

# COLLEGE OF EDUCATION, NAGAON



## ROLE OF TEACHERS IN CLASSROOM MANAGEMENT

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## **INTRODUCTION:-**

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom - management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom – management skills, while the hallmark of the one inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possible the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. In the 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was “negative student attitudes and discipline”.

In the twenty first century to cope with the fast changing scenario and to make his duty relevant a teacher will be required to change drastically. Traditional chalk and talk method of teaching mismatch the classroom teaching in the information saturated society. Information and communication technology ICT has gradually making inroads into the classroom. As a result, understanding Of ICT and mastering the basic of ICT regarded as the basic necessity for a teacher of twenty first century. In the era of knowledge explosion conventional method of teaching has failed to keep pace with the fast moving information and knowledge based society.

## CHARACTERISTICS OF CLASSROOM MANAGEMENT:

- i. Students can help maintain a positive classroom environment by following the rules and expectation set by the teachers.
- ii. Active participation in classroom discussion and activities can help keep students engage and focused.
- iii. **Establish a positive relationship with your students outside the classroom by reaching out to them and their parents through emails, phone calls, and letters.**
- iv. Students should feel comfortable asking questions without feeling discouraged. The classroom learning is also stress-free, thereby encouraging productivity and efficient workflow.
- v. Research studies observe that students generally thrive on predictability. Managing a classroom well makes predictable as a teacher. In the long run, students will be familiar with the teacher style, which will improve their success.
- vi. From strict rules relating to talking in class to rules such as taking permission to the bathroom. It should all be formalized.
- vii. Understanding others feelings. Shows a sensitivity to the cultural background of students.
- viii. Provide appropriate wait time for all students to respond to questions, regardless of their past performance or your perception of their abilities.
- ix. Compliment students on important achievements in and outside of school.
- x. Make sure that the seating arrangement allows the teacher and students clear and easy ways to move around the room.

## **OBJECTIVES OF CLASSROOM MANAGEMENT:**

Objectives of students classroom management can be varied, but some common goals include-

- i. **Creating a safe and positive learning environment:** One of the primary objective of classroom management is to create a safe and positive learning environment for students. This include establishing a classroom culture that promotes respect, cooperation and inclusivity among students, an creating an atmosphere that encourage learning and participation.
- ii. **Enhancing student learning:** Effective classroom management strategies should help to enhance students learning by creating an environment where student can focus on their studies and engaged in learning activities with minimal distraction or disruption.
- iii. **Promoting student responsibility and accountability:** Classroom management can help to promote students responsibility and accountability by setting clear expectation for behavior and academic performance, providing opportunities for students to take ownership of their learning, and holding students accountable for their action.
- iv. **Developing positive student – teacher relationships:** Classroom management can help to build positive relationships between teachers and students. When student feel that their teacher cares about them and their success, they are more likely to get engaged in learning and motivated to do their best.
- v. **Improving students behavior:** Effective classroom management strategies can help to improve students behavior by setting clear boundaries and consequences for inappropriate behavior, reinforcing positive behavior, and creating a supportive and structured environment for students.

## PRINCIPLES OF CLASSROOM MANAGEMENT:

- i. **Clear Expectations:** Students should be aware of the expectations regarding behavior and academic performance. Teachers should establish clear guidelines and communicate them effectively to students.
- ii. **Consistency:** Classroom management should be consistent to create a sense of predictability and stability for students. This includes consistently enforcing rules and consequences.
- iii. **Positive Reinforcement:** Encouraging positive behavior through praise, rewards, and positive feedback can motivate students to maintain good behavior and improve academic performance.
- iv. **Consequences:** Clear consequences for misbehavior should be established and communicated to students. These consequences should be fair, consistent, and applied without bias.
- v. **Collaboration:** Collaboration between students and teachers is essential for creating a positive learning environment. Teachers should encourage students to participate in decision-making processes that affect their learning.
- vi. **Flexibility:** Classroom management should be flexible to accommodate individual learning styles and abilities. Teachers should be willing to adapt their teaching style and approach to meet the needs of individual students.
- vii. **Respect:** A culture of mutual respect should be established in the classroom. Students should be respectful of their peers, teachers, and school staff members.

## ROLE OF STUDENT IN CLASSROOM MANAGEMENT:

Student responsibility in the classroom refers to the level of engagement and participation of students in class. Teachers must create a learning environment that allows students to be actively engaged and productive. This can be achieved by providing opportunities for student participation, setting clear expectations, and providing feedback. Effective classroom management is not only about the teacher alone. Students have a role to play in order to make their learning environment productive and enjoyable. When it comes to classroom management, one of the most important aspects is the students' role in creating a positive and effective learning environment. Students need to be aware of their responsibilities and what is expected of them in order to help create and maintain a successful classroom.

In general, students are responsible for following all rules and regulations set by the teacher, keeping up with their work, and behaving in a respectful manner.

- i. **Meet Academic Expectations:** Academic expectations are the benchmarks that students should meet in order to be successful in their courses. In order to ensure that all students are meeting these expectations, the academic department sets specific goals and objectives for each course. The student is responsible for ensuring that they are meeting these expectations and demonstrating their understanding of the material. If a student feels they are not meeting expectations, they should speak with their instructor or academic advisor as soon as possible.
- ii. **To Be Punctual:** It is important for students to be on time for class and to show respect for their classmates. Punctuality is key in order to ensure that everyone has a fair chance to be heard. Students who are late or disruptive can have a significant impact on the class environment and their own learning.
- iii. **To Be Respectful:** It is important for students to be respectful of their teachers and fellow students. This begins with taking a moment to observe the classroom setting and making sure that all materials are placed where they will not be disturbed. It is also important for students to refrain from making excessive noise or engaging in disruptive behavior. Finally, students should arrive on time and maintain silence.

during class unless asked to speak. These simple behaviors will help make the learning environment more conducive for both the teacher and student.

- iv. **To Be in the Best of Behavior:** The education system in the United States is one that emphasizes academic success. This means that students are expected to be on their best behavior, both inside and outside of the classroom. Students are required to follow a set of rules and regulations, which is known as "student responsibility." These rules usually relate to things like not disrupting class or being disruptive on a personal level. While some disruption is inevitable, it is important for students to understand their role in the classroom setting and be respectful towards their teachers and classmates.
- v. **Obey all the teachers:** Students are expected to obey all the teachers' directions and cooperate in class. This includes following all classroom rules, sitting in their assigned seats, and listening attentively to the teacher. It is also important for students to stay on task and not disrupt the class environment. If a student violates any of these rules, it is up to the teacher to decide what punishment, if any, should be given.
- vi. **Maintain Discipline in the Class as well as in School:** Students are expected to maintain order and discipline in the classroom as well as in the school. This includes following school rules and regulations, as well as behaving appropriately in class. If a student is caught breaking any of these rules, they may be disciplined by their teacher or school officials.
- vii. **Keep the school tidy and clean:** Every student is expected to keep the school neat and clean. This means that they should clean up after themselves, refrain from making noise in the classroom, and help keep the buildings and the school environment looking their best. It is also important to remember to be respectful of others and their property.
- viii. **Follow the rules and regulations of the school:** It is the responsibility of students in the classroom to follow all school rules and regulations. This includes following instructions from their teacher, listening carefully, and not disrupting class proceedings. Students are also expected to behave respectfully towards other students and staff members.



- ix. **Do their Assigned Work on Time:** In most classrooms, students are expected to do their assigned work on time and to respect their classmates and teachers. This is especially important in order for classes to run smoothly and for students to learn from one another. If students are not following these expectations, it can lead to frustration on the part of both the student and the teacher. There may also be consequences, such as a failing grade or being removed from a class. It is important for students to understand their responsibilities in order to have a positive educational experience.
- x. **Participate in various school activities organized:** In most schools, students are expected to participate in various school activities organized by their teachers. These activities can vary from having students present in class for a discussion on a certain topic to participating in physical exercises organized by the school. The important thing is that students are given the opportunity to share their opinions and contribute to class discussions.

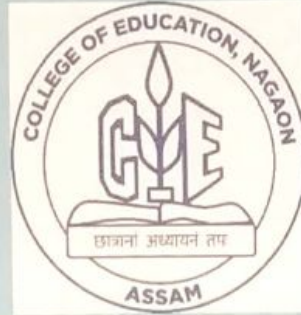
## CONCLUSION:

Effective student classroom management is essential for creating a positive learning environment where students can thrive academically and personally. To achieve this, teachers should establish clear expectations, rules, and consequences, while also creating a safe, supportive, and engaging learning environment that promotes student responsibility, independence, and collaboration. Additionally, it is important for teachers to build positive relationships with their students, communicate effectively, and provide appropriate academic and behavioral feedback. By prioritizing student classroom management, teachers can help students achieve their full potential and create a more enjoyable and productive classroom experience for everyone involved.

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# COLLEGE OF EDUCATION, NAGAON



## ASSIGNMENT

### ON

## ORGANISATION OF GUIDANCE SERVICES IN PRIMARY AND SECONDARY SCHOOLS

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## 1) INTRODUCTION:

Every human being comes across challenges and stress and to come out with the solution sometimes we feel the need for assistance and support to manage the problems and find solutions. Guidance serve as a supporting function by directing and controlling activities to help each individual to develop his/her fullest potential.

Literally, guidance means 'to direct', 'to point out', 'to show the path'. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual in the fields like educational, vocational, personal etc. It helps the individual in self understanding means through guidance one can know their strength and weakness. It also helps in self-direction i.e. the ability to solve problems on their own and make choices and decision. Guidance is both generalized and specialized service. As a generalized service guidance may be provided by teachers, parents or any other elder and experienced person. As a specialized service, guidance is provided by especially trained professionals like psychologists, counselors, psychiatrists and others.

According to Crow and Crow, "Guidance is assistance made available by properly qualified and adequately trained men or women to an individual of any age to help, manage his own life activities, develop his points of view, make his own decisions and carry his own burdens."

