

CHAPTER III

CONDITIONS AND PRACTICES ESSENTIAL FOR
GOOD HOME SCIENCE EDUCATION PROGRAMME

Home Science Curriculum

Home Science at school level has its primary objective of helping the individual student to achieve a rich and satisfying home and family life. It is mainly concerned with the personal and group values that are essential behavioural outcomes for a successful family life. It deals with social, economic, aesthetic, managerial, health and aesthetic aspects of family relations, child development, foods, housing, clothing, etc. Thus, it serves a triple purpose namely educating girls for personal growth and development, for family living and for profession.

Sound and wholesome family life is basis to attain optimum personal development and happiness. So education for home and family living becomes a part of general education for girls. The subject Home Science is essential for all whether they become full time home-makers combining home-making and wage earning or become

fully employed workers.

An effective curriculum is well balanced and functional as per the needs and necessities of the learners. Being a broad field, Home Science involves many phases of subject matter and wide variety of experiences. The natural and social sciences, applied arts, psychology and philosophy have direct and important contribution to this subject.

Essential steps in curriculum building are: (i) deciding upon the objectives of the programme, (ii) determining the learning experiences needed to achieve the objectives, (iii) selecting right types of learning experiences for attaining maximum learning and (iv) setting up the means for measuring the growth.

Curriculum building takes its directions from the philosophy of a person responsible for the programme and his philosophy determines who helps with curriculum building and the relative emphasis placed upon the needs of the students and society. It also determines the use of departmental resources to meet the needs of the students.

The objectives are clearly defined, consistent with the philosophy and general purposes of the programme, concerned with the personal needs of the students, in line with research findings, concerning the psychological and

social needs and interest of the students - their appreciations, ideals, attitudes, abilities, habits, conditions, responsibilities and opportunities in life.

The planned or selected learning experiences are of a kind to lead to the achievement of the objectives set up for a particular curriculum. The selected experiences provide learning in solving problems and applying the knowledge gained. One has life situations which call for critical thinking and problem-solving when the use of information, principles and generalizations from many different areas are used as learning experiences. Interest is enriched and new interest is developed through a wide range of meaningful experiences. Flexibility in learning experiences within each course provides an opportunity to meet one's own special needs and interest.

There is systematic evaluation of the course offerings because sometimes the instruments and methods used may give incomplete information for learning therefore students' self-evaluation is an important part of learning and evaluation programme. It also helps in future programme planning.

For building a good curriculum one is always familiar with different points of views and procedures in curriculum building. One also tries to know the researches available in the same field and the experimental programmes

in curriculum building which are in progress. As the work proceeds, constant evaluation in relation to philosophy, needs and interest of the students and resources of the institution is essential.

A curriculum is continuously studied and revision is made when the desirability of change is evident with changing world. A long time view point is desirable with each step in planning the curriculum because sudden change or heavy change may confuse the staff and students both and may appear unrelated to the total plan.

For the evaluation of the programme, help of the students can be helpful in evaluating the content of courses and methods used in teaching values and emphasis, given to each topic, visual materials and teaching aids used, the opportunities the institute offers, the type of learning experiences it provides, etc. Old students offering the same subject can help in providing suggestions from the experiences they had. Also they are in a position to pass judgments on the strong and weak points of the programme.

Areas of Learning in Home Science

A programme of general Home Science for which the institute takes primary responsibility includes:

1. Orientation of self to family, friends, school and society through clarifying personal philosophy and purposes and relating them to a programme of growth and development.

2. Marriage, family relationship and home management: the dynamics of interaction with family members and others outside the home, the family cycle i.e. courtship, marriage, pregnancy, child-bearing, child-rearing, child-launching, middle age and aging, physical, psychological and social development, understanding the achievement of a stable, happy, democratic family life, understanding the role of marriage and the family in creating a democratic social order.

3. Child growth and development - conception through infancy, the pre-school period, school age and adolescence.

4. Personal, family and public health and sanitation.

5. Management of time, money, energy, house-keeping activities, family living and recreational interest to enrich family life.

6. Housing, furnishing, equipments - selection, use, care, considering comfort, safety, efficiency, privacy, status and aesthetic satisfaction.

7. Food and nutrition for personal and family needs - selection, preparation, purchases and service in providing food, considering health and psychological, social and economic factors.

8. Clothing and textiles for personal and family needs - selection, purchase, construction, care and use, considering aesthetic and economic factors, comfort, personal sanitation, etc.

