

Course Guide

**EDUCATIONAL PLANNING
AND
MANAGEMENT**

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ADAPTING THE BUDGETARY PLANNING AND MANAGEMENT

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FOREWORD

Pakistan initiated devolution of power plan in 2001 to ensure participation of all stakeholders at grassroots level. In this decentralization of the system educational planning and management emerged as a key component to be addressed by the Ministry of Education. During needs assessment studies it was found that the educational planners and managers working in the different tiers of district governments including managers of institutions (head teachers) were not properly equipped with the knowledge and skills relevant to their roles and responsibilities. Consequently the education managers are facing difficulty in planning and management of education.

Academy of Educational Planning and Management (AEPAM) is the apex organization for human resource development and has been entrusted the task of capacity building of educational planners and managers in the country. AEPAM has been working alongside government for the implementation and accomplishment of devolution plan. Under Good Governance Program, initiated by the Academy, district managers and head teachers were invited to identify requirements of education managers. The services of experts were hired to develop draft modules on following need-based areas:

1. Educational Management
2. School Management & Supervision
3. Academic Management
4. Office Management
5. Financial Management
6. Project Management
7. Human Resource Development
8. Community Participation

Recognizing the need to further strengthen the efforts of capacity building of education managers particularly at district level, AEPAM developed a program sponsored by the Japan Funds-in-Trust UNESCO, Islamabad. This program included development of modules for training activities. Instead of redoing it was decided to review and finalize the available modules. All the Provincial Institutes of Teacher Education (PITE) and Directorate of Staff Development (DSD) Punjab were invited to comment on the modules and then experts were involved to modify the modules in the light of the comments.

This course guide has been prepared to facilitate resource persons and participants to develop a holistic view of the program as well as to formulate their own strategies for conducting the training programs at their ends.

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2. Education

Education enables individual to adjust in the society. Education is defined as:

- Process of bringing change in behavior
- Process of continuous reconstruction of experience
- Process of attaining social competence and individual development

3. Education Policy

A plan or course of action, as of a government, intended to influence and determine decisions, actions, and other educational matters. It is a statement of aims, purposes, principles or intentions that serve as guidelines for managers in accomplishing the objectives.

Polices are the guiding principles for practicing the management tools and techniques. Educational management is a structured set of operations to achieve educational goals. Therefore educational managers needs to be oriented with the concepts of management, that will help them improve their management capabilities and allow thoroughly, them to make better contributions to their organizations for achieving goals.

4. Educational Management

The rapid changes and developments in education have signified the role of educational planning and management. The traditional role of educational management has to be reconsidered now so as to rationalize and integrate the management functions in the process. The management is a process designed to ensure clarity of goals and due cooperation, participation, interventions and involvement of people in the effective achievement of set goals and objectives. Management is a social process as it involves interaction of people in and outside the educational institutions. Management process consists of following four functions:

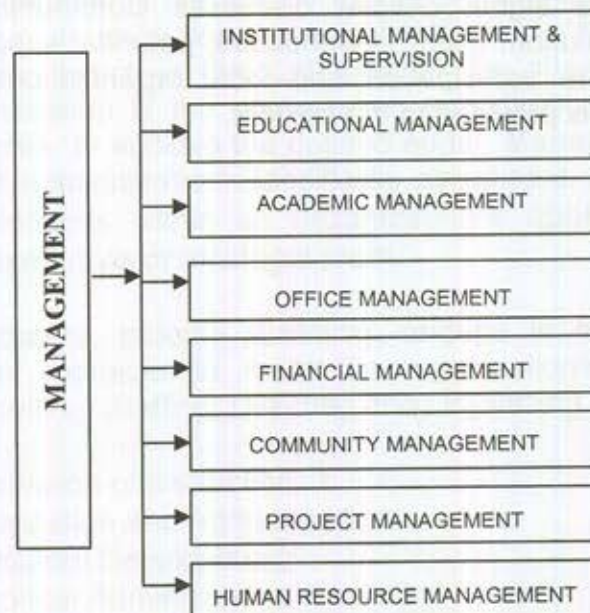
1. Planning: This function includes goal/objective setting, programming and if required project formulation.
2. Organizing: It includes arranging necessary facilities, equipment, staff and finances, and determining framework to achieve the required targets.

3. Directing/Leading: This function involves setting time and cost framework, motivation, supervision and coordination.
4. Controlling: It includes monitoring, evaluation of performance and reporting.

Management being a social process involves working with and through people. Because people are unpredictable and thus interaction between managers and employees can be unpredictable, it is impossible to impose a rigid set of rules that will work in every situation. That is one reason that management is an art as well as a science.

5. Course Structure

Through practicing the management techniques a crowd of people can be made into an organization working towards common goals in an institutional structure. The Course Guide covers various fields of management that are:



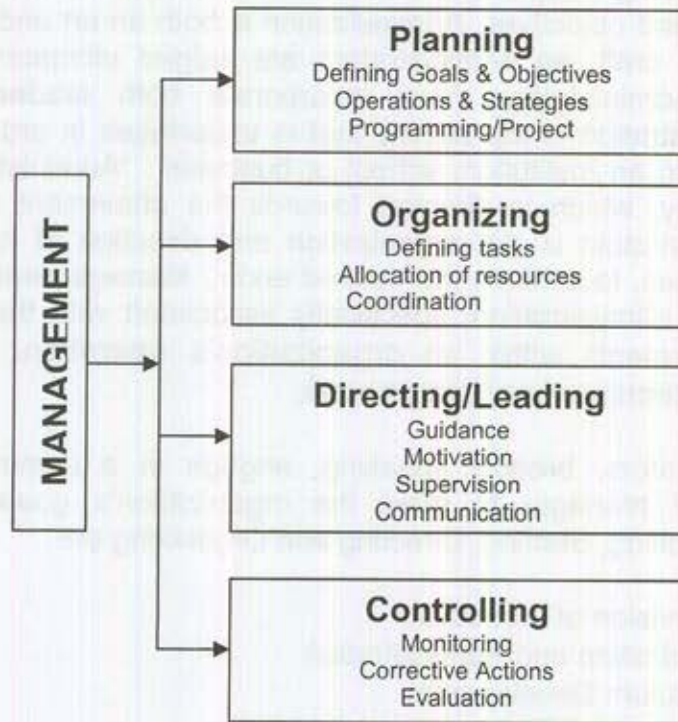
Educational Planning And Management: Course Structure

The Guide opens with the introduction to the course on educational planning and management course. The first chapter is the description of

1.2 Educational Management

Educational management is defined as structured set of operations to achieve goals.

"Management is an administration, involves planning, designing, initiating actions, monitoring activities and demanding results on the basis of allocated resources".



Management Process: Functions

"Educational management is the efficient and economical use of time, money and material for achieving the objectives of the system".

"Educational management is the collective utilization of human resources and material resources, in order to effectively achieve the objectives, set for schooling".

"Educational management is well directed efforts, within the school system for the achievement of educational objectives".

1.3. Education Management Process

Management process comprises four functions:

1. Planning

What is Planning? Planning is the French word 'purveyance', which means to look ahead. Planning is preparation for action, and as such it is the first step to every sort of human activity.

In the words of **Prof. Pfiffner and Presthus**, it is 'a rational process characterized of all human behavior'.

According to **Dimock M.E.** and **Domock G.O.** 'Planning is an organized attempt to anticipate and to make rational arrangement for dealing with future problems by projecting trends'.

Fritz Morstein Marx says, ' Planning is preparation for action. It is the vital first step in any major administrative action. Planning is a means to an end. It is the process of formulating objectives to be realized by administrative enterprise'.

Seckler Hudson defines it as 'the process of devising a basis for a course of future action'.

According to **Herbert A. Simon, Donald W. Smithburg and Victor A Thomson** "Planning is that activity that concern itself with proposal for future, with the valuation of alternative proposals and with method by which these proposals may be achieved. Planning is rational, adaptive thought applied to the future and to matters over which the planners or the administrative organization with which they are associated have some degree of control".

Shami describes educational planning as a process of making set of decisions for the future of individual, institution and society.

According to **Philip H. Coombs** "Educational planning 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 of the students and goals of the society".

According to **UNESCO** "Educational planning means the application to education of a rational scientific approach; examining possible alternatives in educational development; choosing wisely among them; then proceeding systematically to implement the choice made".

What, When and how to do?

As pointed out educational planning is a formal process of making a set of decisions for the future of individual, society and institutions, it involves following aspects:

- Defining objectives
- Determining operations/Programming
- Collecting and analyzing information
- Developing alternatives
- Decision making and communicating
- Preparing work plans/Project Formulation

The definitions of educational planning clearly imply educational administrators, to decide what is needed to be done when and how. This helps to set define objectives for the organization, both short term and long term, keeping in view the economical, social, and political environment, in which the organization will be operating and the resources, it will have available to make the plans work out.