According to Skinner, "Guidance is a process of helping young persons learns to adjust to self, to others and to circumstances."

Various scholars like Myers, Brewer, Proctor have tried to classify guidance into certain different types of kinds. But their classifications are defective as being too expensive and overlapping. The Central Bureau of Educational and Vocational Guidance, Delhi has suggested three kinds of guidance. They are :

- i. **Educational guidance:** educational guidance is the process of helping pupils in the field of education by providing assistance in making choice of subjects or courses and in achieving success in different fields. Students need guidance to make educational plans in tune with their abilities, interests, aptitudes and goals.
- ii. **Vocational guidance:** vocational guidance started with the aim of helping individuals in the proper choice of a vocation or career. The area of vocational guidance is

naturally concerned with the choice of right vocation, making required preparation for the chosen vocation, entering into the the vocation and finally making satisfactory adjustment with the vocation and achieving success in it.

- iii. **Personal guidance:** personal guidance helps individuals to solve diverse problems of their personal lives. The problems relating to social and emotional adjustments of people mainly find place in the area of personal guidance.

Guidance certainly has an enormous need in every individual's life. It helps to shape a student's behavior and also instill enough discipline in them. Proper guidance helps them achieve their goal, well guided students know what to do and how to do things in the best possible way. Some need and importance of guidance are mentioned below:

- i. Guidance helps individual to develop ability to solve problems and take decisions.
- ii. It helps in academic growth and development of each individual.
- iii. It helps in vocational choices and vocational adjustments, vocational maturity.
- iv. Individuals need guidance for developing socially desirable habits, attitudes and behavior besides setting life goals that are in conformity with the social norms as well as are individually satisfying.
- v. Individuals need guidance for making adjustment with ever changing and newer environment.
- vi. Students need guidance to make selection of courses, subjects, books or other learning material.
- vii. Guidance helps individuals to spend leisure time in constructive activities.

From the above discussion it can be concluded that guidance has become very important for leading a successful life in the modern technology based and complex society. Guidance helps all people to face the challenges of life.

## 2) ORGANISATION OF GUIDANCE SERVICES IN SCHOOLS:

Guidance services refer systematic and organized procedures aimed at assisting individuals in different areas of activities. It can be defined as a group of services organized to provide assistance to individuals in making choices and decisions regarding various aspects of their life. Guidance services include a wide range of programs that provides support for personal,

social, educational and vocational development of students. Guidance service should be an integral part of education. It helps in assessing student's potential and suitability for further education, training and the world of work.

Guidance service is an important part of school education and helps students to achieve goals which are consistent with their ability. It may be utilized in schools to create a stress free environment for learning and living, encouraging them to understand themselves, relating subject matter of curriculum to their lives and their needs, helping them to learn to cope with challenges and to assist in establishing healthy relationships in life.

In India, our school education system has two stages i.e. primary and secondary stage. Guidance service plays the vital role in school education system.

## **2.1 PRIMARY STAGE:**

Primary stage of school education is the first stage of formal education. It covers children in classes of I to viii. Guidance in primary stage is the foundation of all future guidance activities. At this stage guidance may be viewed as preventive type in the sense that at this stage students are helped to overcome their problems before they take a more acute form. This guidance service also aims at development of desirable habit of living, work and study and adequate personal values and social attitudes. Additionally, it also helps children in their adjustment with school environment by assisting them in their smooth transition from home life to school life.

### **2.1.1 OBJECTIVES OF GUIDANCE AT PRIMARY STAGE:**

The objectives of guidance at primary stage are mentioned below:

- i. To coordinate all the activities of all the workers such as a teacher, medical service staff members, school social workers and their activities of a person providing guidance etc.
- ii. To assist developing higher attitudes towards school activities.
- iii. To assist developing positive attitude towards school subjects.
- iv. To assist children in developing their physical and emotional stability.
- v. To assist children adapting according to the school traditions and rules-regulations of the school.



### 2.1.2 GUIDANCE ACTIVITIES AND PROGRAMMES FOR PRIMARY STAGE:

- In school, children come in contact with various types of persons, children and teachers. They lack security in the school as it is completely a new environment for them. So schools should organize activities related to building friendship among the students.
- Schools can organize different activities like word collage, singing, drawing, dancing etc for expressing student's own self.
- Guidance programs on health related issues are much needed in this stage. It will help teachers to identify different types of children and according to different needs of the children, teachers can teach.
- In the primary stage students learn to become self-dependent. So, school should provide guidance programmes on maintaining discipline.
- Schools can organized guidance programmes on leisure time pursuits for all round development of children.
- Guidance programmes on social acceptance can be organized by schools. It will help students in adapting social traditions and also it will develop proper attitude towards school activities.
- Guidance activities can be organized for children to adjust with school environment. It is important for smooth transition from home life to school life.
- Schools can conduct programmes that develop student's skills like listening skills, study skills, communication skills.
- As after completing the primary stage of education students enters in secondary stage of education. So, in primary level, school should organize programmes that introduce the curriculum of secondary stage.
- Parent teacher meetings on test-taking and explain result is mandatory in primary stage. It will help parents as well as teachers to guide students properly.
- Programs on keeping student records and analyzing those data will help teachers to improve students. So, this type of program can be organised in primary stage.

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## **2.2 SECONDARY STAGE:**

The child leaves primary stage and enters secondary stage. This stage covers class ix to xii. Secondary education is very important as it is the terminal stage of a large number of students who enter life. It helps to become the useful members of a complex modern society.

Secondary education leads to higher education. It is expected that students completing this stage should have maturity to pursue higher education. Guidance services in this stage help students to understand their strengths and limitations and to do scholastic work at the level of their ability, to gain information about educational and vocational opportunities and requirements, to make realistic educational and vocational choices and plan based on consideration of all relevant factors and to find solutions to their problems of personal and social adjustment in the school and the home. It should help in developing such attitudes, skills and habits in students which are helpful for their personal, social and educational life.

### **2.2.1 OBJECTIVES OF GUIDANCE AT SECONDARY STAGE:**

The objectives of guidance at secondary stage are mentioned below:

- i. To help the students to understand and accept the physiological changes in oneself
- ii. To help them to make effective adjustment in the family, school and society.
- iii. To identify, develop and strengthen student's ability and interests.
- iv. To help students to make appropriate choice of course in accordance with their abilities and interest.
- v. To provide information about various educational and vocational opportunities and the essential requirements.
- vi. To enable students to make realistic educational and vocational choices.
- vii. To help students to develop self-confidence.
- viii. To help students make decisions.
- ix. To create a feeling of cooperation among all student.
- x. To fulfilling the needs related to students health

### **2.2.2 GUIDANCE ACTIVITIES AND PROGRAMME FOR SECONDARY STAGE:**

Secondary stage is the mid-point of the level of education. In this stage, students reach at the stage of adolescence period. As adolescence period is a transitional period students face many

issues. So, we can organize some guidance activities and programmes for solving those issues. Below, some guidance activities and programmes are mentioned-

- Secondary stage of education cover adolescence period of children. As in this period, children face problem in adjustment with peers, with parents, with self etc. So guidance programmes on adjustment problems of students can be organized in school.
- In the secondary stage, guidance activities on solving individual's problem by their own can be organized.
- ~~In the secondary stage~~, school can arrange parent teacher meetings to orient the parents regarding various courses after class 10.
- ~~In the secondary stage~~, school can organize and conduct group activities, discussions, role-playing e.g. attending an interview, communication skills, leadership qualities etc to develop personal and social skills.
- ~~In the secondary stage~~, debates, group discussions and drama on various social and educational issues such as "discipline in work place", "career choices and life styles", "strategies to cope with stress and anxiety" can be arranged.
- Good* • ~~In the secondary stage~~, guidance activities like talks by professionals such as doctors, educationists on matters like health, addiction, personal habits, sex education and other educational issues can be arranged.
- In the secondary stage, guidance activities like conducting activities on social service and arrange for camps, field trips is suitable.
- In the secondary stage, vocational guidance programs like career exhibitions and career conferences can be organized.
- In the secondary stage, guidance program on administering various tests to measure abilities and other psychological variables can be organized.
- In the secondary stage, guidance program can be organised on maintaining the records of the students and it will constantly up date all the students.

### 3) ORGANISATION OF GUIDANCE SERVICES IN COLLEGES:

After entering college individuals becomes complete young man and their personality acquires its own pattern. They are able to understand the meaning of success and failure and start feeling their responsibilities. But, after securing admission to the college they face

multiple difficulties. In this situation, college guidance services play the vital role in solving all those problems.

### **3.1 OBJECTIVES OF GUIDANCE IN COLLEGE LEVEL:**

The objectives of guidance in college level are mentioned below:

- i. To make available information regarding admissions to colleges.
- ii. To provide information regarding co-curricular activities in the colleges.
- iii. To help pupils selecting subjects so that they may achieve their future programme and objectives.
- iv. To provide vocational information to the pupils so that they may take decision regarding their future.
- v. To help the children eliminating their financial difficulties.
- vi. To make the pupils aware regarding the existing hostel facilities so that the problems of their boarding and lodging can be removed.

### **3.2 GUIDANCE ACTIVITIES AND PROGRAMMES FOR COLLEGES:**

When a child enters the college he becomes a complete young man and his personality acquires its own pattern. They are very serious in their studies because they know the meaning of success and failure and start feeling their responsibilities. College guidance programs are the needs of children who are unable to make progress in the college affairs and who can use their talent in their activities on providing proper educational facilities. Below some guidance activities and programs are mentioned-

- Guidance programs on selecting appropriate subject so that children can acquire specialization for their future vocational plans.
- Tutorial is another important area of guidance program. It helps children in making progress in their study.
- Orientation programs should be conducted for the students. It will help them to know about various information of that particular college.
- Seminars, assemblies can be arranged in colleges to help disseminate educational information required by the students.
- Vocational guidance programs can be conducted for college level students. It will help them to choose a vocation according to their abilities and interest.

