

(AEPAM Research Study No.233)

**Role of School Council
in
Development of Secondary School
(Case Study)**



**PROF. DR. HAROONA JATOI
KHAWAJA SABIR HUSSAIN**

Academy of Educational Planning and Management
Ministry of Education, Islamabad

2010

© AEPAM, Islamabad. 2010

RESEARCH TEAM

1. Prof. Dr. Haroona Jatoi, Director General
2. Khawaja Sabir Hussain, Deputy Director (Research)
3. Muhammad Sohail Ajmal, Researcher
4. Tahir Shahzad, Stenotypist

Cataloguing in Publication Data

Main entry under Authors:

Prof. Dr. Haroona Jatoi and Khawaja Sabir Hussain

Role of School Council in Development of Secondary School (Case Study) - (AEPAM Research Study No. 233)

- | | |
|------------------------|----------------------|
| 1. School Councils | 2. Secondary Schools |
| 3. Secondary Education | 4. Case Study |

373-1

ISBN 978-969-444-170-2

PREFACE

The Academy of Educational Planning and Management (AEPAM) was established as a professional institution of the Ministry of Education to help in policy formulation, educational planning & management and capacity building. Educational data from all over the country is also collated and consolidated by AEPAM. Furthermore, AEPAM has a long history of collaborative work with other national and international organizations such as UNESCO, IIEP, UNDP, Commonwealth, Harvard University, Agha Khan Education Service and ED-LINKS in addition to national institutions.

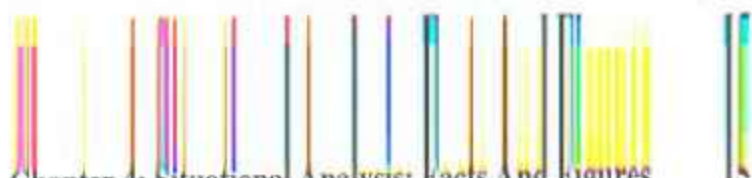
Community participation in school education is prerequisite for the development of education at grassroots level. Educational institutions are established to provide education for the local community and its participation reinforces implementation of National Education Policies. The policy implementation regarding community participation in school education is made through School Council (SC), School Management Committee (SMC) and Parent Teacher Association (PTA). This is the first in-depth case study which has explored the role of School Council in the development of secondary education. The study provides information on the advantages and disadvantages of School Council and raises various concerns for upgradation of this component.

I would like to express my gratitude to professionals who contributed to data collection. I am also grateful to the research team for their sincere efforts.

Prof. Dr. Haroona Jatoi
Director General

TABLE OF CONTENTS

	Title	Page#
	Preface	iii
	Executive Summary	vi
	Chapter 1: Introduction	01
1.1	Rationale	01
1.2	Justification of the Study	03
1.3	Objectives of the Study	04
1.4	Significance of the Study	05
1.5	Delimitation and Limitation of the Study	05
	Chapter 2: Review of Literature	07
2.1	Community Participation	07
2.2	Composition of School Council	09
2.3	Selection Procedure of School Council Member	09
2.4	Responsibilities of School Council	10
2.5	Effective School Councils	11
2.6	Farough-e-Taleem Fund	12
	Chapter 3: Methodology	13
3.1	Population	13
3.2	Procedure for Sample Selection	13
3.3	Research Instrument	13
3.4	Data Collection and Data Analysis	13

	
Chapter 4: Situational Analysis: Facts And Figures	15
4.1 Objectives' Achievement by School Council	15
4.2 Council	15
4.3 Advantages and Disadvantages	17
4.4 Group Discussion about Composition of School Council and its Roles	
4.5 Budgets for Salary and Utility Bills	20
4.6 Special Grant	20
4.7 Farough-e-Taleem funds	25
Monitoring of Farough-e-Taleem fund	
Chapter 5: Findings, Conclusions and Recommendations	27
5.1 Findings	27
5.2 Conclusions	31
5.3 Way Forward	32
Bibliography	35
Annex I	37
Annex II	39

EXECUTIVE SUMMARY

This study was conducted in Lahore district and 24 secondary schools were randomly selected. The main purpose of this study was to investigate the role of School Council in the development of secondary education in Lahore district. The Heads of Institutions and Incharges of Farough-e-Taleem fund (FTF) were included in the sample. Detail of sample distribution is as under:

City	School				Total
	Boys		Girls		
	Urban	Rural	Urban	Rural	
Head of Institutions	6	6	6	6	24
Incharge FTF	6	6	6	6	24

The major findings are presented below:

Objectives/responsibilities of School Council

It was found that School Council has objectives/responsibilities to address various critical policy issues i.e. (access and quality of education by adopting the various measures) such as increasing the enrolment, reducing dropout rate, increasing retention rate and efforts are made to control teacher's absenteeism. Provision of physical facilities at secondary school and help in maintaining activity base learning at institution etc. However, the findings indicate that School Council is not playing its due role due to following hurdles.

- Union Nazims being chairman does not realize the responsibilities. S/he comes to school at two times in a year. Once at the time of admission of students of their constituency. Again they visit school, when result is announced and they come to announce the pass failed

students by claiming that these students are children of their voters. Moreover, majority of Union Nazims are matriculate, whereas head teachers are qualified, this creates conflicts.

- Lack of awareness of the importance and objectives of school council. Majority of school councils' members do not know about roles and responsibilities, why this had been created in the schools. In addition to, time of meetings is not convenient to parents who are usually at work at the time when meeting is arranged in the school. Furthermore, lack of transportation, especially for females living far from the school is also a problem in achieving objectives of the school council.
- Funds are not generated from community which is main objective of school council.
- Teachers incharge Farough-e-Taleem fund are engaged in non-professional activities, resultantly students suffer. It was also found that school council members usually confront with teachers about academic achievement particularly when performance of the students is poor. This behavioral problem is also cause of not achieving objectives of school council in Lahore district.