The definitions of planning also describe it as a process, which involves selection mission and the actions to achieve them, decision making from the available alternatives.

2. Organizing

Organizing function includes following aspects:

- Defining tasks, methods and procedures
- Acquiring resources: Human, Financial, Physical & Information
- Allocation of tasks into organizational structure
- Establishing authority and coordination mechanism
- Selecting and developing human resources

3. Directing/Leading

Directing is influencing people's behavior through motivation, communication, group dynamics, leadership and discipline. The purpose of directing is to channel the behavior of all personnel to accomplish the organization's mission and objectives while simultaneously helping them accomplish their own career objectives.

Directing and leading function includes following aspects:

- Setting timeline and cost framework
- Leading
- Guiding and motivating
- Supervising

Leadership is an interpersonal influence directed toward the achievement of a goal or goals. Three important parts of this definition are the terms interpersonal, influence, and goal.

- Interpersonal means between persons. Thus, a leader has more than one person (group) to lead.
- Influence is the power to affect others.
- Goal is the end one strives to attain.

4. Controlling

Controlling function includes following aspects:

- Monitoring/Feedback
- Corrective actions
- Evaluation of performance

Controlling is measuring and correcting individual and organization performance to ensure that events conform to plans. It involves measuring performance against goals and plans, showing where deviations from standard exist, and helping to correct them. In short, controlling facilitates the accomplishments of plans.

Control activities generally relate to the measurement of achievement. Some means of controlling like the budget for expenses, inspection records and working hours lost, are generally familiar. Each measures and each shows, whether plans are working out. If there is any deviation, correction is applied.

Monitoring is about collecting information that will help you answer questions about the organizational performance. It is important that this information is collected in a planned, organized and routine way. This information is then used to report on the organizational performance and to help evaluate.

Evaluation in education has emerged as Measurement. In this regard, the test makers developed many standardized tests to measure pupil achievement, adjustment, personality and the like. This was, eventually, expanded to include observational inventories, questionnaires, and other instruments, to produce quantifiable data concerning practically every aspect of school operation. Large amounts of quantified facts could be manipulated statistically.

1.4 Leadership

Management is a kind of leadership in which the achievement of the organizational goal is a paramount. There is a reciprocal relationship between leadership and management, implying that an effective manager should possess leadership skills, and an effective leader should demonstrate management skills. Management involves power by position and leadership involves power by influence.

Institutions/organizations consist of three components:

1. The structure gives the organization its form and dictates the way it will interact.
2. The followers respond to the structure and the leader.
3. The leader determines the ultimate effectiveness of the organization/program as the character, knowledge and skills that they possess lead the way problems are solved and tasks are accomplished.

1.4.1 Traits of a Good Leader

According to Warren Benis, the traits of a good leader are as under:

- **Honesty** - Display sincerity and integrity in all actions. Deceptive behavior will not create trust.
- **Competent** - Actions should be based on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.
- **Forward-looking** - Set goals and have a vision of the future. The vision must be owned throughout the organization. Effective leaders envisage what they want and how to get it. They habitually pick priorities stemming from their basic values.
- **Inspiring** - Display confidence in all. Showing endurance in mental, physical, and spiritual stamina, it inspires others to reach for new heights. Take charge when necessary.
- **Intelligent** - Read, study, and seek challenging assignments.
- **Fair-minded** - Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well-being of others.
- **Broad-minded** - Seek out diversity.
- **Courageous** - Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Display a confident calmness when under stress.
- **Straightforward** - Use sound judgment to make a good decisions at the right time.
- **Imaginative** - Make timely and appropriate changes in your thinking, plans, and methods. Show creativity by thinking of new and better goals, ideas, and solutions to problems. Be innovative!

1.4.2 Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are normally three styles of leadership:

- **Authoritarian or autocratic:** This style refers to when a leader tells her/his employees what s/he wants to be done and how s/he wants it done, without getting the advice of followers.
- **Participative or democratic:** This type of style refers to involvement of the leader as well as one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority.
- **Delegative or Free Reign:** In this style, the leader allows the employees to make the decision. However, the leader is still responsible for the decisions that are made. This is used when employees are competent to analyze the situation and determine what needs to be done and how to do it. (Hofstede, 1977).

1.4.3 Manger as Leader



1.4.4 Leadership Roles

Followings are the major roles of a leader:

1. Motivation

A person's motivation is a combination of desire and energy directed at achieving a goal. Influencing someone's motivation means

inspiring other to do what must be done. As a leader one has the power to influence motivation.

Thus, the basic function of supervision is to improve the character, quality, and quantity of people, working with in an organization. It is a process, by which workers are helped by a designated staff member to learn knowledge, skills and to improve their abilities, so that they do their jobs more effectively and with increasing satisfaction to themselves and the organization. It was conceived to be inspection in the past, which is a one-way process. This, however, is not inspection but is a two way process.

2. Communication

Communication is the most vital and fundamental element in management process, as it is based on working with people. A Leader can prove himself successful, by the effective use of communication.

In simple words, communication is the process to exchange information, ideas and feelings between two or more individuals or groups. It may be of two kinds i.e. vertical and horizontal. Horizontal communication refers to such an exchange among peers or people at the same organizational level; while vertical refers to such an exchange between individuals at different levels of organization.

The essentials of effective communication

When communicating, that is, when passing on information or giving instructions or orders to the staff, the following guidelines should be taken into consideration:

- Know your objective: what do you want to achieve? (inform, praise, discipline, etc.)
- Know the receiver: (for example. the lazy teacher/learner) and the reason for the communication (for example, bad examination results)
- Formulate your message: be clear, specific and understandable by using short sentences in simple English
- Be brief: do not include unnecessary information

- Do not under communicate: the message must cover questions such as: why, who, what, when and where
- Consider how the message is best communicated: this can be just as essential as the content
- In delivering the message be aware also of your attitude, behavior, non-verbal communication, gestures and facial expressions
- Keep in mind that positive feelings and emotions inspire positive attitudes amongst the staff and learners
- Be yourself: show through the message that you respect the staff, trust and accept them, are interested in them and are willing to help and listen to them
- Be enthusiastic and inspirational in your communication
- Listen carefully: an effective communicator must be a good listener

Make use of effective feedback: communication is a two-way-process so always ask questions to determine whether the message has been understood.

In summary, it is important for all communicators but leaders in particular to:

- Be clear about what they want to say;
- Select the best time to say it;
- Pick the best place to say it
- Decide how best to say it.

3. Team Management

Leaders should not think of themselves as simply managers or supervisors, but rather as "team leaders." This collaboration is to reach a shared goal or task for which they hold themselves mutually accountable. A group of people is not necessarily a team. A group, by definition, is a number of individuals having some unifying relationship. A team is a group of people with a high degree of interdependence geared towards the achievement of a common goal or completion of a task Major characteristics of team are as under:

1. **Productive participation** of all members
2. **Communication** - Professional, honest, and effective exchange of information between members.
3. **Trust** - Openness and trusting others.
4. **A sense of belonging** - Being committed to an understood mandate and team identity.
5. **Diversity** - Diversity is the presence of a wide range of variation in the qualities or attributes.
6. **Creativity and risk taking** – Introducing new ideas/strategies, if no one individual fails, then risk taking becomes a lot easier.
7. **Evaluation** - The ability to self assess and correct.
8. **Change compatibility** - Being flexible and assimilating change.
9. **Participatory leadership** - Everyone must lead to one degree or another (Clark, 2005)

4. Resource Management

In an organization, resource management is the *efficient and effective deployment* of an organization's resources when they are needed. Such resources may include financial resources, human skills, physical resources, or information technology. (Wikipedia. 2007). It implies **discovery and selection** of resources, their **allocation** and **effective utilization** and **advance reservation** of resources.

5. Knowledge Management

Knowledge is information that changes something or somebody -- either by becoming grounds for actions, or by making an individual (or an institution) capable of different or more effective action. knowledge management (KM) is the process of managing knowledge for creating organizational value & sustaining competitive advantage through the creation, communication & application of knowledge gained from curriculum, society, environment, management, assessment, teaching methods etc, in order to maximize organizational growth & value.

Knowledge Management Frame work is as under:

1. Knowledge Acquisition
2. Knowledge Storage and Organization

3. Knowledge Application
4. Knowledge Distribution (Clark, 2005)

Knowledge Management is an approach to improve, outcomes, learning, knowledge, know-how, expertise and other intellectual capital. KM programs are typically tied to specific organizational objectives & are intended to lead to the achievement of specific targeted results such as improved performance.

