



# Principal Convention

of Federation of Jain Educational Institutes (FJEI)

The Senate, BJS/FJEI Head Office, PUNE

August 23 & 24, 2008

Assisting  
Principals  
to develop JEIs  
as centres of excellence

Handouts & Takeaway Material

**Shri. Shantilal Muttha**  
Founder and National President, BJS-FJEI



# Principal Convention

The Senate, BJS / FJEI, H.O., Pune, 23 & 24 August 2008



## *Preface*

### ***The Role of FJEI in improving the Quality of Education***

*Welcome to the Principal Convention 2008! Before going into the purposes of the Convention, allow me to briefly narrate our journey in designing, developing and implementing the BJS Educational Quality Improvement Programme (BJS-EDUQIP). The FJEI, which is the educational wing of the BJS, has been working since 2002. We began by working with Jain Educational Institutions (JEIs), run by Jain trusts, which had been established by philanthropic members of the Jain community across India.*

*In the course of taking BJS-EDUQIP to over 300 JEIs, we ventured into working with state-run schools when we got the opportunity of working for three years with 402 A&N schools, following our work in disaster management after the Tsunami of 2004. Here we have implemented a basket of seven FJEI programmes, including Student Assessment Programme (SAP) for standards 8 and 10, Knowledge Kafe (KK), Smart School Software and Teacher Training Programme (TTP), etc.*

*FJEI has now accumulated a fair body of experience in improving the quality of education. We began with the School Accreditation and Support Programme and other programmes, followed by the Trustee Empowerment Programme. In July 2007, we began with the Training of Facilitators – all senior office-bearers of BJS – who conducted the first of a series of three Trustee Workshops for 100 trusts.*

*Our Monitoring and Follow-up Cell supported the action plans, drawn up by the trustees during the trustee workshops. In December 2007, we held a Trustee Convention for trustees from this first round of 100 trusts. As part of the implementation of action plans, FJEI also conducted various programmes from our basket in the JEIs. We have received excellent cooperation from trustees, principals, teachers and students for our EDUQIP. At the same time, the trusts and JEIs have also been carrying on with their own activities to improve the quality of education.*

*While EDUQIP was nearing its 3-year conclusion in Andaman & Nicobar Islands, we signed MOUs with the Government of Goa for 1,790 schools and the Navodaya Vidyalaya Samiti for 563 schools.*

*We have now embarked on implementing the first trustee workshop on “Changing Scenario of Education in India: Challenges and Opportunities” in the second round of 100 Jain trusts, where a Letter of Intent has been signed with the trustees for delivery of FJEI programmes.*

*The purpose of this Principal Convention is to invite the active involvement of principals in improving the quality of education in their schools. The Convention builds upon and takes forward the excellent response to the Teacher Training Programme, in which 534 teachers from 60 JEIs, were trained at WERC in Pune during 1 May to 9 June 2008.*

*I invite you to join me, our team of office-bearers and professionals, in this adventure of improving the quality of education in our schools.*

**Shantilal Muttha**

Founder and National President, BJS/FJEI



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First published on the occasion of the Principal Convention of FJEI  
23-24 August 2008

Published by:  
Shri. Prafulla Parakh for Federation of Jain Educational Institutes (FJEI)  
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Typeset in-house in Trebuchet MS and Times New Roman

Printed at:  
Prabhat Printing Works,  
427, Gultekdi, Pune 411 037.  
Email: [info@prabhatprinting.com](mailto:info@prabhatprinting.com)

For free distribution and private circulation only.



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## **Introduction**

### **The broad purpose of the Principal Convention is to:**

- Discuss issues and problems faced by principals.
- Develop skills and competencies of the principals.
- Enable networking among principals.
- Invite involvement and support from principals for the FJEI Educational Quality Improvement Programme (EDUQIP), which includes programmes like the Trustee Empowerment Programme (TEP), School Accreditation and Support Programme, Smart School Software, Student Assessment Programme (SAP) for Standards 8 and 10; Knowledge Kafe (KK), Teacher Training Programme (TTP), Measuring Teacher Effectiveness Programme (MTEP), and others.
- Describe how EDUQIP will have an impact on a Jain Educational Institution (JEI).

### **The roles and responsibilities of a principal will also be focussed upon, keeping in mind:**

- the rapidly-changing global scenario in education
- that JEIs have been run on a charity basis and today's demand is for quality in education
- that the majority of JEIs are primary and secondary schools, located mainly in rural areas
- trustee awareness
- developing JEIs into centres of excellence
- holistic development of students

Finally, an appeal will be made to all principals for their active involvement in implementing the FJEI programmes as "brand ambassadors" for FJEI.

The practical way adopted at this Principal Convention to ensure that its learning outcomes are achieved is to assist the principals to make an Action Plan for themselves as individual principals.

### **Lectures by eminent educationists will be held on the first day on:**

- Roles and responsibilities of principals;
- Quality of education and making teaching professional;
- Preparing students for competitive examinations;
- Holistic development of students
- Developing institutions of excellence;
- Inspiring stakeholders in schools

### **Interactive and participatory training sessions will be held on the second day on:**

- Learning styles and teaching methods;
- Consensus building as an instrument of decision making
- Listening skills;

All these inputs are expected to assist the principals in appreciating and analysing their own Strengths and Weaknesses (SW) more fully as well as get exposed to the Opportunities and Threats (OT) in the field of education, arising from the external environment. Then a SWOT analysis can lead to developing an Action Plan, consisting of tasks and activities by the principal to improve the quality of education in the JEI.

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## Core Document 1

### Quality in Education (QE)

#### Need for quality in education

- ***Opening up of new opportunities in jobs for youth, due to globalisation***

One result of globalisation is the opening up of opportunities for higher education and employment. Even among the poor, competition for taking advantage of these opportunities is intense. People realise that to get into good professional courses or educational institutions (EIs) of higher learning, students need a sound base, at the primary & secondary levels.

- ***Parents willing to make sacrifices for investment in the education of their children***

The pattern of expenditure on education has changed. Parents are willing to make 'sacrifices', by cutting down on house expenses and are careful in spending, to pay for good or 'quality' education of their children. Expenditure on education is now considered as an investment for the children's future. Parents expect more from schools and teachers. So pressure to provide quality education has shifted to EIs. Those EIs willing to take up the challenge and improve quality will survive; others will fall by the wayside.

- ***Intense competition among EIs to attract the best / top students***

Each EI is trying to outdo others and get recognition as a good EI, and making all-out efforts to present themselves as front-runners in providing 'quality' education.

- ***Even the poor, who were satisfied with access, are demanding quality***

Though Jain EIs are run as charity institutions, they cannot fall back in the competition to provide quality. Otherwise, they will find it hard to sustain as viable EIs.

#### Understanding quality in education

Quality in education cannot be defined in exclusive or absolute terms. It is an inclusive term that needs to be understood in proper context. It is a product that results from the interplay of many elements. Similar curriculum is delivered in Indian schools, depending on the scheme they opt for. So what makes the difference between a good school, delivering quality education and others? The answer, perhaps, lies in some of the following elements:

- ***Delivery of the curriculum***

- The curriculum is delivered in a learner-friendly manner, keeping in view the learning styles of the adolescents, including the pace at which they are comfortable to learn.
- The teachers do not confine themselves to the curriculum (for different subjects) but extend the scope to make the learning more comprehensive. This benefits students, who get thorough knowledge, helping them to get better results in exams and competitions.

- ***Environment in the institution***

- The environment of an EI refers not only to physical facilities but also to the general atmosphere, which should support learning. The management and teachers have to work to establish conditions conducive to learning, striking a balance between discipline in the classroom and outside and to provide a tension-free environment. Suitable facilities do not mean luxury. But the physical environment should be comfortable and relaxing.
- The environment should be secure and safe, to relieve some anxiety of the parents.



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- **Quality of the teachers**

- Teachers should have knowledge, not just limited to the curriculum. They should update their knowledge and keep a step ahead of the requirements of the curriculum. Teachers of a good school are well-informed and take interest in the subjects they teach.
- Some teachers believe in creating awe in the students and remind the students of the authority they hold and the control they exercise. This attitude is not suggestive of a good school. While maintaining dignity, teachers can interact with the students with warmth and conviviality, not only outside the classroom but also while teaching.

- **Management of the institution**

- Should be fully informed of the emerging trends and developments in education, including the changing profile and lifestyle of their students. Policies of governance and methods of management of the EI should be responsive to these changes.
- Should have a clear and realistic vision, with a sense of purpose and direction; be willing and possess the competencies to translate this vision into action. It cannot be run on a day-to-day basis or through ad-hoc measures. It is earnest about its responsibility and is keen to monitor the progress of the EI and extend guidance.
- Should ensure that it makes available to the school administration the necessary 10 Treats the EI as a living body, requiring nurturing for growth & development.
- Should also decide which aspect of education or the EI it wants to develop as an area of excellence and value that will give the EI its distinct identity and reputation.
- Should be accountable to the community it seeks to serve.

- **Parental support**

- The family plays a big role in the development of children, by intervening and by supporting the efforts of the school. Conditions should exist for parents to feel responsible for their children and be persuaded to become active partners in their education.
- Parents tend to leave everything to the school and the teachers. Parents should know what is taught in school and how this will help their children. The forum of parent-teacher meetings should promote dialogue between the parents and the teachers.

- **Opportunities for self-growth**

- QE should motivate the students for the pursuit of excellence in life, not limited to academic achievements or higher percentages in the examination.
- QE should provide experiences that help in self-growth, encouraging students to move away from dependency on teachers or parents – shaping an identity for themselves.
- A good school should conscientiously work for optimising the potential of the students in all areas, ensuring holistic development. They should be prepared to confront challenges of life. A programme on life skills is recognised as a key component of quality education.

- **Promoting values in students**

- Quality education has to be gender-sensitive and promote values in the students that lead them away from divisive and harmful tendencies, based on religion, caste or economic status. Quality education is a catalyst for positive changes in individuals and society.