Advantages of School Council

As far as advantages of the school council are concerned, data reveal that school council has following advantages:

- Community participation can be made through School Council as link with parent can be established through School Council.
- School Council members can give appropriate proposals for the development of schools and students.
- It helps in solving different problems of school

- Purchase of science equipment, printing of question papers, payment of utility bills and minor repairing work can be made easily.
- Parents and teachers both can be motivated to play their appropriate role in the development of education at secondary level.
- The enrolment of female students can be easily increased through School Council.
- The government's funds are utilized in proper manner.
- Members of the School Council participate morally and financially in the development of school.
- The procedure of purchasing articles from Farooq-e-Taleem fund is made easy.

Disadvantages of School Council

- The representatives of Union Nazim interfere in administrative matters i.e. admissions and result of the school.
- The School Council is only wastage of time and money.
- Involvement of political members create problems.
- Community members do not take interest in the development of institution. Lack of interest in school problems may be because of the participants due to illiteracy.
- Chairman of school council is either Union Nazim or representative of Union Nazim, which indicates no confidence on the head of institution.
- Teachers are involved in different assignments and classes suffer.
- Non-availability of School Council members at the time of need cause of delay to handle emergency matters.

Budget in Secondary Schools

The budget is prepared in secondary school under supervision of head of institution. However, salary budget of staff is transferred to other school, where staff is posted. Some

heads of institutions told that they had sufficient funds for

consumable items in their institutions. However, some heads were of the view that budget is not provided according to the requirements of school.

It has been observed during field visits that district government of the Punjab provided special grant to the head of institutions for minor building repairs and white wash. Research team found that one school was provided Rs.0.55 million for maintenance of playground. One head of the institution informed the research team that he had received Rs. 0.50 million for white wash.

Farough-e-Taleem Fund

The Farough-e-Taleem fund is utilized for the development of the institution with the approval of School Council as per rules.

Data indicates that 92% incharge of Farough-e-Taleem were of the opinion that fund is used for purchase and repairs of sport articles. 87% explained that this fund is also used for holding games contests and other related activities. Hence, 83% incharge of fund informed that fund is also used for minor repair work of play ground. 100% incharge told that fund is used for examination expenditure i.e. printing of question papers and purchase of duplicating machine. Hence, 62% had opinion that fund is used for purchase of audio-visual aids. On the contrary 83% incharge of fund were of the opinion that fund is used on annual prize distribution ceremony. 71% told that fund is used to meet expenses for holding of competitions of co-curricular activities. 92% incharge of fund had opinion that fund is used to celebrate national & Islamic days in school. 54% had opinion that fund can also be used on holding parents' day in school. 92% incharge were of the opinion that fund is used for purchase of science equipment. 75% of incharge in sample schools had opinion that fund is used for purchase of seeds and plants for school.

It is pertinent to mention that Government of Punjab vide Notification No. SO (A-ii) 2-/2003 (School Wing) dated 7th September 2004 (Section, 1 to 37) identified 37 items for utilization of Faroogh-e-Taleem fund. Therefore, fund is used according to the government policy.

Monitoring of Faroogh-e-Taleem Fund

There are three different mechanisms to monitor the Faroogh-e-Taleem fund in the secondary schools in Lahore district. The concerned District Education Officer usually visits the secondary schools. He checks the utilization of Faroogh-e-Taleem fund and also maintains a proforma. On the contrary, the monitoring official of the District Monitoring Office (DMO) also visits the school and fills the proforma designed by their officers for maintaining Faroogh-e-Taleem Fund record. Audit department also arranges audit for the utilization of Faroogh-e-Taleem fund.

Conclusions

1. It was concluded that all secondary schools have school council with same composition and objectives but these objectives are not being achieved due to various obstacles which need to be addressed. The main purpose of establishing school council was to generate resources from local community, but school council members confined themselves only to monitor the utilization of Faroogh-e-Taleem fund.
2. School council has many advantages such as community participation in the development of school, increasing enrolment rate, retention rate and reducing dropout rate.
3. School Budget is prepared in secondary school under the supervision of head but approval and allocation is not made according to the requirements of school.

4. Farooq-e-Taleem fund is used in secondary school on

only those items which had been identified by government of the Punjab. It is further concluded that there is mechanism for maintaining its record in school as well as in the office of District Education Officer concerned.

5. Union Nazims and their representatives interfere in administrative matters of the school. The head of school is forced to pass the failed students. This behaviour of politicians has negative impact on quality education at secondary school level.

Way forward

1. School council can play vital role in the development of secondary education but there is need that members should take interest. It must generate resources from the community, so that desired objectives can be achieved. In fact School Council is to play important role to address various crucial policy issues such as enhancing enrolment rate, increasing retention rate and reducing dropout rate. It also helps in reducing teachers' absenteeism and problem solving at school level. These factors can enhance internal efficiency of the system.

2. Budget secondary school is prepared in the school but its approval is not provided according to the requirement of the school. Therefore, need assessment study regarding budgetary needs of secondary schools may be conducted and budget may be provided accordingly.

3. Union Nazims and other community members instead of interfering in administrative matters of school, they should help the heads in problem solving.

4. Majority of the respondents were of the opinion that as school council is not playing its role. Therefore, Parents-Teacher Association (PTA) may be revived, so that interaction between

teachers and parents can be enhanced and students' problems may be solved.

