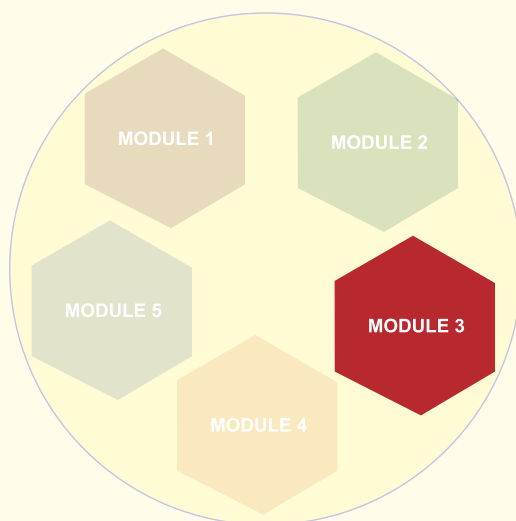




ANTRIEP

MODULE 3

MANAGING STUDENT AFFAIRS



NUEPA



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning

Authors

Australia

Mr John Retallick
29 Eastlake Drive
Wagga Wagga NSW 2650

Bangladesh

Mr Samir Ranjan Nath
Bangladesh Rural Advancement Commette Centre
Dhaka
Ms Ashrafunnessa
National Academy for Educational Management
Dhaka

France

Mr Anton De Grauwe
International Institute for Educational Planning
Paris

India

Ms K. Sujatha
National University of Educational Planning
And Administration
New Delhi
Mr Ashok K. Srivastava
National Council of Educational Research & Training
New Delhi
Mr Krishna Mohan Tripathi
State Institute of Educational Management and
Training
Allahabad, (U.P.)

Nepal

Mr. Hridya Bajaracharya
CERID, Tribhuvan University
Kathmandu

Mr Rom Prasad BHATTARAI
CERID, Tribhuvan University
Kathmandu

Pakistan

Mr Muhammad Babur
IED-Aga Khan University
Karachi

Ms Qamar Safdar
IED-The Aga Khan University
Karachi

Ms Sakina Abbas
Aga Khan Education Service
Karachi

Philippines

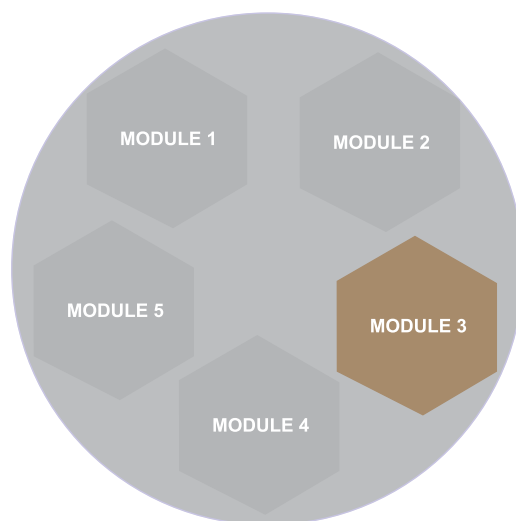
Mr Eligio Barsaga
SEAMEO INNOTECH
Manila

Ms Debbie Lacuesta
SEAMEO INNOTECH
Manila

Sri Lanka

Mr Wilfred J. Perera
CEMD- National Institute of Education
Colombo

MANAGING STUDENT AFFAIRS



© NUEPA, New Delhi
October 2011

500 Copies

The designations employed and the case study examples of material throughout the publication do not imply the expression of any opinion whatsoever on the part of NUEPA concerning the legal status of any country, territory, city or area or of its authorities, or concerning its frontiers or boundaries.

All rights reserved. No part of this publication may be reproduced stored in a retrieval system or transmitted in any form or by any means, electronic, magnetic tape, mechanical, photocopying, recording or otherwise, without permission in writing from NUEPA – Focal point for ANTRIEP.

Published by the Registrar, National University of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi-110016 & Designed and Printed by Anil Offset & Packaging Pvt. Ltd., Delhi-110007.

Foreword

A comparative research study on successful schools conducted under the ANTRIEP in seven countries (India, Pakistan, Bangladesh, Nepal, Sri-Lanka, Malaysia, and the Philippines) showed that heads of schools play a critical role and possess common characteristics though they adopted different strategies in managing schools. Despite significant differences in the context and conditions characterising different schools, managerial skills of school heads emerged as a significant factor contributing to effective functioning of schools. Specifically, possessing a set of core skills of planning and management by the school heads was found to form essential pre-condition for making the schools successful.

As a sequel to this collaborative research on successful schools, a set of five modules on “ Making School Successful “ have been prepared by a group of experts from ANTRIEP member institutions from India, Pakistan, Nepal, Sri Lanka, Bangladesh, the Philippines, Malaysia and International Institute for Educational Planning (IIEP), Paris through workshops organised in Nepal and Sri Lanka. The five modules cover: (i) Successful Schools; (ii) Managing People at Work; (iii) Managing Student Affairs; (iv) Managing External Relations; and (v) School Development Planning.

Even though each module is an independent unit of learning with appropriate school case study analysis, they are also interrelated. The modules along with the synthesis report underscore the intricacies of school management process. An independent volume is being presented consisting of thirty successful school case studies which form the basis for the Synthesis Report as well as the Modules.

