M.A / M.Ed ELEMENTARY TEACHER EDUCATION Course Code: 5019 Units: 1-9

ELEMENTARY SCHOOL MANAGEMENT



EARLY CHILDHOOD Education AND ELEMENTARY TEACHER EDUCATION DEPARTMENT
FACULTY OF EDUCATION
ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD

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Credit Hours: 03

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INTRODUCTION

With changing nature of teaching and learning in 21st century, the nature of primary school management has also changed. New trends of school administration and management are emerging and replacing the old ones. The recent trends in educational management focus on more autonomy in managing operations and resources of an educational institution.

Prospective teachers review and discuss administration theories and management approaches. This course examines school oversight, dynamics of administering and managing an educational institution. Topics include best practices in management, resource management, educational planning, school education rules and regulations and school records.

The course will ensure that prospective teachers take leadership style and competencies to do effective teaching. The course is designed for prospective teachers to enhance knowledge and skills of elementary school management and develop their own voice and deepen their management and leadership expertise. Effective Managers and leaders are direly needed in elementary schools. This course will help to clarify and explain the needs of school management for elementary school teachers.

The book is specially designed to equip the trainees with various classroom management skills required in elementary classrooms. The course describes different types and approaches of classroom management. The course also explains resource management, management leadership, educational planning, school records and regulations and school discipline.

Dr. Muhammad Athar Hussain
Course Coordinator/Program Coordinator

OBJECTIVES

After successful completion of the course, you will be able to:

- Explain the significance, scope and role of Classroom Management.
- Differentiate among administration, management and leadership.
- Describe different types of management and its approaches.
- Develop their classroom management strategies.
- Apply self-management techniques to use time management optimally in schools.
- Understand and apply disciplinary principles according to school education department where necessary
- Understand rules and regulation at elementary school level.
- Explain procedures of records in elementary schools.
- Describe essentials of an elementary school.

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Special thanks go to Dr. Muhammad Athar Hussain, course coordinator for his untiring efforts in developing this course.

Finally, I am personally thankful to all, who helped in developing this course. It is the children of Pakistan who will ultimately benefit from our efforts.

Prof Dr. Nasir Mahmood
Chairman
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Unit–1

Organization and Administration

By Dr. Muhammad Athar Hussain

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INTRODUCTION

For effective planning and implementation of the formal education, there is always a need of the right path / a framework to achieve the goals effective and efficiently. Otherwise we may have loss of resources and quality output: the learners. Curriculum gives a comprehensive framework and provides the milestones towards destination.

Effective management of a school depends on the efforts of a number of agencies that are closely interlinked. The regional or provincial office, the district office, the local community and the school staff, to name the obvious, all play a part in the daily operation of the school. The head is the pivotal link in this network and, ultimately, plays the most crucial role in ensuring school effectiveness. This role is, however, complex and demanding. It involves management of financial, human and material resources in a dynamic situation affected by many internal and external forces. This situation is frequently made more difficult by decreasing levels of government funding, in real terms, at a time of increasing demands for education. This course will discuss how the school manager can effectively play their role in improving teaching learning process.

OBJECTIVES

After studying this unit, it is expected that the prospective teachers of elementary teacher education will be able to:

1. Define the term "organization, school organization, and administration" in their own words.
2. Support the need and scope of school organization in elementary schools.
3. Explain the characteristic of school organization and school administration.
4. Describe elements of school organization.
5. Explain the connection between school and home.
6. Explain relationship between school and the community.

1.1 SCHOOL ORGANIZATION AND ADMINISTRATION

School is one of the most important institutions in any society. It is set up by the society with a large number of objectives which are of a very important nature. It has to play a crucial role in the building up of the society which builds it. The function of developing the future citizens is entrusted to the schools. As a future citizen the child enjoys certain rights. The society is under obligation to fulfill those rights. Organizing efficient and good schools for its children is one of the primary responsibilities of a society or state. When we look to the below-mentioned rights of the children, we are in a better position to understand the necessity of school organization and administration and the role of society or state in this respect.

Rights of the Children

1. Every child has the right to a satisfactory, and up to date, education.
2. The child has the right to an educational programme that bridges the gap between home and school, and between school and future life.
3. Every child has the right to schooling under healthy conditions.
4. Every child has the right to get for his educational needs the required funds from the resources of community, state and nation.
5. Every child has the right to educational service and guidance during the entire year throughout the period of his education.
6. The child has the right to teachers, supervisors and administrators who understand him and who are educated to deal effectively with his needs and problems.
7. Every child has the right for training through the school to participate in community life and culture.
8. Every child has the right through his school to health services, educational and vocational guidance, library facilities, and recreational activities. In special circumstances, the school may have to provide for special services like mid-day meals, transportation facilities, etc.

The above mentioned rights and demands of the children can be fulfilled only through a very efficient school system. The efficiency of the school system can be ensured not by providing only a magnificent building to it, but by organizing and administering it on ideal lines in every way. A good building is just one small factor. There is the human element in the form of pupils, teachers and administrators without which the body of a

1.2 SCHOOL ORGANIZATION

Organization of school is the administrative expression of educational theory.

Meaning of School Organization

In order to understand the meaning of school organization, we have to understand the two terms-school and organization separately and then the meaning of both combined.

Meaning of School

A school is the institution where schooling is provided to the young students. It is a place for learning and education. It is also called a temple of learning. The learners assemble here, sit together under the same roof, on the same floor or carpet or desks and learn from the same teacher irrespective of castes, colour and creed. It is here that teaching-learning has been institutionalized. The viewpoints of the experts regarding the meaning of this term are given below:

Nunn. "The school must be thought of primarily not as a place of learning where certain knowledge is learnt but as a place where young are disciplined in a certain form of activities namely, those that are of the greatest and most permanent significance in the wider world."

Dewey. "The school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing child's development along desirable lines.

Ottaway. "The school may be regarded as a social invention to serve society for the specialized teaching of young.

K.G. Saiyidain. "The school is a centre of vigorous life. It is in direct intimate contract with the realities of life around, reflecting the best and worthiest of its features which are simple enough to appeal to the child."

Ryburn. He has called the school a Cooperative society that is the society where many agencies cooperate in the interest of the students.

The school has not to be looked only as a place where knowledge is imparted in the traditional manner but as a place where the child is prepared for life through life-like experiences. Here he listens and reads a about the experiences of others, acquires his own experiences and carries out some experiments in life. It is a place where the minds of the future citizens are molded, and where their habits, outlooks and attitudes are formed. It is said to be the image of life outside. It is to be the reflection of the larger society around. Its function is to simplify, balance, rationalize, smoothen, organize, beautify and purify the activities of the society.

1.3 MEANING OF ORGANIZATION (SCHOOL ORGANIZATION)

Different educationists have defined this combined term of school organization in various ways:

Sears. J.B. Sears considers organization as a machine for doing work. It may be composed primarily of persons, of doing work. It may be composed primarily of persons, of materials, of ideas, of concepts, symbols, forms, rules, principles or more often, of a combination of these. The machine may work automatically or its operation may be subject to human judgment and will.

Elsbree. "Organisation of a school is the administrative expression of educational theory."

Ryburn. "Organisation simply means the practical measures which we take to ensure that the system of work we use will be of the greatest possible assistance in carrying out our aims and of the greatest benefit to our children."

Stead. Prof. H.G. Stead stated that the organization was an agency by which we achieve the desired objectives.

Organization stands for a structure, framework, system, organized body, assortment, organism, a set or collection. It is concerned with the process of regulations, forms, calendars, schedules, material equipment, human equipment, libraries, laboratories, workshops, museums, art galleries, lawns, playgrounds and other facilities of work. Thus organization has three aspects:

Organisation of Material Equipment. It involves organisation of building, campus, grounds, accommodation, furniture, fittings, libraries, laboratories, workshops etc. it implies arrangement of each physical facility n such a way that each item can be most efficiently used and no wastage takes place. Equipment will be proportionate to the number of students and nature of school programmes.

Organisation of Human Equipment. It involves organization of students, teaching staff, ministerial staff, menial staff, inspecting staff, experts, boards of managements, etc. it is the organization and mobilization of all the persons who are legitimately concerned and interested in teaching-learning and other educational activities. All the persons engaged in the task have to be organized in such a way that each member may contribute his best in the joint activity and collective responsibility. They have to be enabled to participate in the activity in conformity with a planned purpose and well thought out procedure. This organization has to ensure the effective and harmonious utilization of their talents and energies.

Organisatioin of Ideas and Principles. The desirable ideas and principles are organized and translated into school systems, time schedules, and norms of achievement, rules and regulations, curricular and co curricular programmes. This aspect of organization castes to policy framing, drawing up priorities, working out innovations, and institutional programmes for improvements and reforms.

Thus organization deals with making systematic arrangements so that the purposes of the entire programme are achieved. The school has to function as an effective and efficient organization. Good organization ensures unity of action, efficiency, and economy, optimum utilization of resources, well being, all round satisfaction and good results. Without proper organization there would be confusion, chaos and haphazard activity resulting into wastage of time, effort and resources.

1.4 CONCEPT OF SCHOOL ORGANIZATION

An organization is defined as the necessary combination of human efforts, material equipments brought together in a systematic and effective correlation to accomplish the desired results.

School organization comes under the broader umbrella of school management. The school management deals with the overall policy framing and ensuring the smooth functioning of the school, while the school organization is about the actual organization of resources, events, personnel of a school. In a school, we find the distribution of work. Different people are assigned duties and made responsible for the same. They are also given due powers to discharge their duties effectively. The co-ordination between different personnel is also ensured to organize the activities of the school properly. There

is also a clearly laid down organizational structure which exists in the school and which also help in effective organization of the school activities.

Thus school organization means

- Organization of different types of activities of a school
- Organization of Material resources of a school
- Organization of a school personnel

1.5 CHARACTERISTICS OF AN IDEAL SCHOOL ORGANIZATION

Following are the characteristics of an ideal organization. An ideal school organization should have all these characteristics.

- **Simplicity:** This means there should be clarity of roles, duties, responsibilities and powers on the part of each person working in a school. This avoids confusion and chaos leading to better organization of the activities of the school.
- **Dynamism/Flexibility:** An ideal school organization is one in which any kind of change can take place without disturbing any other activity. It should have scope for additions and alterations. The rules and regulations should be flexible to meet the needs of the school.
- **Stability:** A school organization should be dynamic but it does not mean that it should be in fluid condition without any norm or standard rules and regulations. What is expected is the balance between rigidity and flexibility.
- **Clarity about Powers and Duties:** There should be clear understanding of the powers and duties of individuals working together in a school. It is necessary to avoid confusion and laying down responsibilities. Similarly there should be balanced allotment of powers and duties.
- **Coordination:** In an ideal school organization there should coordination between different activities and also coordination between physical resources and human resources. The school should bring together all people and all things to contribute for the realization of objectives.
- **Acceptance of human elements:** An ideal school organization should accept human elements. Here the personnel should be free to express their feelings, opinions, offer constructive suggestions and bring about healthy changes in the school.
- **Control:** Control is the element which puts a break to an activity and then evaluates the results. It is required to safeguard against the misuse of powers in the school. There are different models available to understand the concept and nature of school organization. They are bureaucratic model, system and community model.

1.6 SCOPE AND IMPORTANCE OF SCHOOL ORGANIZATION

- The scope of school organization is very vast. It includes; efficiency of the institution, securing benefits of the school through practical measures, clarification of the functions of the school, coordination of the educational programmes, sound

educational planning, good direction, efficient and systematic execution. It provides close collaboration and sense of sharing responsibilities, organized purpose and dynamic approach.

- Any organization plays a vital role in the life of human being. It plays different functions like; brings efficiency, guide pupil to receive right direction from the right teachers, enables the pupil to get profit from their learning, bring coordination of the student-teacher-parents-society. It provides well defined policies and programmes, favorable teaching learning situation, growth and development of human beings, make use of appropriate materials, effective development of human qualities, execution of the programmes, arrangement of the activities, efforts for attainment of the objectives etc.
- In school organization, there is a great role of economy, men, and material to achieve the desired objectives. Following there is a great role of different subject which is called the scope in the school organization.

1.7 MEANING OF ADMINISTRATION

Etymologically: The term administration has been derived from the Latin word 'monistic' which means service rendered to others effort is the main role and function of educational administration.

1.7.1 Organisation a Good Servant but a Bad Master

It is generally said that organization like fire is a good servant but a bad master. If we can make organization obey, it will serve us immensely but if we start obeying the organization and that too in a thoughtless manner the things will not work. Let us not allow organization to ride over us. Rather let us be tactful enough to ride over it. A fire is a boon so long as we exercise control over it, otherwise it is a curse.

School organization primarily aims at creating suitable environment for the grow and development of children. It constitutes the structure, physical facilities and human material. All these materials in themselves are very important but not all important. If we fail to make the best use of these facilities then they are wastage. Mere facilities cannot ensure effective and efficient schooling. The handling, tackling, manipulation, channelization and harnessing of these provisions is more important than the material itself.

A good organization is very essential. But it is only the prerequisite of good functioning of a school. It demands heavy investment. Giving it undue priority will involve still heavier expenses. Catering to organization alone means vast expenditure which may not be justifiable. Making most profitable use of the available organization is more useful than building a heavy infrastructure which may remain mostly idle. An idle structure amounts to a wastage. The organization should be made to behave as an active servant and not as a lazy master.

It is wrong to equip the organization as a show-piece. Some people may be in favour of vast campuses, impressive buildings, beautified and decorated rooms, colorful surroundings but undue emphasis of this nature amounts to squandering of our already meager resources. What matters more is the manner in which we draw the maximum benefit from whatever resources we have education.

A magnificent but idle organisation is a graveyard of our resources. If it is not dynamic enough, it is a wasteful and destructive phenomena. The machine in our hands may be highly sophisticated and automatic but the quality of the good which it produces for us is largely determined by the skill with which we operate on it.

If we do not exercise hold and control over the organization it will be a sort of loose and self destroying structure. Smooth and purposeful functioning of an organisation demands intelligent control and administration. Magnificent organizations with poor administration deteriorate into hotbeds of mischief, rivalry, destructive competition, unhealthy climate, low achievements and poor results.

Investment in organization is worthwhile but only to the extent of our resources and our ability to make the best use of what we provide to ourselves in the form of an infra-structure. Making extravagant investment in organization may sometimes leave us with nothing to maintain it and keep it in a working order. Having huge structures without having qualified and competent manpower to govern it and run it efficiently will tantamount to an organization which is our master and not a servant.

A. Relationship between Organization, Administration and Management

1. Organization

It refers to the form of the enterprise or institution and the arrangement of the human and material resources functioning in a manner to achieve the objectives of the enterprise. It represents two or more than two people respectively specializing in functions of each perform, working together towards a common goal as governed by formal rules of behavior.

2. Administration

It is concerned with the determination of corporate policy and the overall coordination of production, distribution and finance.

3. Management

It refers to the execution of policy within the limits which are established by administration and the employment of the organization as required.

Relationship

- **Sheldon** states, "Organization is the formation of an effective machine; management, of an effective executive; administration, of an effective direction. Administration defines the goal; management strives towards it. Organization is the machine of management in its achievement of the ends determined by Administration.

1.8 ELEMENTS OF ORGANIZATION

School organization is concerned with a wide variety of tasks. The elements of this vast can be drawn as under:

1. **Policy Making and Planning**
   A large number of decisions have to be taken at every level in education. Policy matters are decided at the highest level. Many decisions have to be taken at the institutional level and still many decisions have to be taken at the class-room level. The polices framed require efficient plans for their successful implementation. Through proper planning we can avoid offhand and hasty decisions, gaps, over-lapping and any wasteful adventures. There should be no place for accidents and 'chances' in education as we are dealing with a most vital enterprise. There cannot be any loose handling and there cannot be any rough handling in the matter of educational policies and plans.
2. **Financial Provisions**
   The financial aspect of the school administration is no less important. The institutions should enjoy financial security. The administration also involves well considered budgeting. The priorities in expenditures should be clearly laid down. It must ensure proportionate allocations for various requirements. There should not be any haphazard spending. At the same time, a school should not always be haunted by the idea of scarcity of funds.
3. **Material Provisions**
   Administration will ensure an efficient school plant, well equipped in every respect. It involves the provisions of classrooms, playgrounds, farm, laboratory, library, common room, furniture, audio-visual aids, museum, etc.
4. **Provision of Personnel**
   This relates to the recruitment of teachers and other employees. After recruiting the, there is need to have judicious work distribution among them. By maintaining favourable conditions of work for them, they are enabled to do their best under the circumstances.
5. **Instructional Provisions**
   This element refers to a number of provisions like construction of the curriculum, division of the contents into quarterly and monthly units, preparation of the time table, preparation of audio visual aids, recording the attendance of the pupils, maintaining discipline and many other activities regarding the actual class-room teaching.
6. **Provision of Activities**
   It provides for co-curricular activities, in which the pupils participate to acquire a number of experiences. These activities are meant for harmonious and fullest development of the children through physical, mental, intellectual, moral, aesthetic and spiritual development. The administration organizes these activities for channelizing students' energy and interest.

7. Provision for Experimentation

The administration will help its institutions and personnel to discover new idea, methods, techniques and practices. While the suitable practices of the past are to be conserved, new approaches and techniques are to be evolved through experimentation and action research. In the absence of inflow of fresh ideas and practices, this vast ocean of education will get stagnant. Experimentalism is not only to be provided for through facilities, but also to be encouraged and duly rewarded.

8. Evaluation of End-Products

Administration has to do self-appraisal and take stock of the situation from time to time. It will enlist its achievements and failings in order to be wiser in future. Certain practices which do not work are to be discarded and replaced with better ones. It is not the assessment of the students alone which falls in this category, there are all types of assessments which have to be made to judge whether the things are improving or deteriorating. Take the case of self-government, the case of a committee of staff-members, the case of a new programme introduced for certain specific purposes, and the case of the parent-teacher association. These and many more require evaluation so that the existing practices may be approved for the next year and if necessary certain reforms may be proposed and carried out. The parents, other members of the community, employers and other higher authorities expect the reports of the progress of the school after every interval.

9. Control, Direction and Co-Ordination

These three are some of the fundamental elements of any administration. The administrative authorities at various levels have to exercise control over different aspects of education through the media of rules and regulations, norms and traditions, financial provision and personnel. The direction is to be provided in the form of orders, commands, and polices programmes, suggestions, advice, guidance, and proposals. Ultimately the administrative machinery is to create and ensure coordination between all the wings of educational set-up.

10. Records and Reports

It has to prepare and maintain all the relevant records. This work should not remain confined only to office records. Various records are necessary, such as those of pupil's achievement, their problem, case-studies, guidance, counseling, certificates, punishments, rewards, anecdotes, concessions, etc. the reports of various achievements, honors, credits, etc. are to be shared with the interested persons and agencies. These reports are circulated through publications also.

- Setting up and maintaining a good library and ensuring efficient library service.
- Organisation of health and physical education.
- Regular inspection and supervision of school work.
- Maintaining discipline and good atmosphere in the institution.
- Classification of students, their attendance, their fees, fines, concessions, scholarships, aids, etc.
- Organisation of various guidance services.
- Organisation of exhibitions, fairs and other competitions.

- Organisation of the hostel.
- Coordinating the work of school, home and society.
- Providing various auxiliary services like mid-day meals, school uniform, book banks, stationery, etc.
- Cooperating with the management and other local authorizes.
- Cooperating with departmental authorities and implementing the order of the concerned authorities.

School organization provides for everything necessary in the efficient functioning of the school. Its scope is very wide. On the material side it provides for items from school bus to a small pin. On the side of human element it has to provide for the highest authority as well as the worker on the lowest rung of the ladder. The most important human element is that of the students. School organization secures the greatest benefit to the greatest number through adequate provisions, resources, manpower and planning.

1.9 SCHOOL ADMINISTRATION

But before we may try to understand the nature of educational or school administration, let us first understand something about administration in general.

3. Rules Regarding Pay & Allowances

4. Modern Methods of School Organization

We, the people of this country, have deliberately chosen "Democracy" as the form of government. Democracy is more than a form of government; it is primarily a mode of associated living; of conjoint communicated experience. It embraces social and political activity of man and comprises certain habits of though, feeling and action. These habits are not learnt automatically but are the product of training, which mostly takes place in the home and in the school. The school and the home, therefore, play a very prominent role in the life of an individual. The salvation of mankind, infect, lies in training its children in democratic ways of living through this homes and its schools. But homes and schools derive their sap from the society and the state in which they exits. Democratic homes and schools, therefore, presuppose not only the existence of a democratic society but also of a democratic state. So the type of individuality that is produce is largely the result of the co-operation of the home, the school and the community. The schools will, consequently, be fighting a losing battle if they do not take into consideration, the community in which they exist and the homes from which their pupils come.

1.9.1 Organization and Administration Compared

School Organisation	School Administration
1. Organization of a school is the administrative expression of educational theory.	1. Administration of a school is employed in operating the educational organization in accordance with established polices.
2. Organisation stands for an organized body or system or structure or framework or manner of being.	2. Administration stands for running, hand-ling, conducting, or controlling of an organization. It gets things done.

3.	Organisation is concerned with the provision of materials, human equipment, regulations, forms, schedules and other facilities of work.	3.	Administration is the process of integrating the efforts of personnel and of utilizing appropriate materials to draw maximum educational benefits from the available facilities.
4.	Organization provides a machine or set-up for doing work.	4.	Administration deals with the functioning and operation of the machine or setup.
5.	Organization provides resources.	5.	Administration is the management of these resources.
6.	Organization is that agency by which we achieve the desired objectives.	6.	Administration carries out educational schemes, programmes and practices.
7.	School organization defines and determines the functions of the school programmes and activities.	7.	School administration is basically concerned with the efficient execution of these programmes and activities.
8.	Good organization ensures unity of effort, efficiency, good will and proper use of resources.	8.	Good administration ensures proper planning, direction, and evaluation.
9.	Organisation is the pre-execution stage.	9.	Administration is the execution stage itself.

As shown in the above comparison, organization and administration differ markedly from one another. They have their distinctly separate areas of functioning. But he two is inter-related also in many ways. Gulick demarcated seven activities viz., planning, organizing, staffing, directing, coordinating, reporting and budgeting, which enter into the two phases. It may be difficult to say which one of them exclusively belongs to this or that phase. Organization is a prerequisite of administration. We cannot have administration without.

1.10 THE HOME AND SCHOOL

The home is the place where democracy has its roots and within the family, the issue of democracy, has to be faced anew in each generation. We cannot hope for a decent, orderly society that recognizes and conserves human values so long as the home ignores the human personality and destroys the dignity of its members. For a democratic society, we must have sane, well-integrated, emotionally mature personalities, who will find in living worthwhile goals and opportunities. Only then can they be able to create and maintain a democratic society dedicated to democratic values. As a matter of fact, the conception of modern education is such that this realization vitally depends on a close understanding, co-operation and association between teachers and parents. The division of responsibility between the home and the school can be done only by the parents. The wise parents and the wise teacher will, however, seek to understand each other's efforts, so that the child's will form an organic whole. Nothing can be more demoralizing to the child than the lack of unity and harmony between his home life and his school life. The teacher on is side should understand how immensely his own immediate aims are furthered by the whole-hearted sympathy of parents and the parents should, on their side, try to understand the inevitable limitations of the school. Parents and teachers must share the work of training children. "The ordinary machinery for good school life", writes Thin, "is a thing of calculation and measurement but all discussion is in vain unless parents are interested". The greater is this co-operation he more chances there will be for both the school and parents to discharge faithfully their duty and responsibility to the children in particular and the nation in general.

It is evident from the above that the usefulness of a school depends to a very large extent, upon the closeness of its contact to and co-operation with the home. The teacher drives inspiration and enthusiasm for his work form the fact that it is being appreciated by the parents. But the parent who considers the act of putting the child into a school very much like the act of posting a letter into the nearest pillar-box and then feels relieved of the responsibility, is not a good parent. Parenthood is a trust, a sacred trust, and as such it involves not only certain privileges but obligations also. It is now and established fact that the cause of every problem child is a problem parent-a parent who does to care of find out what the natural wants and interests of the child are and who refuses to meet him at this won level. The moral atmosphere of parents, therefore, is the first moral environment of the child. He will imperceptibly pick up habits and traits from the company of his parents. Parents as such are not only the first companions but the first teachers also. They are the first idols who are worshipped by the child. Teachers and schools, in fact the whole of the educational effort will be set at naught, if they parents pollute the early springs of life.

It is thus, the home that has the greatest opportunity of fitting the child for life and haply living. This is so because there is a profound and intimate connection between the pattern of the parent's lives and the pattern which the life of the child is going to assume. Modern psychology has revealed the greatest of all truths that child is the father of man. Humanity's 'Paradise Lost' can only to develop and attain the destiny ordained by his own nature. This can be done only if the parents and the teachers co-operate. In the words of Bray, "It is hardly possible to over-estimate the value of strange, sympathetic link between the home and the school. The home sentiment is one of the most sacred things in life. It may be said to stand next to religion. The school and the home care units in an association having a common aim. According to Sadler, the reproducibility of the parent school not be forgotten. It is a valuable energy in education. Wherever the co-operation of home and school is sincerely tried, there is new life and light. With the change in the attitude of the parents, the school must also change. Educators are agreed that a school should meet high standards usually associated with good homes. It should be properly heated, lighted, ventilated and should be safe. High standards of housekeeping should keep it clean, orderly and in good repair. The interior should be tastefully finished and furnished in attractive colour and design. The whole system of the school should be fitted to the ages and sizes of the children who are to us it. One of the greatest contributions of the kindergarten movement is the promotion of superior, home-lime surroundings for young children at school. Gradually this ideal is being adopted for higher grade levels. The best modern schools are singularly free from the 'institutional atmosphere" in its less cheerful connotations. Modern school is a home away from home.

School must become place where the sentimental love of the mother is supplemented by the thinking love of the teacher. The teacher must remember that he is concerned with 'hearts not heads' in of parliament, but no act of parliament can abolish caning by an Act of Parliament, but no act of parliament can abolish the fear of a teacher or a system." Good schooling should produce pupils who are at once individualistic and social, pleased by their successes and never jealous of the successes of others. A school should thus

become an extension of the family and should to be divorced from it. It is in this sense that the teacher is the only true parent of the child and the parent the only true teacher of his children.

1.10.1 Measures for Securing Co-operation

1. Teacher's visits to the homes of the children. If the teacher regards the parents of her pupils as friends and partners, frequent conferences to foster such relationships will be necessary. There is no better way to set about it than by making visits to the homes. These may be either *social or profession,* but they should always be *friendly.* Many teachers visit the homes of their children only when some child is in trouble or there is a problem to discuss. With the result the home visits for both parents and teachers are often associated with unpleasant incidents. It would be far better to reverse the process, if possible and visit parents and teachers are often associated with unpleasant incidents. It would be far better to reverse the process, if possible and visit parents only when relationships are pleasant. Frequently, children or parents will arrange these visits by a casual invitation to call or to attend some social occasion, but it such invitations are not forthcoming the teacher should ask if he may call and make an appointment for the visit. Visits should be making at a time, if possible when both parents are present. It is not because teachers and parents are friends but because they are mutually interested in child development.

***2. Parent's visits to the school*:** If visiting the home of a child is good for the teacher, visiting the school should be good for the parents. Many schools have regular visiting days, so scheduled. This plan is better than none. But the practice is questionable because it fails to accomplish the purpose for which it is instituted. The primary purpose of the visitation of schools by parents is that they may, in general, become acquainted with the educational goals of the school and specifically with their application to their own children. This purpose is almost impossible of accomplishment for individual parents when the school is crowded with visitors. The better plan is to encourage parents to visit, one by one or in couples, to observe the normal, everyday work of the school and to remain as long as they wish. Such visits should be unhurried.

3. Participation by parents in the educational process of school: One of the interesting developments in modern education is the practice of having parents participate in the life of the school. Traditionally, the role of the parents was to observe the work of the school under carefully controlled conditions. The modern teacher, on the other hand, welcomes all the help that a parent is willing and able to give. When the children are studying a topic on which the community boasts, a specialist should be invited to act as a resource person on that subject.

4. Participation of Teachers in Parent's Groups: while individual work with parents is essential for the welfare of children, group work with parents is valuable. These groups may take many forms. Some teachers prefer what they call 'Mothers Clubs', the nature of which is indicated by the name. a group of mothers having a common interest in children

easily finds topics for group discussions. Such a club has its advantages. But if the educational process is a co-operative affair, then fathers also must participate in it. The mother's club tends to exclude this important member of the educational partnership. Such clubs should be there where both father and mother should be invited.

5. Interest Groups: when the community is large enough to afford it, the sponsoring of interest groups is an effective way to work constructively with parents. These groups offer a wide variety of possibilities. Some schools sponsor nutrition groups, photography, clubs of adults as well as for children, reading circles, first-aid and home-nursing classes, etc. these interest groups not only offer to parents the opportunity to acquire new skills but to the teacher the chance to know the parents of his children.

6. Form Letter to Parents: The teacher has full responsibility for the day time care of children approximately for nine or ten months out of each year. Important and significant experience takes place during this time. Parents ought to be informed about them quantitatively and qualitatively considered. One of the most effective contacts had by the school is a report of the progress of children. School reports should, therefore, not only report child-progress but they should also assist in establishing cordial parent teacher relationships. Moreover, the school report should contribute directly to pupil growth. If they reporting system does not make these three requirements, it should be critically examined and evaluated. On the whole, there are four commonly used methods of reporting to parents.

(a) The Report Card
(b) The Personal and Informal Letter
(c) The Evaluation of Progress by the Pupil with Comments by the Teacher and Parents.
(d) Teacher parent Conferences

(a) The Report Card: Traditionally the report card consisted of a statement about the behavior of the child at school, his attendance record, and his grades on school subjects, usually listed in percentages or by letters of the alphabet. This was the report card at its worst. It told very little about the child and what was divulged was not meaningful to parents. Reports were likely to have bad effects upon the children. They fostered undesirable competition in areas not always important in child-growth. A good report card should (1) place equal emphasis on the mental, social and physical development of children. (2) Eliminate comparison of the individual pupil with achievement of other pupils in the class. (3) Indicate the aims of the school and the general objectives of education. (4) report the achievement of pupils in relation to cuties and follows with suggestions for improvement (6) provide for self-analysis (7) consist of a personalized message to pupil and parent. (8) indicate the relation of the pupil's present status in terms of requirements for graduation (9) provide supplementary notices to parents of failing or unsatisfactory work (10) be attractive in composition, appearance of printing and quality of paper.

(b) The Personal and Informal Letter: Many modern teachers are employing the use of personal letter as a substitute for the rational monthly Report Card. This type of report has obvious advantages provided it meets certain desirable criteria. One of the purposes of the report to parents is the establishment of happy relationships with the teacher. Consequently the letter should be cordial, friendly, informal and informing. It should reveal the interest of teacher in and his knowledge of, each individual child and should suggest how the school and the home can co-operate in the promotion of his development. The letter should be in language that parents can understand.

(c) The Evaluation of Progress by the Pupil with Comments by the Teacher and Parents: The letter by pupils can supplement other report forms and sometimes substitute them. Children's letter, without the proper guidance of the teacher will become meaningless. It is wise use this record once or twice a year to supplement the usual reports adopted and used by the school. The pupils can write 9i) state of the unit of work current at the time of the report (ii) what kind of boy or a girls and I? (iii) What kind of work do I do? (iv) Pupils' comment (v) Teacher's Comment.

(d) Teacher parent Conferences: Teacher should keep an accumulative folder for each individual pupil. Its contents can be used for pupil guidance. If progress reports of children are made to parents through conferences, many of the evils of the traditional report can be eliminated. The conference should be informal, friendly and cordial in nature and held under conditions that are not hurried or strained. Both parents should attend the conference and participate in them. At its close, the teacher should prepare a written statement of what took place and file in the child's record folder.

1. We hear often about "School life" and "Real life", with the implication that the two are quite separate and distinct that "never the twain shall meet." This view is diametrically opposed to the modern concept of education. One of the major emphases today is brining school and community life into intimate relationship, making school life more realistic in terms of life needs of children, youth and adults.
2. Parent-Teacher-Association may be formed and this body may be enfranchised to return some members on the Board of management of the school. The meeting of their association should, if possible, terminate with simple refreshments.

1.11 THE SCHOOL AND THE COMMUNITY

The school, if it is to succeed in its purpose, must serve the community in which it is situated. The modern idea is to consider the school as a community centre and an institution which serves the needs of the community as a whole. Education is not to be regarded as an isolated activity but it is related to life at all points, is responsive to all the forces that play on it. "The school" writes K.G. Saiyidain, "is an idealized epitome" of school life reflecting within it the elements of all the wrathful major activities that make up the work of society. The notion that the school just trains individual-trains his faculties, his senses, his mind has been exploded. For it leads one naturally to ask: trains with reference to what? And provides no clue to a satisfactory answer. The individual has

certainly to be trained, but with reference to, and for the sake of the bigger society outside. Since these demands are always changing, enlarging and modifying themselves, it is necessary that the school." To be more definite, the relationship of the school to the home and to the community may be regarded as representing two concentric circles; the first and the smaller circle is the sum, the second and the larger circle is the community. In the first instance, it looks beyond the home to the community. Regarding this broad social view of the school, John Dewy remarks, "What the best band the wisest parent wants for his own cold, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely, and acted upon, it destroys our democracy."

1.12 SELF ASSESSMENT ACTIVITIES

1. Prepare a chart of elements of school organization and explain the chart in detail.
2. Prepare a diagram of comparison for school management and school administration.
3. As a member of the community, develop a list of community services for the school in your area.

1.13 EXERCISE

1. Explain concept of organization, school organization and scope of school organization.
2. How would you comment on the relationship of school and the community? Give suggestion to improve it in the context of Pakistani schools.
3. Differentiate school management and school administration. Also discuss management approaches.

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Unit–2

School Management

By Dr. Muhammad Arshad Dahar

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INTRODUCTION

The school is an educational institution and management is the mean through which an organization or institution is operated in effective way. In the words of Kurtz and Boone (1984), school management means the use of human and physical resources in a way by which the objectives of the school can be achieved. In schools, the principal works as a manager and has to organize human, material and financial resources to attain the objectives of the school. The purpose of organizing and managing these resources are to improve the quality of education. There are various indicators of human, material and financial resources by which the quality or effectiveness of the school can be measured. Such indicators are as followed:

Indicators of Human resources are; pupils teacher ratio, percentage of untrained teachers, Percentage of teachers by educational attainment, percentage of teachers by specialization, percentage of teachers by gender, percentage of teachers by years of service, percentage of teachers by teaching work load, Percentage of teachers teaching multi grade classes/ shift.

Indicators of material resources input; Pupil classroom ratio, class area per pupil, classroom time utilization rate, percentage of schools without drinking water, toilet, electricity, playground, teaching aids, libraries, laboratories, instructional material such as black board, charts, maps, etc., number of computers, necessary furniture for teachers, Benches for students, desk for students, gas, Almirahs and Boundary wall. **Financial resources** mean allocation of money, cost per pupil by level of education, expenditures as a percentage of GNP, Govt. and individual institution level. So, the manager has to utilize these resources skillfully at their optimum level that the best result can be obtained.

School management can be divided into two areas, internal management and external management. Internal management includes the management of school admissions, libraries, laboratories, maintaining buildings and other physical, material and financial resources present in the institution. It also includes the management of ongoing curricular and co-curricular activities, examination, promotion of students and staff, maintain healthy and warm relation among staff and students etc. While external management related with the dealing or relation of the institute with community, organizations and departments that are involved in the functioning of school.

Management in schools is cooperative group activity where the principal of the institution is the leader of this enterprise, yet with the cooperation of teachers, parents, students and community members he/she become able to effectively manage the activities within school. Although today computers are increasingly used for management but humans are fundamental element that lies behind all the management process.

Dash, M., & Dash, N. 2008	*School management*. Atlantic Publishers & Dist. Pp. 3	

OBJECTIVES

After studying this unit, you will be able to:

- Define the concept of school management, operational areas and principle involved in it.
- Illustrate the scope of school management
- Explain the basic elements and process of school management.
- Briefly describe the concept and key characteristics of Islamic management.

2.1 SCHOOL MANAGEMENT

2.1.1 Define School Management

Management is the process of group directed actions toward the common goal. According to George R. Terry, it is a distinct process of planning, organizing, articulation and controlling that is performed to determine and attain the objectives by the use of people and resources.

2.1.1.1 What Does Management Do?

- Do things better and in organized way
- Make sure the optimum utilization of limited resources.

2.1.1.2 What is the Process of Management?

Management is basically an exercise in doing things better. Hodge and Johnson (1970) defined management as:

"The process of making decisions and issuing commands on behalf of an organization's membership groups, taking into consideration the complex of objectives, limitations and standards underlying the production and distribution of values, required to satisfy memberships' needs."

Management process is based on the individual and collective decision making keeping in view the goals of an organization. Variations in organizational goals lead to decision making because ambiguity in goals and decisions increases the chances of risk. So, a manager has to be vigilant to the organizational goal because it directly influences the decision making. To put that decision to be worked we have to see what a manager does to achieve the organizational goals. It is a unique process, consists of:

i. Planning
ii. Organizing
iii. Monitoring and controlling, and
iv. Evaluating.

2.2 PROCESS OF MANAGEMENT

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i) Planning
ii) Organizing
iii) Monitoring and controlling, and Evaluating.

2.2.1 What is Educational Management?

Bolam (1999) defines educational management as 'an executive function for carrying out agreed policy'. It is the process of allocating finite resources for the maximum fulfillment or attainment of the objectives. It is the field of study that deals with the practices and operations involved in educational institute.

2.2.2 Concept of School Management

School is a complex organization due to its uncertain nature and outcomes with respect to task performance. Principals work with varying kind of aspects within an organization that are uncertain, instable, and unique in its characteristics. Value conflict, different teaching method and instructional technology characterize the context of an institute in which a principal has to works with and select his strategies to overcome and manages the problem. Principals have to keep all these factors into mind because it is only a good management that can effectively and efficiently organizes the activities so that optimum outcome can be obtained from teaching and learning.

Principal perform certain duties in schools such as planning, policy making, organizing, leadership, control, decision making, motivation and communication in the certain areas of management to manage the school tasks. Therefore, school management can be regarded as the management operations or task performed by the principal with the help of management team in certain areas in order to accomplish the objective of school for effective education.

The following management areas are identified:

1. Staff management
2. Teaching and learning (Educational management)
3. Pupil affairs management (Students management)
4. Physical resources management (Physical facilities management)
5. Routine facilities management
6. School administration
7. Financial management (fee, fund, grants etc.)
8. School-Community relations (Parental involvement, community participation)
9. Classroom management

Concepts of management in education Management can mean different things to different people at different times, and a variety of definitions have been offered. The term 'management' itself, derives from the verb 'to manage', which can mean:

- To handle

- To control
- To make and keep submissive
- To organize
- To alter by manipulation
- To carry out for a purpose
-

The task of managing school is complex in its nature because principals have to manage all the aspect of school so that effective teaching and learning can be taken place. Therefore effective and successful management depends on principal's leadership and managerial expertise and how skillfully he/she employ these practices within the school.

UNESCO, 2005	School Excellence A Training Manual for Educational Management. CBA UNESCO International Institute for Capacity Building in Africa. Pp.18 http://unesdoc.unesco.org/images/0015/001511/151184e.pdf	

2.2.3 Operational Areas in the School Management

The school manager, in an attempt to carry out the functions earlier discussed, performed a variety of tasks. These tasks or operational areas of management, according to Campbell, Bridges and Nystrand (1977), are grouped into the following six categories:

I. School–Community Relations: The reason behind involving parents and community into the school management is that school as an organization cannot be separated from its environment. So, the school managers should develop the culture of parents and community involvement into their decision making regarding to the outcomes. Parents and community criticism on school functioning and outcomes provide a base to modify decisions and strategies to achieve the educational goal at broader level. Therefore, parental opinions are warmly welcomed in parent-teacher meetings. These types of meetings also shade light on community needs and desires regarding education.

II. Curriculum and Instruction: It is the core area of teaching-learning process in school system. To achieve the objectives of teaching-learning curriculum and instructional methodology is essential. Teachers in school are instructional leaders that implement the curriculum and choose methods according to the need of the subject. So, the manager has to create conducive environment for teaching and learning and should also pay careful attention to the planning and execution of curriculum to the pupil. As a manager principal should have to provide adequate attention to the provision of material and instructional resources and also to the effectiveness of the delivery of instruction. It can be possible through dynamic leadership, providing co-curricular activities, creating motivation and good relations among staff. Motivation and democratic environment encourages staff towards creativity and innovation in instructional methodology. These all factors lead towards efficient fulfillment of the instructional objectives.

III. Staff-Personnel: This entails employ human resources or personnel to carry out the different activities mainly the programs of instructions for students and to develop student personnel. The principals of the school should have to play encouraging and stimulating role to maximize the outcome of the school. It is the responsibility of the school manager to provide proper placement and at the same time to provide basic background information about the organization to newly oriented staff. Orientation exercise and proper placement provide satisfaction that helps them to retain on the job.

IV. Students/Pupils–Personnel: In some cases, these services (pupil-personnel) specifically define as provision of guidance services to students to help them with personal, social and educational lines. These services include guidance and counseling, taking regular students' inventory and school social work etc. based on the accurate data of pupil enrollment so that proper care regarding their wellbeing would be provided. The purpose of these services are to minimize the discipline problems in school by encouraging pupil to take part in co-curricular activities such as, boys scout, girls guide, farmers' club, JETS club, etc.

V. PhiIt is considered that physical facilities with in schools (such as appropriate school building, playgrounds, chairs, tables, teaching equipment or instructional material .i.e. board, text books, A.V. aids) is essential for effective learning and stimulates the teaching-learning process. It is also considered that proper physical school boundary, class structure, light and ventilation system have psychological effect on learner. So, the manager should pay adequate attention to the missing and worn-out facilities in school, and make sure the maintenance of school building as well as the equipment on regular bases. Well-equipped and well maintained schools boost the morale of teachers as well as the students and become the source of attraction for community.