5. There is lack of awareness about the objectives/responsibilities and powers which are to be exercised, therefore, code of conduct may be developed for members to what extent they can interfere in the administrative matter of school.

6. The head of the institution are senior officers and highly qualified, whereas Union Nazim is only matriculate, this situation creates problems. Therefore, head of institution may be appointed as chairman of school council on the analogy of other districts of Punjab province.

7. It is recommended that further research study may be conducted to investigate effectiveness of school council in the development of school by including more districts in the sample so that critical analysis may be made to draw logical conclusions for policy formulation about community participation through school council in an organized manner to achieve desired objectives.

countries reveal that such interventions are instrumental to make community participation and effective channel providing a legal framework for local participation, creating structures for participation, training and orientation programme to develop local capacity.

Sergiovanni, T.J., (1996) while defining relationship between community and school, states that "principals are more able to implement school improvement goals when they understand their school community and the bonds that create a sense of belonging and common identity. He believes that moral and professional authority in a good manager bind together the relevant elements".

Head of secondary school has to project school as a centre of community life, with constant efforts. S/he should bridge the gap between the school and the community. The head of school has to create situations where both school and community may come to closer. The management of a school finds out what the community expects from the school and tries to satisfy the demands of the community. Head of secondary school can exploit the resources of the community for the benefit and welfare of the school only after giving a proof that school exists for the community and he is always in the forefront to solve its problems.

Several activities can be initiated in the school which proves attraction for the community such as school vs. community competitions in games, use of school library by the various members of the community, arranging exhibitions, variety performances, documentary film shows, organizing social service squads, and inviting well known speakers to speak on topics of general interest.

Dash, D.N. (2007, p. 44) states that "community participation and parental involvement can refer to assisting children with homework at home and engagement in learning activities". It can be concluded that cooperation of local

community is pre-requisite for the development of educational facilities. Hence, effective participation of community can be organized through school council in right direction.

2.2 Composition of School Council

S.#	Composition of School Council in Lahore District		No.
1.	Chairman	Nazim Union Council	01
2.	Secretary	Head of Institution	01
3.	Cashier	Member Senior Teacher	01
4.	Member Parents	Parents of the Children	03
5.	Local Community Member	Social Worker, Retired person	03
TOTAL			09

Source: Government of the Punjab, City District (pp.4-5)

It was found during field visits that composition of school council was same in all 24 secondary schools in Lahore district. However, in other district of Punjab province, head of institution is chairman of School Council instead of Nazim Union.

2.3 Selection Procedure of School Council Member

The Nazim of Union Council being Chairman of School Council nominates the name of School Council Members with the consultation of local community. When members agree the District Education Officer notifies the names of these School Council Members.

Usually the period of School Council membership is 2 years which starts after the notification by concerned District Officer. It is essential for all school members to attend the meeting, if a school council member does not attend 3 meeting continuously, the membership is canceled.

2.4 Responsibilities of School Council

City District Government Lahore in order to enhance the community participation in the development of public schools School council was established in all primary, middle, high and higher secondary school of the district. According to city district Lahore school council is responsible to assist and collect money from the local community in the following matters:

- i. Repairing and renovation of the building.
- ii. Assistance in teaching at school level.
- iii. Assistance and monitoring educational activities.
- iv. Purchase of furniture for students and teachers.

The major purpose of the establishment of School Council in the public sector schools was to enhance the community participation so that access and quality of education can be provided. According to city district government Lahore, the responsibilities of School Council was further categorized (i.e. management, developmental responsibilities and financial responsibilities).

a. Management and Developmental Responsibilities

- i. Increase enrolment in school.
- ii. Reduce drop-out rate and to avoid corporal punishment.
- iii. Teacher's attendance may be ensured and in case of teacher absenteeism report may be sent to concerned officer.
- iv. Providing conducive environment for activity based learning in the schools.
- v. Assistance to the teachers in curricula and co-curricula activities.
- vi. Resources generated from the community may be used for the development of the school.
- vii. Illegal possession of school building and its equipment may be avoided.

- viii. Solution of the problem faced by teachers, students and parents may be sought so that education activities can be launched without any hurdle.
- ix. Establishing linkages between government and non-government organization to solve the problem of the school.
- x. Enhance awareness and understanding of the parents so that they may send their children to the school.
- xi. Avoiding utilization of school building from any function i.e marriage ceremony, political gathering etc.
- xii. Assistance in implementation of compulsory primary education act.
- xiii. Assistance in character building of the students and arrangements of stipends for deserving students.
(Source: City district, Government of the Punjab, Lahore)

b. Financial Responsibilities

School council will open two accounts, one account for public fund whereas second account for private fund. *(Source: City district, Government of the Punjab, Lahore (pp. 7-9)*

2.5 Effective School Councils

School council will provide advice to the school principal and the teachers on a wide range of issues. Although council can make recommendations to the principal on various matters hence, efforts should focus primarily on the issues that fall within the purpose or mandate set out for School Council. Establishing a set of priorities for the year will help the School Council to focus and become effective for the development of school. Effective school councils have following characteristics:

- focus on student learning and the best interest of all students.

- active involvement in setting school priorities for improving student achievement.
- promote meaningful parental and community involvement and actively seek the views of the school communities.
- clear understanding of the roles and responsibilities.
- well informed about school and board policies and procedures.
- clear and consistent processes for decision making.
- communication with the community about their activities.
- high ethical standards.
- mutual trust and respect for each and every member the opinion of others(www.edu.gov.on.ca/eng/general/elemsec/council/council02.pdf searched on August 2, 2008 at 12:00).