- Awareness programs on mental health can be organized for college level students.
- College should organize guidance program on building decision-making skill for the students.
- As college students get much spare time like spring break, autumn break, long summer vacations and so many scheduled and unscheduled holidays in between; the college should organize some guidance programmes on proper utilization of those spare times.
- Colleges should organize different activities as college going students face many problems like anxiety, depression, aimlessness.
- In colleges, student body is heterogeneous and drawn from many linguistic and socio-economic groups. To solve this problem, colleges should organize different programs and activities which will help them in adjusting the environment.
- Medical camps should be organized by college authority for the students. It will help in taking necessary steps for needy students.

#### 4) CONCLUSION:

Guidance is the assistance given to the individual in the process of development. It is a service meant for all. Guidance programmes should be responsive to the changes in education, in community and society in general. Guidance programmes are person centred, therefore, primarily concerned with empowering pupils to take responsibility for themselves, their own development and learning rather than imposing particular standpoints, values and decisions. Guidance programmes and activities are help in deal with psychological problems which can badly impact in student's life. Through guidance programme students are able to develop certain problem solving skills which to an extent help them deal with particular issues surrounding their lives. Additionally it helps to shape a student's behavior and also instill enough discipline in them. Proper guidance helps students achieve their goals. They know what to do and how to do things in the best possible way. So, it can be concluded by saying that guidance services plays supreme role in students life from primary to higher level of education.

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# COLLEGE OF EDUCATION, NAGAON



## FIELD WORK REPORT

ON

### SCHOOL SYSTEM OF SECONDARY LEVEL

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## 1. INTRODUCTION

In the realm of education, the climate within a school plays a pivotal role in shaping the experiences of students, teachers, and staff. The ambiance, culture, and ethos that a school fosters contribute significantly to the overall quality of education and the emotional well-being of its members. Kendriya Vidyalaya Missamari, situated in the heart of Missamari, stands as a testament to the profound impact a positive school climate can have on the educational journey.

This report is a comprehensive examination of the school climate at Kendriya Vidyalaya Missamari. The assessment, while not relying on specific data or surveys, seeks to provide a detailed understanding of the school's atmosphere and the various elements that constitute it. It is important to note that this assessment is based on our observations and an understanding of the school's practices and ethos, rather than quantitative data.

The primary objective of this report is to present a holistic overview of the school climate, highlighting its distinctive features and the core principles that guide it. We explore the dimensions of safety, trust, positive relationships, academic excellence, inclusivity, and effective communication that collectively define the school's unique atmosphere.

Kendriya Vidyalaya Missamari has long been recognized for its commitment to creating a nurturing, secure, and engaging environment where students not only excel academically but also develop into responsible and compassionate individuals. This report aims to shed light on the various aspects that contribute to the school's positive climate and provide recommendations for further enhancement.

Throughout this report, we will delve into the safety measures in place, the trust that underpins the relationships within the school, the emphasis on academic rigor, the celebration of diversity, and the open channels of communication that facilitate seamless interaction among all stakeholders. Additionally, we will explore the classroom atmosphere, the plethora of extracurricular activities offered, and the strong partnerships forged between parents and teachers. The foundation of a school's climate is laid by its vision, values, and the commitment of its leadership, teachers, and students. At Kendriya Vidyalaya Missamari, these elements harmonize to create an environment where learning flourishes, bonds are forged, and the spirit of inclusivity thrives.

Nestled within the scenic landscape of Missamari, Kendriya Vidyalaya Missamari has earned a reputation not just for academic excellence but also for nurturing young minds with compassion and care. It embodies the essence of what an ideal school climate should be – a safe haven where students are encouraged to explore their potential, express their ideas, and embrace a holistic approach to education.

In summary, this report offers a comprehensive view of the school climate at Kendriya Vidyalaya Missamari. It serves as an opportunity to celebrate the school's successes, acknowledge its dedication to fostering a nurturing environment, and provide thoughtful recommendations for its continued growth and development.

## 2. SCHOOL CLIMATE OF KENDRIYA VIDYALAYA, MISSAMARI

The school climate at Kendriya Vidyalaya Missamari is a harmonious blend of values, practices, and an overarching commitment to creating a nurturing and conducive environment for learning. It encapsulates the collective experiences, perceptions, and interactions that shape the daily life of students, teachers, and staff within the institution.

At Kendriya Vidyalaya Missamari, the school climate is characterized by several key dimensions:

### 2.1 Safety and Trust

Safety and trust are the cornerstones of the school climate at Kendriya Vidyalaya Missamari. These elements ensure that the school serves as a secure and nurturing environment where both students and staff can thrive.

#### Safety Measures:

The school places an unwavering emphasis on the safety of its students and staff. Robust safety measures are in place to create a secure learning environment. These measures encompass various aspects:

- **Infrastructure:** The school maintains well-designed and well-maintained facilities. Buildings, classrooms, and playgrounds are regularly inspected and upgraded to ensure they meet safety standards.
- **Safety Protocols:** Kendriya Vidyalaya Missamari has established clear safety protocols. These protocols cover emergencies, such as fire drills and evacuation procedures, to ensure that everyone knows how to respond in case of unexpected situations.
- **Health and Hygiene:** The school promotes good health and hygiene practices. Sanitation facilities are readily available, and health awareness programs educate students on personal hygiene and well-being.
- **Security Personnel:** Trained security personnel are stationed on the premises to monitor entry and exit points, ensuring that only authorized individuals have access to the school.
- **Student Supervision:** Adequate supervision is maintained during school hours and extracurricular activities to guarantee the safety of students. This supervision extends to field trips and outdoor events.

#### Culture of Trust:

Trust is an integral part of the school's culture. It extends throughout the entire school community, fostering an atmosphere where students, teachers, and staff feel secure and valued. This culture of trust is cultivated through several practices:

- **Open Communication:** The school encourages open and honest communication. Students, teachers, and staff are encouraged to express their thoughts, concerns, and ideas freely, knowing that their voices will be heard and respected.
- **Respectful Interactions:** Respect is a fundamental principle at Kendriya Vidyalaya Missamari. Interactions among students, between students and teachers, and among staff members are characterized by mutual respect, courtesy, and consideration.
- **Confidentiality:** Personal information and concerns are treated with the utmost confidentiality. Students and staff can confide in school authorities, knowing that their privacy will be safeguarded.
- **Supportive Environment:** The school provides a supportive environment where students are encouraged to take risks, learn from mistakes, and grow both academically and personally. Teachers and staff offer guidance and mentorship to help students navigate their educational journey.

In summary, the section on Safety and Trust underscores the school's unwavering commitment to creating a secure and trusting environment. These elements are essential for the overall well-being of students and staff, as they form the foundation upon which all other aspects of the school climate are built.

## 2.2 Positive Relationships

Positive relationships form the bedrock of the school climate at Kendriya Vidyalaya Missamari. These relationships encompass interactions among students, between students and teachers, and among staff members. The school places great importance on fostering an environment where relationships are characterized by respect, empathy, and collaboration.

### Student-Teacher Relationships:

At Kendriya Vidyalaya Missamari, student-teacher relationships are more than just instructional interactions; they are deep, meaningful connections that contribute to the overall well-being of students. Here's how these relationships are nurtured:

- **Mentorship:** Teachers serve as mentors and guides, offering support and guidance beyond the classroom. They take a personal interest in each student's growth and development.
- **Approachability:** Teachers maintain an approachable demeanor, encouraging students to approach them with questions, concerns, or ideas. This accessibility builds trust and facilitates open communication.
- **Individualized Support:** Recognizing that each student is unique, teachers provide individualized support to address specific learning needs. This ensures that every student receives the attention required to excel.

- **Empathy:** Teachers demonstrate empathy, understanding the challenges and pressures students may face. This empathetic approach fosters a supportive and compassionate learning environment.

### **Peer Relationships:**

Positive peer relationships are a vital component of the school climate at Kendriya Vidyalaya Missamari. The school promotes a culture of inclusivity and cooperation among students, resulting in a sense of belonging and unity:

- **Inclusivity:** Students from diverse backgrounds, cultures, and abilities are encouraged to embrace their differences. The school actively celebrates diversity and ensures that no student feels excluded.
- **Collaboration:** Group projects and collaborative learning activities are integrated into the curriculum. These experiences teach students teamwork, problem-solving, and the value of collective effort.
- **Conflict Resolution:** The school equips students with conflict resolution skills, teaching them to address disagreements and differences constructively. This helps maintain a harmonious peer environment.
- **Peer Support:** Older students often mentor younger ones, creating a sense of responsibility and support within the student body. This mentoring system fosters positive role models and reinforces a sense of community.

The cultivation of positive relationships at Kendriya Vidyalaya Missamari extends beyond the student body. Staff members, including administrative and support staff, also contribute to the overall climate by fostering respectful and cooperative interactions. This sense of unity and shared purpose enhances the school's atmosphere.

## **2.3 Academic Excellence**

Kendriya Vidyalaya Missamari maintains an unwavering commitment to academic excellence. The school's climate is characterized by a rigorous academic environment that not only imparts knowledge but also nurtures critical thinking, problem-solving skills, and a lifelong love for learning.

### **Curriculum:**

The curriculum at Kendriya Vidyalaya Missamari is carefully designed to challenge students intellectually and prepare them for success in a rapidly evolving world. Key aspects of the school's curriculum include:

- **Rigor:** The curriculum emphasizes academic rigor, pushing students to explore complex subjects and engage in intellectual challenges. This approach ensures that students are well-prepared for higher education and future careers.

- **Critical Thinking:** Students are encouraged to think critically, analyze information, and develop the ability to question and evaluate concepts. This cultivates a mindset of inquiry and curiosity.
- **Holistic Learning:** The curriculum goes beyond textbooks, promoting holistic learning. It includes opportunities for students to engage in arts, sports, and extracurricular activities, fostering a well-rounded education.
- **Real-World Relevance:** Lessons are designed to have real-world relevance, connecting classroom knowledge to practical applications. This approach equips students with skills they can apply in their lives.