9. Community aspects of family living - community services to individuals and families, family opportunities to participate in and strengthen community living.

Developing a Programme of General Home Science Education

This type of course can be developed through a study of the needs and interest of the students and the requirements of contemporary life. No subject matter is considered important unless it is considered as requirement to achieve the purposes set up in a programme and here students' participation in planning and developing the programme is worth to consider but most of the student teachers are trained with a great concentration on subject matter rather than on meeting the needs of the students.

Home Science Teaching

The idea has prevailed in the field of education

that to know the subject matter of a field of knowledge insures ability to teach it. Of course, knowledge is essential for teaching but it takes more to make one's teaching effective. Good teachers are always interested and endowed with the art of teaching. They know how to make the learning interesting and existing to the students. The recognition and encouragement given to teachers especially the beginning teachers have a great deal to do with the quality of teaching. Also the attitudes of the students towards learning and the desire of a teacher to be a good teacher along with the satisfaction one gets from teaching contributes to better success.

Characteristics of a Good Teaching

Good teaching has certain general characteristics regardless of the subject taught. Some of them are:

1. Objectives and teaching - for good teaching the objectives of course are clearly defined in terms of students' growth and development and behaviour outcomes. Also the set objectives are clear among students and staff. For setting aims, needs of the individuals and society are considered and are correlated with their goals. The students and teachers know the relationship between the individual's goals and set objectives.

2. Selection of learning experiences - Before

selecting any type of learning experiences it is essential to make use of the background. Good teaching is always pupil centred so they do need to help the learners to learn most easily and effectively. In teaching students, the teachers are partners in an educational enterprise in which each student and teacher puts her best efforts to do the best.

3. Relatedness, reality and continuity in teaching - In general, the students enrolled in Home Science class have a favourable attitude towards learning in this field. They are interested and to a greater or lesser extent they have gained experience of home and family affairs. They should bring life problems to the classroom for help in solving them and one should test their learning and achievements in everyday living. So the teaching of this subject should have reality and immediate values which are not present in other learning situations.

There is a relation in the different phases of Home Science like other subjects and learning acquired in one course can be applied in another. Here one should see that this relationship is maintained so that there is less chance to forget learning through lack of use which is possible for other subjects.

4. Laboratory experiences:- Classes too large for a teacher to manage well or lack of adequate physical

facilities for the number of students enrolled may keep a laboratory situation from functioning at its best. The difficulty may be faced when there is poor organizational procedure. Increasing student independence within a framework of the goals of a course is and should be the main aim of laboratory practice.

5. Teaching procedures and teaching aids -

Teaching methods are selected in relation to the learning desired. The lecture method is the most common and only used method at school and students being passive in the class are conducive to learning. So lecture-cum-discussion method should be used for students to play an active role and for more effective learning. For certain aspects lecture-cum-discussion-cum-demonstration technique should be used. Methods like symposium, panel discussions, special reports etc. also are to be used. All these techniques are good as they call for greater student responsibility to participate and learn. If they are poorly planned and executed, it results into wastage of time, energy and effort and may be harmful to successful learning.

Many times, methods other than lecture method are not used because of lack of facilities available, time allowed for the period, size of the group and intensity of the students to learn through self-learning technique. Picnics, tours, excursions etc. are arranged

but the purpose is of site seeing, enjoyment and recreation. Such occasions could be availed for seeing how people live, work, etc.

As far as teaching aids are concerned, there is a wealth of material for teaching Home Science topics including the physical facilities of the institute, community resources, special materials, pictures, film strips, movies, printed materials like book, bulletins, booklets, magazines, newspaper articles, folders, etc. Teachers should learn how to make the best use of all these materials.

Other favourable conditions to Home Science teaching:

1. Administrators:- The attitude and interest of administrative officers in teaching are important factors affecting the quality of teaching. They must provide the conditions essential for the successful teaching, time for planning, suitable and up-to-date teaching aids, necessary physical facilities suited to the work of a course. During selection only they should select such persons who are interested in the subject. They should give recognition to the best Home Science teacher or who teaches well. With the promotions in rank and salary to the best teachers, they should also offer help to improve the teachers' instructional methods - especially to the untrained and inexperienced teachers. Such administrators also encourage teachers in studying

their own teaching and give them enough freedom, within reasonable bounds, to experiment with new and different instructional methods and materials.

