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اسائنمنٹ ایل ایم ایس پر اپلوڈ کروائیں

آن لائن ورکشاپس۔ ٹیوٹرلسٹ

**اس کے علاوہ:** کمپوزنگ، سکینگ، کلرپرٹنگ، فلیکس بنوانے، وزٹنگ کارڈ، سٹیمپ، لیٹر پیڈ، کاروبار کے لیے ویب سائٹ بنوانے، سکول کالجز کے لیے آئی ٹی لیب بنوانے اور لیب ٹاپ خریدنے کے لیے رابطہ کریں۔

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# سکلنگ فائونڈیشن

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## سلامہ اقبال اوپن یونیورسٹی

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اگر آپ تعلیمی نیوز، رجسٹریشن، داخلہ، ڈیٹ شیٹ، رزلٹ، اسائنمنٹ، جابز اور باقی تمام آپ ڈیٹس اپنے موبائل پر فری حاصل کرنا چاہتے ہیں۔ تو نیچے دیے گئے واٹس ایپ نمبر کو اپنے موبائل میں سیو کر کے اپنا نام لکھ کر واٹس ایپ کر دیں۔ سٹیٹس روزانہ لازمی چیک کریں۔

**نوٹ:** اس کے علاوہ تمام یونیورسٹیز کے آن لائن داخلہ بھجوانے اور جابز کے لیے آن لائن اپلائی کروانے کے لیے رابطہ کریں۔

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**Course Code: 6502**

**Name:**

**ROLL:-**

**M.A TEACHER EDUCATION**

## **Assignment No: 01**

**Spring 2021**

**Q.1 Discuss the different approaches of educational management and administration?**

**Answer:**

### **INTRODUCTION**

Educational administration is a process that includes the combined operation through which a

country is maintained in good working conditions. It is a process of utilizing appropriate

material in such a way as to promote effectively the development of human qualities. It

includes all those techniques and procedures employed in operating the educational

organization in accordance with established policies. It is the totality of resources which are

made available and made effective for accomplishing the purpose of an enterprise.

Educational administration includes functions like planning, organizing, financing, directing,

supervising, inspecting and evaluation. It is also concerned with elements like setting up of

goals of education, review, feedback and innovation.

### **1.1 Definitions of Educational Administration**

According to Graham Balfaur, Educational administration enables the right pupils to receive

the right education from the right teachers, at a cost within the means of the state under

conditions which will enable the pupils to profit by their training.

According to R. Mort, Educational administration is the influencing of one group of human

beings, the pupils, to grow towards defined objectives utilizing a second group of human being,

the teachers as agents, and operating in a setting of a third group of public, variously

concerned both with objective and with means used to achieve them.

According to Yearbook of National Society for the Study of Education (NSSE), Educational

Administration is a social statesmanship which guides educational activities, plan, programmes

and facilities and provides leadership in a long term but broad social perspective.

Stephen I. Knezevich describes educational administration as a process concerned with

creating, maintaining, stimulating and unifying the energies within an educational institution

towards realization of predetermined objectives.

## 2. OBJECTIVES

At the end of this unit, you will be able to:

- Explain the meaning/concept of Educational Administration, Management and Governance.
- Discuss the Common features of educational administration.
- Discuss the functions of Educational Administration.
- Discuss the meaning of Educational Management and Governance.

and Governance.

### **3. COMMON FEATURES OF EDUCATIONAL ADMINISTRATION**

The common features of educational administration are:

- 1. Fulfillment of the goals of organization.**
- 2. Making use of other peoples in the fulfillment of these goals.**
- 3. Providing suitable conditions for work and raising the morale of the workers on the job.**
- 4. Building into one's own organization the provision for innovation for changes and for development.**
- 5. It is humanistic and reformist in its approach.**
- 6. Its major objective is to built the personality, individual, his needs and his quest for perfection are glorification.**
- 7. It help in enabling the individuals understanding that crime is evil.**
- 8. It is not merely the political philosophy, but the psychology, ethics, sociology and history which determine the educational processes or procedures.**
- 9. Educational administration proceeds by taking individuals as a unit.**
- 10. Educational administration is more concerned with the inner development of human personality.**
- 11. Educational administration tries to make an individual a moral and cultural person.**
- 12. Educational administration believes in experimentation.**

### **4. PRINCIPLES OF EDUCATIONAL ADMINISTRATION**



**1. Principle of sharing responsibility:** John Dewey, the famous American Philosopher, has

defined democracy as sharing of experiences. A democratic head shares his responsibility with

others. His belief is in the decentralization of power. It enables the leader and the followers to have

good mental health.

