and needs.**

### Strategies for Teaching Multiple Learning Levels

**1. Group Learning: Divide students into groups according to learning activities.**

**2. Peer Learning: Encourage students to help one another.**

**3. Individual Attention: Provide additional support to students who need it.**

**4. Activity-Based Learning: Use games, projects and practical activities.**

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**5. Differentiated Teaching: Use different tasks according to students' learning needs.**

**6. Teaching-Learning Materials: Use charts, pictures, models and videos.**

**7. Continuous Assessment: Regularly identify students' progress and difficulties.**

**Example**

**In a mathematics classroom, some students can solve multiplication problems independently, while others need concrete objects or number charts. The teacher provides different activities to help everyone learn.**

**4. Lesson Plan: Meaning, Need, Importance and Steps**

**Meaning of Lesson Plan**

**A lesson plan is a written document prepared by a teacher before teaching a particular topic. It describes the objectives, teaching methods, learning activities, teaching aids and evaluation procedures.**

**A lesson plan acts as a guide for the teacher during classroom teaching.**

**Need and Importance of Lesson Planning**

1. **Provides direction to teaching.**
2. **Helps achieve learning objectives.**
3. **Saves classroom time.**
4. **Organizes teaching activities.**

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5. Improves teacher confidence.
6. Helps select suitable teaching methods.
7. Makes teaching systematic.
8. Encourages student participation.
9. Helps evaluate learning outcomes.
10. Supports classroom management.

**Steps in Lesson Planning**

**Steps of Lesson Planning**

1. **General Information**

   Class, subject, topic and duration.

2. **Previous Knowledge**

   Identify what students already know.

3. **Teaching Objectives**

   Decide what students should learn.

4. **Teaching-Learning Materials**

   Select charts, models, pictures and books.

5. **Introduction**

   Connect the topic with students' previous knowledge.

6. **Presentation**

   Explain the topic step by step.

7. **Student Activities**

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**Include questions, discussions and practical activities.**

8. **Recapitulation**

   **Ask questions to revise the lesson.**

9. **Evaluation**

   **Check whether students achieved the objectives.**

10. **Homework**

    **Give suitable practice work.**

**Example of a Lesson Plan**

**Sample Lesson Plan**

**Primary Level**

| **Particulars** | **Details** |
|---|---|
| **Class** | **4th** |
| **Subject** | **Environmental Studies** |
| **Topic** | **Water** |
| **Duration** | **35 minutes** |
| **Method** | **Discussion and activity** |
| **Teaching aids** | **Water chart, pictures** |
| **Previous knowledge** | **Students know about drinking water** |
| **Objectives** | **Students will explain uses and sources of water** |

**Introduction: Ask students where they get water.**

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**Presentation: Explain sources such as rain, rivers, lakes and groundwater.**

**Activity: Students identify water sources from pictures.**

**Evaluation: Ask students to name five uses of water.**

**Homework: Write five ways to save water.**

**5. Communication in the Classroom**

**Meaning**

**Communication is the process of sharing information, ideas, feelings and knowledge between teachers and students through speaking, writing, gestures and other methods.**

**Effective communication makes teaching and learning meaningful.**

**Elements of Communication**

1. **Sender: The person who sends the message.**
2. **Message: The information being communicated.**
3. **Encoding: Converting ideas into words, signs or symbols.**
4. **Channel: The medium used to communicate.**
5. **Receiver: The person who receives the message.**
6. **Decoding: Understanding the message.**
7. **Feedback: The response given by the receiver.**

**Process of Communication**

**SENDER (Teacher)**

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**MESSAGE (Lesson or Information)**

**CHANNEL (Speech, Chart or Board)**

**RECEIVER (Students)**

**FEEDBACK (Students' Response)**

**Types of Classroom Communication**

**1. Verbal Communication: Communication through spoken words.**

**Example: A teacher explains a mathematics problem.**

**2. Written Communication: Communication through written words.**

**Example: A teacher writes notes on the blackboard.**

**3. Non-Verbal Communication: Communication through facial expressions, gestures and body language.**

**Example: A teacher uses hand gestures to explain directions.**

**4. Visual Communication: Communication through pictures, diagrams, charts and videos.**

**Example: A teacher explains the water cycle using a diagram.**

**Barriers to Effective Communication**

1. **Language differences.**
2. **Noise in the classroom.**

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3. **Lack of attention.**
4. **Poor pronunciation.**
5. **Fear and hesitation.**
6. **Lack of subject knowledge.**
7. **Unclear instructions.**
8. **Cultural differences.**
9. **Emotional difficulties.**
10. **Lack of teaching aids.**