2.6 Faroogh-e-Taleem Fund

The Faroogh-e-Taleem fund is utilized for the development of the institution however, as per rules utilization of this fund is made with the approval of School Council. Government of Punjab vide Notification No. SO (A-ii) 2-/2003 (School Wing) dated 7th September 2004 (Section, 1 to 37) identified 37 items for utilization of this fund.

METHODOLOGY

This is case study about role of school council. However, qualitative and quantitative methods were adopted to undertake this research so that comprehensive report could be developed.

3.1 Population

All secondary schools head teachers and Incharge Farooq-e-Taleem fund serving in public sector in Lahore district served as population of this research study.

3.2 Procedure for Sample Selection

This study was conducted in Lahore district and 24 schools were stratified randomly selected. The Heads of Institutions and Incharges of Farooq-e-Taleem fund were included in the sample. Sample distribution is as under:

City	Schools				Total
	Boys		Girls		
	Urban	Rural	Urban	Rural	
Head of Institutions	6	6	6	6	24
Incharge FTF	6	6	6	6	24

It is further stated that group discussion was made with Heads of the institutions and Incharges FTF in the presence of district management representatives.

3.3 Research Instrument

One research instrument was developed for data collection from Incharge Faroogh-e-Taleem fund. This instrument consisted of information about advantages and disadvantages of school council and methods of utilization of FTF. Group discussion was made with all available head teachers and teachers in order to get accurate information.

3.4 Data Collection and Data Analysis

The data was collected by the AEPAM data collection team. The research team visited each sample school. Every effort was made by the research team to collect valid and reliable data from the respondents. Data coding and data entry of all the collected information from Incharge Faroogh-e-Taleem fund and members of School Council were computerized. The results of the report were presented in percentages according to the objectives of the study.

SITUATIONAL ANALYSIS:FACTS AND FIGURES

The data analysis has been done in view of objectives of the study.

4.1 Objectives' Achievement by School Council

The heads of institutions and relevant school teachers were requested to provide the information whether school council achieved the objectives in their school or not. Their responses are presented as under:

Table-1


S#	Statements	Yes (%)	No (%)	Total
1.	Did School Council achieve objectives in the school	0	100	100

Table-1 indicates that all the respondents were of the opinion that the school council could not achieve the desired objectives.

What are the causes of failure to achieve the desired objectives of school council were discussed in the group discussion. These obstacles elaborated later on in the report.

4.2 Advantages and disadvantages

There were three open-ended questions, regarding advantages and disadvantages of School Council. The



respondents were requested to describe their views on the matter. Their responses are given below:

4.2.1 Advantages of School Council

- Community participation can be made through School Council, as link with parents can be established through school Council.
- School Councils' members give appropriate proposals for the betterment of students and institutions.
- Purchase of science equipments, printing of question papers, loan for utility bills and minor repairing work can be made easily.
- Parents and teachers both can be motivated to play role in the education of child.
- The enrolment of female students can be easily increased through School Council.
- The government's funds are utilized in proper manner.
- Members of the school council participate morally and financially in the development of school.
- The procedure of purchasing articles from Farooq-e-Taleem fund is made easy.

4.2.2 Disadvantages of School Council

The respondents stated following disadvantages of School Council.

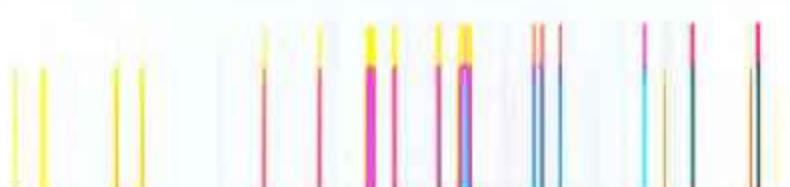
- The representatives of Union Nazim interfere in administrative matters i.e. admissions and result of the school.
- The School Council is only wastage of time and money.
- Involvement of political members create problems

- Community members do not take interest in the development of institution. Lack of interest in school problems may be because of the participants due to illiteracy.
- Chairman of school council is either Union Nazim or representative of Union Nazim, which indicates, no confidence on the head of institution.
- Teachers are involved in different assignments and classes suffer.
- Non-availability of School Council members at the time of need cause of delay to handle emergency matters.

4.3 Group Discussion about Composition of School Council and its Roles

During the field visit of 24 secondary schools, various comments on composition of School Council were obtained while discussing the role with heads of institutions and teachers of concerned schools. Majority of heads of schools were of the opinion that Union Council Nazim or their representative as Chairman was not taking any interest in the institutions. They usually did not come to attend meeting or at the time of needs in schools. They have only political agenda, such as to give admission to children of their constituency. Head of school is forced to work according to their wills. This behaviour of the political representatives is creating hurdles in schools' activities. Therefore, majority of Incharge FTF and heads of schools suggested that Head of institution may be Chairman instead of Union Nazim, whereas, Deputy Head Master or Senior Teachers may be secretary.

All available teachers in school took part in group discussion therefore, logical conclusions were drawn. It is pertinent to mention that during field visit and group discussion, majority of the respondents were of the opinion that School Council must be closed and Parents' Teachers Association must be revived. Researcher asked that what is the difference between School Council and Parents Teachers Association? They



informed the researcher that School Council is consisted on the members whose children are not necessary enrolled in school, whereas PTAs consisted on those parents whose children must be studying in the school. Obstacles and difficulties related to the activation of School Council from the head teachers and teachers point of view, and suggested solutions as research team discussed in the field visit are given below:

4.3.1 Obstacles and Difficulties as drawn from Group Discussions

- i) The time of meetings is not convenient to parents who are usually at work at the time when meeting is arranged in the school.
- ii) Union Nazim being Chairman does not realize the responsibilities. S/he comes to school two times in a year. Once at the time of admission and second when result is announced.
- iii) Majority of Union Nazims are matriculate, whereas in school head teachers are qualified, this creates conflicts.
- iv) Funds are not generated from community which is main objective of school council.
- v) Lack of transportation, especially for females living far from the school.
- vi) Teachers or incharge Farough-e-Taleem fund is engaged in non-professional activities, resultantly students suffer.
- vii) School Council's members usually confront with teachers about poor students performance. This behavioral problem has adverse effect on the performance of school.