VI. Finance Management School managers have a responsibility to manage and prepare school budget, a record of projected revenue and expenditure. The principal should established a system of control and directing non-teaching personnel for securing revenue from government or through other resources and managing expenditure by using funds sensibly. Principals must develop proper accounting system for money collected i.e. fees of students, government grand and community funds etc. in school and also assure the proper accountability of resources allocated on different activities and projects.

VII. General Duties: Principals organize staff meeting at regular interval in order to provide the forum for consultation and direct communication between staff and non-teaching staff. This type of meetings create collaboration and involvement of teaching staff in school related administrative duties during different co-curricular activities and functions such as in sports, debates, morning assembles, cleanliness companies, dramas and cultural display etc. at school. These types of duties are important to achieve overall objective of teaching and learning and also effective in resource poor countries where teaching staff perform such additional duties.

Agih, A. A. 2015	Effective School management and supervision: Imperative for Quality Education Service Delivery. *African Research Review: An International Multidisciplinary Journal, Ethiopia, 9(3),* 62-74.	

VIII. Others (Classroom Management):

It is the process by which a school creates appropriate social behavior among students in classroom setting with the help of teacher. For this purpose teachers implements different classroom strategies to enhance the academic performance and pro-social behavior of students. Classroom management principles are effective and dynamic across the different subjects and grade levels. Different tiered models that are universally accepted effective for classroom behavioral management these programs have shown to be effective for 80-85 percent pupil and for other pupil more in-depth and comprehensive programme will need.

Classroom management also includes the management of physical environment (seating arrangement, space, bulletin board etc.) and managing daily class routines and strategies (classroom timetable, class work, homework, carrying activities, transitions and monitoring etc.) for further study please read the below referred material.

Kratochwill T. R., DeRoos, R. & Blair, S. 2015	Classroom Management Teachers Modules **http://www.apa.org/education/k12/classroom-mgmt.aspx**	
The California Department of Education. 2000	Classroom management: A California resource guide. *Los Angeles, CA: Los Angeles County Office of Education. Retrieved September, 29,* 2003. http://www.usc.edu/dept/education/SRC/DOCUMENTS/PDFs /Recursos/classroommgmt.pdf	

2.2.4 Principles of School Management

1. School policies are designed in the light of governmental policies, which shape specific goals to be achieved by the school.
2. Reinforce and motivate the administrative body to boost the task efficiency of the subordinates.
3. Make personnel, funds, opinions rewards and punishment democratically to direct the school towards united and harmonious direction.
4. Increase the staff motivation by strengthening the personnel management. Look, listen and understand more. Promote a spotlight on mobile management.
5. Emphasize delicate campus planning, improve working environment, and inspire employees' professional spirit.
6. Encourage in-service teacher education to improve teaching methods and counseling skills in order to more effectively implement educational functions.
7. To respect and serve rather than manage
8. Focus on teachers' sense of honor and responsibility
9. Focus on research, experimentation, innovation and the teaching profession. Invigorate teachers' spirit and stimulate educational renovation.

10. Enhance teaching equipment and make good use of social resources in order to create modern well-developed citizens.
11. Incorporate the five main themes of education, and teach students in accordance with their aptitudes to maximize their talents.
12. Focus on the planning and delivery of special education services.
13. Strengthen life education, moral education, and traffic safety education in order to develop a harmonious atmosphere.
14. Develop good relationships with communities, make use of social resources, and continue school development in order to make the school a center of community development.

Ahmad, S. (n.d)	School organization and management http://edchat.blogspot.com/2011/01/principles-of-school-management.html	

Other than these Ghayyur, T., have identified following principle for effective school management.

The following are the principles of effective school management that you can use in preparing the mini-lecture.

1. **Principle of objectivity:** Activities are focused on the predetermined objectives of the school programmes.
2. **Principle of comprehensiveness**: A wide variety of activities are offered to the students. These activities should fulfill individual as well as group needs.
    a) Activities should also provide for the balanced development of the students' personalities.
    b) Rights and duties should also be made known to the students through the activities.
    c) Training and working in collaboration should be made a regular feature.
3. **Principle of economy**: Resources are utilized appropriately. The workforce is to be utilized according to people's capacity, potential, and preferences, where possible.

a) Material resources should also be used optimally.
b) Responsibilities need be entrusted according to people's caliber and preferences, where possible.

4. **Principle of cooperation and coordination:** School should be a place where an atmosphere of mutual consultation prevails. Responsibilities should be discharged with zeal, vigour, and drive for the betterment of the institution. Students should be provided with a chance to share some responsibilities with their teachers.
5. **Principle of simplicity:** The administrative procedures should be simple, practical, and understandable.

a) Those with responsibility and authority should work together.
b) Teachers must be exposed to novel situations to strengthen their leadership capacity.
c) The school should have a close relationship with the society and parents.

6. **Principle of modification:** The duties and responsibilities of the staff must be changed at regular intervals. The latest innovations and trends should be incorporated at the proper time.

Ghayyur, T. (n.d.)	*Principles of school management*. Retrieved from http://www.scribd.com/doc/17672880/Principles-of-School-Management	

2.3 SCOPE OF SCHOOL MANAGEMENT

Management means to get the work done. In order to get the work done the head or principal has to plan everything clearly, organize men and materials, direct the members, coordinate their activities and monitor, control the progress and achievement. Thus the school manager has to perform a lot of activities either by himself or through and with others in the school. Hence the scope of school management is very wide.
In other words school management includes the following activities under its scope

1) Planning of all activities and programmes of the school in the beginning of the session-admission, academic work, co-curricular activities, examination, promotion of students to next class, staff meeting of parents-teachers association, etc.
2) Distribution of academic and co-curricular activities among staff members keeping in view their interest, abilities and experiences.
3) Preparation of budget for the year indicating receipts and proposed expenditure on different heads. The expenditure must match with the funds available. In no case there should be deficits.
4) Preparation of time table
5) Provision of staff
6) Provision of equipment and furniture-purchase, repair and maintenance.
7) Provision of books for school library- purchase and maintenance
8) Organization of academic work-ensuring completion of course in time
9) Organization of co-curricular activities.
10) Maintenance of records and register.
11) Regular class supervision
12) Conduct of examination-monthly, half yearly, annual and Board exams
13) Promotion of students to next higher class
14) Maintenance of discipline
15) Maintenance of play fields
16) Hostel administration
17) Coordinating the work of teachers
18) Directing and motivating teachers and other staff for effective work performance
19) Taking decision on important policy matters
20) Evaluating the progress, achievements and failures periodically and bringing changes/ modifications in plans, if needed.
21) Maintaining relations with supervising officers and the departmental officers, convincing them about the school's plans and obtaining grants.
22) Community contact.

Dash, M., & Dash, N. 2008	*School management*. Atlantic Publishers & Dist. Pp. 6-8	

2.4 BASIC ELEMENTS OF SCHOOL MANAGEMENT

Following are the basic elements of school management given by Dash & Dash (2008),

- Policy making
- Planning
- Budgeting
- Organizing
- Directing
- Controlling
- Coordination
- Decision making
- Evaluating

Dash, M., & Dash, N. (2008).	*School management*. Atlantic Publishers & Dist. 6-8	

2.5 POLICY MAKING

2.5.1 Concept of Policy

Policies are basic guidelines that direct the organization towards the attainment of specific objective. It is different from the ordinary rules and regulations that are inflexible on the other hand policy is more flexible in nature. Policy-making includes setting objectives it is a guide for action that reflect the goal of organization that are either generally applicable or can relate.

2.5.2 Formulating Policy

Policy formulation is the process of exchanging view among different groups, people or individuals in the organization. It is always be determined by means of negotiation, and agreement must be arrived between differences in the views of participants. Conflicts in opinion in school setting create a serious problem in effective policy making. Therefore, democratic style of management (bottom-up strategy) in policy-making is generally more preferable rather than autocratic style (top-down strategy). Thus, teachers and parents should be invited to participate in policy-making however, pupil can also be involved in this process particularly in classroom policy.

2.5.3 Different Types of Policy

Generally policy to carry out education and its management may exist at three levels

1. Macro-level (National educational policy)
2. Meso-level (School policy)
3. Micro-level (classroom policy and subject related policy)

a) Education Policy (macro level)

Educational policy of a country is the first level of management that is formulated and implemented at national level. It is the broad guidelines that are interpreted and articulated by various executive and administrative bodies at nation level.

b) School Policy (meso level)

It is the second level of management, in which general objectives set at national level is executed at school level. These general objectives are converted into more practicable objectives and embedded with school related policy. General school related objective provide detailed description of all the activities that are provided within school for example, homework, discipline and sports etc. to achieve the set targets of the school and education.

c) Classroom Policy (micro level)

Classroom policy (micro level policy) is the third level of management and formulated to achieve the objectives of school and education policy. Classroom policy is based on daily timetable, lesson planning and teaching strategies to effectively managing the classroom activities to attain the objectives. It is also important because it informs what to do and what the task requires. Therefore, it should include the objectives, procedures, activities with order of these activities, rules for classroom discipline and every facet of school's operation. The teacher should formulate subject policy by keeping in view the school policy.

The subject policy should meet the below requirements:

- It should provide the clear direction
- It should provide the clear guidance how the teaching of subject can be sequenced
- It should always be formulated in line with the general and specific objectives of the education and school.

UNESCO, 2005	School Excellence A Training Manual for Educational Management. CBA UNESCO International Institute for Capacity Building in Africa. Pp.23-25 http://unesdoc.unesco.org/images/0015/001511/151184e.pdf	

2.6 PLANNING

2.6.1 Concept Planning

Planning is the process of anticipatory decision making about choosing specific methods, selecting priorities, evaluating alternatives to achieve the goals of organization. It is the process of evaluating opportunities and constraints within organization and developing a layout to carry out activities, estimating the allocation of resources that helps in achieving objectives within specific time. Three main questions shape the nature of planning.

Where are we now? Where do we want to be in the future? How are we going to get there?

To answer "where we are now" at present, there is need to assess the position of the organization by reviewing and analyzing the available data, resources available and needed in future is essential. This analysis helps to forecast future needs which further helps to answer the second question "where we want to be in future" and provides gadget to answer the third question "how are we going to get there". It helps to determine what to do, how to do and who will do it. It is a complex action and comes with experience. Much planning is required on the part of principals and teachers because a school and even classroom requires a great deal of organization and management in different activities i.e. school time-table, learning objectives, lesson planning, methods of teaching, aids and evaluation, etc. So, inexperienced teachers and principals should not be discouraged.

2.6.2 Reasons For and Benefits of Planning

Some reasons for doing planning are:

- Resources for education are not as abundant as we want them to be.
- Demands upon and expectations of the schools are being expressed much more vocally.
- People want to know the educational outcomes they receive for the resources they provide.
- There is a great deal of current criticism of schools and school programs, especially in terms of quality, etc.
- Schools and teachers will be held accountable for the effectiveness of what they do. Some of the main advantages of planning are the following.
- Planning is the best way to ensure that an organization achieves its goals.
- Planning makes the utilization of purposeful, prioritized and orderly activities possible.
- Planning is the best way to coordinate actions among a variety of actors.
- Planning promotes the use of measure of performance. It makes work more definitive within space and time limitations.
- Planning provides for a greater utilization of available resource and facilities, i.e. avoids over and underutilization of scarce resources. Guesswork is minimized.
- Planning compels visualization of the whole operative picture clearly and completely.
- Planning can stimulate people to see the big picture over the long haul rather than the narrow, short run snapshot.

2.6.3 Dimensions of Planning

Time: It is the most important dimension that creates distinction between different types of plans such as long term, medium term and short term plans. These plans are developed according to the need and circumstances of the organization.

Scope: It refers to the level at which it is carried out i.e. federal, regional, local or at school level. The scope of plan could be different for sector, whole programme or just for a project.

Complexity: Complexity of the plan depends on the number of actors or elements involved in it a plan develop for several ministries would be more complex than the plan for single program.

Focus: Plans may be more or less formal or structured. It depends on the qualitative and quantitative aspects of the plan. However, some degree of flexibility is necessary to respond the changes in the environment.

UNESCO, 2005	School Excellence A Training Manual for Educational Management. CBA UNESCO International Institute for Capacity Building in Africa. Pp.29-31 http://unesdoc.unesco.org/images/0015/001511/151184e.pdf	

2.7 FINANCIAL MANAGEMENT

Educational financing is managed mostly at two levels, macro-level (national) and at school level. The purpose of this financing is educative teaching not the profit or turnover. It increases in the interest of producing highly educated and skillful member in the society. The prime responsibility of principals is to ensure the quality of teaching and learning while budget allocated for this purpose is not sufficient. Therefore, objective of this material is to inculcate student teachers and principals with the basic knowledge and skill to efficiently deal with the financial matter of schools.

2.7.1 Financial Management in Schools

a. Schools as Non-profit Organizations

Schools are non-profit organizations run with the purpose of providing services not for profit making rather moulding the personalities of children and to inculcate the values. As non-profit making organization sources of income are different in the case of public schools contribution of states are nearly 100% parents and students are not treated as a client. In such type of public services organization does not pay taxes on income and income generated is reinvested for the benefits of the public exceptions are considered in case of privately owned schools. Outcomes of such programs cannot readily measureable. Therefore, decisions are made on the grounds of values rather than cost-effectiveness.

b. How Education Financing at Macro level Reflects in Education Financing at Local or School Level

Contribution of government in school finance is based on the type of school. It could be different ranging from none in privately owned to 100% to states' managed school. This tendency provides greater autonomy to managerial and governing bodies and increases their responsibility to generate funds on their own or take government aids to

run schools. It puts greater responsibility on school managers' financial management regarding, physical facilities, staff, pupil and community.

2.7.2 The Management of School Finances

The basic function of school is to provide educative teaching that becomes more complex every day due to insufficient availability of resources. It puts considerable responsibility on the shoulders of financial managers in schools to effectively manage these scarce resources. Therefore, school managers or principals must have the knowledge of effective planning, organizing and controlling the school finance.

a) Planning Of School Finances

Drafting of budget is the first step in the planning of school finances. For this, principals should apply whole school approach which means involving everyone that is involved in implementing budget teaching and non-teaching staff who heads certain activities.

Budget includes following points:

- Total income available for specific financial year
- Money allocated on each item specifically
- Setting priorities in objectives and ranking them

Therefore, in drawing up the budget, the principal and staff must

- Express the school plan in financial terms.
- Identify and prioritize the school's programmes.
- Estimate the school's income from various sources.
- Allocate funds to the programmes according to priority.
- Test expenditure against the budget.

b) Organizing School Finance

A school principal or financial manager must be knowledgeable in a number of matters if he or she is to organize school finances effectively.

1. He or she must be familiar with the correct procedure applied in the school when the following financial activities are handled.
   - He or she must know how different kinds of funds must be collected.
   - He or she must know how cash must be handled.
   - He or she must be familiar with accounting procedures.
   - He or she must be familiar with the reporting procedure.
2. A principal must also know how to organize staff concerned with school finance. This entails the following:
   - He or she must know how to train staff by delegating certain functions to them.
   - He or she must know how to coordinate staff activities.
3. Principal must have skills relating to the collection and application of funds. As to the sources of funds these could be:
   - Per capita allocations by the department

- Trust funds
- School fees
- Sponsorships
- Donations
- Funds generated by fund-raising project

4. The principal can also collect funds from a variety of sources with the aid of fund-raising projects, such as
    - Social functions
    - Donations
    - Competitions
    - Direct sales
    - Services rendered
    - Leasing of property

c) Control of School Finances

The school principal must ensure that each person in the school who performs financial functions does the right thing at the right place and time. Therefore, he or she must at least be knowledgeable about the following;

- procedures of regular reporting
- regular balancing of books
- regular and punctual maintenance of all records, documentation and books
- regular stocktaking and prescribed audit inspections.

Principal should also remain abreast of the assets and funds of the school, including operating assets such as supplies.
Control or control measures should be implemented in respect of the following:

- budgeting
- expenditure
- receipts
- petty cash
- bank reconciliation
- investments
- school funds
- creditors
- supplies
- movable and fixed property

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Organizing is the process of arranging and allocating work, authority, and resources among an organization's members so they can achieve an organization's goals efficiently. It is a process of synchronization of human, physical and financial resources and ordering priorities and preference among the available resources. In the context of school organizing simply means coordinating people and resources to accomplish the task of teaching and learning.

2.7.3 Steps in Organizing

Organizing entails following responsibilities on managers:

- division of tasks among the subordinates and organize them in an orderly manner in order to achieve the objectives of the organization
- assign duties, authorities and responsibilities
- grouping the subordinates by determining the relations among them so that they cooperate with each other
- making all the subordinates or staff realize the objectives and targets of projects and organization.

The five steps in organizing are:

- determining objectives (according to formal policy)
- horizontal division of work (division of work between departments)
- vertical division of work (delegation of authority)
- coordination (so that all activities work towards attaining the same objective)
- control (standards are set, activities of staff are directed and accountability is exacted)

2.7.4 Informal Aspects of Organizing

It rests on the talent of individual teacher since all teachers do not have same capabilities. Some teachers organize class activities thoughtfully and professionally to achieve the set objectives. Below are the informal aspects that teacher organizes:

- dividing students according to their capabilities into groups
- assigning duties to student leaders according to their interest
- distribution of task and study material for their lessons
- planning and then organizing the incomplete lecture in upcoming classes
- organizing recreational activities

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2.8 DIRECTING

It is said to be the heart of management process because it initiates actions in a desired direction. It is the process in which manager instruct, guide and oversee the performance of the employees to achieve predetermined objectives. It consists of all those activities that help in encouraging and motivating subordinates to work effectively and efficiently in planned direction. Without direction planned objectives of organization could not be coordinated and achieved.

Due to its great importance the principal is expected to play leadership role by stimulating, inspiring and directing their subordinates to "what to do". Principals with their charismatic personality and abilities can be able to direct the performance of teachers and students towards the attainment of school objectives.

2.9 CONTROLLING

2.9.1 The Concept of Controlling

Controlling is a function of management that verifies whether task performed is in line with the plan adopted. It ensures the effective and efficient utilization of resources to achieve the organizational objective or plans. It also measures the deviations that are found in actual performance and the planned outcomes such deviation helps in corrective actions.

It involves three elements:

- Establishing standards of performance
- Measuring current performance
- Comparing this performance to the established standards, and if deviations are detected, taking corrective action.

From the school perspective controlling means exercise of principals' control to make sure that management functions are performed in accordance with the pre-established standards. So, the responsibility of the school manager is to take control over all the inputs and obtain desired outputs.

2.9.2 Control and Authority

Anyone, who is being delegated with power exercise control because authority is needed to exercise control. Therefore, control is presumed authority that includes disciplining, monitoring, remedial action, evaluation and feedback. There are different sources of power in management:

Physical power: The ability or right to control and influence over other that is mostly possess by the organizational manager.

Reward power: It is the power of the resource person to give some type of reward to an employee such as promotion or increases the pay of subordinates.

Group power: That is possessed by the dominant group in the organization.

Expert power: It is vested to someone due to his/her acknowledged expertise.
Legitimate power: It stems from the manager's or leadership positions so, also called positional power. Subordinates believe that the manager has a right to direct their actions.

Charismatic power: It is the power of an individual on the basis of his/her exceptional and extraordinary personal qualities. Like in schools, some teachers have great command and expertise in their subjects due to specialized knowledge and their position they can take control over students.

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2.9.3 Different Methods of Control at School Level

In school setting there are two forms of control, educational and administrative control.

Educational control includes the daily, weekly and monthly matter of writing and developing reports by teacher on written tasks and classroom test by the students. Principals' daily class visits and checking weekly and monthly reports of students performance is also fall under educational control. On the other hand principals are required to report their own activities about the certain aspects of school control to regional offices etc. this type of control is known as administrative control.

2.10 COORDINATING

Coordinating is the process of synchronizing and inter-relating the various activities and responsibilities of individuals or groups in an organization to provide unity of actions in the pursuit of a common goal. In an organization different department performed different functions so all the departments must operate in an integrated manner that the organizational objective can duly be achieved.
Principal has responsibility to unite and interconnect all the activities in schools. As an institutional manager and leader he/she has to create the link among assorted unit and develop coordination among teachers to achieve the common goals of school.

2.11 THE DECISION MAKING PROCESS

Everyone makes decisions in their life that affect their future but managers' decisions have effect on other people. The principals in schools are continually involved in decision making that are directly concerned to school, staff, parents, community and pupil. So, it's

essential to take into account what decision making necessitate and what the required responsibilities are.

Decision-making is not an incident but a process which causes actions or decision that further causes actions and decisions. Decision making is a systematic procedure consisted on several steps not a formula. Some of its steps are listed below.

2.11.1 Steps to Make Decisions

Step 1: Identify the problem:
Whenever there is a gap between actual and desired happening it generate problems. Such situation requires careful analysis of "what is the problem and why it happens?" to make decisions. For the decision making about the "school" principal has to seek the answers to the following questions.

What is the problem? Where is it located in the school's organization? When did it take place? What is the magnitude/ extent? What is true and what is not true about the problem? Is the problem unique? Does it require creativity? Is the problem generic? What causes the problem? How urgent is the problem? Is it something that requires immediate attention? What additional information is needed? What issues are involved? Who are involved? Who does the issue involve?

Step 2: Develop or identify different options. School principals should find alternatives to solve the problem. One way of developing and finding alternative solution to the problem is brainstorming that is a mental exercise of thinking. Number of alternatives against single problem increases the chances of sound decision.
Step 3: Weigh up the alternatives and select the best possible option from those available. For this purpose estimate the probable consequences of each alternative and choose the best option that maximizes the output.
Step 4: Choose the best alternative
Step 5: Implement the decision
Step 6: Follow up the implementation and evaluate the decision

2.11.2 Group Decision Making:
It is sometimes also called as collaborative and participatory decision-making. It is a situation in which number of individuals takes part in collective choice making from the numbers of alternatives before them. Nowadays it has become more popular in schools due to the idea of synergy, the decisions that are made collectively tend to be more effective.

Advantages:
Decision quality: Group decision making generate more ideas, evaluate and fills the gaps in each other's information.
Decision creativity: Group decision making bring more creativity and feasible solutions to the problem because every individual has unique approaches.
Decision acceptance: Group decision making increases the chances of acceptance of decision and creates openness to accept other decisions.

Decision understanding: It increases the participants understanding of decision because they themselves involved in decision making process.
Decision judgment: Group decision making is more effective way to establish objectives, identifying and evaluating alternatives due to increase knowledge and point of views to take the decisions.
Decision accuracy: Due to the number of participants in this decision making process every participant evaluate other's thinking, non-feasible alternatives rejected on the spot.

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In schools evaluation can be of two types:

2.12 EVALUATION

2.12.1 Formative Evaluation

It is used when the project is in operation or purposes not easily definable in precise and explicit terms. In such a situation formative evaluation is used to explore experiences or impact in order to provide sharpen definition/ strategies to the managers.

2.12.2 Summative Evaluation

It is used when the project has a single predominant object. It is relatively low cost and requires modest skills.

2.13.3 Indicators of Evaluation

Education is the complex interactive process, in which both human and non-human resources play an active part. At given time, it may be practicable to evaluate all variables for reason of economy of time and resources. Yet in a given context, it should be possible to identify key areas of concern, and subject them to an intensive scrutiny. The following are areas in evaluation:

1. Academic Leadership
2. Resource Management
3. Human Relations

Academic Leadership

Elements	Indicators	Measuring instrument
Review of survival and growth objective of an institution	Long and short terms plans of institutional development Periodical evaluation report of facets of institutional work	Availability of plans and Evaluation data Constitution of task forces/ working groups
Promoting professionalism among the faculty	Staff development plans Meaningful staff appraisal procedure	Performance appraisal instruments showing staff development needs
Constant appraisal of content and method of education	Periodic curriculum enrichment effort Resource allocation for improving methods and media Personal involvement in introducing instructional innovation	Review of teacher performance through observation Analysis of Yearly Budget expenditures Collecting employers opinion through questionnaire or interview

Promoting transactional influences	Liaison with professional bodies within and outside the country Holding of workshops, seminars, conferences Parents-teachers association	Seminar/workshop reports Minutes of meeting of PTAS Minutes of staff meetings Time spent and external events
	Resource management deals with optional use of resources How do we optimize resources and how do we measure the optimality? The next matrix provides an illustration	

Resource Management

Elements	Indicators	Measuring instrument
Utilization of teaching learning spaces	80% occupancy of class room 70% of occupancy in laboratories/ work	Survey of actual occupancy, room by room and hour by hour on working day from the time- tables
Monitoring cost	100 % utilization of budget Achieving and acceptable balance between administrative and educational costs Controlling recurrent cost	Cost distribution analysis
Optimization of resources	Extended use of facilities Double Shift programmes Extension programmes Extended working time for library Pooling of learning resources and media into learning resource center	Time table analysis Unit cost analysis Opinion survey among faculty and students Community opinion survey

Human Relation

Elements	Indicators	Measuring instrument
Removal of irritations	Open communication system Delegated authority Clear job description Forums for problem discussion and resolution	Opinion surveys
Enhancing staff morale	Participative decision making Voluntary code of ethics	Anecdotal records
Improving student	Ready accessibility to all management levels Students involvement in institutional governance	Opinion surveys Attitude surveys

Sami, P.A., Shah, S. D., & Ahmad, M. T. 2005	National Education core indicators and regional comparison	

2.13 PUPIL MANAGEMENT

a. Pupil Management in the Context of School Management

Pupil management is an important element of school management. Responsibility of school is not just providing the place for teaching and learning but also the overall development of pupil personality so that he/she can easily move in a society. So, the pupil management in the school context entails to important aspects:

- the management of pupils and pupil activities
- the use of pupil leaders in managing certain activities in schools.

b. The general aims of pupil management include

- creating healthy and conducive environment for learning by managing the social and behavioural problems
- directing pupils towards self-actualization by polishing students hidden talents.

- assisting pupils towards task and goal-orientation
- shaping pupil personalities and promote and polish leadership qualities

Forms of Extracurricular Activities
Extracurricular activities are also known as co-curricular activities. Extracurricular activities are important to develop the confidence and personality of students. These activities vary in nature from school to school some important activities are listed below:

- **Sports activities and competitions:** outdoor, indoor games and competitions
- **Musical activities:** bands, orchestras, song groups**,** etc.
- **Speech activities:** debating, panel discussions, radio broadcasting, etc.
- **School clubs**
- **Publications:** school newspaper, yearbook, literary magazines, etc.
- **Social gatherings or activities**
- **School Assemblies**
- **Student council or government**
- **Income generating activities**
- **Events related to work, production and social service giving**
- **Celebrating/ Observing various public and/ or international holidays**
- **Other educational activities;** exhibitions, competition among students; organizing museum, Olympiads (mathematics, biology, chemistry, physics, etc.)

UNESCO, 2005	School Management A Training Manual for Educational Management March 2005 CBA UNESCO International Institute for Capacity Building in Africa. Pp. 11-20 http://unesdoc.unesco.org/images/0015/001511/151182e.pdf	

2.14 SCHOOL AND COMMUNITY RELATIONS

School is a formal organization and its primary task is educative teaching. School and educational policies are made keeping in view the desires of the community and nation. School and teachers are often regarded as the secondary educator of the child while parents are considered as primary educator. Therefore their involvement in school related activities is important to come to know about the community desires and also because due to the fact that parents involvement significantly increases the performance of pupil.

a. The need for and the value of parent involvement

Parents' involvement in their children school related problem has several advantages; it improves the performance of students as well as the school and decreases the dropout rate. Some common advantages are given in the table.

Advantages for the teacher	Advantages for the pupil	Advantages for the school
A more positive spirit between parent and teacher Restore trust between parental home and the teacher Teachers will rely on parent's support Knowledge of situation of pupils at home Improve the conduct of pupils Lighten teachers' workload	Improve the pupil's learning Performance Can improve school attendance. Help to eliminate learning and behavioural problems. Can increase the pupil's sense of security and emotional stability.	Can improve the unity and coordination of education. Can mean valuable service in the interests of the school. Can lead to an improvement in the support from the community. Can lead to greater financial support.

b. Parent-Teacher Partnership

Parents and teacher have a joint responsibility of teaching and developing the personality of the child. Therefore, collaboration is necessary to build the desired program. For this purpose schools principals time to time held parents-teachers meeting to effectively engaging parents in school related performs and outcomes of the child. This type of meetings helps the teachers or school to check the child's behavior at home and also inform them to what extent they have achieved their desired targets. These meetings also points out the delinquencies in programs and strategies. The basic agenda of parent-teachers partnership is to provide healthy mental (psychological) and physical environment at school and home that is conducive for child's learning and personality development. Parents could be involved in school program by following ways:

1. **Devising a strategic plan for parent involvement:** One way of involving parents in schools is to give participation to them in drafting the school plans and make the interested parents to a member of school management committees in schools. .
2. **Creating an inviting school climate:** create warm and fanatical environment that parents feel passionate and welcome during visit.
3. **Parent and teacher instruction/seminar in elements of parent involvement:** Seminars on the importance of the parental involvement on the theme of raise in students and school performance should be included.
4. **Communication between the school and the parental home:** School manager should try to develop the two-way communication between school and parents it may be possible through informal discussion with parents and also through school magazines on how we can increase the performance of pupils.
5. **Opportunities for contact:** It is possible to reach uninvolved parents by means of creating opportunities to contact on different occasions like parents' day, school events, school opening days, and scheduled appointments with specific parents, etc. The importance of parent involvement can be stressed on these occasions.
6. **Drawing up an annual programme:** The above activities should be scheduled in an annual programme. They should fit in easily with the academic and instructional programme of the school.

UNESCO, 2005	School management A Training Manual for Educational Management March 2005 CBA UNESCO International Institute for Capacity Building in Africa. Pp. 29-32 http://unesdoc.unesco.org/images/0015/001511/151182e.pdf	

2.15 PROCESS OF SCHOOL MANAGEMENT

Scholars related to educational areas have the opinion that the process of school management should be cooperative and democratic. Therefore, management process should also be in a democratic manner. So, freedom should be given to staff related to school work according to their capabilities. Therefore, the whole process should be supervised by the highly skilled manager. It is necessary for manager to be endowed with the qualities of democratic leadership, efficiency and power of decision making. A school head would successfully carried out the management process if he/she follows the following process



The detail of this process has already been given in 2.3. For further reading please read the below referred material.

Kochher, S. K. 2011	School Administration and Management. Sterling Publisher Private Limited New Dehli.	
Ugwulashi, C. S. 2012	EFFECTIVE INTEGRATION OF ADMINISTRATIVE PROCESSES IN SCHOOL ADMINISTRATION. *Journal of Academic Research International ISSN*, 2223-9944.	

2.16 ISLAMIC CONCEPT OF MANAGEMENT

Islamic perspectives in management studies are newly emerging field. Islamic tradition is rich with principles of effectively managing the organization and social matters of daily life. These principles are enshrined in the revealed knowledge of *Al-Quran* and teachings of Holy Prophet (SAW) *Al-sunnah*. It is particularly based on the principles of *tawakul* (trust in Allah), *muraqabah* (supervision), *muhasabah* (accountability), *akhlaq* (moral and ethical behavior), and *amanah* (responsibility). At organizational level two major principles for management are *shura* (mutual consultation) and *ta'ah* (discipline to the leader and loyalty to the organization).

Principles of Islamic management

Zaman, Afridi & Saleem (2013) stated that the principle of Islamic management is traced backed to the time when Prophet Muhammad (SAW) laid down the foundation of Islamic society. Principles of management were administered by the *Shura*, Prophet Muhammad (SAW) created conducive environment of consultation and open participation. Islam firmly believes on consultation and cooperation for efficiently managing the every matter of life. The key principles of Islam are as follow:

***Taqwa* (fear of Al-Mighty Allah)**

It is the characteristic of self-accountability in which a person is filled with the fear of Allah in his all matter of life. It shapes the behavior of an individual in such a way that he/she perform his/her duty properly because it creates the sense that either as a manager or subordinate he/she is accountable to Allah for his/her dealings. So, he/she has to perform their duties with honesty and sincerity.

***Ihsan* (forgiveness)**

This word contains different or multiple meanings in different context. Most generally means 'forgiveness'. In Islamic perspective managers have to perform their duties with great degree of kindness and *'Ihsan'*. Manager deals their subordinates with empathy and humanity forgives their mistakes and encourages them to participate in decision making.

***Adl* (justice)**

Islam is a religion that teaches the lesson of justice and stresses to treat other from free of prejudice. Equality in organization can only be achieved through justice in dealing with others. Those who are at managerial position should maintain an environment of equality in labour/ job performance and gives everyone the right to participate in the decision making of organization.

***Ikhlas* (sincerity)**

Keeping promises and sincerity in dealings are the important principles of Islamic management because sincerity and honesty in dealing bring trust, confidence and cooperation among manager and workers. So, either the managers or subordinates have to sincere with their job, pay full time and effort that is required to perform their task.

***Shura* (consultative decision making process)**

It is the process of decision making aimed at loud thinking and reaching to a consensus. It is one of the most important principles of Islamic management. The pillars of the Islamic organization are built on seeking the suggestions of all the works or subordinates through consultation. Therefore the role of manager in such type of the organization is democratic.

Ali Mohammad Jubran Saleh (1998) presented more principles other than these for educational administration that are:

***Muraqabah* (supervision)**
Muraqaba means supervising, controlling, and living in the consciousness of being controlled (by Allah Al-Mighty). At this stage, all the self's actions should strictly be monitored all the day to be sure that they are performed according to the commitments made earlier. From the perspective of Islam, manager should have an ability of self-supervision or *muhasaba* (self-criticism) as well as staff supervision to control the organization. Such kind of continuous monitoring reduces the risk of failure and increases the efficiency of organization were every member and manager supervise the day to day commitments to accomplished task.

***Amanah* (responsibility)**
Responsibility means the state of being accountable on having duty delegated by the authority to be performed. It is the obligation owned by subordinate to accomplish the tasks assigned by their supervisors. In Islam all the authority remains with Allah Al-Mighty managers take 'incharge' of organization and use his authority according to Islamic values. As a manager he/he held responsible to achieve the organizational goal by employing different strategies.

***Muhasabah* (accountability)**
Accountability is the characteristic that make a manager responsible to his/her duties, decisions and actions. It is related to the managers' believe or *taqwah*, that creates a sense of accountability that one day they will be answerable to Allah and also to their subordinates. It is both a system and tool to increase the effectiveness and efficiency of organization. In broad sense it influences the state of affairs positively by increasing the performance, honesty, sense of responsibility and willingness to right act in a righteous and trustworthy manner.

***Akhlaq* (moral and ethical behavior)**
The word *Akhlaq* is a plural of word *Khulq* which means innate feelings, attitude, behavior and inner thoughts. *Akhlaq* or moral is personal attribute and ethics involves the application of that code to the others that greatly affects others. So, manager's ethics in Islamic management is based on Islamic ethical values. These are applied to formal systems which are explicitly adopted by the manager as well as by the subordinates. These values are tolerance, control of anger, determination, consultation and self-control.
For further reading please consult the referred material given below:

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Jabnoun, N. 2008.	Islam and Management. International Islamic Publishing House.	

2.17 SELF ASSESSMENT QUESTIONS

1. Define the concept of school management and briefly describe the operational areas involved in it.

2. Discuss the nature and scope of school management.
3. Enlist the basic elements of school management? Explain how they are important for effective management.
4. Describe the process of school management.
5. Discuss "school management is a cooperative endeavor."
6. State the Islamic concept of management? And how it can be applicable to school management.
7. Discuss the role of principal as a "institutional manager"? Illustrate the functions and managerial tasks that he/she has to perform within the school.
8. "Principal is not only a manager but also an institutional leader" argue.
9. "Islamic principles of management are universal" discuss.

2.18 ACTIVITIES

Activity 1: Create an artificial situation where student-teachers are invited to group decision making process on developing the school discipline rules.

Activity 2: Make a list of tasks principals have to perform in school and arrange them on the basis of its importance for effective school management.

Activity 3: To provide planning exercise involves student-teachers in preparing a draft of school timetable.

Activity 4: Visit and observe a school plant and check
1. How the financial resource are generated in schools
2. Where the financial resources can be allocated and how we can plan, organize and control these resources.
3. Develop a draft of budget for schools.

Activity 5: Differentiate and give examples of policy making at macro, meso and micro level in our country.

Activity 6: Which type of control teachers and managers (principals) usually have in educational setting could you able to differentiate and give examples on each type of power that was mentioned in the unit.

Activity 7: Develop a chart of governing bodies started from principal to pupil along with their duties in your school it will help you to understand the nature of organization and management in school.

Activity 8: Enlist the extra-curricular activities mentioned above in unit also identify the areas where pupil could be involved in school management.

Activity 9: Debate on "parental involvement increases the performance of pupil and school", device a plan to increase parental involvement in school management.

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Unit–3

Resource Management

By Dr. Muhammad Arshad Dahar

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INTRODUCTION

Education deals with all round development of a person and it is rightly said that a sound mind develops in a sound body. It is human nature that he can't survive alone and need company for planning and developing his actions. For this purpose resources are needed to utilize in order to manage living environment. The term resource is a multidisciplinary organizational function that takes ideas from diverse fields such as management, psychology, education, sociology and economics. Management of resources is a carefully selecting process because whole of the business of life is relying on it. In education managing relations at work place and utilizing human efficiency is called resource management. Physical resources play an important role and these are considered as the supporting services of educational components which are fulfilled in educational institutions. The management of school plant, hostel, library A.V. aids and instructional materials is very important to get the desired outcomes from an educational enterprise. Because the physical facilities and learning resources contribute to the achievement of objectives.

OBJECTIVES

It is hoped that the study of this unit will enable you to:

1. Learn the basic concepts of resource management
2. Explain human resource management and its relationship to the educational process
3. Understand the importance of physical aspect of school
4. Define the financial process of education
5. State the importance of learning materials in education

3.1 MEANING OF RESOURCE MANAGEMENT?

The process of using a company's or organization's resources in the most efficient way possible. These resources can include tangible resources such as goods and equipment, financial resources, and labor resources such as employees. Resource management can include ideas such as making sure one has enough physical resources for one's business but not an overabundance so that products won't get used or making sure that people are assigned to tasks that will keep them busy and not have too much downtime.

www.business**dictionary**.com/**definition**/**resource-management**.html

Resource management is the efficient and effective deployment and allocation of an organization's resources when and where they are needed. Such resources may include. Financial resources, inventory, human skills, production resources, or information technology. Resource management includes planning, allocating and scheduling of resources to tasks, which typically include manpower, machines, money and materials. Resource management has an impact on schedules and budgets as well as resource leveling and smoothing.

3.2 OBJECTIVES OF RESOURCE MANAGEMENT

The primary objective of resource management is utilize all the available resources i.e. human resources, physical resources, financial resources and learning resources in order to get maximum output or benefit from the educational process. The detailed objectives include the following:

1) Support the organization in obtaining the right number and type of employees to fulfill its planned goals.
2) Helping to build an environment in which people are encouraged to develop their skills to the fullest and to utilize the skills and abilities of the staff efficiently.
3) Helping to maintain performance standards and increase productivity through effective work plan; providing sufficient direction, training and development; providing performance-related feedback; and ensure efficient two-way communication.
4) Helping to establish a harmonious relationship among the staff and heads.
5) Serving to make and maintain a safe and healthy work environment.
6) Increasing programs to meet the economic, psychological and social needs of the staff and helping the organization to preserve the creative manpower.
7) To provide organization with compliant and well-motivated working staff.
8) To increase the staff contentment and self-actualization.
9) To build up and retain the work quality of education.
10) To converse the role of managing resources in education.

3.3 SCOPE OF RESOURCE MANAGEMENT

Resource management largely covering the areas of human, physical, financial and instructional resources, thus the scope of resource management is infinite. All chief actions in the working life of a worker from the time of his or her access into an organization until he or she leaves it comes under the purview of resource management. These actions include human resource planning, selecting and staffing, training and development, organizational development, personnel research, information system etc.

3.4 RESOURCE MANAGEMENT IN EDUCATION

In organizational studies, resource management is the well-organized and useful development of an organization's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources, or information technology (IT). Resource management in education is the strategy to allocate all the available resources to get the maximum benefit and progress within the process of education.

3.5 ELEMENTS OF RESOURCE MANAGEMENT

As stated above that resource management is a broad term covering different areas but mainly it has four major elements that are:

1) Human Resources
2) Physical Resources
3) Financial resources
4) Information and Learning resources

3.5.1 Human Resources

Human resources comprised of the students, teaching staff and non teaching staff. No school is better than its teachers. The proper planning and organization of teaching learning activities are only possible by seeking cooperation , willingness, involvement, fellow feeling and devotion by teachers, students, librarians, assistants, peons, etc. is always beneficial and helpful to achieve the objectives of education. This process of human interaction is the main purpose of management for the development of human resources within the boundaries of the school.By human resources we mean the people that will be involved in achieving the team's goals. Usually, you will only need to include employees of the company, but on occasions you may need the services of someone from outside the organization, such as a contractor. When we are talking about resource management then it is necessary to elaborate its backbone that is Human Resource Management (HRM). It is concerned with the most helpful employ of group to achieve organizational and entity goals. It is a system to managing people at work, so that they provide their finest to the organization.

According to Dessler (2008) the policies and practices involved in carrying out the "people" or human resource aspects of a management position, including recruiting,

screening, training, rewarding, and appraising comprises of HRM. Generally HRM refers to the management of people in organizations. It comprises of the activities, policies, and practices involved in obtaining, developing, utilizing, evaluating, maintaining, and retaining the appropriate number and skill mix of employees to accomplish the organization's objectives. The goal of HRM is to maximize employees' contributions in order to achieve optimal productivity and effectiveness, while simultaneously attaining individual objectives (such as having a challenging job and obtaining recognition), and societal objectives (such as legal compliance and demonstrating social responsibility). In short Human Resource Management (HRM) can be defined as the art of procuring, developing and maintaining competent workforce to achieve the goals of an organization in an effective and efficient manner. HRM has four objectives including; personal objectives, functional objectives, organizational objectives and societal objectives.

a) HRM in the New Millennium

Human Resources have never been more essential than today. The competitive forces that we face today will continue to face in the future demanding organizational excellence. In order to achieve this extended quality, organization's need to focus on learning, quality development, teamwork, and reengineering. These factors are driven by the way organizations implement things and how employees are treated.