**Factors Facilitating Effective Communication**

- **Simple and clear language.**
- **Proper pronunciation.**
- **Active listening.**
- **Positive teacher behaviour.**
- **Appropriate teaching aids.**
- **Two-way communication.**
- **Encouraging questions.**
- **Proper classroom environment.**
- **Immediate feedback.**
- **Respect for individual differences.**

**Example**

**A teacher explains a science topic using simple language, a diagram and questions. Students understand the topic and ask questions. This is effective classroom communication.**

**Mind Map – Unit 2**

**UNIT 2: SCHOOL EFFECTIVENESS**

**School Effectiveness**

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**Goals, achievement, assessment**

**Educational Standards**

**Curriculum, teaching, facilities**

**Classroom Management**

**Discipline, time, participation**

**Multiple Learning Levels**

**Individual differences, group work**

**Lesson Planning**

**Objectives, presentation, evaluation**

**Communication**

**Sender, message, receiver, feedback**

**UNIT 3**

**Management, Educational Supervision and Inspection**

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**1. School Management: Meaning, Nature and Scope**

**Meaning of School Management**

**School management is the process of planning, organizing, directing, coordinating and controlling school activities to achieve educational objectives effectively.**

**It includes the management of teachers, students, buildings, finances, teaching materials and other educational resources.**

**Nature of School Management**

**1. Goal-Oriented: School management works to achieve educational objectives.**

**2. Continuous Process: Management activities continue throughout the academic year.**

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**3. Cooperative Process: It requires cooperation among the principal, teachers, students and parents.**

**4. Democratic Nature: It encourages participation and shared decision-making.**

**5. Dynamic Process: It changes according to educational and social needs.**

**6. Human-Centred: It focuses on the development and welfare of people.**

**7. Systematic Process: All activities are organized according to proper plans.**

**Scope of School Management**

**A. Academic Management**

- **Curriculum planning.**
- **Timetable preparation.**
- **Lesson planning.**
- **Examination management.**
- **Academic progress monitoring.**

**B. Administrative Management**

- **Admission records.**
- **Attendance registers.**
- **Staff records.**
- **School documentation.**
- **Official communication.**

**C. Financial Management**

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- **Preparation of school budget.**
- **Management of grants.**
- **Proper use of funds.**
- **Maintenance of financial records.**

**D. Human Resource Management**

- **Teacher allocation.**
- **Staff development.**
- **Duty distribution.**
- **Performance evaluation.**

**E. Physical Resource Management**

- **Classrooms.**
- **Library.**
- **Laboratories.**
- **Playground.**
- **Furniture and equipment.**

**F. Student Welfare Management**

- **Health and safety.**
- **Scholarships.**
- **Guidance and counselling.**
- **Inclusive education.**

**G. Community Management**

- **Parent-teacher meetings.**
- **School Management Committee.**
- **Community participation.**

**Example**

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**A principal prepares the school timetable, distributes duties among teachers, arranges examinations, maintains school records and organizes parent meetings. All these activities are parts of school management.**

**2. Educational Supervision and Inspection**

**A. Meaning of Educational Supervision**

**Educational supervision is a continuous process of guiding, supporting and helping teachers to improve teaching methods and educational performance.**

**Its main aim is to improve the quality of teaching and learning.**

**B. Meaning of Educational Inspection**

**Educational inspection is the formal examination of school activities, records, facilities and performance to check whether rules, standards and educational requirements are being followed.**

**Its main purpose is to assess compliance and identify areas requiring improvement.**

**Difference Between Supervision and Inspection**

| Educational Supervision | Educational Inspection |
|---|---|
| Focuses on guidance and improvement | Focuses on examination and checking |
| Continuous process | Usually conducted at specified intervals |

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| | |
|---|---|
| **Development-oriented** | **Evaluation and compliance-oriented** |
| **Encourages cooperation** | **Checks standards and rules** |
| **Helps teachers improve teaching** | **Identifies shortcomings and deficiencies** |
| **Generally supportive** | **Generally more formal** |