Representatives from ANTRIEP member institutions took keen interest and participated in the collaborative research study on successful schools and preparation of these modules. Dr. Anton de Grauwe from IIEP, Paris and Professor K. Sujatha from NUEPA developed the framework for the modules. Mr. Gabriel Carron provided advice and suggestions. Mr. John Retallick, Former Consultant, Institute of Education Development, Aga Khan University carried out the final editing of the modules.

National University of Educational Planning and Administration, New Delhi, India which is the Focal Point of ANTRIEP has printed the modules, synthesis report and School Cases studies.

We hope these modules will be found useful in training heads of schools by the ANTRIEP member institutions.

R.Govinda
Vice-Chancellor

National University of Educational
Planning and Administration
New Delhi-110016, INDIA

MODULE – 3
MANAGING STUDENT AFFAIRS

CONTENTS

	Page No.
Introduction	1
Unit 1 : Students' Profile	2-5
Unit 2 : Students' Rights and Responsibilities	5-10
Unit 3 : Management of Student Assessment	10-14
Unit 4 : Managing Co-Curricular Activities	14-17
Conclusion	17

MODULE 3

MANAGING STUDENT AFFAIRS

Introduction

Having studied the management of staff in the previous module we now turn our attention to the students. Student management is one of the most crucial aspects of school success since without students schools would not even exist. We all know that the fundamental purpose of schools is to produce student learning so there must be a close connection between students' learning and school success.

It is not enough for just a few individual students to excel in learning to make a school successful. Our case studies reveal that successful schools have a focus on all students across the whole school and that is why the management of a wide range of student affairs is important. It is also evident that successful schools have a strong ethos of caring about students as this extract from a case study shows:

The head teacher knew most parents and children by their names. Parents and children had great faith in the school. The head teacher and teachers said that for them each child was important. They would see to it that children did well not only in their studies, but were helped in other areas of their need also.

This module aims to highlight some of the strategies and approaches of effective student management including student assessment, welfare, discipline and co-curricular activities. All of these aspects come under the heading of 'student affairs' and need to be well managed for a school to be successful. Some aspects of student affairs are academic in the sense that they are primarily concerned with student achievement e.g. assessment, whereas others may be non-academic e.g. welfare though they are still an important part of the overall learning environment of the school. In this module we will discuss the importance of student management as a part of efforts for achieving school success along with different methods, strategies and innovations in Student management.

The module has four units:

- Unit 1: Students' Profile
- Unit 2: Students' Rights and Responsibilities
- Unit 3: Management of Student Assessment
- Unit 4: Managing Co-Curricular Activities

Learning Outcomes

At the end of this module, you will have strengthened your ability to:

- Establish a student profile data base for your school
- Recognise students' rights and responsibilities and understand their importance in resolving conflicts between teachers and students
- Manage student assessment to improve students' learning, teacher capacities and pedagogical innovations
- Plan for co-curricular activities in overall development of students.

Unit 1: Students' profile

Gathering appropriate and accurate information about students and establishing a data base of such information are the first steps a principal should take in managing student affairs. Such information will enable the school to make better decisions to meet the real needs of students and provide answers to these kinds of questions:

- What are the important indicators of your students' background?
- Do you know the socio-economic status (SES) of your students?
- Can you categorise your students by gender, age, SES, cultural group?
- What diversity exists in cultural practices of the families?

Your student data base could include the following categories:

- Number of students enrolled (boys and girls)
- Age and grade breakdown of students
- Socio-economic status of families
- Percentage of students from various cultural/religious groups
- Rates of attendance and absenteeism
- Av. number of repeaters
- Av. number of dropouts
- Number and extent of discipline problems
- Success rate in tests and examinations

Case study example

Bangladesh

The following is a good example of the information that you need to have at hand.

No. of Shifts	:	02 (Morning (girls) shift and day (boys) shift)
Total enrolment	:	3417 (1634 girls + 1783 boys)
Total no. of group of learners	:	53 (Morning 26, day 27)
Total classrooms	:	39 (28 rooms in the 4 storied building, 11 tin-roof rooms)
Total Teachers	:	76 (54 male, 22 female)
Total office staff	:	04
Average % of repeaters	:	5% - 7%
Dropout rate	:	Almost nil (the national rate is 20% and 53% at the jr. sec. and secondary levels respectively)
Success rate at public exam.	:	97% - 100% (for the period 1998-2002) Against this, the national rate is 35%-34% during the same period.
Transition rate to next level	:	100%

The school has two shifts - morning and day shift. The morning shift is for girls and boys are in the day shift. (girls-1634, boys-1783).

In the morning shift there are 10 grades (grade 1-10) and 27 learning groups. Grades 1-5 have two groups while grades 6 through 8 have three groups, grades 9 and 10 have 4 groups each. In the day shift there are 10 grades and 28 groups. Grades through 5 have two groups. Grades 8 and 10 have 3 groups each while grades 6, 7 and 9 have 4 groups each. The division of learners into groups are made on the basis of number of pupils. Streaming starts at grade 9. From grade 9, therefore, learners are divided on the basis of both numbers and courses of study (like science, business etc.)

The break-up of learners by age shows that the learner groups are homogeneous so far as age is concerned. It also shows that though the official age for entry into grade 1 is 6 years, almost all learners in grade 1 are 5+ years old meaning that they start earlier and the official age is not strictly enforced.