#### **Teaching Approach:**

The teaching approach at Kendriya Vidyalaya Missamari is dynamic and interactive. Teachers are dedicated to creating an engaging learning environment that maximizes students' potential:

- **Interactive Methods:** Teachers employ interactive teaching methods that encourage student participation. These methods include group discussions, debates, hands-on activities, and multimedia presentations.
- **Personalized Learning:** Recognizing that every student is unique, teachers provide personalized attention and support. They adapt their teaching strategies to cater to individual learning styles and abilities.
- **Encouragement of Creativity:** Creativity is nurtured in the classroom. Students are encouraged to express their ideas, explore their talents, and pursue innovative solutions to problems.
- **Continuous Assessment:** Regular assessments and feedback mechanisms are in place to track students' progress. This approach ensures that students receive timely support and guidance.

The pursuit of academic excellence at Kendriya Vidyalaya Missamari is not solely focused on grades but on instilling a passion for learning. Students are encouraged to ask questions, seek answers, and develop the skills required to excel academically and thrive in their future endeavors.

#### **2.4 Inclusivity**

Inclusivity is a core principle that defines the school climate at Kendriya Vidyalaya Missamari. The institution is dedicated to fostering an environment where diversity is celebrated, and equal opportunities are extended to all, regardless of background, abilities, or circumstances.

### Diversity:

Kendriya Vidyalaya Missamari takes pride in the diversity of its student body, recognizing that differences enrich the school community. Key aspects of promoting diversity and inclusivity include:

- **Acceptance:** The school actively promotes an atmosphere of acceptance, where students from various cultural, social, and economic backgrounds feel valued and respected.
- **Celebration of Differences:** Diversity is celebrated through events, cultural festivals, and educational programs that highlight different cultures, traditions, and perspectives. This celebration fosters understanding and appreciation.
- **Equal Access:** The school ensures that all students have equal access to educational resources and opportunities. This commitment extends to students with special needs, who receive the necessary support and accommodations.
- **Anti-Discrimination Policies:** Kendriya Vidyalaya Missamari has clear policies against discrimination or bullying based on factors such as race, gender, or abilities. These policies are enforced to create a safe and inclusive environment.

### Inclusive Practices:

The commitment to inclusivity is manifested through various inclusive practices that aim to provide an equitable educational experience for all students:

- **Individualized Support:** Students with diverse learning needs receive individualized support plans, which may include additional tutoring, assistive technologies, or modified assignments to ensure their academic success.
- **Accessibility:** The school's facilities and infrastructure are designed to be accessible to students with physical disabilities, ensuring that everyone can move freely within the campus.
- **Inclusive Education Programs:** Inclusive education programs are implemented to promote peer support and create an environment where all students learn together. This promotes understanding and reduces stigmatization.
- **Sensitivity Training:** Teachers and staff undergo sensitivity training to ensure that they are well-prepared to meet the needs of a diverse student body. This training fosters a culture of empathy and inclusion.

The school climate at Kendriya Vidyalaya Missamari benefits greatly from its commitment to inclusivity. By celebrating diversity and actively working to remove barriers to education, the school ensures that every student has the opportunity to reach their full potential and contribute to the vibrant school community.

## 2.5 Effective Communication

Effective communication is a fundamental element that enhances the school climate at Kendriya Vidyalaya Missamari. The school recognizes the importance of transparent and open communication channels among students, parents, teachers, and staff to create a collaborative and informed community.

### Parental Involvement:

The school actively encourages parents to be actively involved in their children's education and well-being through various communication strategies:

- **Regular Updates:** Parents receive regular updates on their child's academic progress, behavior, and extracurricular activities. These updates are shared through newsletters, digital platforms, and parent-teacher meetings.
- **Parent-Teacher Meetings:** Kendriya Vidyalaya Missamari holds regular parent-teacher meetings, providing parents with the opportunity to discuss their child's progress, address concerns, and collaborate with teachers to support their child's development.
- **Open-Door Policy:** The school maintains an open-door policy, allowing parents to reach out to teachers and school authorities at any time to seek information or express concerns. This accessibility fosters trust and engagement.
- **Workshops and Seminars:** Educational workshops and seminars are organized for parents to keep them informed about the school's educational philosophy, curriculum, and ways to support their child's learning at home.

### Information Dissemination:

Efficient information dissemination is vital to ensuring that all stakeholders are well-informed and engaged in the school community:

- **Digital Platforms:** The school utilizes digital platforms, including a website and social media, to share news, updates, and important information with parents, students, and staff.
- **Clear Communication Channels:** Kendriya Vidyalaya Missamari maintains clear communication channels for reporting and addressing concerns. These channels ensure that issues are promptly addressed and resolved.
- **Feedback Mechanisms:** The school values feedback from all stakeholders and actively seeks their input. Feedback mechanisms allow for continuous improvement in communication and school operations.
- **Transparency:** The school practices transparency in decision-making and administrative processes. This transparency builds trust among all stakeholders.

Effective communication extends beyond conveying information; it fosters a sense of community, collaboration, and shared responsibility among students, parents, teachers, and staff. It ensures that everyone is aligned with the school's vision and goals.

### 3. CLASSROOM ATMOSPHERE

The classroom atmosphere at Kendriya Vidyalaya Missamari is a crucial component of the overall school climate. It is within these classrooms that the foundation of learning, critical thinking, and personal growth is laid. The school places a strong emphasis on creating a positive and engaging environment where students can thrive academically and personally.

#### Teaching Methods:

The school employs a variety of interactive teaching methods that are designed to stimulate student engagement and foster a love for learning:

- **Active Learning:** Teachers encourage active learning by involving students in discussions, debates, problem-solving activities, and hands-on experiments. This approach keeps students engaged and promotes deeper understanding.
- **Multimedia Resources:** Modern teaching methods incorporate multimedia resources, including audiovisual presentations and digital learning materials, to make lessons more interactive and engaging.
- **Inquiry-Based Learning:** Students are encouraged to ask questions and explore topics independently. This inquiry-based approach stimulates curiosity and critical thinking.
- **Collaborative Projects:** Group projects and collaborative assignments are a common practice. These activities promote teamwork, communication skills, and the ability to work effectively with peers.

#### Learning Resources:

Kendriya Vidyalaya Missamari ensures that classrooms are equipped with the necessary resources to facilitate effective learning:

- **Library:** The school maintains a well-stocked library with a wide range of books, reference materials, and digital resources to support research and independent study.
- **Technology Integration:** Classrooms are equipped with modern technology, including computers, projectors, and interactive whiteboards, enhancing the learning experience and providing access to digital learning resources.
- **Supplementary Materials:** Teachers provide supplementary materials, such as study guides and practice exercises, to reinforce classroom learning and help students excel.
- **Safety Measures:** The school places a strong emphasis on safety within classrooms, ensuring that students can learn in a secure and comfortable environment.



### Classroom Culture:

The classroom culture at Kendriya Vidyalaya Missamari is characterized by respect, inclusivity, and a focus on holistic development:

- **Respectful Interactions:** Students and teachers interact with respect for one another. This respectful environment encourages students to express their thoughts and ideas without fear of judgment.
- **Inclusive Practices:** Teachers employ inclusive teaching practices that accommodate diverse learning needs and styles, ensuring that every student has the opportunity to succeed.
- **Character Education:** The school places importance on character education, instilling values of integrity, empathy, and responsibility among students.
- **Feedback and Assessment:** Teachers provide constructive feedback to help students improve, and assessment methods are designed to be fair and meaningful.

The classroom atmosphere at Kendriya Vidyalaya Missamari plays a pivotal role in shaping the educational experiences of students. It is an environment where not only academic knowledge is imparted but also where personal growth, curiosity, and a lifelong love for learning are nurtured.

## 4. EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an integral part of the school climate at Kendriya Vidyalaya Missamari. These activities go beyond academics and provide students with opportunities for personal growth, skill development, and the exploration of their interests and talents.

### Variety of Activities:

Kendriya Vidyalaya Missamari offers a diverse range of extracurricular activities to cater to the varied interests and talents of its students:

- **Sports:** The school encourages physical fitness and sportsmanship through a variety of sports activities, including football, cricket, basketball, athletics, and more. Students have the chance to participate in inter-school competitions and showcase their skills.
- **Arts and Culture:** Extracurricular activities in arts and culture include music, dance, drama, and visual arts. These activities provide a platform for students to express their creativity and showcase their artistic talents.
- **Clubs and Societies:** Students can join clubs and societies that align with their interests, such as science clubs, debate clubs, eco-clubs, and literary societies. These clubs promote intellectual exploration and skill development.

- **Community Service:** Kendriya Vidyalaya Missamari encourages a sense of social responsibility among students. Community service activities, such as environmental initiatives and volunteering, provide opportunities to give back to society.

#### **Personal Development:**

Extracurricular activities at the school are not just about participation; they also contribute to personal development in several ways:

- **Leadership Skills:** Students often take on leadership roles within clubs and teams, developing leadership skills and learning to work collaboratively with peers.
- **Time Management:** Balancing academic responsibilities with extracurricular activities teaches students valuable time management skills.
- **Confidence Building:** Participation in activities allows students to build confidence, overcome challenges, and gain a sense of accomplishment.
- **Skill Enhancement:** Extracurricular activities provide a platform for students to enhance their skills and discover new passions.

#### **Inclusivity and Participation:**

The school places a strong emphasis on inclusivity in extracurricular activities:

- **Open to All:** Activities are open to all students, regardless of their skill level or experience. The school aims to provide a welcoming environment where every student can participate and learn.
- **Encouragement:** Teachers and mentors actively encourage students to explore various activities and discover their interests.
- **Celebration of Achievements:** The achievements of students in extracurricular activities are celebrated and recognized by the school community, fostering a sense of pride and motivation.