**Principles of Educational Supervision**

1. **Democratic principle.**
2. **Cooperation and participation.**
3. **Scientific approach.**
4. **Individual differences.**
5. **Continuous improvement.**
6. **Professional development.**
7. **Flexibility.**
8. **Objective evaluation.**
9. **Mutual respect.**
10. **Constructive feedback.**

**Methods and Techniques of Supervision**

**1. Classroom Observation: The supervisor observes classroom teaching.**

**2. Demonstration Lessons: An expert teacher demonstrates effective teaching methods.**

**3. Workshops: Teachers discuss teaching problems and solutions.**

**4. Group Discussions: Teachers share experiences and ideas.**

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**5. Individual Conferences: Supervisors discuss teachers' performance individually.**

**6. School Visits: Supervisors visit schools to observe activities and facilities.**

**7. Teaching Records: Lesson plans, assessment records and teaching materials are reviewed.**

**8. Peer Supervision: Teachers observe and support one another.**

**Defects in Supervision and Inspection**

1. **Lack of trained supervisors.**
2. **Irregular school visits.**
3. **Excessive paperwork.**
4. **Lack of cooperation.**
5. **Fault-finding attitude.**
6. **Political or administrative interference.**
7. **Lack of follow-up action.**
8. **Insufficient time.**
9. **Inadequate resources.**
10. **Lack of professional guidance.**

**Suggestions for Improving Supervision and Inspection**

- **Appoint qualified supervisors.**
- **Arrange regular school visits.**
- **Use modern educational technology.**
- **Encourage democratic supervision.**
- **Provide constructive feedback.**
- **Organize teacher training.**

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- **Reduce unnecessary paperwork.**
- **Ensure follow-up visits.**
- **Encourage self-evaluation.**
- **Focus on improvement rather than punishment.**

**Example**

**A supervisor visits a school and observes a mathematics lesson. After the lesson, the supervisor suggests using number charts and group activities to improve students' understanding. This is educational supervision.**

**Mind Map – Unit 3**

**UNIT 3**
**SCHOOL MANAGEMENT**

**School Management**

**Planning • Organizing • Directing • Coordinating • Controlling**

**Supervision**

**Guidance, support, improvement, development**

**Inspection**

**Checking, evaluation, standards, compliance**

**Techniques**

**Observation, workshops, meetings**

**Improvement**

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**Training, feedback, follow-up**

**UNIT 4**

**Teacher Education, School Leadership and Change Facilitation in Education**



**1. Relevance of Teacher Education: Pre-Service and In-Service Education**

**Meaning of Teacher Education**

**Teacher education is a systematic process of preparing teachers with the knowledge, skills, attitudes and professional values required for effective teaching.**

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**It helps teachers understand children's needs, use suitable teaching methods and create a positive learning environment.**

**Importance of Teacher Education**

1. **Develops teaching skills.**
2. **Improves subject knowledge.**
3. **Develops classroom management abilities.**
4. **Promotes professional ethics.**
5. **Encourages child-centred education.**
6. **Helps teachers understand individual differences.**
7. **Promotes inclusive education.**
8. **Improves assessment techniques.**
9. **Develops communication skills.**
10. **Encourages the use of educational technology.**

**A. Pre-Service Teacher Education**

**Meaning: Pre-service teacher education refers to professional training received by individuals before they enter the teaching profession.**

**It prepares future teachers for classroom responsibilities.**

**Objectives:**

- **Develop professional knowledge.**
- **Understand child psychology.**
- **Learn teaching methods.**
- **Develop lesson-planning skills.**
- **Gain practical teaching experience.**
- **Understand educational principles.**

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- **Develop professional attitudes.**

**Examples of Pre-Service Courses:**

- **D.El.Ed. (Diploma in Elementary Education).**
- **B.Ed. (Bachelor of Education).**
- **Integrated teacher education programmes.**

**Activities:**

1. **Micro-teaching.**
2. **Practice teaching.**
3. **Lesson planning.**
4. **School internship.**
5. **Classroom observation.**
6. **Preparation of teaching-learning materials.**

**B. In-Service Teacher Education**

**Meaning: In-service teacher education refers to professional training and development programmes provided to teachers after they have joined the teaching profession.**