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## Core Document 2

### Making Teaching Professional

The role of the teacher in improving the quality of education has three dimensions:

- Knowledge and Beyond
- Delivery of Curriculum
- Interaction with Peers.

The Teacher Training Programme, WERC, Pune, May-June 2008, focuses on four aspects regarding delivery, namely, learning & teaching styles; communication and presentation skills; creativity in training.

#### *Knowledge and Beyond*

The teacher should have a wider range of knowledge and not just be limited to the subject she covers under the curriculum. If the students make queries that could be considered as out of the prescribed curriculum, it will not be appropriate to dismiss them. Instead, the teachers should be in a position to guide the students to find answers to their questions. This will not only assist in the academic and intellectual growth of the students but also help in better teacher-student relationship.

For a good teacher, it is not just enough to be able to deal with the topics listed in the syllabus. She must have a passion for the subject and must constantly strive to update and widen the horizons of her knowledge. She must keep a step ahead of the syllabus and the potential of the students.

A proficient teacher is a lifelong learner herself and this should be evident from her interaction with the students and demeanour. She must become a role model for learning, stimulating her students to yearn and work for higher level of learning.

The teacher does not confine herself strictly to the limits of the curriculum (for different subjects) but is inclined to extend the scope to make the learning more comprehensive and broad-based. This directly benefits the students as they get thorough knowledge about the

subjects, helping them to perform better in examinations and other academic competitions

#### *Delivery of Curriculum*

A teacher should be capable of delivering the subject and discussing the related core issues from different angles, and making presentations that highlight different dimensions of learning. A proficient teacher offers her students a diverse array of avenues to pursue excellence in learning.

The curriculum should be delivered in a learner-friendly manner, keeping in view the learning styles of the adolescents, including the pace at which they are comfortable to learn. A teacher may be tempted to focus more on those students who are fast learners or are otherwise bright and intelligent. This could be at the cost of those who are either slow learners or suffer from some handicaps. This will be unfair. It is the responsibility of the teacher to address the problems of such students even if requires special techniques.

A teacher should not promote a 'dependency syndrome' – heightened reliance on her - among the students. She may feel elated when students run up to her with queries or issues

and seek solutions or answers. But this is not a desirable situation. Teachers should not always be the first call for learning outside the domain of the curriculum. The students should be encouraged to find or explore answers on their own. This will not only help in their growth but also enhance their self-confidence and self-esteem.

The teacher should be capable of using new methods and techniques in classroom teaching. She must constantly hone her presentation and communication skills. This does not, however, mean that if the school does not have resources or such facilities, she should fall back on the



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traditional methods. It is important that the teacher should create opportunities for

innovation and uniqueness in her presentation and teaching. This will help generate an environment that is learner-friendly and, making learning an exciting and interesting experience for the students.

Some teachers believe in creating awe in the students and constantly remind the students of the authority they hold and the control they can exercise on the future of the students under their charge. While maintaining the dignity of their position and discipline in the classroom, it is still possible for the teacher to interact with the students with warmth and conviviality and keep the environment in the class relaxed, informal and learner-friendly.

The role and responsibilities of a teacher are not limited to her proficiency in the subject matter or the ability to use different teaching methods in the delivery of the subject. In view of the changing scenario of education, it is desirable that she should also possess some basic competencies in management and administration. In other words, she should be a person with multiple skills and knowledge.

A quality teacher keeps her children off balance. The student is not bored, but challenged. When a student, who has a proficient teacher, comes

home from the school, she talks about what they did in the class. They know they need to be ready for the unexpected. One day is seldom like the next. There is continuity, but also variety.

### *Interaction with Peers*

School authorities should encourage peer meetings among teachers. It will be useful to establish a formal forum that provides them with the opportunities to share their teaching techniques and discuss the problems they had faced and the manner in which they addressed them. They may also discuss the delivery of the curriculum and what measures they are adopting to enhance learning. Perhaps, subject teachers will have a lot more to share and update their knowledge of the subject.

This interaction should not be confined to the school precincts. It should be extended to schools that have similar ethos and culture and are located in nearby areas. (As mentioned in another document JEs should aim to develop collaborative linkages with other similar institutions in the area). One possible option that can be considered is the placement of teachers in other schools, enabling them to acquire teaching experience in different environment and with different constituents. This could be a challenging and exciting opportunity.

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## Core Document 3

### Engendering and Management of Changes in JEIs

In the present-day changed scenario of education in the country, it has become necessary that the Jain Educational Institutions (JEIs) and the Trusts responsible for the management of these institutions should be prepared to bring about the changes consistent with the current education environment.

Those institutions that move with the demands of the time will survive. Others that do not respond are bound to fall by the wayside. This is particularly true of schools as these are considered, both by the students and the parents, as the preparatory phase for higher education and to a career. The importance of quality school education in schools cannot be over-emphasised.

The trustees as well as the administrative and teaching staff, especially principals, are among the key stakeholders of a JEI and they must ensure that the needs of their constituency – students and parents – are fully met through their institutions. If these institutions do not move with the requirements and demands of the students and their parents, their very survival can be at stake. Thus changes are critical to their success and growth.

#### 1. Understanding changes in the context of a JEI

- Strategic changes in an institution are not about periodic administrative or academic decisions or providing the students with some new extra- or co-curricular activities. But they are about the whole portfolio of quality of education imparted through these institutions; taking an integrated approach to various programmes and projects; performance of the teaching staff; and the overall management of the institution.
- We are all aware that there are some elements – curriculum, examination system, and overall education policies - of these JEIs that are not open to change without the intervention and direction of the government and education authorities. But there is a large arena that is open to JEIs for bringing about the desired changes to improve the quality of

education, consistent with the aspirations and wishes of the students and parents.

- These changes may be short, medium or long-term, depending on the nature of areas requiring the attention and intervention of the Trusts and the trustees. These may relate to overall direction and framework of the institution and its functioning.
- These changes may also be connected to 'vision and mission' of the institution, and even with respect to the Trust itself.

#### 2. Areas in strategic change within the institution

- Overall policies and direction of the work of the institution. As stated earlier, this may have genesis in the redefined 'vision and mission' of the institution.
- Operational structure of the institution – right from the policy-making and planning structure to the point where the activities (educational or others) are delivered.
- Making structure more efficient, cost-effective and consistent with the changing scenario of education.
- Reallocation of responsibilities, establishing new lines of accountability, authority and decision-making between different levels and bodies of institutional structure (trustees, principals, teachers and the support staff).
- Working procedures and systems; work culture of the institution
- Intra-institutional communication (trustees, principals, teachers, etc.), decision-making procedures, reporting and review systems (performance of the teachers), growth of the institution, implementation of policies and decisions taken by the trust, and administrative procedures. While these areas may undergo changes from time to time because of administrative decisions, there are occasions when more fundamental or extensive changes are required.



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### 3. *Delivery of the curriculum*

- The institution may also bring about strategic changes in the delivery of the curriculum and adding programmes and activities that will enhance the image of the institution, maximise outcomes, and ensure that the benefits accruing to the students are not only sustained but also grow.
- Management of human resources in the institution, including appraisal system; use of human capital.
- Optimum deployment of the competencies and experience of the teaching staff; opportunities for their professional growth through training and peer interaction; and appraisal system and prospects of promotion and career development. It is important to make the functioning of the institution cost-effective, ensuring optimum utilisation of the available financial and physical resources.

### **Outside the institution**

- Functional linkages with other institutions / agencies.
- Developing active network with other institutions, relevant government departments or agencies, and prominent individuals working in the field of education.
- Setting up network of JEIs on the basis of geographical proximity or shared areas of professional training and education. In consultation with these network constituents, identifying areas or parameters of further collaboration and support so that the JEIs may enhance their performance and position in the community they serve. FJEI is itself such an example of a nationwide network.

### 4. *Need for strategic changes in the institution*

- Changes can be considered to be central to good governance of the institution; its progress and growth; and for ensuring that it remains in concord with the changing educational environment, responsive to the hopes and desires of the students/parents, and competent to effectively face the challenges of the emerging system of education.

- There is a need to build in change as part of the operational framework of an institution.
- Working procedures and methods are not considered appropriate to the functioning and responsive to the organisation
- If an objective appraisal of the functioning of the institution indicates that the working methods and the procedures are not contributing to the growth of the institution and, in fact, are the inhibiting factors in its effective operations
- Ensuring that these are in sync with effective functioning of the institution.
- Needs and aspirations of students and perceptions of the parents about education of their children have changed over a period
- As evident from the materials available on the changing scenario of education during the last two decades, it is likely that the educational programme or activities offered by the institution might have either reached a point of stagnation or lost their relevance and value. Thus it may be not be prudent, rewarding, or even cost-effective to continue offering the same programme to the students and in the existing manner.
- Competition with other educational institutions that have emerged later and are eroding the base of the institution in the community from where its students were drawn
- Education is an ever-growing field. More and more individuals and organisations are being drawn to it, some viewing it as a commercial venture and some because they desire to bring in changes that respond to the present-day requirements of education. An institution may be forced to bring about strategic changes, if it is not able to compete with these emerging institutions that may have more financial resources, better qualified and trained teachers, and programmes that promise superior quality of education and attract students and parents to those institutions.