Learners by age

Age (in year)	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI	Grade VII	Grade VIII	Grade IX	Grade X	
5+	200										
6	15	241									
7		6	250								
8			2	250							
9				11	332						
10					7	432					
11							402				
12							23	424			
13								02			
14									808		
15									73	308	
16										35	
Total	215	247	252	261	339	432	425	426	477	343	=3417

Socio-economic and cultural background of the learners

A sample survey was conducted on the learners, with the questionnaire to assess their socio-economic background, collect information regarding their absenteeism and the teaching-learning and evaluation processes. The sample size was 117, i.e.3.5% of the learner population. The sampling method used was stratified random sampling, the grades (grades 5-10) being treated as the strata. Pupils of grades 1-5 were not included in the sample as they are too little to fill in a questionnaire. As regards the economic background, 62% of the fathers of the learners are service-holders (by “service” the learners meant a job having the assurance of regular monthly payment. In this sense, a mechanic in a workshop also is a service holder). 37% of the fathers are businessmen (includes also small business like small shop-keeping) while 1% have agriculture as the source of family income. 91% of the mothers are housewives.

In the absence of any officially declared income brackets in the country, the common perception is that in case of Dhaka city dwellers, people with a family size of 4-5 and a total income of up to Tk.5000/- per month are poor. People having a total family income of Tk.5000-15000, Tk.15000-25000 and Tk.25000-35000 per month belong to the lower middle, middle and upper middle income groups. Those having a family income of Tk.35, 000 and above per month may be termed as rich.

Classified on the basis of the above stratification, 4% of the learners are poor and 25% belong to the lower middle income group. 20% and 12% belong to middle and upper middle income group. 12% of the learners come from rich families. 27% of the learners did not respond as they did not know their parents' income.

Regarding the educational background of the parents, 82% of the fathers and 43% of the mothers are university graduates, while 3% of the fathers and 8% of the mothers studied up to the primary level. The rest are secondary completers.

Regarding learning environment at home, 91% have either a separate a room or a separate table for studying, 79% have private tutors, 83% of the learners have either of the parents or a brother or a sister to supervise the studies at home.

85% of learners said that they are very regular in attending the school. They keep from the school rarely only in case they are sick or because of inclement weather, 15% said that they are not regular for the same reasons.

Data collected on learner absenteeism in one particular day (15.7.03) gives a 14% absenteeism. Data collected on 7 different dates in 10 different classrooms of 10 different learner groups shows 20% absenteeism. The reasons cited by the teachers and learners were the monsoon, inclement weather, distance of homes from schools and illness of the learners.

77% of the learners live within 1-3 km of the school while 12% live within 3-5 km. 7% reside 5 km and more away from the school. 4% of the respondents don't know the distance. Information about drop-outs, as supplied by the school authority shows that it is not even 1 per cent.

In your school, you may not need to go as far as the example above, though some form of socio-economic information should be available.

In order to gather appropriate and accurate information on students for your data base you will need to consider the possible sources of information and the various methods of data gathering that you might be able to use. In most schools the possible sources would include:

- The students themselves
- Parents of the students
- Teachers and support staff
- Members of the community (other than parents)

Methods of data gathering could be head counts, survey questionnaires and interviews.

In one of the case studies from India the following comment is found and this indicates the importance of good data on students:

I was impressed by the principal's ability and knowledge to provide up-to-date information regarding a child's performance, attendance, family background, and his /her problems. Undoubtedly the record keeping in this school was meticulous and on being asked the principal was able to produce all the records within no time. She also took pride in the fact that she knew her children so well, she understood their strengths and weaknesses, their personal problems and their behaviour.

ACTIVITY 3-1

Carefully consider your existing students' profile information and decide if there are any gaps in that information. If so, appoint a small team of teachers to work with you on the task of updating and expanding the school's students' profile data base.

Unit 2: Students' rights and responsibilities

The issue of students' rights and responsibilities is complex and wide ranging. In some schools it may not be easily accepted that students have *rights* but it is generally accepted that they have *responsibilities*. Let us begin our discussion of the issue by looking at some case study examples of how it is handled by some successful schools.

Case study examples

India

The research team observed that the students of this school paid respect to teachers and the head teacher. The teachers and head teacher had a friendly attitude (listening to the problems of students) and they inspired the students to speak and write in English as the medium of instruction is English. They had a sympathetic relationship with the students e.g. if a student did not complete the task on time then head teacher/teacher would provide extra time for completing the task. The head teacher and teachers affectionately managed their relations with students. One of the teachers told the research team that whenever any student did not bring a lunch box, then the head or a teacher would provide lunch. The research team interviewed the head teacher and teacher about the management of students. They responded that they had difficulty in managing the children with disruptive behaviour because these children created a hindrance in the teaching-learning process and disturbed the class. They said that special practices and psychological techniques were used to cater to the needs of children with special needs. Generally students of this school managed most of the activities by themselves e.g. monitor in class, who checked the activities of students. The students also participated in inter-school competitions (cultural, sports, debate etc.) organized by different institutions and clubs. On being questioned about any innovative strategies adopted, a teacher responded that the school arranged extra classes for weak students. If group psychological testing of students was needed, then individual psychological testing of students was also arranged and proper guidance and counselling were provided to them and their parents for proper handling of these children.

Bangladesh

The learners are a part of the management of classroom and co-curricular activities. There are 3 'captains' in each group of learners who are selected by the class teacher on the basis of their performances in the internal annual examinations. Leadership quality is another consideration. These captains assist the teachers in maintaining classroom discipline, and organizing co-curricular activities. They inform the teacher and head teacher of any untoward event or any activity of any learner which is harmful for the discipline or for other learners. In maintaining the overall discipline of the school boy scouts and girl guides assist the teacher-in-charge. They also help organizing annual cultural competition and sports. They have a role in ensuring cleanliness in the school.