**It helps teachers update their knowledge and improve their teaching abilities.**

**Objectives:**

1. **Update subject knowledge.**
2. **Introduce new teaching methods.**
3. **Improve classroom management.**
4. **Develop digital teaching skills.**
5. **Understand new educational policies.**
6. **Improve assessment techniques.**

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7. **Promote professional development.**
8. **Address new educational challenges.**

**Methods of In-Service Teacher Education:**

- **Workshops.**
- **Seminars.**
- **Orientation programmes.**
- **Refresher courses.**
- **Online training.**
- **Demonstration lessons.**
- **Peer learning.**
- **Educational conferences.**

**Difference Between Pre-Service and In-Service Education**

| Pre-Service Education | In-Service Education |
|---|---|
| Before entering the teaching profession | After joining the teaching profession |
| Prepares future teachers | Improves working teachers |
| Focuses on basic teaching skills | Focuses on updating and improving skills |
| Includes practice teaching | Includes workshops and refresher courses |
| Example: D.El.Ed. | Example: Teacher training workshop |

**Example**

**A student completing D.El.Ed. receives pre-service education. After becoming a teacher, attending a workshop on digital teaching is an example of in-service education.**

## 2. Leadership: Meaning, Need, Importance and Characteristics

### Meaning of Leadership

**Leadership is the ability to guide, influence, motivate and inspire individuals or groups to achieve common goals.**

**In education, leadership means guiding teachers, students and other school members towards achieving educational objectives.**

### Need and Importance of Leadership

1. **Provides direction to school activities.**
2. **Motivates teachers and students.**
3. **Develops teamwork.**
4. **Improves school performance.**
5. **Promotes discipline.**
6. **Solves educational problems.**
7. **Encourages innovation.**
8. **Improves communication.**
9. **Promotes democratic values.**
10. **Supports educational change.**

### Characteristics of a Good Leader

**1. Confidence: A leader should have confidence in decision-making.**

**2. Honesty: A leader should be truthful and trustworthy.**

**3. Communication Skills: A leader should communicate clearly.**

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**4. Decision-Making Ability: A leader should make appropriate decisions.**

**5. Responsibility: A leader should accept responsibility.**

**6. Cooperation: A leader should work with others.**

**7. Motivation: A leader should encourage others.**

**8. Creativity: A leader should develop new ideas.**

**9. Patience: A leader should understand different opinions.**

**10. Problem-Solving Ability: A leader should solve problems effectively.**

**3. Development of Leadership Qualities Among Students**

**Schools play an important role in developing leadership qualities among students.**

**Important Methods**

1. **Student Council: Students are given opportunities to represent their classmates.**
2. **Group Activities: Students learn teamwork and cooperation.**
3. **Debates: Develop confidence and communication skills.**
4. **Sports Activities: Develop discipline and team spirit.**
5. **Cultural Programmes: Develop planning and organizational skills.**
6. **Class Monitor Responsibilities: Develop responsibility.**
7. **Community Service: Develop social responsibility.**

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8. **Project Work: Develop decision-making and problem-solving abilities.**

**Example**

**A teacher appoints a student as class monitor. The student helps maintain classroom discipline and communicates students' problems to the teacher. This develops leadership qualities.**

**4. Types of Educational Leadership**

**A. Administrative Leadership**

**Meaning: Administrative leadership refers to the process of managing and organizing the administrative activities of a school to achieve educational goals.**

**Main Functions:**

1. **Preparing school plans.**
2. **Maintaining school records.**
3. **Managing school finances.**
4. **Preparing timetables.**
5. **Distributing duties.**
6. **Managing staff.**
7. **Maintaining discipline.**
8. **Organizing school activities.**

**Example: The principal prepares the timetable, assigns duties to teachers and manages school resources.**

**B. Pedagogical Leadership**

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**Meaning: Pedagogical leadership focuses on improving teaching-learning processes and students' academic achievement.**

**It gives importance to teaching methods, curriculum, assessment and teacher development.**

**Main Functions:**

1. **Improving classroom teaching.**
2. **Supporting lesson planning.**
3. **Monitoring learning outcomes.**
4. **Encouraging innovative teaching.**
5. **Organizing teacher training.**
6. **Promoting child-centred learning.**
7. **Providing academic guidance.**
8. **Improving assessment practices.**

**Example: A principal observes classroom teaching and suggests activity-based learning to improve students' understanding.**

**C. Team Leadership**

**Meaning: Team leadership refers to the process of guiding a group of people to work together to achieve common objectives.**

**It emphasizes cooperation, shared responsibility and collective decision-making.**

**Main Characteristics:**

1. **Teamwork.**

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2. Mutual respect.
3. Shared responsibility.
4. Effective communication.
5. Cooperation.
6. Trust.
7. Common goals.
8. Collective decision-making.