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## 5. *Planning for the changes*

- Becoming aware of the need for change and identifying specific areas
- It is expected that the trustees will have a much wider view of the institution and its needs for growth and development.
- There may also be cases when the trustees have to be proactive, develop a perspective for the future, and create the need for changes in the educational institutions in their charge.
- SWOT analysis may indicate that the changes are required in the institution and also help in identifying specific areas for action.
- Outlining the changes required or designing change interventions
- Establishing direction of the changes
- Where do we want to go?
- How do we reach there?
- Explaining the changes to the stakeholders (trustees, principals, teachers and other related individuals and organisations) and devolving ownership of the changes to them
- This really means marketing the changes that you feel are in the interest of the institution
- Communicating changes to the staff and the implications of the changes to them especially with regard to their responsibilities, areas of work, career prospects, salary, etc.
- Enhance their perceptions and understanding about the changes.
- Respond to their queries and apprehensions (uncertainty about where 'I' fit in the new scheme or awareness of their potential in the context of the changes)
- Preparing the principal and the staff who will be the key instruments in implementing the changes
- Developing their skills and competencies (locating the skills that will be required for implementing the changes and take necessary action to provide opportunities for developing these competencies in the staff)

- Overcoming their individual barriers and resistance to these changes through clarification and persuasion. Responding to their queries and apprehensions.
- Offering them guidance and support, where required
- Preparing the systems (working methods, etc.) to make them relevant and supportive of the new changes
- Seeking collaborative support of other organisations and individuals who are associated with the institution

## 6. *Implementing the changes*

- It may be relatively easier to become aware of the need for changes or even plan for them. But the real moment of truth comes for the Trusts and the trustees in implementing these changes and ensuring that all stakeholders charged with the responsibility of translating these proposals into action are on board, committed and sufficiently motivated.
- It is important that these changes should be put in place in a time-bound programme otherwise, if process is delayed and time is allowed to elapse, these may also become obsolete and redundant.
- The journey to carry out the desired changes may not be smooth and the Trusts should be prepared to face up to the difficulties that they may come across. But the effort should be taken to its logical end.
- The FJEI will extend substantive support and guidance through its Monitoring and Follow-up Cell, especially set up to assist the Trusts in this endeavour.

## 7. *Putting in place a system for measuring and reviewing the implementation of the changes*

- While these changes are being implemented, a system should be put in place to monitor the process and review the progress periodically.

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## Handout 1

### VARK Questionnaire

#### **General Instructions:**

This questionnaire aims to find out something about your preferences for the way you work with information. You have a preferred learning style and one part of your learning style is your preference for the intake and output of ideas and information. Your learning style influences the way you teach and the teaching methods your use in class.

Choose the answer which best explains your preference and circle the letter next to it. You may circle more than one letter, if a single answer does not match your perception. When you have completed the questionnaire, use the Scoring Chart to find your score for each of the categories - Visual, Aural, Read / wRite and Kinesthetic (VARK).

- 1. You are about to give directions to a person who is standing with you. She is staying in a hotel in town and wants to visit your house later. She has rented a car. You would:**
  - a. Draw a map on a piece of paper.
  - b. Tell her the directions orally.
  - c. Write down the directions (without drawing a map).
  - d. Collect her from the hotel in your car.
  
- 2. You are not sure whether a word should be spelled “dependent “ or “dependant”.**  
**You would:**
  - a. Look up the word in a dictionary.
  - b. See the word in your mind and choose the correct spelling by the way it looks.
  - c. Sound out the spelling in your mind.
  - d. Write both versions down on paper and choose the correct spelling.
  
- 3. You have just received a copy of your timetable for a world trip. This trip is also of interest to your friend. You would:**
  - a. Phone him/her immediately and tell him/her about it.
  - b. Send him/her a copy of the printed timetable
  - c. Show her the timetable on a map of the world
  - d. Share what you plan to do at each place you visit.
  
- 4. You are going to cook something as a special treat for your family. You would:**
  - a. Cook something familiar, without the need for instructions.
  - b. Look through the cook-book, looking for ideas from the pictures.
  - c. Refer to a specific cook-book, where you know there is a good recipe.
  
- 5. A group of tourists has been assigned to you as a guide, to find out wild-life reserves or national parks of their interest. You would:**
  - a. Drive them to a wild-life reserve or park.
  - b. Show them slides and photographs of a wild-life reserve or park.
  - c. Give them pamphlets or books on wild-life reserves or parks.
  - d. Deliver a talk on wild-life reserves or parks.



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- 6. You are about to purchase a new stereo player. Other than price, what factor would most influence your decision to buy a particular stereo?**
- The sales person telling you what you want to know about the stereo.
  - Reading the details about the stereo.
  - Playing with the controls and listening to the stereo.
  - The stereo looks really smart and fashionable.
- 7. Recall a time in your life when you learned how to do something, like playing a new board game. Try to avoid choosing a very physical skill, e.g. riding a bike. You learnt best by:**
- Visual clues --- pictures, diagrams, charts about it.
  - Written instructions about it.
  - Listening to somebody explaining it to you.
  - Doing it or trying it.
- 8. You have an eye problem. You would prefer the doctor to:**
- Tell you what is wrong.
  - Show you a diagram of what is wrong.
  - Use a model to show you what is wrong.
- 9. You are learning how to use a new programme on a computer. You would :**
- Sit down at the keyboard and begin to experiment with the features of the programme.
  - Read the manual, which comes with the programme.
  - Telephone a friend and ask questions about the programme.
- 10. You are staying in a hotel and have a rental car. You would like to visit friends whose addresses / locations you do not know. You would like them to:**
- Draw a map on paper.
  - Tell you the directions.
  - Write down the directions (without a map).
  - Pick you from the hotel in their car.
- 11. Apart from the price, what would most influence your decision to buy a particular text-book?**
- You have used a copy of the text-book earlier.
  - A friend talking about the text-book.
  - Quickly reading some pages of the text-book.
  - The text-book looks appealing.
- 12. A new movie has come to your town. What would most influence your decision to go (or not to go)?**
- You heard a review about it on the radio.
  - You read a review about it in a newspaper or magazine.
  - You saw a preview of it on TV or in the theatre.
- 13. Do you prefer a lecture or a teacher who likes to use any of the following teaching methods:**
- A text book, hand-outs, readings.
  - Flow diagrams, charts, graphs.
  - Field trips, laboratory work, practical sessions.
  - Group discussion, guest speakers.



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## Handout 2

### VARK Questionnaire – Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers e.g. if you answered b or c for question 3 circle R and V in the question 3 row.

Question Number	A	B	C	D
1	V	A	R	K
2	R	V	A	K
3	A	R	V	K
4	K	V	R	
5	K	V	R	A
6	A	R	K	V
7	V	R	A	K
8	A	V	K	
9	K	R	A	
10	V	A	R	K
11	K	A	R	V
12	A	R	V	
13	R	V	K	A

#### Calculating your scores:

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of V's circled	=	<input type="text"/>
Total number of A's circled	=	<input type="text"/>
Total number of R's circled	=	<input type="text"/>
Total number of K's circled	=	<input type="text"/>



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## Handout 3

### Shay Story for Learning Style Analysis

At a fund-raising dinner for a school that serves learning-disabled children, the father of one of the students delivered a speech that was never forgotten. After praising the school and its dedicated staff, he offered a question: "When not interfered with by outside influences, everything Nature does is done with perfection. Yet my son Shay cannot learn things as other children do. He cannot understand things as other children do. Where is the natural order of things in my son?" The audience was stilled by the query.

The father continued, "I believe that when a child like Shay, physically and mentally handicapped, comes into the world an opportunity to realise true human nature presents itself. And it comes in the way other people treat that child." Then he told the following story:

Shay and his father were walking in a park, where some boys Shay knew were playing cricket. Shay asked, "Do you think they'll let me play?" Shay's father knew that most of the boys would not want Shay on their team. But if his son were allowed to play, it would give him some confidence of being accepted despite his handicaps. The father asked if Shay could play. A boy nodded, "Why not? We're losing by six runs. He can be on our team and we'll put him in to bat when the next batsman is out." Shay struggled over to the bench and put on a team shirt with a broad smile. His father had a small tear in his eye. The boys saw the father's joy at his son being accepted.

Shay's team scored four runs and was still behind by two. Then a batsman got out. Shay was next to bat. Do they let Shay bat and give away their chance to win the game? But

Shay was given the bat though he didn't even know how to hold the bat properly. As Shay stepped up to bat, the bowler put their winning chance aside for this moment in Shay's life and sent the ball in softly. Shay swung clumsily, but missed. The bowler again tossed the ball softly. Shay hit a slow ground shot right back to the bowler, who could have picked up the ball and hit the wickets. Shay would have been out. And the game would be over.

Instead, the bowler threw the ball right over the wicket, out of reach of all teammates. Everyone started yelling, "Shay, run!" Shay scampered across the pitch, wide-eyed and startled. Everyone yelled, "Take the second run!" Catching his breath, Shay struggled to complete the first run. By the time Shay turned around, a fielder had the ball and a chance to be the hero. He could have thrown the ball at the wicket. But he understood the bowler's intentions. So he too deliberately threw the ball over the wicket. Shay took the second run. All were screaming, "Shay, Shay, all the way." Shay reached the crease a second time. Now a fielder turned him round – for the third run! The boys from both teams were on their feet screaming, "Shay, run fast!" Shay ran fast, and was cheered as the hero who hit the "final runs" and won the game for his team.

"That day," said the father softly, ending his story with tears rolling down his face, the boys from both teams helped bring a piece of true love and humanity into this world." Shay didn't make it to another summer. He died that winter, having never forgotten being the hero and making his father so happy and coming home to his mother, who embraced her little hero of the day!