The head teacher and other teachers feel that this participation is needed for growing leadership qualities in the learners. This is also very much helpful for the teachers in ensuring efficiency of the management.

Bangladesh

One day while the researcher was talking with the head teacher, the head teacher was informed that a group of 8-10 boys at two different grades played truant and are engaged in watching videos in a nearby shop. The head teacher stopped the discussion, sent two teachers to catch hold of them and bring back to school. On return to school, they were identified and their parents were requested over telephone to come to the school. Most of the mothers turned up. The head teacher, in presence of the parents and some of the teachers, talked to the pupils. She displayed an attitude of a great motivator. The boys gave words that they would not repeat the deed. Their parents, very much depressed, committed to the head teacher to give more attention to their sons. The pupils were warned that they have been listed and a repetition of the same will lead to the expulsion from the school.

India

The Principal believes that anybody can be corrected. “No child should be branded as bad”, he added. He narrated an incident from the previous year, which reflects the concern of the principal toward each and every child in the school. A boy from grade 11 Science stream developed some psychological problems. Till 10th grade, he had no problem and was doing well. He was from a poor family. When he joined grade 11, he became little upset and grew abnormal. He started laughing loudly in the classroom without reason and was not ready to sit in the classroom. Teachers had to often scold him. When I came to know about the problem I enquired what was happening to him. After some days I realized that there was some problem with his family. I found that his mother was a member of the Panchayat Samiti (village committee). His father ran a petty shop but lost the small amount he had in the ‘business’ and slipped to drinking. The boy, who was affected by the development at home, lost his sleep and could not study well. Not able to meet the expectations of teachers, he developed a kind of abnormality. First, I counselled him and I referred him to a psychiatrist. He improved tremendously and was able to recover and then concentrated on studies. He secured a high second division in grade 12 national examinations and is presently pursuing for his bachelors degree.

Philippines

The school has been transformed into a child-friendly school through the following:

- Students are made aware of their rights and responsibilities by integrating this into the curriculum, providing corners in every classroom with posters informing them of their rights and responsibilities.
- Adopting a “no corporal punishment” policy in the school. For example, teachers are required not to wield the stick when they teach.
- Basic amenities and facilities are provided (safe playgrounds, water, and clean separate comfort rooms for male and female students, chairs and desks).
- Opportunities are made available to students in order to develop their special talents and respond to their multiple intelligence needs (e.g., athletics and martial arts and sports such as taekwondo, *rondalla* group, drum and lyre, choir and dance troops, art clubs, etc.)

- Parents are regularly informed about the activities of their children in school. They are involved in school activities such as improving children's academic performance by helping children prepare their assignments or homework, participating in family planning and responsible parenthood programs, monitoring of their children's health, and the like.
- The school has a guidance and counselling office, manned by a full-time guidance counsellor, that helps students with behaviour problems and those who are experiencing academic difficulties stemming from problems at home (e.g., mother-father separation or frequent quarrels, sibling rivalry, etc).

Now that you have read the case study examples let us analyse them to see how students' rights and responsibilities are handled.

Students' Rights

It is evident from the examples that students have a right to:

- A friendly, sympathetic and affectionate attitude from teachers and head teacher
- Psychological assistance for children with special needs
- Participate in inter-school competitions (where possible)
- Extra tuition, counselling and guidance for students having difficulties
- Develop and display leadership qualities in the student group
- Proper counselling for family related problems
- Be made aware of their rights and responsibilities
- No corporal punishment
- Basic amenities and facilities at school
- Parents being informed of their progress at school

Students' Responsibilities

It is evident from the examples that students have a responsibility to:

- Pay respect to the teachers and head teacher
- Not cause disruption, hindrance or disturbance to the teaching-learning of others
- Manage some classroom activities by themselves
- To inform the teacher and head teacher of any untoward event or any activity of any learner which is harmful for the discipline or for other learners
- Help in organizing annual cultural competition and sports
- Help in ensuring cleanliness in the school
- Not to play truant or absent themselves from school without permission

UN Convention on the Rights of the Child

A helpful way of thinking about the issue of *rights* of children is from the perspective of the United Nations Convention on the Rights of the Child which has been adopted by almost all countries throughout the world since 1990.

The full text of the UN convention is available at the following web address: <http://www.unicef.org/crc/fulltext.htm> and it would be well worth your while to read the full document. In particular, Articles 28 and 29 are of most relevance for schools and they are reproduced here for you to read.

Article 28

1. States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment.
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

ACTIVITY 3-2

What are the rights and responsibilities of the students in your school? Initiate a staff and student discussion on the following questions at your school:

1. How do we recognize students' rights at our school?
2. How can the students be made responsible in line with their rights?
3. What approach to discipline will best reflect students' rights and responsibilities?
4. How can we achieve a good balance between rights and responsibilities?

Resolving Conflict between Teachers and Students

One of the areas of school life that is often difficult is conflict between teachers and students or between students and other students. This is an area where a consideration of rights and responsibilities can be very useful and it can help in resolving the conflict. It can help by providing a conceptual framework for analysing the conflict and thereby assisting the teacher and student(s) to find a way through it.

REFLECTION

Think about the sources and types of conflicts that generally occur at your school.