**Example: Teachers work together to organize an annual function. One teacher manages the stage, another manages cultural activities and another manages discipline.**

**Difference Between Three Types of Leadership**

| Administrative | Pedagogical | Team |
|---|---|---|
| Focuses on school administration | Focuses on teaching and learning | Focuses on teamwork |
| Manages records and resources | Improves teaching quality | Encourages cooperation |
| Principal's administrative role | Principal's academic role | Shared leadership |
| Example: Timetable | Example: Lesson observation | Example: Annual function |

**5. Sarva Shiksha Abhiyan (SSA) Experience**

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**Meaning**

**Sarva Shiksha Abhiyan (SSA) was a major Government of India programme launched in 2001 to achieve universal elementary education.**

**Its main purpose was to provide useful and quality elementary education to all children in the age group of 6–14 years.**

**Objectives of SSA**

1. **Universal access to elementary education.**
2. **Universal enrolment of children.**
3. **Universal retention of students.**
4. **Improvement in the quality of education.**
5. **Reduction of gender inequality.**
6. **Reduction of social inequality.**
7. **Special attention to disadvantaged children.**

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8. Improvement in school infrastructure.
9. Recruitment and training of teachers.
10. Promotion of community participation.

**Major Features and Activities**

**1. School Infrastructure: Construction of classrooms, toilets and drinking-water facilities.**

**2. Teacher Recruitment: Appointment of teachers to reduce teacher shortages.**

**3. Teacher Training: Training programmes to improve teaching quality.**

**4. Free Textbooks: Provision of textbooks to eligible children.**

**5. Inclusive Education: Educational support for children with special needs.**

**6. Girls' Education: Special efforts to increase girls' enrolment and retention.**

**7. Community Participation: Involvement of parents and local communities.**

**8. Quality Improvement: Improvement of teaching-learning materials and classroom practices.**

**Achievements and Experiences**

- **Increased access to elementary education.**
- **Improved school infrastructure.**

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- **Increased awareness about girls' education.**
- **Greater enrolment of disadvantaged children.**
- **Increased community participation.**
- **Expansion of teacher training.**
- **Greater focus on inclusive education.**

**Limitations and Challenges**

1. **Unequal quality of education.**
2. **Teacher shortages in some areas.**
3. **High dropout rates in certain communities.**
4. **Inadequate infrastructure in some schools.**
5. **Differences in learning achievement.**
6. **Need for better monitoring.**

**Present Status**

**SSA was an important historical programme. Since 2018, it has been subsumed into Samagra Shiksha, an integrated school education programme covering pre-school to Class XII.**

**Example**

**Under SSA, a government school could receive support for additional classrooms, teacher training and free textbooks, helping more children attend school.**

**6. Educational Facilities for Girls, SC/ST/OBC and Disabled Children**

**A. Educational Facilities for Girls**

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**Girls have equal rights to education. Special facilities and programmes help remove barriers to their education.**

**Important facilities:**

1. **Free textbooks.**
2. **Scholarships.**
3. **Separate toilets.**
4. **Safe school environment.**
5. **Female teachers.**
6. **Residential educational facilities.**
7. **Transport or travel support where available.**
8. **Awareness programmes.**
9. **Menstrual hygiene facilities.**
10. **Support for girls from disadvantaged communities.**

**Important Government Initiatives:**

- **Kasturba Gandhi Balika Vidyalaya (KGBV).**
- **Beti Bachao Beti Padhao.**
- **Scholarships for eligible girl students.**
- **Samagra Shiksha.**

**Example: KGBV provides residential schooling facilities to eligible girls from disadvantaged groups in educationally backward areas.**

**B. Educational Facilities for SC Students**

**Scheduled Caste students may face social and economic barriers to education.**

**Important facilities:**

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1. **Scholarships.**
2. **Free textbooks.**
3. **Hostel facilities.**
4. **Support for school uniforms.**
5. **Special coaching.**
6. **Equal classroom opportunities.**
7. **Awareness programmes.**
8. **Educational support schemes.**