4.3.2 Suggested Solutions as described in Group Discussions

The heads of schools and incharge Farooq-e-Taleem fund suggested following suggestions for the improvement of School Council are:

- All members should take interest for the improvement of the school therefore, all members should attend meetings regularly. Constructive proposals of parents may be considered.
- Conduct seminars and workshops on the role of school council. Opportunities are given for organized discussion and debate.
- Educational and influential people should be involved to make this council effective.
- Government may provide means of transportation to willing parents for attending the meetings.
- It is useful for maintaining relationship between parents and teachers for the betterment of students in the studies. It can be improved by advertising it on electronic media so that awareness can be created in parents and common people.
- Only Educated should be members of the School Council
- Political involvement should be banned.
- Proper guidance may be provided to teachers, how to discuss with parents about their children's educational problems.
- The mechanism may be developed to monitor performance of the chairperson.
- School Council should consist of only school staff members. Chairman may be head of institution. Union Nazim may be only member.
- Separate staff should be appointed to handle School Councils' affairs.
- There should be regular meetings between the parents and teachers. Moreover, meetings may be

arranged at the time convenient to parents, such as evenings or week-ends.

4.4 Budgets for Salary and Utility Bills

The heads of institutions informed the research team that they prepared budget for their school according to the requirements of the school. The budget for salary of teaching and non-teaching staff is prepared in school. However, when teacher is posted from one school to another, salary budget of teacher's salary is also transferred to other school where teacher is posted. Heads of institutions told that they had sufficient funds for consumable items in their institutions, however, some heads were of the view that budget had not been provided according to the requirements of school utility bills. Consequently Faroogh-e-Taleem fund is used for the payment of the utility bills particularly for the payment of electricity bills. This situation creates problems when audit of this fund is undertaken.

4.5 Special Grant

It has been observed that district government provided special grant to the heads of institutions for minor building repairs and white wash. Research team found that one school was provided Rs.0.55 million for maintenance of playground. One head of the institution disclosed that he has received Rs. 0.50 million for white wash in current financial year.

4.6 Faroogh-e-Taleem Funds

The Faroogh-e-Taleem fund is utilized for the development of the institution however, as per rules utilization of this fund is made with the approval of School Council. The information was collected regarding the utilization of Faroogh-e-Taleem fund, which is presented in the following tables.

4.6.1 Physical Facility

Table-2

S#	Usage of Farough-e-Taleem Fund	Yes (%)	No (%)	Total
1.	Purchase and repair of sports articles of all types	92	8	100
2.	Expenses to hold games, refreshment of players, conveyance expenses of sports, accommodation and meals expenses for sports	87	13	100
3.	Minor work of play ground (cleanliness & level etc. if required) availability of water for ground	83	17	100
4.	Fee for scouting/girl guiding, expenses of related items and accommodation of students, incharge teacher and headmaster	83	17	100

Table-2 indicates that 92% incharge Farough-e-Taleem of the sample schools were of the opinion that fund is used for purchase and repairs of sport articles. 87% explained that this fund is also used for holding games contests and other related activities. 83% incharge of fund informed that fund is also used for minor repairs work of play grounds. Whereas, 83% responded that fund issued on fee for scouting/girl guiding and other related issues.

4.6.2 Library

Table-3

S.#	Usage of Farough-e-Taleem Fund	Yes (%)	No (%)	Total
1.	Purchase of library books, magazines, news paper and particular of library and reading room related expenses	79	21	100

2.	Expenditure of examinations, printing of question papers, purchase of duplicating machine and related material	100	0	100
3.	Purchase of audio visual aids	62	38	100
4.	Furniture of Library and related items	79	21	100
5.	Books for deserving poor students, stationary purchase of uniform a remand shoes payment of fee etc.	62	38	100
6.	Holding of parents day expenses	54	46	100
7.	National & Islamic celebration days expenses	92	08	100

Table-3 shows that 100% incharge of sample school told that fund is used for examination expenditure i.e. printing of question papers and purchase of duplicating machine. 92% incharge of funds in sample schools had opinion that fund is used on national & Islamic celebration days. 54% had opinion that fund can also be used on holding parent's day in school. Whereas, 62% had opinion that fund is used for purchase of audio-visual aids. 62% also were of the opinion that fund is used on books for poor students and their uniform etc.

4.6.3 Co-curricular Activities/Beautification of School

Table-4

S.#	Usage of Farough-e-Taleem Fund	Yes (%)	No (%)	Total
1.	Expenses for holding of competitions of co-curricular activities i.e. drums, speech, essay writing etc.	71	29	100

2.	Expenses of students class incharge for trips to historical and geographical places. (no subscription will be taken from students)	50	50	100
4.	Purchase of seeds and plants for school ground and other ordinary any purchase	75	25	100
5.	Installation of telephone (internal subject to computer science 9 th & 10 th classes	75	25	100
6.	Purchase of geometry box charts, maps, black board/white boards, duster and display board	67	33	100
7.	Annul prize distribution ceremony expenses	83	17	100

Table-4 illustrates that 83% incharge of fund were of the opinion that fund is used on annual prize distribution ceremony. 75% responded that fund is used for purchase of seeds, plants and installation of phone etc. 75% incharge in sample school had opinion that fund is used for purchase of seeds and plants for school. Hence, 67% had opinion that fund is used for purchase of geometry box, charts and maps/black board etc.