6. Time Management

Time management includes tools or techniques for planning and scheduling time (e.g. maintenance of time table, scheduling in project management), usually with the aim to increase the effectiveness and/or efficiency of personal and institutional time use (Wikipedia, 2007).

7. Change Management

Change management is the process and tools for managing the people side of change.

The concept of **change management** describes a structured approach to transitions from a present to a desired state, in individuals, teams, organizations and societies. The trend today is that more and more organizations are building change management competencies into their leaders and managers, creating an internal competency for change.

In general terms, the role of management in the process of change management is :

- Define goals
- Establish trust
- Jointly develop a vision
- Experiment, facilitate and review
- Communicate the change to all people. The information should be complete, unbiased, reliable, transparent, and timely.

- Provide support to employees as they deal with the change, and wherever possible involve the employees directly in the change process itself.
- Consistently monitor and review for effectiveness of the change process.

8. Stress Management

"Stress is person's psychological response to an external or internal stimulus." (Wikipedia , 2007)

Stress management is interventions designed to reduce the impact of stressors in the workplace. These can have an individual focus, aimed at increasing an individual's ability to cope with stressors. Stress-management programs can also have an organizational focus and attempt to remove the stressors in a role. For example, improving communication may reduce uncertainty.

9. Conflict Management

Conflict is a state of opposition, disagreement or incompatibility between two or more people or groups of people. Conflict and dispute are a part of life. Conflict may arise when people and group are engaged to meet goals. Conflict management refers to the variety of ways by which people handle grievances - clashes of right and wrong. It includes such diverse phenomenon as gossip, ridicule, terrorism, warfare, feuding, genocide, law, mediation, and avoidance.

In general Sources of Conflict are Facts, Data, Resources, Power, process, values, Personality etc.

10. Quality Management:

Quality management (QM) is a method for ensuring that all the activities necessary to design, develop and implement a program or service are effective and efficient with respect to the system and its performance. (Wikipedia, 2007). Key principles of QM are as following:

- Management Commitment
- Employee Empowerment
- Fact Based Decision Making
- Continuous Improvement
- Customer Focus: Students, Parents and Society

Strategies and Tactics for Managing Conflict Situations

Strategies	Tactics
<p>NEUTRALIZATION - to make in-effective analyze or counteract the effectiveness of the opposition to a proposed solution/project</p>	<p>COERCION-one party in the conflict demands acceptance of proposed solution in lieu of threats to discontinue relationships with other parties involved.</p> <p>COMPROMISE-the finding of some mutually acceptable solution that partially satisfies both parties; parties;" splitting the difference's exchange concessions</p> <p>SUPPRESSION/SMOOTHING OVER-the conflict is played down by one of more of the parties. "We run a happy ship here."</p> <p>AVOIDANCE/DENTAL-one or more of the parties refuses to acknowledge the conflict situation exists</p> <p>OUTSIDE EXPERT- bringing in critical consultants or national experts to support one party's point of view.</p>
<p>RESOLUTION BY SUBMISSION - the parties in conflict submit to formal outside intervention under a new set of rules</p>	<p>ARBITRATION-settlement of a dispute by a person or persons chosen to hear both sides and come to a decision.</p> <p>MEDIATION- intercession or intervention, usually by consent or invitation for setting differences between persons, organizations, communities, etc.</p> <p>COURT ACTION settlement through a court decision.</p> <p>SPECIAL REFERENDUM-the submission of a law, proposed or already in effect, to a direct vote of the people.</p> <p>STATUTORY LAW part of the local, provincial, or federal laws.</p>
<p>RESOLUTION BY SYSTEM RESTRUCTURING – modification of organizational structure so as to prevent/reduce or eliminate conflict</p>	<p>ROTATING PERSONAL – periodically rotating people within the organization.</p> <p>DECOUPLE CONFLICTING PARTY – reduce dependence of conflicting parties by reducing dependence on common resources or providing impersonal rules for allocation.</p> <p>NEUTRAL LINKING – provide for a neutral party to act as the coordinator/interpreter of the two conflicting persons, departments, organizations, etc.</p> <p>DUPLICATE SERVICES – duplicating the facilities/services so that conflicting parties no longer need to interact to acquire resources and/or complete task.</p>
<p>UTILIZATION utilize the mechanism of conflict to get some response about and/or resolve interpersonal and inter organizational problems</p>	<p>CONFRONTATION-involves having the parties involved directly engage each other and focus on the conflict among them.</p> <p>NEGOTIATION (INDIRECT PERSUASION)-third party facilitates mutual dialogue and enforces agreed-upon rules of fair play. Six steps are involved-initiate dialogue objectively; involve all parties; assimilate feelings and information; reinforce agreements; negotiate agreements; solidify agreement.</p> <p>CONSENSUS AND INTEGRATIVE DECISION MAKING process that allows the parties in conflict to review and adjust relational conditions, perceptions, attitudes, mutually determine the major problems, evaluate alternates and agree on single solution.</p>

Key Points:

- Functions of Management
- Concept of Leadership
- Roles of a Leader
- Characteristics of an effective Leader
- Leadership Styles

2. INSTITUTIONAL MANAGEMENT AND SUPERVISION

Institutional Management is effective and efficient planning, organizing, utilization of resources, directing and controlling to attain the educational objectives. Following is the conceptual framework of institutional management:

2.1. Conceptual Framework of Institutional Management and Supervision

2.1.1 Planning

1. Translating national education policies into school-based teaching and learning objectives and targets.
2. Planning both the long & Short term acquisition of relevant teaching and learning resources (including finances)
3. Preparing school syllabuses, schemes of work, timetables and schedules of activities.
4. Preparing schedules for meetings of the community/SMC, Parent-teachers' Associations, staff, etc.

2.1.2 Organizing

1. Preparing up-to-date job descriptions for all employed staff, and assigning roles, responsibilities and duties to staff and pupils.
2. Arranging for the appointment of new staff and appointment of all staff and students holding responsibility posts.

2.1.3 Directing

1. Directing new teachers, pupils and parents.
2. Communicating regularly and fully, by the most appropriate means, to all those with an interest about school programmes.
3. Holding formal and informal discussions with individuals and groups, including staff and students, and those outside the school, about all aspects of school life.

2.1.4 Supervising

1. Ensuring that classes are held, and that pupils' work is marked and checked.
2. Checking the schemes of work and lesson plans of the teachers.
3. Ensuring presence and punctuality of both staff and pupils.
4. Conducting a full and fair appraisal of all staff, including observations, discussions and in written reports
5. Taking stock and physically checking the stores and equipment of the school.

2.1.5 Controlling/Evaluating

1. Preparing the annual report of the school
2. Analyzing examinations results.
3. Reviewing the performance of the school as well as in class and out of class activities.
4. Setting new targets for individuals, levels, departments and the school.
5. Making new requests for better-qualified teachers.
6. Presenting financial statements and reports.

2.2 Major tasks of Institutional Management and Supervision

- Staff Management
- Resource Management
- Curriculum Management
- Evaluation of Institutional Performance
- Management of School
- School Culture/environment

2.2.1 Staff Management

The function of managing all employees in the organization, including the development of staff skills through training and other forms of staff development as well as the identification, development and implementation of training needs and programs available for staff.

2.2.2 Resource Management

In an organization, resource management is the *efficient and effective deployment* of an organization's resources when they are needed. Such resources may include financial resources, inventory, human skills, physical resources, or information technology. (Wikipedia. 2007)

It is the **discovery and selection** of resources, their **allocation** and **effective utilization** and **advance reservation** of resources.

2.2.3 Curriculum Management:

In Pakistan, there is a centralized system of education and curriculum planning and development is a federal activity carried out by Curriculum Wing, Ministry of Education. The institutions are thus the implementers of curriculum.

Curriculum is defined as planned set of activities / learning experiences to be carried out in and outside the institution. At institutional level it is the delivery of curriculum, which is managed with respect to the guidelines, provided in the prescribed curriculum document, Teachers training, required facilities etc.

2.2.4 Institutional Performance

Typically, we think of performance in organizations, we think of the performance of employees. However, performance management should also be focused on:

1. **Departments** (computer support, administration, sales, etc.)
2. **Processes** (billing, budgeting, product development, financial management, etc.)
3. **Programs** (implementing new policies and procedures to ensure a safe workplace; or, for a nonprofit, ongoing delivery of services to a community)
4. **Products or services** to internal or external customers
Projects (automating the billing process, moving to a new building, etc.)
5. **Teams or groups** organized to accomplish a result for internal or external customers

Simply put, performance management includes activities to ensure that goals are consistently being met in an effective and efficient manner.

Performance management can focus on performance of the organization, a department, processes to build a product or service, employees, etc

2.2.5 School Management

School Management mainly refers to the effective utilization of the available resources to efficiently attain the educational objectives. New trends in School management also includes School Based Curriculum Development, school focused in-service training and the self-evaluation of schools. However, the mission of each school leads to the realization of school management as a specialized and specific field.