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## Handout 4

### Presentation Rating Chart

Name of Participant: \_\_\_\_\_

Topic Selected: \_\_\_\_\_

No	Traits	Rating Scale				
		Excellent	Very Good	Good	Average	Not Satisfactory
		1	2	3	4	5
<b>Presentation Characteristics</b>						
1	Heading / Title					
2	Words Used					
3	Language / Grammar					
4	Clarity of Message					
5	Pause					
6	Facial Expressions					
7	Voice					
8	Tone					
9	Eye Contact					
10	Body & Hand Movements					
11	<b>Overall</b>					

Notes :

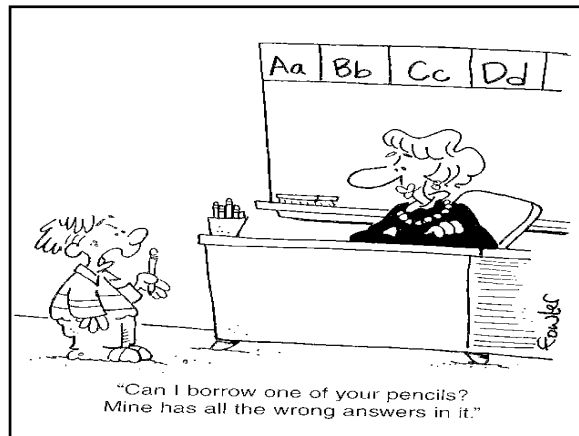
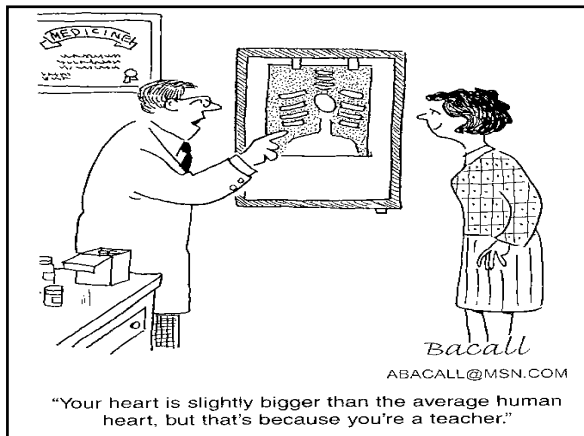
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## *Learning Styles and Teaching Methods*



### **Multiple Intelligences**

1. Visual / Spatial
  2. Verbal / Linguistic
  3. Mathematical / Logical
  4. Bodily / Kinesthetic
  5. Musical / Rhythmic
  6. Intra-personal
  7. Inter-personal
  8. Naturalist
  9. Existentialist / Global
- (Howard Gardner, *Frames of Mind*, 1983)

### **1. Visual / Spatial**

**Children who learn best  
visually and  
by organizing things spatially.**

### **2. Verbal / Linguistic**

**Children who demonstrate  
strength in the language arts:  
speaking, writing,  
reading, listening.**

### **3. Mathematical / Logical**

**Children who display an  
aptitude for  
numbers, reasoning and  
problem solving.**



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## *Learning Styles and Teaching Methods*

### **4. Bodily / Kinesthetic**

Children who experience learning best through activity:  
games, movement,  
hands-on tasks, building.

### **5. Musical / Rhythmic**

Children who learn well through songs, patterns, rhythms, instruments and musical expression.

### **6. Intra-personal**

Children who are especially in touch with their own feelings, values and ideas.

### **7. Inter-personal**

Children who are noticeably people-oriented and outgoing, and do their learning cooperatively in groups or with a partner.

### **8. Naturalist**

Children who love the outdoors, animals, field trips. These students love to pick up on subtle differences in meanings.

### **9. Existentialist / Global**

Children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?"



## *Learning Styles and Teaching Methods*

**Can we, therefore,  
care to rethink  
our approach?**

*Teach,  
in the way  
the child learns.*

**Analysing Our Teaching  
Methods**

**From Teaching Styles To  
Learning Styles**

### **Teaching Methods**

1. Lecture
2. Demonstration
3. Group Discussion
4. Seminar
5. Field Trip
6. Case Study
7. Brainstorming
8. Role Playing
9. Games

### **1. Lecture**

- ✦ Teacher who knows everything tells the students what they should know
- ✦ Only the voice and gestures are used
- ✦ Students are generally NOT allowed to ask questions
- ✦ One-way communication

### **2. Demonstration**

- ✦ Students learn by observing a teacher perform a skill or procedure
- ✦ Turn theory into practice, master new skills, show interest, show how to do, involve students
- ✦ Two-way communication

### **3. Group Discussion**

- ✦ Verbal exchange of ideas and opinions on a subject
- ✦ Involve students / their knowledge and experience / creativity / decision making skills / communication skills
- ✦ Two-way communication



## *Learning Styles and Teaching Methods*

### **4. Seminar**

- ✦ Students present a paper and all discuss
- ✦ Students become independent / promote initiative and leadership / practice to speak / develop analytical skills
- ✦ Two-way communication

### **5. Field Trip**

- ✦ Planned visit to a location. Exposes them to what is not available in the classroom
- ✦ Brings in realism / enhances student motivation / reinforces what has been learnt in the class / first-hand experience
- ✦ Two-way communication

### **6. Case Study**

- ✦ Describes a real or imaginary situation and ends with an issue which students need to analyse
- ✦ Problem-solving skills / diverse problems and situations / facilitate discussion / analyse and solve problems
- ✦ Two-way communication

### **7. Brainstorming**

- ✦ Generate as many ideas as possible in a short time. All ideas are recorded without evaluation. Evaluated later
- ✦ Actively involve all / solve differently, encourage critical thinking
- ✦ Two-way communication

### **8. Role Playing**

- ✦ Simulation
- ✦ Explore attitudes / involve in learning / bring elements of real life
- ✦ Two-way communication

### **9. Games**

- ✦ Simulations done in a non-threatening environment
- ✦ Students can experiment / team work/ alternate problem solving
- ✦ Two-way communication



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## Core Document 4

### Consensus Building as Instrument of Decision-making

#### Introductory

As part of their responsibility, the FJEI Trusts are often engaged in taking decisions not only with regard to its own functioning but also in relation to conducting the affairs of the educational institution under their charge. The manner in which these decisions are taken, therefore, assumes crucial significance. On the one hand, it can impact the implementation of the decisions, and, on the other, it can influence the harmony and unity of the Trust. It is important that the Trust must function as a cohesive unit, taking decisions and implementing them through joint efforts, with everyone playing an active role and making optimum contribution. Decision-making process should enhance mutual trust and respect for one another.

#### Process of decision-making

- The process of decision-making may have three key approaches:
- Issues or problems are presented to the group and through an active process of deliberations and interaction, it generates options or positions. The leader helps it to work its way through these choices and reach a decision. Thus, decisions are evolved through an intense group process.
- The leader or the organisation of which the group is a part may put forward some concrete suggestions or proposals and the group is expected to formulate its views on them and take decision. The group, of course, has the discretion to make suitable changes and take the final option for action.
- Decisions or positions on the issue are presented to the group and it has the limited task of consideration and endorsement. The group may not have the freedom of making changes or it could do so within certain parameters.
- In some cases, decisions are only communicated to the group for necessary implementation. The group has no authority to change any part of the decision but can seek clarifications in the light of the requirements for action.

#### Voting versus consensus

- Before we proceed further, it will be useful to consider the pros and cons of voting as a system of decision-making and assess how it compares with consensus.
- When the group is pressed for time in taking the decision, it is likely to resort to voting.

- Voting may be an acceptable preference in decision-making if the issues are not substantive and voting is unlikely to create any dissensions within the group and/or there will not be any significant emotional fallout of the decision..
- Voting could be considered an appropriate option in a public body, combine or forum, where different interest groups or sections of the community are represented. In such assemblies, differences in points of views, ideologies, and values are an accepted norm. There is certain degree of heterogeneity about the membership. However, this is not the case with the Trust.
- Voting is a 'win-lose' model in which opinion leaders are more concerned with garnering support for their ideas or suggestions to 'win'. They are less concerned about the merit of the issue or the repercussions of the decision on the social or emotional state of the group.
- Voting does not take into account individual feelings or needs. In essence, therefore, it is a quantitative, rather than qualitative, method of decision-making
- Voting can lead to creating factions within a group. If this course is adopted too often, the voting pattern may even get reflected in decision making on other issues as well. Members may choose to vote for a particular solution not on the basis of the efficacy of the decision but 'loyalty' to the subgroup may become the prime consideration. These positions may get consolidated and cliques may start taking shape, damaging the harmony of the group.
- In many cases, the leader may choose voting as she may doubt her ability to engage the group in a meaningful and productive exercise before arriving at a decision. She may take the easy option of taking the decision through voting and apply a quick closure to the session/meeting.

#### On the other hand, taking decision through consensus has several advantages.

- Consensus encourages cooperation and 'win-win' situation.
- In consensus, decisions are evolved as the group works through different ideas and positions on the issue and reach a mutually acceptable and satisfying solution. Each point of view or suggestion is examined and analysed before it is either accepted or cast aside. In working through different viewpoints and thoughts, the group



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may even pick up significant points and integrate them to generate another sound option or position on the issue. This will enhance the quality of the decision and also foster greater trust.

## ***Understanding Consensus***

- Thus consensus can be understood as a process of group decision-making, whereby the entire group can come to an agreed decision on position on an issue. The input and ideas of all participants are gathered and synthesised to arrive at a final decision acceptable to all. Through consensus, we are not only working to achieve better solutions, but creating greater commitment and ensuring better implementation. It also promotes group harmony and cohesion.
- Consensus does not mean that the group has arrived at the best solution. It emphasises the point that no one feels that her position on the issue was understood by the group and given due consideration, regardless whether it was accepted or not.
- It marks that collective knowledge and intelligence does come up with better solutions than individuals.
- Consensus takes more time and member skill, but uses lots of resources before a decision is made, creates commitment to the decision and often facilitates creative decision.
- It gives everyone some experience with new processes of interaction and conflict resolution, which is basic but important skill-building.

## ***Process of reaching consensus***

- The leader of the group plays a very crucial role in helping the group reach consensus decision.
- The leader helps the group by defining decisions that need to be made; takes it through different stages of discussion; keeps the focus on the points that are at hand; makes sure that everyone gets an opportunity to participate and contribute; and constructs formulations that help the group reach the consensus.
- It is important that the leader should not have a bias for any solution or position. If this happens, it is likely that she may deliberately or inadvertently lead the process in a manner that takes the group to her preferred choice. She has

the task of guiding the process and not intervening directly with regard to the contents.

- She must also ensure that all members of the group become active partner in the decision and no one remains on the fringe. It is important to guard against passive elements. Comments such as, “I do not agree with this decision but I will go along”; or “I personally cannot do this but I will not stop others from doing it”; or “I think this is a mistake but I can live with it for the sake of the group unity” can, sometimes demoralise other active members.