1. HR Can Help in providing Organizational Excellence: To achieve this standard change in the organization excellence there is a need for organizations to modify the way in which work is carried out by the Human Resource department. By designing an entirely new role and agenda that results in enriching the organization's value to customers, investors and employees, HR can help in delivering organizational excellence. This can be carried out by helping line managers and senior managers in moving planning from the conference room to the market place and by becoming an expert in the way work is organized and executed.

HR should be a representative of the employees and should help the organization in improving its capacity for change. HR will help the organizations in facing the competitive challenges such as globalization, profitability through growth, technology, intellectual capital, and other competitive challenges that the companies are facing while adjusting to uncontrollably challenging changes in business environment. The new role of HR is to quickly turn strategy into action; to manage processes intelligently and efficiently; to maximize employee contribution and commitment and to construct favorable conditions for flawless change.

2. Human Resource should be a plan collaborator: HR should also become a partner in plan executions by propelling and directing serious discussions of how the company should be organized to carry out its strategy.

Creating the conditions for this discussion involves four steps. First HR need to define an organizational architecture by identifying the company's way of doing business. Second, HR must be held responsible for conducting an organizational audit. Third, HR as a

strategic partner needs to identify methods for restoring the parts of the organizational architecture that need it. Fourth and finally, HR must take stock of its own work and set clear priorities. In their new role as administrative experts they will need to shed their traditional image and still make sure all routine work for the company is done well.

3. HR responsibility should be preset to Ensure worker Commitment: HR must be held accountable for ensuring that employees feel committed to the organization and contribute fully. They must take responsibility for orienting and training line management about the importance of high employee morale and how to achieve it. The new HR should be the voice of employees in management discussions.

The new role for HR might also involve suggesting that more teams be used on some projects or that employees be given more control over their own work schedules.

4. The New HR Must Become a Change Agent: The new HR must become a change agent, which is building the organization's capacity to embrace and capitalize on change. Even though they are not primarily responsible for executing change it is the duty of the HR manager to make sure that the organization carries out the changes framed for implementation.

5. Improving the Quality of HR: The most important thing that managers can do to drive the new mandate for HR is to improve the quality of the HR staff itself. Senior executives must get beyond the stereotypes of HR professionals as incompetent support staff and unleash HR's full potential.

6. Change in Employment Practices: The balance sheet of an organization shows human resource as an expense and not as a Capital. In the information age, it is perceived that the machines can do the work more efficiently than most people however; technology to work is dependent on people.

The challenges for Employment Practice in the New Millennium will require that there should be strategic involvement of the people and labor-management partnershipsas they both have to take organization ahead.

7. Benchmarking Tool Must be Mastered by HR Professionals: HR professionals must master benchmarking, which is a tool for continuous improvement- directing the human side associated with the strategic path adopted by the organization. Through this, HR department will start appreciating the changes happening within and outside the environment while expanding the knowledge about how to add value to decision making at the highest level of the organization.

8. Aligning Human Resources to Better Meet Strategic Objectives: Too often organizations craft their strategy in a vacuum. Some organizations don't even include key people during strategy formulation resulting in lacunae between the actual problems and

the solutions implemented- as critical inputs are not sought from those individuals who are supposed to implement the new strategies.

A past CEO of Sony once said that organizations have access to the same technology and the same information. The difference between any two organizations is the "people"- the human resource. Empowering the workforce is an essential tool for aligning human resources with the achievement of corporate objectives.

It is the duty of HR manager to hire talented human resource and to provide them with a positive environment where they will be able to utilize their skills and potentials and to create an environment in which these individuals are comfortable taking risks.

9. Promote from within and Invest in Employees: Promoting employees from within sends a powerful message that the organization's employees are valued. New blood and fresh ideas often come from newcomers to the organization. To avoid stagnation of the firm, new ideas and approaches are critical. Yet to improve employee morale, promoting individuals from within the organization is essential. This communicates that the organization values their employees and invests in their human resources.

10. Review the Recruitment and Selection Process: A key element of human resource planning is ensuring that the supply of appropriate employees (with the right skill mix) is on board when needed. This requires a proactive approach whereby the organization anticipates its needs well in advance. It is important to identify the competencies being sought. That is, the criteria upon which selection decisions are to be made should be decided in advance. A firm must identify those skill sets required by employees to be successful. Charles O'Reilly suggests that companies should hire for attitude (perhaps even more so than technical skills). That is, the fit of the individual with the values of the organization and the culture of the firm should also be considered when selecting employees. This has been referred to as the person-organization fit.

It is no longer enough to simply consider the person's fit (and technical skill set) with the job. Part of the employee's fit with the organization should focus on the core values and beliefs of the organization. This will increase employees, contributions to the overall success of the organization if they already embrace the core values of the organization.

11. Communicate Mission and Vision: If employees are expected to contribute to the attainment of the organization's strategic objectives, they must understand what their role is. This can be achieved in part by clearly communicating the mission and vision statements of the firm. The old adage is certainly true. If a person does not know where he or she is going, any road will get him or her there.

The mission communicates the identity and purpose of the organization. It provides a statement of who the firm is and what their business is. Only those employees who understand this purpose can contribute to the fullest extent possible. The vision statement provides a picture of the future state of the firm. It should be a stretch to attain. This

keeps all the organization's employees pulling in the same direction with a common end point. It is much easier to align human resources with corporate objectives when these employees are familiar with the mission and vision of the firm.

As the mission and vision statements are articulated, organizational members begin to more closely embrace their very meaning on an individual level. These statements provide a road map leading employees down the road to achieve organizational objectives. Employees then identify how they can contribute their unique talents toward the attainment of these goals.

12. Use Teams to Achieve Synergy: Synergy can be concisely defined as "two plus two equals five".

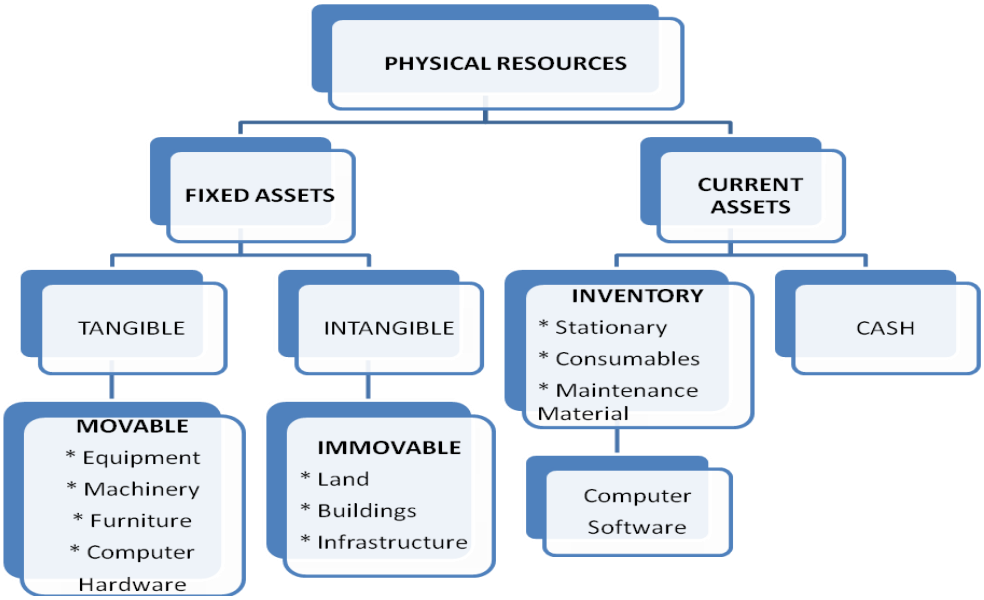
In other words, the whole is greater than the sum of the parts. So much more can be achieved as people work together. Through the effective use of teams, organizations can often achieve synergy. Team goals, however, must be aligned with the organization's strategic objectives. Aligning team objectives with overall corporate objectives ensures that people are working toward the same goal. For further reading referred material below:

Aswathappa.K. (2008),	Human Resource and Personnel Management(5th edition),Tata McGraw-Hill Publishing Company Ltd., New Delhi.	

3.5.2 Physical Resources (school building, site of the school, hostel etc.)

All those resources that are required to run the business of the educational institutions are called physical resources. Education is concerned not merely with the mind of pupil but also with his body. This fact imposes certain duties on the educational organization. The size, proportions, and relations of learning spaces influence the type and quality of instruction. The school site and building (physical infrastructure: sports field, libraries, school building, toilets), water and electricity, the lighting and ventilation, the school furniture, tools and equipment, the curriculum (appropriate textbooks, work books and reference materials) and time table known as physical aspects of school.The physical resources include movable property and immovable property. Movable property includes things such as school furniture, textbooks and equipment. Immovable property means land, buildings and other structures permanently fixed to the land. These can be fixed or current assets.

Non-fixed resources have a short life span, for example: inventory such as, stationery, maintenance material or consumables. These resources are generally referred to as 'current assets' in accounting terms. In contrast, fixed resources (non-current) assets have an extended life span that is usually greater than one year. It is usually expected that these resources would extend to more than one reporting period. This is especially observed in the case of furniture, buildings and equipment. The figure 3.1 below explicitly shows the classification mentioned above.



The appropriate, optimal and controlled utilization of physical facilities is an important management task of the school principals. The responsibilities are categorized as follows:

- Maintaining and improving the school's property, buildings and the grounds occupied by the school
- Purchasing textbooks, educational materials and equipment for the school
- Paying for the services rendered to the school (water, electricity and sanitation services).

a) The School Building

In the construction of school building not only there is need that good material should be used, but expert advice should be sought with regard to the present and future needs of the school, so that a perfectly planned and well constructed building may be the result. The educational effect of a good school building cannot be gainsaid. A simple, dignified and artistic building, suggestive of the purpose for which it is intended, is a very desirable thing. In a certain measures it is a concrete manifestation of the ideals for which the school stands. First and foremost, the building must be planned in conformity with hygienic laws. The building should be so situated that the sun can reach all the classrooms without filtering through the foliage and without being obstructed by house tops. The air must be play to round it freely. It is well to have the building comparatively quiet and pleasant environment so that the work may not be disturbed by unfavorable things.

The building must be generally consisting of enough ordinary classrooms, special classrooms for special subjects such as history, geography, science, mathematics, and

manual work. The science laboratory must be located in a place that will cause the minimum amount of inconvenience to the rest of the school owing fumes and odorous.

b) The Site of the School

School sites are selected normally without giving proper importance to the site of sanitary and health conditions. Modern methods of building have overcome many of the natural disadvantages of certain sites, particularly with regard to dampness and other atmospheric conditions, even so it should be remembered that it is far better to select a site which has no obvious defect rather to remove its defect afterwards i.e. Prevention is better than cure. Other factors while selecting a school site are convenience and accessibility. Accessibility should include not only nearness and ease of approach from several directions, but also availability of transport. Other important points for careful examination in selecting a site are,

1. The surroundings
2. The conditions as to natural drainage and ordinary level of the ground water,
3. The nature of the soil an sub soil
4. The aspect and elevation

c) Hostel

The hostels should not be regarded merely as a living place for the students. The hostel should help realize the ideals of the school and provide an opportunity to the students to develop the spirit of corporate living. The hostel should be arranged in such a way that the student may get an opportunity to put into practice the ideals he is taught in the school. An ideal hostel helps to maintain discipline and teaches the students the lesson of cooperation and self reliance. It is necessary for the achievement of the aims of the hostel that it should be well organized and managed. The personality of the hostel superintendents always exerts a great influence over the inmate of the hostel and also on its organization. He should have in him the virtues of an ideal teacher as well as those of good parents and teachers.

i. The need and utility of a Hostel

All the students of a school do not come from one place or locality, but from different places. The students carry with them the influence of their environments. Students who come from long distance make private arrangements for their residence near about the school. On such students their guardians have no control. The student of middle and secondary stages need to be under the control of their guardians. In a hostel proper control may be had over the students and a suitable environment is created for their physical and mental development. The utility of a hostel life is discussed below:

- The spirit of co-operation is inculcated in the students in a hostel. In the hostel there should be a system of self-government and it should be organized in such a way that the students may learn to be self-reliant.
- By creating a proper environment in the hostel the student may be made to feel at home and may be treated with love.
- This helps in disciplining students. There is no possibility of the students becoming indolent, rude and undisciplined.

- In hostel students may be provided with games and studies according to their interest so they do not remain narrow minded.
- The student realizes his responsibility in each sphere of life and learns to adjust his expenditures with his parental help.
- Hostel should follow a democratic code with caste discrimination.

ii. Messing and its supervision

The development of one's body depends on meals. Therefore, such meals should be provided as may be conductive to physical development. It is needless to say that this is the duty of the hostel's superintendent, physical and mental development is correlated. The students should be provided with such meals that may contain all the vitamins, carbohydrates, fats and proteins. Water is also a necessity along with food. Arrangement for pure drinking water should be made in hostel.

iii. Method of Living of the students

Some good servant should also be employed in the hostel to maintain cleanliness. The servants should be man of good character and treatment and should have the capacity to discharge their duties well. The superintendent has to pay special attention towards the cleanliness of the hostel because uncleanness is the main cause of all disease. Regular inspection of the entire hostel is a must. These should be regularly cleaned every day.

iv. Internal management

The internal management of the hostel should be done through the students or committees of the students. This should include the method of the living of the student's cleanliness and daily work, etc. there should be in the hostel a fixed place for each student and it should be seen that no student changes this place. The student should keep his bed and clothes well arranged. There should be timetable and other rules and regulations of the hostel should also be pasted on the notice board. For further reading referred material is given below:

Department of Secondary Teacher Education AIOU Islamabad	Educational Management and Supervision(1st edition),2014.	

Resource life-cycle model for the management of Physical Resources at schools

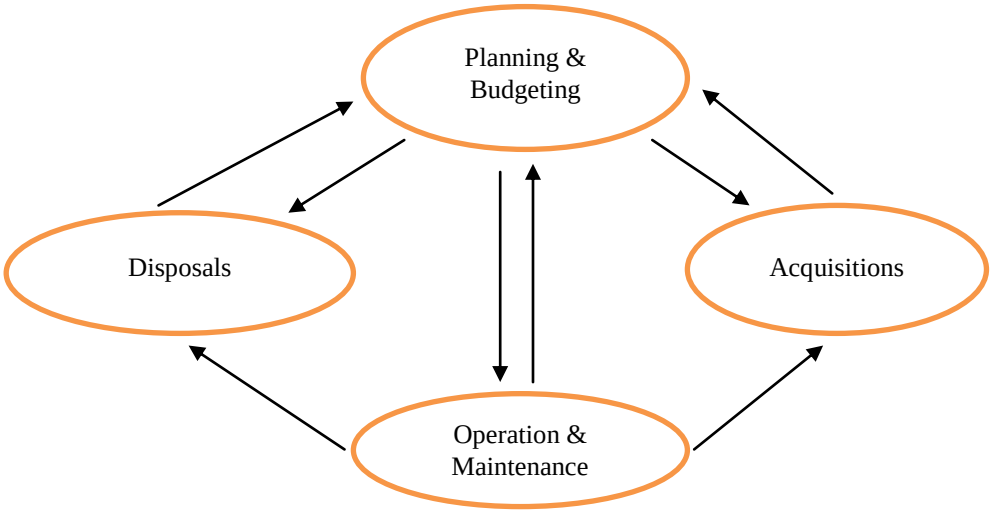
The life-cycle of a resource can be defined, as that period that an entity can foresee itself utilizing the physical resource on an economically effective and efficient basis for the furtherance of the school's improvement. Furthermore, it is stated that the life-cycle of a resource has four distinct phases. They are as follows:

- **the planning and budgeting phase:** during which time the requirement of a new resource is planned for and established;
- **the acquisition phase:** during which time the resource is purchased, or constructed;

- **the operation and maintenance phase:** during which time the resource is used for its intended purpose and is properly maintained;
- **the disposal phase:** when the economic life of the PR has expired and it has to be written off from the asset register.

The life-cycle phases have been integrated along with the four management tasks (POLC) employed by the principals to manage PRs. The first and second phases are incorporated under planning as a management task. The third phase which is operation and maintenance features in all four of the management tasks, whereas the last phase has a bearing on control, planning and leadership. To sum up, the resource life-cycle model is cyclical in nature as illustrated in Figure 3.2

Figure 3.2: Resource Life-Cycle Model for the Management of PRS at Schools



The physical-resource planning is fundamental to the effective management of the school's activities. The PRs should be recorded and reflected in monetary terms to allow performance to be measured both internally for management purposes and words, all PRs currently being used need to be identified and evaluated. The evaluations of existing PRs determine whether performance is adequate or not. The result of the evaluations will determine whether the resource needs to be repaired or a new resource has to be purchased.

Gumbi, D. 2009	The management of physical resources by principals in the rural secondary schools of the Eastern Cape Province, South Africa. *Unpublished DEd thesis. Port Elizabeth: Nelson Mandela Metropolitan University*.	

Policy and procedures for maintaining and improving school buildings and grounds
The school should have a policy document for maintaining the physical resources of the school. The document should establish proper procedures and supervision to ensure that physical resources, including buildings and grounds, are maintained in a regular and effective way. The following aspects should be addressed in such a policy document:

- Membership of the School Maintenance Committee
- Meetings
- Duties and responsibilities of committee members
- Inspections
- The involvement of teachers and learners
- Duties and responsibilities of the handyman/factotum and dedicated maintenance staff
- Community involvement and participation in maintenance and improvement efforts
- Dealing with grants and sponsorships
- Procedures for emergency repairs.

It should be noted that every Provincial Education Department has its own processes and procedures for schools for requesting maintenance and repair services. These procedures should include the following activities and forms:

- Schools request for urgent repairs from the department, specifying the nature of the defect and the type of services
- The Works Administration office will arrange for a technical inspection by the Works Inspector to establish the degree of urgency
- The Works Administration will obtain the services of an approved contractor and submit an order
- The Works Inspector is responsible for quality assurance and monitoring of the service to be provided.

Day to day and scheduled maintenance and repairs
General maintenance in a school (and of school buildings in particular) can be grouped into two categories, namely:

- Day to day maintenance and emergency repairs
- Scheduled preventative maintenance.

It is not only important, but also more cost-effective, to have a programme of regular maintenance and repair of buildings and property. This will improve the appearance and hygienic conditions at the school and extend the lifespan of physical resources.

Day to day maintenance and repairs
Urgent day to day repairs refer to any part of the school infrastructure that cannot be postponed, due to the following:

- The possibility of causing injury to people
- The potential of a health hazard
- The possibility of causing further damage to property
- The inconvenience to occupants.

Examples of urgent day to day maintenance are:

- Any defect which can escalate into further damage or even health risks, such as blocked toilets, leaking roofs, electrical defaults
- Any defect that can endanger lives, such as defective electrical cabling, storm damage to walls, or defective fire-fighting equipment
- Defects where the safety of the occupants is threatened, such as vehicles that are not roadworthy, defective exterior door locks and blocked fire escape routes.

General preventative maintenance is done periodically to improve the lifespan of buildings, facilities and other physical resources. This would typically include:

- Repainting exterior and interior walls
- Servicing and upgrading water pipes and taps
- Storm and rainwater disposal, including servicing and cleaning of gutters and down pipes, storm water pipes and gullies
- Toilets plumbing, including inspection for leakages and blockages, as well as the servicing and clearing of sewerage systems
- Servicing and upgrading of electrical systems, including wall plugs and lighting, as well as appliances and fixtures and such as shelving, kitchenettes, cupboards
- Site-works, including entrance and boundary gates, playing fields, paved areas, parking, assembly areas, walkways and covered passages
- Inspection and servicing of fire-fighting equipment
- Inspection and replacing of cracked and broken windows, doors and locks, as well as repairing floor surfaces (floor tiling and filling of cracks).

Community involvement in school maintenance and improvement projects

It is suggested that schools with limited state funding should involve the community more directly in assisting with school maintenance and improvement projects. It is important to analyse the different community structures to identify parents who are involved in these structures. These structures could be:

Local government and council members

There are usually people in local government who are responsible for community projects and funding. Invite them to the school, have discussions with them, and ask them where they can be of assistance. You could even present them with your annual maintenance plan.

Other government structures

Other government structures like the Department of Health have a network of clinics and people working in the community. Parents involved in these structures should be identified and requested to become involved in areas such as hygiene and the effective cleaning of buildings and toilets. For further reading please consult the referred material given below:

Department of Education. 2008	Lead and manage organisational systems, physical and financial resources. A module of the Advanced Certificate: Education (School Management and Leadership)	

3.5.3 Financial Resources

The resources related to the finance of education may be defined in broad term as that dimension of public or government finance concerned especially with the procurement, distribution, management, and distribution of fiscal and material resources essential to the delivery of quality and relevant educational programmes. Finance is one type of resources, respectively, inputs into the production process. Infact the value of educational output is measured by what is spend on educational services. Broadly speaking this expenditure is on the salaries of all staff, the cost of buildings, material, cooling, heating and so on. In other words, education is valued by its inputs rather than its outputs. Financial resources are from an economic perspective part of the assets (property) of the organization. The general field of education finance can be divided into(1) educational finance system that are designed to raise and distribute public education funds and (2) Educational finance management, more often referred to as school business management, which comes into play after the educational revenues reach to local school district and includes such activities as budgeting, accounting and auditing. Each country designs its own education financial resources system in term of its educational needs, wealth or ability to pay for education, as well as its values or response to its own social and political pressures.

The financing of education is concerned with such questions as are summarized below (Dohetry, 1984)

1. Who pays for education?
2. Who benefits from education?
3. Who should pay?
4. How should the criteria of equity and efficiency be met while paying for education?
5. What should be the method of paying?
6. How should the students be financed?
7. How much of the total resources of the economy be devoted to education?
8. How much should be met out of the budget and how much should be contributed from private sector?
9. How should the expenditures be divided into various sub sectors of education?
10. How should the expenditure be divided according to the level of education?

These are the questions and considerations that are rapidly kept in view when economists are in the domain of financing of education. The financial resources are utilized while keeping all above stated points in mind. The better the planning of educational resources, the best results will come out. For further reading referred material is given below:

Doherty (1984),	Educational Management and Supervision, M.A. Education course code: 6502, Islamabad, AIOU.	

Education Financing

An education system cannot function without the necessary financial means. Government institutions are primarily responsible for this financing function with funds obtained from

taxes, foreign loans and grants. The procedures whereby and the degree to which education is financed by the authorities differ from or resemble each other in accordance with the relevant state forms. Broadly speaking, we can distinguish between centralized and decentralized state systems.

In centralized system, the national government assumes most of the responsibility for administering education. Education is usually free and government schools predominate. In contrast, in decentralized education system, there are local authorities that have complete control over the running of schools. Authority is devolved to the lower level. However, there is neither absolute centralization nor decentralization. In practice, there can only be mixed forms of centralization and decentralization of authority.

The education financing process consists primarily of two components-the generation of funds and the allocation of funds. A state can generate funds for education in the following ways: different kinds of taxes, state loans, lotteries, and school fees.
The budgeting process can be divided into three phases:

1. drawing up a draft budget,
2. approval of the budget
3. implementation of the budget.

Depending on the system prevailing in a country, the allocation of budget can be made on an item basis or on programme basis. With the former the amounts allocated to specific goods and services are indicated separately, whereas with the programme budget specific programmes are budgeted for according to objectives.

Many countries provide free primary education to their citizens. However, this does not mean that communities could not make financial and labour contribution to the educational activity willingly and voluntarily. Some of the sources of educational finance can be:

- The government's budget
- Schools' internal income
- Support from communities
- Support from non-governmental organizations and the private sector

Preparing a School Budget

What is a budget?
A budget is a plan expressed in quantitative terms – usually a sum of money covering a specific period of time, normally one year. It can be defined as a plan for the allocation and expenditure of resources to achieve the objectives of the school over a period of one calendar year. It should closely to the school's development and improvement plans.
Essentially the school's budget is a:

- Plan to balance income and expenditure for the next year
- Way of supplementing resources provided by the state

It is the process of allocating resources between various priorities to improve the quality of education

The Structure of the Budget

a) Revenue budget

The revenue budget is the usual starting point for budgeting because the expenditure budget generally depends on the forecasted level of revenue. Most education revenue budget is classified into three categories: ordinary revenue, external assistance, and capital revenue.

Ordinary revenue includes direct taxes, indirect taxes, foreign trade taxes, license and other fees, sales of goods and services, government investment income, pension contributions, extra ordinary revenue, etc.
External assistance includes cash grants and technical assistance in the form of cash and materials from bilateral and multilateral sources.
The capital revenue is generated from domestic sources such as sales of properties and collection of loans, external loans from bilateral and multilateral sources of capital projects.

b) Expenditures budget

Expenditures budget is the amount of money planned to be spent on administration and development activities. Broadly, these expenditures are classified as **recurrent and capital budget**. On expenditure side, the education budget is also divided into recurrent and capital budgets.

Recurrent budgets are expenditures repeating year after year while capital budgets are expenditures made on assets or mainly for investment reasons. The separation of the budget into recurrent and capital usually is based on three combined criteria: the source of the revenue, the object of the expenditure, and the nature of the activities. Recurrent expenditures are usually covered by domestic sources. Short-term activities that are project type are included in the capital budget. Those activities that are recurring in nature are put in the recurrent budget.

The recurrent budget is structured under five major expenditure categories:

- Salary and allowance
- Service charge and fees
- Materials
- Contributions and transfers
- Equipment and motor vehicles

Capital budget is the money allocated for capital expenditures. All money outlay for the acquisition of or improvement of fixed assets constitutes the capital budget. At the Federal Government level, fixed asset is defined as tangible goods costing Birr 200 or more that have a useful life of more than one year. In education this include the

acquisition of furniture, construction of school and administration buildings, purchase of computers, teaching equipment, vehicles, installation or replacement of movable or immovable plants in schools. Consultancy fees are classified as capital expenditure.

Capital budgets usually refer to projects. The capital budget for each project is divided into four activities:

- Survey, design, and studies
- Equipment and procurement and construction
- Operation and maintenance, personnel costs, and fees and charges; and
- Capital transfer

c) Incentive Budget

After the recurrent budget has been fully given to each school in block grant, an additional incentive could be earmarked to encourage healthy competition among schools, encourage diligent teachers as well as students with academic excellence.

Incentive budget is offered:

- If the schools build through the participation of communities additional classrooms, libraries, laboratories, latrines, pedagogical and sports centers to raise enrollment and improve the quality of education.
- If the schools manage to reduce the number of dropouts compared with that of the previous academic year through efforts they exert to avoid educational wastage.
- If the schools manage to raise the enrollment of female students compared to that of the previous year
- If the schools collect more revenue through various income-generating schemes to support the government's efforts towards expanding access in the country and reduces its financial expenditure in this regard.

Types of Budgeting Process

a) Incremental budgeting

This is the most common technique of preparing a budget. The process starts with the assumption that the previous levels of income and expenditure are a reasonable base for estimating the income and expenditure for the next financial year. Only minor (incremental) adjustments are necessary. It is not a suitable approach where dramatic changes occur in the status of income or expenditure e.g. the school has been declared a 'no fee' school. Incremental budgeting pays little attention to change or economic and political trends. Therefore, it is recommended that you should not use this process for developing a budget.

b) Line item budgeting

Although line item budgeting is quite simplistic, it is more specific than incremental budgeting. This process considers each line item separately and estimates cost increases accordingly. The following table serves as an example of a line item budget.

TABLE: EXTRACTS FROM A LINE ITEM BUDGET

STATIONERY	BUDGET 2006	BUDGET 2007
Typing paper	R 10,000.00	R 11,000.00
Pencils	R 4,000.00	R 4,200.00
Ink cartridges	R 1,500	R 1,800
Total stationery	R 15,500	R 17,000

This form of budgeting is still very common in our schools and you can use it if you are managing a smaller school with limited budgeting capacity.

c) Programme budgeting

This is a more advanced way of budgeting and is closely linked to financial planning and resource allocation according to prioritized programmes.

TABLE 17: EXTRACTS FROM A PROGRAMME BUDGET

PROGRAMME	BUDGETED 2006	ACTUAL 2006	BUDGET 2007
Learning material	R 15,000.00	R 12 000.000	(Note 1) R 15,000.00
Typing	R 6,000.00	R 4,000.00	R 6,000.00
Text books	R 35,000.00	R 23,500.00	R 26,000.00
Files (Portfolios-Grade 8)	R 2,000.00	R 1,500.00	R 2,000.00

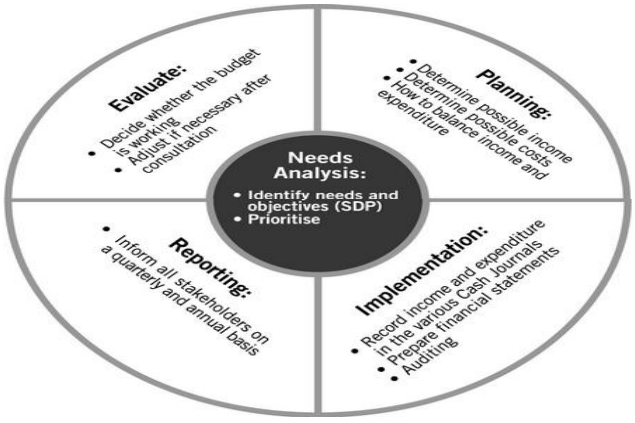
Note 1: Only learning materials for Grade 8 were purchased in 2006, the rest will be purchased later.

d) Zero-based budgeting

In zero-based budgeting previous budgets are not taken into consideration. All activities are casted from a zero base. The budget is determined on the basis of strategic plans, programmes, projects and activities.

Preparations for compiling the budget

The budget cycle



For further reading please consult the referred material given below:

Department of Education. 2008	Lead and manage organisational systems, physical and financial resources. A module of the Advanced Certificate: Education (School Management and Leadership)	
UNESCO, 2005	School ManagementA Training Manual for Educational Management. CBAUNESCO International Institute for Capacity Building in Africa. Pp22-23http://unesdoc.unesco.org/images/0015/001511/151182e.pdf	

Accounting and documentation

The school must keep books of account and in a secure and accessible place in the school so that the management of the school's finances and assets can be inspected without notice, as follows:

- A savings or cheque account and passbook or a cheque book kept in the school
- An analysed cash book in the prescribed format
- An assets register.

The following documentation will be maintained:

- a payment voucher system in the prescribed formats;
- a receipt book (preferably one for each type of revenue). These books aresupplied by Central Government to Schools through the Ministry.
- Accurate supporting documents for receipts

Cash management and financial documentation processes

To ensure accurate cash management:

- all cash received by the school must be receipted for in the proper receipt book
- all non-cash donations received must be valued and receipted for in the samereceipt books
- all receipts authenticated must be posted to the cash book
- all cash must be paid into a school bank account
- Guidelines for saving account signatories must be followed

By the 7th of each month, a bank reconciliation statement must be prepared for the previous month and filed and presented to the SMC. Cash book must be up to date and entries accurate (correct recordings; no correctors Receipts must be authentic (original, dated, signed and stamped).

Financial Control System

Efficient and effective financial control systems are a necessity in financial management. As indicated earlier, transparency and accountability must be the guiding principles of all financial transactions based on the following:

- An authorization system put in place for expenditures. This ensures that arbitrary decisions are not taken regarding the spending
- Verification system in place for revenue

- Financial files to be always intact, up to date and accessible
- Quarterly financial reports are prepared and presented to the SMC.

Audit
A good financial practice is periodic auditing of accounts to verify all transactions and where feasible an external auditor should be contracted as the auditor must be independent; non staff or SMC. All audit reports and comments filled and kept securely in the head teacher's office.

The benefits of auditing the books of accounts to the head teacher/SMC and particularly are:

- confidence in the school is built and thus a good reputation
- facilitates the mobilization of funds because accountability assured

The audit is optional for the small schools, depending on the level of income and expenditure. However, central government schools it is mandatory through the National Audit Office.

Principles of School Financial Management

Accountability
Accountability is a process by which those responsible for the management of public resources demonstrate to stakeholders that those resources are being used efficiently and effectively, and for the intended purpose of the public in accordance with regulations. The resources must benefit first and foremost the public and not individuals, including head teachers, committees or their members. It is important that public institutions, such as schools, are accountable in their finance management.

Transparency
Schools receive resources from parents, various domestic and international donors and the government, all of whom allocate these resources because they recognize the value of education. Head teachers and SMCs share the responsibility to ensure that they are properly used for the benefit of the pupils. It is therefore important that each school has a system that which clearly shows all income into the school and how it is spent. The Management Subcommittee should ensure that records of the use of funds are presented to the SMC and that the information is also made available to the PTA as part of its reporting.

Corruption
School resources, whether financial or non-financial, belong to the **school,** and not to either the head teacher or the SMC. Therefore they must only be used for the business of the school, for the **direct benefit** of pupils. To use them in any way other than for the business of the school is corruption.

Ministry of Basic and Secondary Education. The Gambia. 2011	School Man agement Manual for Lower Basic, Basic Cycle and Upper Basic Schools. Pp 35-39.	

3.5.4 Learning Resources

(a) Instructional Materials

Instructional materials are necessary to promote educational programme development and student learning. So the use of instructional materials implies that learners are studying at one remote from the author who by preparing the learning materials, is showing the fact that learners can pursue their studies in their own way, in their own time and place of their choosing is probably the biggest single advantage of and motive for proving the instructional material.

i. Objectives of Instruction

Course objectives may be varied, either for the liberal reasons or in order to adopt courses to the different aptitudes of individuals or the different needs of the organization (the product view of education, Romiszowski, 1989, pp 7,8). Therefore self-instructional teaching materials play a front line role in the learning process. The materials which are used in individualized learning may be considered under three broad headings: textual material, audiovisual materials and computer based materials(Ellington 1993 p, 91).

ii. Types of Instruction Materials

- Books, pamphlets, etc, already published or specially written.
- Specially written study guide to already published material.
- Specially written self teaching text i.e. tutorials in print.
- Workbook for use along with audiotape or videotape, CBT (computer based learning), practical work, etc.
- Maps, charts, photographs, etc.
- Materials from journals, and periodicals.
- Hand written materials passing between teacher and student (Rowntree 1994, p.66).

b) Audio Visual Aids

An outstanding development in modern education is the increased use of supplementary material by which the teacher through more than one sensory channel helps to clarify, establish and correlate accuracy, concepts, interpretations and appreciation: increase knowledge resources, interest and even evokes worthy emotions and enriches the imagination of children. The audio visual materials are quite helpful in instruction. They supply a concrete basis for conceptual thinking; give rise to meaningful concepts to words enriched by meaningful associations.

Audio visual aids are important because:

1. Audio visual aids are potent starters and motivators.
2. They give variety to classroom techniques.
3. Many of these aids provide the child with opportunities to handle and manipulate.
4. Audio visual aids supply the context for sound and skilful generalizing.
5. They can play a major role in promoting international understanding.

Types of Audio Visual Aids

- Auditory Aids
  - Phonograph
  - Radio
- Visual aids
  - Motion pictures
  - Stereo scope
  - The camera
  - The flannel board
  - The bulletin board
  - Pictorial materials
  - Representations, maps, globes, diagrams, etc.
- Aids through the eye and ear (audio visual)
  - Sound motion pictures
  - Television
- Aids through activity
  - The school journeys
  - The objects, specimens, model collection
- Miscellaneous
  - Dramatization
  - Booklets
  - Newspapers and magazines

c) The Library

The importance of a library is being realized in modern education system now. The span of a man's life is not so big that he can learn everything through practical experiences. We can learn by the various experiences gained and accumulated by our ancestors. These experiences have been recorded in various books so that they may not perish. Man saves a lot of his own time with the help of the vast store of wisdom and experience accumulated by his forefathers and handed over to him as a legacy. Knowledge of these experiences facilitates his work of acquiring new knowledge. Hence a library is a necessity for a school and sufficient attention should be directed towards its proper organization, utilization and development. The library does the work of a teacher for the students. In a library there should be books according to the age, ability and interests of the students. Library is a reliable source of acquiring information.

i. **Utility of the Library**

The library does the work of a teacher for the students, it will not be wrong to say that the defects of classroom teaching can be rectified to a great extent through the library because the teacher cannot teach from the point of view of the interests of every student not can he develop his various interests fully. This is only possible through the library. The teacher should encourage students to read books according to their interests.

ii. Organization of the Library

- The aims of a library may be fulfilled only when it is well organized and the selection of books is made properly. The following things should be considered while organizing the library,
- The aim of the library is to enlarge and consolidate the knowledge acquired in the classroom.
- For building up the suitable environment in the school there should be such a reading room in the library where the students may sit and read.
- A library should help develop the knowledge and intelligence of the students.

iii. The use of ICT

Today the role of information technology is growing faster in education. It provides different modes of communication to the learners and helping them to have easy access to the educational procedure. Now there is online material available on each aspect of life, the need is just to know that how these available resources can be used for getting relevant information. Information technology has changed the world into a global village, data is available just on one click. Online books, journals, lecture and ppts are serving effectively to the students in order to minimize their learning difficulties. E-books are also an important element of IT. In big institutions there is a proper set up in the libraries where computers are available, containing specific and general information on all types of educational issues in the form of e-books.

On a personal level, *continuous learning* is about the constant expansion of skills and skill-sets through learning and increasing knowledge. As life changes the need to adapt both professionally and personally is as real as the changes themselves.

On a professional level, continuous learning is about further expanding our skill-set in response to a changing environment and new developments. This is very important because we are called to respond to changes daily; for example, the introduction of computers in the workplace created a need for people to training on computers to complete tasks more efficiently.

On a personal level, the introduction of computers made us rethink how we communicate with people and allowed us to keep in touch with people across the globe with just the click of a button. For further reading please find the referred material is given below:

	www.talents.com/learning/continuous-learning	

iv. Seminars and Training workshops

Seminars and training sessions are very effective in the progress and learning of the students. It is the goal of education that every student will become not only efficient but effective. It is in this mission that today a lot of training and seminars are being conducted to improve and develop the personality of each individual/

student. Training and seminars on ICT, new methods and techniques in teaching-learning process, value formation seminars and the likes are being held in different parts of the world so as to prepare all the individuals in globalization. The attendance in these seminars may also helpful in create an effective learning environment. The educational conference, seminars and training workshops also helpful in improve teaching-learning situations, keep up to date on modern instructions and inspire students to become skilled in modern world.

3.6 SUMMARY

Education deals with all round development of a person and is rightly said that a sound mind develops in a sound body. For this purpose some physical resources play an important role and these are considered as most important objectives of the education system. For effective utilization of these physical resources there must be need of human resources but no one system can better run with efficient working team and skilled manpower. For managing the resources of school budget or finance is a necessary factor. Through financial resources we plane and make policies, the better the financial resources are the best will be the planning of physical, human, material and learning resources. Learning resources contribute to the achievement of the school's purposes and objectives.

Activities

1. Keeping in view the physical resources discussed in the unit observe your school plant actually and enlist the physical resources available at your school.
2. Visit a public library and examine its books arrangement according to the discussed area.
3. Enlist how much A.V. aids are to be used in your school.
4. Compare the methods of learning materials available in your school with the ideal situation.
5. Examine the learning resources which are available at your school.

3.7 SELF-ASSESSMENT QUESTIONS

1. Define resource management? What are its objectives and scope?
2. Elaborate the nature of HRM and its relevance in the education?
3. Critically discuss the physical resources?
4. Define financial resources of education in Pakistan?
5. What impact does the learning resources on the personality of a child? Discuss.
6. Explain the need and utility of a library?
7. It is rightly to say that the use of information technology made the learning process more effective. Support your answer with examples?
8. Discuss the importance of human resource management in the present millennium?

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Unit–4

Approaches to Management Leadership

By Dr. Maliha Nasir

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INTRODUCTION

Management and leadership are essential aspects of educational settings. Management involves an array of various activities ranging from individual activities related to one's job, to collective activities which involve interaction and cooperation with others. Scholars, philosophers and theorists have presented various perspectives to analyze management process and leadership qualities.

When management is concerned with collective activities, it also involve leadership. Though management and leadership are two very different aspects, it is commonly believed that a manager must have qualities of a leader. Therefore, in this unit management and leadership are taken as complementary to each other as management leadership. The leaders in educational setting must have necessary managerial skills and managers should demonstrate leadership qualities. This unit will help prospective teachers to understand various approaches to management leadership.

OBJECTIVES

After reading and studying this unit students will be able to:

1. Differentiate between management and leadership.
2. Explain various approaches to management.
3. Explain various approaches to leadership.
4. Describe characteristics of a head teacher.
5. Explain role of head teacher as a leader.

4.1 APPROACHES TO MANAGEMENT LEADERSHIP

4.1.1 Management

Management, as is apparent in the word, involves managing, handling and dealing with people, processes and resources. According to Rue and Byars (2000), it involves coordination of resources towards accomplishing some given objectives. In order to understand management the process is analyzed with various perspectives. Rue and Byars (2000) describe three approaches to analyze management.

4.1.1.1 Management Function

The first approach to analyze management is concerned with the activities in which managers are commonly engaged. Mangers are engaged in certain basic activities which include following:

1. **Planning**: Managers have to decide what objectives will be achieved during a specified time period and what steps should be taken to achieve these objectives. This process is called planning.
2. **Organizing**: Mangers have to organize various activities necessary for achieving the set objectives. They have to assign activities to relevant personnel and provide the authority necessary to carry out these activities.
3. **Staffing**: Another function of managers involve determining human resource needs and recruiting, selecting, training and developing human resources.
4. **Leading**: Directing and channeling human behaviour towards the accomplishment of objectives is also an important function of a manager.
5. **Controlling**: Managers have to control the environment and processes under their authority by measuring performance against objectives, determining the causes of deviation, and taking corrective actions where necessary.