2.2.6 Institutional Culture/Environment

Culture (from the Latin *cultura* stemming from *colere*, meaning "to cultivate"), generally refers to patterns of human activity and the symbolic structures that give such activity significance. Different definitions of "culture" reflect different theoretical bases for understanding, or criteria for evaluating, human activity. All the conditions and practices of an institution forms its environment. The environment has a direct link with the quality of school and the quality of education.

2.2.7 Supervision

Supervision by the manager is necessary to see the performance of the school It is the act of watching over the work or tasks of another who may lack full knowledge of the concept. Supervision does not mean control of another but guidance in a work, professional or personal context. Major task of a supervisor are as under

- Staff orientation and placement
- Work assignment
- Monitoring, reviewing and evaluating
- Coordination
- Communication
- Administrative buffer
- Community liaison

Supportive supervision provides psychological and interpersonal strengthening of capacity of worker to deal with Job demands, Job

stresses and Workplace tensions. These include: reassurance, encouragement, recognition, approval and flexibility.

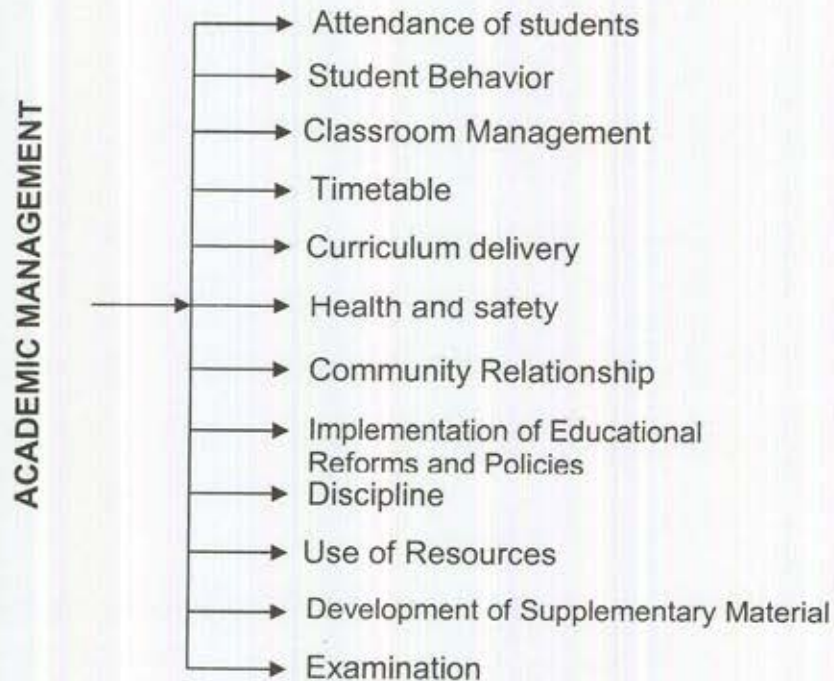
Key Points:

- Mission/goal
- Program/Strategies to improve the management
- Organizing resources and distribution of tasks
- Professional Development of Staff
- Directing and leading the institution
- Monitoring and supervision of tasks

3. ACADEMIC MANAGEMENT

Educational Management is, basically an applied aspect of the basic concepts of management. Educational management is an indispensable tool for the implementation of the policies in Education. Now-a-days in developing society, the need for educational management has been recognized as a vital tool. Often academic management is equated with educational management. The former presents a narrow concept of management whereas the latter portrays a broader concept of management, which includes planning, organizing, directing and controlling. 'Academic management is a process which deals with the academic matters such as development and delivery of curriculum, conduct of assessment/examination, monitoring classroom activities, appraising teachers, providing adequate feedback to teachers and creating conducive teaching-learning environment to improve the quality of education in schools/ institutions.'

Headteacher as a manager has to plan, organize, direct/lead and control his/her institution and contribute to the total organization of the school.



A manager has a key responsibility to ensure that the School's academic programs achieve set objectives and education is responding to the development needs of individual and society. The headteacher has the overall responsibility for managing school effectively, which includes management and motivation of staff, supervision and support of pedagogy and pedagogical leadership, personnel development, team building, timetable, teaching, examination, use of available resources and community liaison. To fulfill this responsibility a manager is required to plan, organize, direct and control the various activities. In practice, such matters fall under the umbrella of academic management.

3.1 Tasks of Headteacher as Manager

Green, F. (2000) suggests the following tasks for head of any institutions in order to respond to engaging situation. These include:

- i. Create and secure commitment to a clear vision for an effective institution;
- ii. Initiate and manage change and improvement in pursuit of strategic objectives;
- iii. Prioritize, plan and organize;
- iv. Direct and co-ordinate the work of others;
- v. Build, support and work with high performing teams; work as part of team;
- vi. Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
- vii. Motivate and inspire pupils, staff, parents, governors and the wider community;
- viii. Set standards and provide a role model for staff;
- ix. Seek advice and support when necessary; and
- x. Deal sensitively with people and resolve conflicts.

3.2 General Management aspects in a School

Following are the common aspects of management to which Headteacher play important role for the effectiveness of the institution:

1. Curriculum Delivery

In education, a curriculum (plural curricula) is the set of planned activities to be carried out in and out-side the institution.

It has four basic elements - Objectives, Content, Methodology and Evaluation.

Major Teaching Methods

- a) **Teacher – Centered Methods** – Guided discussion, lecture, lecture discussion and tutorial.
- b) **Student – Centered Group Methods** – Brain storming, debate, group discussion, interview, listening and observing, panel (utilization of both the experience and expertise of visitors), group projects, case studies, role play and simulations, seminar, visits and field trips and workshops.
- c) **Individual Student – Centered Methods** – Assignment, distance teaching and learning, computer assisted learning, programmed learning, practical and drill.

2. Timetable

Timeframe or scheduling is a part of management. The timetable reflects schedule of daily activities. It enables teachers to plan and follow a line of action to achieve the desired goals.

Scheduling or the development of a timetable facilitates the following functions:

- Utilization of available resources effectively and efficiently (teachers, classrooms & play grounds for conducting various activities with in the school timings, simultaneously).
- Time Management to achieve the desired goals and objectives

3. Lesson Plan, Teacher's Diary and Monitoring

Lesson plan helps the teacher to plan and arrange their activities related to delivery of curriculum. Teacher's diary presents the teachers

activities. Their monitoring helps to see the progress of the teacher. Lesson planning should be performed and a regular teacher's diary be maintained

4. **Student's Diary and Monitoring**

It is an important source to monitor the activities of the students and evaluating their performance.

5. **Classroom Management**

Classroom management refers to the action and strategies for effective teaching and learning. Classroom management focuses on ways to establish and maintain workable systems in the classroom. It aims at classroom climate, physical arrangement, working place of students etc. academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management.

According to *L.A. Froyen and A.M. Iverson, 1999*, Classroom management focuses on three major components:

1. **Content management** occurs when teachers manage space, materials, equipment, the movement of people, and lessons that are part of a curriculum or program of studies.
2. **Conduct management** refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom.
3. **Covenant management** focuses on the classroom group as a social system that has its own features that teacher have to take into account when managing interpersonal relationships in the classroom.

6. **Assessment of students' Performance/Evaluation**

Assessment is the process of measurement of student's performance. It helps to clarify and understand the level of knowledge that a learner has obtained. The level of knowledge implies that what a student knows constantly changes over time, and that we as instructors can make judgments about student achievement. Assessment decisions affect grades, instructional needs, advancement, placement, and the curriculum.

- **Why to Assess?** Important purposes
- **What to Assess?** Contents (knowledge), skills and behaviours.
- **How to Assess?** Methods - Observation, written test, practical test, oral questioning/test, and student's record.

i. Types of Questions

- Essay or extension type questions
- Objectives types questions – True and false, rewrite, completion, multiple choice, matching, short answers questions, labeling diagrams, etc.

ii. Awareness of different levels of Bloom's Taxonomy

The taxonomy classified instructional objectives into what they call three major "domains" – **cognitive, affective, and psychomotor.**

The clearest definitions of objectives for the **cognitive domain** are phrased as descriptions of desired student behavior. The largest proportion of educational objectives falls into the cognitive domain. The **affective domain** includes objectives that emphasize interests, attitudes and values and development of appreciation and adequate adjustment. **Psychomotor** domain is concerned with physical, motor, or manipulative skills. The Handwriting is an example of a common skill in the psychomotor domain.

The taxonomy categorizes behavior into six hierarchical categories from simple to complex. **These six ascending levels are knowledge, comprehension, application, analysis, synthesis, and evaluation.**

7. Assigning Duties to Teachers

Organizing principle of management involves assigning duties to teachers. Everybody should be aware of his/her duties and responsibilities.