2. Teachers' interest and attitude towards teaching Home Science:- A good teacher always enjoys teaching and desires to be an effective teacher. Such teachers are having imagination, initiative, resourcefulness, experimental attitude toward work, professional growth, interest to seek help in improving teaching and in studying one's job work constantly for further improvement. Also she is interested in research and study directed towards improvement in teaching.

A good teacher implements the principles of learning. She knows that the teaching procedures and materials she uses have much to do with the ease and success with which students learn. Through one's own living and gained experiences, she shows her confidence in the use of the knowledge of the subject.

3. Attitude and interest of students in learning:- In general, all the enrolled students who seek admission in a particular subject must have personal interest in the field and also see values in it for themselves still one should have an initiative and desire to learn through active participation through out the process and contribute in setting, planning, executing and evaluating the programme. They themselves

should feel responsible for one's own education by understanding one's own strong and weak points.

4. Professional preparation for teaching:- Only recently the attention has been focussed on the professional preparation of teachers for good teaching. Minimum standard for becoming a teacher is basic degree in the subject for teaching along with the degree in education but very few teacher training colleges are offering special study in Home Science field. Training is necessary for understanding and appreciation of the characteristics and principles of teaching and learning, relationship between social, cultural and educational factors etc. A primary purpose of the training is to broaden the field and work as a change agent in the field of education. So one should avail of the inservice training opportunities. Teachers may join seminars, workshops, symposium, talks arranged by colleges to improve one's own teaching and refresh the knowledge. Also they will have chance to observe successful teachers and have good discussion.

Staff

The success of an institution depends more upon its staff members than upon any other things. In an institute among the large group of teaching members, there may be one or two members giving time for the teaching of Home Science subject. They should not forget

that along with teaching, their responsibility lies for the guidance and research work too. A good staff member is always interested in her profession and in her work. She has the preparation and experience essential for the job she is assigned to do. She tries to consider individual needs and interest of the learner before planning the programme. She has the personal qualities necessary to work well with students and an interest and pride in helping students in solving their problems.

A good staff member is professional minded, individually competent enough whose personal qualities and total preparation and experience is well balanced. Their ideas and purposes are sufficiently in accordance with the each other to enable them to work with students happily, harmoniously and effectively.

The number of Home Science teachers will be according to the job the institute has set and also in relation to job an institution expects one to do. It is also dependent on number and nature of curricula offered, the number of students enrolled, the size of the classes, hours given to laboratory work, etc.

As far as possible, the number of staff members are sufficient enough to provide qualified teaching at an acceptable level in the areas in which Home Science has to contribute for home and family living. If an

institute does not have adequate staff for this purpose, it can limit its offerings. If the staff and facilities are not sufficient to do well Home Science should go or take precedence.

Student-Teacher Ratio

From point of view of good instruction and for satisfaction of students and teachers in their work, this is of major concern.

In many beginning Home Science education programme, instruction is given in group without laboratory work. In areas such as household equipment, nursery school work, home management, experimental cookery, etc., classes must be small to be effective. During practical classes the student teacher relationship is largely an individual base. The size of the classes and the basis on which it is determined varies according to the method of teaching adopted. Also the class size can be determined by the size of the laboratory and the amount of equipment, ability of the teacher to handle the group, nature of the course content and the number of staff members available. The student teacher ratio can be higher in the first two years of high school education than in the last two years. The criteria for judging a satisfactory ratio of student teacher are effective student learning, satisfaction of students in the results of their learning

experiences and the enjoyment and satisfaction a teacher obtains from what she does.

If these conditions do not exist due to high student teacher ratio, either decrease the working load of a teacher or increase the number of teachers.

Regular assigned non-teaching responsibilities should be taken into account in deciding the number of the staff members needed in relation to the teaching load. They are expected to assist in general activities essential for the development of skills and a small amount of time given to these responsibilities does not necessarily reduce the teaching load but when a teacher has a special assignment over a period of time, time must be allowed for such activities.

In selecting a new staff member, attention should be focussed on personal qualities and on professional preparation and experience in relation to the job and programme. Attention should also be given on ability to work with the programme. As far as possible, preference should be given to trained, interested, experienced and competent teachers. It is desirable that an institute concerned with home and family life education can use the full or part time services of adequately trained, successful home-makers with families. Her professional mindedness may be measured in by knowing

whether she is a member of any professional organization, whether she attends and participates in professional meetings and committee work, the attitude of students towards the teacher and respect they have for her work and guidance, her ability to work efficiently with the programme. Personal qualities are important factors in the success to be a Home Science teacher. Here one has sound philosophy of life based on respect for others, understanding independence of others and welfare of all. She enjoys life and has a sense of humour, a variety of interest, good mental and physical health, good intellectual abilities, liking and loyalty to teaching and enthusiastic to be good teacher. A good Home Science teacher ~~is~~ needs to have additional study in Home Science and in the supporting field of science, arts, philosophy, psychology, education, etc. to keep oneself informed of new needs and changes in the field.