**Example: An eligible SC student receives a scholarship to continue school education.**

**C. Educational Facilities for ST Students**

**Scheduled Tribe students may face geographical, economic and social difficulties.**

**Important facilities:**

1. **Residential schools.**
2. **Hostel facilities.**
3. **Scholarships.**
4. **Free textbooks.**
5. **Tribal language support where appropriate.**
6. **Special educational programmes.**
7. **Teacher support in remote areas.**
8. **Transport facilities where available.**

**Important initiatives: Eklavya Model Residential Schools and other tribal education programmes.**

**D. Educational Facilities for OBC Students**

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**Other Backward Classes students may receive educational assistance according to government eligibility rules.**

**Important facilities:**

1. **Post-matric scholarships.**
2. **Pre-matric educational assistance where applicable.**
3. **Hostel facilities.**
4. **Financial support.**
5. **Coaching assistance.**
6. **Free or subsidized learning materials under eligible schemes.**
7. **Educational awareness programmes.**

**E. Educational Facilities for Disabled Children**

**Children with disabilities have the right to inclusive and accessible education.**

**Important facilities:**

1. **Barrier-free school buildings.**
2. **Ramps and accessible toilets.**
3. **Assistive devices.**
4. **Special educators.**
5. **Individual learning support.**
6. **Accessible textbooks.**
7. **Braille materials for students who need them.**
8. **Sign-language support where required.**
9. **Resource rooms.**
10. **Appropriate examination accommodations.**

**Important provisions and programmes:**

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- **Right of Children to Free and Compulsory Education Act, 2009.**
- **Rights of Persons with Disabilities Act, 2016.**
- **Samagra Shiksha inclusive education provisions.**

**Example**

**A child with a visual disability may receive Braille textbooks and suitable learning support so that the child can participate in classroom activities.**

**7. Issues in Educational and School Reforms**

**Meaning of Educational Reforms**

**Educational reforms refer to changes and improvements introduced in the education system to make teaching and learning more effective, inclusive and relevant to society.**

**Major Issues in Educational Reforms**

**1. Quality of Education: Many schools need improvement in teaching and learning outcomes.**

**2. Teacher Shortage: Some schools do not have sufficient trained teachers.**

**3. Inequality: Children from different social and economic backgrounds may not receive equal opportunities.**

**4. Digital Divide: Some students do not have access to digital devices and internet facilities.**

**5. Examination Pressure: Excessive focus on marks can reduce creativity and practical learning.**

**6. Outdated Teaching Methods: Traditional teaching methods may not meet modern learning needs.**

**7. Infrastructure Problems: Some schools lack proper classrooms, libraries and laboratories.**

**8. Dropout Rates: Poverty, migration and social barriers can affect school attendance.**

**9. Curriculum Challenges: The curriculum must remain relevant to changing social needs.**

**10. Inclusive Education: Schools need better facilities and trained staff to support every learner.**

**Suggestions for Educational Reforms**

- **Improve teacher training.**
- **Provide equal educational opportunities.**
- **Strengthen school infrastructure.**
- **Introduce activity-based learning.**
- **Encourage digital education.**
- **Improve assessment systems.**
- **Promote inclusive education.**
- **Strengthen school-community relationships.**
- **Provide proper educational resources.**
- **Encourage research and innovation.**

**8. Preparing for and Facilitating Change in Education**

**Meaning of Educational Change**

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**Educational change refers to the process of introducing new ideas, policies, teaching methods, technologies and practices to improve the education system.**

**Change is necessary because society, technology and students' educational needs continuously develop.**

**Need for Change in Education**

1. **Changing social needs.**
2. **Scientific and technological development.**
3. **New educational policies.**
4. **Changing student requirements.**
5. **Improvement in teaching methods.**
6. **Development of professional skills.**
7. **Need for inclusive education.**
8. **Improvement in educational quality.**

**Steps in Preparing for Educational Change**

**Step 1: Identify the Need for Change**

**Identify problems in the existing educational system.**

**Step 2: Set Objectives**

**Decide what improvements are required.**

**Step 3: Planning**

**Prepare a suitable action plan.**

**Step 4: Teacher Training**

**Train teachers to implement new methods.**

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**Step 5: Provide Resources**