## ***Prerequisites for consensus building***

- The leader who guides the discussion has the ability to direct the group process in a positive manner, synthesising diverse points of views and presenting solutions in a manner that takes on board all the ideas generated by the members. She is adept in enabling the group to achieve its objectives (of decision making) without affecting its harmony and cohesion
- The members share common values and concerns. The commitment and loyalty is to the group and not to individuals or subgroups
- There is sufficient time for active participation by all and the members are encouraged to present their views openly and without inhibitions. There is a creative climate to support the process, and active participation by all members who have trust, respect, and a commitment to work through the process.
- Merit of the issues under discussion and the need for a sound and acceptable decision are the prime concerns of the members. They have the ability to manage their emotions when an issue is deliberated upon and decision is to be reached
- The group enjoys good intra-group communication and interpersonal relations
- The group works on the principle that ‘every individual in a valued member of the group and is in a position to contribute positively to the process of decision making.

\* \* \* \*



**Core Document 5**

**SWOT – An Instrument For Self-Evaluation And Planning**

**SWOT analysis – purpose and scope**

- SWOT (acronym for ‘Strengths, Weaknesses, Opportunities and Threats’) may be used as an instrument for analysing and evaluating various aspects of your functioning as a principal.
- SWOT is a tool that not only generates data regarding your functioning as a principal but also helps in outlining the future course of action for your growth and development. While ‘Strengths’ and ‘Weaknesses’ will help you realise facts about your internal functioning, the analysis of ‘Opportunities’ and ‘Threats’ provides a portrayal of the external factors that affect your present-day working and can also influence your decisions on your future prospects and plan of action as a principal.
- Thus, while SWOT evaluates your existent situation, it is also futuristic. It shows you the road that you can take and the difficulties or problems you are likely to face in your march towards growth, development and achievement. Thus, this is a tool you can use for strategic planning as well.
- An important pre-requisite for obtaining fully representational and authentic information and data is that you be open and objective. Otherwise, the data will not give you a realistic picture, leading to a distorted portrayal of your role as a principal and a false sense of satisfaction. Obviously, this will also adversely affect your future planning.
- SWOT is generally used for an organisation or institution, but it may also be used effectively for individuals as well.

***Steps in conducting SWOT analysis***

To derive the full benefits of the SWOT analysis, it is important to use the tool in the correct manner. Merely listing out your Strengths, Weaknesses, Opportunities and Threats by itself cannot be of any value. The data generated by this analysis become

meaningful and suggestive only when the potential implications of the information for your present and future as a principal are examined and interpreted. Needless to emphasise, this appraisal of the data should be characterised by a sincere and open approach.

**Step 1**

First consider the two quadrants of the instrument, namely, your Strengths and Weaknesses. In the quadrant of ‘Strengths’ write all those elements or factors that you consider are your strong or positive points. These are your assets and the advantages you enjoy. These are comparative and there is nothing absolute about these elements or factors.

For instance: your knowledge about the administration and finances of your school; your skills and techniques in handling various stakeholders; your own relationship with teachers, students and their parents; your professional attitude to learning new things as a principal, may be your Strengths or assets but in comparison with another principal, these elements may be regarded as your Weaknesses or liabilities. In the second quadrant of ‘Weaknesses’, list out all possible elements or factors that in your view can be considered as disadvantages or liabilities for your effective functioning as a principal.

Remember that in the two above cases, the focus should be on yourself internally as an individual. This analysis will be typical of yourself and should truly reflect your existent state of affairs.

<b>S</b> trengths (Assets)	<b>W</b> eaknesses (Liabilities)
<b>O</b> pportunities (Possibilities of growth and development)	<b>T</b> hreats (From competitors & other external factors)



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*(To facilitate your task, we have compiled a list of key elements that are relevant and germane to an active and proficient principal. It is like a laundry list to stimulate your thought process).*

## Step 2

- Now turn your attention to the analysis of your external environment. Some key elements that constitute the external environment are:
- Situation with other similar principals and the way they are functioning.
- Changing scenario of education and its elements that are relevant to you as a principal.
- Lifestyle of the adolescents in the areas from where your students come and its impact on their choices and expectations with regard to school education, facilities and activities in the institution.
- Views and preferences of the parents about the school education of their children.
- General pattern of educational opportunities available to school students, especially in the area you serve.
- Perceptions of the community about you and your school.
- Government policies, rules and regulations appropriate to schools.
- Your support mechanism – your institution, your trustees, principals, government agencies, other organisations, and individuals
- Availability of funds and other resources from external sources

*(This is not an exhaustive list and you may add elements that are particularly present in your specific external environment. It is also likely that all these elements are not relevant to you as a principal)*

## Step 3

- Considering these elements, you should prepare a catalogue of 'Opportunities' that could be available to you as a principal for

sustenance, growth and development, on a short or long-term basis.

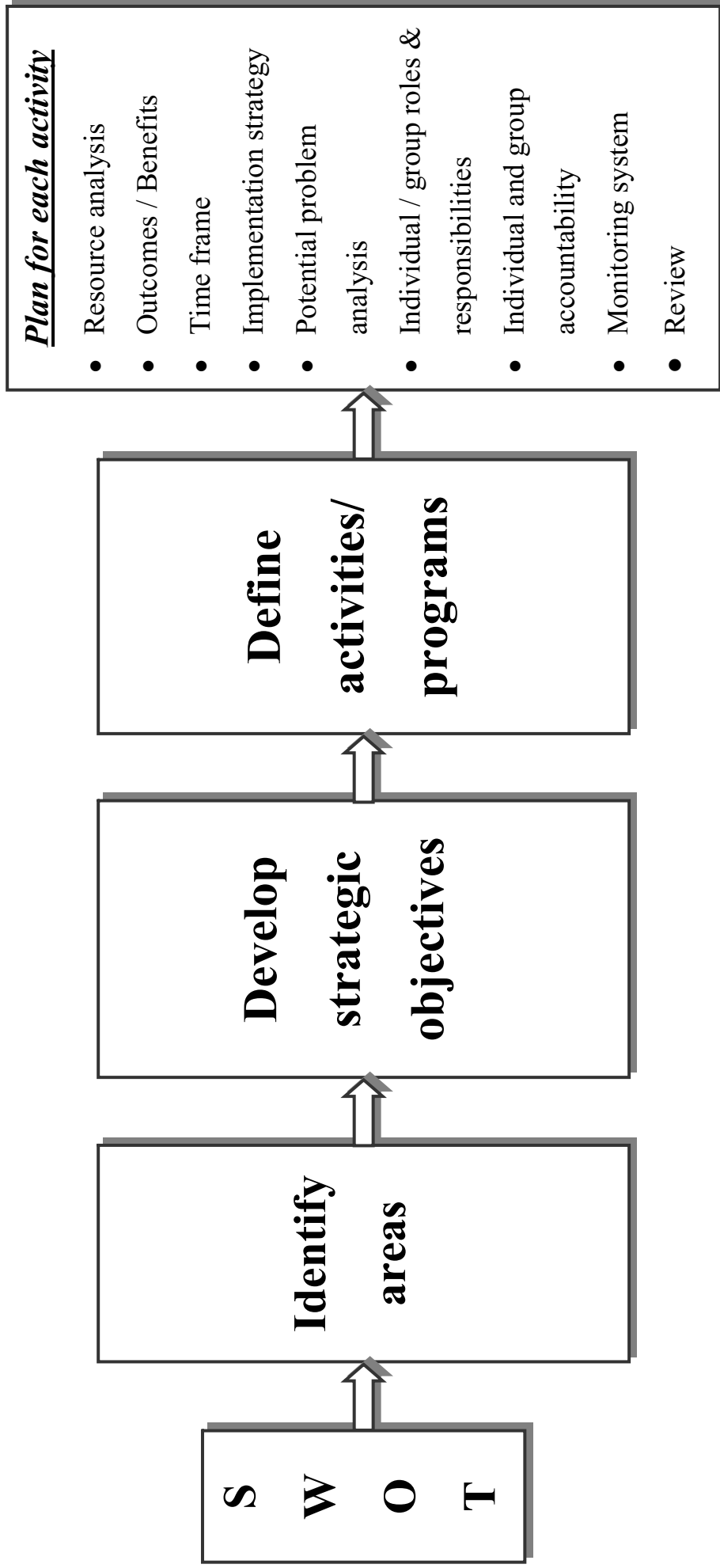
- Alongside, keeping in view these elements, you should also recognise the 'Threats' that are present in the external environment and can act as constraints or even jeopardise your present position or future prospects of growth and development.
- Going over the list of Opportunities, you should now match each of these against your present Strengths and Weaknesses, assessing which of these can be translated into accomplishments and added to your portfolio, without the investment of major additional resources or efforts on your part, i.e. on a here-and-now basis.
- Review the list again and identify those opportunities that are significant to your growth and future but will require further efforts – in terms of salary and resources, working conditions, your own level of proficiency, general governance of the institution, etc. – on your part if you want to make the most of them.
- On the basis of your assessment, you have to develop a realistic, practical, and appropriate strategy – keeping in view your own vision, style of working, and availability of time, energy, resources – to further reinforce your Strengths to ensure that these become stronger supporting factors for your action plan.
- It is also important for you to address your Weaknesses and consider what steps are necessary to either minimise their adverse impact on your functioning or eliminate them from the list of Weaknesses. In other words, you have to once again go back to your internal self, because that is where you are in a position to exercise greater control on the factors and circumstances. This is, perhaps, the only legitimate way for confronting or mitigating the threats. Here, you can take inspiration from many famous personalities who have successfully converted their weaknesses into strengths.





**Handout 5**

**Flow Chart for Action Plan**





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## Proforma 3

### Individual Action Plan for Principal – Activity wise

Thrust Areas	Activity	Milestones
Trustees	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Institutions	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Teachers	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Students	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Technology	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Futuristic	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



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## Profile of Shri Shantilalji Muttha,

Founder and National President, BJS/FJEI

**Shri Shantilalji** is a role model of public service in three wings – Social Service, Disaster Management, and Permanent Rehabilitation through Quality Education.