- a. *List various types of conflicts that occur with the students (between students and student vs. teacher)*
- b. *What are the sources of these conflicts?*
- c. *Rank the types of conflicts according to their frequency of occurrence*
- d. *Rank the types of conflicts according to their social significance.*

Now consider how the framework of rights and responsibilities can be used to negotiate a resolution to these conflicts. How can you make students responsible for their actions? How can you ensure that teachers respect the rights of students? What are the roles and responsibilities of the teachers and the school committees in this regard? What problems do you face in resolving conflicts?

Case study examples

India

Timely counselling and guidance always bear fruit. Encouraging and surprising outcomes of such efforts motivate the teachers to use this technique as an effective tool in dealing with the frustration among the students. The following incident was reported by a teacher.

A boy who came on mini migration to grade 11 commerce stream was very adamant and unruly. He had a peculiar habit of teasing other students and staff members, stealing their belongings and refusing to follow or obey the rules and regulations. He turned out to be a problem creator, totally deviating from academics. On several occasions, he was sent home on disciplinary grounds but that couldn't change him. He continued teasing others and creating nuisance and his performance in the unit tests was alarming.

On contacting his parent school, it was learnt that he was notorious in that school also for such misdoings. One day he was caught red-handed by his House Master at midnight while returning from the nearby cinema theatre. On probing into the matter further, it was found that he unscrewed the window of the dormitory that was locked from outside and managed to get out through that. This made the matter worse but he seemed to be very cool and indifferent. His father who came to take him home burst out crying and expressed his helplessness. He even had to borrow money for the bus fare, as his family was not financially sound.

It occurred to me that the boy could be set right if he was given a little care and concern. On many occasions, it was observed that he never disobeyed me and followed the instructions given. I thought there was no harm in trying. So I called him and asked the reasons for his strange behaviours, which caused lot of tension to his parents and others. To my questions, he responded with tears rolling down his cheeks. I was deeply moved and stopped further advice. Then he became emotional and burst out crying, confessing his mistakes, he promised me that he would never resort to such activities in future; he would study well and be nice to everyone.

After a week, the boy came from home and I was glad that he came to meet me personally. I could observe a positive change in his appearance and manners. He disclosed that lack of understanding, affection and concern had made him like that. It was clear that the causes of frustration were genuine and that had badly affected his studies. Adverse circumstances can even mar a person; that is what has happened in his case. With all my heart I tried to console him and make him confident that he was competent and with sincere efforts he could prove to be a worthwhile. Students need understanding, affection and sympathy.

That was a turning point in the boy's life. Considerable changes were observed in his conduct, attitude, discipline and academic performance. He stopped resorting to undesirable activities or unfair means. The change surprised the staff, the Principal and the students. Still there were apprehensions in the minds of few but that were dispelled in few months.

It gave me immense satisfaction to note that the impact of this little counselling I had given was reflected in his performance in the English tests. To prove his worth, he managed to get 70% marks in grade 12. More than that, he was a totally changed youth without any maladjustment or frustration when he stepped out of the institution.

Unit 3: Management of student assessment

We all know that assessment of students is an important part of the teaching-learning process in that it should reveal what and how much students have learnt. Generally, teachers believe that regular testing of students to find out what they have learnt is the only purpose for assessment though we found in the case studies of successful schools that there are other purposes as well such as improving student learning, improving teacher capacities and introducing pedagogical innovations. We also found that in successful schools the whole process of assessment is well managed by the teachers and the principal.

REFLECTION

Think about the existing student assessment practices in your school.

- a. *How do you assess your students?*
- b. *What are the objectives of student assessment?*

Now read some examples of comprehensive and continuous assessment with their various purposes from the case studies.

Case study examples**India**

Teaching-learning process observed by the researcher was extremely good and was based on pre-planned monthly unit of syllabus. Teaching learning process was a mix of learner-centred, joyful interactive and activity-based qualities of learning experience. The teachers were promoting self-guided learning among children of senior classes. They effectively practised continuous and comprehensive evaluation. They were assessing the performance level of children regularly and they also identified their weaknesses so the process of remedial teaching helped in improving the levels of achievement by assisting them individually or collectively. Participation of girls in classroom activities was encouraging. Children were given home assignments and teachers made diagnostic use of these assignments. Children were also given feedback on it. The teachers' behaviour and attitude towards children of all castes, various groups of socio-economic status, gender, religion was free from any discrimination. Teachers maintained records of performance of children. Evaluation was done in cognitive and co-cognitive aspects and this was communicated to the guardians regularly. Head teacher had discussions with fellow teachers on the progress of the children once in a week.

Learner's evaluation is being done individually as well as collectively, formally and informally. Teachers used flexible evaluation techniques, oral evaluation through conversation, viva, observation of their work and behaviour, reading, recitation, activities, quizzes, written assignments, project work and formal written test are the common method, used by the teachers. Besides assessment of day to day's work informally, formal evaluation was done after every unit; monthly, quarterly, six monthly, and annually. Teachers not only test cognitive aspects of curricular learning, but they also assess their learning in the affective and psychomotor domain. They were being observed throughout the day through activities like games, gardening, personality traits like participation, cooperation, initiative and appreciation were also observed. Teachers also tried to evaluate life skills like leadership, problem solving, using assumed knowledge in daily life, sensitivity towards plants and animals etc.