Duties of a teacher fall under the following major areas: (Scriven, 1994).

1. Knowledge of subject matter
2. Instructional competence

3. Assessment competence
4. Professionalism
5. Nonstandard duties

8. **Co-curricular Activities:**

Co-curricular activities are the activities that supplement curriculum. They are essential instrument for mental, social, psychological, physical growth of students.

9. **Evaluation of Teachers' Performance**

For effective academic management evaluation of the teacher's performance is also necessary in order to assess their needs and guide them or nominate for training programmes.

Techniques of Teacher's Evaluation: (Barrett, 1986)

- | | | |
|-------------------------------------|--------------------------|----------------------------|
| 1. Teacher interviews | 3. Classroom Observation | 6. Student Achievement |
| 2. Competency Testing through tests | 4. Student Ratings | 7. Faculty Self-Evaluation |
| | 5. Colleagues Review | |

10. **Staff Development**

Headteacher has to identify areas or aspects of staff, which need improvement/reorientation. Following are the major areas where a teacher needs assistance for professional growth:

- Subject knowledge and understanding;
- Pedagogical content knowledge;
- Development of teaching and assessment skills;
- Understanding teaching and learning;
- The wider curriculum and other changes affecting teaching;
- Management skills: managing people; and

- Management skills: managing yourself and your professional development.

Key Points

- Establishing of standards for the Teacher's Evaluation.
- Organization of co-curricular activities
- Correlation between Co-curricular and Curricular activities
- Awareness of objectives (stage & subject-wise)
- Formulation of plan for whole year
- Organization of resources and need assessment
- Monitoring and Evaluation
- Feedback to parties concerned
- Parents and Ministry of Education
- Student diary as effective monitoring tool of the progress and the academic development and achievements of a student.
- Checklist for assessment of a School Classroom
- Procedure of question paper designing and marking.
- Use of information from assessment

4. OFFICE MANAGEMENT

Office management has four components – Office design/layout, office communication, office record management and office procedures.

Office Design/Layout

- Effective Utilization of Office space and Equipments

Office Communication

- Official Correspondence and Drafting
- Types of Office Corresponding
- Managing a Meeting

Office Record Management

- Components of Record Management
- Classification and Categorization of Records
- Filing System
- Noting on the Files
- Log Book
- Service Book
- Suspensions

Office Procedures

- Policies & Procedures
- Retirement
- Removal Ordinance
- Leave Rules
- Deputation
- Pension Rules
- Transfers
- Promotion

4.1 Office Layout

Institutional productivity is influenced by a number of factors, one of which is office layout.

Office design and Layout is determining the Physical requirement for a conducive physical work environment- like Proper lighting, furniture, workspace and office equipments.

4.2 Office Communication

4.2.1 Official Correspondence

Correspondence is part of communication. Basically, communication is either verbal or written. The prevalent types of official correspondence are as under:

- Letter
- Memorandum
- Office Memorandum
- Demi-official Note.
- Endorsement
- Notification
- Resolution
- Press communiqué/Note
- Telegrams and Tele-printer Messages
- Officer Order

4.2.2 Preparation of Drafts

In a case to be submitted to a higher officer wherever a communication is to be issued, a draft shall be prepared and put up with the note. A draft should convey the exact intentions. The language should be clear, concise and incapable of misconstruction. In communications, the main points should be summarized in the concluding paragraph.

4.2.3 Managing Meetings

Meetings are convened in order to take decisions or develop consensus among members in an institution.

- i) Purpose of Holding Meetings
- ii) Procedures to call a meeting:
- iii) How to minute a meeting

- **Headlines:** this portion will contain the purpose of the meeting, the Name of the Chairperson, Venue, Timings of the Meeting
- **Participants:** List of the Participants showing the designation and Names
- **Contents:** General discussions
- **Decisions:** it should have the unanimous decisions reached

4.3 Record Management

4.3.1 Components of Record Management

- a) Filing System
- b) Indexing system

a) Filing Systems

With the growth of information system and new operational techniques in office management affairs, the maintenance of records has gained a tremendous importance. The objective is to make the required record available with in the shortest possible time.

b) Indexing system

Preparation of index slips for each file and ultimately an annual index for each file and division.

4.3.2 Classification of Records

Records can be classified as under:

- a) Alphabetical
- b) Numerical
- c) Geographical/Area Wise
- d) Chronological
- e) Subject wise
- f) Combination of different files

4.3.3 General Office Record:

1. Teachers Attendance Register
2. Students Attendance Register
3. Tuition Fee Register
4. Pupil Fund Register
5. Admission & withdrawal Register
6. Stock (Furniture) Register
7. Science Equipment Register
8. Library Book Register
9. Issues of Library Book Register
10. Scout Register
11. Examination Register
12. Cash Book
13. Acquaintance Roll Register
14. Dispatch Register
15. Service Stamps Register
16. Receipt Register
17. Budget Control Register
18. Detailed Contingent Register
19. Log Book
20. Visitors Book
21. Co- Curricula Activities Register
22. PTA Meeting Register
23. Consumable Stock Register
24. Office Memorandum, demi-Official Letters
25. Unofficial notes, Endorsements

Log Book and its Importance

Logbook is necessary to maintain that represents the proper utilization of the resources along with the detail of usage.

Service Book

Service book is maintained from the start of the service and it contains the complete service record of the employee service.

4.4 Official Procedures

Major Official Procedures are as under:

4.4.1 Policies and Procedures provide ground rules for effective interaction among staff members, coordinate responsibilities for official processes and facilitate the solving of problems.

4.4.2 Transfer, Promotion transfer and promotion / job rotation is essential because in case of transfer employee gets an opportunity to learn more if he works in other departments. Similarly promotion to the next grade is also very helpful and is a way to motivation.

4.4.3 Deputation involves transfer of services from one organization to another organization. For example a teacher is sent on a deputation one school to another as controller exams at district level.

4.4.4 Leave Rules develop awareness of the kind of leaves that are available to employees and how benefits can be acquired by availing them.

4.4.5 Removal Ordinance 2000, Conduct and Appeal rules when a suspension charge is proved to be true and employee found guilty s/he is terminated by use of law. If the effected employee wants to make clarification s/he may utilize appeal rules.

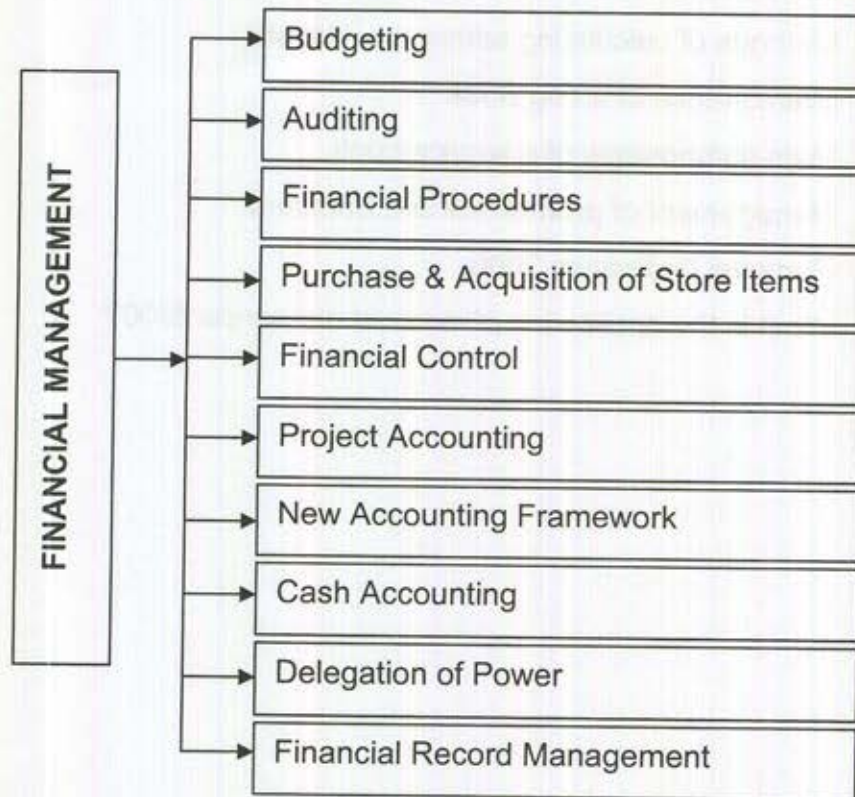
4.4.6 Retirement and Pension Rules is the accomplishment of service on superannuation.