4.6.4 Health

Table-5

S.#	Usage of Farooq-e-Taleem Fund	Yes (%)	No (%)	Total
1	Purchase of medicines	75	25	100
2	Appointment of doctor & dispenser as part time	25	75	100
3	Treatment of poor and deserving students	71	29	100
4.	Health related charts	58	42	100
5.	Weight machine	58	42	100

6.	First aid and related articles	75	25	100
7.	Purchase of equipment relating first aid	83	17	100

Table-5 shows that 83% incharge fund had opinion that fund is used to purchase equipment relating first aid. 75% respondents were of the opinion that fund is used to purchase of medicines. 75% also indicated that fund is used to purchase first aid and related articles. 71% informed that fund is used for the treatment of poor and deserving students.

4.6.5 Science Laboratory

Table-6

S.#	Usage of Farogh-e-Taleem Fund	Yes (%)	No (%)	Total
1.	Purchase of science equipments of all types	92	8	100

Table-7 shows that 92 % incharge were of the opinion that fund is used for purchase of science equipment.

4.6.6 Sports

Table-7

S.#	Usage of Farogh-e-Taleem Fund	Yes (%)	No (%)	Total
1.	Educational distinction and sports prizes	75	25	100

Table-7 shows that 75% respondents were of the opinion that Farogh-e-Taleem fund is used in sports prizes.

4.7 Monitoring of Farough-e-Taleem Fund

There are three different mechanisms to monitor the Farough-e-Taleem fund in secondary schools in Lahore district.

A. District Education Officer

District Education Officer Secondary usually visits the schools. He checks the utilization of Farough-e-Taleem fund and maintains a proforma (Annex I) which includes:

- Attendance of Staff
- Particulars of Absent Staff
- Enrollment of Students
- Detail of Free Text Books
- Farough-e-Taleem fund
- Remarks by Inspection Officer

B. District Monitoring Officer (DMO)

The monitoring officials of the DMO also visit the school and fill the proforma (Annex II), which includes:

- Summary of Staff Absentecism
- Summary of Attendance Gap
- Summary of Farough-e-Taleem fund
- Observation by Monitoring Officials

C. Audit Report

Audit department also arranges audit for the utilization of Farough-e-Taleem fund in every secondary school. Majority of the heads were of the opinion that funds are utilized for payment of utility bills. Audit department make paras against these payments. Therefore, heads usually avoid utilizing these funds.

**FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS****5.1 Findings****5.1.1 Objectives/responsibilities of School Council**

It was found that School Council has objectives/responsibilities to address various critical policy issues i.e. (access and quality of education by adopting the various measures) such as increasing the enrolment, reducing dropout rate, increasing retention rate and efforts are made to control teacher's absenteeism. Provision of physical facilities at secondary school and help in maintaining activity base learning at institution etc. However, the findings indicate that School Council is not playing its due role due to following hurdles.

- Union Nazims being chairman does not realize the responsibilities. S/he comes to school at two times in a year. Once at the time of admission of students of their constituency. Again they visit school, when result is announced and they come to announce the pass-failed students by claiming that these students are children of their voters. Moreover, majority of Union Nazims are matriculate, whereas head teachers are qualified, this creates conflicts.
- Lack of awareness of the importance and objectives of School Council. Majority of School Councils' members do not know about roles and responsibilities, why this had been created in the schools. In addition to, time of meetings is not convenient to parents who are usually at work at the time when meeting is arranged in the school. Furthermore, lack of transportation, especially for

females living far from the school is also a problem

in achieving objectives of the School Council.

- Funds are not generated from community which is main objective of School Council.
- Teachers incharge Farooq-e-Taleem fund are engaged in non-professional activities, resultantly students suffer. It was also found that School Council members usually confront with teachers about academic achievement particularly when performance of the students is poor. This behavioral problem is also cause of not achieving objectives of School Council in Lahore district.

5.1.2 Advantages of School Council

As far as advantages of the School Council are concerned, data reveal that School Council has following advantages:

- Community participation can be made through School Council as link with parent can be established through School Council.
- School Council members can give appropriate proposals for the development of schools and students.
- It helps in solving different problems of school
- Purchase of science equipment, printing of question papers, payment of utility bills and minor repairing work can be made easily.
- Parents and teachers both can be motivated to play their appropriate role in the development of education at secondary level.
- The enrolment of female students can be easily increased through School Council.
- The government's funds are utilized in proper manner.
- Members of the School Council participate morally and financially in the development of school.

- The procedure of purchasing articles from Farooq-e-Taleem fund is made easy.

5.1.3 Disadvantages of School Council

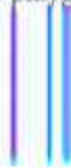
- The representatives of Union Nazim interfere in administrative matters i.e. admission and result of the school.
- The School Council is only wastage of time and money.
- Involvement of political members create problems.
- Community members do not take interest in the development of institution. Lack of interest in school problems may be because of the participants due to illiteracy.
- Chairman of School Council is either Union Nazim or representative of Union Nazim, which indicates no confidence on the head of institution.
- Teachers are involved in different assignment and classes suffer.
- Non-availability of School Council members at the time of need cause of delay to handle emergency matters.

