

PRINCIPLES OF TIME TABLE CONSTRUCTION

Preparing a good timetable is really a complicated piece of work because a number of factors and conditions that change from school to school determine it. Its construction, therefore, requires thorough concentration and perseverance of mind. While constructing a good timetable, the following points should always be kept in view:

1.Type of school: Its type determines the nature of curricular and co-curricular activities to be organized in a school. Activities organized in a junior basic school will differ from those in a secondary or higher secondary school. Similarly rural schools will differ to a great extent from urban schools. Single teacher and double - shift schools have their own specific problems which must be solved through the timetable. It is, therefore, important that while constructing a timetable, the specific needs of the school for which it is meant is always kept in mind.

2. Departmental regulations: Generally, the State

Department of Education prescribes the length of the school year, the duration of the school day, the duration of each of teaching periods and even the number of periods for each subject. It, therefore, becomes essential that the school timetable be agreement with the government policy.

3. Amount of time available: The allotment of time to different subjects and activities is done on the basis of the amount of time available. In some states, the duration of time to be allotted to each subject has been fixed by the Department of Education, both for summer as well as winter.

The timetable will, therefore, be formed in accordance with departmental instructions. In the case of double-shift schools, the duration of the school day is shorter. It will, therefore, necessitate several changes in school timetable.

4. Relative importance and difficulty of subjects: The distribution of time and periods among the various school subjects is a matter of great importance. Each subject should be provided in the timetable according to its importance, which, of course, is determined by academic, social, economic and cultural considerations as well as by the future needs of the pupils. There is also the consideration of the relative difficulty subjects.

Thus, more time in secondary schools is given to Mathematics and English, not because they are more important but because they are considered difficult. In junior basic schools, more time is devoted to reading and Craft because of their difficult nature, as compared Science. Similarly, the number of subjects, combination of subjects provided and the number of elective groups introduced in a particular higher be taken into consideration while framing a suitable timetable.