Key Points

- Difference between Transfer and Deputation
- Rules and regulations of deputation period
- Various kinds of leave rules.
- Maintenance of record of various types of leaves
- Methods of calculating admissible leaves.
- Maintenance of a Log Book
- Main components of a service book.
- Management of promotions and transfers.
- Removal Ordinance 2000.
- What is the application of removal ordinance 2000?

5. FINANCIAL MANAGEMENT

Financial Management deals with the financial resources/matters. It is mainly concerned with the handling of cash based activities. Financial management is concerned with the acquisition, financing and management of assets with some goal in mind.



Financial management covers many aspects ranging from financial analysis, costing and cost trends, projections of costs, budgeting, incurring expenditure, payments, accounting to audit. Managing funds is one of the major tasks of a manager at district, provincial or federal level.

5.1 Basic framework and mechanism of financial management

Financial management, amongst other things, involves recognizing and respecting authorities, regulations and practices governing the receiving, keeping and spending of funds. In this section individuals will

learn about the basic framework and mechanisms of financial management and gain experience in applying appropriate financial management practices and skills. The five basic components of the Financial Management Framework are:

- o Control;
- o Transaction Processing (Expenditure & revenue processing)
- o Asset & Liability Management;
- o Reporting;
- o Planning Analysis,
- o Delegation of Responsibilities
- o Financial Management policies & procedures

5.2 Sources of school funds

Following are the major sources of school funds:

- o Parents,
- o Government and
- o Community groups.

Fund raising may appear as a diversion from the main purpose of schooling. It can be applied in an educative way if the pupils and community are involved in each aspect of an event. Given that many schools are seriously short of funds, no school head can afford not to be involved in such work. 'Nothing ventured, nothing gained' should be the motto of all school heads. School heads, as managers/planners, should be encouraged to explore all the possible and feasible sources of funds for the benefit of their schools.

5.3 Mobilizing Financial Resources

Concepts or ideas concerning mobilization of financial resources can be summarized as follows:

1. The main types of resources are human, material, time and financial resources. These need to be mobilized to facilitate implementation of the school plans, or programmes, or projects.
2. To mobilize financial resources one must consider the financing availability, which is the percentage of the public expenditure

given to education or, in case, of a school it is the percentage of the education sector expenditure given to that school.

3. Budgetary prioritization is the arrangement of items or activities in order of importance and allocating money which will facilitate their execution. Often there are inequalities which arise in the distribution of financial resources nationally as well as at the school level. Great care must be taken in distribution of the available funds.
4. As the financing availability is extremely small, a search for extra budgetary sources of financing educational activities has to be carried out.

5.4 School Budgeting

After identifying possible sources of funds a school head, as a financial planner, has to draw up a plan for securing and expending the resources. For the plan to be expressed as a school budget a head needs to have some knowledge and experience of designing and managing a budget.

Budgeting is a process of relating the expenditure of funds in a systematic way to the achievement of the planned mission and objectives of a school. Budgeting has three major functions:

1. It provides an operational cost-time framework for the implementation of school programmes. It is therefore the major planning instrument in your school.
2. It can serve as an instrument for the delegation of authority. The school budget is designed to show which particular people are responsible for specific programmes.
3. It can be an instrument for controlling and evaluating performance.

Simply stated, a budget is a quantified, planned course of action over a definitive time period. It is an attempt to estimate inputs and the costs of inputs along with associated outputs and revenues from outputs. Educational institution, to carefully consider the expected demands for educational services and the resources required to meet that demand.

Revenue the amount of money that an organisation receives from its activities in a given period, mostly from sales of products and/or

services to customers. In an educational perspective it is the amount generated from Grants, Donations, Fee Receipts and other activities generating income for the institution. It is not to be confused with the terms "profits" or "net income" which generally mean total revenue less total expenses in a given period.

School expenditure essentially falls into two categories:

1. **Recurrent Expenditure**

This constitutes the greatest percentage of the budget. It includes items such as salaries and other benefits to administration, supervision, teaching, special services and support staff, maintenance and other operating costs in travel and communication, and educational materials. This is the expenditure on consumables.

2. **Capital or Development Expenditure**

This is expenditure on capital assets such as buildings, furniture, equipment and vehicles. They are investments made at irregular intervals, but they cover a time span of several fiscal years.

5.5 **Schedulable of New Expenditure (SNE)**

The SNE stands for the Schedule of New Expenditure. At the time of submitting the SNE following documents are forwarded along with the request made to Finance Department:

1. Administrative Approval of the scheme
2. PC-IV
3. Handling over/Taking over Certificate
4. Cost statement
5. Justification

Under the new system at least one year is required for SNE to make it permanent budget.

5.6 **Financial Policies**

Financial policies describe the principles and goals that guide the financial management practices of a local government. Policies influence

financial decision-making. They lead to the development of strategies to achieve goals. And they provide standards for evaluating and monitoring the performance of a local government's financial management system.

5.7 Financial Control

Objectives of Internal Control are as under:

- a) All financial transactions should be recorded correctly and promptly
- b) Public assets are safeguarded
- c) The government Rules should be complied with
- d) The policies of the department are followed
- e) The department operation's are carried out economically and efficiently

The instruments of financial control generally are:

- i. The annual budget, annual development program and period plans.
- ii. The individual expenditure proposals and sanction.
- iii. Internal audit and reports.
- iv. The account of revenue received and expenditure incurred.
- v. Post audit and audit reports.
- vi. Administrative reviews, progress reports, completion reports etc.
- vii. Mid-year review of expenditure and restricted releases for development.

5.8 Cash Book

Cash book means register where record of income and expenditure is maintained where the entries regarding receipts and payments are also kept in this.

5.9 Purchase and Acquisition of Store Accounts and Stock Register

Purchases are made through specific procedures. The entire purchased item are recorded in the register under the separate but proper heads. It enables to see what stock we have at the end of the year.

5.10 Allowances

Allowances means extra amount included in the pay instead of basic pay like house rent allowance, transport allowance etc.

5.11 Last pay Certificate (LPC)

Last pay certificate is an important document, which proves your existence in the last served organization.

5.12 Pension Rules and Order

Pension rules stand for the benefits you receive after retirement in the form of monetary compensations from your organization/ department on monthly basis.

5.13 Traveling and Daily Allowances

When for the performance of official task an employee goes to another work station. It normally includes Traveling allowance and dearness allowance.

5.14 Benevolent Funds, Group Insurance Rates, General Provident Fund

Government usually deducts some amount from the every month pay and invest in some profitable institution. That amount is paid to employee in lump sum with profit. Benevolent fund, group insurance, general provident fund is the kind of these deductions.

5.15 Delegation of Power

Delegation of power means transfer of related work to concerned authorities or subordinates, and making them responsible for tasks.

Delegation is a process by which managers, such as school heads, transfer part of their authority to subordinates, for the performance of certain tasks and responsibilities. By assigning tasks to subordinates to perform on your behalf, you can enable the decentralisation of authority or office functions, the sharing of duties/tasks within the school and the grouping of duties into departments with group heads for easier management. Since delegation can take place at all levels of

management, department heads themselves may become involved in delegation.

Delegation is an act of trust and an expression of confidence of the leader in the subordinate. It is one of the most important methods of creating and maintaining democracy in schools. What then are some of the factors, which need to be taken into consideration to ensure effective delegation of tasks? They include:

- Delegating authority with responsibility - remember you remain accountable for the responsibilities delegated
- Delegated responsibilities must be clear, specific and effectively communicated

Delegating authority with enough responsibility.

5.16 Release of Funds

Release of funds means how to receive the fund and what procedures to adopt for the release of fund from the concerned department.

5.17 Cash Accounting

Cash accounting is a system of accounting that records cash payments and receipts, as they are made on a day-to-day basis. This form of accounting is necessary, so that a record of expenditure against the consolidated fund is maintained, up to the amounts specified in the Schedule of Authorized Expenditure.

Under cash accounting, receipts and payments recorded in the account books result in a corresponding increase or decrease in the cash balance of the government.

1. Modified Cash Accounting

The modified cash model follows the cash accounting model for recording day-to-day transactions. Receipts and payments continue to be recorded on the basis of collections received and payments issued. In addition, modified cash accounting provides for the systematic recording of the following items, for inclusion in the financial statements:

- Commitments
- Fixed Assets
- Financial Assets and Liabilities.

2. Accrual Accounting

Accrual accounting is a model, used to measure the actual financial performance of an entity over a reporting period by recognizing expenses and revenues.

3. Fixed Assets

Fixed assets mainly consist of assets that are physical in nature, such as furniture and equipment. They are also characterized by their strategic or long-term value, by having a useful life exceeding one year.