4.1.1.2 Management Roles

Another approach to look at management is to examine the roles of managers. A role is an organized set of behaviours that belong to an identified job (Rue and Byars, 2000). Manager's role is defined in accordance with a manager's position which in turn is determined by formal authority. Three categories of managerial roles have been identified by Henry Mintzberg (Rue and Byars, 2000).

1. **Interpersonal roles**: These roles involve interaction with people inside or outside of an organization. A manager may be a *Figurehead* i.e. a formal representative of the organization; a L*iaison* i.e. a link between organization and other groups outside the organization; a *Leader* who guides and motivates people.
2. **Informational roles**: These roles involve collection and dissemination of information. A manager may be a *Monitor, Disseminator* or *Spokesperson* who collects information and disseminate it inside and outside the organization.
3. **Decisional roles**: Formal authority of a manager empowers him with decisional role. A manager may initiate change as an *entrepreneur;* may decide how to use resources as a *Resource Allocator*; and may exchange information as a *Negotiator*.

4.1.1.3 Management Skills

Some basic skills are required for managers to perform their functions and roles appropriately. Three basic types of skills are as follows:

1. **Conceptual skills**: These skills include understanding of the jobs that a manager has to perform, understanding of the relationship of various parts of organization and relationship of organization with outside world. These skills are necessary for such managerial functions as decision making, planning and organizing.
2. **Human relation skills:** These skills are related to understanding people and working with them. Leadership requires these skills.
3. **Technical skills**: These skills involve performing mechanics of a job.

For further details study 1st chapter of *Management: Skills and Applications* (Rue and Byars, 2000).

4.2 LEADERSHIP

There is no unanimous definition of leader or leadership. Some theorists define leaders with reference to their characteristics; others are concerned with their roles and positions. According to Peleg (2012) "the leader is seen, typically, as a person in a group with far greater impact in determining the goals and functions, and is chosen openly or covertly by members of the group"; and "leadership is the ability to develop ideas and vision, influencing others to adopt the values and take tough decisions about people and other resources" (p.12). Robbins, et. al. (2001) defines leadership as the process of influencing individuals or groups toward the achievement of goals. Thus, leadership is a process of setting goals and guiding behaviours accordingly by influencing people.

4.2.1 Approaches to Leadership

As mentioned earlier, leadership is explained by different theorists from different perspectives. In this section we briefly see some important approaches to explain leadership.

1. **Traits theory** postulates that leaders have certain inherent qualities and characteristics. Though, these traits cannot be attributed exclusively for successful leadership, these are considered as essential qualifications for displaying leadership abilities. Such traits as self-confidence, cognitive ability, knowledge of business, emotional maturity, creativity and flexibility are some of the essential trait of leaders.
2. **Behaviouristic theory** assumes that successful leadership can be determined by observing leaders' behaviours, that is, what leaders do. As it is difficult to measure traits, the behaviouristic approach focuses on observable and measurable behaviours. Research has identified two types of behaviours of leaders: Work oriented behaviours that show leader's focus on production and performance; and People oriented behaviours that show leader's interest in development and satisfaction of workforce.

3. **Contingency theory** assumes that there are various situational factors that can affect leader's ability to lead. These factors include leader's preferred style of leadership, the capabilities and behaviours of followers, the nature of task, etc. Fred E. Fiedler was one of the pioneers of this theory. He proposed Contingency Theory of Leadership Effectiveness that describes the effect of interaction of two factors on group performance. These two factors are leadership style and situational favorableness. According to Fiedler's model, leadership is effective in favourable situations. He identified three dimensions of situational favorableness.
    - ***Leader-Follower Relationship*:** The situation is favourable when the leader is generally accepted and respected by the followers.
    - ***Task Structure*:** The degree of clarity to which a task is structured and explained determines the favorableness of the situation.
    - ***Leader's Position Power*:** Situation's favorableness is also determined by the authority and power that is formally attributed to leader's position.
4. **Charismatic or Transformational theory** advocates the idea that leaders inspire their followers and bring a positive change in them. Transformational leaders are energetic and enthusiastic who are able to inspire their followers through the strength of their vision and personality. They transform perceptions, expectations and motivations of followers from getting personal benefits to achieving collective goals.

    Bass (1985) suggested four components of transformational leadership:
    - ***Intellectual Stimulation*:** Transformational leaders promote creativity among followers through encouraging them to find new ways of doing things and new opportunities to learn.
    - ***Individualized Consideration*:** This component of transformational leadership involves individual concern of the leader for every follower. Support and encouragement is provided to individual followers. The leader pays attention to individual needs and interests, serves as a mentor and acknowledges individual contributions to collective achievements.
    - ***Inspirational Motivation*:** This component involves transformational leaders' ability to communicate their vision clearly to the followers. The leader creates a strong sense of purpose in the follower that motivates them towards taking appropriate actions for goal achievement. Expertise of the leader in communication skills is necessary to make the vision clear, understandable and acceptable for the followers.
    - ***Idealized Influence*:** Transformational leaders serve as a role models for their followers. As the followers have belief and confidence in the leader and also respect the leader, they try to adopt his/her standards and morals.

4.4.2 Leadership Styles

There are three basic styles of leadership. A leader may be used to one of these styles most of the time but one style may not be appropriate for all situations. For an effective leader it is beneficial to be aware of all these styles and their effective use whenever required.

1. **Autocratic style** of leadership involves total authority that is kept by one person. The leader has total control on workforce and decides independently about any matter related to management and planning in the organization. According to Robbins, et. al. (2001) a leader with autocratic style tends to centralize authority, dictate work methods, make unilateral decisions and limit subordinates' participation. This style is commonly seen with negative implications; however, some situations need autocratic style of leadership.

   Autocratic style is essential in the situations in which strict control is necessary to achieve desired goals, for example, manufacturing, construction, etc.; or the situation in which inexperienced work force is involved in a risky task. A leader can see the need of autocratic style in a situation. For using autocratic style effectively and getting desired results, a leader should keep in mind some important points.

   - Being strict and rigid for rules should not allow a leader to undervalue his/her subordinates. A leader can benefit from maximum potential of the workforce when individuals are treated with respect. The feeling of being respected improves confidence of subordinates in their leader as well as in their selves resulting in better performance.
   - The rules, made and implemented independently by a leader, must be explained to subordinates so that they should know why they have to follow them.
   - The leader should be consistent with the rule and procedures once set and applied.
   - The work force should be instructed and trained properly before the task begins. Subordinates should be aware of the expectations and the standards set by the leader.
   - Effective leaders make their subordinate feel that they are heard. They listen to other's opinion even if they are not going to decide accordingly.

2. **Democratic style** involves participation of team in presenting ideas and making decisions. All the members of a team have equal opportunity to share ideas, discuss and take decisions. Robbins et. al. (2001) describes a democratic leader as one who tends to involve subordinates in decision making, delegate authority, encourage participation in deciding work methods and use feedback as an opportunity for coaching.

   This style is appropriate in the situations where changes occur frequently and the work force needs to be updated with new ideas, for example, creative work like designing, consulting services, etc. Education is also a field in which receptive environment for new ideas serves best for teachers as well as for students.

   In such situations, leaders have to encourage their subordinates to share new ideas and use these ideas for bringing improvement. In rapidly changing situations democratic style of leadership gives flexibility and adaptability to the procedures being followed for getting some goals. Democratic style is best used when a skilled

and experienced team is involved. The leader can benefit from their talent by encouraging them to share their ideas and not just demanding to obey the set rules.

Following points are important for using democratic style of leadership effectively.

- The ideas should be communicated openly. Everyone should feel free to present ideas and get a share in discussion and decision making.
- The discussion on ideas should be focused. The job of the leader is to keep the discussion on track.
- In a variety of ideas, it is difficult to select the best possible idea. A leader should make clear and explicit selection criteria that is acceptable for everyone.
- Though all the ideas may not be practically acceptable, these ideas must be considered with respect.

For detailed information see the website: http://www.leadership-toolbox.com/

3. **Laissez-faire style** of leadership gives total independence to group members in making decisions about their particular responsibilities. Leaders give autonomy to the followers and provide guidance whenever asked for. Workers have authority to make policies and choose methods to perform their jobs. According to Robbins, et. al. (2001) a leader having laissez-faire style, gives followers complete freedom to make decisions and complete the work in whatever ways they see fit.

   This style is effective in the situations in which skilled and experienced workforce is involved. The workers are enthusiastic and self-motivated towards working independently. Such organizations that are involved in creative activities or that are in their initial phase of development benefit from laissez- faire style of leadership.

   This style is successful when leaders keep in mind the following points.

   - Selects skilled and experienced team.
   - Keeps an eye on the performance of the team.
   - Provides constructive feedback regularly.
   - Understands the situations that need interference and appropriately involves in the process.

For further detail see: What is Laissez-Faire Leadership? How Autonomy Can Drive Success. http://online.stu.edu/laissez-faire-leadership/

4.3 MANAGEMENT AS LEADERSHIP

Managers and leaders are often considers as having similar responsibilities, however, there are some basic differences in the positions and responsibilities of both. Managers have formal authority to influence their subordinates that comes with their appointed position. On the other hand, leaders do not necessarily have appointed position rather they influence others on account of their own personality.

As a manager is appointed to a position, he/she has to administer the processes for achievement of set goals. Whereas a leader innovates new ideas and sets goals. A manager compels the subordinates to follow specified rules and procedures. In contrast, a leader motivates the follower to accept new ideas and directs the behaviours towards achieving desired goals.

The main emphasis of a manager is on implementation of rules, systems and procedures through control and monitoring. On the other hand, a leader keeps focus on people through trust and inspiration. A manger keeps affairs in correct directions while a leader suggests new dimensions.

4.4 HEAD TEACHERS AS LEADERS

Head teacher has a vital role in the effectiveness and advancement of a school. As instructional leaders they are supposed to show behaviours that are associated with leadership qualities. According to Portin, et al (2006) the role of principles of schools has been changed from managerial expertise to leadership and the school leaders have to face new challenges for which they have to develop essential qualities and adopt appropriate strategies. Head teacher as leaders have some responsibilities. A report by Wallace Foundation (2012) suggested that effective principles have five key responsibilities:

1. **Shaping a vision of academic success for all students**. The first and most important responsibility of a head teacher is to establish a school-wide vision of commitment to high standards and the success of all students. High expectation may decrease gap between advantaged and less advantaged students.
2. **Creating a climate hospitable to education**. School leaders have the responsibility to create and maintain a healthy school environment in which learning is facilitated. Such environment is not only safe and organized but also supportive and responsive for students; and for teachers it offers a sense of a community of professionals focused on good instruction.
3. **Cultivating leadership in others**. A leader cannot work alone; he/she has to have a team to achieve any goal or complete a task. An important responsibility of a teacher is to cultivate leadership in other team members. Head teachers as leaders have to promote leadership in their teachers as professionals to improve teaching learning environment.
4. **Improving instruction**. Head teachers have to be vigilant about the quality of instruction and take necessary steps for improvement. They set standards and

encourage teachers for continuous professional development. They keep in touch with teachers as a team and also on individual basis. They also keep contact with classrooms in order to observe quality of instruction.

5. **Managing people, data and processes to foster school improvement.** Effective head teachers use information not only for identifying problems and difficulties but also for understanding their nature and causes. They are leaders in management as well and have responsibility of managing people as they deal with them inside and outside the school; managing data is concerned with all aspects of school and processes related to academics and administration.

For further detail study *The school principal as leader: Guiding Schools to Better Teaching and Learning*, http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.pdf

4.5 CHARACTERISTICS OF HEAD TEACHER

Looking at the role of a head teacher as a leader, it is obvious that head teachers should not only be experts in academic knowledge and skills, but also have some personal qualities. In order to achieve excellence in head teachers' job, some characteristics have a key role. McBer (2000) identified 15 characteristics for excellence in head teacher roles and grouped them into five clusters.

1. **Personal Values and Passionate Conviction**: Three qualities are included in this group:
   - *Respect for Others*: All students and faculty members are treated with respect.
   - *Challenge and Support*: Head teachers are prepared for accepting and giving challenges and also providing support to others in difficult situations.
   - *Personal Conviction*: In challenging situations they have confidence in their selves
2. **Creating the Vision**: Following characteristics help head teachers in creation a vision for their schools.
   - *Strategic Thinking*: Head teachers present creative ideas and also give thought to others ideas for improvement and future needs.
   - *Drive for Improvement*: They set high standards of performance for themselves and their teachers and students.
3. **Planning for Delivery and Monitoring and Improving**: Effectiveness of head teachers depends on how they plan for getting other's involvement and support. They not only keep track of progress but also empower others to take on responsibility to bring needed changes for improvement. Following characteristics are necessary regarding these responsibilities.

- *Analytical Thinking*: Effective head teachers have the ability to prioritize actions for improvements, to consider and check choices, and to foresee the consequences.
- *Initiative*: They are capable of dealing with opportunities and problems proactively and they think in future.
- *Transformational Leadership*: They make efforts for positive change through working with their teams.
- *Team working*: They ask for and acknowledge other's effort and contribution.
- *Understanding Others*: They know the strengths of their team and how to take full advantage of it.
- *Developing Potential*: They use their resources in the best ways to develop potential of their teams.

4. **Getting People on Board:** Effective head teachers can make people believe in their ideas and actuate their staff accordingly through influence and accountability.
   - *Impact and Influence*: They have ability to use impact and influence to convey their vision and to get possible resources.
   - *Holding People Accountable*: They set clear goals and standards to achieve and challenge poor performance.
5. **Gathering Information and Gaining Understanding**: All the above characteristics need the ability of gaining and understanding the necessary information.
   - *Understanding the Environment*: Effective head teachers understand the environment of their organization and use environmental forces to get positive results.
   - *Information Seeking*: They keep contacts within and outside the schools and remain personally in touch with all matters of interest about their schools.

For further detail study *Raising Achievement in Our Schools: Models of Excellence for Head Teachers in Different Settings. www3.nccu.edu.tw/.../refer9-1(kpool-**hay**-models-of-excellence-parts-1-2).pdf*

4.6 SELF ASSESSMENT QUESTIONS

1. Define leadership and management and explain basic differences between a leader and a manager.
2. What are the different approaches to analyze the process of management?
3. Describe various theories that explain leadership.
4. Explain various styles of leadership and the situations in which a particular style may be most appropriate.
5. What are some important characteristics of a head teacher?
6. Describe the key responsibilities of a head teacher as a leader.

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Unit–5

Educational Planning at Elementary Level

By Dr. Aftab Ahmad Mughal

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INTRODUCTION

It is a known fact that formal education is an organized process. We need trained teachers to teach, buildings and some other physical facilities have to be put up in order to have educational institutions work properly. The stake holders in the educational process like students, teachers, teacher educators, and administrators are required to accomplish the needs of the society. The people who later work as doctors, lawyers, teachers and agricultural officers, etc. are the product of these educational institutions. This reminds us about an important thing, i.e. that our educational system must be organized at every stage in such a way that it fulfills the needs of both the individual and the population. This process of wisely trying to organize education so as to cater the needs of its recipients is what can be termed as educational planning. In this unit we are going to study educational planning at elementary level.

Outline

* Meaning of Educational Planning
* Steps involved in Educational Planning
* Types of Educational Planning
* Approaches of Educational Planning

OBJECTIVES

After studying this unit you will be able to:

1. Describe the meaning , nature and scope of educational planning
2. Apply the principles of educational planning in the relevant field
3. To discuss the steps involved in the educational planning process
4. To describe the types of educational planning
5. To elaborate different approaches to educational planning

5.1 EXPECTED LEARNING OUTCOMES

Upon completion of this unit you should be able to:

- Master key concepts, characteristics and main stages of education sector planning;
- Identify the main contextual factors affecting educational planning;
- Discuss the main challenges facing educational planning;
- Compare educational development patterns in different regions;
- Identify the international commitments and frameworks guiding educational planning;

5.2 EDUCATIONAL PLANNING AT ELEMENTARY LEVEL

5.3 MEANING OF EDUCATIONAL PLANNING

After having sufficient resources, an individual who intends to build a house definitely makes some initial decisions prior to the actual building of the desired house. At the outset, he may think about the area or site of his dreams and would try to sketch down the proposed building on paper for approval by the concerned agencies. Then he may consult the building experts to estimate the cost of the building so that he may know how much budget will be required at different stages of the work. This is planning in action: planning is the process of determining a scheme for accomplishing a purpose. Such a scheme of arrangement is to be made beforehand by preparing a purposeful method of achieving the desired objectives (Whawo, 1993, p. 106). According to Musaazi (1982), planning is a rational process of preparing and coordinating a set of economic decision making for future actions directed at achieving objectives by optimal means. Admittedly, planning is a guide to the actions that are to be implemented at a future date. In other words, planning is futuristic. The rationale for planning is to effectively utilize available resources to attain a predetermined objective. The process involves strategies for manipulating several variables at the time of planning and their projection into the future.

Therefore, in the words of Coombs (1972) and Ololube (2009), educational planning in its broadest generic sense is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. The principal focus of educational planning in this definition is to make education more result-oriented for the development of the individual and the larger society. As Adesina (1981) pointed out that educational planning is the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficiency and effectiveness of the educational system through a planning mechanism. In the planning mechanism, once feasibility of the proposed service had been established a number of specific actions were necessary in order to ensure that an operational service could become a reality (Robertson, 1991).

Educational planning deals with the future, drawing enlightenment from the past. It is the springboard for future decisions and actions, but it is more than a mere blueprint. Planning is a continuous process, concerned not only with where to go but with how to get there and by what best route. Its work does not cease when a plan gets on paper and has won approval. Planning, to be effective, must be concerned with its own implementation-with progress made or not made, with unforeseen obstacles that arise and with how to overcome them. Plans are not made to be carved in stone but to be changed and adapted as the occasion warrants. As plans for one period move into action, planning for the next must be under way, nourished by feedback from the first. (P. H. Coomb, 1970).

Planning is a tool and a guide to practice and not simply an objective. It is a service which facilitates the accomplishment of organizational goals.

- Planning must still be regarded as more art than science.
- Planning should take place at all organizational levels.
- Planning must be closely tied to overall management.
- At the macro-level, educational planning should be coordinated with general social and economic planning.

5.3.1 Benefits of Planning

One outcome of planning is a clear statement of goals and specific objectives. This provides clarification of fundamental issues and gives coherence and direction to managerial decisions.

Planning requires that persons involved in this process make explicit the means by which they plan to reach objectives. In other words, it outlines a critical path by continually asking what tasks must be done, what inputs are necessary to do the tasks, what outputs are to be produced, and when and what inter-dependencies exist between these tasks.

Planning also ensures the early identification of potential problem areas.

It allows for alterations in the allocation of time and money in order to make deadlines and meet objectives. This would reduce the number of crisis problems. (Virgin, A. E, 1976)

ACTIVITY 1

1. Explain the term Educational Planning.
2. State the objectives of Educational Planning.

5.4 APPROACHES TO EDUCATIONAL PLANNING

Olambo (1995) identified three basic approaches to educational planning. They are:

1. The social demand approach
2. The human resources requirement approach
3. The cost benefit analysis

5.4.1 The Social Demand Approach

This approach requires the education authorities to provide schools and find facilities for all students who demand admission and who are qualified to enter school. This approach looks on education, as service demanded by people just like any other social services. Politicians in developing countries often find the approach expedient to use because of its appealing nature. The approach provides planners with the approximate number of places where educational facilities has to be provided. It is as well a suitable political tool to meet the need to satisfy the demands of the general public. In situations where resources are acutely limited, and where we are seeking to provide those kinds and quantities of education, which will offer the greatest good to the greatest number, this planning techniques are best.

5.4.2 The human Resources (HR) Requirement Approach

The focus of this approach is to forecast the human resources needs of the economy. That is, it stresses output from the educational system to meet the human resources needs at some future date. HR approach could usefully call attention to extreme gaps and imbalances in the education out-put pattern that need remedy and provides educators useful guidance on how roughly educational qualifications of the labor force ought to be developed in the future. That is, the relative proportion of people who would have primary education, secondary education and various amount of post-secondary training. This approach looks at the unemployment and underemployment situations, which may result from some over-emphasis on HR approach, may become a challenge to move towards the right kind of education which may be development oriented, and thereby creating its own job. The HR approach focuses on 3 main elements, namely:

- Specification of the composition of human resources need at some future date, for example, 2020-2025.
- Specification of human resources availabilities, for example, in 2015.
- Specification, which reconciles the former specification with the later.

5.4.3 Cost-Benefits Analysis of Education

The Cost-Benefits Analysis technique gives a simple, quantitative approach for deciding whether to go ahead with a decision. Cost-effectiveness analysis provides a method of comparing alternatives for their relative costs and results and in this way provides guidelines on which of the alternatives provides the most impact relative to cost (Wali & Elekwa, 2012). Applying this to the education context, Levin in Ololube (2013) asserts that cost-effectiveness enables measures of learning and other contextually-appropriate indicators to assess educational outcomes relative to costs. Adesina (1981) noted that cost-benefits approach looks at each level of education as investment in human beings with the purpose that the returns will help to improve the whole economy. Assumptions are that the wages and salaries paid to worker reflect differences in productivity. The variations in productivity result from different amount and kind of education people receive. It is a mode of analysis of current relationship between education and income. The benefits of this approach are that by looking at the age earnings structure of the educated person, it is possible to measure or quantify the increase in productivity of an educated person. The analysis can show or suggest the directions in which education

systems in a society should expand so as to maximize the earning capacity of their products, and the relationship between the cost of gaining more education and the increase in payment which results from additional education (Olambo, 1995; Wali & Elekwa, 2012).

5.5 COST-EFFECTIVE STRATEGIES

There is no general agreement on the most cost-effective strategies school administrators should use to demonstrate appreciation of school employees. However, the following have been cited by Wali and Elekwa (2012) as possible methods or alternatives:

1. Staff awards: staff will appreciate that their activities or actions are noticed and appreciated by their supervisor. For the administrator to achieve this, one option is offering a "behind the scene" award at the end of the year for humble employees who perform well. A teacher whose students excel in his or her subject in public examinations could, for example, be rewarded with such a prize. Similarly a teacher who makes a successful outing with students on an inter-school competition may deserve an award.
2. A surprise achievement celebration: quite simply, this can be achieved by providing a special lunchtime treat to an employee or team of employees whose actions deserve recognition. Alonge and Wali (2002) is of the opinion that administrators who give small gifts for special occasions (birthdays, weddings, etc.) or give free tea, coffee and snacks to their employees also makes them feel appreciated and motivated. In all of these cases it is the act of acknowledging the contributions and value of the employees.
3. Pass on praise: if a school administrator hears or is made aware of a positive remark about a staff person, he/she should repeat it to that employee as soon as possible, perhaps via email or send a thank you note to the employee's home address, copying the Dean and Head of Department. This will show that the administrator understands how much the employee may have sacrificed or given to complete their assignment with excellence.
4. Publish a Kudos Column in the school newsletter and ask employees to submit kudos for their peers. Similarly set up a suggestion program by either establishing a suggestion box or completing school-wide questionnaires so that employees feel that their opinions and ideas are taken seriously.
5. Recognize employee value by delegating functions according to levels of competence: Wali (2010) observed that delegation is necessary for an organization like a school to exist and grow. Employees who are neglected in the distribution of functions often become apathetic to the achievement of school goals.
6. Make teaching jobs challenging: School administrators should not allow teachers to stay too long in one assignment. In other words, classes and responsibilities should be rotated. A form master could, for example, rotate with house master and vice versa. School administrators should avoid saddling a willing staff with too many responsibilities, since a heavy work load has been identified as a major source of stress (Nwankwo, 1982).

7. Ensure that existing school policies are not frustrating: obnoxious school policies can be an obstacle to an employee's competence at work. There are, for example, schools where employees must fill out forms or wait for "visiting hours" before seeing their principal. Enyi (2004) notes that unless such rigid bureaucratic arrangements are dismantled and more open systems of administration are adopted, employees will continue to face unnecessary frustration at work.
8. Express interest in your employee's professional development: Teacher training does not end when they begin teaching, but that teaching demands rigorous and continuous training. Employee professional development and training should be seen as a continuum. School administrators should ensure that their employees attend programs that will increase their professional growth and capacity. Even if a school cannot fund professional development opportunities, employees will still appreciate an administrator's interest and guidance in this regard (Ornstein & Levine, 2006).

5.6 ADVANTAGES OF COST-EFFECTIVE STRATEGIES IN SCHOOLS

The first advantage of cost effective strategies is that they are useful to school administrators and other proprietors of schools given the limited and often inadequate resources at their disposal. Cost effectiveness strategies can help to make the best use of the resources that are available. Secondly, cost effective strategies are useful where budget allocation or funds to perform certain activities are fixed and administrators are considering alternatives that may use the given level of funds in a new way so to achieve greater benefits or greater effectiveness. Finally, cost effective strategies are useful to school administrators, policy makers and planners in situations where the objectives and benefits of a program and accomplishment are fixed. Cost-effectiveness analyses can enhance and complement national strategies to garner new political commitments and evidence-based action (Hu et al., 2007; Wali & Elekwa, 2012).

ACTIVITY 2

1. Why do we need educational planning?
2. What do you mean by social demand approach?
3. State 2 of its assumptions.
4. List 2 merits and 2 demerits of the social demand approach

5.7 CONCLUSION

As enrollment in schools increases daily, the available resources may become over-stressed. The situation becomes even more frightening when a universal education program in Nigeria is been implemented. Therefore, adequate planning of the human and material resources is needed to address the issue of ever increasing enrollment and the need to provide them with teachers who can help them achieve appropriate educational objectives. Additionally, the rising cost of education leaves some schools with low quality and inadequate material and human resources. This is because there is no cheap education the world over. Thus, the need for alternative ways of utilizing slim resources to attain set objectives makes planning imperative. The complexity of schooling, its constraints, contingencies, and other difficulties also make planning a necessity. The scarce resources in schools may be wasted if their utilization is not properly planned.

According to Meyer (1998), the rapidly increasing school enrollments around the world, in industrial and non-industrial societies alike, cannot simply be explained by occupational changes. At any given level in the schooling process an S-shaped enrollment curve can be traced. At first enrollments increased slowly. When they reach a "tripping point", however, they rapidly level off once near-universal enrollment has been achieved. Thus, even more important than occupation change has been changing expectations about how much schooling is "enough." Some families may begin to see schooling as providing important social benefits, such as the prospect of mixing with a higher class of people while others may see it as providing possible opportunities for economic advancement. These families will pursue strategies that allow them to invest more heavily in schooling. Despite the increasing complexity of schools created by rising enrollments and problems of research, programs of study must be tailored to the ever-more complex needs of the society. Schools are established for the improvement of society and thus, socio-economic planners and educational planners need to cooperate in planning for the benefit of both the school and society.

ACTIVITY 3

1. List and explain the components of Educational Planning.

5.8 SELF ASSESSMENT QUESTIONS

1. What is planning?
2. What does Educational Planning Means?
3. Identify the three major steps in the educational planning process.
4. How will you differentiate different approaches to educational planning?

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Unit–6

School Education
Rules and Regulations

By Dr. Saleem Ullah Jundran

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INTRODUCTION

Rules and regulations are essential for proper and smooth running of an institution. Disregard and violation of rules and regulations in an organization or institution shatters the whole fabric and mechanism of the organization.

An elementary school is the foundation training unit of society. If it does not ply on the path of right rules and regulations; it will pollute the innocent minds of the nation. Thus, introduction, enforcement and supremacy of right rules and regulations in schools cannot be overlooked. Better working relationship, peaceful co-existence and achievement of high educational objectives in schools can be possible only through regular observance of prescribed rules and regulations.

According to Government of the Punjab (2014) (a), in exercise of the powers conferred under section 23 of the Punjab Civil Servants Act 1974 (VIII of 1974), Governor of the Punjab has been pleased to make the "Punjab School Education Department (School Education) Service Rules 2014." They have come into force at once. The compilation of rules, policies and system regulations is very important for smooth and efficient course of work. "Compendium of Rules & Regulations for District Education Offices" is also relevant example in this context. (Canada Pakistan Basic Education Project, 2009).

Different types of codal products are available in school education service under relevant classification. For example, National & Provincial Education Policies, Acts, Education Codes, Rules & Regulations, etc. Simply, an act is the formal product of a legislative body. Code is a set of laws or regulations especially one given statutory force. Rule is an accepted principle or instruction that states the way things should be done. Regulation is an order issued by an executive authority or regulatory agency of government having the force of law. "Policy is a plan what to do in particular situations that has been agreed to officially by the government.

Rules & Regulations focus upon the attainment of objects. They are prescribed to be followed. Their implementation and practice makes objectives. Allah Almighty, the Greater of everything states:

"Do you think that I created you in vain and you are not to return to me"? (Surah Al-Mo'minoon: 115) (Auolakh (Eng. Trans) (n-d.))

Thus, every person must be true to his true purpose and should abide by the societal/organizational rules & regulations. The ultimate goal of all rules & regulations should be obedience to Allah almighty and His most beloved Prophet Hazrat Muhammad Sall-Allah-O-Alaih-i-wa-Alihee-wa-Sallum.

Khalid (2010) has suggested that a specific course (Paper) upon "Educational Law" Should be included into the curriculum of B.Ed/M.Ed/M.A Leadership Education along with its practicum.

OBJECTIVES

Insha Allah Ta'ala, the intensive study of this unit material and the intention for its practice will enable the dear and respectable students to:

- Argue for the value of school education rules and regulation;
- Report the rules regarding appointment in school education;
- Interpret efficiency & discipline (E&D) rules in school education;
- Examine and experiment terms of reference (TOR) for the school personnel;
- Recognize the Code of Ethics in school Education;
- Categorize terms of reference of various personnel in school education;
- Synthesize code of ethics for the teachers;
- Assemble rules regarding staff leaves in schools;
- Summarize Punjab Education Code.

6.1 RULES REGARDING APPOINTMENT IN SCHOOL EDUCATION (FEDERAL PROVINCIAL)

According to Government of Pakistan (2009), "Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone." (P. 43, Sr. No. 05). Te Government of Pakistan has given further policy actions as under:

"A Bachelors degree, with a B.Ed; shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., Shall be ensured by 2018." (P. 42).

The Government of Pakistan has further proposed policy action that PTC and CT shall be phased out through the system. The present teachers will be encouraged to improve their qualification. The new teachers shall be hired on the advanced criteria.

Already, Government of Pakistan, Capital Administration and Development Division (2016) has prescribed following criteria for the recruitment of elementary school teachers.

(1) ***Name/Designation of Post:*** Elementary School Teacher (Male/Female)
(2) ***BPS (Basic Pay Scale):*** 14
(3) ***Age Limit:*** *(18-25 Years)*
(4) ***Qualification/Experience:*** At least F.A/F.Sc 2nd division along with C.T or equivalent qualification

Note: Concession in the Age-limit: Permissible according to Govt. rules.

Punjab School Education Department 2016, 31st January) has authorized National Testing Service (NTS) to conduct entry test for the recruitment of educators in all districts of Punjab. The Government of Punjab, school education department has prescribed following rules and regulations regarding recruitment of school teachers (Educators) through NTS:

6.1.1 Qualification Criteria for School Cadre Posts:

ACADEMIC & PROFESSIONAL QUALIFICATION			
S#	**Nomenclature of Posts**	**Academic Qualifications (At least 2nd Division)**	**Professional Qualification (At least 2nd Division**
1	**Elementary School Educators (ESE)**	BA/BSc/BA (Honors/B.Com/M.Com BSc (Hons)/ BS (hon)/M.Sc/BCS **OR** B.S/BSc (Hons-4 Years) in Agriculture or Agriculture Engineering **OR** BSBSC (Hons-4 Years) Engineering (All Discipline) **OR** BSEd/MSED/ADE/B.Ed (Honors-4 Years)	**B.Ed/M.Ed/M.A (Edu)**

		Ade Means Associate Degree in Education	
2	**ESE (Science-Math)**	MSc/BS(Hons-4 Years) in any Branch of Physics/Chemistry/ Botany/ Zoolgy/ Math Biochemistry/ Biotechnology/ Environmental Sciences, Biology, IT/ Computer Science/ Food Technology/Fisheries **OR** B.Sc With at Least two Subjects out of Chemistry, Zoology, Botany, Physics, Math-A Math-B & Math **OR** DVM, Ainmal Husbandry, D-Pharmacy, MCS/ M.Sc, BS (TS-4 Years) or BCS **OR** BSc (4-Years) in Agriculture or Agriculture Engineering **OR** BSc (-Years in Engineering (all Trades) / Software Engineering **OR** BSc/BA and Intermediate with at least three subjects out of Physics, Chemistry, Biology, Mathematics and Computer Science **OR** MSEd/BSEd with at least two subjects out of Chemistry, Zoology, Botany, Physics, Math-A Course, Math-B Course & Math	**B.Ed/ MSED/ M.Ed/ M.A (Edu)**
3	**Senior Elementary School Educator SESE (English)**	BA With English (200 Marks) plus English Literature (200 Marks) **OR** MA English or Masters of Teaching of English as Second Language/Linguistics	**B.Ed/M.Ed/M.A (Edu)**
4	**SESE (Urdu)**	Master Degree in Urdu	**B.Ed/M.Ed/M.A (Edu)**
5	**SESE (Math)**	B.Sc with at least two subjects out of Math A, Math B, Math, Physics, Computer and Chemistry **OR** M.Sc/BS (Hon 4 Years) in Chemistry/ Biochemistry/ Bioinformatics & Biotechnology/ Zoology/ Environmental Science/ Botany/ Biology/ Food Sciences & Technology /Fisheries **OR** B.Sc in Engineering (All trades) **OR** B.Sc (4 Years) in Agriculture **OR** MSEd/BSEd With Zoology, Botany and Chemistry	**B.Ed/M.Ed/M.A (Edu)**
6	**SESE (Science)**	B.Sc with at least two subject out of Zoology, Botany and chemistry **OR**	**B.Ed/MSEd/M.Ed/M.A (Edu)**

		M.Sc/BS (Hon 4Years) in Chemistry/ Biochemistry/ Bioinformatics & Biotechnology/ Zoology /Enronmental Science / Botany/ Biology/ Food Sciences & Technology/ Fisheries **OR** B.C in Engineering (All Trades) **OR** B.Sc (4 Years) in Agriculture **OR** MSEd/BSEd with Zoology, Botany and Chemistry	
7	**SESE (Arabic**	B.A with Shahadat-Ul-Almia **OR** M.A Arabic	**B.Ed/M.Ed/M.A (Edu)**
8	**SESE (PET)**	M.A/M.Sc in Sports Sciences/Physical Education	**B.Ed/M.Ed/M.A (Edu)**
9	**SESE (DM)**	Master Degree in Fine Arts	**B.Ed/M.Ed/M.A (Edu)**
10	**SESE (Computer Science)**	MSc (CS)/MCS/MSC(IT)/MIT/BS(IT-4 Years)/BSc (Computer system Engineering -4 Years)/ BS (-4 Years Software Engineering)	**B.Ed/M.Ed/M.A (Edu)**
11	**SSE (URDU)**	Master Degree in Urdu	**B.Ed/M.Ed/M.A (Edu)**

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ACADEMIC & PROFESSIONAL QUALIFICATION			
S#	**Nomenclature of Posts**	**Academic Qualifications (At least 2nd Division)**	**Professional Qualification (At least 2nd Division**
12	**SSE (English)**	Master Degree in English **OR** Masters in Teaching of English as Second Language/ Linguistics	**B.Ed/M.Ed/M.A (Edu)**
13	**SSE (Math)**	Master Degree in Mathematics	**B.Ed/M.Ed/M.A (Edu)**
14	**SSE (Physics)**	Master Degree in Physics	**B.Ed/M.Ed/M.A (Edu)**
15	**SSE (Biology)**	Master Degree in Zoology/ Botany/ Biology/ Biotechnology/ Food Technology/ Environmental Science/ Fisheries **OR** BSc 94 Years) in Agriculture	**B.Ed/M.Ed/M.A (Edu)**
16	**SSE (Chemistry)**	Master Degree in Chemistry/ Bio Chemistry	**B.Ed/M.Ed/M.A (Edu)**
17	**SSE (Computer Science)**	M.Sc (CS)/MCS/M.Sc(IT)/MIT/B.Sc(Computer System Engineering 4 Years)/BS(IT 4 Years)/ BS (Computer Science 4 Years)	**B.Ed/M.Ed/M.A (Edu)**
18	**Assistant Education Officers (AEO's)**	B.Sc With at least two Subjects out of Physics, Chemistry, Zoology, Botany, Math, Math A Course, Math B Course **OR** Master Degree in Any one of the Subjects i.e English, Physics, Chemistry, Zoology, Botany, Mathematics, BSc (Agriculture 4 Years) Only Serving (AEO's and SSTS/ SSES except computer Teachers) of Punjab School Education Department can Apply	**B.Ed/M.Ed/M.A (Edu)**

The Test has been recommended essential for the recruitment of school Teachers (Educators) ESEs (Elementary School Educators), SESEs (Senior Elementary School Educators) SSEs (Secondary School Educators) and AEOs (Assistant Education officers. Following outlines of the syllabus have been prescribed for the test through NTS:

6.1.2 Brief Outlines of the Syllabus for the Test

Brief Outlines of the Syllabus for each post are asunder:

1. Test (100 Marks) for ESE:

a.	Core Subjects (Urdu 15 Marks, Islamiat + Social Studies 15 Marks, English 15 Marks of Intermediate & Graduation Level	45-Marks
b.	Instructional Planning, Strategies, Learning Environment (Pedagogy)	10-Marks
c.	Course Content of the Primary Classes, Early Child Education, Assessment, SLOs, Curriculum, Item Development, Quality Dive, Literacy & Numeracy Drive	20-Marks
d.	Non Salary Budget (NSB), Faroog-e-Taleem Fund (FIF), Child Friendly Atmosphere and School Record	10-Marks
e.	Current Affairs/General Knolwedge	15-Marks

2. Test (100 Marks) for ESE (Sci-Math):

a.	Core Subjects (Science 15 Marks, Mathematics 15 Marks, English 15 Marks) of Intermediate & Graduation Level	45-Marks
b.	Instructional Planning, Strategies, Learning Environment (Pedagogy)	10-Marks
c.	Course Content of the Primary Classes, Early Child Education, Assessment, SLOs, Curriculum, Item Development, Quality Dive, Literacy & Numeracy Drive	20-Marks
d.	Non Salary Budget (NSB), Faroog-e-Taleem Fund (FIF), Child Friendly Atmosphere and School Record	10-Marks
e.	Current Affairs/General Knowledge	15-Marks

3. Test (100 Marks) For SESE (PET)

a.	Core Subjects (Science 15 Marks, Mathematics 15 Marks, English 15 Marks) of Intermediate & Graduation Level	55-Marks
b.	Instructional Planning, Strategies, Learning Environment (Pedagogy)	10-Marks
c.	Course Content of the Elementary & Matric Level, Item Development, Assessment, SLOs and Child Friendly Atmosphere	30-Marks
d.	Current Affairs/General Knowledge	05-Marks

4. Test (100 Marks) for SESE (DM

a.	Core School Subject (Art & Craft/Fine Arts 35 Marks, English 10 Marks) of Master Level	45-Marks
b.	Instructional Planning, Strategies, Learning Environment (Pedagogy)	10-Marks
c.	Course Content of the Elementary & Matric Level, Item Development, Assessment, SLOs and Child Friendly Atmosphere	30-Marks
d.	Current Affairs/General Knowledge	15-Marks

5. Test (100 Marks) for SESE (All Categories) and SSE (All Categories)

a.	Relevant Subject (s) Prescribed Academic Qualification) Master's Level	35-Marks
b.	English	10-Marks
c.	Instructional Planning, Strategies, Learning Environment (Pedagogy)	10-Marks
d.	Course Content of the Elementary & Matric Level, Item Development, Assessment, SLOs and Child Friendly Atmosphere	30-Marks
e.	Current Affairs/General Knowledge	15-Marks

6. Test (100 Marks) for AEOs

a.	Course Content of Text Books of Primary Classes, SLOs, Curriculum Early Child Education, Assessment, Item Development, Quality Drive, CPD, Literacy & Numeracy Drive.	30-Marks
b.	Article 25-A, The Punjab Free & Compulsory Education Act, 2010, 100% Enrolment of Children of School Going Age. 100% Retention of Enrolled Students, Quality Education.	10-Marks
c.	**POLICIES** School Reforms Road Map. Recruitment Policy-2016 for Educators and AEOs, Consolidation of Primary Schools Rationalization of Teacher. Feasibility for Establishment of School, Faroogh-e-Taleem Fund. Non Salary Budget (NSB). School Council Policy. Maintenance of Service Book. School Record.	20-Marks
d.	The Punjab Employees Efficiency Discipline and Accountability Act, 2006. The Protection against Harassment of Women at the Workplace Act, 2010. The Punjab School Education Department (School Education) Service Rules, 2014. The Revised Leave Rules, 1981.	15-Marks
e.	English Grammer and Comprehension.	15-Marks

6.1.3 Terms & Conditions of Recruitment

The Recruitment procedure also includes following terms and conditions essential at the time of recruitment:

1. Married female candidate can apply either against her domicile or against her husband domicile
2. Candidates must mention their district of domicile in the application form and their result shall be declared according to their mentioned domicile. In case of married women, their result shall be declared according to her domicile or their husband's domicile.
3. Upper age limit will be relaxed according to Government policy. Maximum age for males is 40 years and for female is 43 Years. Maximum age limit for disable candidates is 45 years.
4. For in service candidates, the period of his/her continuous service shall be excluded from his/her age for the purpose of upper age limit i.e., 35 Years.
5. In service/working AEO(s) and SSTs/ SSEs (All categories except (computer teachers) of the district may apply for the post of Assistant Education officers. No age limit applies for AEOs.
6. Eligibility of Candidate will be determined on the basis of his/her academic qualification as given against each post.
7. Qualifying Marks for Educators = 50% Marks; Qualifying Marks for AEO,s =60% Marks.
8. A candidate can apply for more than one posts by submitting separate form for each post with separate fee.
9. Final Selection/Recruitment of candidates shall be made after detailed scrutiny of credentials by District Recruitment Committee Headed by concerned DCO. All the successful candidates of NTS entry test shall apply in response of the advertisement published by Chairman District Recruitment Committee/DCO Concerned.
10. BS (Honors 4-Years) in prescribed subjects/Masters in any branch of the prescribed subject can also apply.
11. The Candidates having prescribed academic qualification will be considered for the post of Educators. However the candidates without prescribed professional

qualification appearing in the merit list may be considered as per ranking criteria. Such candidates in case of selection will have to acquire the prescribed professional qualification within three years otherwise their contract will stand terminated, without any notice.