Born on 15 August 1953, Shri Shantilalji Gulabchandji Muttha spent his early childhood in an ashram shala. While at school, he motivated his friends to earn while they learned and started taking his team to do part-time job as *wadhpi* (food server) for serving food in social functions, particularly in marriages. Mass marriages were a boon for the underprivileged classes. Hence the concept soon gathered nation-wide momentum and now, the world over. He undertook a 3,000 kms long “Padayatra” during 1986-87 and made an in-depth study of the socio-economic problems of the masses.

- ***Largest Network of Social Workers***

To muster hands to fulfill his mission, he formed the Bharatiya Jain Sanghatana (BJS), a parent organization of more than 1,000 village and city units across India with lakhs of like-minded people. Today BJS is an exceptional NGO with a strong foundation of the largest network of social workers rendering services to needy masses of all communities.

With the help of his rank and file, Shri Muttha organizes gigantic relief camps during calamities, to provide food, medical aid, clothing and shelter to thousands of sufferers at a time.

- ***Pioneered Mass Marriages (Samuhik Vivaha) Movement - 1988***

While doing the above job, as *wadhpi* (food server) for serving food in social functions, particularly in marriages, his tender mind was put off by the phony opulence of weddings. Therefore, while in college, he made it a mission to awaken people against extravagant weddings, but soon realized that his word had no impact, as he was a non-entity in society.

He therefore decided to earn status in the society to help translate his dreams into action. He entered the construction industry, went from rags to riches within a decade and then spearheaded the movement from 1985.

On 7 January 1989, a record mass marriage of 625 couples from diverse religions was organized under one roof at Pune, without sacrificing religious rites and thus promoting national integration.

- ***Plastic Surgery Medical Camps (annually ongoing from 1990)***

Through BJS, Shri Muttha regularly organizes free medical camps for the needy. Inviting Dr. Sharadkumar Diksheets, a prominent plastic surgeon of USA, he has been conducting plastic surgery operations at more than 25 locations in Maharashtra.

- ***Peace March during Riots - 1993***

In 1993, after the demolition of Babri Masjid, communal riots rocked several cities. Shri Muttha organized a “Peace March” from Pune to Nagpur comprising of religious heads of Hindu, Muslim and Jain religions and many other dignitaries from the society successfully appealed to restore communal harmony.

- ***Building future for earthquake-hit orphans – Latur, Maharashtra - 1993***

During a massive earthquake across Latur district in 1993, Shri Muttha began a hostel-cum-school at Wagholi Educational and Rehabilitation Center (WERC), Pune, and re-built lives of nearly 1,200 earthquake-hit orphans from standard 5, who had lost everything in the quake, and educated them till graduation. This ultra-modern rehabilitation centre continues to offer shelter to orphans even today.



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Hon'ble President Dr. A.P.J. Abdul Kalam visited WERC, Pune and gave donation from his personal account.

- ***Malnourished children of Melghat (Maharashtra) - 1996***

Nearly 400 malnourished children from the tribal area of Melghat of Vidarbha region in Maharashtra, were brought to WERC, Pune in 1996 with the belief and hope that these children would educate the tribals and bring about a radical change in the area.

- ***Jabalpur Earthquake - 1997***

Nearly 50 children were again brought from Jabalpur 1997 to WERC, Pune to rebuild their lives.

- ***Gujarat Earthquake - 2001***

Under his stewardship, the BJS built 368 schools buildings with 1,004 classrooms in 267 villages in just 90 days and handed them over to the Gujarat Government.

- ***Tsunami on East Coast – 2004-05***

In 2004-05, Shri Muttha with his team rushed to provide rescue, relief and rehabilitation programs in Tamil Nadu and Pondicherry and then got totally involved in permanent rehabilitation projects in Andaman & Nicobar.

- ***Schools and PHCs and Education in Tsunami-hit Andaman and Nicobar***

Shri Muttha raised permanent, quake-resistant structures in Andaman & Nicobar, including 11 school buildings, 30 Primary Health Sub-Centers and 4 Primary Health Centers – the only structures erected by any NGO in the islands after the Tsunami.

He then started a mega project of the Bharatiya Jain Sanghatana (BJS)-Educational Quality Improvement Programme (BJS-EDUQIP) there, being implemented during 2005-08 in nearly 400 schools at no cost to the Government.

- ***Jammu & Kashmir Earthquake - 2005***

Responding to the call of the National Disaster Management Authority (NDMA), Shri Muttha donated all the temporary school structures erected in Gujarat for the benefit of Jammu & Kashmir earthquake-affected people and transported them to POK border from Gujarat in a record time of one month to provide shelter to 15,000 earthquake victims before the advent of winter.

- ***Rehabilitation of 500 Jammu & Kashmir earthquake-hit orphans***

BJS also attempted to provide educational rehabilitation to 500 orphans of Jammu & Kashmir. The train, carrying the orphans, was flagged off by Chief Minister Shri Gulam Nabi Azad in presence of Hon. Smt. Sonia Gandhi and the orphans were brought to Wagholi Educational and Rehabilitation Center at Pune. Teachers and social workers were also called from Jammu & Kashmir so that the children got their education according to the syllabus of Jammu & Kashmir Board.

- ***Enhancement of Quality in Education***

As a true visionary, he felt an immense need to bring about a metamorphosis in the quality of education in a developing country like India. In particular, state-run schools where the maximum student population is from impoverished class, there was a dire need for enhancement of quality of education. Therefore, with the help of an expert professional team, he developed R & D Wing in the head office of BJS and evolved the BJS-Educational Quality Improvement Programme (BJS-EDUQIP).

As part of EDUQIP, he first applied the Trustee Empowerment Programme to trusts from the Jain community. The first of a series of three Trustee Workshops was conducted by a team of hand-



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picked senior office-bearers, specially trained for the purpose from July 2007 onwards, for the first batch of 100 trusts; with the Follow-up and Monitoring Cell providing support on their action plans. The TEP for the second batch of 100 trusts has begun from August 2008.

Shri Muttha provided and applied EDUQIP in the schools in the most backward area of Andaman and Nicobar Islands, where it generated miraculously positive results.

The tremendous success of BJS-EDUQIP prompted Education Department of Goa Government to execute the same programme in about 1,700 state-run schools in Goa State. The same programme is being implemented in all the 550 Navodaya Vidyalayas all over India.

The programme, supplied by him to all these schools free of cost, has proved a boon for thousands of students from underprivileged classes. Now his aim is to implement such a marvelous programme through over a million schools in India so that there would be maximum utilization of brain-power of budding citizens of India thereby ensuring rich intellectual asset for tomorrow's India.

- ***Certificate Course for "Empowerment of Girls" (EOG)***

With progress, we also suffer its harmful effects. To live a happy life, only those individuals, who can protect themselves and move ahead, may truly be called educated and civilised. The college atmosphere is polluted; TV and the media have a bad influence; people are picking undesirable things from the Internet; immorality and crime is on the rise. Therefore, not sending our girls to college or telling them not to make friends is not the solution. At the same time, it is crucial that parents interact with their daughters properly at home in the changed situation.

How do we equip our young girls to confront such cultural pollution save themselves from undesirable things by correctly understanding them? After complete study and deep research, the BJS has prepared a 32-hour certificate course for unmarried girls, entitled, "Empowerment of Girls to face the Social Challenges of the 21st century".

Areas of concern addressed are: No proper guidance for matchmaking. Generation gap. Imbalance in education of boys & girls. Impact of environment (urban & rural); of college environment on young generation; of friend circle; of the changing nature of the family; of technology (mobile phones & Internet); of media (TV, movies, ads and print). Girls between 18-22 yrs marrying outside the community without parental consent. Breaking of engagements and increase in rate of divorces.

The course covers four broad topics: The first on "The Family" has three sessions on changing nature of the family; communicating with parents; parenting skills (only for parents). The second topic on "Friends & their Influence" has three sessions on making and being friends; self-esteem and peer pressure. The third topic on "Impact of Media & Technology" deals with impact of audio & visuals in the media as well as impact of technology, mobile phones and Internet. The first three topics conclude with discussions with parents and girls. The fourth and final topic is on "Marriage" including traditional and love marriages as well as post-marriage adjustments. The topic concludes with case studies and group discussion.

So far nine batches, covering 185 girls, have been conducted at Pune, Nagpur, Raipur, Belgaum, Indore and other places.

- ***Holistic Development of Family (HDF)***

The Holistic Development of Family (HDF) project includes programs for all members of a family in the form of lectures, seminars, workshops and classes designed to be implemented simultaneously at various locations. The project is well-researched, technology-backed, documented in detail and scalable.



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The programs are designed for five age-groups (thrust areas) from 4 to 40+ years:

- **Little Explorers (4 -13 years):** at schooling age activities are focused to enhance brain power, moral & value education, co/extra-curricular, physical fitness skills, etc.
- **Y-Jaineration (14-24 years):** aptitude assessment, soft-skills building, career guidance, empowerment of girls, marriage will be the focus.
- **Young Professionals (25-40 years, male):** A turning point, where passion for growth is backed by a network to exchange ideas, pursue learning and share best practices to achieve personal and professional success.
- **Leading Ladies: (25-40 years, female):** Creative home management skills will be honed to include cooking, home decoration, child development, lectures on various subjects by experts, etc.
- **Family Heads (40+ years):** Happy family management, business strengthening, delegation and decision making, retirement with pride, health awareness issues will be addressed.

The programs may be viewed at-a-glance in calendar format. All details of the programs, their benefits, dates, resource persons, fees, venue, etc are also available.

Some programs have been developed in-house by BJS. For other subjects, BJS has invited experts to make presentations in the form of panel discussions, lectures, workshops and classes.

The benefits of the HDF project are: nurturing religious attachment, spiritual awakening and a sense of belonging to a strong networked community integrating sub-sects; formation of social circles; social security; increased knowledge; opportunities to build new skills and face challenges; addressing gaps in the family and society; awareness about health.

The HDF project was first tried and tested on an experimental basis with the Jain community during Chaturmas (17 July to 14 November 2008) at the Vardhaman Pratishthan, Shivajinagar, Pune, Maharashtra.