**Arrange books, technology and teaching-learning materials.**

**Step 6: Implementation**

**Introduce the planned changes in schools.**

**Step 7: Monitoring**

**Observe whether the changes are working properly.**

**Step 8: Evaluation**

**Assess the results and identify improvements.**

**Role of Teachers in Educational Change**

- **Accept new teaching methods.**
- **Participate in training programmes.**
- **Use educational technology appropriately.**
- **Encourage creative learning.**
- **Support inclusive education.**
- **Motivate students.**
- **Cooperate with colleagues.**
- **Evaluate new educational practices.**

**Example**

**A school introduces smart classrooms and activity-based teaching. Teachers receive training, use digital presentations and involve students in practical activities. This is an example of educational change.**

**Mind Map – Unit 4**

**UNIT 4**

**Teacher Education, Leadership and Change**

**Teacher Education**

**Pre-service and in-service**

**Leadership**

**Meaning, need, qualities**

**Leadership Development**

**Student council, sports, debates**

**Leadership Types**

**Administrative, pedagogical, team**

**SSA**

**Universal elementary education**

**Educational Facilities**

**Girls, SC, ST, OBC, disabled**

**School Reforms**

**Quality, equality, technology**

**Educational Change**

**Planning, training, implementation**

**Complete Syllabus – Overall Mind Map**

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**SCHOOL CULTURE, LEADERSHIP AND CHANGE**

**D.El.Ed. 2nd Year**

**UNIT 1 – Indian Education System**

**Schools • Administration • Community • NPE • School Culture**

**UNIT 2 – School Effectiveness**

**Standards • Classroom Management • Lesson Plan • Communication**

**UNIT 3 – School Management**

**Management • Supervision • Inspection • Improvement**

**UNIT 4 – Leadership and Change**

**Teacher Education • Leadership • SSA • Inclusion • Reforms**

**FINAL GOAL: QUALITY EDUCATION FOR ALL**

**Important Questions for D.El.Ed. Examination**

**These questions are useful for long-answer and short-answer preparation.**

**Unit 1**

1. **Explain the different types of schools in India according to their administrative bodies.**
2. **Discuss the roles and responsibilities of education functionaries at Central and State levels.**

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3. **Explain the need and importance of school-community relationships.**
4. **Discuss the National Policy on Education 1986 and its revised version of 1992.**
5. **Explain the meaning and characteristics of school culture.**
6. **Describe the principles of school organization.**

**Unit 2**

1. **Define school effectiveness and explain its principles.**
2. **Explain the meaning and importance of educational standards.**
3. **Discuss the role of teachers in classroom management.**
4. **Explain multiple learning levels in the classroom.**
5. **Define lesson planning and explain its steps.**
6. **Explain the communication process, barriers and factors facilitating effective communication.**

**Unit 3**

1. **Define school management and explain its nature and scope.**
2. **What is educational supervision? Explain its principles.**
3. **Differentiate between educational supervision and inspection.**
4. **Explain the methods and techniques of educational supervision.**
5. **Discuss the defects in the existing system of supervision and inspection.**
6. **Suggest measures for improving educational supervision.**

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**Unit 4**

1. **Explain the relevance and importance of teacher education.**
2. **Differentiate between pre-service and in-service teacher education.**
3. **Define leadership and explain the characteristics of a good leader.**
4. **Explain administrative, pedagogical and team leadership.**
5. **Discuss the objectives, features and achievements of Sarva Shiksha Abhiyan.**
6. **Explain educational facilities for girls, SC, ST, OBC and disabled children.**
7. **Discuss the major issues in educational reforms.**
8. **Explain the steps involved in facilitating educational change.**

**Examination Preparation Tips**

- **Begin every long answer with a clear definition.**
- **Explain 6–10 important points with headings.**
- **Include at least one relevant school-based example.**
- **Draw a mind map or flowchart wherever possible.**
- **End with a short conclusion.**
- **Practise the differences between important concepts in table form.**

**Suggested answer structure:**

**How to write a 10-mark answer**

1. **Introduction / Meaning**

**2. Definition**
**3. Characteristics / Objectives**
**4. Importance / Main points**
**5. Example**
**6. Mind Map / Diagram**
**7. Conclusion**