India

The school-based continuous and comprehensive pupils' evaluation practices contributed to school effectiveness. The evaluation process of students had provision of a monthly test in each subject followed by half-yearly and annual examinations. Teachers evaluated the performance of students daily through their class work and homework. This has a pretty good weightage. Thus, the school organized periodical tests, quarterly, half yearly and annual examinations. Evaluation of academic activities was done on continuous basis and co-curricular activities were assessed by arranging competitions. Students' positive traits (truthfulness, cleanliness, dutifulness, perfection, creativity etc.) and negative traits (selfishness, falsehood, indiscipline, late coming, truancy, cheating etc.) of personality were assessed individually by teachers on credit card. The school maintained a cumulative record of children's progress on a card. Through this evaluation process teachers as well as students know about

their weaknesses and strengths and do the needful to improve their status. Therefore, the process of school-based continuous and comprehensive student's evaluation was helpful in improving the students' achievement levels and the teaching-learning processes also. The school had the system of standardized national testing, e.g. scholarship examination, art competition etc. The teachers took initiative and encouraged the children to participate in national testing. Such type of process had positive impact on teaching-learning process and quality improvement of school.

Bangladesh

All the teachers mentioned the class test as an instrument of learner assessment. Pupils have to sit for 2 class tests in each subject before each term examination. The marks obtained by each pupil are recorded and carried over to the final results in each grade. Then there are the three term examinations - 1st term, 2nd term and 3rd term. The 3rd term is popularly known as the annual examination. Each term covers 4 months and one third of the syllabus. The marks obtained in the class test are included in the marks obtained in the term examination. Thus performances in all the term examinations which are inclusive of the achievements in the class tests are cumulated and final results are obtained. Learners are returned the checked and evaluated scripts of the class test and also of term examinations for their and their parents' perusal. They are given a dateline to return the script duly signed by the parents to the teachers. If there is any objection of any learner or parent/guardian regarding the marking or the way the script had been evaluated, they have direct access to the concerned teacher for settlement of the objection. 70% of the teachers said that parents raise objections regarding the way a script has been assessed. The objections are met through discussion about the mistakes made by the learner with the learners themselves and their parents and convincing them. In some cases, re-examination of the scripts also occurs.

Bangladesh

If a learner gets poor marks in any term examination, remedial measures are taken to improve his/her performance. In this way, at the end of the school year each and every learner gets sufficient scope to remove his/her weakness. The head teacher is very much interested in the assessment system. After every assessment the head teacher convenes a meeting of the academic council which is a body of all the teachers to analyse the results/outcome of the assessment. From the decision of this meeting the head teacher suggests adjustment of teaching-learning process with the assessment and feedback received from the learners. The head teacher may suggest teachers to follow effective teaching-learning methods in the classroom situation. Moreover the head teacher supplies a diary to the teachers for the preparation of lesson plans.

India

An important feature of the evaluation system was introduction of a Slip Test, the details of which are given below.

Slip Test: A Unique Evaluation Device

One of the evaluation devices employed by the teachers is the conduct of 'Slip Tests'. After every unit is completed, a unit or class test is conducted with 5 to 8 questions related to the particular unit. The students write the test sitting in their classrooms only. After they have written the answers, the students are asked to exchange their answer sheets among themselves and correct them based on a discussion by the teachers after the test. Thereafter, the students are asked to write their answers again after having complete information and also having discussed the correct way of answering the questions. This has been found very effective. This helps them to try and find out the answers on their own.

The principal reported that this method of evaluation is very successful, as the students do not feel a burden on them. Calling it an innovation, the principal remarked, *“This slip test works very well. Both the students and the teachers are happy. Learning does take place”*. A student of grade 11 observed, *“This test is very effective and useful. We know our merits and demerits while learning. Correcting other’s paper also gives us clue how to write the answers. At last you also find the ideal answer to write”*

Teachers too like the practice of the slip test as the very purpose of teaching is served and a kind of cooperative learning takes place. One of the teachers said, *“This helps particularly in grades 10 and 12. The students should know how to put their answers while writing the final examination. Moreover, teachers get to know the pulse of their students that how the particular unit or concept has been understood by the students.”*

India

The school provides elaborate feedback to the students. The answer sheets of the Monday tests are returned to the students after correction and making appropriate remarks. The questions which students find difficult to answer are given in the form of assignments, group work, and so forth. The cumulative marks of Monday tests and unit tests are display every month on the notice board on parents’ day.

Monday Test

Monday test is the unique feature of this school. The principal got this idea when he visited another school for attending a training program some two years ago. In Monday test, questions relate to the course covered in one week. No formal preparation is made for this test. The concerned teacher in his allotted class writes the questions on the black board and the students write their answers in a notebook provided by the school. The corrected answer book with detailed remarks is returned to the student and the marks are displayed on the notice board with the marks of the unit test. The principal also keeps a record of these marks which helps him in monitoring the progress of students, particularly the weak students. The principal and teachers felt that the weekly Monday test keeps the students alert every time. In contrast, some students expressed it as an unnecessary burden on them.

Philippines

Student assessment is an integral part of teaching, without which teachers will not know the extent to which their students learn. Apart from the assessment made by the teachers themselves, there are student assessments made school-wide and made regularly. Grading period exams, four of them every school year, are given to students to determine the learning competencies mastered or not mastered for the grading period. These exams provide feedback for the teachers in regard to what should still be done to improve their teaching approaches, techniques and practices in order to improve student learning. Diagnostic tests are given by the school for each major subject at the beginning of the school year and achievement tests are given towards the end of the school year. This is meant to determine what specific learning competencies for the various grade levels are mastered or not mastered by the students. Based on the test results, school-based in-service training programs are crafted by the teachers themselves with the school principal guiding them, determining which programs are to be carried out in the next school year. The same test results are used for more focused remedial education or catch-up programs for the different subject areas; they are used, too, to identify those students who need help and those who can be tapped to help the former.