## • **Awards**

Mr. Muttha received the National Youth Award in 1992 from Indian Institute of Youth Affairs in honour of Late Indira Gandhi's memory.

- Shri. T.N. Seshan handed over the '*Yuva Gaurav Puraskar*' in 1996 given by Yuva Bharati, Pune.
- In 1998 he received the "*Diwaliben Mohanlal Mehta Award*", from the Diwaliben Mohanlal Charitable Trust at the hands of His Holiness the Dalai Lama.
- In 1999, he received "*Pune Pride Award*" at the hands of Mr. Amitabh Bachchan
- Mr. Muttha was awarded the "*Jain Ratna Puraskar*" at the hands of the then Prime Minister Hon. Shri Atal Bihari Vajpayee.
- Mr. Muttha received "*National Citizen's Award*" in 2001 at the hands of Hon. Chief Justice (Retd.) Shri. P. N. Bhagwati
- During his first visit to Pune, as President of India, Dr. A P J Abdul Kalam visited WERC, Wagholi. He was so moved by the scale of work that he insisted that WERC accept a donation from his personal fund.
- In 2004, he received "*Giants International Award*" at the hands of Shri. Amitabh Bachchan.
- In 2005, BJS received the Prestigious "*WANGO Award*" at Santo Domingo, Dominical Republic

\* \* \* \* \*



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## Letter of Intent

The \_\_\_\_\_ having office situated at \_\_\_\_\_

AND the school under the said Trust by the name \_\_\_\_\_ situated at \_\_\_\_\_

AND

The **Federation of Jain Educational Institutes (FJEI)**, an NGO and having it's Head Office at 106/1-A, Senapati Bapat Road, Pune 411016 and (hereinafter referred to as FJEI) reads as follows:

Both parties to this LOI agree in principal to the proposal of implementation of programs with the objective of enhancing the quality of education in the respective school/s of the said Trust with mutual co-operation and conditions listed below and both parties have accordingly jointly agreed to enter into this Letter of Intent dated \_\_\_\_\_ in the year \_\_\_\_\_. This LOI has a life-long validity and can be modified/amended from time to time or revoked entirely (in writing only) by either party.

FJEI will deliver the various in-house developed programs 'Free Of Cost' through their implementation team members to the affiliated school/s of the Trust. The programs will encompass all stakeholders of the Trust/School/s including the Trustees, School Administrators, Principals, Teaching Staff, and Students.

• **Some of the programs that would be included are:**

- 1. School Accreditation and Support Program or SASP:** a 2-days joint assessment of the overall school as well as providing a SWOT Analysis. Done on 6x6x6 parameters and eventually totals 259 points. It is the ONLY accreditation program for schools in the country.
- 2. Trustee Empowerment Program or TEP:** a 3 hour x 3 modules Trust Centric program in line with awareness cum management development program delivered 3 separate times but within one year. Focus is on empowering the Trustees to be able to create an Action Plan as well as a Road Map for their schools.
- 3. Teachers Training Program or TTP:** a two-day Center Specific Program conducted at WERC at Pune in May & June. For teachers of FJEI affiliated schools only across the country. Helps teachers focus more on being proper facilitators as well as in improvising the teaching methods.
- 4. Student Aptitude Test or SAP:** an assessment test to determine the area of interest in the field of academic stream for students of class 8 and for focus on the career inclination for students of class 10. These tests help the child, parents and teachers to help narrow down the options on choice of stream, ie Arts, Commerce or Science and later identify suitability of subject for junior college.
- 5. Knowledge Kafe:** an in-house developed and maintained search portal that focuses solely on education and career related topics with facility for networking, blogging, downloading, discussing. It also provides external link to other co-related sites for latest information at fingertips.
- 6. Smart School or SS:** software developed for schools that help in developing and maintaining administrative records of the school. It is delivered on-line and schools are required to have separate PC with internet connectivity solely for school administration.
- 7. Measuring Teachers Effectiveness Program or MTEP:** generates a systematic mechanism to measure the teaching effectiveness and analyze the evaluation so as to provide suggestive training modules for improvement'

And whereas the terms for implementing of any / all the programs shall be interpreted under the following as mutually agreed by both the parties.



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## Financial aspect for delivery of the programs:

1. FJEI will implement the programs as per the schedule defined by the FJEI office. It would not be possible for FJEI to entertain individual Trust / School request for program delivery. The Trusts/ Schools will be informed in advance about the details and dates of program implementation and obtain confirmation prior to implementation.
2. For all program implementations, FJEI will bear the expenses of the technical implementation team members pertaining to their salary/allowances, the training, field expenses as well as all travel related costs.
3. The Managing Trust/ School is however expected to make arrangements for local conveyance, lodging & boarding for the member/s of the FJEI technical implementation team as well as the required infrastructure for conduct of the programs. No program should be cancelled after confirmation.
4. The FJEI H.O will reciprocate the gesture by making lodging & boarding arrangements for the teachers of the affiliated institutes nominated to participate in the Teachers Training Program conducted at the Wagholi Education & Rehabilitation Center (WERC) in Pune.
5. The Management of each school of the Trust must delegate at least one teacher from the school to act as the focal point for all interaction, co-ordination and arrangements and communicate the details to FJEI H.O. FJEI would also train the concerned teacher/s to enable her/him to understand and deliver the report/s to the concerned Management Trustee/ Principal/ Teachers/ Students of their school.
6. FJEI would endeavor to deliver the entire 'basket' of the beneficial programs to the selected and identified institutes within one academic session.

N.P. The Intellectual Property Rights (IPR) for all the programs will remain under the BJS/FJEI banner and cannot be utilized by the school for any commercial purpose.

The signatories to this LOI confirm that they have obtained necessary internal and other approvals from Trust Management and FJEI H.O Management and are fully authorized to enter into this Agreement.

**Shri Prafulla Parakh**

For Federation of Jain Educational Institutes  
Pune

Shri \_\_\_\_\_  
for \_\_\_\_\_  
\_\_\_\_\_

(Authorized Signatory)

Date :

Witness 1 :

Witness 2 :

(Authorized Signatory)

Date :

Witness 1 :

Witness 2 :

\* \* \* \*



# Principal Convention

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## FJEI Programmes for Implementation in JEIs

(with role of Principal)

### School Accreditation & Support Program (SASP)

- **Rationale & Objective:**

1. Very necessary and important for every school to know where it stands as an education institution having an independent entity, as well as in the overall education scenario today.
2. The school can only be evaluated and assessed by actual physical verification of various parameters under the heading of Governance, Infrastructure, Administration, Faculty, Students and Academics.
3. The parameters under each head are compared against defined standards so as to provide a comprehensive feedback in the form of a report with suggestions.
4. The Accreditation Feedback Report serves as an eye opener for the School Management and Administrators as well as for the Teaching Staff.
5. The Report is primarily to enable the Trustees / Management to identify with the areas of concern and then to help them devise a Road Map for improvements.
6. The interaction with the Management during the Accreditation process as well as the Feedback Report that follows acts as a support for decision makers and helps them decide the areas to be prioritized for improving the overall quality of education.

- **Implementation:**

1. It is a two-day program that involves the full-time participation of the school Managing Trustee, the School Principal, one senior Teacher aware of Administration, and the BJS/FJEI Facilitators to interact with the Teaching Staff, the Students, as well as the Parents.
2. The program is informed well in advance and other than the presence of the concerned people, no special arrangements of changes are to be made for the two days. The school in fact, should function normal.
3. BJS/FJEI Facilitators will brief on each and every aspect of the Accreditation process and the need for doing the same. Similarly, feedback on all interactions with the Staff, Students and Parents are shared with the Management.
4. The intent of the program is to derive on the SWOT Analysis (Strengths, Weaknesses, Opportunities & Threats) of the school by evaluating it under 6x6x6 parameters that ultimately are summarized into 259 parameters.
5. The intensive interaction & discussion during the accreditation process itself helps bring forth major issues that can help identify solutions in a cohesive manner & create a motivational environment for all key players and stake-holders.
6. The evaluation procedure, with checks and interactions, helps provide a comprehensive feedback in the form of an Accreditation Report along with useful suggestions and recommendations.
7. On the basis of the combined evaluation done by the Managing Trustee, the School Principal, Senior Teacher, and two BJS/FJEI Facilitators, the school is given a School Accreditation Certification, which has validity of three years.

- **Role of Principal:** To be present for the Accreditation along with school managing trustee and one senior teacher.



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## Trustee Empowerment Programme (TEP):

### The objectives of the TEP are to:

1. Familiarise Jain Trustees with the changing education scenario and help them redefine their role in engendering desired changes in the context of the functioning of their Trusts.
2. Enhance their understanding of key operational aspects of the Trust and develop necessary competencies to initiate action to bring about the necessary operational changes to make the Trusts more efficient in the discharge of their responsibilities.
3. Equip the Trusts and Trustees to consolidate and sustain the changes brought about in the initial phases and develop strategy for continuous improvement in the face of new challenges.

### The TEP has three key components:

#### 1. *Trustee Workshops:*

At the heart of TEP are three trustee workshops conducted for Trustees drawn from a single Trust, emphasising action on the basis of the Action Plan drawn up at the Workshop. The workshops are of 3-4 hours duration. The first is on “Changing scenario of education in India – Challenges and Opportunities”; the second: “Making Trusts more Functional and Effective” and the third: “Developing JEIs as Centres of Excellence”. The three Workshops are viewed as an integrated and continuous process of communication and follow-up. After the workshops the FJEI team will maintain regular communication with the Trust and ensure effective follow up of the implementation of the Action Plan.

#### 2. *Training of the Facilitators:*

Delivering the three Workshops is most crucial. The TEP is delivered in a Trustee-friendly manner, using interactive and participatory methodology, with an emphasis on applying ideas and proposals by a team of Facilitators, consisting of senior and active office-bearers of the BJS/FJEI chosen by Mr. Muttha. The first Training Workshop for Facilitators was held on 28-30 June 2007, and following excellent response to the first trustee workshop, the first Feedback Workshop for Facilitators was held on 15-16 October 2007 at the BJS Head Office in Pune.