12. The candidates having BA/BSc with diploma in physical education (1 Year) issued by the recognized Board of Intermediate and Secondary Education (BISE) or University can also apply for the post of SESE (PET). However they will have to acquire prescribed academic qualification within 5 years. Apart of MSc in Physical Education.
13. The candidates having BA/Bsc with Diploma in Fine Arts (1 Year) issued by the recognized Board of Intermediate and Secondary Education (BISE) or BA with Fine Arts an Elective Subject of 200 Marks issued by the recognized university can also apply for the post of SESE (DM). However, they will have to acquire prescribed academic qualification within 5 years. (Punjab School Education Department, 2016, January 31) + (Cited in Roznama Jang, LHT, Jan 31, 2016)

According to Government of the Punjab (2014), primarily this information regarding appointment of educators is also available in the "Recruitment Polciy-2014 for Educators."

According to Government of Sindh (2014), Method of appointment and pay-structure for elementary school management is as under:

School Management Service

S. No	Name of Post with BPS	Method of Appointment	Minimum Academic Qualification/ Necessary Experience	Age limit Min/Max
1.	Senior Headmaster/ Headmistress (BPS-18) Elementary/ Secondary Schools	i) 50% by promotion from amongst Headmasters/ Headmistress (BPS-17) Campus/ Cluster/ Primary Schools. ii) 35% by Promotion from amongst Senior Elementary school Teachers (BPS-17). iii) 15% by promotion from amongst Senior Secondary School Teachers (BPS-17) iv) All having 5-Years of service as HM/SEST/SSST & have completed mandatory training through PITE or any Institution on the approved panel list, and on seniority-com-fitness basis.		
2.	Headmaster/ Headmistress (BPS-17) Campus/ Cluster/ Primary Schools	i) 80% by initial appointment through Sindh Public Service Commission (Except contract employees) ii) 20% by Promotion from amongst	M.A and M.Ed preferably with specialization in Management at least in 2nd Division from a recognized University	22-30

		the various categories of teachers having 7 years service in BPS-16, and have completed mandatory training through PITE or any Institution on the approved panel list and on combined seniority-cum-fitness basis.	and having basic knowledge or computer **OR** Masters Degree and B.Ed both at lead in 2nd Division having five years Govt. Service as HST (BPS-16) except contract employees with computer literacy (up to 2018 only) **OR** II) Masters at least in 2nd Division and Associate Degree in Education (ADE) at least in 2nd Division from an recognized University having three (3) years service as teacher in any registered school with computer literacy (up to 2018)	
3.	Senior Elementary School Teacher (SEST) BPS-17	By promotion form amongst the Elementary School Teachers (ESTs) having 7 years service as such and have completed mandatory training in PITE or any other University or Institute on approved panel list, on seniority-cum-fitness basis		
4.	Senior Secondary School Teacher SSST) (BPS-17)	By promotion from amongst the Secondary School teachers (SSTs) having minimum 7 Years service as such and have completed mandatory training in PITE or any other University of institute on approved panel list, on seniority-cum-fitness basis.		
5.	Elementary School Teacher (EST) (BPS-16)	i) 25% by initial appointment through Sindh public service commission. ii) 50% by promotion from amongst Junior Elementary School Teachers (JESTs) having B.Ed 9Hon) elementary at least in 2nd Division and minimum 7 Years service as JEST on seniority-cum-fitness basis. iii) 25% by promotions from Primary School Teachers (PSTs) having B.Ed 9Hon) Elementary at least in 2nd Division and minimum 10 Years service as PST on seniority-cum-fitness basis.	B.A and B.Ed (Hon) Elementary at least in 2nd Division from a recognized University/ College/ Institute. **OR** Masters with B.Ed at least in 2nd Division from a recognized university/ College/ Institute (up to 2018)	22-30
6.	Secondary School	By initial recruitment through Sindh	Graduate with B.Ed	22-30

	Teacher (SST) (PBS-16)	Public Service Commission.	(Hons) Secondary at least in 2nd Division from a Recognized University/ College/ Institute **OR** Masters with B.Ed both at least in 2nd Division from a recognized University/ College/ Institute (up to 2018)	
7.	Senior early Childhood Teacher (BPS-16)	By Promotion from amongst Early Childhood Teachers 9BPS-15) Having at least 7 years service and have completed mandatory training through PITE or any institute on the approved panel list, on seniority-cum-fitness basis.		
8.	Early Childhood Teacher (BPS-15) (Female)	By Initial appointment through competitive examination by Sindh, Public Service commission and other Testing services to be procured by Education & Literacy Department.	Graduate and Diploma in Early/ KG/ Montessori at least in 2nd Division from a recognized University/ College/ Institute.	
9.	Junior Elementary School Teacher (JEST) (BPS-14)	i) 75% by initial appointment through competitive examination/ test. ii) 25% by promotion from amongst PSTs (BPS-09) having ADE at least in 2nd Division from a recognized University/ College/ Instititue and 7 Years of Service as PST (BPS-09) on seniority-cum-fitness basis.	Associate Degree in Education (ADE) at least in 2nd Division from a recognized University/ College/ Institute **OR** Graduate with B.Ed both at least in 2nd Division from a recognized university/ College Institute (up to 2018)	

The Government of Sindh has included the Post of Director School Education (Primary) BPS-20 and District Education Officer (Primary) BPS = 19 into School Executive Service (SES). This School Executive Service ranges from Assistant Education Officer BPS-17 to Director School Education BPS-20. There is also special allocation of posts for school management service (SMS).

Teachers are the builders of nation. The sublime task of nation-building gets fulfillment in the hands of teachers. Thus, best talent must be selected and recruited for teaching profession. Remuneration factor is also significant for bringing best talent to teaching profession at Elementary Teacher Education level. It has been pointed out in "CRER Model for Teacher Motivation & Morale in Pakistan (2005)" that Competency, Environment; Recognition and Remuneration factors strongly influence workers professional and organizational behavior. Thus, these four dimensions may be kept in view for recruiting and retaining motivational and talented teachers. (Jundran, 2005).

It has been proposed that teachers may be selected regularly through periodical competitive exams incorporating aptitude tests for teaching profession. Provincial Public

Service Commission or Provincial Public Education Service Commission may accomplish this most important task of nation-builders (Teachers) selection for the subsequent appointment. (Jundran, 2006).

Elementary Teacher Education imparts the baseline and foundation education in the whole schooling continuum. Thus, much more care and caution is needed for the availability of right, sound and capable Elementary Teachers and Elementary Teacher Educators. Appointment rules may be reviewed in due course of time as well for finding the fittest school education personnel in the required number. So that the nation may develop and flourish in an exemplary way from its foundation-level! (Ameen-sum-Ameen).

6.2 RULES REGARDING PAY & ALLOWANCES

1. The pay of a Government servant is fixed at the minimum of the time scale of the post. {FR. 22 (b)}
2. Annual increment is allowed in a pay scale on 1st December each year provided duty period during the period under increment (1st December-30th November) is at least six months in that pay scale or higher pay scale.
3. Pay is fixed on the next stage in following occasions:
   (i) Move over to the next higher pay scale;
   (ii) Up gradation of post along with its incumbent;
   (iii) Promotion in the same pay scale which a Govt. servant is already holding by way of selection grade;
   (iv) Promotion to higher post where the Government servant is already drawing pay in the pay scale higher than the pay scale of the post to which he is promoted (e.g., moved over pay scale followed by selection grade);
4. Pay of the employee (non-gazzetted) on appointment, promotion, revision of scales and earning of annual increment etc is done by the office concerned. The pay-fixation, on revision of scales only, is carried out by the concerned accounts office (AG/DAO).
5. Service verification of the employees is required on annual basis by recording following certificate in the service book:
   "Service verified up to------ (date) from (the record from which the verification is made).
6. The joining time counts for increment in the same post. The period of training will also count towards increment in the time-scale of the post (SRs, DDO Hand Book, Notification of FD Chapter-iv of CSR Punjab) cited in: (Mehr, Wasim Ahmad & Adnan Sher, 2009);

6.3 RULES REGARDING STAFF LEAVES (LEAVE RULES)

(Leave Rules 1980 (Federal), 1981 (Punjab) and 1979 (NWFP)

Mehr, Wasim Ahmad and Adnan Sher (2009) present as under (PP.81-83)

Casual Leave: Casual leave is not treated as absence from duty. The grant of casual leave is subject to the condition that it does not cause avoidance of rules regarding date of computing pay and allowances, charge of office, start and end of leave and return to duty. The maximum period of casual leave admissible during a calendar year is 20 days (25 days in case of provincial and district governments).

The balance of casual leave not availed of lapses with the end of year. The casual leave cannot be combined with any other type of leave or joining time.

Tahir (n.d.) presents with reference to rules 8.62 extract taken from CSR (Punjab) Vol. I, Part-I that:

(i) Casual leave should not ordinarily exceed 10 days at a time and 25 days during anyone calendar year.

(ii) The sanctioning authority may, however, grant casual leave up to 15 days at a time in special circumstances.

(iii) Casual leave may be granted in conjunction with Fridays or public holiday.

(iv) If casual leave is combined with holidays, the total period should not exceed 15 days at a time. The public holidays sandwiched between the casual leave shall be debited to the casual leave account.

(v) Casual leave may be sanctioned to a Government servant by his immediate officer.

(vi) Casual leave shall not be granted to Govt. servants in conjunction with training period spent abroad.

(vii) No Government should leave his headquarters during casual leave or holidays without the permission of the leave sanctioning authority.

(viii) Government servants are not entitled to casual leave as of right. The casual leave is granted to them by way of grace to enable them to attend to their private affairs of casual nature. According to circular letter No. FD. SR. II 2-100/87 dated 1st February, 1988,

- It shall not be necessary to specify the reason for which leave has been applied.
- Leave applied for on medical certificate shall not be refused.
- If a civil servant is re-called from leave compulsorily, he may be granted a single return fare plus daily allowance.
- A civil servant may apply for any type of leave which is due and admissible to him.
- When a post is abolished, leave due to the civil servant shall be granted without regard to the availability of a post for the period of leave.
- A civil servant on leave may not return to duty before the expiry of the period of leave granted to him unless be is permitted.

According to F.D. SR-III-1-85/78, Notified by the Essential Considerations Relevant to Leave:

Government of Punjab (Finance Department) on the 13th July, 1981,

(i) All civil service rendered by a civil servant qualifies him to earn leave in accordance with these rules.
(ii) Leave shall not be earned during the period of leave.
(iii) A civil servant shall earn leave on full pay which shall be calculated at the rate of four days for every calendar month of duty rendered and credited to the leave account as "Leave on full pay".
(iv) Duty period of 15 days or less shall be ignored in a calendar month and that of more than 15 days shall be treated as full calendar month for the purpose of calculartion of earned leave.
(v) A civil servant in vacation department shall earn leave on full pay at the rate of one day for every calendar month of duty rendered.
(vi) The maximum period of leave on full pay that may be granted at one time shall be as follows:
    (a) Without medical certificate = 120 days
    (b) With medical certificate = 180 days
    (c) On medical certificate from leave account once in entire service =365 days.

Mehr et al. (2009) present Table of Various Kind of Leaves as under (pp.82-83):

6.3.1 Table of Various Kinds of Leaves

Kind of leave	Amount of Leave	Remarks
Leave on Full Pay	120 days at a time	120 on domestic Affairs +180 with medical certificate +365 on medical certificate (Once in entire service)
Leave on Half pay	No limit so long it is available One LFP will be debited for 2 days - Up to 2 years when service is less than 10 years - Up to 5 years when service is 10 years or more	• Extra ordinary leave is granted without pay & allowances • No effect on seniority • Such period is taken as non-qualifying service period for pension and increment etc. • After availing EOL, this leave cannot be converted into any other kind of leave (LFP or LHP etc)
Recreation Leave	15 days once a calendar year	Leave account is debited by 10 days and conveyance allowance is also deducted for 10 days
Leave not Due	- 90 days-up to 5 years service - 365 days when service is more than 5 years	• Off set against the leave to be earned in future • 365 days in entire service • May be converted into half pay
Special Leave	130 days to female Civil Servant on death of her husband	Outside leave account
Maternity Leave	- Up to 90 days - 45 days before and 45 days from date of confinement	Outside leave account up to 3 times this limit is not applicable in Vacation Department

Disability Leave	Up to 720 day to the Civil Servant who injured in performance of official duties	• Outside leave account • First 180 day on full pay and remaining on Half pay
Leave Ex-Pakistan	Extra title when leave is availed in a foreign country	The conditions of the kind of leave e.g. LFP, LHP or EOL would apply
LPR (Leave Preparatory to Retirement)	- 365 days - No limit for BS-21 & 22 officers in Federal Government	25 Year service or 59 years age
Quarantine Leave	- Nature of Extra CL - 21 days to 30 days - Leave is earned during this kind of leave	• In consequence of infectious disease • Forced leave
Study Leave	- Up to two years* in entire service - A period of 12 months of study leave at one time be regarded a suitable maximum in entire service - Within or outside Pakistan - Should not ordinarily be granted if service is less than 5 years - A study allowance shall be grated if service is less than 5 years - A study allowance shall be grated - Ordinarily Civil Servant shall bear the expenses of traveling & fees etc	• On half pay** • Service counts for pension & promotion • On applying retirement without returning, the study leave will be debited to leave account. If there is no balance, period would be treated as EOL

* The period of study-leave may be extended to four years on the merit of each case for obtaining Doctorate in terms of FD (Govt. of Punjab) Notification No. FDSr-II-2-124/06 dated 1st March, 2007.

** Full pay on study-leave has been allowed to the govt. servant who is admitted in the Ph.D course vide Government of the Punjab No. FD-SR-II-42/88 dated 10th September, 2007).

6.4 EFFICIENCY AND DISCIPLINE RULES

It is necessary in the public interest and for good Governance that measures should be provided for the improvement of efficiency, discipline and accountability of employees in the government (Public sector).

6.4.1 PEEDA Act 2006

The Punjab assembly of the Punjab passed the Punjab Employees Efficiency, Discipline and Accountability Bill 2005 on the 2nd October, 2006. The Governor of the Punjab granted it formal approval on the 13th October, 2006. Then, it was published as an Act of the Provincial Assembly of the Punjab known as:

The Punjab Employees Efficiency, Discipline and Accountability Act 2006, Act XII of 2006 (Government of the Punjab, 2006).

According to the Punjab Employee's Efficiency, Discipline, and Accountability Act 2006 (PEEDA Act 2006), an employee shall be liable to be proceeded against under this Act, if he is:

(i) Inefficient Or
(ii) Guilty of Misconduct Or
(iii) Guilty of Corruption Or
(iv) Engaged in Subversive Activities Or
(v) His Retention in Service is Prejudicial (Harmful) to National Security Or
(vi) Guilty of Disclosure of Official Secrets to any Unauthorized Person.

6.4.2 Penalties

The competent authority may impose one or more of the following penalties, namely:

(a) Minor Penalties:

- Censure;
- Withholding of increment or increments for a specific period subject to a maximum of five years;
- Fine not exceeding basic pay of one month;
- Reduction to a lower stage or stages in pay scale subject to a maximum of five stages;
- Withholding of promotion for a specific period, subject to a maximum of five years.

(b) Major Penalties:

- Recovery from pay, pension or any other amount payable to the accused, the whole or a part of any pecuniary loss caused to the Government;
- Reduction to a lower post and pay scale from the substantive (actual/real) or regular post for a specific period subject to a maximum of five years;
- Forfeiture (to lose or give up something as a consequence of / punishment for having done something wrong) of past service for a specific period subject to a maximum of five years;
- Compulsory Retirement;
- Removal from service; and
- Dismissal from service;

(c) Penalties After Retirement:

- Withholding of pension or any part thereof;
- Withdrawing of pension or any part thereof;
- Recovery from pension or any other amount payable to the accused, of pecuniary (of /or concerning money) loss caused to the Government or the organization in which he was employed.

Note:

- Dismissal from service under this act shall disqualify the employee for future employment under the Government or under any organization to which the provisions of this Act apply.
- Any penalty under this Act shall not absolve (clear somebody of guilt) an employee or accused from liability to any punishment to which he may be liable (responsible by law) for an offence (breaking of a rule or law), under any law, committed by him while in service.

6.4.3 Initiation of Proceedings:

The competent Authority may itself proceed against the accused by issuing a show cause notice or get an inquiry conducted into the charge against the accused by appointing an inquiry officer or an inquiry committee.

An employee against whom action is proposed to be initiated may be placed under suspension for a period of ninety (90) days.

If the competent Authority decides that it is not necessary to hold an enquiry against the accused, it shall inform the accused by the order in writing, of the grounds for proceeding against him. Charges shall be clearly specified therein. Penalty or penalties proposed to be imposed upon will be identified, too. Charge or charges will be proved or exonerated upon the receipt of reply of the accused.

6.4.4 Departmental Appeal And Review

An accused who has been awarded any penalty under this Act may (except where the penalty has been imposed by the Chief Minister) prefer departmental appeal directly to the Appellate Authority within thirty days from the date of communication of the order.

Provided that where the order has been passed by the Chief Minister, the accused may, within thirty days, submit a review petition directly to the Chief Minister.

6.4.5 Proceedings under This Act

Subject to this Act, all proceedings initiated against the employees (having retired or in service) shall be governed by the provisions of this Act. In case of retired employees, the proceedings so initiated shall be finalized not later than two years of his retirement.

6.4.6 An important Note for the Readers W/R to PEEDA:

The Employees Efficiency, Discipline and Accountability Act 2006 (Act XII of 2006) is included into the Extraordinary Issue of the Punjab Gazette, Registered No. L-7532 (PP. 1385 to 1394). This document may be studied in detail.

Owing to the limited space allocated for this unit, the whole body or complete summary of this Act could not be given here. This Act consists of twenty six (26) sections ranging from serial No. 01 to 26. Among them many consist of further several sub-sections. Thus,

those readers who wish to be fully informed about Efficiency and Discipline Rules may have thorough and detailed perusal of this legislative document.

The study of PEEDA act 2006 has also been included into the syllabus outline prescribed for the section of AEOs through NTS in the Punjab school Education Department.

The awareness as well as information about the Efficiency and Discipline rules prevalent among the Government servants of other provinces of Pakistan is also desirable. Te Government servants (Efficiency and Discipline) Rules/Act prevalent in Balochistan, Khyher Pakhtun Khawh and Sindh can be perused through internet sources, too. On the whole, more things are common among all provinces efficiency and discipline rules. However, at places, few differences can also be seen.

6.5 TERMS OF REFERENCE FOR THE SCHOOL PERSONNEL

Terms of reference stands for a written document. It tells about the purpose and objective of the service to be delivered. It mentions the methods to be used. It gives the standards and criteria against which the performance is to be evaluated.
Terms of reference state the basis of the contract or agreement between the employee and employer. They elaborate the expectations. Terms of reference may include:
(1) What to achieve?
(2) How to achieve?
(3) When to achieve?
(4) Through whom to achieve?

The contract appointment is in practice, too, in the Punjab School Education Department. Punjab Government School Education Department gives certain terms and condition to the contract signing teachers (Educators). Punjab Government School Education Department's terms and conditions letters, i.e., "Letter of agreement" bear details about pay package, annual increase, pension, GPF, etc., period of contract, conditions of leave, medical facilities, travelling allowance/daily allowance/ termination of contract, transfer, training, performance, medical fitness certificate, authentically of degrees/ certificates/ diplomas, recovery of loss, and performance of other duties. Appointing authorities issue such letters of agreement to the selectee Educators on behalf of the Government. The terms and conditions related to performance, training and termination are being given hereby taken from the specimen letters as an example:

6.5.1 Terms & Conditions (Specific) for Educators (Contract-Based):

Performance	Performance will be assessed/evaluated on the basis of: (i) 100% enrollment and 100% retention of enrolled students (ii) Quality of education to be determined on the basis of BISE, PEC results and tests conducted through DTEs (iii) Punctuality and discipline (iv) Overall performance shall be recorded in PER/ACR (v) To ensure STR and Workload

	(vi) Performance in Training shall be up to the mark.
Transfer	On completion of contract period of three years and having good performance regarding 100% enrolment, 100% retention, quality of education to be determined on the basis of BISE, PEC Results, Punctuality and Discipline, they will be transferred on their request as to one time special dispensation during contract.
Training	The selected candidates shall participate in training scheduled by the Directorate of Staff Development Lahore or any other agency. Either the training expenses bears the Government or the trainees. Further, inter-se seniority of the selectees shall be determined on the basis of performance in training. However if the trainee is unable to complete training successfully, the contract may be terminated.
Termination of Contract	The contract will be terminated on the following grounds: (i) Contract of appointment will be liable to termination on one month notice or payment of one month salary in lieu thereof by either side without assigning any reason. (ii) The appointing authority has a right to terminate contract at any time by giving a notice/personal hearing in case of poor performance or misconduct. (iii) The contract will be terminated, if they Educator is on willful absence from duty or does not achieve 100% enrollment, student teacher ratio (STR) (40:1), 100% retention and quality education to be judged on the basis of PEC examinations, BISE examinations and monthly/term tests conducted through DTEs or any other mechanism prescribed by the department for quality assurance test (QAT). (iv) If degree (s) / certificate (s) are found bogus, the contract shall be terminated by the appointing authority.

(Taken from the specimen letter of agreement offered for the post of ESE-BPS # 09 (elementary School Educator) on behalf of appointing authority in School Education Department, Government of Punjab, 2016).

6.5.2 Terms & Conditions Related to the Appointment of (SESEs) on Regular Basis: Government of the Punjab, School Education department has laid down specific terms and conditions for the appointment of SESEs on regular basis as under:

Terms & Conditions

1. These appointments will be subject to the fulfillment of requirements of rule 18, 19, 20 & 21/A of the Punjab Civil Servants (Appointment and Conditions of Service) Rules, 1974.
2. The appointees on regular appointment shall remain on probation for two years in terms of section 5 of Punjab Civil Servants Act, 1974 and rule 7 of the Punjab Civil Servants (Appointment and Conditions of Service) rule 1974.
3. The period of these appointees served under contract employment shall not be counted for any purpose like pension, gratuity, leave etc, on their regular appointment under Punjab Civil Servants Act, 1974 and the rules framed there under.
4. The salary component of these appointees shall be in accordance with the pay scales plus usual allowances prescribed for the posts against which they are being appointed. Their pay on the date of appointment/shall be fixed at the initial of the respective pay scale and their increments already earned by them during the contract appointment period shall be converted into personal allowance.

5. These appointees shall not be entitled to the payment of 30% social security benefit in lieu of pension or any other pay package bring drawn by tem during the contract period.
6. The contract employees who do not intend to be appointed on regular basis should furnish their option to the appointing authorities in writing within 30 days from the date of issuance of this appointment letter. On their option they may continue with their present terms and conditions of their contract and no extension in contract shall be allowed. The option once exercised shall be final.
7. Their seniority shall be fixed at the bottom of the seniority list of relevant category of regular teachers in accordance with the existing rules. (Cited in District Education officer (EE-M), 2015)

6.5.3 Terms & Conditions for NFE Teachers

According to Punjab Non Formal Education Project (n.d.), the NFE teacher would be responsible for:

(1) Enrollment & retention of NFE learners
(2) Maintaining requisite learning environment;
(3) Providing quality tuition to NFE learners;
(4) Causing accurate cum timely record keeping;
(5) Undergoing all requisite trainings;
(6) Executing all reasonable cum relevant directions of Literacy and Non-formal Basic Education Department;
(7) Fully co-operating with project field staff.

With reference to conduct and efficiency, financial impropriety, loss to project, unauthorized leave, break of discipline, utilization of official time for personal works, double employment, misbehavior, inefficiency, lack of requisite skills, failure to muster (collect/get together) minimum number of NFE learners in NFE institutions, etc. may cause the in the termination of appointment contract.
In the poetic paradigm, it has been well said about teacher role:

6.5.4 Teacher Role in the Poetic Paradigim

"All teachers play paternal roles,
Assume a noble social task,
In guiding youth to their high goals
And helping them real truth unmask.
They stay in memory for ever
Among the Cost progressive young;
For each unselfish true endeavor
They have respect in every tongue." (P.36)
(Romanoff, 1977)

When a teacher accepts the terms of reference prescribed for his job, he should make true endeavour for the glorification and elevation of his profession.

6.5.5 Notified Duties and Responsibilities for all Heads of Institutions from Primary to Higher Secondary Level

In order to provoke the sense of responsibility and to provide the basis for accountability, following duties and responsibilities have been identified for all Heads of institutions form Primary to Higher Secondary level by the Government of Punjab (2009):

1. Responsible for the implementation of the policies/ instructions issued by the School Education Department / Government / higher Authorities from time to time.
2. To keep liaison with higher offices and provide accurate information / data as and when required.
3. To maintain the record of attendance of the students and teachers, income and expenditure from school funds, admission and withdrawal register. Property register, record distribution of text books, distribution of scholarships, acquaintance roll, cash book and other prescribed record.
4. To arrange meetings of the school council, maintain the record of proceedings, improve the school atmosphere and solve school problems with the help of the school council.
5. To utilize school funds, Faroogh-e-Taleem fund for the welfare of the students in accordance with the rules/ prescribed procedure with the approval of school council.
6. To maintain the school building and furniture for students through Faroogh-e-Taleem Fund with approval of the school council. Proper arrangement for drinking water and toilets for the students be made.
7. To dispose of the un-serviceable articles/ goods through auction under prescribed procedure and deposit the income in Government treasury as per rules.
8. To provide professional guidance to the teachers/ colleagues and arrange for the solution of their academic and professional difficulties.
9. To act as the custodian of school property.
10. To arrange co-curricular activities / sports/ scouting/ girls guide programmes in the school and promote healthy activities for character building of students.
11. To celebrate the "National Day" in a befitting manner and apprise of (informing) the students about the importance of such days.
12. To maintain record of the un-admitted children in the catchment areas of the school and mobilize the community through school council in bringing these children in the school to achieve the target of 100% literacy rate.
13. To develop annual calendar of school activities/ development programmes for the academic year and ensure implementation thereof.
14. To assign time table to the teachers according to their abilities and also arrange substitutes/ leave arrangement for time table on daily basis.
15. To make the teachers regular, control absentees and timely intimate the absence of employees / teachers to the concerned competent authorities for preventive measures and initiating disciplinary action.
16. To arrange morning assembly regularly and ensure presence of students and teachers in assembly and make it useful by arranging special lectures of experts/ authorities to improve the knowledge and general information of students.

17. To arrange regular monthly meetings of the teachers, staff and use these meetings for the improvement of quality education.
18. To make students regular and control drop-out among them at all levels by providing attractive and friendly atmosphere for students.
19. To control all sorts of illegal collections from the students parents.
20. To ensure complete restriction of the corporal punishment on the students and promote "mar naheen payar" in the school.
21. To arrange the monthly, quarterly and annual assessment of the academic performance of the students and maintain its proper records. The parents may also be informed of the assessment results/ reports of their children.
22. To keep school premises green and beautiful looking through plantation, flowering and maintaining cleanliness.
23. To train, educate and build the character of students in such a way that they become civilized members of the society and loyal to the nation and the country.
24. To take measures to improve the quality of education in the school through continuous and regular checking of the working of teachers and evaluation of the students learning / responses.
25. To teach classes as provided in Punjab Education Code (for high and higher secondary schools).
26. To initiate annual performance reports of school staff as per prescribed schedule/ rules.
27. To function as drawing and disbursing officer for the school staff (for high and higher secondary schools).
28. To arrange the school records for audit purpose and prepare working papers for presentation before DAC/ SDAC/ PAC/ (for high and higher secondary schools).
29. To maintain the service record of the school staff like service books, personal files, etc. (for high and higher secondary schools).
30. To make the institution a centre of teaching and learning activities as well as co-curricular activities and introduce innovative programmes in this regard (For high and higher secondary schools).

6.5.6 Significance and Impact of for Employees & Employers Terms & Conditions

The terms and conditions signed between the employer and employee are very important and significant for the proper delivery of services. These terms and conditions should be kept afresh on annual basis. Performance may be evaluated in the light of these terms and conditions given in agreements. Both parties should abide by the terms and conditions of agreements.

Allah Almightily has ordered:



(1) "O believers! Fulfil your agreements."
(Surah Al-Maidah: 1)
{Auolakh, n.d. (Eng. Trans)}

Furthermore, it has been ordained:



"Then fulfill your undertakings. Surely the undertakings are to be questioned."
(Sura Banee Israee'l: 34)
{Auolakh, n.d. (Eng. Trans.)}

The Holy Prophet Hazrat Muhammad Sall-Allah-o-Alaih-i-wa-Alihee wa Sallum has declared:

"Al-Muslimoon alaa ahurootihim." (Transliteration)

It reflects that the Muslims remain steadfast to their terms. (Sunan Abi Dawood: Hadith No: 3596).

The Quran makes a special mention of such people in these words: "And those who are watchful to their trusts and their promises." (Surah Al-Maa'rij: 32).

6.6 CODE OF ETHICS: INTERNATIONAL & NATIONAL CONTEXT

According to Association of American Educators (AAE) (n.d.), Code of Ethics for Educators implies that professional educator acts with conscientious effort to exemplify the highest ethical standards.

According to National Education Association (NEA) (n.d.), the Code of Ethics of the Education Profession indicates the aspiration of all Educators and provides standards by which to judge conduct. The Educator realizes the responsibility inherent in the teaching process. He believes in following principles.

6.6.1 Principle-I: Commitment to the Student

The Educator with fulfillment of the obligation to profession:

(1) Shall not unreasonably restrain the student from independent action in the pursuit of learning;
(2) Shall not unreasonably deny the student's access to varying point of view;
(3) Shall not deliberately distort subject-matter relevant to student's progress;
(4) Shall make reasonable effort to protect the student from conditions harmful to learning, health and safety;
(5) Shall not intentionally exposé the student to embarrassment;
(6) Shall not use professional relationships with students for private advantage;
(7) Shall not disclose information about students unless disclosure is required by law;
(8) Shall not (a) exclude any student in any program (b) Deny benefits to any student (c) grant any advantage to any student on the basis of race, colour, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural back ground or sensual orientation, unfairly.

6.6.2 Principle-II: Commitment to the Profession

The Educator in the fulfillment of the obligation to the profession:

(1) Shall not make a false statement or fail to disclose a material fact related to competency and qualifications;
(2) Shall not assist any entry into the profession of a person known to be unqualified;
(3) Shall not make a false statement concerning the qualification of a candidate;
(4) Shall not assist a non-educator in the unauthorized practice of teaching;
(5) Shall not disclose information about colleagues unless disclosure is required by law;
(6) Shall not knowingly make false statements about a colleague;
(7) Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions. (Adopted by the NEA 1975 Representative Assembly)

According to the Philippines Professionalization Act of 1994, it has been affirmed in the Code of Ethics for Professional Teachers that every teacher shall uphold the highest possible standards of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession. Furthermore, a teacher shall always recognize the Almighty, God as guide of his own dignity and of the destinies of men and nation (Faculty Manual, Task Force, n.d.)

6.6.3 Code of Ethics in Provincial & National Scenario

Teachers have been considered very important figure for interaction with the public. The chief secretary desired:

> *I would request you to kindly instruct all the Divisional and District, Heads of your departments to make sure that the officers/ officials who have direct interaction with public like doctors / teachers …….etc remain present at the place of their duty and perform their functions diligently.*
> *{Cited in District Education officer (SE) (2001)}*

According to the Provincial Assembly of the Punjab (2014), the fulfillment of following functions has been made compulsory for the teachers in the Punjab Free and Compulsory Education Bill 2014:

A Teacher Shall: (Do(s) for Teacher)

(a) Maintain regularity and punctuality in attending the school, classes, curricular and co-curricular activities;
(b) Complete the curriculum within the specified time;
(c) Assess the learning abilities of every child and impart additional instructions, if required;
(d) Try for all round development of the child;
(e) Build up child's knowledge, potentiality and talent;
(f) Adopt learning through activities, discovery and exploration in a child friendly and child-centered manner;

(g) Keep the child free of fear, trauma and anxiety and help the child to express his views freely;
(h) Hold regular meetings with parents and share with them the relevant information about the child, and
(i) Perform such other duties as may be prescribed. (P.06)

The Government of Pakistan (2009) has prescribed ten (10) national professional standards for the initial preparation of teachers in Pakistan.

They are as under:
(1) Subject matter knowledge;
(2) Human growth & development;
(3) Knowledge of Islamic values;
(4) Instructional planning & strategies;
(5) Assessment;
(6) Learning Environment;
(7) Effective communication & proficient use of information communication technologies;
(8) Collaboration and partnerships
(9) Continuous professional and code of conduct; ?
(10) Teaching of English as foreign language.

It is mentionable here that a National Code of Ethics for Elementary School Teachers can be developed in the home land. Indeed, The Quran and the Sunnah are the first and the last and the best source of guidance for developing Code of Ethics for very professional of the society. The biographies and works of the Muslim thinkers, educationists, national leaders and famous teachers can be consulted for this purpose.

6.7 PUNJAB EDUCATION CODE: OUTLINE INTRODUCTION

Punjab Education Code consists of eight chapters followed by appendices. The major titles of the chapters are as under:
(1) Definitions and Classifications.,
(2) General Rules.,
(3) Fees in Government Institutions.,
(4) Rules and Regulations for the Award of Internal Merit scholarships.,
(5) Rules of Reorganization and Registration of Privately Managed Institutions.,
(6) Grants-in-aid Rules for Institutions.,
(7) Grants to Local Councils.
(8) Teachers Certificates & Diplomas Appendices.,
(9) The Punjab Private Educational Institutions Promotion.

6.7.1 Chapter One is based upon the terms of the definitions used in the Code and classifications made throughout the Code. There has been given explanation in this

chapter that words imparting the masculine gender shall be taken to include females and words in the singular shall include the plural.

So far the application of this Punjab Education Code is concerned it has been mentioned in this first chapter that "The articles in this Code apply to educational institutions in the Punjab except where it is otherwise stated". (p.1)

This chapter bears the definitions of terms like 'Aided School', 'Board' 'Cantonment Board Schools', 'College', 'College Academic Year', 'College of Education', 'Department', 'District', 'Division', 'Director Public Instruction', 'Director Education', 'Director Technical Education', 'District Education Officer', 'Government', 'Government School', 'Inspecting Officer', 'Institution', 'Local Council', 'Local Council Schools', 'Managing Committee', 'Pay', 'Province', 'Private School', 'Public School', 'Cadet College', 'Recognized School', 'Secretary', 'School', 'Special School', 'School Academic Year', 'Scholarship', 'Stipend', 'Teachers Training Institution', 'Stipend', 'Teachers Training Institution', and, 'University. Thus, this chapter consists of the explanation of 33 educational terms/titles/designations/categorized labels, etc. The description about these definitions has been given alphabetically. It is spanned over 04 pages.

6.7.2 Chapter Two is about the general rules related to the dimension and location of education. It describes the specifications about the design of the building of an institution and its repair. It deals with topics like supply of equipment, removal of property from stock register, college council, duties of the head of the institutions, class promotion, institutional funds, fine for breach of discipline, students expulsion, teaches attendance, work-load, co-curricular activities, private tuition, school hours, time-table, grant of leave, class monitor, number of students in a class, age-limit for admission, admission-test, and transfer certificate. This chapter adds information about school and college vacations, holidays, registers and books to be maintained, ban on tobaccos and ammunition, curriculum and text-books, rules for boarding houses, and Parent Teacher Associations (PTAs). Instructions about full-fledged Morning Assembly have been given hereby. Religious education has been made compulsory. In addition to the teaching of compulsory Islamiat, it has been stated in this 2nd chapter of Punjab Education Code (n.d):

"The school work in all recognized institutions shall begin with the study of the Holy Quran (Nazira) for all Muslim students. One period of half an hour in the school time-tale shall be reserved for the purpose. All possible efforts be made by the head of the institution concerned to utilize this period in some curricular and co-curricular activities for non-Muslim students."
(Sr. No. 57, p.16)

Furthermore, it has been asserted:
"Arrangements for prayers shall be made in the institutions; (P.16, Sr. No.56).

This chapter begins from serial No. 04 and ends up to serial No. 60 covering page No. 05 to page No. 16.

6.7.3 The Third Chapter begins with the serial instruction No. 61 and ends up to serial instruction No. 70 of Punjab Education Code (n.d.). It covers two pages, i.e., 17 to 18 of Punjab Education Code. It deals with tuition fee in colleges, half rate fee in colleges, entrance fee in colleges, tuition fee in schools, hostel fee in colleges and schools, entrance fee, brother or sister concession, scholarship holders, funds, and dues to be paid.

It has been affirmed in this chapter:
"No tuition fee shall be charged in Government schools except junior model schools and other institutions so notified by the Government". (Sr.No.64, P.17). Furthermore, it has been declared in this chapter:

"No entrance fee will be charged on the first admission of a student to the school".
(Sr. No. 66, p.17).

On the whole, this chapter is concerned with the fees and funds of students.

6.7.4 The Fourth Chapter covers the rules and regulations for the award of internal merit scholarships. It ranges over the serial No. 71 to serial No. 89, pp. 19 to 33 in Punjab Education Code (n.d).

There is discussion about the nominated controlling authorities for the award of scholarships in the beginning of this chapter. It deals with the conditions and restrictions for the award of scholarships. There is also special mention of honorary scholarship. It has been stated:

"If a scholar, though otherwise, entitled to scholarship on merit is debarred from availing himself of the same due to high income of his parents he shall be designated as an 'Honorary Scholarship Holder' and a certificate to this effect shall be issued to him by the Controlling Authority."
(Sr. No. 75, p.20).

Information about the verification of parents income limit for the award of scholarship to their children, two scholarships, period for which scholarship can be drawn, cancellation of scholarship, withdrawal of scholarship, transfer of scholarship, re-award of scholarship, allocation of scholarship funds and disbursement, school and college scholarships, post-graduate scholarships, technical education scholarships, middle school scholarships, and distribution of scholarships for arts and science subjects is also available in this chapter.

It has been informed in this chapter that:

"If it appears to the head of institution at any time that the scholar has failed to make satisfactory academic progress or otherwise indulges in undesirable activities, he shall be reported to the respective Controlling Authority who may withdraw the scholarships"
(Sr. No. 80 (خ), p.22).

6.7.5 The Chapter Five deals with the rules of recognition and registration of privately managed educational institutions. It consists of two parts. Its first part is concerned with the recognition of privately managed educational institutions and the second part discusses the registration of privately managed educational institutions. It is spanned over 08 pages ranging from page No. 34 to 41 and beginning from information serial No. 90 to serial No. 107.

It defines recognition as:
"An institution is said to be recognized when it is allowed by the department, board or university to send its bonafide students for a public examination."
(Serial No. 90, Page No. 34).

The first part of this chapter describes about recognizing authority, conditions of recognition of schools, provisional recognition, refusal of recognition, obligation of the management, maintenance of dispensary, addition of classes or subjects, withdrawal of recognition, restoration of recognition, lapse of recognition and appeal against refusal or withdrawal of recognition.

The second part of this chapter begins with the definition of 'Privately Managed Educational Institutions' as:

"An institution or school or a college maintained by any person or body other than the Federal Government / Provincial Government, a Municipal Committee, Cantonement Board and any other local authority.'
(Sr.No. 107-A (i) p. 40)

Moreover, "Authority" means a competent authority to grant a certificate of Registration".
(Sr. No. 107-A (ii), p. 40)

This part explains the procedure of registration, conditions of registration and refusal and withdrawal of certificate of registration.

It has been stressed in this part that:
"The Authority shall issue a registration certificate or intimate the refusal to the applicant within three months of the receipt of the application."
(Sr.No. 107-A (1), p.41)

6.7.6 The Chapter Six deals with 'Grants-in-Aid for Institutions'. It covers the information serial No. 108 to 136 spanned over page No. 42 to 58. It describes here that

grants will be admissible to such educational institutions run by local bodies and private managements as have been accorded formal recognition by the competent authority and satisfy the conditions laid down hereafter in respect of various categories of educational institutions.

This chapter gives explanation about application for maintenance grant; government's right to apportion money and to determine the number of schools in the area eligible for grants; sanction of the Government; sources of grants and mode of payment; development grant; conditions for maintenance grants; partial refusal for maintenance grants; partial refusal of grants; accuracy of acquittance rolls of teaches; check on excessive expenditure; suspension or reduction or withdrawal of grants; powers of Government regarding grants; grants for special purposes; approved expenditure in respect of schools; items of approved expenditure and approved expenditure in respect of special institutions and colleges.

It is has been noted in this chapter:

"The Government reserves the right to allocate any amount of money available in a year for distribution of grants to any institution or area."
(Sr. No. 110, p. 42)

The basis for calculating maintenance grants-in-aid has been reported up to 25 per cent of the approved expenditure. However, institutions which are outstanding in terms of their organization may also be considered up to 50 per cent of the approved expenditure subject to the availability of funds.

It has also been added here that "Grants for middle and high schools maintained by local bodies will be assessed in accordance with the rules applicable to other similar schools maintained by private management."
(Sr. No. 131, p. No. 53)

This chapter contains detailed information about the classification of approved expenditure in respect of (i) Establishment and (2) Contingencies. Approved expenditure under establishment and contingencies has further so many sub-divisions.