5.1.4 Budget in Secondary Schools

The budget is prepared in secondary school under supervision of head of institution. However, salary budget of staff is transferred to other school, where staff is posted. Some heads of institutions told that they had sufficient funds for consumable items in their institutions. However, some heads were of the view that budget is not provided according to the requirements of school.

It has been observed that district government of the Punjab provided special grant to the head during field visits institutions for minor building repairs and white wash. Research team found that one school was provided Rs.0.55 million for

maintenance of playground. One head of the institution informed



the research team that he had received Rs. 0.50 million for white wash.

5.1.5 Faroogh-e-Taleem Fund

The Faroogh-e-Taleem fund is utilized for the development of the institution with the approval of School Council as per rules.

Data indicates that 92% incharge of Faroogh-e-Taleem were of the opinion that fund is used for purchase and repairs of sport articles. 87% explained that this fund is also used for holding games contests and other related activities. Hence, 83% incharge of fund informed that fund is also used for minor repair work of play ground. 100% incharge told that fund is used for examination expenditure i.e. printing of question papers and purchase of duplicating machine. Hence, 62% had opinion that fund is used for purchase of audio-visual aids. On the contrary 83% incharge of fund were of the opinion that fund is used on annual prize distribution ceremony. 71% told that fund is used to meet expenses for holding of competitions of co-curricular activities. 92% incharge of fund had opinion that fund is used to celebrate national & Islamic days in school. 54% had opinion that fund can also be used on holding parents' day in school. 92% incharge were of the opinion that fund is used for purchase of science equipment. 75% of incharge in sample schools had opinion that fund is used for purchase of seeds and plants for school.

5.1.6 Monitoring of Faroogh-e-Taleem Fund

There are three different mechanisms to monitor the Faroogh-e-Taleem fund in the secondary schools in Lahore district. The concerned District Education Officer usually visits the secondary schools. He checks the utilization of Faroogh-e-Taleem fund and also maintains a proforma. On the contrary, the monitoring official of the District Monitoring Office (DMO) also

visits the school and fills the proforma designed by their officers for maintaining Farough-e-Taleem Fund record. Audit department also arranges audit for the utilization of Farough-e-Taleem fund.

5.2 Conclusions

1. It was concluded that all secondary schools have School Council with same composition and objectives but these objectives are not being achieved due to various obstacles which need to be addressed. The main purpose of establishing School Council was to generate resources from local community, but School Council members confined themselves only to monitor the utilization of Farough-e-Taleem fund.

2. School Council has many advantages such as community participation in the development of school increasing, enrolment rate, retention rate and reducing dropout rate.

3. School Budget is prepared in secondary school under the supervision of head but approval and allocation is not made according to the requirements of school.

4. Farough-e-Taleem fund is used in secondary school on only those items which had been identified by government of the Punjab. It is further concluded that there is mechanism for maintaining its record in school as well as in the office of District Education Officer concerned.

5. Union Nazims and their representatives interfere in administrative matters of the school. The head of school is forced to pass the failed students. This behaviour of politicians has negative impact on quality education at secondary school level.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the specific requirements for record-keeping, including the need to maintain original documents and to keep copies of all records for a minimum of seven years. It also discusses the importance of ensuring that records are accessible and retrievable at all times.

3. The third part of the document discusses the role of internal controls in ensuring the accuracy and reliability of financial records. It emphasizes that internal controls should be designed to prevent and detect errors and fraud, and that they should be regularly reviewed and updated.

4. The fourth part of the document discusses the importance of training and education in ensuring the accuracy and reliability of financial records. It emphasizes that all personnel involved in the financial system should receive appropriate training and education to ensure that they are able to perform their duties accurately and ethically.

5. The fifth part of the document discusses the importance of external audits in ensuring the accuracy and reliability of financial records. It emphasizes that external audits should be conducted by independent, qualified auditors, and that the results of the audits should be used to identify and correct any errors or weaknesses in the financial system.

6. The sixth part of the document discusses the importance of transparency and disclosure in ensuring the accuracy and reliability of financial records. It emphasizes that all financial transactions should be accurately and transparently recorded, and that the results of the financial system should be disclosed to the appropriate stakeholders.

7. The seventh part of the document discusses the importance of ongoing monitoring and evaluation in ensuring the accuracy and reliability of financial records. It emphasizes that the financial system should be regularly monitored and evaluated to ensure that it is operating effectively and efficiently, and that any necessary changes should be implemented.

8. The eighth part of the document discusses the importance of a strong ethical culture in ensuring the accuracy and reliability of financial records. It emphasizes that all personnel involved in the financial system should be held to high ethical standards, and that a strong ethical culture should be fostered throughout the organization.

BIBLIOGRAPHY

- Bhatt, K.S. et al (1985), Administration of Education New Delhi: Seema Publications.
- Dash, D.N. (2007). School effectiveness; organization of learning and community participation. New Delhi: Mahamaya Publishing House.
- Government of Pakistan. (2009). National Education Policy 2009. Islamabad: Ministry of Education.
- Government of Pakistan. (2003). Education Sector Reforms Action Plan 2001-2005. Islamabad: Ministry of Education.
- Government of Pakistan. (2004). Education Sector Reforms Action Plan (2001-02 – 2005-06). Islamabad: Ministry of Education.
- Government of Pakistan. (2000). Local Government Plan 2000. Islamabad: Chief Executive Secretariat, National Reconstruction Bureau.
- Government of Punjab. (2007). School Council Policy 2007. Lahore: Punjab Education Sector Reforms Program.
- City District Government. School Council. Lahore: City District Government.
- Reddy, R.S. (2006). Modern Encyclopedia of Secondary Education (Vol: 5). New Delhi: Rajat Publications.
- Sergiovanni, T.J. (1996). Leadership for the School House. San Francisco, USA: Jossey-Bas.
- UNESCO. (2000). Improving School Effectiveness. Paris: IIEP.
- WEBLIOGRAPHY/WEBSITES**
<http://docs.ksu.edu.sa/PDF/Articles10/Article100790.pdf>