#### 3. *Monitoring and Follow-up Cell:*

An active and crucial component of TEP, the Cell ensures that the momentum and zeal generated for formulating and implementing the Action Plan during the Workshops is not allowed to dissipate and provides continuity, linking the three workshops. It will monitor the follow-up action by Trustees, on the basis of their Action Plan and serve as a ‘help desk’, providing support to the Trusts. The Cell assists in the planning and implementation of the three Trustee Workshops as well as the training and feedback workshops for Facilitators.

- **Role of Principal:** 1. arrange Trustee Workshops, with the help of secretary and president of the trust 2. assist trustees in preparing and implementing Action Plan at the end of each TW 3. respond to and keep in touch with Follow-up and Monitoring Cell of TEP 4. respond to and keep in touch with FJEI Facilitator, who conducted TWs

## Student Assessment Program (SAP-8 & SAP-10)

### • *Rationale & Benefit:*

This 4-hour program is specifically designed to determine the aptitude for the right stream while in the 8th class, and for the student in 10th class, to determine and plan the right course towards the right career. The program is a boon to not just the students directly, but indirectly helps their teachers and their parents in providing the school and at-home guidance to a child who is very confused of his/her options at that age. The program benefits the students by increasing self-awareness, bringing



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an awareness of their aptitude, areas of interest and liking, and their strengths and areas for improvement. It also helps them in knowing their options for a planned career and in setting short term and long term goals. It generates inquisitiveness to know details of various careers. For the Parents the program provides an awareness about their child's potential., helps facilitate the child in building aptitude and their potential, and in planning the child's future. For the school and the class teacher, the program gives an insight about the profile of the students to enable a better plan for nurturing students' the skills, interest and aptitude. The program aims at enhancing the creditability of the student. The indirect benefit is from ex-students who become brand ambassadors.

- **Role of Principal:** To ensure that students in standards 8 and 10 take the SAP, as well as ensure that the results are properly communicated to the students and their parents. Later, to use the results of SAP in such a way as to improve the shortcomings thrown up by the SAP in the facilities provided to students for their academic advancement.

## Knowledge Kafe (KK)

- **Rationale & Benefit:**

In the search for reference information or additional knowledge, we usually end up going through various search-engines and waste a lot of time. In the process, we also know that children get exposed to adult sites so we become cautious of giving them this accessibility and freedom. With this in mind, FJEI has created at it's web-site [www.fjei.org](http://www.fjei.org) the Knowledge Kafe which requires a simple on-line registration process to access all 'safe' sites. The advantage are many, such as providing the latest information on knowledge as per the institutes needs, helping in becoming a facilitator between the creators of the knowledge and the users, and establishing a digital knowledge bank. For this program, the ideal target audience is everyone connected with education, right from the Trustees, Principals, Teachers, Students, and Parents. The thrust areas of the search engine are World & Events, Science & Technology, Social Science, Self Development, Funds & Finance, Sports, Arts & Culture, News & Events, as well as in providing latest information regarding educational fairs and events. The simple search option provides the lists of schools/ colleges/ universities, teacher-training institutes, and professional institutes as well as the provision of external links to many educational and career sites, including scholarships.

- **Role of Principal:** To ensure that a teacher is appointed / deputed to ensure that the maximum number of students are made aware of KK, become members and use the KK facilities.

## Teachers Training Program (TTP)

- **Rationale & Benefit:**

It is imperative that Teachers today be equipped with the methodology that moves from teaching and focuses on learning. It is with this intent that the program is designed in-house and conducted once a year at WERC, Pune for teachers of FJEI affiliated schools across the country. The mix batches provided them an opportunity to share best practices, as well as the bind between extreme rural and urban schools. The training itself is of immense benefit to the teachers, who are key drivers for educational delivery. The program shall equip these teachers to be able to develop vision, mentor the students, be highly motivated to provide better educational delivery. The two-day program is designed to give the teacher's valuable tips on creating a stress-free learning environment wherein holistic development of each child is ensured. With improvised imparting, students are benefited due to effective delivery & quality of education and the role of the teacher in quality teaching is also affirmed. The program motivates the teachers for exponential learning with pride in the profession while building up the confidence in the teachers.



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Indirectly and directly, the school benefits too in obtaining a unique identity and an improved brand image. Each Teacher is presented a Participation Certificate.

- **Role of Principal:** To select and nominate teachers for the TTP, as well as support and encourage teachers to implement their individual action plans to improve quality of education imparted in the classroom.

## Measuring Teacher Effectiveness Programme (MTEP)

- **Rationale & Benefit:**

When going beyond the basic classroom curriculum, it is important to have a tool by which the actual effectiveness of teaching and learning can be measured through a program that involves self-evaluation, as well as evaluation by the Principal and fellow Teachers. In other words, it is a 270-degree assessment. The program is conducted at the school itself, ideally when the Principal and Teachers can be available for at least four hours. Ideally, the program can be conducted for half day along with Student assessment Program. The advantage of MTEP is in bridging the gap between the demand and the supply while the school management gets an insight of each teacher's performance.

It helps the teachers identify and then improve their performance using specific development modules incorporated in the program keeping in mind that the teachers' performance will directly influence the students and in turn the school performance. The program is an effective filter for teachers' promotion, increments, and training that becomes available to the management. A report is provided to individual teachers as well as a combined school report.

- **Role of Principal:** To implement the MTEP with the cooperation of teachers and utilise its results for the betterment of the teachers as well as school.

## Smart School Software (SSS)

- **Rationale & Benefit:**

To help assist in some time consuming school administration, FJEI has designed in-house a user-friendly software that can be utilized by school administration office, admissions office, the Principal, H.O.D, all Teachers. The software can address standard administrative transactions & issues of the institute and is designed for implementation on the Internet Technology (on-line). The Smart School Software provides to the management better and timely operational information, to the Principal an improved managerial control and planning assistance, to the school administration a handy day-to-day operational data for prompt deliveries, to the Teachers a day to day record of academics and student progress, to the Students a regular update on their own performance, and to the Parents an improved communication from school through emails. Please Note that the software does not cater to teaching basic computer knowledge, teaching skills, teaching methodology etc. It will also not include Financial Accounting as a part of the package.

- **Role of Principal:** To ensure that a teacher or technical staff knowing computers is deputed to implement the Smart School Software and all necessary school administration tasks are done using the software.

\* \* \* \*

# Activities and Programmes of Bharatiya Jain Sanghatana (BJS)



Empowerment of Girls (EOG) Programme



Plastic surgery camp-2007



Newly constructed school in Bhuj, Gujrat, by BJS-2001



BJS team with Chief Minister of J&K Shri. Gulam Nabi Azad at a press conference-2005



Newly reconstructed school by BJS at Korangnallah, Middle Andaman-2005



R&D work during Konkan floods-2007

## Educational Wing

### Federation of Jain Educational Institutes (FJEI)

- Educational wing of BJS
- A Federation of national network of 1690 Jain Educational Institutes, spread across 12 states
- Covers 90% of Primary schools in rural areas & 10% higher educational institutes in urban areas along with Hostels & collages

### Educational Quality Improvement Project (BJS-EDUQIP)

- Basket of Programmes to assist schools & Institutes to upscale the quality of education.
  - Trustee Empowerment Programme (TEP)
  - School Accreditation & Support Programme (SASP)
  - School Administration Software Programme (SS)
    - Teachers Training Programme (TTP)
  - Student Aptitude & Assessment Programme (SAP) Std. VII & Std. X
    - Knowledge Kafe (KK)
  - Measuring Teacher Effectiveness Programme (MTEP)
    - And many more...

### Coverage of

#### BJS-EDUQIP Project

- At 328 schools of FJEI network
- At 400 schools of Andaman & Nicobar Islands
  - At 1790 schools of Goa
- At 563 schools of Navodaya Vidyalaya Samiti (NVS)

## Social Service Wing

- Student Assessment Program (SAP) Std. VII & Std. X
  - Knowledge Kafe (KK)
  - Empowerment of Girls (EOG)
- Women's Participation in Business (WPB)
  - Vadhu Var Parichaya Sammelan
    - Mass Marriage
    - Plastic Surgery Camp
    - Jain Family Court
    - Janaganana Drive
  - Personality Development
    - Career Guidance
  - Felicitation of Teachers
  - Felicitation of Jain Students
    - And many more...

## Disaster Management Wing

- Communal Riots-1992
- Killari Latur Earthquake, Permanent Project WERC rehabilitation of 1200 boys -1993
  - Melghat Malnutrition Project-1996
- Jabalpur Earthquake rehabilitation of 50 boys-1997
  - Gujarat Earthquake-2001
    - Akola Floods-2002
    - Tsunami Tamil Nadu-2004
  - Tsunami (Andaman & Nicobar Islands)-2004
  - Stampede at Mandhadevi in Maharashtra-2005
    - Maharashtra Floods-2005
    - J&K Earthquake-2005
- Research & Development work for Konkan floods-2006
- International Institute for Disaster Management (IIDM) proposed

For further correspondence regarding this programme please contact:

**Prafulla Parakh**

National Council Member FJEI

**FEDERATION OF JAIN EDUCATIONAL INSTITUTES (FJEI)**

EDUCATIONAL WING OF

**BHARATIYA JAIN SANGHATANA (BJS)**

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Jain delegation for Minority issue with the Prime Minister Shri. Manmohan Singh-2007



BJS team with Hon'ble President Shri. A.P.J. Kalam at Port Blair to review the BJS-EDUQIP project in A&N-2005



Smt. Sonia Gandhi at the flag-off ceremony of 500 boys from J&K to Pune -2005



Re-constructed Public Health Service Centre (PHSC) by BJS at Harmindar Bay, Hut bay, A & N-2005



Jain Vadhu-Var Sammelan at Pune-2007



Student appearing for the SAP test-2006