The increasing number of students enrolled in Home Science demand larger staff but outside interest competing for better salary reduce the number of young Home Science teachers available for teaching. Many factors affect the security and satisfaction of staff members and hence affect the extent to which an institute can hold good staff members. These factors include economic status, work load, academic rank, opportunities for future ~~is~~ advancement, working atmosphere, methods of

recruitment and appointment, institutional policy and practice etc.

The basic provisions for economic security are matters of institutional policy but they do affect the changes for success or failure in securing and holding a good teacher. Good salary, retirement provision, etc. are all factors in economic security. The salary paid to Home Science teacher must be in line with those paid in other institutions of similar kind and status. Many times the institutions are likely to be competitors for the same candidate. Also the salary must be in accordance with that of other staff members of comparable rank, training and responsibility. In certain areas where Home Science teachers are short in supply, the schools may have to compete with the high salaries paid in business and increased salary paid in other institutions.

After the probation period, permanence of position is made. During full-time, part-time, probational or permanent position the institute permits the Home Science teachers for personal business for study, earning during off-time.

Actually the work load is conditioned to teaching and preparation part of it but one is also made responsible for correction work, class-teachership, administrative and clerical work, institutional

activities. The opportunities for encouragement given in these duties and for professional growth and creative work always leads to satisfaction. In building satisfaction among teachers, along with above mentioned points, their duties and assignments are clearly defined. When previously made decisions are to be changed, the change is made through the consultant involved for with prompt information in change and reasons for the same.

It is highly essential that the Home Science teachers are appreciated and encouraged for good teaching and all types of positive responses are given good support. Friendliness and social interest is shown to the new corner to get acquainted with them.

The satisfactory functioning of the wing will also depend on the relationship maintained with other institutes, community people, attitude and administrators of the institute, its staff members, wings' adequacy, completeness, attractiveness, etc.

For recruiting and appointing any staff member generally the Chairman of the Board or President of the education trust has the final authority with an advice of the principal. So the principal requires to know the prospective features of the employee. Also he should gather information from the institute in which the candidate studied or served. Publications, professional writings, co-workers' opinion etc. are essential documents



for the same but is a question whether special recommendations should be considered or not.

Professional growth is greatly a matter of individual interest but depends also on the encouragement given and provision made for the same but a good Home Science teacher increases the effectiveness of her work by finding and utilizing opportunities for the same. This point includes advanced studies, library reading, action research work, field work of various types, writing and preparing material for publication, participating in professional organizational activities which may result in exchange of ideas and information, personal stimulation and advancement of profession in improving teaching. Such participation includes attention at professional meetings, seminars, workshops, symposiums, etc.

A good Home Science teacher always seeks to insure soundness, upto datedness, breadth of information, etc. This, she can accomplish through scholarly examining current literature and comprehensive general reading to increase both - her information and appreciation of the interrelationship of subject matter with related fields. Also informal contacts with professional people and participating in lecture, forum, discussion, etc. As a group of ~~n~~ individually they should plan and participate in radio programmes, writing for publications and helping in the production of audio-visual aids.

Physical Facilities

The physical facilities for teaching any subject have a direct relationship to the attainment of the objectives of the programme. The standards for plant and equipment that apply to all the institutions are the legal standards prescribed in building and sanitary codes. The physical plant and its furnishings and equipments have great significance in the teaching of Home Science. A piece of equipment can serve many students many times and direct teaching can be reinforced. Space, furniture, equipments, etc. if well planned and wisely used as the means of inculcating an appreciation of beauty, convenience, good management practice, quality and arrangement of equipment on work and a desire for and pride in an appropriate setting for everyday living can serve the institute better.

The available facilities in teaching of Home Science indicate its status in the institution. The space, furniture, equipments provided for the programme are related to the programme offered. The most common needs are for classrooms, laboratories, library, teaching aids, etc. The section sets a very good example for the good selection, use, maintenance and care of the available facilities to the economic level of an average family. Along with other facilities it is essential to have a

store room, museum, display boards, etc.