4. Financial Assets

Financial assets are defined as cash or any other assets, which are readily convertible to cash. They include:

- Cash
- Current Assets

5. Liabilities

In financial accounting, a liability is defined as an *obligation* of an entity arising from *past* transactions or events, the settlement of which may result in the transfer or use of assets, provision of services or other yielding of economic benefits in the future. (Wikipedia, 2007)

5.18 Project Accounting

A development project is defined as a scheme or activities provided with in a development expenditure grant included in the schedule of authorized expenditure.

Development projects typically exhibit the following characters:

- A finite project life
- A nominated project manager
- A specified source of funding

- An approved project plan and budget
- Specified deliverables

In order to keep proper records and accounting each development project shall be classified according to the element contained in the chart of accounts.

Main Features of Project Accounting

1. Production of Monthly Project Statements
2. Monthly Project Reports
3. Consolidation of Accounts on Monthly & Quarterly Basis
4. Personal Ledger accounts
5. Assignment Accounts

5.19 Audit

An audit is an evaluation of an organization, system, process, project or product. In accounting, an audit is an independent assessment of the fairness by which an organisation's financial statements are presented by its management. Audits are performed to ascertain the validity and reliability of financial information, and also provide an assessment of an organisation's system of internal control. An audit is for the assurance that financial statements are free from errors.

Auditing school accounts is the final stage in the process of managing school funds. At the end of each financial year or budget period the school head has a legal responsibility to prepare and present to the school governing bodies an audited financial report. This should give a true and fair view of the financial position of the school.

The main objective of auditing is to enable the auditor to form an opinion on the accuracy of the financial statements prepared by the school for a given period. Auditing also helps the head improve the school's accounting system. The secondary objective of auditing is to detect or prevent errors. Auditing therefore enhances the head's skills in financial management and evaluates his or her performance.

Auditable Documents

- | | | | |
|-----|--|-----|--|
| 1. | Cash Book | 13. | Service/ Laboratory or other specialized registers |
| 2. | Log-Book | 14. | Service Stamp Register |
| 3. | File on Previous Audit Visit, Remarks or Observations (if any) | 15. | Dispatch Register |
| 4. | Acquaintance Rolls Registers on the above Items; | 16. | Daily Collection Book |
| 5. | Service Books of Staff | 17. | Budget File |
| 6. | Attendance Register of the Establishment | 18. | Expenditure Statement File |
| 7. | Contingent bills | 19. | Receipt Statement File |
| 8. | Contingent Expenditure Register | 20. | Accounts Register |
| 9. | Contingent Vouchers | 21. | Library Allowances File / library stock Register |
| 10. | File on Quotations | 22. | Security Bond |
| 11. | Cutting from Newspapers on Tenders or Suppliers | 23. | File of Type writers/ duplicators |
| 12. | Dead Stock Register | 24. | Telephone Trunk Call Register |
| | | 25. | Pass-Book of the Bank or Post Office |
| | | 26. | Stationary Register |
| | | 27. | Order Book, etc |

Key Points

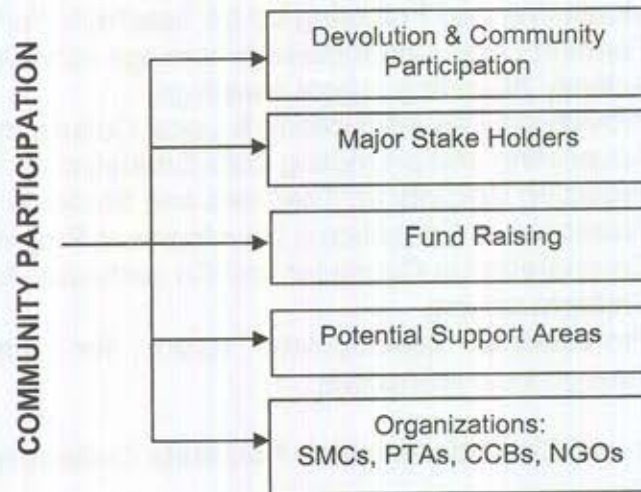
- Procedures for maintenance of cashbook.
- Purchase Procedures
- Maintenance of stock register.
- Various kinds of allowances
- The procedure for calculating and preparing the last pay certificate.
- Calculation of the expected pension received after retirement.
- Calculation of allowances of your own grades.
- Group insurance and benevolent fund and GP fund.
- The procedure of calculating GP fund
- Calculate yours funds according to your scales.
- Analyze the present DOP setup in education sector.

- Procedure for release of funds and parties involved in release process.
- Purposes for auditing accounts
- Internal & External Auditing
- School auditing, the records and books of accounts used for audit purposes

8. COMMUNITY PARTICIPATION

Schools cannot operate as separate entities within society. Since different groups play a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish partnerships between schools, parents, and communities. Community Participation can be an empowering experience for community members through greater social participation.

The main associations functioning in Pakistan are Parent Teacher Associations (PTAs), Citizens Community Boards (CCBs), School management committees (SMCs) and Non-government Organizations (NGO). Community Participation can play a vital role in Educational Development, Financing, Planning and Organizing.



Community is the richest and easily accessible resource. We know the learning process can be made effective with the combination of factors i.e. Teachers, Students, Environment, Learning material, Community participation, etc.

8.1 Community Stakeholders/Partners

- | | |
|----------------------|---------------------------------|
| 1. Parents | 6. Skilled Workers |
| 2. Teachers | 7. Students |
| 3. Volunteers | 8. Elected members |
| 4. Local Leaders | 9. Social Welfare Organizations |
| 5. Religious Leaders | 10. NGOs. |

8.2 What can community participation in education do?

The community needs to participate in the School Development/ and Improvement plan

1. Advocating Enrollment & Educational Benefits
2. Contributing through Labor, Material, Land and Funds
3. Constructing, Repairing, Improving School Facilities
4. Recruiting & Supporting Teachers
5. Monitoring and Following up on Teachers Performance
6. Forming Local Committees to manage schools
7. Actively Attending school meetings
8. Providing Skills Instructions & Local Culture Information
9. Advocating and promoting Girls Education
10. Providing Security for Teachers and Students
11. Promotion of Educational Development Projects
12. Co-operation in Curricular and Co curricular Activities
13. Problem solving
14. Professional development forum for teachers/students through local manpower.

8.3 Factors and Conditions which Facilitate Collaboration

A. Organizational norms – a prerequisite

- Institutional openness to the outside world, to new ideas and new ways of doing things, and to change.
- A system-wide level commitment to collaboration, participation, and partnerships, across and among various actors in schools and communities and within the governments.
- Greater professional autonomy and empowerment both down to lower levels of the system, especially at the school level, and at the community level.

B. Mechanisms: collaborative structures and organizations

- At the Federal Provincial and District levels, strong, clearly defined administrative structures, including vertical linkages between various levels of the bureaucracy
- Horizontal structures and networks of public, private, and non-governmental organizations

C. Policies, procedures, and guidelines

- At the macro-level, specific legislation, policies, procedures, and guidelines relating to the functions and responsibilities of organizations
- At the micro-level, the policies and guidelines governing the responsibilities and functions of parent-teacher associations, school management committees, village education committees, and the community as a whole in various aspects of education

D. Knowledge, skills, attitudes, and behaviors

- The ability to work collaboratively with people to listen to their needs and desires and find common grounds for co-operation
- The ability to focus on process as well as final products
- Openness to links across units of the Ministry and across the social sectors
- The knowledge, attitudes, and skills to ensure more collaboration inside and outside the school (Shaeffer, Sheldon 1994)

8.4 Participation of the local Community through PRA Techniques

Participatory Rapid Appraisal (PRA) is a qualitative survey methodology tool utilized by many organizations including World Bank, Action Aid, Aga Khan Foundation, Ford Foundation, GTZ, SIDA, UNICEF, UNDP and UNCHS (Habitat), to formulate solutions to identified problems. It has been developed for collaborating with local people in analysis and planning and has contributed to the development of action plans and participation strategies. It evolved from a series of qualitative multidisciplinary approaches to learning about local-level conditions and local peoples. PRA provides a "basket of techniques" from which those

most appropriate for the project context can be selected. The techniques include interviews and discussions, mapping, ranking, and trend analysis.

In practice, PRA is a semi-structured process conducted in the field, usually involving a number of steps. First the PRA team visits the site and holds planning meetings, initially with the local leaders, then with the local stakeholders. Such teams are typically multidisciplinary, composed of technical specialists from external institutions such as donors, NGOs, and project implementing agencies.

