**DEPARTMENT OF EDUCATION**

**Shyama Prasad Mukherji College**

**Teaching Plan (July- December, 2022)**

**Course and Year: B.El.Ed III year**

**Paper: F 3.7 SCHOOL PLANNING AND MANAGEMENT**

**Faculty: Dr. Pushpa Kumari**

**No. of Classes** (per week)**: 3+ 01 Tutorial**

**Course Objective:**

This course attempts to expose students to the current education scenario in India, to familiarize them with school as a system and its relationship with other institutions and to create consciousness among students about the possible role they can play to change the situation.

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| **Teaching Plan** | |
| **MONTH: JULY** | |
| **July: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **3rd Week** | General introduction to the paper/syllabus.  General introduction of the school as a System. |
| **4th Week** | A discussion on why school planning and management.  Our experiences from school life.  An understanding of what “school” means, popular social definitions, desirable definitions and acceptable definitions. |
| **MONTH: AUGUST** | |
| **August: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **1st Week** | Some basic facts about school education in India.  Types of schools in India. |
| **2nd Week** | A statistical study of the types of schools. A comparative study of their Curriculum. |
| **3rd Week** | A quick review of history of education in India. |
| **4th and 5th Week** | Induction, Training and Teacher Support Programmes.  An overview of induction and in service programmes. |
| **MONTH: SEPTEMBER** | |
| **September: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **1st Week** | Understanding staff requirements in school system.  Resource development and networking. |
| **2nd Week** | Models for effective staff development. |
| **3rd Week** | Planning the School Curriculum   * Academic, co-curricular and sports curriculum * Understanding and working towards innovation * Bridging the gap between conventional and progressive curriculum |
| **4th Week** | Community Involvement   * Parent expectations, involvement and feedback * Communication with parents and educating them |
| **5th Week** | Understanding and Providing for the physical and psychological needs of the teaching and non-teaching staff. |
| **MONTH: OCTOBER** | |
| **October: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **1st Week** | Staff supervision   * Why is it necessary * Models of staff supervision * Application, implementation and feedback |
| **2nd Week** | **Mid-Semester Break** |
| **3rd Week** | Evaluation and feedback   * Progress and review of students * Progress and review of staff members * Progress and review of the institution   Formative and summative evaluation |
| **4th Week** | Establishing accountability in school system. |
| **5th Week** | Presentations followed by discussion on important education policies addressing issues in school system in India. |
| **MONTH: NOVEMBER** | |
| **1st Week** | Presentations followed by discussion on important education policies addressing issues in school system in India. |
| **2nd Week** | Presentations followed by discussion on important education policies addressing issues in school system in India. |
| **3rd Week** | **Dispersal of classes** |
| **4th Week** | **University Semester Examination/ Internal Examination** |
| **MONTH: DECEMBER** | |
| **December: Week-wise Plan** |  |
| **1st – 2nd Week** | **University Semester Examination/ Internal Examination** |
| **3rd -4th Week** | **Winter Break** |

**Plan of assessment**

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| **S no.** | **Topic of assessment task** | **Month of assessment task** | **Marks assigned** |
|  | **Case Study of a Delhi School**  A government/ aided /private school in Delhi is to be studied in order to understand various aspects of school planning and management including school infrastructure, developing a school budget, school calendar, Mid-day meal, classroom environment, discipline etc and understanding the school as a system. | October-December | **10** |

**Readings:**

* Pollard, Andrew (eds) (1996). Readings for Reflective Teaching in the Primary School, Cassell: London.
* Indian School Education System: An Overview (2019). The British Council, India.
* Rod Bolitho and Amol Padwad (2013).Continuing Professional Development: Lessons from India by British Council, New Delhi.
* Five Models of Staff Development by Dennis Sparks and Susan Loucks-Horsley. Journal of Staff Development, Fall 1989 (Vol. 10, No. 4)
* Position Paper, National Focus Group on Teacher Education for Curriculum Renewal, NCERT, New Delhi.
* Vittachi, S and Raghavan, N (2007). Alternative Schooling in India, Sage publication: New Delhi.

**E Resources:**

* <https://egyankosh.ac.in/youtubevideo.jsp?src=aO2RssN1dTw&title=Paradigm%20Shift%20in%20Teacher%20Education>
* <https://egyankosh.ac.in/youtubevideo.jsp?src=2yudgpEDSTQ&title=Protection%20of%20Rights%20of%20Children%20:%20Role%20of%20Teachers>
* <https://egyankosh.ac.in/bitstream/123456789/46989/1/Unit-3.pdf> School Organization
* <https://egyankosh.ac.in/bitstream/123456789/47000/1/Unit-11.pdf> Organizational Climate
* <https://egyankosh.ac.in/bitstream/123456789/46997/1/Unit-7.pdf> Teacher Development
* <https://egyankosh.ac.in/bitstream/123456789/46047/1/Unit-12.pdf> CCE
* <https://www.brlf.in/wp-content/uploads/2018/05/School-Education-in-India_2015-16.pdf>

School Education in India: U-DISE Flash Statistics 2016-17. (2018). National Institute of Educational Planning and Administration, New Delhi.http://udise.in/Downloads/ Publications/Documents/Flash\_ Statistics\_on\_School\_Education-2016-17.pdf

* <https://ncert.nic.in/pdf/publication/journalsandperiodicals/theprimaryteacher/PTJan2015.pdf>