**2. Principle of equality:** Democracy demands equality of opportunity to all. All are equal in the

eyes of common man. A democratic head does not consider himself aloof from others. He feels as

if he was one social being in an inseparable unity of the same social structures.

**3. Principle of freedom:** It is one of the unique principle of democracy. The democratic head gives

full freedom to the staff so that they may work according to their will.

**4. Principle of co-operation:** The running of a school is not one man's job. It needs combination

of many hands and heads. Every member of the school should fully co-operate with the colleagues

And with head of the institution.

**5. Principle of justice:** Democratic administration demands full justice on part of the headmaster

of the school. The democratic administration will be successful only if the headmaster does justice

to one and all. In the democratic administration all are treated alike and get due importance.

**6. Principle of recognition of individual worth:** In democratic administration, the head shows

equality to all. He comes closer to his followers and tries to understand their capability. Quality or

merit of each individual is well recognized by him.

**7. Principle of leadership:** Democratic administration needs leadership at different levels. The

school administration must possess the qualities of leadership so that others may also follow him.

He should inspire, direct, guide and lead the staff, the students, the parents and the community as

well.

**8. Principle of democratic Philosophy:** A set philosophies behind every working ensures its

success. In a democratic set up of life, a democratic philosophy of the head will make the institution

function smoothly and effectively.

**9. Principle of flexibility:** A democratic head of institution believes in the principle of flexibility.

He is ever ready to accommodate other in the wider interest of the institution.

**10. Principle of efficiency:** The fact however remains that all people are not capable of doing the

same job with equal efficiency. Only some people can do that job in the best way.

**11. Principle of optimism:** School administrator should be fundamentally optimistic in his outlook

and constructive in his policies and procedures.. He should have full faith in the efficiency of his

programmes.



**12. Principle of professional growth:** The success of the administrator depends to a large extent on

the efficiency of his colleagues and subordinates. Therefore, he should be sincerely interested in the

professional growth of his staff in order that they may be able to discharge their duties successfully.

**13. Principle of relative value:** All decision should be made on the basis of relative values. The

betterment of the school or students should be the most important determining factors.

## **5. FUNCTIONS OF EDUCATIONAL ADMINISTRATION**

Educational administration is expected to perform following functions:

**1. Educational administration defines the aims and purpose of education.**

**2. Educational administration frames policies.**

**3. Educational administration lays down the structure of the organization.**

**4. Educational administration prescribes the duties and responsibility of the positions in**

**the organization.**

**5. Educational administration prescribe the power and the authority of the position of**

**the organization.**

**6. Educational administration provides finance and other material resources.**

**7. Educational administration plans and operates an effective educational programme.**

**8. Educational administration provides the personnel necessary to run the enterprise**

**smoothly and effectively.**

**9. Educational administration lays down qualitative and quantitative standards of**

**performance for the personnel.**

**10. Educational administration provides good professional leadership.**

**11. Educational administration stimulates and energizes the worker's efforts and**

**maintains their continuous development.**

**12. Educational administration evaluates the total outcome in relation to the established**

**policies, aims and norms.**

**13. Educational administration integrates all the forces acting in the field of education.**

## **6. MANAGEMENT AND DIFFERENT FACTORS INVOLVED IN MANAGEMENT**

**It is the basic integrating process of organizational activity which surrounds our daily life.**

**Management involves many good factors. However some of them are very experimental and need**

**to be understood in proper perspective in order to make management effective functional and ever**

**progressing and strong. In the present era, the emphasis on management is increasing so as to get**

**dignified and effective results out of the educational process.**

**1. Goal – Some of the goals of education such as physical, social, emotional and spiritual**

**development, i.e. all round harmonious development of the personality, may be common for all the**

**societies of the world. However, some goals may be different for different nations.**

**2. Resources – Even when it is a fact that school management is to deal with different types of**

**resources, i.e. human resources, physical resources, abstract resources, financial and community**

**resources like museum, zoo etc. it needs to be ensured that maximum utilization of these is**

**achieved. These resources, which in themselves do not carry any meanings, are to be made**

**meaningful by the management, so as to be useful for the students in their proper utilization at**

**work.**

**3. Co-ordination – One very important function which management is to perform in the**

**educational process is to co-ordinate the functioning of different activities in the institution in such**

**a way that utilization of their functioning provides maximum utility to the students, staff and**

**management.**

**4. Controlling - In order to provide beneficial services to the student and community a dignified**

**control is must. In order to create such a social set up, the management of all the levels should work**

**in a perfect disciplined order. The type of control reflects the type of management.**

**5. Direction - The management fixes the aims, which are generally contained in the 'Motto' of the**

**institution. Which serves as the direction for the institution in the good management. The direction**

should be clear and followed in sportsman's spirit in the institution.

**6. Planning** - Planning is one of the formal duties of the management of an institution. Planning is

always done in advance in such a way that all the things happen in a system and in a systematic

way. Planning means leading before hand, how things are to be done and why it should be done in

that way. In order to make the school activities effective meaningful and successful, we need

effective planning in the following areas:

a) Financing

b) Staffing

c) Resources

d) Motivation

e) Development

f) Supervision

g) Evaluation

**7. Monitoring and Evaluation** - Even when the above factors were kept in view, the monitoring

part becomes of greater significance. Poor monitoring leads to the wastage of resources and poor

results. If monitoring is of good quality much of the wastage is controlled and maximum utilization

is got out of it. No doubt supervision is important but evaluation is more important than it, at all the

stages of the activity. It is better to carry out periodic evaluation to know the level of success of an

activity and to improve upon the weakness and drawbacks and the negative and positive points and

to improve upon the situation.

**8. Other Benefits - Management improves efficiency and skill, it saves time. It improves human**

**relations. It economise resources. It improves human relations. It decreases types and scopes of**

**confusion and it increase the confidence of the manager and others who participate in running of**

**institutions.**

## **7. APPROACHES OF EDUCATIONAL ADMINISTRATION, MANAGEMENT AND GOVERNANCE**

### **1. Social Demand Approach**

**This approach was used in the Robbins Committee Report on Higher Education in Britain. In India**

**too, this approach is a popular one while opening new schools and colleges in particular. In this**

**approach method the following steps are involved:**

**To estimate the proportion of students completing school education and are likely to enter into**

**higher education.**

**(b) To estimate how many of these successful school leaving students actually apply for admission**

**in colleges.**

**(c) To determine how many of the applicants got admission to higher education.**

**(d) To determine the length and duration of their study.**

Thus, the major issue involved in this approach is to forecast future demands for seats keeping in

mind social and educational trends as well as demographic changes. The underlying assumption in

this approach is that expansion of education is beneficial to the economy and thus, additional

expenditure on education would not create a heavy burden, which would be unbearable.

This approach is more prevalent in those societies which favour traditional cultural values, where

decisions are taken on the basis of public opinions (in a fragile polity and sometimes in a

democracy) and in societies where the social environment is generally pessimistic in nature.

The approach is based on currently expressed preferences and does not take into account public

expenditure on education. Also, it sometimes lead to a mismatch between the output of higher

education and the demands of the economy.

## **2. Social Justice Approach**

This approach emphasizes justice to the disadvantaged sections of society and is based on Article 45

of the Indian Constitution. This approach is aimed at making special provisions for the socially,

economically and educationally disadvantaged communities for a longer duration. This includes

opening Ashram schools for tribal areas, special concessions and scholarships, incentives and

relaxation.

### **3. Rate of Returns Approach**

According to this approach, investment in education should take place in such a way that the returns

from the investment are equal to the returns from other kinds of investment of capital, e.g.

investment in industry. This principle is known as 'equi-marginal returns' in economic theory and

could be extended to educational sector.

This approach treats education as an investment in human capital and uses rate of returns as a

criterion in allocation of financial resources. The approach implies that if the rate of return is low,

expenditure on education should be curtailed.