Extracurricular activities at Kendriya Vidyalaya Missamari are not only a means of recreation but also a vital component of holistic education. They contribute to the development of well-rounded individuals who are not only academically proficient but also socially aware and confident in their abilities.

### **5. PARENT-TEACHER RELATIONSHIPS**

Strong and collaborative parent-teacher relationships are a cornerstone of the school climate at Kendriya Vidyalaya Missamari. These relationships play a vital role in supporting students' academic progress, personal development, and overall well-being.

**Regular Meetings:**

Kendriya Vidyalaya Missamari places a high value on regular and meaningful interactions between parents and teachers:

- **Parent-Teacher Meetings (PTMs):** The school conducts regular PTMs to provide parents with the opportunity to meet with teachers and discuss their child's academic performance, behavior, and progress. These meetings promote transparency and open communication.
- **Individualized Discussions:** PTMs allow for one-on-one discussions between parents and teachers. This personalized approach enables teachers to understand the unique needs of each student and offer tailored support.

**Collaborative Approach:**

Parent-teacher relationships are characterized by a collaborative and supportive approach:

- **Shared Goals:** Parents and teachers share a common goal – the success and well-being of the student. This shared commitment fosters a sense of unity and purpose.
- **Problem-Solving:** When challenges arise, parents and teachers work together to find solutions. This collaborative problem-solving approach ensures that students receive the support they need.
- **Progress Tracking:** Parents are provided with insights into their child's progress, strengths, and areas for improvement. This information enables parents to actively support their child's learning journey.
- **Parental Involvement:** Parents are encouraged to actively participate in school activities, committees, and initiatives, strengthening their connection to the school community.

**Communication Channels:**

Efficient communication channels are maintained to facilitate parent-teacher interactions:

- **Digital Communication:** The school uses digital platforms to share updates, announcements, and important information with parents. This ensures that parents are well-informed about school events and activities.
- **Access to Resources:** Parents have access to educational resources and materials that support their child's learning at home. These resources enable parents to reinforce classroom learning.
- **Feedback Loop:** Parents are encouraged to provide feedback on their child's experiences at the school. This feedback loop helps the school continuously improve its practices and policies.

### **Parental Involvement in Education:**

Kendriya Vidyalaya Missamari recognizes the valuable role parents play in their child's education:

- **Supportive Environment:** Parents are provided with a supportive environment where they can actively engage in their child's education, ask questions, seek guidance, and express concerns.
- **Parental Workshops:** The school conducts workshops and seminars for parents on topics related to child development, education, and parenting. These workshops empower parents with knowledge and skills.
- **Home-School Partnership:** The partnership between the home and school is highly valued. It ensures that students receive consistent support and encouragement in their educational journey.

## **6. RECOMMENDATIONS**

1. **Expanded Extracurricular Offerings:** While the school currently offers a diverse range of extracurricular activities, consider periodically reviewing and expanding the offerings to accommodate evolving student interests and talents. This can help ensure that all students find activities that resonate with their passions and skills.
2. **Mentorship Programs:** Introduce mentorship programs that pair older students with younger ones. This initiative can further promote positive peer relationships and create a sense of responsibility among older students while offering guidance and support to younger ones.
3. **Professional Development:** Continuously invest in the professional development of teachers and staff. Training in areas such as inclusive education, technology integration, and modern teaching methodologies can further enhance the classroom atmosphere and overall school climate.
4. **Feedback Mechanisms for Parents:** Establish additional feedback mechanisms for parents to share their thoughts, concerns, and suggestions. This can include periodic surveys or focus group discussions to gather valuable insights for school improvement.
5. **Community Engagement:** Strengthen community engagement initiatives by involving local organizations and community members in school activities and events. Collaborative partnerships can enrich students' learning experiences and create a sense of connectedness beyond the school gates.

6. **Environmental Initiatives:** Expand environmental education and sustainability initiatives within the curriculum and extracurricular activities. This can instill a sense of environmental responsibility in students and contribute to a greener campus.
7. **Career Guidance:** Enhance career guidance and counseling services to assist students in making informed decisions about their future academic and career paths. This can include guest lectures, workshops, and access to resources for career exploration.
8. **Parent Education Workshops:** Continue organizing parent education workshops on topics relevant to parenting and child development. These workshops can empower parents with valuable skills and insights for supporting their child's growth.
9. **Student-Led Initiatives:** Encourage and support student-led initiatives and projects that address community or societal issues. These projects can instill a sense of civic responsibility and leadership among students.
10. **Cultural Exchange Programs:** Explore opportunities for cultural exchange programs with schools from different regions or countries. Such programs can expose students to diverse perspectives and promote cultural understanding.
11. **Regular Climate Assessment:** Conduct periodic assessments of the school climate through surveys or focus groups involving students, parents, teachers, and staff. Use the feedback gathered to continually refine and improve school policies and practices.
12. **Celebration of Achievements:** Recognize and celebrate the achievements of students, teachers, and staff in various domains, including academics, sports, arts, and community service. Publicly acknowledging these accomplishments fosters a culture of appreciation.

## CONCLUSION

In conclusion, Kendriya Vidyalaya Missamari stands as a beacon of educational excellence and inclusivity, fostering a school climate that is as enriching as it is nurturing. The commitment of the school to these principles is evident in every facet of its operations, from the classroom atmosphere to extracurricular activities, parent-teacher relationships, and effective communication.

The school's unwavering dedication to academic excellence is not merely about imparting knowledge but instilling a lifelong love for learning and critical thinking. The positive classroom atmosphere is a testament to the care and effort invested in creating an environment where students can thrive intellectually and personally. The diverse range of extracurricular activities underscores the holistic approach to education, where students are encouraged to explore their passions and talents beyond academics.

Inclusivity is at the heart of the school's ethos, celebrating diversity and ensuring equal opportunities for all. Effective communication channels connect students, parents, teachers, and staff, fostering a sense of community and shared purpose. Strong parent-teacher relationships bolster the support system for students, contributing to their academic success and overall well-being.

As we reflect on the school climate at Kendriya Vidyalaya Missamari, it becomes clear that it is more than an educational institution; it is a nurturing home for intellectual and personal growth. It is a place where students not only acquire knowledge but also build character, confidence, and a sense of responsibility to society. The school's commitment to continuous improvement, as outlined in the recommendations, ensures that it will continue to evolve and provide an even more enriching educational experience for generations to come. Kendriya Vidyalaya Missamari truly embodies the essence of a school climate that nurtures, inspires, and prepares students for a bright and promising future.

12/9/23  
27/9/23

# COLLEGE OF EDUCATION, NAGAON



## WORKSHOP REPORT ON PRACTICES FOR LANGUAGE PROFICIENCY

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## CONTENT

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  - CONCEPT OF LANGAUAGE GAMES
  - ADVANTAGE OF LANGUAGE GAMES
  - CONCEPT OF LANGUAGE CHARTS
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  - HOW TO SELECT LANGUAGE CHART &GAMES
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## **INTRODUCTION:**

Language is an important tool that every human uses as a specific and common means of expression, communication and conveyance of different thought. It is also important as the way of impacting knowledge, instruction, and teaching at in our outside classroom. In this era of globalization, Information and Communication Technology, English has a special and predominant role in the communicative sphere of the world. It has a special identity in the field of education. Language development is continuous and recursive. Students enhance their language learning by using what they know in new and more complex contexts and with increasing sophistication. They reflect upon and use prior knowledge to extend and enhance their language and understanding.

Today's teaching learning process has changed a lot over the past years. In earlier time was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom. In order to make learning active teacher may use various activities that require students to be creative in thinking and by emphasizing individual learning and cooperative learning equally. A more specific way that teachers can use in order to keep diversity within the classroom is to not be afraid of using games as a teaching method along with other methods.

Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning. Language games provide language practice in the various skills- speaking, writing, listening and reading. They can create meaningful context for language use. Language games help the teachers to make the circumstances in which the language is effective and expressive.

## **LANGUAGE GAMES:**

Language games are one of the most important components in teaching learning process. Preparing language games should be placed at the center of the language teaching program rather being accepted as a peripheral part of the program, since, besides being fun, additionally they include goals and controlled by rules. Language games make the whole teaching learning process a successful and effective one. It always tries to draw the attention of learners towards learning a concept or topic.

Preparing language games have many advantages for both languageteachers and its learners. They support learning the target language when learners are involved in the games and have fun without noticing that they are learning the target language, and it is a pleasure for the teachers that they present the language in an enjoyable atmosphere which makes the job powerful. Games are used as a technique or method to engage learners in learning a new language with fun and easy.

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

#### **ADVANTAGES OF LANGAUGE GAMES:**

- Language games reduce anxiety and stress in the classroom which help learner to remember things faster and better.
- Language game construct a cooperative learning environment.
- Language game allows language practice in various skills at the same time ( speaking, writing, listening and reading)

#### **LANGUAGE CHARTS:**

Language charts are known as one of the visual aids that can be used in teaching learning process. A common, effective teaching method is to use visual presentations in a classroom. Charts and diagrams are especially helpful, as they enable students to see ideas visually laid out in an organized way. Also, visual tools can help the students process content and to make connections more easily. Teachers can purchase or make charts to display around the room, or create a chart as part of a lesson. These tools are especially useful in elementary school, where children tend to have shorter attention spans.

Posting charts or diagrams can help reinforce information that students are learning or have already learned. Using charts during a lesson helps engage the students. Many students are visual learners, so they understand and retain information better when the concepts are associated with images.

#### **ADVANTAGES OF LANGUAGE CHARTS:**

- One of the greatest advantages of using a chart is that it makes information visually interesting to the audience.
- Another advantage of using a chart is that, depending on the type chosen, it can directly emphasize the key findings of the data for the audience.