Sri Lanka

The school has formative and summative evaluation systems. Formative evaluation has changed to school based assessment. The assessment procedures are based not only on students’ academic performance but also their behaviours, learning competencies, essential life competencies as well as

other attitudes and skills. They conduct continuous assessment and unit tests. Teachers keep records of those assessments. They use,

- Checklists
- Assessment mark sheets
- Progress chart with colour symbols
- Unit test mark sheets
- Subject-wise mark sheets
- Class-wise mark sheets

This record keeping is maintained by the class teachers. Finally, the deputy principal who is in charge of these assessments, is responsible and reports to the higher authorities. The teachers consider student performance and take action for remedial work, to minimize weaknesses and bring them to expected level. Teachers help the gifted children by giving extra activities to maximize their abilities. Furthermore, they will enrich these activities with their parents through class circles, where students' progress is discussed by the teachers and parents. All equipment and stationary needed for the assessment and tests are donated by the parents. The results in the Grade 5 scholarship examination are highly appreciated. The school follows an automatic promotion system.

REFLECTION

Having read the above case study examples, respond to these questions:

- How often and by what means were students assessed?*
- How were parents involved in the assessment process?*
- What role did the principal play in student assessment?*
- How was student assessment used to improve learning?*
- How was student assessment used for teacher improvement?*
- What innovations did you notice in the schools?*
- To what extent was assessment used for remedial or extra teaching?*

ACTIVITY 3-3

Appoint a committee to undertake a review of assessment practices in your school and make recommendations for improvement. Develop ToRs for the committee and provide a timeframe for it to report back to you.

Unit 4: Managing Co-curricular Activities

To begin this unit let us clarify the concept of co-curricular activities and see how we can differentiate these from the academic curriculum. Whilst the regular or academic curriculum usually refers to the formal teaching and learning prescribed by the education system of the country and which is assessed by examinations, the following case study example clearly shows what co-curricular activities are. These activities take place alongside the academic curriculum and are intended to provide for the holistic development of the student in areas such as physical, aesthetic and cultural development.

Case study example

Sri Lanka

The school has introduced many co-curricular activities mainly in four areas: athletics and sports, societies, aesthetic activities, interact clubs. The school has introduced a number of sports disciplines. The students can select anything from Volleyball, Table Tennis, Swimming, Athletics, Basketball, Chess, Hockey, Karate, Badminton, Scrabble, Gymnastics, Netball, Carom, Tennis, girl's guiding, eastern and western musical bands. Furthermore, opportunities to participate in other sports disciplines are also provided to indicate the importance of developing the mind and body for all the students. The school has established many societies for co-curriculum activities such as literature societies for both Sinhala and English, various subject societies such as science, commerce, art society, drama society, environmental society, and health protect society etc. The school has succeeded in many co-curricular activities, regional and national.

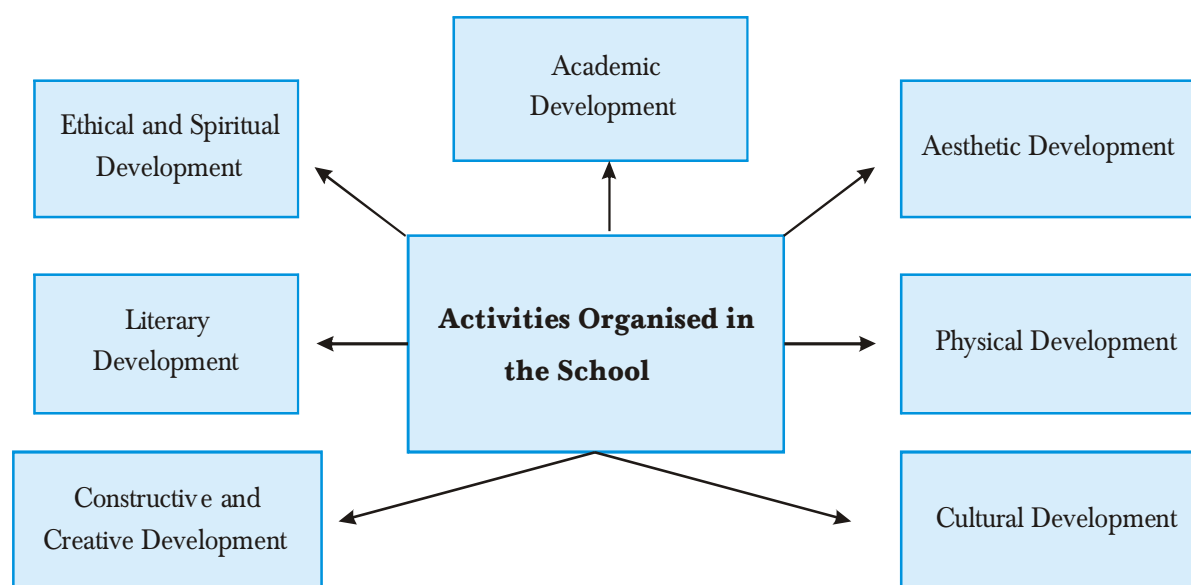
REFLECTION

Reflect on the importance and nature of co-curricular activities in your school.