The amount of space needed by a department depends upon its programme, plans, for expansion, number of students enrolled or desiring to enrol in near future. The location of the department is convenient for students and teachers to approach within a short period of time. All the rooms and laboratories and library are well lighted and ventilated. The lighting is suited to the activities carried on in given space. These rooms are kept clean, orderly sanitary in good condition, with floor and wall finishes in good condition, enough water supply, an adequate system of waste disposal.

Furnitures and equipments are adequate in kind and amount for the programme, attractive, functional, good quality, safe, hygienic, economic, well cared for and in good condition. Outdated models of equipments are rebuilt or replaced. Plans for future purchases or furniture and equipment are suitable and achievable in short period. It is important that every institution plans to improve its physical facilities and progress towards carrying out new plans.

For the library, attention is focussed on the basis for selecting library materials, reading rooms, space, adequacy of the materials, accessibility of material, its use by the staff and students. A good

library is based on selection of reading materials in Home Science and in other related subjects upon the philosophy and objectives of the programme, curriculum and courses offered. The library will include text-books, reference books, pamphlets, periodicals, bulletins, magazines, etc. related to Home Science. A good library selects books of different authors and keeps good balance in all fields of the subject. In a library, recency is important. According to the needs, the funds must be released.

In the reading room the number and location of it is adequate for the total number of students. It has well lighting, quietness, comfortable chairs and tables, facilities for note-taking etc.

For successful learning and teaching process, library must have reading and reference materials necessary for family life education and technical journals for teachers. The library material is kept up-to-date and is expanded as needs arise. Availability of new books, periodicals and other materials are made informed to the teachers and learners. A systematic plan for discarding outdated material is undertaken by time to time. The number of copies of any publication is according to the importance and necessity, its probable permanence of value, size of group that will use it.

The library hours are according to the convenience of the readers through lunch hours, late evening, Saturday-

Sunday open etc. The periodicals are arranged on open shelves and the use of library material is encouraged for both - class preparation and for leisure time utilization.

Administration of the Wing

The primary purpose of administration is to provide vision and leadership in setting up and carrying out the Home Science programme. Good administration is essential for undertaking any programme. Certain administrative responsibilities in Home Science are in the hands of an overall administrator. Mostly he is responsible for the philosophy underlying the programme, the atmosphere in which staff members work and students study, the quality of teaching insisted upon by him and so on. A teacher has a responsibility for keeping the department running smoothly, initiating the selection of staff members and gets recommendations for the allocation of the funds, space, material, etc.

A good administrator insists upon a programme which is in line with the functions of his institute and gives vital part to this subject. The administrator is familiar with the philosophy and major purposes of the subject, school, community, etc. Such an administrator selects competent staff and cooperates with her. He seeks to provide the material resources necessary to build a strong Home Science unit within the educational goals set

up by the institute. He supplies conditions and encourages staff members to do the experimental work, creative work and provides an opportunity for advancement. Such an administrator accords equal status and equal finance with other units. He gives recognition to a subject. He shows continuous interest in the development of the programme and makes serious efforts to know the general philosophy of Home Science education or more recent developments in the field and does not lack first hand information about its curricula.

When an administrator carries too heavy load of administrative work and gives least time to academic activities, the failure in administration comes because they are interested in administration particularly and do not try to keep themselves acquainted with the academic fields. Also some of them believe so strongly in the traditional classical education that they show little interest in diversified courses. The good administrator has experienced and trained mind, scholarly attitude and administrative ability to offer leadership along with the various responsibilities of administration effectively. The administrator has the personal qualities necessary to get along well with people and be sympathetic, understanding, fair minded, objective and consistent in personal relations with staff and students. The administrator has vision in the field of education and understanding of the

the place of Home Science in it. She tries to interpret the unique functions of the subject and knows other programme of the same. Side by side one understands the basis of their strength and weaknesses. She is able to help in developing the potential abilities of the Home Science teachers. Making recommendations for needed space, planning for getting new space, remodelling the department, providing routine upkeep and repairs, supplying laboratory equipments, and books and other needed materials, encouraging the best possible use of the physical facilities are some of the essential administrative responsibilities. Also financial management comes in the same list. It involves estimating the financial needs of the unit, making and administering the budget, purchasing articles within budget, repair and replacement of new equipments.

For the same the administrator keeps oneself acquainted with the staff members, with the resources of income, procedures used in spending money, buying equipments, books, teaching materials, etc.