#### **HOW TO SELECT LANGUAGE GAMES:**

The importance of games cannot be understated in the role they play in providing alternative ways of learning or showing that you can recall what has been learned. In order to incorporate games into a positive learning experience, teachers nevertheless need to link games with the outcomes laid out in their curriculum and make sure students understand how they will benefit from the game. Here, in the broadest of terms, are all the things that need to remember when bringing a game into a lesson.

- Establish what the learners are going to learn from the game and choose which games will provide support to these learning objectives. For example, we might want to focus on one skill at a time (speaking and listening, reading and writing are skill areas that a particular game might target) and choose a game that reinforces the skill.
- Choose games with simple rules and clear instruction. We shouldn't have to waste the valuable classroom time explaining complicated rules or giving complex instructions. After explaining how a game works, ask if anyone have any question.

### **HOW TO SELECT LANGUAGE CHARTS:**

- Charts should reflect the students' reading level. Smarter Charts recommends that the charts created in the classroom mimic the amount of print on a page, the spacing between words and the number of lines of print that children are used to seeing in their reading. Therefore, first grade charts would look much different from fourth or fifth grade charts.
- Charts should be created with students so that they have some ownership of what goes on it, and will therefore refer to it. It is not necessary that the entire chart is created together, but it should not be something that is completely pre made either. Charts should be a work in progress, one that helps students to remember the major points of the mini lessons you teach.

### **EXAMPLES OF LANGUAGE CHARTS & GAMES:**

Some of the examples of language charts are-

1. Alphabet charts,
2. Vowel chart,
3. Consonant chart,
4. Enlarged primer page,
5. Number chart,
6. Punctuation chart,
7. Song chart parts of
8. Speech chart etc.

Some of the examples of language games are-

1. Scrabble: It is a fantastic way to practice your spelling and vocabulary skills. You can join a friend in this fun learning game. Different letter tiles are placed on a board to form new words.
2. Word Jumble: This game requires a bit of preparation, but it won't take you long. What you'll have to do is write sentences and color code them. I'd say 4 sentences per team will do the trick! Once the sentences are ready, cut them up and keep them in separate cups or bags. Once you have everyone gathered, split the players into teams and make sure that you have enough sentences. The players will have to order the sentences in as little time as possible and the team that gets the sentences correctly ordered the fastest will be the winning team. This game is perfect for encouraging a little healthy competition between classmates and friends! This game will help practice word order, spelling, writing skill and grammar.
3. Guessing games: These are a variation on information gap games. For example: Twenty questions, in which one person thinks of a famous person, place or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

### CONCLUSION:

In conclusion it can be said that educational games and charts play a vital role in the process of classroom teaching. As an approach of teaching, language games and charts always try to seek attention of the learners. In order to make teaching more interesting and effective teacher may use alphabet chart, number chart, vowel chart etc, these kinds of charts and games help to explain a particular topic or content in an easy manner. Learning vocabulary through games and charts is one effective and interesting way that can be applied in any classrooms. The results of a research suggest that games and charts are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence. It also encourages as well as fosters creativity among learners.

④  
Preparation 9

# COLLEGE OF EDUCATION, NAGAON



## FIELD REPORT ON ORGANIZATIONAL CLIMATE OF MISSAMORA HIGHER SECONDARY SCHOOL

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## ABSTRACT

The organization is an important part of an educational institution. The role of organization on the overall development of an educational institution is no doubt the significant. The academic climate of the school determines the way and means of realizing the actual goal of school education. The term "Organizational Climate" is used to indicate the overall characteristics of the institution and the members concerned to it along with the academic climate. Organizational culture will shape the organizational climate. Organizational climate is the perception of organizational members on various aspects that exist in the organization.

Keywords: Organizational climate, school, educational institution.

## 1 INTRODUCTION

The organizational climate is the feel of the institution. It has played a crucial role in an institution resulting in high individual, organizational performance and specially motivation to work. Education is one of the most powerful weapon of human development. The environment or culture in which individual attain education determine their achievement and their path of progress. The overall scenario of an organization is understood with a term "Organizational Climate".

Climate can be defined as the perceived attributes of an organization and its sub-system. It refers to the relationship in any situation as the people in that particular situation experience. Organizational climate is the shared perception of the members of the organization who work and live for the same. It is the sum of the individual perception regarding the organizational procedure, policies and practices.

The personality and individuality of organizational climate is resulting from social and psychological interaction between teachers and the principal and within the groups of teachers and students of a particular educational institution. Organizational climate is the formal system of task and reporting relationships that controls, coordinates and motivates employees so that they cooperate to achieve an organization's goal. As for schools, climate is a necessary link between organizational climate and teacher attitude and behavior. It has been remarked that the formal characteristics of schools have an important influence on the way in which teacher's perceive the climate.

The organizational climate facilities the firm to identify to the deficiency in connection with different organizational factors such as, organizational structure, employee, compensation system, communication level, physical atmosphere, organizational culture etc. it is comparatively enduring excellence of the in-house atmosphere that is experienced by its members which influences their performance and it can be described in terms of the values of a specific set of behavior in the firm of organization. Positive climate encourages the member of the organization and the negative climate inhibits discretionary effort. Organizational climate influence the quality of work and work for members.

## 1.1 CONCEPT OF ORGANIZATION

Human beings have always lived in organized groups. Initially, group activities were simple like gathering food, migrating or defending the security of the group. The outcome of this group effort was mainly that it gave people a chance to pool their talents and efforts for attaining larger goals such as building and protecting their communities. The group also gives it a distinct identity. Later on, specialized nature of functions enabled individuals to concentrate on tasks that they were best at, instead of doing every task which was required for survival and progress. This sort of group activity requires co-operation without which members may work at cross-purposes and thus miss the benefits of association. To achieve this co-operation and thereby the desired goals, some system of structural relationships had to be established. This type of a system of group relationship built on co-operation is basically the meaning of an organization. In a nutshell, an organization can be seen as two or more people working co-operatively towards a common: objective or a set of objectives. This system of co-operation is made up of several components: the human element, physical element, work element and coordination element. All these components put together collectively can be thought of as an organization. Thus, an organization can be viewed as a social system of co-operation that is designed to enhance individual effort at goal accomplishment.

## 1.2 CONCEPT OF CLIMATE

Organizations differ in many respects their goals, ethnic composition of their population etc. yet one can sense or 'feel' the individuality of an organization. Sometimes, this individuality is labeled as the atmosphere of the organization. Other similar commonly used terms are tone of the organization, environment, and personality of the organization or organization's climate. This 'feeling' which enables us to know that one organization is different from another is relatively intangible, yet we have some proof of the atmosphere of one organization differing from that of another. If we observe the behavior of people in an organization we get proof of this. For example, in one organization members may seem relaxed and at ease with each other while in another we may find greater tension which is seen on members' faces, their speech, how they work etc. In some organizations, the boss may be showing authority and status, generally emphasizing formality in dealing with others while in others, he may be informal in his behavior without reducing the importance of his role in the system. These subtle differences which characterize the psychological environment are the domains of the climate of an organization. The term 'climate' is coined to refer to the general feeling/tone of persons in groups towards each other and some of the attitudes they reveal in their behavior.

"Climate in natural sense is referred to as the average course or condition of the weather at a place over a period of years as exhibited by temperature, wind, velocity and precipitation".

## 1.3 CONCEPT OF ORGANIZATIONAL CLIMATE

The concept of organizational climate was formally introduced by the human religionists in the late 1940s. Now it has become a very useful metaphor for thinking about and describing the social system. Organizational climate is also referred to as the "situational determinants" or "Environmental determinants" which affect the human behavior.

Organizational climate is a term that was probably first used by Cornell in 1955. He used the term to denote a "delicate blending of interpretations or perceptions by persons in the organization of their jobs or roles in

relationship to others and their interpretation of the roles of others in the organization". He interpreted organization in the sense of a formal structure.

Some persons have used organizational culture and organizational climate interchangeably. But there are some basic differences between these two terms. According to Bowditch and Buono, "Organizational culture is connected with the nature of beliefs and expectations about organizational life, while climate is an indicator of whether these beliefs and expectations are being fulfilled."

Climate of an organization is somewhat like the personality of a person. Just as every individual has a personality that makes him unique and different from other persons. Each organization has an organizational climate that clearly distinguishes it from other organizations.

Basically, the organizational climate reflects a person's perception of the organization to which he belongs. It is a set of unique characteristics and features that are perceived by the employees about their organizations which serves as a major force in influencing their behavior. Thus, organizational climate in a broad sense, can be understood as the social setting of the organization.

#### **1.4 DEFINITION OF ORGANIZATIONAL CLIMATE**

The term organizational climate has been defined in different ways by different writers. Argyris (1957) used the term 'personality' for organizational climate while some others referred the term as a general flow of behavior and feeling and felt the organizational climate to be the interaction between environmental and personal variables of members of a group or groups which operate in an organization. Organizational climate is created by the interaction, with one another, of the organizational components, namely culture, structure, system, leadership behavior and psychological needs of the members of the organization.

According to Forchand and Gilmer, "Climate consists of a set of characteristics that describe an organization, distinguish it from other organizations are relatively enduring over time and influence the behavior of people in it."

According to Campbell, "Organizational climate can be defined as a set of attributes specific to a particular organization that may be induced from the way that organization deals with its members and its environment. For the individual members within the organization, climate takes the form of a set of attitudes and experiences which describe the organization in terms of both static characteristics (such as degree of autonomy) and behavior outcome and outcome- outcome contingencies."

Thus, organizational climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behavior and can be described in terms of the value of a particular set of characteristics of the organization. It may be possible to have as many climates as there are people in the organization when considered collectively, the actions of the individuals become more meaningful for viewing the total impact upon the climate and determining the stability of the work environment. The climate should be viewed from a total system perspective. While there may be differences in climates within departments these will be integrated to a certain extent to denote overall organizational climate.