6.7.7 The Chapter Seven deals with grants to local councils. This chapter comprises information serial No. 137 to 140 and consists of one page only, i.e., page No. 59.

It describes that a local council may also establish and maintain of its own educational institutions with the prior approval of the Government for the promotion of education in the area of the local council.

It has been pointed out that all educational institutions maintained by the local councils shall be open to inspection by the inspecting staff of the department. It has been

emphasized that "in the case of girls schools, the inspection shall be conducted by the female inspecting staff of the department." (Serial No. 140 (a), p. 59)

Furthermore, "no person except the inspecting staff of the education department or local council shall comment upon the instructional efficiency of the institution." (Serial No. 140 (b), p. 59)

6.7.8 The Chapter Eight is concerned with Teacher's Certificates and Diplomas. It is the last chapter of Punjab Education Code. It contains information sr. No. 141 to 148, spanned over two pages, i.e., 60 to 61.

It describes that teacher certificates are awarded to candidates who pass the prescribed examination conducted by the department. Certificates other than those issued by the department are not recognized by the department unless their equivalence is decided by the department.

Furthermore, it has been advised in this chapter that endorsements recording the assessment and teacher's evaluation of the teacher's work shall be recorded annually on his certificate by the inspecting staff or evaluation team, in addition to the annual confidential reports.

6.7.9 Appendices Section of Punjab Education Code

There have been appended 23 appendices (from serial No. I to XXIII) in the concluding section of Punjab Education Code. They are spanned over 60 pages in the appendices section, i.e., from page No. 1 to page No. 60. These appendices pertain to different articles (information serials) of different chapters included in Punjab Education Code.

For example, the first appendix is related to chapter V Article 105. It is the sketch of an application form for the recognition and registration of privately managed educational institution. The last appendix, i.e., appendix XXIII is related to chapter V article 92 (iv). It consists of the draft form of agreement which will serve as a model agreement. It is about the terms and conditions on which the teachers are employed through a written agreement.

The next to it, there have been published (i) The Punjab Private Educational Institutions (Promotion & Regulation) Ordinance, 1984 (ii) The Punjab Private Educational Institutions (Promotion and Regulation) Rules, 1984 alongwith relevant schedules/forms.

6.7.10 The Significance and Scope of Punjab Education Code

Punjab Education Code holds the position of a primary document pertinent to the rules and regulations of public and privately managed (registered) schools and colleges. It also

deals with the rules and regulations prescribed for all educational institutions maintained by the local councils.

Punjab Education Code ensures the right delivery of services in the educational institutions in a rightful manner. It ensures the right, of the teachers and the taught (students). It makes sure due regard for both male and female sector in the school and college education. It specifics the norm and standard of prerequisite facilities for educational institutions, ranging from physical resources to human resources. It gives the power to the Authority to inspect that:

"The staff is adequate, qualified and of good character and firmly believes in the ideology of Pakistan." (Chapter IV, Article (V), p. 44)

It thoroughly guides about the lawful and successful administration of educational institutions. It serves the role of an authentic guide-book for recognition and registration of privately managed institution. Its study would be very helpful and beneficial for the students, and all staff-members of the institutions. It stops the exploitation and injustice to each and every sector of the educational institutions. For instance, it says:

"PROVIDED always that the teacher shall get the full salary during the long vacation unless he has been definitely employed in a temporary vacancy up to the beginning of long vacation".
Appendix XXIII, Chapter V- Article 92 (IV), p. 60).

6.7.11 Proposals for the Better Usage of Punjab Education Code: The Author Proposes That:

(1) The topic of Punjab Education Code should be included in the outlines of induction training courses, in-service refresher courses and competitive exams syllabus meant for the teachers Educators.
(2) Punjab Education Code should be revised and up-dated after every five years. The new relevant departmental circulars and orders may be published as its appendix section. It would be desirable if this task is accomplished at Director Public Instruction (DPI) level.
(3) A committee comprising competent teachers, head teachers/Principals (working/ retired) may be constituted for this purpose.
(4) Institutes of Education & Research and Education Departments of the universities may introduce evaluative studies upon Punjab Education Code through content analysis.
(5) The comparative studies regarding Education Codes of other provinces may be conducted for further betterment.

(6) The Punjab Printing Press may publish periodically authentic editions of Punjab Education Code and it may be circulated to all educational institutions.
(7) An Urdu version of Punjab Education Code may be made available in all schools and colleges. (Naureen, 2007)
(8) The simplified and abridged versions of this Code may also be got prepared and circulated.

Khalid (2010) has proposed that a permanent cell should be established at provincial and national level for the revision and review of codal documents on annual basis.

6.8 SELF-ASSESSMENT QUESTIONS

Q.No.1 Describe the method of initial appointment for teaching positions in an elementary school under Punjab Government School Education Department.

Q.No.2 Explain the procedure of appointment of Junior Elementary School Teacher (JEST), Early Childhood Teacher, Elementary School Teacher and Senior Elementary School Teacher under Sindh Government in Pakistan.

Q.No.3 Express rules regarding school staff casual leaves.

Q.No.4 Draw a chart of various kinds of leaves bearing information about the kind of leave and amount of leave.

Q.No.5 Classify minor penalties, major penalties mentioned in the Punjab Employees Efficiency, Discipline and Accountability Act 2006 (PEEDA Act, 2006).

Q.No.6 Indicate twelve most important responsibilities of an Elementary School Headmaster/Headmistress.

Q.No.7 How can Code of Ethics be Letter practiced in today schools? Discuss as an elementary school teacher within four to five paragraphs.

Q.No.8 Give brief introduction of any five chapters of Punjab Education Code.

Q.No.9 Judge the effectiveness of current appointment rules in School Education within three to four paragraphs.

Q.No.10 How can efficiency & discipline be better introduced in todays private and public Elementary schools? Propose ten practical solutions.

Q.No.11 Give your experiential & observational opinion about how much the Punjab Education Code is being acted upon today in our schools/Colleges?

6.9 ACTIVITIES OF THE UNIT

Note: These activities may be conducted during tutorial meetings/workshops/seminars arranged at AIOU study-centers or regional offices.

Activity No.1:
The representative talk about school teacher's appointment rules prevalent in different providences of Pakistan may be chalked out.

Activity No.2:
Draw code of ethics for elementary school students and teachers in the light of Holy Quran and the Holy Sunnah. Please reference each point with the Quranic verse or holy Hadith and limit it up to ten (10) points only. (It can be conducted in oral/verbal/audio-visual/chorus setting according to the convenience).

Activity No.3:
An exhibition may be organized about the display of archives/documents/primary sources regarding School Education Rules & Regulations.

Activity No.4:
An invited lecture may be arranged for the students to guide them about the broad and advanced avenues of this School Education Rules & Regulations unit, i.e.,:

(a) Inter-provincial & inter-national study of rules regarding appointment and pay in school education.
(b) Inter-provincial & inter-national study of terms of reference of the school personnel
(c) A federal study of education codes prevalent in all provinces of Pakistan
(d) A federal study of E & D rules, etc.

Activity No.5:

(a) What can you do best to make your life accountable, disciplined and efficient since today? Propose yourself 10 steps for yourself.
(b) What can you do best to make your home disciplined and efficient as son/daughter/brother/sister, husband/wife or father/mother or as grand-father/grand-mother? Propose 10 steps according to your any one existing position.

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Unit–7

School Records

By Dr. Saleem Ullah Jundran

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OBJECTIVES

After Reading this unit, you will be able to:

1. To inform the students about the types of school records;
2. To realize the students about the scope, significance and maintenance of school records;
3. To enable the students to up-date school records with accuracy, authenticity and efficiency;
4. To enhance students skills for dealing with the day by day increasing size of school records;
5. To sharpen students ability for school records maintenance and management in underprivileged and contingent situations;
6. To enable the students/trainee-teachers to become a successful manager of school records in an elementary school.

7.1 THE QURANIC FOUNDATIONS OF RECORD KEEPING

The Quranic foundation of record-keeping also makes us to realize us about the high significance of records. It has been declared in the Quran at different places:

1. "By oath of the pen and by oath of what is written by it." (Surah Al-Qalam: 01)
2. "An we record what they send ahead." (Surah Yaa-Seen: 12)
3. "And we have accounted all things in a clear book." (Surah Yaa-Seen: 12)
4. "All things are with Him by a set measure." Surah (Al-Raad: 8)
5. "The One Who taught to write with the pen." (Surah Al-A'laq: 4)

All above verses of the Holy Quran emphasize the importance and significance of record-keeping in accurate, exact and appropriate manner.

7.2 NEED AND IMPORTANCE OF SCHOOL RECORDS

The term 'records' includes all the documents that institutions or individuals and create receive in the course of administrative dealings/transactions. These records themselves form a part of such transactions. They are subsequently maintained by those who are responsible for such transactions or dealings.

Here "record" stands for a document regardless of form or medium created, received, maintained and used by an organization (public or private) or an individual. It is used for pursuance of legal obligations of which it forms a part. Records are available in a variety of forms. They may be created on paper, in the form of correspondence, minutes, reports, certificates, cards and they are normally filed categorically and systematically. (Roper, 1999).

Records have dual function. They enable the school to have a clear picture of what is available and what is required. Records provide justification of certain needs. Records serve the role of transmitting achievements and culture to the future generation. Poor records management results in difficulties administering, planning, and monitoring education system. (Chifwpa, n.d.) Chaudhry (n.d.) states that "maintenance of school records is an essential aspect of school administration". (p. 179)

The Head of the institution is the ultimate responsible person for maintaining records in the school. Following points should be kept in view by the head of the institution:

1. Information in the form of required record should be readily available.
2. It should be available in the form, it is required.
3. It must be accurate, reliable and informative.
4. The records may only be disposed of according to official regulations.
5. The records may be classified under different relevant categories.
   (Department of Education, 2004)

Records provide schools an indication of what is available and what is required. Records provide schools the information for passing on for planning and policy decisions.

Records serve the role of an important tool of accountability as well. It is mentionable here that topic of "School Record" has been included into the outlines of the syllabus prescribed for the selection of school educators and Assistant Education Officers (AEOs) Through NTS.

There is not available any post of Junior/Senior Clerk in Punjab Government's Elementary Schools Thus, the Heads of Elementary schools themselves have to be more conscious and responsible about the whole management of school records at elementary level. Availability of well versed and better qualified clerical staff can enhance the schools functioning. Indentation of school record files/registers can be helpful for better usage of school records.

7.3 TYPES OF SCHOOL RECORDS

Schools perform multiple roles regarding students, teachers and other staff members services. Consequently, they have to prepare multiple types of records related to the material and manpower resources of the school. While ranging from school assets and property to the students admission, registration, daily time-table, daily duty plan, school syllabus, examinations, school councils, Parents-Teacher Association, Morning Assembly Schedule, security-plan, weekly Bazm-e-Adab, staff leaves, pay, service-books, Performance Evaluation Reports (PERs), School funds/donations/grants/ Developmental projects to officers inspection reports, and visitors book, the schools have to maintain and manage all these sorts of records. The schools require record-rooms equipped with big Almirahs for proper maintenance, management and preservation of school records. Efficient clerical staff and diligent school administration prepare a comprehensive and classified list of registers/files available in the school, year-wise.

School Register

School registers are an important medium of school record. A register may be defined as an official written record of names, events, activities or transactions. It is a sort of formal recording. It consists of the correspondence of pages, columns, rows, lines on the prescribed sheet. Each register has definite purpose and definite use. It depends upon the head of the school and staff of the school how sharply, vigilantly, frequently, skillfully and successfully they do manage and use it.

7.3.1 Attendance Register: Importance and Significance

Attendance register is an essential item of school record. It is used both for the staff and the students on daily basis. It is the document which shows the presence of the staff and the students within school along with respective date and duration. Every sort of institutional activity can start if students and teachers are present in the school. Thus, attendance register serves the role of arrival/departure regulator on daily basis both for the students and teachers.

The Punjab Education Code explains: "The attendance of teachers shall be recorded regularly and punctually in a register kept for the purpose. Teachers may not leave the institution during working hours without the permission of the head of the institution."

(Chapter-II Article 15, P.07)

The Punjab Education Code declares about students attendance:
"The roll shall be called within a quarter of an hour from the time when the school opens, and again at the close of second meeting. No blanks shall be left in the attendance register and no attendance shall be marked after the roll has been called."

(Chapter-II, Article-21, P. 09)

7.3.2 Precautions for the Maintenance of Attendance Register

Teacher's attendance register should remain in the custody of the head of the school. Students (Pupils) attendance register should remain in the custody of class teacher. There should be proper cover with the respective titles upon the attendance registers. Before the start of the register, it should be paginated and the number of total pages may be certified inside the front title of the register or upon the first page of the register.

Teachers should mark their attendance in the attendance register upon their arrival and upon their departure in their respective blank spaces relevant to their names and designations. Teachers names are entered upon the top of the page as eaption in order of their hierarchical seniority. Holidays or Sunday dates and their respective rows spaces are highlighted by green/red/yellow colours other than daily routine entries.

While marking the attendance in the teachers attendance register, teachers should put their initials (initial signatures) in the reserved space alongwith the exact arrival and departure time. The entries should be true to the actions as well.

During student attendance, teachers should call the complete names of the students. The attendance should be marked for both sessions, i.e., the morning and afternoon sessions. The alphabet letter 'P' may be marked for the present students; 'A' for the absent and 'S' for the sick students. The students who have been awarded grant of leave will be noted by 'L".

The class teacher should entre the admission No and name of the student into the register very cautiously. It would be better if student's father name is also added into the respective blanks.

Now, tuition fee has been waived by the government in public schools. Only Farogh-e-Ta'leem Fund (FTF) works Rs. 20/- per month is received from every student in English mediums schools and its entry is also made in the relevant row against the name of the student in the attendance register. (Directorate of Staff Development, n.d.)

Students Attendance Register helps the class teacher to be aware of average class attendance, size of the class, comparison among the number of students enrolled in different classes and enrollment /drop-out statistics.

Pupil Classroom Ratio (PCR) varies from school to school and district to district. Therefore, the capacity of attendance register is specifically needed class-wise/school-wise.

According to National Education Management Information System (NEMIS) 2015, Pupil Classroom Ratio (PCR) in primary schools in Pakistan is 39. (P.72)

7.3.3 Punjab Government's Initiative for Students and Teachers Presence

According to Chief Minister's school reforms road map as cited in Directorate of Staff Development (n.d.), hundred per cent (100%) enrollment of all children of school going age and hundred per cent (100/-) retention of all enrolled students upto 16 years are the initial initiatives undertaken for teachers, students, infrastructure, governance and quality education. The fulfillment of these two imitatives can be analysed though pupils attendance register.

Similarly, "Teacher Presence" has also been included in chief minister's school reforms roadmap as the first indicator (Directorate of Staff Development, n.d.).

7.3.4 Leave Register: Instruction & Importance

The service rendered by a civil servant qualifies him to earn leave in accordance with the applicable rules. According to Government of the Punjab, Finance Development's Notification No. F.D. SR-III- 1-85/78 dated the 13th July, 1981, in exercise of the powers conferred by section 23 of the Civil Servants Act, 1974, the Governor is pleased to make revised leave rules 1981. They apply to all civil servants other than those employed before the first day of July, 1978 and opted not to be governed by the revision of leave rules. (Tahir, n.d.).

When a person joins civil service he is bound to follow its leave rules, too. The public school education personnel, too, has to follow it in true spirit. The school administration is required to maintain leave record of each employee of the institution. Discipline, efficiency and accountability cannot be observed in the institution if there is no record of leave period availed of by the employees of the institution. Earning and accumulation of leave need transparent leave entries record. The leave account is maintained for all civil servants. As soon as a leave application is approved, the personnel leave register needs to be up-dated.

The daily attendance register of school staff also bears leave record related to the staff members. However, it is advisable and desirable that a separate leave register for the school staff should be maintained by the school administration.

Maintenance of Leave Register

This leave register is maintained on annual basis. This leave register may be prepared upon this pattern:

1. The title of "staff leaves Register for the year _____" alongwith school name _____ may be given to this register.
2. There should be certificate upon the first page of the register about the number of pages with date and sign/seal of the Head of the institution.

3. The next page may contain the names of all staff-members written in seniority-order and serial-wise.
4. One particular page may be allocated to each staff member. The respective page number may be added alongwith the staff-member's name upon the contents page.
5. The concerned page for each staff-member may contain following entries:

Sr. No	Month	Date & days of leave	Nature of Leave	Total Days	Date of leave Submission	Date of leave Approval
1	**January**					
2	**February**					
3	**March**					
To	**To**					
12	**Dec**					

Date: _____ Signature of the official/Junior Clark _____Signature of the Head _____

The major usage of this register is maintenance of casual leave account. It remains in the custody of the sanctioning authority. It helps the sanctioning authority to ensure that (i) the leave applied for is due and (II) it is not excessive viz-a-viz the period of service during the year. This casual leave account page is closed upon the transfer of official to other institution.

Sanctioned leave orders and leave application forms of the personnel should also be kept properly in the relevant office files. So that the leave register may be audited whenever it is needed.

The Head of the institution may present this leave register to the staff for sake of perusal and information on the last day of each month. This practice proves to be helpful for the head and the subordinates to streamline their leave schedule in accordance with the existing rules and norms.

It has been raised voice by the Teachers Associations that government may give some credit to the teachers for their balance debitable from casual leave account at the end of the year. Without any further use, it expires at the end of the year.

To sum up, staff leaves register or personnel leave register is an efficient and effective overview of staff leaves requests. It regulates staff leave schedule. It assists the Head to make timely alternative arrangements and replacements. This register should be kept in safe custody for as long as possible.
It is mentionable here that "Leave shall be applied for, expressed and sanctioned in terms of days" (P. (81) (Mehr, Wasim Ahmed & Adnan Sher (2009).

7.3.5 Stock Register: Introduction & Importance

Stock register is used to keep the record of receipts and issues of stock items. It is kept in the custody of the store-keeper of the concerned department. An elementary school may

have several Stock registers for different stock items. For example, these he of stock registers can be found in a school:

(i) Stock-Register for science equipment;
(ii) Stock-Register for library books;
(iii) Stock-Register for furniture;
(iv) Stock-Register for school dispensary;
(v) Stock-Register for contingent items etc;
(vi) Stock-Register for receipt and issuance of items purchased from school Farogh-e-Ta'leem fund;
(vii) Stock-Register for the items received in schools through district governments/provincial governments or different projects, i.e., Tele Ta'leem, etc.

The entries in a stock register may include following detail:

(i) Serial number allocated to the entry of each newly purchased or received item;
(ii) Type or kind of items;
(iii) Brand of item;
(iv) Supplier firms, etc;
(v) Quantity or the number of item;
(vi) Specification of the item;
(vii) Date of purchase of item; Invoice number/Date;
(viii) Approval order No/Date for the purchase of item;
(ix) Total price of all the items purchased thereby;
(x) Signature of the store keeper of the item;
(xi) Particulars regarding consumption or issuance of purchased items;

Physical Verification of Stock Register:

The stock register keeps information of all the movable property of the school. There does occur at least once in a year the annual physical verification of stock register is schools. Mostly, this task in completed in July-August during summer vacation. (Shakir & Najam, 1996). This verification provides information about:

(i) The physically present items;
(ii) Damaged items;
(iii) Consumed items;
(iv) Repairable items;
(v) Missing items;
(vi) Usage of the items, etc.,
(vii) Input and output of stock items in chronological order;
(viii) Rationalized need for the availability of items.

Physical verification of the stock registers should occur regularly on periodical basis. The Head of the institution is the custodian of the whole property of the school. He should ensure the optimal, effective and beneficial usage of the property of the school for the welfare of the students. The Head of the school should ensure the transparency and accuracy in the entries of stock registers. Through close contact with the stock registers, the Heads and Store-keepers can keep themselves well informed of the available property

of the school and its regular usage. School stock register is an authentic document for stock accountability in the schools.

Non usable items are struck off from the stock register in the light of prescribed procedure. In the first instance, the concerned In-Charge teacher of the stock register prepares a list of all such non-usable items. Then, it is scrutinized and checked through a committee constituted by the Head of the school. Next to it, its approval is sought through authorized officer. (Government of the Punjab, 2003).

Actual physical verification of school stock is a challenging task for the school administration. In addition to diverse type of daily regular instructional supervision, the school administration should devise a mechanism through collaborative discussion with the staff-members for the annual physical verification.

7.3.6 Cash Register: Introduction & Importance:

Cash register is well known as cash book in educational institutions. Actually, it is used for cash-booking. It is permanent item of school record. Its two pages, i.e., related to receipt and payment sides are collectively considered one page. (Raja, 2012).

Among the thirty (30) notified responsibilities of school heads it has been mentioned as the responsibility of the Head master:

(i) To function as drawing and disbursing officer (DDO) for the school staff; (Sr. No. 27)

(ii) To maintain the record of income dud expenditure (Sr: No. 03). (Government of the Punjab, 2009)

According to Government of Punjab, Finance Department, all amounts received on behalf of Government or withdrawn for disbursement should invariably be entered in cash-book. (F.D.Letter No. No (TT) 3 (2) / 83 dated 23-04-1990).

In every office, wherever the government cash is handled, a cash book should be maintained in prescribed form.

Procedure of Recording Entries in Cash book:

i) All monetary Transactions should be entered in the cash-book as soon as they occur.

ii) These entries should be attested by the Head of the office or by any gazzetted office (DDO) authorized by him in this behalf.

iii) When a charque is drawn by an office (DDO) in favour of self or in order to replenish the cash chest, its amount should t at once be entered as a receipt.

iv) The entry must not be delayed until the money has been received after encashment of the cheque.

v) Whenever any amount in the custody of a government officer is deposited into a treasury or bank, the entry in the cash-book should be compared with the treasury receipt, chalan or bank pass-book and then the attestation may be done.

vi) On enhancement of permanent advance, an entry in the cash-book on receipt side of the cash-book is made.

vii) Payments incurred out of permanent advances are required to be entred on payment side of cash-book.
viii) On closing of the cash-book, the closing balance/unspent balance becomes the opening balance for the next day.
ix) The cash memos, for which cash paid out of permanent advance are claimed through bills, under appropriate detail
x) All cheques/cash drawn on claims, submitted under signature of the DDO to the Account office in favour of employees/suppliers, etc. are endered on receipt side of the cheque and entries must be made on payment side of the cash-book on payment.
xi) The cash-book is required to be closed on each day whenever there is any transaction.
xii) The totals should be initialed as correct by the Head of the office.
xiii) If there is an error, it should be corrected by drawing the pen through the incorrect entry and inserting the correct entry in red ink between the lines. All the corrections should be duly attested over the dated initials of the Head of office.
xiv) The requisite certificate on the monthly closing of the cash book should be as under:

"It is certified that the cash balance amounting to Rs……. (Rupees……) has been checked and found correct.

Mehr, Muhammad Latif, Wasim Ahmad & Adnan Sher (2009).

According to PMIU (n.d.), Non salary budget scheme for primary & Elementary Schools also demands proper and careful maintenance of cash book. PMIU instructs that school bank transactions details (cheque #, date of issuance and name of person will also be entered in cash book.

Note: a sample page of cash-book is being presented hereby for close perusal and better understanding taken from guidebook for drawing & disbursing officers (January 2009) prepared by the USAID Pakistan Districts That Work Project. (P. XII)

Farogh-e-Ta'leem Fund Register

According to the Provincial Assembly of the Punjab (2014),

"Whereas Article 25-A of the Constitution of Islamic Republic of Pakistan enjoins that the state shall provide free and compulsory education to all children of the age of five to sixteen years".

Further, it has been declared thereby that:

"The government and local authority shall have concurrent responsibility for providing funds for carrying out the purposes of this act." (Chap.III, clause No.07) However, it has been proposed there that:

"The Government may permit a school management body to establish, in the prescribed manner, a Farogh-e-Ta'leem Fund for the school." (Clause 12.1)

"The fund shall be utilized for the welfare of the students of the school in the prescribed manner" (Clause 12.3).

The Usage & Maintenance of FTF Account:
This Faragh-e-Ta'leem Fund (FTF) register is being maintained regularly in the public schools. FTF at the rate of twenty rupees per student is deposited into the school FTF Account and it is spent for the welfare of the students and up keep of the school with the permission of school council. Purposes of Farogh-e-Ta'leem Fund usage have been categorized under thirty-six (36) activities, ranging from the purchase of science equipment of all types (Sr. No. 01) to the purchase of national leader/national heroes photos. (Directorate of Staff Development, n.d.) (Provincial Assembly of the Punjab, 2014).

School education is totally free in the Federal educational institutions, too. No fee or fund is taken from the students, enrolled in the educational institutions administered by Federal Directorate of Education, Islamabad. There is also complete education free from admission to examination. (S.A. Junjua, personal communication, Jan, 17, 2016).

7.3.7 Personal Files of Teachers & Other Staff: Introduction & Importance

Personal file stands for a folder or carrier which bears the relevant particulars or documents of a person employed in the institution. Different cadres and categories of staff work in a school. The administrative staff, teaching staff and non-teaching staff ranging from the position of the head to the chokidar, all staff-members' personal files are collected as an essential part of the school record.

As an officer or an official gets appointed or transferred into an institution he is directed to deposit his personal file to his immediate controlling officer. For example, an elementary school educator (ESE) is required to deposit a file cover/folder bearing his name and designation consisting of following primary documents in the form of attested copies:

a. Matriculation certificate
b. Higher secondary School Certificate
c. Graduation Degree
d. B.Ed Degree
e. Higher Academic Degrees (if available)
f. Higher Professional Degrees (if available)
g. Identity Card
h. Domicile
i. Appointment Orders
j. Medical Fitness Certificate
k. Joining Report
l. Attestation of certificates and degrees on behalf of respective Boards/Universities

During the course of service, copies of all the orders related to the concerned official are placed in the respective file. They may be in the form of departmental permissions/No Objection Certificates (NOCs)/ appreciation letters/ censure letters/ Promotions/ Transfers/ Sanctions/ Grants, etc.

The Usage of Personal Files

Personal files serve multiple role in the institution. The parent department may ask any information pertinent to an employee at any time during working hours or after working hours, even during holidays. The school authorities can consult personal files to equip with the needed information in such emergencies. Similarly, the official himself may require any sort of concerned order related to his service any time during his service, e.g., upon promotion, leave, transfer, deputation, admission for further higher qualification, retirement, etc. These files, if they are being ordered and maintained properly can help the official and the department and meet out the need.

The official/officer himself should be well aware about the proper maintenance of his personal file. He should provide new file cover to the junnier/senior clerk of his office if it is needed. Similarly, the official should provide a copy of his each case which is to be submitted to the higher authorities. In some circumstances, personal files of the officials may occur incomplete/absent/worn out due to rush of work; inexperienced clerical staff; over-burdened official duties, huge bulk of record, etc. Although it is the duty of the administration to keep available and up-to-date personal files of all staff-members all the time yet the concerned officials themselves also should not remain negligent in this contact.

The credentials of the personal files should remain in the custody of the office only. It should not be handed over to anybody else other than the departmental official for permissible matters. The head of the institution must ensure it. Personal files should be tagged properly. They can be paginated.

7.3.8 Students Personal Files: Introduction & Usage

Students personal files can also be kept and maintained for the betterment of students discipline and teaching-learning process. The custodian of students personal files are class teachers. Such files many contain students previous academic record; progress report, appreciation or warning letters according to the existing situation. Some schools have adopted this practice, particularly, in the private sector.

Students admission, registration, result and withdrawal record is kept in the school office and thereby it is regularly maintained by the school office. However, if a class-teacher is able to maintain students personal file in view of their academic progress and personality development-pace, it can be very helpful for that purpose. It may serve the role of an easeful study in special cases. However, in large size and overcrowded classes such practice becomes difficult and extra time-taking. Within school, students personal files are placed into school-office as a whole class record, e.g., students board admission file,

re-admission file, etc. Diligent class-teachers may also prepare students files at classroom level for students efficient and diligent work-progress/parent-teacher interaction, etc.

Students Academic Record:
Schools are to provide and promote students academic growth, development and achievement. Academic progress and achievement is the primary purpose of the school. Evaluation of the academic progress of a school revolves around the evaluation of student's achievements and results. Only that school is splendid and praiseworthy whose students results are splendid and praiseworthy.

Academic results are of vital importance for a school. For this purpose, not only the institution has to struggle hard for boosting her results rather it has to maintain the whole record of students results. All the process of students admission and promotion depends upon availability of students academic records.

Maintenance of Students Academic Record
Schools have to maintain and preserve following type of students academic record:

i) Class-wise file of students applications for admission into institution;
ii) Internal examinations results;
iii) External/public examinations results;
iv) Students attendance record;
v) Students record related to their participation in co-curricular activities;
vi) Students registration with external examining bodies;
vii) Students scholarships (talent & needy categories, etc.);
viii) Issuance of Merit Certificates to the students (Register for award of Merit certificates);
ix) Quran-Khawni syllabus/evaluation register;
x) School Salat Committee consisting of class-wise nominated Nazmeen-e-Salat;
xi) School Societies Register, i.e., Bazm-e-Adab/Science Society, etc.
xii) School Magazine file/Register, etc.

Staff-Meetings: Significance & Purpose
Full-fledged functioning of school is not a single person task. The collective, cohesive and collaborative effort of whole staff in the light of shared vision and shared objectives is essential for a successful school-system.
Staff meetings are a part of school routine. They are held for the academic progress of institution.

Types of Staff Meetings
There are two types of staff-meetings:

(i) Regular/Periodical Meetings:
These meetings are regularly/periodically scheduled ones. They may occur weekly/fortnightly/monthly/quarterly, etc.

The agenda of these meetings is mostly beforehand known at school level. Students attendance, results, sanitary-condition of the institution, syllabus coverage, school discipline, sports, co-curricular activities, scouting, development projects of the school gardening, plantation works, etc., are discussed in those staff-meetings.

(ii) Sudden/Emergency Staff-Meetings:

These meetings may happen without any prior intimation or schedule. It may happen due to sudden happening of some discipline problem/security problem/special instructions on behalf of superiors for the accomplishment of some emergent mail or assignment, etc.

Guiding Principles and Precautions for Making Staff Meetings Purposeful and Beneficial:

1. Point-wise clear agenda of the meeting should be chalked out.
2. Proper timing of the meeting may be observed by all the participants.
3. Meeting may be called if it is essential in the real sense. Otherwise, it may not be held just for time-killing.
4. Staff-meeting should not occur at the cost of students time-wastage.
5. Frequent and unplanned meetings may be avoided.
6. Proper logistic arrangements for the enactment of meeting may be ensured.
7. Unending and for-nothing discussion during meetings may be controlled.
8. The convener of the meeting should introduce an atmosphere of decency, politeness and solemnity in these staff-meetings.
9. Ethics of conversation and reasonable tolerance may be observed.
10. Things of common interest and relevant areas may be discussed in staff-meetings.
11. The problems-resolution, proposed strategies and shared solutions may be acquired successfully through the forums of staff-meetings.
12. Duties may be delegated to the nominated or selected personnel clearly and agreeably in such forums.
13. Follow-up process of the staff-meetings identified priorities and responsibilities may be continued.
14. Staff-meetings may be made fully participative, informative, beneficial and relevant for all the participants.
15. The start of staff-meetings with the devotional recitation of the Holy Quran followed by its translation and the next to it presentation of Holy Hadith/Na'at-e-Rasool-e-Maqbool (Sall-Allah-o-Alaih-e-Wa Alihee Wa Sallum) enrich the prospects of successful staff-meetings. There should be due regard for Salat Timings during meetings.
16. The ending of staff-meetings upon submission to Allah Almighty (Dua') for the prospective accomplishment of proposed and determined targets again leaves a pleasant and hopeful impact upon the participants of the meetings.
17. Arrival and departure attendance record of the participants may be kept safe under the custody of school head/staff-secretary.
18. Important proposals collectively approved/discussed may be conveyed to the superiors.

19. The important decisions made in these staff-meetings may be effectively communicated to students if they are also relevant to students academic programmes. These decisions may be conveyed to students through notice-boards/morning assembly, etc.
20. The school head/staff-secretary/convenor staff-meetings should be skilful, expert and well-prepared about the peaceful, purposeful and successful conduct of meeting during whole session. Pep-talk may be introduced.

    Bob levoy & Roslyn (n.d) have also given 27 tested-tips as a catalyst for greater profitability and practice growth in staff-meetings. Out of those 27, five (05) tips are being selected here for the readers as an added piece of advice:
    (i) Think of staff-meetings as an investment;
    (ii) Don't allow monopolizes to take over;
    (iii) Focus on positive approach;
    (iv) Don't strive for perfection;
    (v) Always conclude meetings with one or more decisions.

An Activity-Case for Discussion about Staff-Meeting Conduct:
A public sector school consists of 20 staff-members. The school head desires to conduct a full-body staff meeting for urging teachers to show school results at least above the level of aggregate pass percentage to be shown by the respective regional Examination Board (BISE). If meeting is held during working hours, students are likely to fall into clashes without teachers presence in the class-rooms. During recess, teachers have to take refreshment and offer Zohar prayer. At closing of the school, teachers look very hurry for their agricultural farms/private academies/afternoon meals/travels for non-local residential stations/personal engagements, etc. Majority staff does not wish to start open discussion about the hot topics like annual results. How and when can a school head be successful in holding purposeful, productive, participative and pleasant staff-meeting upon this agenda?

7.4 PRINCIPLES FOR MAINTAINING RECORDS: GENERAL PRINCIPLES

According to Association of Records Managers and Administrators (ARMA) (founded in 1955 & located at Kansas), following are eight generally accepted record keeping principles:
1. Principle of Accountability;
2. Principle of Transparency;
3. Principle of Integrity;
4. Principle of Protection;
5. Principle of Compliance;
6. Principle of Availability;
7. Principle of Retention;
8. Principle of Disposition;

(http://www.arma.org/principles)
(Cited in wikipedia, n.d.)

Records Maintenance Mechanism:
Records should be kept honestly, accurately, safely and confidentially. Record-books, files, audio and visual equipment may be made available in sufficient quantity and good quality. Storage facilities should be provided to enhance the safety of records from theft, destruction, forgery and accessibility to unauthorized persons in all schools. (Fasasi, n.d).

Maintaining records requires technical expertise and an understanding of the information. It has been also mentioned as a principle that privacy of school records be safeguarded and parents access be ensured to the records of their own children. (National Association of School Psychologists, 2010).

Efficient Maintenance of Records:
The Head of the institution is the ultimate person for maintaining record in the school. Following points are relevant and helpful for maintaining school record efficiently:

1. Have all records up-to-date;
2. Enter all the receiving data immediately;
3. Keep a list of all registers in the school with the serial number and name of the register;
4. Each register should carry the cover-page bearing school name, name of the register, date of starting and closing the register, serial no of the register;
5. All registers may be paginated serial-wise;
6. No page should be torn or removed under any condition;
7. Separate subjects or issues should be recorded separately;
8. Records should be simple in nature;
9. Records should be kept under lock and key;

Principles for Proper Maintenance of Accounts:
According to Baig (n.d.) following principles should be kept in view while maintaining the accounts registers. They are duly applicable in schools, too:

i) It must be prepared on prescribed format.
ii) It must exhibit the true picture.
iii) It must be recorded promptly and regularly.
iv) It must be cross referred.
v) It must be authenticated and certified.
vi) It must be produced for the purpose of audit.
vii) It must be keft under the safe custody.
viii) It must be disposed of as per instructions. (p.28)

To sum up, school records may be maintained with high sense of responsibility. The Holy Prophet Hazrat Muhammad Sall-Allah-o-Alaih-i-wa-Alihee wa Sallum has prayed:
"Allah Almightly may bless him with mercy who does his work in an excellent manner." (Musnad-e-Abu Ya'ala; Hadith No. 4385) (Cited in Shams, 2014, p.73).

7.5 QUESTIONS

Q.No.1 School records tell the educational history of schools to the students, teachers and students parents. Please discuss with examples.

Q.No.2 How can students academic record contribute towards students continuous improvement in academic progress? Give examples.

Q.No.3 The institutions cannot be run successfully without an authentic record. Please comment on this statement with reference to an elementary school.

Q.No.4 Write down ten most important principles for maintaining records in elementary schools.

Q.No.5 How can staff meetings be made effective, efficient and fruitful in schools?

Q.No.6 What sort of calculations are involved in the students attendance register at the end of each month? Please mention their significance.

Q.No.7 What is the procedure of annual physical verification of school stock entered into school stock registers? Describe its steps.

Q.No.8 Mention the contents of teachers personal files and their usages in schools in due course of time.

Q.No.9 Point out five major problems pertinent to school records preservation. Propose suitable solutions, too, keeping in view your public school records condition.

Q.No.10 Derive at least five to seven Islamic guidelines and instructions from the Quran and Hadith regarding preservations, up-dation, accuracy, authenticity and proper usage of school-records.

7.6 ACTIVITIES

The use of computer and information technology has quickened rather sharpened the checking of school-records. What are the challenges for the under-privileged and under-established schools in this content?
(N.B.:- The class may be divided into two halves in tutorial meeting-session. One group may point out the challenges and other group solutions in round table conference-session chaired by respectable AIOU Tutor.)

Activity No. 02
Day by day, the size of school-records is getting larger. Various stakeholders and several departments demand data from schools for different purposes. How can teachers ensure the optimal and effective usage of teaching-time alongwith simultaneously up-dation of school-records?

(N,B:- The class may devise a ten-point mechanism for records-maintenance with no loss to teaching time. The AIOU worthy tutor may guide the trainee teachers and the developed mechanism may be shared with the working teachers as well for feedback.)

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Unit–8

School Discipline

By Sajjad Hussain

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INTRODUCTION

The word discipline has strong psychological influences on human behavior. It is always presented in “good” “bad”, “weak” and “strong” parameters. These words represent the nature of discipline. A good discipline is consider the one which is followed by the followers and which is according to the nature of human beings, while a bad discipline associates different meanings for the followers. Similarly, weak and strong concept of discipline brings another paradigm and perceptions of people in organizations. School discipline is a concept that emphasize on a creative learning environment for regularization of students’ behaviors. It is creative in nature and enables the teacher, administrator and students to lead the teaching learning process in a meaningful and productive manner.

OBJECTIVES

At the end of the unit students would be able:

1. To understand the meaning and definitions of school discipline
2. To understand the modern and traditional concepts of school discipline
3. To know the important objectives of school discipline
4. To identify indiscipline practices at elementary school level
5. To know the factors affecting school discipline
6. To understand classroom management definitions, concepts and principles
7. To understand the strategies of classroom management and
8. To know the factors affecting classroom management

8.1 MEANING AND DEFINITIONS OF DISCIPLINE

The word discipline has been derived from Latin words "Disciple" and "Discipulus" means followers or pupils. According to Webster's New World College Dictionary discipline can be explain from the following three perspectives;

a. The training perspectives, emphasizing on molding behavior towards desired patterns of behavior
b. Enforcement of school rules to lead the teaching learning process smoothly
c. Informing students about the punishment and reward policy on violating school discipline

Keeping in view the above first two perspectives of discipline; it is the process of developing an environment where students' behaviors are shaped in a way to make them compatible to the desired patterns of behavior. School is a training center where students are trained in different areas including their behavior, they are provided such environment which stimulates them to follow the desired patterns and develop desired attributes. School discipline is used to bring positive, desirable and acceptable changes in the behavior of students. Discriminating desirable and undesirable behaviors and the logic behind these behaviors are discussed with students. Teachers develop friendly relationships with students, develop their trust in school and teacher, close association is established with school and learning targets are clarified to students which help the teachers and administrators to establish a training environment based on the needs and interests of students.

The last meaning is applied to the concept of punishment which is more military than educational. According to this concept school discipline is a set of rules and regulations which are implemented by force or by means of fear. School administration implement the rules and regulations by force, these rules are imposed rather than developed. The total outlook of this perspective is based on punishment. This concept of discipline is a misconception as discipline is not something external, by force no one can be subjected to some rules for a long time. Discipline is basically an inner feeling of subliming oneself to some predetermine rules.

In a broader sense discipline means ordering the behavior to work co-operatively. It also means order and system in processes, regularity and obedience to command and one's sublimity to some rules and regulations. In some other words discipline means regularity, punctuality, co-ordination and systematic performances of curricular and co-curricular activities in a school. It is not the name of rules and regulations only, but it is a system, a procedure and a plan of action aim to achieve some pre-determine goals. Discipline is a narrow sense means subjection to authority, obedience to law and bringing the child into control (Afridi, 2001).

There is no single definition which properly represents the true nature of discipline. Following are some experts' definitions on school discipline;

- Dr. Spriegel defined discipline as "The force that prompts an individual or a group to observe the rule, regulation and procedures which are deemed to be necessary to the attainment of an objective. It is also the exercise of restrained or the enforcement of penalties for the violation of group regulation".
- According to Ordway, Discipline is the orderly conduct of affairs by the member of an organization who adhere to its necessary regulation because they desire to co-operate harmoniously in forwarding the end which the group has in view, and willingly recognize that to do this, wishes must be brought into a reasonable unison, with the requirement of the group in actions.
- "Discipline is defined as the actions that facilitate the development of self-control, responsibility and character" (Savage and Savage, 2010). As for as school discipline is concerned it is a complete system of rules, punishment and behavioral strategies to the regulation of children and the maintenance of order in school.

Keeping in view the above definitions of discipline, it is a systematic compilation of an institution's rules and regulation, rewards and punishment procedures and a module for the training of employees and students behaviors of an organization. Through school discipline, students' undesired behaviors are controlled and they are made compatible to the environment. It aims at the training of students according to desired behavioral patterns which enables them to work properly. It also focuses on the development of sense of responsibility, co-operation and a working environment in the organization.