The team gathers information including simple spatial data, such as sketch maps prepared with local peoples' help, and time related data such as seasonal characters and trend lines. Household interviews are usually carried out, and a local institutional analysis is done. Visual tools such as maps, trends, and matrices and calendars help the team organize information and present it to the community at the meetings. The team uses a variety of techniques to help community define their problems and the opportunity of solving them, evaluate local capacities for solving them, and prepare a systematic action plan for the community to adopt and implement.

a) PRA Planning Tools

1. Encourage frank exchange among all parties, especially at the beginning before positions harden
2. Encourage parties to share information
3. Identifying opportunities for joint problem solving
4. Clarifying how decisions are reached by making the decision making process more transparent

b) PRA Techniques

1. Secondary data sources, maps and reports
2. Direct observation
3. Case studies, work and incident histories from local experts
4. Transect walks: systematically walking through an area with local guides, observing, asking, listening, and learning about relevant issues
5. Group discussions of different kinds (casual, focused, community)
6. Mapping to show local worldviews

7. Matrix scoring and ranking exercises to compare preferences and conditions.
8. Well-being grouping to establish local criteria for deprivation and disadvantage
9. Time Lines and trend change analysis to show chronologies of events and to analyze local trends and causes of change.

Seasonal calendars and daily time use analysis to show work patterns and activities

8.5 Parent Teachers Association (PTAs) & School Management Committees (SMCs)

SMCs and PTAs are the anchor organizations for local level governance at the school level.

Objectives of PTAs/ SMCs/ SCs

- a) To work for the well being of students
- b) To enhance the awareness and understanding, motivation of the parents
- c) To encourage active involvement of parents in improving the educational standards
- d) To mobilize community resources for the improvement of education and institutions.

Key Points:

- Devolution and Civil Society Participation
- Objectives of SMCs, PTAs, CCBs and NGOs
- Composition and Responsibilities of an SMC /PTA
- Procedure for financing institutions.
- Management and Utilization of funds.

9. GUIDE FOR TRAINERS

9.1 Objectives

The following guidelines will enable the readers to :

- Understand the importance of training of trainers,
- Establish needs and scope of training,
- Set goals and curricula for training,
- Explain techniques of training,
- Monitor and evaluate training activities,
- Amass feed back about training.

9.2 Importance of training

Koontz (1972) defined training as an activity that improves the skills of a person, updates and refreshes their knowledge and skills to come abreast with the requirements of time and advancement in the field. This applies to every field as to keep matching standards is very essential in the field and more so for our trainers and teachers, who are engaged to build the upcoming generation to stand on a firm footing, as they are target of the excellence, which they are supposed to display in their field.

9.3 Types of training

There are two types of training:

- a. **The pre- service training:** An academic training or more precisely an academic degree or qualification such as M. Ed, B. Ed and so on.
- b. **In-service or On the job training:** It is to train and help the on- duty teachers and educational managers to enhance and update their skills of transferring knowledge to the new generation.

9.4 Need and scope of training

The training intends to update the existing methods of management possessed by the educational managers, which will help them work in their fields successfully.

Training facilitates the acquisition of the latest knowledge, and value added skills. Trainees can, not only, maintain their existing skill but rather can boost up their existing level of confidence in the arena and become an effective trainer. It can allow them to learn and replace the old methods.

Suppose we need refresher training to operate the new technical machines but if we mishandle a machine and it fails, we loose just one machine. But if we put a master or a teen on an undesirable track we do not loose that individual alone like the machine, we loose a complete generation. This does not stop here; it rather has an adverse effect on the whole human set up and carries a powerful radioactivity in the society.

This information will allow the master trainers to develop and impart more accurate and positive knowledge and methods. An understanding of both informal and formal interactions is not only important but also an ultimate requirement.

9.5 Set goals and curricula for training

In order to conduct training sessions, it is important to understand the value and importance of setting goals and what do the goals mean. We all in our daily life try achieving our goals, which are in our minds that are already planned and set.

The trainers should be more objects oriented and dynamic to confidently handle and build trainees and make them perform better, and effectively. This requires a system, which we must establish and put on ground for future betterment in the field of education; not only this, it will require a regular track and monitoring. This feedback will empower us to keep our fingers crossed to accept the new and future challenges, and remain flexible to accept them and implement them for total and optimum achievement.

9.6 Techniques of training

There are many methods, which we can use to conduct our deliveries/sessions. But before we start, we have to know that during our sessions we may need to use a number of audio visual aids to make them effective. It means that we will use our senses like speaking; listening;

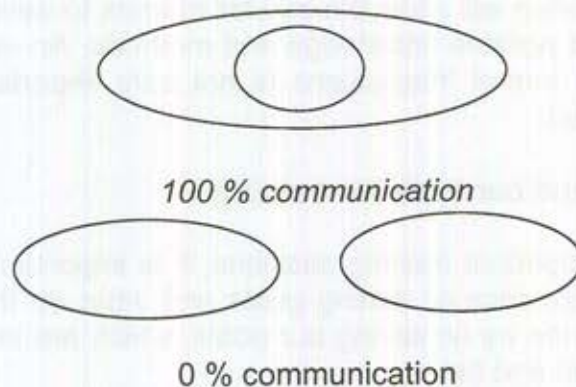
seeing, and more for effective and successful sessions. To involve the participants in the process is very important for the same purpose.

9.7 Guidelines for effective communication

1. Before the session

a. Find some common attitudes/approaches/ behaviors

To be precise, if there is nothing common between trainee and trainer, for sure there will be no communication; come what we may do. We may find some vision in the following:



Both, the master trainers and the trainees, imparting and acquiring the training respectively will use these techniques to build and uplift their professional effectiveness. These techniques possess two-way effectiveness.

b. Improve listening

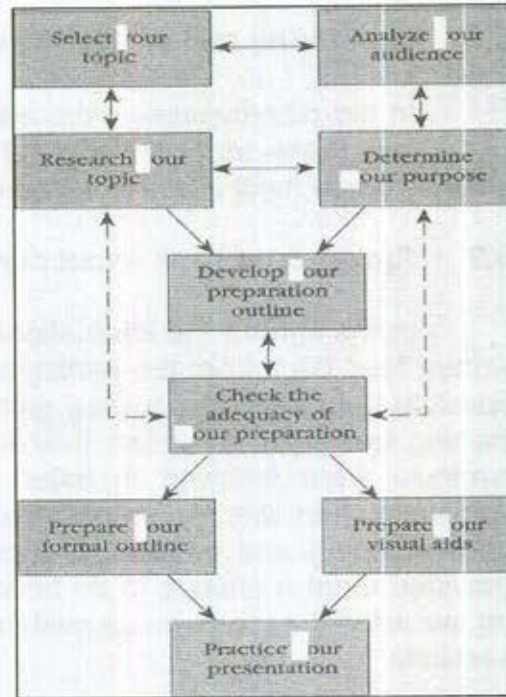
We must be conscious of our listening behavior; identify our listening problems and work to solve them. It needs motivation to listen; be opportunistic; get all we can out of the message we hear. We must prepare ourselves to listen; put problems and biases aside, so that we can be attentive and open to new learning experiences. We must listen for ideas; concentrate on the message and do not allow extraneous factors interfere with the effectiveness of listening.

The constructive listeners evaluate ideas that are presented. The effective listeners provide feed back for the speakers through body language and facial expressions.

c. See attentively and speak clearly during audio visual sessions;

d. Prepare adequately for the session.

We can use the given flow chart according to our situation. But no preparation will end up in a complete failure of our purpose.



2. During the session

a. Warm Up

We must introduce the topic and ask any question or tell a small catching sentence before we start, in order to involve the target group in our effort. It will make the group understand what we are going to cover in the session.

b. Group discussion

This approach will require asking questions, inviting questions from the group and moderating the process fully, so that it becomes interactive. We may call such a discussion as brainstorming. If we meet the group and go on with one-way communication, it is a complete negation of any transfer of knowledge. If we allow breaks, one or so during the session, it will be all pervasive for a successful transfer of knowledge.

c. Group work

We may allow group work in order to provide a sense of participation to the students, so that they do better for the success of the session. To snub any individual or more and criticize their point of views is liable to create reactivity, which is not desirable. We have to promote pro-

activity and negate reactivity for a better performance on our part, on their part or both.

9.8 Monitoring and evaluation of training activities

In the communication process, this is a very important phase, as it will: Firstly make us aware that we are accountable. Secondly, make us aware that we must and can improve.

9.9 Amass feed back about curriculum

In the light of the internationally accepted practice, we need to get written feed back from the participants concurrently who will, to their best possible truth and correctness, record their impressions, say whether the training was able to refresh their knowledge, whether the goals and the curricula were followed in letter and spirit, whether the resource of communication was understandable and properly delivered to uplift their understanding and whether the practical deliveries of the participants provided them a chance to do better in future and so on. On summing it up, we will get a ready-made guidance to improve our training in the future sessions.

Key Points:

- Formulation of Objectives of the Program
- Characteristics of Participants
- Determining Course Contents
- Identify Methodology
- Scheduling Arrangements
- Evaluating Techniques for Participants & Course.

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