## 1.5 CHARACTERISTICS OF ORGANIZATIONAL CLIMATE

The nature of organizational climate will be clear from the following characteristics

### (i) General Perception

Organizational climate is a general expression of what the organization is. It is the summary perception which people have about the organization. It conveys the impressions people have of the organizational internal environment within which they work.

### (ii) Abstract and Intangible Concept:

Organizational climate is a qualitative concept. It is very difficult to explain the components of organizational climate in quantitative or measurable units.

### (iii) Unique and Distinct Identity

Organizational climate gives a distinct identity to the organization. It explains how one organization is different from other organizations.

### (iv) Enduring Quality

Organizational climate built up over a period of time. It represents a relatively enduring quality of the internal environment that is experienced by the organizational members.

### (v) Multi-Dimensional Concept

Organizational climate is a multi-dimensional concept. The various dimensions of the organizational climate are individual autonomy, authority structure, leadership style, pattern of communication, degree of conflicts and cooperation etc.

## 1.6 TYPES OF ORGANIZATIONAL CLIMATE

Halpin and Croft were able to identify or files on the basis of sampled schools and identified six such school climate profiles which were viewed as descriptions. They have given different names to six different organizational climates and ranked them in order from open to closed climate schools. In a way they can be arranged on a continuum from the closed to the open, with variations in between.

(i) **Open Climate:** This depicts a situation which has relatively more openness. Teachers Organizational Climate is not hindered in their work either by the management or the school principal. They work together without complaints or infighting. They are intimate and friendly with one another. Teachers are not overloaded and are motivated enough to overcome difficulties and frustration. They have job satisfaction. They are proud to be related to the school.

(ii) **Autonomous Climate:** This has less openness than open climate. The headmaster gives almost complete freedom to teachers to provide their own structure-for-interaction so that they can find ways within the group of satisfying their social needs. Teachers achieve their goals easily and quickly and work together well and accomplish tasks of the organization. Morale of the teachers is high but not as high as in open climate. The principal runs the school in a business-like manner and remains aloof from teachers. He has set procedures

and regulations which provide guidelines which teachers can follow. He is considerate and works hard himself to set examples. He is genuine and flexible.

(iii) **Controlled Climate**:- This manifests lesser degree of openness than both open and autonomous climate types. The climate is marked by emphasis on achievement at the expense of satisfaction of social needs. All work hard and there is hardly any time for friendly relations with others or for deviation from established controls and directives. Teachers are expected to get work done and they expect to be told personally just how to do it. There are a few genuine, warm relations among teachers but social isolation is common. Job satisfaction is not from satisfaction of social needs but from task accomplishment. The principal is more result oriented, shows bossism. He has low human qualities and gives little love, warmth or sympathy to his teachers. He is dominative and directive, formal and impersonal, ego-centered. He delegates few responsibilities and does everything to keep the school moving.

(iv) **Familiar Climate**: The main features of this climate is the obviously friendly manner of both the principal and the teachers. Social needs satisfaction is extremely high while little is done for the group activities to be directed towards goal achievement. Socially, teachers will be all part of a big happy family. Morale or job satisfaction will be average which will come from social needs satisfaction. As the principal does not want to disrupt the 'big, happy family' he is afraid to make changes. He does not make any attempt to motivate or lead teachers to put their best efforts. He exerts little control on teachers' activities. The leadership lacks commitment and is feeble. He lacks the will and competence to emphasize production. Although no one is 'wrong', no one works to full capacity. Little is done either by direct or indirect means to evaluate or direct the activities of teachers. Principal is regarded as a "good guy" who is interested in the r welfare of the teachers and who "looks out for them".

(v) **Paternal Climate**: This climate is characterized by ineffective attempts of the principal to control teachers as well as to satisfy their social needs. It is a partly closed climate and his behavior is non-motivating. He becomes intrusive and wants to know everything at once. He is everywhere at once, checking, monitoring and telling people how things should be done but still nothing seems to get done. The climate shows more closeness than familiar-type climate.

(vi) **Closed Climate**: This is the most closed climate and the least genuine and it characterizes the other extreme of the climate spectrum. The principal is ineffective in directing the activities of teachers; at the same time he is not inclined to look out for their personal welfare. The principal will be highly aloof and impersonal in controlling and directing teachers' activities. He sets up rules which are normally arbitrary. He will "go by the book" rather than get too involved personally with teachers and their problems. His words are hollow and he possesses little thirst and he does not motivate the teachers by setting good personal examples.

## 1.7 FACTORS AFFECTING ORGANIZATIONAL CLIMATE

Factors affecting organizational climate differ from organization to organization. In some organizations certain factors like structure, or process plays a major role and in some other organizations, technology might be the major factor influencing the climate. However the major factors, according to Lawrence James and Allan Jones affecting the organizational climate can be grouped under the following heads

(i) **Organizational content**: The reactions of the employees and the degree to which they welcome and accept the managerial philosophy is very crucial to the development of sound and favorable organizational climate.

The climate is said to be highly favorable when the existing management techniques are such that employees' goals are perfectly matched to the ideas of organizations.

(ii) Structure: Structure is the framework that establishes formal relationship and delineates authority and functional responsibility. It is generally believed that decentralized structure results in sound climate. In sharp contrast, if the management feels the necessity of maintaining greater degree of consistency in operations regarding decision-making, it will be wedded to centralized structure.

(iii) Process: In every organization certain processes are vital so that it functions. Communication, decision making, motivation and leadership are some of the important processes through which management achieves the tasks. For instance, if we consider leader-follower relationship, leadership process, it is leader's choice whether to allow subordinates in decision-making, give assignments, etc. A leader has to be aware of the possible influence of his actions on the climate while deciding about the most appropriate supervisory technique for a given situation. It should be noted that failure to give consideration to the effect on climate could cause great harm to the organization.

(iv) Physical Environment: The external conditions of environment, the size, location of the work place etc., will also affect organizational climate. An employee performing his job in relatively clean, quiet, safe environment will undoubtedly have a favorable perception of the organizational climate. Noise has also been considered instrumental in influencing the climate of an organizational.

(v) System Values and Norms: Every organization has discernible and fairly formal value system where certain kinds of behaviors are rewarded and encouraged and certain kinds of behavior forces an individual to formal sanctions. The formal value system is communicated to employees through rules, regulations and policies. But informal value system is very difficult to ascertain. But both exert influence on organizational climate.

## 1.8 SIGNIFICANCE OF THE STUDY

Organizational climate influences to a great extent the performance of the employees because it has a major impact on motivation and job satisfaction of individual employees. Organizational climate determines the work environment in which the employee feels satisfied or dissatisfied. Since satisfaction determines or influences the efficiency of the employees, we can say that organizational climate is directly related to the efficiency and performance of the employees. The factors that can be observed and measured are called overt factors and the factors that are not visible and quantifiable are called covert factors. Overt factors of organizational climate are Hierarchy, Financial resources, Goals of organizations, Skills and abilities of personnel, Technological state, Performance standards and Efficiency measurement. Covert factors of organizational climate are Attitudes, Feelings, Values, Norms, Interaction, Supportiveness and Satisfaction. The techniques that are generally helpful in improving the climate of the organization are Effective Communication System, Concern for people, Participative decision making, Change in policies, Procedures and rules and Technological changes. A climate that favors risk taking will encourage employees for test and exchange unusual knowledge and ideas. Participation is a very effective tool to develop sound organizational climate and job satisfaction. More satisfied employees possess some personality characteristics that are likely to be reflected in good work performance, self-efficacy and locus of control. An atmosphere of cooperation opens access among group members and creates individual motivation to exchange knowledge with group

members resulting in more productivity. So the managements of corporations should strive to create a congenial organizational climate in the organizations.

Development of students quality and the achievement of organizational or institutional aims is depends upon the climate of the organization.

- (i) The significance of this study is to evaluate the physical environment of an organizational climate.
- (ii) A positive organizational climate can encourage to the students & teachers of an organization.
- (iii) It is necessary for job satisfaction.
- (iv) It is necessary to increase or decrease employees / students motivation.
- (v) Its help to develop strong relationship employees / students.
- (vi) Organizational climate plays an important role in the success or failure of organization. If Organizational climate is good, students / employees will be willing to be in association with others.
- (vii) It is help to stimulate performance of the employees.
- (viii) It influences behavior of the people in the organization.
- (ix) Organizational climate provides a useful platform for understanding organizations' atmosphere such as stability, creativity, innovation, communication and effectiveness.

## 2 METHODOLOGY

Methodology is “a contextual framework for research, a coherent and logical scheme based on views, beliefs and values that guides the choices researchers make”. It comprises the theoretical, analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge such that the methodologies employed from differing disciplines vary depending on their historical development. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative as qualitative techniques. A methodology does not set out to provide solutions it is therefore not the same as method. Instead a methodology offers the theoretical underpinning for understanding which method, set of methods, or best practices can be applied to a specific case, for example, a specific result.

For the preparation of this report we used the observation method to collect required data and for analyzing the organizational climate of an institution. It is the most reliable and easily assessable mode of collection of data.

### 2.1 OBSERVATION METHOD

The observation method is described as a method to observe and describe the behavior of a subject. As a name suggests, it is a way of collecting relevant information and data by observing. It is also referred to as a participatory study because the researcher has to establish a link with the respondent and for this has to immerse him in the same setting as theirs. Only then can he use the observation method to record and take notes. Observation method is used in cases where you want to avoid an error that can be a result of bias during evaluation and interpretation processes. It is a way to obtain objective data by watching a participant and recording it for analysis at a later stage.

## 2.2 STUDY AREA

For the preparation of this report I have taken Missamora Higher Secondary School as the study area which is situated in Golaghat district of Assam. This school was established in 1936. The total number of student of this school is 355 . The classes consist of (vi) to (xii) where (vi) to (x) is under the affiliation of SEBA and class (xi) and (xii) (Arts and Science) affiliated to AHSEC. Teachers are the back bone of an Educational institution, provided the unshakable support for its sustainability. This school has well experienced teaching staff, consisting 12 male teachers and 17 female teachers. Also the school has dedicated non-teaching staff strength of five members. The overall environment of Missamora Higher Secondary School is good.