Annex I**CITY DISTRICT GOVERNMENT LAHORE
INSPECTION REPORT FORM (EDUCATION DEPARTMENT)**

Name of Institution _____
 EMIS Code _____ PP# _____ UC# _____ UC Name _____
 Name of Head of Institution _____ Contact # _____
 Date & Time of Inspection _____, Arrival Time _____, Dep. Time _____

ATTENDANCE OF STAFF

Category	San- ctioned	Filled	Va- cant	Pre- sent	Un- Authorized Absent	On Sanctioned Leave	On Official Duty
Teaching							
Non-Teaching							
Total							

PARTICULARS OF ABSENT STAFF (Un-Authorized Absence Only)

Name along with Designation _____

ENROLMENT OF STUDENTS

Class	Kachi	1	2	3	4	5	6	7	8	9	10	11	12
As per enrolment register													
Actually present													
Attendance Gap													

DETAIL OF FREE TEXT BOOKS

Class	Kachi	1	2	3	4	5	6	7	8	9	10	11	12
Total Books Received													
Books Issued													
Balance													
Shortage													
Surplus													

SCHOOL COUNCIL

Total Funds Received	Total Expenditure upto date of inspection	Balance available

FAROOGH-E-TALEEM FUND

Opening Balance as on 01.07.2005	Total Funds received during current year	Total Funds available	Expenditure upto date of inspection	Balance available
A	B	A+B=C	D	C-D=E

REMARKS BY INSPECTION OFFICER

Academic Calendar being followed or not _____
 Discipline _____
 Cleanliness _____
 Condition of Building _____
 Availability of Black Board _____
 No. of observations made by MEA _____
 No. of observations settled _____
 Pendency with nature _____

Signature Of Head Of Institution _____

**SIGNATURE OF INSPECTING OFFICER
ALONG WITH NAME & DESIGNATION**

**A SUMMARY OF INSPECTION REPORTS BY OFFICERS OF
EDUCATION DEPARTMENT**

For the Month of _____
 Name of Inspecting Officer _____
 Designation _____

Total No. of schools Inspected	Level				
	Mosque	Primary	Middle	High	High Sec.

Summary of Staff Absenteeism

Category	Total Sanctioned Posts	Total Filled Posts	Total Vacant Posts	Total No. of People found Absent	Total Un-Authorized Absent staff	Total Staff on Sanctioned leave	Total Staff on official Duty
Teaching Staff							
Non-Teaching Staff							
Total							

Summary of Attendance Gap

Classes	Kachi	1	2	3	4	5	6	7	8	9	10	11	12
Total Enrollment as per Register													
Total No. of Students present													
Attendance Gap													

Summary of School Council

No. of School Councils which have received funds	No. of School Councils which have not received Funds	No. of School Councils Meeting held during the month	Total Expenditure by the SCs.	Total Balance available at the time of inspection
			Rs.	Rs.

Summary of Farooq-e-Taleem Fund

Total Fund available at the time of inspection	Rs.
--	-----

Observations by Monitoring Officials

No. of Total observations made by MEA	No. of Total observations settled	Total Pendency

(Signature and stamp of inspecting officer)

GOVERNMENT OF THE PUNJAB
Chief Minister's Monitoring Force
Education Department
Proforma for Schools Inspection
(Only use blue ball pen to fill the form)

EMIS Code: _____ Name of School: _____
 District: _____ Tehsil: _____ Markaz: _____ Level: _____ Gender: _____
 PP No. _____ NA No. _____ Mauza: _____ UC Name: _____ UC No. _____
 Name of AEO: _____ Contact No: _____ School Status: Open/Close
 Date of Inspection: _____ Ref No. _____ Form No: _____
 Time of Arrival at School: _____ am/pm
 Name of MEA: _____ Departure time from School: _____ am/pm
 Building under illegal occupation: Yes/No, if Yes, then Whole/Part Since Month
 (mm) _____ Year _____

Head of Institution/School

Name _____ Designation: _____ School Headmaster/Mistress Ph.No. _____

Illegal Fee/Funds

Detail	Kachi	1	2	3	4	5	6	7	8	9	10
Permissible amount to be received per student for FT Fund (in Rs.)											
Amount actually received (in Rs.)											
Reasons for excess charging (if any)											

Staff (Teaching)

Detail	October record 2007		Present record		Physically present	On Sanc. Leave	On Official Duty	Un authorized absent	Late Comer
	Sanctioned posts	Filled posts	Sanctioned posts	Filled posts					
Regular									
Contract									

Details of Absent Teaching Staff

CNIC	Full Name	Des.	Regular/ Contract	Days of absence during last calendar month			Days of absence during last one year			Remarks for today (leave/ duty/absent/ late)
				Leave	Duty	Absent	Leave	Duty	Absent	

Staff (Non-Teaching)

Detail	October record 2007		Present record		Physically present	On Sanc. Leave	On Official Duty	Un authorized absent	Late Comer
	Sanctioned posts	Filled posts	Sanctioned posts	Filled posts					
Regular									
Contract									

Details of Absent Non-Teaching Staff

CNIC	Full Name	Des.	Regular/Contract	Days of absence during last calendar month			Days of absence during last one year			Remarks for today (leave/duty/absent/late)
				Leave	Duty	Absent	Leave	Duty	Absent	

Signature of Head of Institution

Initials of MEA