- a. *What are the co-curricular activities that you arrange in your school?*
- b. *Why do you think that co-curricular activities are important for student development?*
- c. *Assess the importance of co-curricular activities in relation to overall teaching and learning in your school.*

Some good examples of the organisation of co-curricular activities can be seen in the following case study examples.

One graph taken from an Indian case-study shows the different facets of a child's development on which the school, through curricular and co-curricular activities, should have an impact.



Academic—Instructions in courses of studies as prescribed by CBSE and NCERT, New Delhi at its various stages with useful additions.

Aesthetic—Painting, music and fine arts.

Physical—Exercises including Gymnastic and Yogic Asanas, Judo, Parallel bars, Pyramids making, Karate etc.

Cultural—Music, Drama, Theatre etc.

Constructive and Creative—Crafts making of plaster of paris casts candle, wax toys, chalk sticks, creative writing (stories and poetry) etc.

Literary—Poetic recitation, Word Antyakshary, debates, speeches, essays, creative literary writing.

Ethical and Spiritual—Inspirational instructions, Kathas, Morning & Evening Assembly.

Case study examples

India

A lot of co-curricular activities were being organised by the school. Every Saturday Bal-Sabha (children's Assembly) was held. National festivals like 15th August, 26th January and 2nd October were observed with great fan fare. Besides the school organised intra and inter - school kala pratiyogita, folk song, folk dance and sport competitions. Antakshri, (reciting a poem by a group, beginning with the sound of last letter of the word by another group), creative writing and kho-kho were preferred items of girls.

Philippines

The school has also been involved in community-development undertakings, making it responsive to the needs and problems of the locality. For example, it has its own Home Bio System Program where it promotes ecological and environmental awareness by mounting workshops for parents, training them to produce organic fertilizers out of plant wastes, fish gills, food leftovers, etc. It makes available to the community and parents its school science and herbal gardens, showcasing different plant varieties, including herbal plants for treating common illnesses in the community, and a butterfly sanctuary. The school also has its non-formal education programs for out-of-school youths and adults, training them to be more productive citizens. Livelihood skills training programs such as dress making and tailoring, culinary arts and food preservation are made available to the surrounding communities of the school. Recently, it worked collaboratively with the Philippine National Police (PNP) in Davao City in training policemen who are or will be deployed in the depressed and disadvantaged villages of Davao province to become literacy trainers who will assist the local village schools in mounting literacy training programs

ACTIVITY 3-4

Make a list of all co-curricular activities in your school and then plan to introduce some new activities that would be of interest to students. Consider the following issues.

- a. How do you plan for co-curricular activities?
- b. Who are the participants in planning?
- c. How do you mobilise resources for this?
- d. Who are the participants in the activity (all students or few)?
- e. Is there any difficulty in ensuring that all students participate?
- f. What type of problems do you face in arranging co-curricular activities?
- g. Develop strategies (economic way) to involve all students in co-curricular activities.
- h. What strategies can be adopted to prepare an economic plan for co-curricular activities.

for the illiterate and semi-literate out-of-school-youths and adults in the underserved villages of the province.

Conclusion

Have you achieved the learning outcomes for this module? You can check that by looking back at the outcomes of p. 1 of the module.

In the module we have looked at a number of topics concerning student management. First we considered the importance of developing a data base of student information which we referred to as a Students' Profile. Then we looked at the rights and responsibilities of students and the UN Convention on the Rights of the Child. The management of student assessment and of co-curricular activities completed the module.

So far we have been looking at management within the school. In the next module we shift our focus outside the school to the management of external relations.

**The Asian Network of Training and Research Institutions in Educational Planning
(ANTRIEP: www.antriep.net)**

The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), which currently brings together 20 Asian institutions from Australia, Bangladesh, China, India, Indonesia, Malaysia, Nepal, Pakistan, the Philippines, South Korea, Sri-Lanka and International Institute of Educational Planning/ UNESCO, Paris. The ANTRIEP offers an innovative answer to the question of how to strengthen national capacities in training and research in educational management. Without capacity-development, policies and programmes to improve the quality of education will have little chance of survival, let alone success. In its fourteen years of existence, the ANTRIEP network has grown to be a concrete and creative example of South-South co-operation.

The overall objective of the network is to create synergy between the participating institutions to enable them to respond better to the growing and increasingly diversified needs for skill development in educational planning and management in the Asian region. The network has organized several high-level policy seminars, its members have collaborated in research and training programmes and the Focal Point – National University of Educational Planning and Administration (NUEPA) publishes a regular bi-annual Newsletter.

***National University of Educational Planning and
Administration (NUEPA)***

The National University of Educational Planning and Administration (NUEPA), is a premier institution dealing with training, research, and consultancy services in the field of educational planning and administration, both at national and international levels. In addition to its multifarious activities, the University also offers M.Phil., Ph.D., and Post-Doctoral Programmes in educational policy, planning, finance, and administration from a broader inter-disciplinary social science perspective. NUEPA offers National and International Diploma in Educational Planning and Administration for senior educational policy makers, planners, and administrators from India and developing countries. It publishes quarterly *Journal of Educational Planning and Administration* in English; *Pariprekshya* in Hindi; Occasional Papers and Research Study Reports. As a Focal Point, for ANTRIEP NUEPA publishes a bi-annual ANTRIEP Newsletter

For further details please log on to www.nuepa.org.

Making School Successful

Module 1: Successful Schools

Module 2: Managing People at Work

Module 3: Managing Student Affairs

Module 4: Managing External Relations

Module 5: School Development Planning