### 3. SAMPLE

Physical environment of Missamora Higher Secondary School, Golaghat is taken as the sample of the study. A complete detail of the physical environment of the school is prepared through observation and is presented below

#### INFRASTRUCTURE DETAIL

1	TOTAL NUMBER OF ROOMS	21
2	TOTAL NUMBER OF CLASSROOMS	11
3	TOTAL NUMBER OF DESK/BENCH IN SCHOOL	50
4	TOTAL NUMBER OF STAFF ROOM	01
5	NUMBER OF BOY'S TOILET	01
6	NUMBER OF GIRL'S TOILET	01
7	NUMBER OF WASHROOMS FOR MALE STAFF	01
8	NUMBER OF WASHROOMS FOR FEMALE STAFF	01
9	TOTAL NUMBER OF LIBRARIES	01
10	NUMBER OF LABORATORIES	03
11	TOTAL NUMBER OF STUDENT CANTEENS	NIL
12	TOTAL NUMBER OF STAFF CANTEENS	NIL
13	TOTAL NUMBER OF PLAYGROUND	01
14	NUMBER OF AUDITORIUMS	01
15	NUMBER OF WATER PURIFIER	01
16	CLINIC	NIL
17	HOSTEL	NIL
18	DOES THE SCHOOL HAS FIRE EXTINGUISHERS?	YES
19	DOES THE SCHOOL HAS CCTV CAMERAS INSTALLED?	NO
20	TOTAL NUMBER OF COMPUTERS IN ALL COMPUTER LAB	05
21	IS YOUR SCHOOL WI-FI ENABLED?	NO
22	PROVISION OF WEB BASED LEARNING PROGRAMS?	YES
23	IS YOUR SCHOOL BARRIER FREE/ HAS RAMPS?	YES
24	DOES THE SCHOOL HAS INDOOR GAMES FACILITY	NO
25	DOES THE SCHOOL HAS DANCE /MUSIC FACILITY?	NO
26	DOES THE SCHOOL HAS A GYMNASIUM?	NO
27	DOES THE SCHOOL HAS A PARKING PLACE?	YES

Based on the above data a checklist of the Physical Materials of the Institution is prepared and is as follows

## CHECKLIST

SERIAL NUMBER	ITEMS	AVAILABLE	NOT AVAILABLE
1	CLASSROOM	√	√
2	DESK/ BENCH	√	
3	PROVISION OF SEPARATE STAFF ROOMS	√	
4	PROVISION OF SEPARATE PRINCIPALE'S ROOM	√	
5	PROVISION OF RAMPS	√	
6	PLAYGROUND	√	
7	PROVISION FOR INDOOR GAMES FACILITY		√
8	INDOOR SPORTS ITEMS		√
9	OUTDOOR SPORTS ITEMS	√	
10	PROVISION OF LIBRARY FACILITY	√	
11	PROVISION OF SCIENCE LABORATORY	√	
12	PROVISION OF COMPUTER LABORATORY	√	
13	PROVISION OF PURE DRINKING WATER FACILITY	√	
14	PROVISION OF SEPARATE SANITARY FACILITY	√	
15	AUDITORIUM	√	
16	PROVISION OF DANCE / MUSIC FACILITY		√
17	SCHOOL CANTEEN		√
18	HOSTEL FACILITY		√
19	INFIRMARY		√
20	PROVISION OF FIRE EXTINGUISHER	√	
21	CCTV FACILITY		√
22	Wi-Fi FACILITY		√
23	PROVISION OF WEB BASED LEARNING PROGRAMS	√	
24	GYMNASIUM		√
25	PARKING PLACE	√	

#### 4. DATA ANALYSIS AND INTERPRETATION

- (i) Classroom: There are 09 classrooms in the school. In which class (vi) to (x) has each class and class (xi) and (xii) has two classrooms for two streams each.



Interpretation: Each classroom size is sufficient enough to hold 40 students. The total number of the student in the school is . On an average, each classroom has students, which is sufficient for proper classroom accommodation.

- (ii) Desk/ Bench: The total number of each desk/bench is 90.

Interpretation: Each desk/bench has the capacity to hold 4 students. Total students in the school are 355. On an average, each desk and bench holds approx 4, which is quite good enough.

- (iii) Teaching Staff Rooms: There are 2 rooms in the school. One is for Principal and another one is for other teaching staff.





Interpretation: There are 29 teachers in the school. There is enough space at principal's room and also at the other teaching staff room to properly accommodate no of teachers. The conditions of the rooms are quite good enough.

(iv) Non-teaching staff room: There is only one non-teaching staff room in the school.



Interpretation: There are 5 nos of non-teaching staff present in the school. And the room provided for them is adequate.

(v) Library: The school has a library with adequate number of reference books for each class.



Interpretation: The library is well equipped with all fundamental infrastructures to provide good reference of study material to the students according to their curriculum and general knowledge

(vi) Science Laboratory: There are 3 science laboratories in the school for the Physics, Chemistry and biology.



Interpretation: All the 3 laboratories of the school have sufficient equipments and very well maintained.

(vii) **Computer Laboratory:** The school has a Computer Laboratory with 7 working computers.



**Interpretation:** On an average each class has the capacity of 25-30 students, the computers are not sufficient enough for the proper functioning of the class.

(viii) **Playground:** The school has a playground besides its compound.



**Interpretation:** The school has a playground to hold outdoor games for all the students. But the indoor games facility is not available in the school. The indoor games and outdoor games materials are also not sufficient.

(ix) **Auditorium Facility:** The school has one auditorium.

**Interpretation:** The Auditorium will enable the whole educational community to experience together the different events organized by the school such as celebration of special days, freshmen social, farewell, festivals, contests, concerts, work exhibitions, formations etc. The school auditorium has enough space for organized a programme.

(x) **Canteen Facility:** There is no canteen facility for student in the school. As per the government regulation the school is providing healthy mid-day-meal to the student of class (vi) to (viii).

Interpretation: School canteen facility aims to provide children of working parents to buy nutritious and healthy food at comfortable prices during the school day. But the school has no canteen facility.

(xi) Infirmiry: The school has no functional infirmiry.

Interpretation: In such an institution providing medical facility is very important. But in the school there is no such facility except there is only a provision of first-aid.

(xii) Drinking Water Facility: The school has one Drinking Water Cleaning facility installed in the school building for pure drinking water.



Interpretation: The installation of Water Cleaning facility in the institution premises is a good move to provide pure drinking water. Although only one water purifier cannot provide adequate drinking water for the student, the staff and other who is working at the school.

(xiii) Sanitation Facility: The school has separate sanitation facilities for boys and girls and as well as male and female staffs. Total number of toilet cum washroom is 4 where 2 is for boys and girls and another 2 for male and female staff.

Interpretation: Hygiene is an important factor that serves the element of organizational climate i.e. through proper sanitation facility. Although overall cleanliness of the toilet is not satisfactory and there should be a provisions for more numbers of toilet cum washroom.

- (xiv) Fire Extinguisher: The school has one fire extinguisher.



Interpretation: Fire safety in school is important, whereas one fire extinguisher is not sufficient enough for the school.

- (xv) CCTV & Wi-Fi Facility: The school does not have any CCTV & Wi-Fi facility.

Interpretation: The provision of CCTV facility helps the management of an institution to overlook the security aspect of the surrounding of the institution. The Wi-Fi facility is beneficial for the students in the modern era of learning.

- (xvi) Dance & Music Facility: The school has no provision of dance and music facility.

Interpretation: Cultural activities help student to obtain good physical & mental health. The school does not have such facility. There is immense necessity of instructors for both Dance & Music.



(xvii) **Parking Facility** : The institution has two parking places for Bi-cycles.



Interpretation: Although the school has permanent parking shed for Bi-cycles, it is not enough for Teachers and other staffs to park their vehicle's inside the compound of the institution for proper safety against theft and other probable misuses.

## 5. CONCLUSION

The study focused to every aspects of physical environment of school Organizational Climate. School as an organization has to fulfill various aspects, one such aspect is the management of the physical environment. In this study the selected School is able to accomplish various aspects of the physical environment but still there is need for some enhancement. Some of the suggestions for the improvement of the school physical environment are as follows

- (i) Proper preservation of the classroom is needed. It should be the duty of the students, teachers as well as the management to maintain the classroom environment.
- (ii) The students should appropriately maintain the physical materials of the classroom such as desk, bench, blackboard etc.
- (iii) The management should take care of the infrastructure such as libraries; classrooms etc and renovate it whenever needed so as to keep the material resources are safe.
- (iv) The teachers should take initiative for the safeguarding of games and sports items. The head of the institution can appoint some teacher's for this purpose.
- (v) The teachers should take initiative and appoint their students for the maintenance of equipments used in the laboratories.
- (vi) An indoor stadium is needed in the school premises for indoor games. The head of the institution should take the initiative.
- (vii) The sanitation facilities of the school should be maintained in regular basis. The head of the institution should have an eye on it.
- (viii) The school should have the provision of hostel facilities so that the students from remote places can avail the facilities of the prestigious institutions.
- (ix) The maintenance of the staff rooms is needed.

These were some of the submission that I think needed to be done for the betterment of the organization for a better outcome. Overall the Missamora Higher Secondary School is one the prestigious educational

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## 5. SUGGESTION

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## 6. CONCLUSION

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A school has its own distinct personality. The patterns of sociopsycological behavior and interaction of principal and teachers taking place in a school can affect its effectiveness.

Overall the Missamora Higher Secondary School is one of the prestigious educational institution in the locality and I cordially thank The Principal, Teachers, Other staff and specially the students for their active co-operation during my study.

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