However, in reality, it is difficult to apply this approach to education due to problems associated

with measuring rate of returns in education.

An educated person's earnings or rate of returns depend upon his/her innate intelligence, parental

socio-economic status, motivation and aspirations. Hence, it is not easy to attribute the rate of

returns only to education acquired. Hence, this approach is least frequently applied to education.

### **4. Manpower Planning Approach**

In this method, the general demand and the capacity of supply of human resources in different

streams and at different levels of the educational sector are estimated.



**The approach asserts that the system of education produces the right quality of human resources**

**with desirable knowledge, attitudes and skills in the right numbers and thus, education is directly**

**linked with economic development.**

**The application of the manpower planning approach depends on these factors:**

**(a) An appraisal and analysis of the existing employment conditions and the system of education.**

**(b) Planning the system of education.**

**(c) Using the financial resources (which are limited) in an optimum way so as to fulfill the demands**

**of the employment sector without incurring wastage on account of unemployment.**

**(d) Making an appraisal of the number of students enrolled, the number of existing teachers and**

**their qualifications, enrolment in teacher education institutions (availability of future teachers), as**

**well as the existing number of school buildings, equipments, infrastructure and other facilities.**

**(e) The requirements of the employers regarding occupational and/ or professional qualifications for**

**employees, their levels of training and abilities should also be assessed.**

**The manpower planning approach takes note of the fact that the teaching profession requires**

**approximately 60% of the highly qualified human resources of a country which competes with the**

**demand for manpower in other economic sectors.**

**A detailed projection of the demand for human resources is difficult due to the uncertainty of**

**productivity trends. Some developed countries such as Norway, France and Sweden estimate their**

**future manpower needs so as to meet the demands of the economy whereas others such as Great**

**Britain estimate the numbers to be educated on the basis of students' demands.**

**Q.2 What are aims and objectives of education management according to education policy 1979 in Pakistan?**

**Answer:**

In the light of the commitment of the Government of Pakistan to the achievement of universal literacy and for the provision of free and compulsory elementary primary education as prescribed in the Constitution of Pakistan and as outlined under Article 26 of the Universal Declaration of Human Rights ratified by the United Nations, the country has introduced some twenty-two policies and action plans since 1947. After 60 years and at the stage of electing political leadership for the next 5 years, it is time to reflect on the progress made, lessons learnt and critically examine the setbacks which we might have suffered on the way, and chart a way forward with a new vigor.

The New National Education Policy, (NEP) 2009 comes in a series of education policies dating back to the very inception of the country in 1947.

- The first National Educational Conference (Karachi: Nov. 27, Dec 1, 1947) produced a strong philosophy of as well as a number of ambitious recommendations indicating the future goals of education in Pakistan. Nevertheless, many of its recommendations remained in documentary form only for the lack of institutional or economic resources to pursue them.
- In 1959 National Commission on was established which recommended that education should be made compulsory upto primary level by the year 1969 and upto middle level by the year 1974.
- In 1969, the New Education policy emphasized adult literacy.

- The Education Policy, 1972 anticipated universal primary education for boys and girls by the years 1979 and 1984 respectively, with its extension upto middle level in the next three years.
- The New Education, Policy 1970 recommended a shift to scientific, technical and vocational education for middle level skilled worker. It also emphasized a 50: 50 ratio between science and humanities subjects enrollment.
- National Education Policy 1979 emphasized the universal primary education, by 1986-87 utilizing non-formal sources, open 'Mosque Schools' and, 'Mohallah Schools' for girls on a large scale.
- Since 1979 no further expansion is seen in the field of education planning in Pakistan except some new policy-decisions in certain areas such as primary education, teacher training and higher education and research. Nevertheless more emphasis is given to universalize the primary education and quite a number of international projects have been launched in this field.
- The Educational Policy 1992 was announced by the Federal Minister of Education in Islamabad in June, 1992. The following characteristics were the most important features of this policy:
  1. An emphasis on Privatization.
  2. Encouraging the private sector in education.
- The recommendations of the education policies were highlighted in the next five year plans of the country and the targets were set accordingly, however, meager resources were generally allocated to education and the education sector could not get a lion's share in any of the budget proposal.