8.2 CONCEPTS OF SCHOOL DISCIPLINE

There are basically three concepts of school discipline, the traditional, modern concept and self-discipline. Traditional concept of school discipline is the second name of rules and regulation neglecting human needs and compulsions. It aims to bestow the students against some pre-determine rules and regulations or to bring the students in control. Disciplinary rules are more important than human beings; rigid rules devised and are followed rigidly to train the students. It's more military in nature than education. Teacher and school centered approach is adopted in traditional concept of discipline. Teachers are the center of power, they regularize the processes and manage the behaviors of students as the want to manage neglecting the interests and forcing them to submit to school rules.

Modern concept of discipline is based on child-centered approach where space is given to human nature. The center of all activities in modern discipline is given to student needs not to teacher and neither to the institution. School disciplinary rules and regulations are devised keeping in view the needs and necessities of students. Efforts are made to develop an environment where students could become self-regulated, self-directed and self-controlled. Authority is shared with all the stake holders and through mutual consultations discipline is ensured in the institution. A flexible and medium approach is followed in this kind of discipline, students are not force strictly to follow the rule neither they are allow to ignore.

Self-discipline is a new and human based approach. The individual chooses the correct and discards the incorrect prefer the right manner and eliminate the wrong approach, and when they select the socially approved patterns of behaviors by themselves they are called self-disciplined. Like the modern concept, an environment is developed where the students are sensitized that they need to regulate their activities and to manage their selves according to the desired standards. Self-discipline is the most effective and influential approach for conducive school environment and effective teaching learning process.

Self-discipline is possible when;

a. There is set of common goals is given to students which are strong enough to stimulate students for actions
b. Clear direction and distribution of functions and responsibilities among the group members is carried out
c. Specifying rules developed on mutual consensus of group members and its imposition on the members equally

Self-discipline enables the authorities to enhance the practicality of the disciplinary rules. Owning the responsibility is the strong element of self-discipline. If, students are provided an opportunity to take part in the development of disciplinary rules and regulations of the school, if they were given proper democratic representation in students' matters and if, the administrators showed confidence in them; they will love to follow the rules, to maintain the school discipline and also will be fruitful for their own selves.

For further reading;

Dreikurs, R., Grunwald, B. B., and Pepper, F. C. (1982).	*Maintaning Sanity in the Classroom; Classroom Management Techniques.* London: Harper and Row.	14-26

8.3 OBJECTIVES OF SCHOOL DISCIPLINE

School discipline is one of the essential components of formal education. It provides an opportunity for student's training in the institution. School discipline is not to control students, or their activities but to channelize their energies in productive and creative manners. Here are some fundamental objectives of school discipline which are achieved with mutual co-operation and efforts;

i. Ensuring the attainment of main educational purpose of schooling

Schooling aim to provide an environment where students could develop their innate capabilities and make themselves prepare for their future job. Punctuality, regularity and sense of democracy are the fundamental themes needed in the practical world. School discipline inculcates punctuality in students and makes them regular in the functions which ultimately lead towards the attainment of educational objectives.

ii. Developing sense of responsibility

Involving students in different decisions of school discipline and making them understandable on the needs of school discipline also authorizing students to discharge numerous responsibilities are indispensible for developing sense of responsibility in students.

iii. Safe and congenial learning environment

School discipline provides space for working together; it concentrates on the development of sense of brotherhood, respect for all, and loyalty for school, friends and teachers. School discipline policy ensures the community of learners that they are safe, secure and important above all, which on one side provide safety to their rights and on the other hand give them the opportunity to utilize their potentials for their selves and for others.

iv. Providing a congenial learning environment

The division of rights and responsibilities among the stakeholders pre-determine rules and regulations and its communication, ensuring the provision of basic facilities of learning and the reciprocal interactions of students and teachers based on respect ensures a congenial learning atmosphere.

v. Behavioral development

As a training center, school ensures the training of students for socially approved behavioral patterns. Through different disciplinary activities students are trained in socially desired, acceptable and approved behaviors.

8.4 COMMON INDISCIPLINE PRACTICES IN ELEMENTARY SCHOOLS

Different research studies identified various indiscipline practices in elementary schools. Coming late, not doing home work, talking of out of turn, trance, inattentiveness in the class, verbal and physical aggressions, the use of abuse language, creating disturbance in classroom, disrespecting teachers, the use of tobacco and other drugs and violating general rules and regulations of schools. All these are examples which are practiced at elementary schools. All these indiscipline practices have negative effects on students' academic achievement and social development of students.

i. Coming to school late

At elementary school level some students come late to school and they do it regularly. It reflects the unpunctuality of the students and is therefore counted in indiscipline practices. It negatively influences students as well as school reputation. Coming late to school affects the school morning prayer, which is important for students' regularity and punctuality. There are numerous reasons that a student didn't reach to school on time, such as, domestic problems, transport, and distance from the school, casual and domestic responsibilities. A teacher or principal of the school first investigate the reasons and then help the student to overcome the problem.

ii. Talking out of turn

Classroom discussion stimulates students for active participation in teaching learning process. These discussions are sometimes leads to unclear and mismanage discussion which has no contributions to students learning. Talking out of turn in

group discussion is one of the common practices which disturb the situation; students' don't wait for their turns and try to go ahead in the discussion, which negatively affects the discussion. It is against the decorum of the class and is therefore considered as an indiscipline practice. The reason behind this problem is most of the time these discussions are started without any pre-training, and proper arrangement, teachers need to guide the students that how they could participate in the discussion, rising hand for saying something, standing on the seat and showing flash card are the means that could be adopted to avoid taking out of turn in the class discussion.

Some students are also involved in talking and creating chaos in the class. They are not attentive and also influence the attentions of other students. Talking in private not only disturbs the students' attention but also the teacher's teaching. It is important for the teacher to identify the reasons why the student is talking, where is the problem? That is in instruction, in classroom seating, lack of interest in the subject, or any other reason which stimulates the student to talk, as every action is based on some stimulus, the same in the case of talking in private. Digging out the reason could eradicate the problem from the routs.

iii. Harming school property

One of the most frequent indiscipline practices that exist in our elementary schools is that students don't care for school property. They write on the walls scratch the painting of walls, doors, and windows, roughly use the furniture, don't care for school transport, and other equipments. The reasons behind is that they don't like their school; school authorities have trained their mind to own the school. There is nothing for students, which could give them sense of owning the school. Instead of "it is our school" students need to be taught that "it is my school". When school become a place of pleasures for students and teacher accepts that it is the place of our earning its property will be safe and the school will leads towards success.

iv. Not completing home work

Discipline focus on regularity and consistence in performances of students and teachers. Some students habitually don't complete their home work. They try to escape their selves from home work and through excuses, most of the times these excuses are based on lies. Along with different reasons one is that some teachers' didn't check the homework regularly and some home work is valueless. Therefore, it is important to ensure that students home work is regularly checked by the teacher and the value of the home should also be understand to students which could define the value of that home work. Students who are involved in this practice need to be treated in a manner that he/she could be motivate to take the habit of regularity in doing homework.

v. Verbal abuse and physical aggression

Students' grouping and other elements of discriminations, home background, lack of moral instruction and training and influences of neighborhood are some reasons for verbal abuse and physical aggression in elementary school level. School discipline need to adopt certain measures which eliminate all sorts of discriminations among students and staff of the school. School discipline shall be made transparent and equally be implemented in the school. No one (student,

teacher, supporting staff) shall be treated above the school rules, which will leads towards equality. School rules shall not compel the students for telling lies, as lies is the route of all sins, misbehaviors and unethical deeds. They should be treated on humanitarian bases.

It is also important that teachers should develop interactions with students' and make them good friends and cooperative peers. Moral lessons and discussion with students on socially approved behaviors are highly recommended.

vi. Disrespecting teachers

There are always great discussions on the status and role of teachers in the education of students. The act of disrespecting is not contextual neither cultural. All the societies around the world are agreed that teachers should be respected. News from different sources has been reported on disrespecting teachers at classroom by students, which is very serious. Teachers' disrespecting is not always in a direct manner, sometimes indirect means are used in classrooms. For example not following teacher suggestions, not completing home work in time, teasing students in instruction process, creating chaos in classrooms and cheating in examination are the practices which are indirectly used in disrespecting teacher at classroom.

Psychologists are of the view that individual's behavior is based on different stimulus which instinct them to act. Based on this assumption the disrespecting of teachers is because of certain reasons. Therefore, it is important to investigate the reasons of indiscipline behavior of students and to deal them accordingly. The offender should be interviewed and should be treated hardly as disrespecting teacher is a crime which must be treated with iron hands.

Dreikurs (1948) identified four basic reasons which motivate students to act in inappropriate manners.

a) To gain undue attention
b) To seek power
c) To take revenge and
d) To display inadequacy (real or assumed).

vii. Truancy

Rigid behavior of teachers, unattractiveness of the school, and low aptitude of students, being a slow learner, overburden curriculum and bore teaching methodologies are the basic reason for student's truancy. There is need of a congenial learning environment at school which could not only retain the present students at school, but it can also motivate them out of school students. An invitational model needs to be implemented at elementary school level.

Students after running away from school may be involve in danger activities which could put their lives in danger. This practice also influences other students of the class. Truancy can be control through love, individual attention and helping students in their learning difficulties.

viii. Stealing things

A classroom is a mini society and a center of training of students to learn. Stealing things from peers is a negative act and it is an act of indiscipline. The stealing of note books, papers and pencils and other academic equipments are the most

common stealing things. It negatively affects the learning of students, and particularly their preparation of examination. Teachers' have to treat the students to avoid this indiscipline and train the students to overcome this indiscipline. The sharing, sense of sacrifice and brotherhood must be taught to students to eradicate this disciplinary issue.

ix. Coping in examination

Cheating in examination is just like cancer in human beings. It replaces the deserving students on undeserving students. Habitual cheaters in the examination needs to be tackled down, strict procedures should be adopted no concession should be given to them. As academic dishonesty it is the worse one. School should raise its moral standards in this regards no negative competition should be encourage among students. Self-initiatives, regular studying habits and regular assessment practices shall be encourage in students. Positive competition (competing with one's own-self) can replace the external or negative competition. The race for grades and standing on first position sometimes leads to negative activities which need to be overcome. Besides, there are many other forms of school indiscipline at elementary school level.

For further reading;

Ali, Lukman. (2012).	*Teacher Education.* New Dehli: APH Publishing Corporation.	45-88
Afridi, A. K. (2001).	*School Organization.* Institute of Education and Research, University of Peshwar, Pakistan.	15-29

8.5 FACTORS AFFECTING SCHOOL DISCIPLINE

Behaviors are based on certain stimulations. Inner argues directs students' to act or to behave in a particular manner. All indiscipline practices conducted at elementary school level are based on certain factors which stimulates the individuals to commit it. In the following line some important factors have been identified which affects school discipline;

i. Unclear school rules and regulations

School discipline plan is a complete code of conduct which needs to be self-explanatory and crystal clear. Rules related to reward and punishment, school relations maintenance, classroom management, academic calendar and students educational progress are sometimes not clear which creates chaos in students as well as in teachers and administrators. The distribution of functions and responsibilities are also important which reduce complications and ultimately eradicate the chances of indiscipline at school and classroom level.

School rules and regulations are actually a mean for leading the school activities towards the desired targets of the school. It leads the staff, resources and environment of the institution towards the vision and mission of the school.

Ambiguity in disciplinary rules could create complexities and ultimately leads towards indiscipline practices in the school.

ii. Teacher characteristics

Teacher personality traits and their behavioral patterns are associated with school and classroom discipline. Teacher is a role model for students; he/she influence the students in leading them towards their destiny. Brophy and Pantnam (1979) viewed that an effective teacher possess cheerful disposition, friendliness, knowledgeable, experienced, emotionally matured, leadership qualities, a good mental health and satisfactory personal adjustment. These are the characteristics of a teacher who can handle the school discipline issues in an effective way. But on the contrary if, the teacher are lacking these qualities he is not knowledgeable, lacking classroom management skills, doesn't have friendly attitude with students, cannot lead the students and has an unsatisfactory personal life, cannot manage the school discipline and sometimes he/she will be a sources for disturbing school discipline (Orlich, Harder, Callahan, Trevisan, & Brown, 2010).

iii. Classroom and School climate

Classroom and school climate represents the socio-emotional climate of the school. Classrooms represent students, tasks and time concerns and its proper management. Individuals with different goals, preferences and abilities shares resource accomplish a number of tasks, use and reuse materials without losing them. No productive activity can take place in a group without cooperation of all its members. Therefore, the basic management task for teacher is to achieve order by gaining and maintaining student's co-operation in classroom activities. The nature of classroom climate depends on the kinds of teacher's behavior, the kind of interactions generated, the relevance and the mode of carrying out the learning task (Osher, Bear, Sprague, & Doyle, 2010).

Furthermore, students' interactions with other students and teacher, their mutual trust and interdependence also affects classroom and school climate. All these are the factors that affects school and classroom discipline.

iv. Limited resources

Scarcity in any aspect of the school has a direct impact on the school discipline. Human resources in term of teachers, supporting staff, and administrative staff are important to discharge all the relevant functions of the staff. Financial and physical resources are equally important to that of human resources; its insufficiency could also leads towards chaos and complexities in disciplinary measures. It doesn't allow the human resources to perform their duties properly.

Teacher's allocation and their work load affect their attitude towards other teachers and students in the school and classes. An over-burden teacher would not be in the position who could establish relationship with staff and students which create gaps and leads towards chaos and disturbance.

v. School leadership

It is the school leadership who set the targets for the school staff and organized and direct the human, physical and financial resources of school to be achieved the targets. School discipline is closely related to the nature of school leadership. A democratic leadership could bring coordination among the resources and enable the

staff to implement school discipline properly. Making rigid decisions, subjecting the staff and students to authority, the use of force and negative attitude are negatively correlated with school culture and learning environment.

The devotion and interest of teachers and supporting staff are indispensible for a positive school discipline. Teacher's dedication for school and teaching is not limited to classroom teaching, but it covers a huge array of students training in moral, social and psychological aspects at school. Through mutual interactions students and teachers could positively contribute to school discipline and overall learning environment.

vi. Class size

Classroom management and school discipline is also affected by overcrowded classrooms in schools. The management of overcrowded classrooms is difficult as the seating arrangement, individualized instruction and students counseling services, learning activities and assessment practices are implemented in classrooms, all these are difficult in overcrowded classroom. The normal size of class contains on 30 to 40 students but in government sector schools there are 50 to 90 students' classes. These overcrowded classrooms reduces learning opportunities, face scarcity in term of class materials, reduce teacher's time in instruction and individual feedback to students all these have negative effects on school discipline.

vii. Negative competition

Competition motivates students for learning. It put energies into students' learning and motivates them for academic efforts. Quizzes, games, and grades are the areas where students competes each others. The absence of proper guidance in the preparation phase of these competitions, or giving more than it due consideration to these competitions influence students thinking patterns, they sometimes use unfair means for the cause of win.

Furthermore, sometimes parents expects more than the abilities of their child. They put undue pressure on them to have position in the class. These pressures and expectation are also the sources of negative competition among students. These practices create hate, jealousy, short cuts and negative thinking in students which influence school discipline in general and students learning in particular. Apart from these there are some other factors such as, social context of the school, discipline policy, school leadership attitude and emerging trends in the digital world also affects the school discipline.

For further reading;

Ali, Lukman. (2012).	*Teacher Education.* New Dehli: APH Publishing Corporation.	45-88
Yahaya, A., Ramli, J., Hashim, S., Ibrahim, M. A., Abd Rahman, R. R., and Yahaya, N. (2009).	Discipline Problems among Secondary School Students in Johor Bahru, Malaysia. *European Journal of Social Sciences , 11* (4),	659-675.
Afridi, A. K. (2001).	*School Organization.* Institute of Education and Research, University of Peshwar, Pakistan.	15-29

8.6 CLASSROOM MANAGEMENT

Research on classroom management and instruction is conducted to guide teaching practices and to provide a foundation for teacher education program. Classroom management aimed to develop a conducive environment to learning and o develop student's self management skills. More specifically, classroom management strives to create positive students, teachers and peers relationship, manage students groups to sustain on-task behavior, and use counseling and other psychological methods to support students who are unable to adjust to new situation.

Management of classroom is one of the main concerns of teacher's administrators as well as parents. Even students expect that teacher have to be effective manager. When class time in spend in management problems, students are uncomfortable, and little real classroom learning take place. There are enough evidences that when the teacher has good management skills in classroom management real classroom learning take place and has positive impact on student's academic achievement (Osher, Bear, Sprague, & Doyle, 2010).

Classroom teacher has two fundamental responsibilities beyond the pedagogical responsibilities; these include classroom management and maintenance of discipline. Majority of new teachers are unable to perform these responsibilities in a proper manner. Success in teaching profession also demands teacher's classroom management skills. For effective classroom teaching classroom management is indispensible. Therefore, besides mastery of the subject matter and teaching skills, the teacher must have the adequate knowledge and skills of classroom management.

8.7 MEANING OF CLASSROOM MANAGEMENT

Classroom management means the management of classroom resources in such a manner that the desired targets of classroom learning could be achieved. It concentrates on the management of classroom physical resources such as, classroom learning A.V aids, furniture (seating arrangement) whether and lighting, it also includes the time management of teaching learning process, time is properly divided and managed in instructional, learning activities, and assessment related practices. Furthermore, classroom management includes the management of human resources (teachers, supporting staff).

Classroom management ensures the smooth flow of teaching learning process in the class. The uses of management skills to utilize all learning resources in the classroom properly are included in the process. It helps the teacher to control the disruptive behaviors of students and to motivate them for academic activities in the class. Classroom management skills include a set of teachers' behaviors and learning activities that are basically intend to foster student's cooperation and involvement in classroom learning. It also includes different activities such as arranging the physical setting, establishing and maintaining classroom procedures, monitoring students' behavior, dealing properly with

disruptive behaviors, and conducting lessons that keep students on track (Mishra & Sharma, 2007).

Classroom management also involves teaching students how to manage school's learning and their own behavior in classroom setting. Through classroom management such a learning situation established that allow the students to manage their selves. There are two components of classroom management:

a) Prevention of classroom disorder and
b) Restoration of classroom order

The development of such an environment which prevents mismanagement in teaching learning process at classroom enables the teacher to prevent the classroom from disorder. On the other hand the maintenance of classroom order is also linked with teacher's management skills. Different management skills have been practiced by different teachers for many years which help them to have control over the class instruction and students undisciplined behaviors. Likewise, research studies have also identified different skills for classroom management. The knowledge of all these skills can enable the teachers to prevent disorder and restore the classroom order.

The most persistent problem for new teachers is managing students' misbehavior and classroom disorder. New teachers experience difficulties in engaging students in learning activities for long time. The empathy, flexibility and creativity of the teacher is lost if the classroom is not in order. Thus some teachers believe that the main function of classroom management is to ensure order and discipline in classroom.

According to (Ali, 2012) there are broadly two perspectives on classroom management;

i. Classroom resource management

It contains on the management of the classroom resources. Students' learning and teachers teaching are directly subjected to classroom resources management. There are two types of classroom resources;

a. Human resources

Students and teachers are the basic human resources in a classroom. The management of these resources contains on;

- Mutual understanding of teachers and students about their functions and responsibilities.
- The development of good interpersonal relationships between students and teachers.
- Establishing classroom discipline rules and regulations on mutual consultation.
- Mutual cooperation to maintain classroom discipline.
- Concentration for high expectations and adopting innovative and reflective pedagogical practices for making students learning more effective.

- Developing self-assessment skills in students, giving and taking feedback from one another

b. Materials resources

The materials resources of the classroom include classroom furniture, instructional and learning aids, and other physical resources. Students seating arrangement, space for group activities, and classroom traffic are kept in mind while organizing classroom materials. It also needs to be proper organized, distributed and placed scientifically.

ii. Classroom learning time management

Classroom instruction need to be well managed from every perspective and time management is the most important aspect. The distribution of time to different instructional activities is the most important element of classroom management. It is not limited to control students' disruptive behavior only, but it aims to foster students learning through providing them a well manage instructional time. Effective time manage enhance students' learning.

Teacher need to divide allocated time into different parts so that it could be utilized efficiently and effectively. Allocated time is most of the time divided into instructional, hands-on practice and assessment related segment. Instructional time starts at the end of the class attendance where the teacher presents the materials to the students and leads them towards the destiny. Instructional time is followed by the hands-on practice and learning activities time where the students remains active participants and they are provide practice opportunities, question answers session, and other practical works. The last segment of the class time is the time of students' assessment for the purpose to measure the effectiveness of the instruction, students' understanding and learning. Instructional time management reduces classroom misbehaviors and optimizes students' learning (Ali, 2012).

8.8 NEED OF CLASSROOM MANAGEMENT

Woolfolk (1990) identified three main reasons which make classroom management important for a class teacher. These three reasons are;

a. Effective use of instructional time

The allocated time for students learning is pre-determine, a teacher is responsible how to manage that time and specified more time for students' learning than for dealing misbehaviors, unusual attitude, disciplinary issues, class timing and other such none-academic activities. Teacher need to develop conducive learning environments which motivate students for learning and active participation in instructional process, and it is the ultimate aim of classroom management which reduces classroom misbehaviors and disciplinary issues and as a result instructional time is spent in instruction instead of dealing classroom management issues.

b. Managing students' classroom behavior

Classroom discussions, question answer sessions, hands-on practices and other learning activities are carried out by teachers in the class. Classroom management

enable the teacher to manage students' classroom behavior through explaining the nature of talking turn, time duration, nature of participation in activities, and other classroom rules which are most of the time developed by students and teacher collectively. These rules defines that who can talk, when he/she can talk, what will be the time duration, if a controversy emerges how to tackle it and it also define the authority of the teacher, class representatives and all other students.

c. Self-discipline skills

One of the basic aims of classroom management is to develop self-discipline students. As education and particularly class teaching is a training session it also concentrates on the students' self-discipline capacities. It trains the students in self-assessment, self-management and self-corrective measures. The foal of education is to produce people capable of educating themselves, students must learn to manage their own lives, set their own goals and provide their own reinforcement.

d. As mentioned above the proper use of instructional time is not possible of if,

The teacher is unable to manage the classroom activities, instructional time, and students' engagement in practical works. It saves teachers time as well as his/her energies. It ensures students success in academic and in practical life. Classroom manage strengthens students beliefs regarding the value of time, consistence and persistence in work.

8.9 PRINCIPLES OF CLASSROOM MANAGEMENT

The scientific study of classroom management helps the teacher to manage the affairs of the classroom in a proper manner. Following are the basic principles of classroom management;

a. Principle of flexibility;

Human nature is not as rigid as machines are. Therefore the first principle of classroom manage is the principle of flexibility. All the rules and regulations of the classroom manage must be flexible so that students, teachers and subject adjustment could be making sure. Based on the demands of the students adjustment in instructional plan and proper arrangement are often get change therefore the principle of flexibility was placed on the top.

b. Principle of democracy

This principle implies respect for the students and teachers individuality. The teacher must follow the four fundamental principles of democracy i.e. liberty, equity, fraternity, justice. Equal opportunity for learning, engagement in learning activities and other classroom matter needs to be based on democratic principle of equality. Feedback to students of good performances, treatment on misbehaviors and evenhandedness in students' performances marking should be dealt on the democratic principle of justice.

c. Principle of co-operation

Learning to live together imply the principle of co-operation. The guiding principle of classroom management should be co-operation of students, colleagues and parents. The teacher should reflect the co-operative spirits in all of his/her

activities. This is the principle which provides based for the preparation of students for adult life. It unites the students to work in groups and to attain the goals in a unique manner. Students learning is limited to their selves only, they are affected by their peers in the class, friends out of class and by neighbors in community, therefore the principle of co-operation is need to be adopted so that they could learnt the skill of co-operation.

d. Principle of impartiality

No discrimination on any ground (creed, caste, race, sex and religion) should be made while dealing the students. The impartial behavior of teacher ensures students' obedience to teacher and reduces the chances of misbehaviors of students. Teacher subjectivity questions teacher position, his/her marking of students' performances, and after all classroom rules and regulations, which negatively affects classroom management.

e. Principle of sharing responsibilities

It is another guiding principle of classroom management. Sharing responsibilities enable the teacher to discharge his/her functions properly, teacher authorized students for different curricular and co-curricular activities which facilitate him/her in his/her teaching. The class representative, girls representative, class monitor, liaison representative, school proctor and group leader etc are the different positions among students where sharing of responsibilities are done. On one hand it helps the teacher and administrators to maintain school discipline and on the other hand it enhances students' capacity of adjustment, motivation, owning the school and its property, confidence in self and others (Ali, 2012; Mishra & Sharma, 2007).

8.10 SOME TECHNIQUES OF CLASSROOM MANAGEMENT

Classroom management and management of student conduct are skills that teachers acquire and hone overtime. These skills almost never "jell" until after a minimum of few years of teaching experience. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching and require "common sense," consistency, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback and a willingness to learn from mistakes. Sadly, this is often easier to say than done, certainly, a part of this problem is that there is no practical way for education students to "practice" their nascent skills outside of actually going into a classroom setting. The learning curve is steep, indeed (Ali, 2012; Mishra & Sharma, 2007).

While there is no one best solution for every problem or classroom setting, the following principles, drawn from a number of sources, might help. Classroom teachers with many years of experience have contributed to an understanding of what works and what does not work in managing classrooms and the behavior of students.

Maintaining good order in classrooms is one of the most difficult tasks facing young inexperienced teachers. The task has become more difficult over the past few decades as young people's attitudes to people in authority have changed dramatically. Some of the changes have led to greater self-confidence in students. Others such as the acceptance of violence to achieve ends, attitudes to substance abuse and an increasing lack of respect for authority have made classroom management and life in school generally more difficult, and more demanding, on those who are charged with maintaining classroom control.

The following set of organizational practices should help to establish effective control of the classroom by the teacher:

1. The classroom activities to be reutilized:

The complexity of modern school system calls for more reutilization of our classroom procedures. It is therefore, necessary that daily activities can be turned in to habits to facilitate speed and avoid wastage of time. Reutilization also aids in keeping the attention of the pupils upon their work. The following should be made routine activity.

(i) ***Seating in the Class:*** In a small class, designated seats are not necessary. However, members of larger classes should be assigned definite seats, even if seats are movable. This is a fundamental way of classroom economy. In doing this, however, consideration should be made to those with physical defects. Nearsighted or pupils hard of hearing should be seated near the front of the room. Most seating is generally done alphabetically. It helps the teacher in the following ways.

-- To become acquainted with the pupils in a short-time.
-- To return class papers, notebook and other instructional materials that the teacher may pass and collect.
-- To check up the students attendance quickly.

(ii) ***Class Roll:*** The class rolls should be carefully kept. The teacher should make it routine detail to check up the roll at the beginning of the class. Roll call at the end of the class should be discouraged. The teacher should also learn the names of each pupil. It will help him to solve problems of discipline.

(iii) ***Entering and leaving the Room:*** Entering and leaving the classroom should be in an orderly manner. The movements should be so organized that there is no confusion and loss of time.

(iv) ***Distributing, Collecting and handling of Materials:*** More time is often wasted in using ineffective methods of distributing, collecting, and handling materials. A well-routinized procedure enables the pupils to get the materials before them with the least possible loss of time and energy. Pupils assigned to the tasks should distribute books and other heavy materials. In the lower grades, the employment of monitor's will help solve the problem. Pupils should be taught how to distribute and collect all materials carefully and quickly.

2. ***Class culture:*** Class culture plays an important role in classroom management. With sensible tradition, customs and courtesies the teacher can develop the class culture among the students. The teacher should develop the concept of class wholeness.
3. ***Use of rhymes:*** Rhymes bring satisfaction both to students and teacher in their activities. Thus, use of rhymes makes the activities of classroom management somewhat smooth.
4. ***Selection of class captain:*** Most of classrooms have monitors or class captain who assists the teacher in classroom management. The teacher must carefully select the monitor one who is academically or sports or in both at the top. He must however, be quite social and not an isolate.
5. ***Systematic work schedule:*** the teacher must organize the activities of the class in a systematic manner. The teacher who conducts his/her teaching without any work schedule will create confusion in the class and hence the students may become restless and agitated.
6. ***Teacher's attention:*** Every student wants to draw teacher's attention. Teacher's response such as smile, words of praise and encouragement has great influence on student's behavior.
7. ***Teacher behavior:*** The classroom behavior of the teacher influences the students very significantly. a sad-faced, stern and irritable teacher's may create owe in the class. The teacher's smile, encouragement, humors and sympathetic attention influences positively the behavior pattern of the students.
8. ***Maintaining discipline:*** Discipline is one of the most important components of classroom management. Discipline should be regarded as an internal force for guiding students towards self-direction. The teacher is the fountainhead of all good discipline. Problems of classroom discipline will disappear if there are efficient and strong teacher. Cunningham rightly remarked, "Only strong personalities (Teacher's) survive the test of maintaining discipline".

   The Teacher should kept in mind the following points while maintaining discipline in the classroom.
   - -- should be punctual, regular and devoted to duty.
   - -- should treat the pupils with love, sympathy and tact.
   - -- should plan his work efficiently, motivate students skillfully and provide a healthy, encouraging and friendly atmosphere.
   - -- should know each pupil by name, note their conduct and be a good disciplinarian.
9. ***Get offer to a good start:*** The first "honeymoon" encounter between the teacher and the students is when they formulate their impressions of the teacher: Students sit quietly, raise their hands to respond and are generally well behaved. The teacher is easily misled into thinking that this is an ideal class and may relax their vigilance. Students within a week will begin to test the waters to see what they will can "get away with". It is during this period that the effective teacher will establish the expected ground—rules for classroom behavior.
10. ***Learning School policies:*** Prior to meeting the class for the first time, the teacher should become familiar with school policies concerning acceptable student

behavior and disciplinary procedures. The teacher should definitely know what the school expects from both student and teacher concerning discipline.

11. ***Establishing Rules:*** Establish a set of classroom rules to guide the behavior of students at once. Discuss the rationale of these rules with the students to ensure they understand and see the need for each rule. Keep the list of rules short. The rules most often involve paying attention, respect for others, excessive noise, securing materials and completion of homework assignments.
12. ***Over-planning Lessons:*** "Over-plan" the lessons for the first week or two. It is important for the teacher to impress on the students from the outset that he or she is organized and confident of their ability to get through the syllabus.
13. ***Learning Names:*** Devise a seating arrangement whereby students' names are quickly learned. Calling a student by his or her name early in the year gives the student an increased sense of well being. It also gives a teacher greater control of situations. "JOHN stop talking and finish your work" is more effective than "Let us stop talking and finish our work".
14. ***Be Firm and Consistent:*** A teacher can be firm yet still be supportive and friendly with students. A firm teacher can provide and environment where the students feel safe and secure. Many teacher reports that it is easier to begin the year in a firm manner and relax later, than to begin in a lax manager and then try become firm.
15. ***It is Easier to Get Easier:*** Many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away with. Once you set a precedent of allowing many disruptions. It can be very hard to start better classroom management and discipline techniques. However, it is never tough to get easier as the year goes on. While you do not have to follow the adage, "Never smile until Christmas, "It does have its merits.
16. ***Fairness is key:*** Students have a district sense of what is and what is not fair. You must act fairly for all students if you expect to be respected. If you do not treat all students equitably, you will be labeled, as unfair students will not be keen to follow your rules. Make sure that if your best student does something wrong, they too are punished for it.
17. ***Deal with descriptions with a Little Interruption as Possible:*** When you have classroom disruptions, it is imperative that you deal with them immediately and with as little interruption of your class momentum as possible. If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If you have to stop the flow of your lesson to deal with descriptions, then you are robbing students who want to learn of their precious in-class time.
18. ***Avoid Confrontations in Front of Students:*** Whenever there is a confrontation in class there is a winner and loser. Obviously as the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of disciplinary issues. Even though other students might get the point, you might have lost any chance of actually teaching that student anything in your class.

19. ***Stop Disruptions with a Little Humor:*** Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however teachers confuse good humor with sarcasm. While humor can quickly diffuse a situation. Sarcasm may harm your relationship with the students involved. Use your best judgment but realize that what some people think as funny others find to be offensive.
20. ***Keep High Expectations in Your Class:*** Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students your expectations. For example, you might say, "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say".
21. ***Over-plan:*** Free time is something teachers should avoid By allowing students time just to talk each day, you are setting a precedent about how you view academics and your subject. To avoid this, over plan, when you have too much to cover, you will never run out of lessons and you will avoid free time. You can also fill up any left over time with mini-lessons.
22. ***Be Consistent:*** One of the worst things teacher's can do is not to enforce their rules consistently. If one day you ignore misbehaviors and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to be the same every day. Moodiness is not allowed. Once you lose your student's respect, you also lose their attention and their desire to please you.
23. ***Make Rules Understandable:*** Teachers need to be selective in their class rules (no one can follow 180 rules consistently). Teachers also need to make them clear. Students should understand what is acceptable and what is not acceptable. Further, the teacher should make sure that the consequences for breaking his/her rules are also clear and known beforehand.
24. ***Start Fresh Everyday:*** This tip does not mean that you discount all precious infractions, i.e. if they have three tardiest then today means four. However, it does mean that you should start teaching your class each day with the expectation that students will behave. Do not assume that because Julie has disrupted your class everyday for a week, she will disrupt it today. By doing this, you will not be treating Julie any differently and thereby setting her up to disrupt again (like a self-fulfilling prophecy). Read a personal example of this with my best teaching experience.
25. ***Room Arrangement:*** While good room arrangement is not a guarantee of good behavior, poor planning in this area can create conditions that lead to problems.
    - The teacher must be able to observe all students at all times and to monitor work and behavior. The teacher should also be able to see the door from his or her desk.
    - Frequently used areas of the room and traffic lanes should be unobstructed and easily accessible.
    - Students should be able to see the teacher and presentation area without undue turning or movement.

- Commonly used classroom materials, e.g., books, attendance pads, absence permits, and
- Student reference materials should be readily available.
- Some degree of decoration will help add to the attractiveness of the room.

In such way classroom, management and discipline are two important factors that have a decided influence upon the character and efficiency of the teaching and learning situation. The success of failure of teaching is determined often by the way the class is organized and managed. Therefore, the teacher should thoroughly reutilize the details of the daily activities. A well-managed classroom will give the pupil rich support and opportunities for mental growth and development. Good classroom management produces favorable working conditions conducive to good learning and makes the school work enjoyable and interesting. A well-managed classroom also makes the pupils appreciate the value of time upon which his future success depends. Thus, effective teaching learning is possible only in a well-managed classroom.

For further reading;

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8.11 EXERCISE

1. Define school discipline.
2. What is self-discipline? Explain its role in the teaching learning process.
3. Analyze the concepts of school discipline. How modern concept of school discipline is different from the traditional?
4. The construction of learning environment is the ultimate objective of school discipline. Discuss in detail.
5. What are the common indiscipline practices at elementary school level?
6. Identify the factors affecting school discipline. Also suggest some practical recommendations for the improvement of the situation.
7. Explain the need of classroom management, why it is important for a successful teaching profession?
8. Analyze the fundamental principles of classroom management. How a teacher can benefit from it in managing classroom learning?
9. How to manage an overcrowded classroom? Give applicable suggestions.

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Unit–9

Essentials of School

By Dr. Muhammad Nafees

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INTRODUCTION

The role of classroom support staff in schools has been developing over many years and the role of the teaching assistant has changed over time. In recent decades there has been a move towards the increasing inclusion of pupils with additional and special needs in mainstream schools. This has led to a greater need for additional support in classrooms, a need often satisfied through support staff and teaching assistant roles.

The Government's drive to raise standards in schools and tackle teacher workloads has also changed the way support staff is being deployed in schools and has increased the diversity and range of tasks that they carry out in order to support learning and behavior of students in the classroom.

At Teaching Personnel we also continue to experience high demand for specific support staff from our special school and alternative provision clients. Teaching Personnel strongly believe in the vital role that school support staff plays in education. We understand that you and your peers make a valuable contribution to pupil achievement and attainment within the learning environment on a daily basis.

So, whether you are an experienced teaching assistant or someone just starting their career in education, we hope that this handbook acts as a useful and practical guide, providing an insight into the roles and responsibilities of support staff within education settings.

OBJECTIVES

After studying the unit, the students will be able to:

1. Explain nature of school staff.
2. Describe concept and models of curriculum.
3. Explain need, scope and use of school library and laboratory.
4. Explain various components of school record.

9.1 SCHOOL STAFF

Head teacher
The head teacher is the person with overall responsibility for how a school runs. Some may actually teach but this is not always possible due the amount of administration work involved in the position.

Deputy Head
The Deputy Head works closely with the head teacher and the senior school management team in running the school. The deputy head will generally be an experienced teacher and the majority continues to teach alongside this role.

Class Teacher
In primary schools, a class teacher will teach all subjects to a class all day. The class teacher deals will all aspects of discipline, pastoral and everyday welfare of the children.

Subject Teacher
In secondary schools, teachers teach a specific subject rather than working as a class teacher. Subject teachers will be teach a range of year groups during a day and will work with the subject department to develop the subject curriculum in the school.

9.2 CURRICULUM

Introduction
The word curriculum derives from the Latin *currere* meaning 'to run'. This implies that one of the functions of a curriculum is to provide a template or design which enables learning to take place. Curricula usually define the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes, they should specify the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course. A curriculum is more than a syllabus. A syllabus describes the content of a programme and can be seen as one part of a curriculum. Most curricula are not developed from scratch and all operate within organizational and societal constraints.

The curriculum that is written and published, for example as course documentation, is the official or formal curriculum. The aim of educational development is to ensure that the official curriculum is delivered as the functional curriculum and there is not a mismatch as development turns into implementation. The official curriculum can also be distinguished from the hidden, unofficial or counter curriculum. Paul Willis' work on the sociology of schooling for example describes how the informal pupil group comprising working class 'lads' has its own sub-culture and counter curriculum which involves 'mucking about', 'doing nothing' and 'having a laff' (Willis, 1977). The hidden curriculum describes those aspects of the educational environment and student learning (such as values and expectations that students acquire as a result of going through an educational process) which are not formally or explicitly stated but which relate to the

culture and ethos of an organization. This highlights that the process of learning is as important as its product and as teachers we need to be aware of both the formal and informal factors which impact on learning.

One of the most important activities of the university is the development of curriculum or course outlines in consonance with the national and international demands and realities. In Pakistan, unfortunately, this activity is given the least importance since the use of popular textbooks available in the market have guided the selection of curriculum content and the topics of a syllabus.

For the last few decades, scholars have been raising doubts and questions about the validity of heavy reliance on a subject-centered approach to curriculum development that is dominated by textbook contents. Furthermore, the convergence of academic disciplines in the form of broad field and problem-orientation to knowledge incorporating a variety of theoretical perspectives requires innovative procedures for the development of curriculum. For this purpose, it is imperative that university teachers are aware of modern trends in the development of curriculum.

The key component of any curriculum is its instructional objectives or learning outcomes. To determine the extent to which these objectives or outcomes have been achieved, there is a need to assess students' learning. Students' assessment is a very complex task. Teachers often do not have the necessary background to meet its requirements appropriately. Hence, it is also necessary that teachers are exposed to a variety of tools to measure students learning.

Key Concept: Concept of Curriculum

In the past, the term 'curriculum' signified a course of studies followed by a pupil in a teaching institution. In the English-speaking tradition it was used as equivalent to the French concept programme d'études. Today, it means in general terms, the contract between society, the State and educational professionals with regard to the educational activities that learners should undergo during a certain phase of their lives to learn something desirable.

Definitions of curriculum

Standard dictionaries define curriculum as a course of study offered by an academic institution. According to Ronald Doll, curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of an academic institution. In other words, curriculum can be defined as the total experience. From this view point, Curriculum is not only the content selected and delivered, but also the planned and unplanned activities in which individuals' participate as students.

In educational literature, in short, the word curriculum has been defined in the following ways:

- "Curriculum is such "permanent" subjects as grammar, reading, logic, rhetoric, mathematics, and the greatest books of the Western world that embody essential knowledge".

- "Curriculum is those subjects that are most useful for living in contemporary society".
- "Curriculum is all planned learning for which the institution is responsible".
- "Curriculum is all the experiences learners have under the guidance of the institution".
- "Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites".
- "Curriculum is a structured series of intended learning outcomes".

Prescriptive [curriculum] definitions provide us with what "ought" to happen, and they more often than not take the form of a plan, an intended program, or some kind of expert opinion about what needs to take place in the course of study. (Ellis, 2004, p. 4)

Prescriptive Definitions of Curriculum		
Date	**Author**	**Definition**
1902	John Dewey	Curriculum is a continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies . . . the various studies . . . are themselves experience— they are that of the race. (pp. 11–12)
1918	Franklin Bobbitt	Curriculum is the entire range of experiences, both directed and undirected, concerned in unfolding the abilities of the individual. (p. 43)
1927	Harold O. Rugg	[The curriculum is] a succession of experiences and enterprises having a maximum lifelikeness for the learner . . . giving the learner that development most helpful in meeting and controlling life situations. (p. 8)
1935	Hollis Caswell in Caswell & Campbell	The curriculum is composed of all the experiences children have under the guidance of teachers. . . . Thus, curriculum considered as a field of study represents no strictly limited body of content, but rather a process or procedure. (pp. 66, 70)
1957	Ralph Tyler	[The curriculum is] all the learning experiences planned and directed by the school to attain its educational goals. (p. 79)
1967	Robert Gagne	Curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units (in the sequence) have already been mastered by the learner. (p. 23)
1970	James Popham & Eva Baker	[Curriculum is] all planned learning outcomes for which the school is responsible. . . . Curriculum refers to the desired consequences of instruction. (p. 48)
1997	J. L. McBrien & R. Brandt	[Curriculum] refers to a written plan outlining what students will be taught (a course of study). Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study.
2010	Indiana Department of Education	Curriculum means the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. (n.p.)

The descriptive definitions of *curriculum* go beyond the prescriptive terms as they force thought about the curriculum "not merely in terms of how things ought to be . . . but how things are in real classrooms" (Ellis, 2004, p. 5). Another term that could be used to define the **descriptive curriculum** is *experience.* The experienced curriculum provides "glimpses" of the curriculum in action. Several examples, in chronological order, of descriptive definitions of curriculum are listed below.