Teaching Aids

A wide variety of teaching aids is needed in all areas of Home Science. The teaching aids or the instructional aids will include chalk board, flannel board, display board, bulletin board, charts, pictures, photographs, models, mock-ups, records, slides, films, film strips, projector, camera, epidioscope, tape recorder, record player, overhead projector, radio etc, Also a small model of ideal house plan is necessary to set as an example and for practical purpose.

In short, the conditions and practices essential for good Home Science education programme are:

(1) Philosophy

1. It provides basic principles for building a programme.
2. determines the relationship among staff and students.
3. controls the way in which the curriculum is developed.
4. affects the selection and use of physical facilities, admission of the students, selection of staff etc
5. maintains democratic procedure.

(2) Purposes

1. are in substantial agreement with the broad purposes of the education.
2. emphasis differ accordingly.
3. fundamentally deal with education for home and family living.
4. offer courses related to opportunities for employment.

(3) Students

1. have purposes in line with the aims of the subject.
2. are with personal qualities and general abilities, to use well the available opportunities.
3. ~~take help~~ to adjust to the programme and adjusting the programme to their needs, self-direction and democratic life.
4. help the programmer for re-evaluation and expansion of future services.

(4) Curriculum

1. provides integrated programme in education for home and family living.
2. enriches professional and vocational programme of students.
3. grows out of the philosophy and purposes of the course.
4. is planned according to the general and specific objectives.
5. provides variety of learning experiences to make possible to achieve the objectives.

6. Takes into account individual variations among students in background, needs, interest, etc.

7, is a continuous process carried out under trained leadership and participated in by both - staff and students.

8. desires clarity and better understanding among students.

9. encourages self-evaluation.

(5) Teaching

1. emphasises interesting and of good quality teaching.

2. provides good working conditions and instructional materials essential for sound teaching.

3. teachers are encouraged to approach teaching in a creative and experimental way to improve one's own mastered teaching methods.

4. teaching procedures are adapted according to the set goals, size of / classes, specific needs and interest of the group, etc.

5. learning experiences are sufficiently flexible to provide for individual differences among students.

(6) Staff

1. is competent in terms of programme and adequate in number.
2. individuals are professional minded, their preparation and experiences are ample for doing effectively the work they are assigned to do.
3. their personal qualities, professional preparation and experiences are balanced.
4. their philosophy correlates with the aims of the subject and the course.
5. are always for the betterment of students, department, school and community.
6. pleasant working relations, mutual respect among each other.
7. interested in professional growth.
8. are always encouraged, helped and rewarded by the administrators and others.

(7) Physical Facilities

1. are efficient, satisfactory and comfortable.
2. provide satisfaction of home-living applied to an institutional setting.

3. are according to the economic level suited to the group being taught and to the educational goals.

4. sufficient to undertake the programme satisfactorily.

5. space, equipment for class, laboratory and individual work are suited to the learning desired and size of the group to be taught.

6. laboratory equipments and specific facilities are sufficiently available for direct learning experiences.

7. teaching aids are appropriate to modern teaching methods, and good provision for their effective use.

8. authoritative and upto date library and library work encouraged.

(8) Administration

1. Administrator has well thought philosophy.

2. Administrator gives opportunities to make one's best contributions to the educational programme.

3. Sufficient financial support in line with similar importance to the subject is given by the administrator.

4. Administrator encourages and assists in

developing a strong programme.

5. Good administrator encourages staff members to continue their professional growth or provides opportunities for growth and advancement within the field.

6. Good administrator has a vision and professional leadership for education in general.

7. The administrator has personal and professional qualities needed to be an administrator.

8. Administrator adopts democratic practice in administration to use staff members' talents and to develop potential abilities.

9. has student employment service scheme.

(9) Objectives

1. provide goals for an institute.

2. act as basis for building curricula, courses for instruction or for other activities.

3. are ends toward which educational effort is directed.

4. are translated into behaviour outcomes.

(10) Recruitment and Admission

1. Students are interested in institution and course.

2. philosophy, purposes, scope, etc. clearly explained before selecting a subject (also parents informed).

3. Students are recruited as per the facilities available.

(11) Records and Guidance

1. records directly available to the teacher.

2. provides special services and remedial programmes intended to supplement guidance.

3. Offers:

(a) programme for general orientation to school life.

(b) orientation courses in understanding oneself, one's development, relationship, courses designed to provide vocational and educational guidance, health examination and medical check up.

(12) Activities

1. provide such types of extra curricular activities that have education value, and can help and continue development.

2. derive benefits and help in modifying one's plan according to the student's evaluation through elected representatives.