Descriptive Definitions of Curriculum		
Date	**Author**	**Definition**
1935	Hollis Caswell & Doak Campbell	All the experiences children have under the guidance of teachers.
1941	Thomas Hopkins	Those learnings each child selects, accepts, and incorporates into himself to act with, on, and upon, in subsequent experiences.
1960	W. B. Ragan	All experiences of the child for which the school accepts responsibility.
1987	Glen Hass	The set of actual experiences and perceptions of the experiences that each individual learner has of his or her program of education.
1995	Daniel Tanner & Laurel Tanner	The reconstruction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience.
2006	D. F. Brown	All student school experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems.
2009	E. Silva	An emphasis on what students can do with knowledge, rather than what units of knowledge they have, is the essence of 21st-century skills.

The other terms that are commonly used as synonymous to curriculum are syllabus and course. But curriculum can refer to any level of an educational experience, from that of a particular area within a course, to the course itself, to a broader program of study that comprises a number of different courses around a particular content area. Curriculum is often used to refer to a focus of study, consisting of various courses all designed to reach a particular proficiency or qualification; Syllabus refers to the content or subject matter, instructional strategies and evaluation means of an individual course. The collective syllabus of a program of study represents a map of the curriculum for that program. A curriculum is developed through planning for a larger program of study and then building syllabi for courses to manifest the curriculum design and plan. However, even developing a syllabus for a specific course can be thought of as a form of curriculum development.

Key Concept: Models of Curriculum Development

Curriculum development is understood as a process implying a wide range of decisions concerning learning experiences, taken by different actors at different levels, i.e. politicians, experts, and teachers at the national, provincial, local, institutions and also international levels.

The Tyler Rationale

The most influential model in the field of curriculum development is Tyler's model. It is sometimes known as the 'Tyler rationale' or the 'objectives model'. The model provides a framework of how to construct a planned curriculum. The rationale for the model is based on four questions which were posed in Tyler's well-known book Basic Principles of Curriculum and Instruction.

The questions provide a four-step approach which is logical, sequential and systematic.

1. What educational purposes should the institution seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?

3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

Another rational/objective model was developed by Hilda Taba. It was based upon the curriculum development process similar to Tyler's, but introduced additional steps and called for more information to be provided for each of them. The model is:

- Step 1: Diagnosis of needs
- Step 2: Formulation of objectives
- Step 3: Selection of content
- Step 4: Organization of content
- Step 5: Selection of learning experiences
- Step 6: Organization of learning experiences
- Step 7: Determination of what to evaluate and the ways and means of doing it.

Her model was an attempt to ensure that decisions about curriculum are made on the basis of valid criteria and not whim or fancy. She claimed that decisions should follow in the order of the seven steps. She advocated analyzing learners' needs by considering the society and culture in which they live and only then making decisions about the steps that follow. Therefore, she did not neglect contextual factors. However, her model has the same drawbacks as Tyler's, even though it is a more expansive model. On the positive side, the model was an advance on Tyler's and it incorporated up- to-date (at that time) knowledge from educational psychology about learning and teaching.

Another group of models include elements of the rational/objective models, but go beyond by viewing curriculum development as a continuing activity and adding modifications as new information becomes available, For example, pressure from the public about new business or social needs might result in updating curriculum.

A new element, called situational analysis, was introduced in the 1970s to Taba's diagnosis of needs. It refers to a detailed description and analysis of context in which a particular curriculum is to be implemented. This model comprises the following steps.

- situational analysis
- selection of objectives
- selection and organization of content
- Selection and organization of methods of teaching.
- evaluation of learning

Key Concept: Curriculum Development in Pakistan

In Pakistan the procedures for the development of curriculum at various levels of schooling are apparently different. But the analyses of these procedures reveal that the key components of the curriculum development process are very much the same for all levels except that at the tertiary level of education where different kinds of stakeholders

are involved in the development of curriculum whereas at the level of higher education, the process is controlled by the subject specialist.

In the following paragraphs the in vogue curriculum development procedures for both levels of education are outlined.

Tertiary levels of education

Whenever it is intended to frame or revise a curriculum, the curriculum wing of the Ministry of Education sends the proposal to the provincial curriculum Bureau/Centres. These centres develop or revise the curriculum in the light of the framework provided by the curriculum wing. In the provincial centres the revision or framing of the curriculum is done by the Committees. These committees usually comprise subject specialists and persons equipped with pedagogical skills. The draft curriculum is sent to the curriculum wing, Ministry of Education, for their consideration and approval. In the Curriculum Wing, the draft curriculum on each subject received from the Provincial Centres is put up to the concerned National Review Committee. This Committee is usually constituted for each subject and comprises the nominees of the Provincial Governments and subject specialists considered suitable for the purpose. The Curriculum finalized by the National Review Committee is then put up to the Education Secretary for approval. The approved curriculum is sent to the Provincial Textbook Boards for production of textbooks. Various steps involved in Curriculum Development are listed below:

- Curriculum Wing requests the Provincial Centres to prepare draft curriculum for each subject taught in various classes up to Class XII.
- Provincial Centres call in Committee of Experts, Teachers, and Subject Specialists on each subject.
- Provincial Curriculum Committees prepare curriculum plan.
- The draft plan is sent to the Curriculum Wing.
- Curriculum Wing circulates the drafts to the selected teachers, subject specialists in schools, colleges, and other agencies concerned and invites their comments.
- The comments are reviewed in the Curriculum Wing.
- The National Committee of Curriculum scrutinizes the draft in the light of the comments.
- The Committee submits its recommendations to the Ministry of Education.
- Secretary Education accords necessary approval.
- The Curriculum schemes duly approved are passed on to the provincial Textbook Boards for preparation of textbooks.

Higher Levels of Education

The procedures for curriculum development employed at higher levels of education are somewhat different from those of tertiary levels. However, the key components of the procedures at both levels are very similar.

Prior to the constitution of the Higher Education Commission (HEC), the involvement of University Grants Commission (UGC) in the development of curriculum for various discipline was limited to only directive or recommendations for the updating of curriculum, to keep them in line with modern trends. In other words, it was a sole responsibility of the academic departments of the universities. For this purpose each department had board of studies, a statutory body of the department, comprising senior members and the chairman. Considering the needs of the department, the boards used to suggest changes or formulate new course outlines for new subjects in the light of UGC's guidelines. These changes or new formulations were sent to academic council, a higher order statutory body, for discussion and approval.

Soon after the reorganization of UGC as HEC, serious changes took place in the procedures for the development of curriculum/course outlines. However, some of the public universities are still following the same old procedure of curriculum.

The following process is adopted for curriculum review and revision process of the curriculum by the Higher Education Commission, Pakistan. In pursuance of the mandate given under Act of Parliament and recommendations of Vice-Chancellors Committee, HEC launched an extensive program for periodic revision of the content of different subjects taught at graduate and undergraduate levels. HEC adopted a procedure to review/revise curriculum which ensures the quality of the updated curricula. Following are the steps involved in curriculum review/revision process:

The curriculum review and revision process has been divided into two phases;

- Phase I Curriculum under consideration
- Phase II Circulation of the draft curriculum

Phase I CURRICULUM UNDER CONSIDERATION

Step I: Constitution of National Curriculum Review Committee (NCRC) in the subject.

The Vice Chancellor Committee of all public and private sector universities, R&D organization, Directorate of all Colleges and industries in relation to the subject matter under consideration are requested to nominate their representatives for appointment to National Curriculum Review Committee (NCRC).

Step II: Assessment Analysis of the existing Curriculum

The existing curriculum is circulated amongst the members of NCRC to discuss it with their colleagues and bring collective proposals for review and revision of existing curricula in relation to:

- Objectives of the teaching subjective
- Scheme of studies
- Course content
- Weight-age

- Reading material
- Teaching strategies
- Methods of evaluation

Step III: NCRC meeting: Draft presentation
The first meeting of the NCRC is organized at the HEC headquarters at Islamabad or at its regional centers at Peshawar, Lahore and Karachi where maximum local input could be made available in the exercise of revising curriculum. Other universities, at different places, may also be chosen to serve the purpose. The meeting which normally runs for 3 days consecutively comes up with a draft for the proposed curricula, after detail discussion and deliberation of the proposal prepared by the NCRC members.

Phase II: CIRCULATION OF THE DRAFT CURRICULUM

Step IV: Appraisal of the first draft
The first draft is circulated among the universities, institutions and organizations soliciting their views for its further improvement. The review recommendations collected on the 1st draft curriculum are deliberated upon to design and finalize the curriculum of specific subject of study in a final meeting.

Step V: NCRC meeting: Finalization of draft
The second meeting of NCRC is held to finalize the draft of the revised curriculum in the light of comments/suggestions/ recommendations received from the college and university teachers and institutions all over the country. The meeting would again take 3 days to finalize curriculum. The draft finalized support exercise of all faculty members of the subject under consideration, who are directly or indirectly involved in this process.

Step VI: Approval of the revised curricula by the Vice Chancellors Committee
The curriculum designed and printed is sent to the universities for its adoption/ implementation after the approval of the Competent Authority.

9.3 LIBRARY

Introduction
The academic library is the nerve centre or the hub around which scholarship revolves. It is an indispensable instrument for intellectual development. A well stocked academic library is a storehouse of information, or a record of human experience to which users may turn to for data or information.

Jubb and Green (2007) observe that academic libraries have for centuries played critically important roles in supporting research in all subjects and disciplines within their host universities or colleges. Opara (2001) posits that the library stands in the same relationship to the society as the memory of an individual by making available and accessible to its users information required for teaching and independent study. The main

purpose of an academic library as stated by Aina (2004) is to support the objectives of an academic environment in the areas of learning, teaching, research, and service.

Oyesiku and Oduwole (2004) assert that in academic communities, libraries are indispensable. Guskin (1996) notes that the use of university libraries promotes active learning and thus contributing to students' ability to think critically and work well independently or in group. An academic environment without a library is tantamount to a person without a brain.

It would be pertinent to discover whether academic libraries are indeed living up to their objectives. The effectiveness and efficiency of services provided in academic libraries are mainly determined by library users. Behling and Cudd (1967) assert that the library user is regarded as the most logical source to determine whether the library is playing its role satisfactorily or not.

Perera (2005) submits that satisfying user needs is essential to the management of libraries. The management staff of a library should be aware of the current needs of their users, which may vary from one library to another as well as from time to time. Therefore, carrying out regular surveys on user needs at regular intervals on various aspects of library usage will be an invaluable guide in determining the future directions of library developments.

Popoola (2001) observes that information availability does not mean accessibility and use and that academic libraries should stimulate primary demand for their products and services. This view is upheld by Mason (2010), who opines that librarians must be sympathetic and helpful to all students on the one hand and that on the other hand, students must be aware that librarians and faculty members are there to instruct and encourage their intellectual odyssey and should be seen as facilitators.

Several authors have written on the use of academic library. Amkpa (2000) in his study of the use of the University of Maiduguri Library discovered that a majority of students did not use the library effectively because they did not use the library catalogues.

In a study on students and faculty use of academic libraries in Nigeria, with particular reference to Delta State University, Okiy (2000) found that respondents used books more than other materials and that they browsed the shelves to locate these materials. Williams (1992) and Julien (2000), on the other hand, observed that regular library users are active learners who participate more in class, and read, write and study more.

In a similar study on the use of Olabisi Onabanjo University Libraries, Oyesiku and Oduwole (2004) discovered that male students used the library more frequently than their female counterparts.

Ugah (2001) found out that textbooks account for most library visits. Don (2006) discovered that library computer access is utilized by students far more than faculty,

while interlibrary loan services are used more by faculty members. He also noted that both undergraduates and faculty members appeared to be confident about finding needed print materials and accessing electronic resources at their institutions' libraries.

9.4 AUDIO-VISUAL AIDS

We all know that first few years in life of children are very important because the impressions, experiences and views developed at this cognitive stage remains with them lifelong. Maximum share of these experiences comes from the environment in which he lives, so there should be link between learning and the environment of student. Linking learning with the natural environment is more important at primary and pre primary level because curiosity of students is highest at this level. They want to explore the new world and surrounding by themselves. During this process they utilize their all sensory organs to collect experiences in the mind so that these pictures and experiences can be used in future for developing the knowledge.

Although concept of Audio Visual aids is accepted very late all over the world to enhance the learning of students but it existed in the world as early as evolution of man or even before it. Just think that the first individual who invented the fire was his sole experience but by watching and observing, the art to ignite the fire spread all over the world. Learning through seeing and observing was present when there were no words to express that.

The main purposes of teaching through audio-visual aids are:

i) They help to avoid excessive, empty and meaningless verbalization in teaching.
ii) They provide direct sense experience to students.
iii) They help students to form clear and accurate concepts.
iv) They make teaching and learning effective.
v) They provide variety to teaching.
vi) They provide interest and inspiration.
vii) They create language atmosphere.
viii) They reduce teachers talking.
ix) They clarify the subject-matter.
x) They save time and energy.

II. TYPES OF AUDIO-VISUAL AIDS

1. Visual Aids

(a) Black Board

It is one of the most common visual aids in use. A chalk board is generally installed facing the class which is either built into the wall or fixed and framed on the wall and provided with a ledge to keep the chalk sticks and duster.

Characteristics of a Good Chalk Board:-

i) Its surface should be rough enough so that it is capable of holding the writing on the board.

ii) Its surface should be dull so that it can eliminate glare.
iii) Its surface should be such that the writing on the board can be easily removed by making use of a cloth or a foam duster.
iv) Its height should be so adjusted that it is within the easy reach of the teacher and is easily visible to the students.

Use of Black Board

Write in a clear and legible handwriting the important points on the chalk board but avoid overcrowding of information on the chalk board. The size of the words written on black board should be such that they can be seen even by the back-benchers. There should be proper arrangement of light in the class room so that the chalk board remains glare free. Stand on one side of the chalk board while explaining some points to the students. Students may be allowed to express their ideas on chalk board, or to make alterations or corrections.

Advantages of chalk Board

i) It is a very convenient teaching aid for group teaching.
ii) It is quite economical and can be used again and again.
iii) It is one of the most valuable supplementary teaching aids.
iv) It can be used as a good visual aid for drill and revision.
v) It is a convenient aid for giving lesson notes to the students.

(b) Bulletin Boards

It is display board on which learning material on some topic is displayed. It is generally of the size of a black board but sometimes even bigger depending on the wall space available.

Use of Bulletin Board

i) Effort be made jointly by the teacher and the students to procure material from various sources on a given subject or topic.
ii) Make best use of your aesthetic sense to display the material on the bulletin board.
iii) It is desirable if a brief description about the specific subject or topic is fixed below to title.
iv) The material displayed should be large enough and should be provided with suitable headings.
v) Overcrowding of material on bulletin board be avoided.

Advantages of Bulletin Boards

(i) It is a good supplement to class room teaching.
(ii) It helps in arousing the interest of students in a specific subject.
(iii) Such boards can be conveniently used for introducing a topic and for its review as well.

2. Audio-Visual Aids Film Projector

This machine is used for showing films. Some good films on various topics are available.

Advantages

i) They draw attention of the students.
ii) They help to bring past to the class-room.
iii) It is possible to reduce or enlarge at the size of the object by using the machine.
iv) They can be used to show a record of a event.
v) They can serve a large class at a time.
vi) They provide a good aesthetic experience.

III. Principles for Use of Teaching Aids

Teaching aids should be used properly to make teaching more effective. Teaching can became more effective if such aids are used widely but the use of such aids cannot provide a guarantee of good teaching. Following points are important for a proper use of teaching aids.

i) Teaching aids should be woven with class-room teaching and these aids should be used only to supplement the oral and written work being done in the class.
ii) While making use of any teaching aid an effort be made that the teaching aids being used in any class are in conformity with the intellectual level of the students and is n accordance with the previous experience of the students.
iii) Only such aids be preferred which provide a stimulus to the students for greater thinking and activity.
iv) The teaching aid used should obey exact, accurate and real as far as practicable.
v) The teacher should use a teaching aid only after a proper planning so that the aid is used exactly at the point, in the process of teaching, where it best fits in the process of teaching.
vi) Teaching should see that a follow up programme follows the lesson where in a teaching aid has been used.

IV. Advantages of Audio-Visual Aids

i) They create interest for learning in the students.
ii) They are time saving because they explain the idea easily and precisely.
iii) By their use the burden of teacher is reduced.
iv) The teacher can improve his own English by aural aids.
v) They are the sources of a variety of experiences for students.
vi) English is a difficult language. Audio-Visual Aids make learning English easy.
vii) A good English teaching is possible only in a natural English environment. Audio-Visual aids help in creating that type of environment.
viii) They help in concentrating the attention of pupils in learning the lesson.
ix) The teacher can follow up the principle of from concrete to abstract with the help of audio-visual aids.

Obstacles in use of audio visual aids at schools:

Teacher inability to use Audio Visual aids:
Inability of teachers to handle the audio Visual aids properly has emerged as biggest hurdle in utilizing these aids to pro- mote learning in the students at primary level. This problem is more prominent among the teachers working in rural areas and in Government schools. They lack the required dedication to learn new ideas of teaching. They are hesitant about bringing new experiments and innovations in their teaching and are far behind in making use of new technology.

Perceptions of parents:
It's quite awful that parents have still not understood the concept of using teaching aids in classroom, they want their wards to be taught in the way they were taught twenty or thirty years before. Parents must understand that new researches and experiments are being carried out in the field to enhance the learning.

Lack of funds:
A lot of money is required in arranging and maintaining the costly Audio Visual aids. When many of the schools in India have failed to manage clean drinking water facility for the student, it is dream for them to buy these costly equipments.

Attitude of Teachers and School management:
School management and teacher have complete focus on marks obtained in examination rather than learning. Due to this attitude they consider investment in Audio Visual aids as wastage of time and money.

Inappropriate teacher training programmes:
Existing teacher training programmes are not framed properly to train them about how to use the teaching aids effectively in and outside classroom.

Impact of Audio Visual Aids:
- Makes learning easy and permanent.
- Adds creativity.
- More involvement of students in classroom.
- Healthy relation with environment.

Selecting Appropriate Audio Visual Aid for Classroom:
No doubt importance of AV aids to enhance learning of learner is globally accepted but its effectiveness depends totally on the ability of teacher. If the aids used are not appropriate in context to the subject it will not only waste time but it can also distract the minds of students. Different type of aids can be used at different time for teaching the same topic; it depends upon the requirement of students. During selection of aids teacher may follow the following simple steps to make teaching more beneficial to students and easy to teach -

1. **Studying the background:**
   Before selecting the right AV aid teacher should study the background of learners and their behaviors.
2. **Testing the intelligence level through observation:**
   Teacher should minutely observe the intelligence level of students. It will help them in using only those aids which are compatible with the intelligence level of students. If the aid used is of lower level or higher level then student may not take interest which will create an obstacle in learning.
3. **Recognizing need of the student:**
   Before taking the decision to make use of any aid he or she should try to recognize the need of students because learning is only effective when it is pupil centric.
4. **Analyzing resources and self ability:**
   Teacher should make decision of using aid after analyzing the resources available and whether he is able enough to use particular aid successfully and effectively.
5. **Feedback mechanism:**
   Teacher should try to get feedback response from students whether AV aid used have positive effect on their learning or not. Examining learning outcomes through overall evaluation must be applied to obtain feedback. It will help the teacher to modify and bring reform in using aid.

Points to be remembered during use of Audio Visual aids:

Use of teaching aids is still not very common in Indian classrooms. In urban areas where schools are generating lot of money through heavy fees structure are putting lot of emphasis on use of AV aids in classrooms and teachers are trying to make full use of resource available. Before using any of Audio Video aid to make his or her teaching more effective following points must be kept in mind by teachers:

- Audio Visual aids must match the need and maturity level of student.
- Student must be able to relate the aid with the subject matter.
- It must be large enough to be seen by the student sitting in the last bench of classroom.
- Aids used must be able to attract the involvement and participation of student in classroom by awaking all the sensory organs of learner to encourage observation and discussion.
- Aids used must match the real life and natural environment.
- Aids must be used at appropriate time during teaching.
- Problem and possible area of discussion must be briefed to the student before introducing aid in class to make them attentive.

Requirement of innovations:

Teaching is not static, it keeps on changing because a number of elements are involved such as student, teacher, environment, teaching aid, methodology etc. Generally lesson plans and concepts are developed with keeping in mind a particular situation, but when teacher reaches the classroom he finds a totally different situation. At this place a teacher can only be successful only he remains innovative. Any lesson plan can only be effective

only when teacher is ready to change himself according to situation. Beside this it may be possible that use of a particular type of teaching- learning aid can be useful for one student while waste for other. Now he or she has to manipulate him and try to obtain something from aid for the student who was not comfortable with use of that aid. Now a days everybody having mobile in his pocket, which could be easily utilized as successful Audio Visual aid in classroom but teacher should remain technologically updated. Today latest Smartphone can easily utilize Internet as useful source of knowledge.

Imitations in using Audio Visual aids:
Beside advantages there are some limitations in using Audio Visual aids

- One to one communication between teacher and student is obstructed.
- Overuse of Audio Visual aid can distract the minds of students from subject matter.
- Importance of teacher in classroom is reduced.
- Extra cost of using Audio visual aids will ultimately burdened on parents.
- Teacher has to invest more time in preparing their lectures.

9.5 LABORATORY

It is imperative for schools to have the latest and high quality science lab supplies these days. Since is different from any other subject. In order to understand it concepts, one has to look beyond the books and conventional classroom teaching. Effective teaching and learning of science involves seeing, handling and manipulating real objects and materials. The knowledge the kids attain in classrooms would be ineffectual unless they actually observe the process and understand the relationship between action and reaction.

Effective teaching and learning of science involves a perpetual state of show and tell. Good schools combine classroom teaching with laboratory experiments to ensure that their students grasp each and every concept thoroughly. It is also believed that laboratory teaching and experiments that are being used conducted there help encourage deep understanding in children. Children are able to retain the knowledge for longer when they see the experiments being performed in front of the eyes.

Science lab equipment allows students to interact directly with the data gathered. They get a first-hand learning experience by performing various experiments on their own. Students are made to use the models and understand different scientific theories and concepts. It is also found that school science lab equipment and supplies make teaching and learning easy both for the teachers, as well as for the students. There are several scientific theories and concepts that are difficult to explain directly from the books. Anatomy models, physics science kits and chemistry science kits for instance make it easy to understand the otherwise complex theories of science.

By virtue of equipping themselves with the latest and the advanced materials and supplies, schools are able to contribute a lot in the scientific advances yet to come. The advances and developments in the field of medical science and technology would not

take place if schools did not prepare brilliant and dedicated scientists and researchers. Children develop interest in scientific research in science labs. When they observe various things and carry out different experiments, their reasoning skills are honed and they start thinking deeply on these theories and concepts. Schools thus play a vital role in bringing up the next generation of engineers and doctors.

To conclude, schools must have the latest science lab supplied and equipment to make science interesting and effective for students and to encourage them to make significant contributions in the field of physics, biology, chemistry and other streams of science later in life.

9.5.1 Essential features of a good school lab

Regardless of the extent of the budget that your school has to work with, there are certain features that are widely considered to be essential for effective science instruction. Following features are given which form a good lab:

9.5.2 First aid kit - A comprehensive first aid kit is essential and is also a legal requirement for all school science labs and rooms. For labs/rooms in which chemistry experiments will take place a shower is generally also a requirement as this will be used if chemicals come into contact with the pupils or teacher.

9.5.3 Safety floors - Specialized flooring is essential in science rooms and labs and will need to meet the high standards outlined by Government legislation.

9.5.4 Prep room or area - The prep room/area is where chemicals and/or equipment will be stored out of reach of students. Prior to conducting demonstrations and experiments this is where the teacher will prepare the equipment and materials that will be used.

9.5.5 Storage room or cabinet - This room or cabinet is located in the prep room/area and is used to keep dangerous materials and expensive equipment out of reach of the pupils. The room or cabinet should have a good lock and the key should be kept with the teacher or assistants at all times.

9.5.6 Fume extractor - A requirement in all school science labs, a fume extractor cupboard or system is essential in all labs where chemicals are used.

9.5.7 Teacher work or demonstration area - The teacher work or demonstration area should be located in a position so that all pupils can easily see what is being demonstrated. Therefore this area is usually located in the front or centre of the room.

9.5.8 Student work area - These are lab counters designed for student use. They are usually located in a position that affords the students a good view of the teacher work or demonstration area and are generally equipped with basic laboratory equipment including gas taps, sinks and storage cabinets.

School science departments find it advantageous to have their school science labs/rooms outfitted by specialized service providers - like classroom furniture provider because of stringent health and safety requirements. Moreover, by working with experienced classroom/laboratory outfitting firms, school science departments find themselves in possession of classrooms/laboratories that enable their teachers to provide pupils with outstanding tuition and understanding of the sciences.

9.5.9 Maintenance of Chemicals

Perform regular inventory inspections of chemicals.
Update the chemical inventory at least annually, or as requested by the administration.
Provide a copy of the chemical inventory to the local emergency responders (i.e., fire department).
Do not store food and drink with any chemicals.
If possible, keep all chemicals in their original containers.
Make sure all chemicals and reagents are labeled.
Do not store chemicals on the lab bench, on the floor, or in the laboratory chemical hood.
Ensure chemicals not in use are stored in a locked facility with limited access.
Know the storage, handling, and disposal requirements for each chemical used.
Make certain chemicals are disposed of properly. Consult the label and the Material Safety Data Sheet for disposal information and always follow appropriate chemical disposal regulations.

9.5.10 Preparing for Laboratory Activities

Before each activity in the laboratory, weigh the potential risk factors against the educational value.
Have an understanding of all the potential hazards of the materials, the process, and the equipment involved in every laboratory activity.
Inspect all equipment/apparatus in the laboratory before use.
Before entering the laboratory, instruct students on all laboratory procedures that will be conducted.

Discuss all safety concerns and potential hazards related to the laboratory work that students will be performing before starting the work. Document them in lesson plan book.

9.5.11 Ensuring Appropriate Laboratory Conduct

Be a model for good safety conduct for students to follow.
Make sure students are wearing the appropriate personal protective equipment (i.e., chemical splash goggles, laboratory aprons or coats, and gloves).
Enforce all safety rules and procedures at all times.
Never leave students unsupervised in the laboratory.
Never allow unauthorized visitors to enter the laboratory.
Never allow students to take chemicals out of the laboratory.
Never permit smoking, food, beverages, or gum in the laboratory.

Shulman and Tamir, in the Second Handbook of Research on Teaching (Travers, ed., 1973), listed five groups of objectives that may be achieved through the use of the laboratory in science classes:

1. Skills - manipulative, inquiry, investigative, organizational, communicative
2. Concepts - for example, hypothesis, theoretical model, taxonomic category
3. Cognitive abilities - critical thinking, problem solving, application, analysis, synthesis
4. Understanding the nature of science - scientific enterprise, scientists and how they work, existence of a multiplicity of scientific methods, interrelationships between science and technology and among the various disciplines of science
5. Attitudes - for example, curiosity, interest, risk taking, objectivity, precision, confidence, perseverance, satisfaction, responsibility, consensus, collaboration, and liking science (1973, p.1119).

Writing about laboratory teaching at the college level, McKeachie said:

Laboratory teaching assumes that first-hand experience in observation and manipulation of the materials of science is superior to other methods of developing understanding and appreciation. Laboratory training is also frequently used to develop skills necessary for more advanced study or research.

From the standpoint of theory, the activity of the student, the sensorimotor nature of the experience, and the individualization of laboratory instruction should contribute positively to learning. Information cannot usually be obtained, however, by direct experience as rapidly as it can from abstractions presented orally or in print... Thus, one would not expect laboratory teaching to have an advantage over other teaching methods in the amount of information retention, in ability to apply learning, or in actual skill in observation or manipulation of materials.

9.5.12 Teachers' Responsibilities

Teachers and teacher-aides should lead by example and wear personal protective equipment; follow and enforce safety rules, procedures, and practices; and demonstrate safety behavior and 10 promote a culture of safety. They should be proactive in every aspect of laboratory safety, making safety a priority. The following is a checklist for teachers highlighting essential information for working in the high school laboratory. This is a general safety checklist and should be periodically re-evaluated for updates.

9.5.13 Upkeep of Laboratory and Equipment

Conduct regular inspections of safety and first aid equipment as often as requested by the administration. Record the inspection date and the inspector's initials on the attached equipment inspection tag.

Notify the administration in writing if a hazardous or possibly hazardous condition (e.g., malfunctioning safety equipment or chemical hazard) is identified in the laboratory and follow through on the status.

Never use defective equipment.

9.5.14 Record keeping

Keep organized records on safety training of staff for as long as required by the school system.
Keep records of all laboratory incidents for as long as required by the school system.

9.5.15 Safety and Emergency Procedures

Educate students on the location and use of all safety and emergency equipment prior to laboratory activity.

Identify safety procedures to follow in the event of an emergency/accident.
Provide students with verbal and written safety procedures to follow in the event of an emergency/accident.

Know the location of and how to use the cut-off switches and valves for the water, gas, and electricity in the laboratory.

Know the location of and how to use all safety and emergency equipment (i.e., safety shower, eyewash, first-aid kit, fire blanket, fire extinguishers and mercury spill kits).
Keep a list of emergency phone numbers near the phone.
Conduct appropriate safety and evacuation drills on a regular basis.
Explain in detail to students the consequences of violating safety rules and procedures.

9.6 FINANCIAL RESOURCES

Finance is a field that deals with the study of investments which includes the dynamics of assets and liabilities over time under conditions of different degrees of uncertainty and risk. Finance can also be defined as the science of money management. A key point in finance is the time value of money, which states the purchasing power of one unit of currency can vary over time. Finance aims to price assets based on their risk level and their expected rate of return. Finance can be broken into three different sub-categories: public finance, corporate finance and personal finance.

Areas of finance
Personal finance
Questions in personal finance revolve around:

- Protection against unforeseen personal events, as well as events in the wider economies
- Transference of family across generations (bequests and inheritance)
- Effects of tax policies (tax subsidies and/or penalties) on management of personal finances
- Effects of credit on individual financial standing
- Development of a savings plan or financing for large purchases (auto, education, home)
- Planning a secure financial future in an environment of economic instability

Personal finance may involve paying for education, financing durable goods such as real estate and cars, buying insurance, e.g. health and property insurance, investing and saving for retirement. Personal finance may also involve paying for a loan, or debt obligations. The six key areas of personal financial planning, as suggested by the Financial Planning Standards Board, are:

1. **Financial position**: is concerned with understanding the personal resources available by examining net worth and household cash flow. Net worth is a person's balance sheet, calculated by adding up all assets under that person's control, minus all liabilities of the household, at one point in time. Household cash flow totals up all the expected sources of income within a year, minus all expected expenses within the same year. From this analysis, the financial planner can determine to what degree and in what time the personal goals can be accomplished.
2. **Adequate protection**: the analysis of how to protect a household from unforeseen risks. These risks can be divided into liability, property, death, disability, health and long term care. Some of these risks may be self-insurable, while most will require the purchase of an insurance contract. Determining how much insurance to get, at the most cost effective terms requires knowledge of the market for personal insurance. Business owners, professionals, athletes and entertainers require specialized insurance professionals to adequately protect themselves. Since insurance also enjoys some tax benefits, utilizing insurance investment products may be a critical piece of the overall investment planning.
3. **Tax planning**: typically the income tax is the single largest expense in a household. Managing taxes is not a question of if you will pay taxes, but when and how much. Government gives many incentives in the form of tax deductions and credits, which can be used to reduce the lifetime tax burden. Most modern governments use a progressive tax. Typically, as one's income grows, a higher marginal rate of tax must be paid. Understanding how to take advantage of the myriad tax breaks when planning one's personal finances can make a significant impact in which it can later save you money in the long term.
4. **Investment and accumulation goals**: planning how to accumulate enough money - for large purchases and life events - is what most people consider to be financial planning. Major reasons to accumulate assets include, purchasing a house or car, starting a business, paying for education expenses, and saving for retirement. Achieving these goals requires projecting what they will cost, and when you need to withdraw funds that will be necessary to be able to achieve these goals. A major risk to the household in achieving their accumulation goal is the rate of price increases over time, or inflation. Using net present value calculators, the financial planner will suggest a combination of asset earmarking and regular savings to be invested in a variety of investments. In order to overcome the rate of inflation, the investment portfolio has to get a higher rate of return, which typically will subject the portfolio to a number of risks. Managing these portfolio risks is most often accomplished using asset allocation, which seeks to diversify investment risk and opportunity. This asset allocation will prescribe a percentage allocation to be invested in stocks (either preferred stock and/or common stock), bonds (for example mutual bonds or government bonds, or corporate bonds), cash and alternative investments. The allocation should also take into consideration the personal risk profile of every investor, since risk attitudes vary from person to person.

5. **Retirement planning** is the process of understanding how much it costs to live at retirement and coming up with a plan to distribute assets to meet any income shortfall. Methods for retirement plan include taking advantage of government allowed structures to manage tax liability including: individual (IRA) structures, or employer sponsored retirement plans.
6. **Estate planning** involves planning for the disposition of one's assets after death. Typically, there is a tax due to the state or federal government at one's death. Avoiding these taxes means that more of one's assets will be distributed to one's heirs. One can leave one's assets to family, friends or charitable groups.

Financial Services

An entity whose income exceeds its expenditure can lend or invest the excess income to help that excess income produce more income in the future. Though on the other hand, an entity whose income is less than its expenditure can raise capital by borrowing or selling equity claims, decreasing its expenses, or increasing its income. The lender can find a borrower a financial intermediary such as a bank or buy notes or bonds in the bond market. The lender receives interest, the borrower pays a higher interest than the lender receives, and the financial intermediary earns the difference for arranging the loan.

A bank aggregates the activities of many borrowers and lenders. A bank accepts deposits from lenders, on which it pays interest. The bank then lends these deposits to borrowers. Banks allow borrowers and lenders, of different sizes, to coordinate their activity.

Finance is used by individuals, by governments, by businesses and by a wide variety of other organizations such as including schools and non-profit organizations. In general, the goals of each of the above activities are achieved through the use of appropriate financial instruments and methodologies, with consideration to their institutional setting. Finance is one of the most important aspects of business management and includes analysis related to the use and acquisition of funds for the enterprise.

In corporate finance, a company's capital structure is the total mix of financing methods it uses to raise funds. One method is *debt financing*, which includes bank loans and bond sales. Another method is *equity financing* - the sale of stock by a company to investors, the original shareholders of a share. Ownership of a share gives the shareholder certain contractual rights and powers, which typically include the right to receive declared dividends and to vote the proxy on important matters. The owners of both bonds and stock may be *institutional investors* - financial institutions such as investment banks and pension funds or private individuals, called *private investors* or *retail investors*.

Public Finance

Public finance describes finance as related to sovereign states and sub-national entities and related public entities or agencies. It usually encompasses a long-term, strategic perspective regarding investment decisions that affect public entities. These long-term, strategic periods usually encompass five or more years. Public finance is primarily concerned with:

- Identification of required expenditure of a public sector entity
- Source(s) of that entity's revenue
- The budgeting process
- Debt issuance for public works projects

Central banks, such as the Federal Reserve System banks in the United States and Bank of England in the United Kingdom, are strong players in public finance, acting as lenders of last resort as well as strong influences on monetary and credit conditions in the economy.

9.7 RECORDS

Introduction
School records are books, documents, diskettes and files in which are embodied information on what goes on in school (e.g. social, academic and non academic activities, important events etc), the school plant as well as other relevant information focusing on the growth and development of the school (Olagboye, 2004).

Durosaro (2002) explained that school records are official transcript or copies of proceedings of actions, events other matters kept by the school manager, school records could be viewed as authentic register or instruments or documents of official accounts of transaction or occurrence which are preserved in the school's office.

Olagboye (2004) citing Adepoju (1998) & Ojelade (1998) listed some general reasons or importance of keeping school records which includes the fact that school records tells the history of the school and are useful historical sources.

1. tells the history of the school and are useful historical sources.
2. facilitate continuity in the administration of a school
3. Facilitate and enhance the provision of effective guidance and counseling services for pupils in the social, academic career domains.
4. Provide information needed on ex-students by higher and other related institutions and employers of labour for admission or placement.
5. facilitate the supply of information to parents and guardians for the effective monitoring of the progress of their children/wards in schooling or performance
6. provide data needed for planning and decision making by school heads, ministries of education and related educational authorities
7. Provide a basis for the objective assessment of the state of teaching and learning in a school, including staff and student performance by supervisors and inspectors.
8. provide information for the school community, the general public employers as well as educational and social science researchers for the advancement of knowledge
9. enable school heads to collate information on pupils and staff for decision making by higher authorities, the law courts security agencies and other related government

agencies when occasion demands

10. Provide a mechanism such as the school timetable for the productive management of time and coordination of school work and activities.
11. Serve as data bank on which both the school head and staff and even students can draw on.

1. Admission and Withdrawal Register:

This is a permanent record book into which is entered information regarding the entry and exit, including the details of the education and progress of each pupils that ever passes through the school. The importance includes:

1. Serves as a historical document or reference with detailed records of every child who was admitted into school.
2. The admission register is a reference for tracing the entry progress and exit of any student admitted into the school
3. It is useful in supplying information on the personal and family background of student.
4. It becomes a vital document for the settlement of legal controversies and claims.
5. Yielding reliable data which may be needed for the planning and administration of the educational system.
6. Showing student(s) who withdraw from the school
7. Promoting accountability as well as enhance planning.

2. Attendance Register

An attendance register is a book in which the presence or absence of students in a school is recorded on a daily basis. It is a statutory record that must be kept by every school. This record is kept on individual class basis. The class teacher is the custodian of this record. Its importance includes:

i. Providing necessary data that may be requested from time to time either by researchers, planners or ministry officials
ii. Information from it could assist considerably in determining the amount of grant to be given to a particular school.
iii. It could be used to identify a child's interest and problems and to take administrative decisions.
iv. It is also helpful in identifying sick students, truants, absentees and students who attend school regularly.

3. The log book

The log book is a historical record of events that have significant effects on the schools activities. Its importance is as follows;

i. It records detailed happenings, during the visit of dignities whose signatures appear in the school visitors book
ii. It gives background information to a new manager.
iii. It amplifies the local history of a village or town, especially the role of the school in such development.
iv. It reveals important events or occurrences in the life of the school e.g new building, rainstorm, collapsed building, motor vehicles, accidents in school, expulsion or fire disaster.

4. The Visitors book

The book is meant for recording the visit of important personalities, including officials from the ministries of education or other related government agencies or any other school related visitors. Importance includes:

i. It provides a record of the interest shown by the community in the school
ii. It could serves as a means of getting the contact addresses of very important people who have shown interest in the school.

5. Staff and Students' Personal Files

It is necessary that the school should have as much information on every one of teachers and students as possible without violating their privacy. Importance includes;

1. It provides current and first hand information on the staffing as well as studentary situation.
2. It helps in checking ghost workers and other financial abuse in schools.
3. It makes it easy to locate a teacher's during or student's relatives emergency.

6. Corporal Punishment Book

The book contains the names of pupils who create disciplinary problems in school and the nature of punishment awarded mostly canning, flogging, whipping and hard knocks. Importance is:

i. To ensure that proper procedure is followed in punishing offenders
ii. It reduces cases of misuse of punishment
iii. Recording and noting student name in the book naturally reduces indiscipline in schools.

7. Cumulative Record Folder

Students' cumulative record folder is a storehouse of information on student cognitive, affective and psychomotor development. Importance is:

i. It reflects continuous assessment on students educational or academic progress.
ii. It also reflects students performance in extracurricular activities.
iii. It could be useful by researchers on both child development study and school management.

8. Students Report Sheet/Card

i. It keeps data on students academic performance in termly basis
ii. It assists in monitoring students academic progress
iii. It is a compliment to cumulative record folders.

9. Lesson note/plan

i. It gives information on what a teacher plans to teach the students at a period of time.
ii. It clearly shows the teachers level of preparedness and his level of competence.
iii. It psyches and challenges teachers for the task ahead

10. Scheme and Record of Work Book

It reflects estimate of academic work which a teacher expects to accomplish in each subject based on number of lessons he will have during each term.

i. It assists head teachers or educational administrators to know what is being taught in school.
ii. It assists in enforcing accountability and continuity in the work of school.
iii. It clearly shows teacher adherence to the syllabus and how and when the work is done.
iv. It is a means of evaluating teachers competency and efficiency.

11. Record of Work Book or Weekly Diary

A carefully kept record of work is a strong stimulus to dutiful and progressive work. Pertinently it shows the ability of the teacher to organize the year's work his resourcefulness and enthusiasm regarding the progress of the pupils.

12. School Time-Table

i. It provides information on when classes begin, when school opens and closes
ii. It shows activities to be performed by the teacher and student
iii. It assists in regulating the activities of students and staff of a particular school.
iv. It facilitates and enhances student interest and attention and prevent mental and physical strain.

13. Staff Time Book and Movement Book

i. They provides information on when staff report and or close at work.
ii. They promote regular attendance and punctuality
iii. They help checking truancy and gross indiscipline in staff.

14. The School Cash Register

i. It is a records of financial transactions in schools
ii. It gives information about income and expenditures
iii. It promotes accountability and prevent corrupt and sharp practices.

15. Transfer and Leaving Certificate

Transfer and leaving certificate licensed the formal exist of the pupils after completion of study or leaving during the course of study in a school. Other vital school records which are very paramount to the effective management of the school system are, mark book, heath record, report files, board of governors minutes book and others, principal/headmaster announcement book and staff information book, handing over/taking over file, national policy on education, subject curricula, anecodota/record, report on guidance and counseling programme etc

SELF ASSESSMENT QUESTIONS

1. Prepare a list of library items and its procedure of your nearby elementary school.
2. Discuss commonly used. A.V aids in elementary classrooms.
3. Explain why laboratory is essential in an elementary school and how to use it.