Recently, the review process for the National Education Policy 1998-2010 was initiated in 2005 and the first document, the white paper was finalized in March 2007. The White Paper became the basis for development of the Policy document.

Two main reasons prompted the MOE to launch the review in 2005 well before the time horizon of the existing policy framework (1998 – 2010) had approached. Firstly, the policy framework has not served as a satisfactory guide, as the policies pursued under that framework had not produced the desired educational results. Performance of the education sector has been deficient in several key aspects, most notably in access rates, and in quality and equity of educational opportunities.

Secondly, new international challenges like Millennium Development and Dakar Education for All (EFA) goals, have gained greater momentum in the intervening years and demanded fresh consideration. These challenges are triggered by globalization and nation's quest for becoming a "knowledge society". Besides, some compelling domestic pressures such as devolution of powers, economic development and demographic transformations have necessitated a renewed commitment to proliferation of quality education for all.

According to the White Paper, the purpose of education is:

**'The education system should raise highly knowledgeable, skillful, productive, creative and confident individuals who have advanced reasoning and perception of problem solving skills; are committed to democratic values and human rights; are open to new ideas; have a sense of personal responsibility; are committed to moral values; have assimilated the national cultures; are able to tolerate differences in opinion, faith and culture; have empathy towards all of humanity; and can participate in the productive activities in society for the common good using Social and Physical Sciences and Technology.'**

Despite the constitutional guarantee of free and compulsory secondary education as stipulated in 1973 Constitution, Pakistan has been unable to achieve targets of universal primary enrollment objectives in over three decades. In Pakistan, net enrollment rate at the primary level is indicated as 68% in 2005, as per the , based on the data provided by the Ministry of Education, Government of Pakistan. As per findings of the actual figure of Net Enrollment Rate (NER) for the same year is, however, as much lower as 53%.

In 2005, of the 67% children enrolled in primary schools nearly 30% dropped out before completing 5 years of formal education. Net primary enrollment of Pakistan remains the lowest in South Asia and the same is true for the annual primary completion rates.

The previous government undertook several initiatives to increase the access to primary education across the country including abolition of fees and provision of free-of- cost textbooks. Pakistan prepared and launched a to achieve goals of EFA. In accordance with targets given in the NPA of Ministry of Education, Pakistan had planned to increase its primary level Net Enrollment Rate (NER) up to 79% by the year 2005. However, Pakistan has not been able to achieve the targeted net primary enrollment rate set for 79%<sup>3</sup> in 2005, and was only able to achieve an NER value of 68% by this in the same year. Under the EFA and MDGs

Table 1: Key International Education Indicators, 2005			
Human Development Index Ranking	Country	Adult Literacy rate (%) + 15 years	Gross Enrolment ratio for Primary, Sec. & Tertiary Education (%)
1	Iceland	na	95.4
12	United States	na	93.3
16	United Kingdom	na	93.0
81	China	90.9	69.1
99	Sri Lanka	90.7	62.7
100	Maldives	96.3	65.8
128	India	61.0	63.8
<b>136</b>	<b>Pakistan</b>	<b>49.9</b>	<b>40.0</b>
140	Bangladesh	47.5	56.0
142	Nepal	48.6	58.1
Source: Human Development Report (UNDP), 2007			

frameworks, the government of Pakistan has committed to achieve 100% net primary enrollment by the year 2015.

According to 1998 census, there were about over 50 million illiterates of age 15+ in Pakistan. This number may have increased further, it is feared. The main cause of this higher rate of illiteracy is the failure of formal education system to enrol all the school aged children and retain them up to Grade 5. Although few half baked programmes of some adult literacy programmes were launched in the past, and some are still being implemented, their scope is limited and quality is questionable. At the national level, the question as it is not certain that to whether Pakistan will be able to achieve the EFA targets objectives and the MDGs given the past trends, and keeping in view the present state of the education system is highlighted when the present status of key indicators of education in this country. For example, Pakistan has not been able to achieve an adult literacy rate of 60% by 2005, as the Government projected in its annual Millennium Development Goals Report in 2004, and literacy target of 61% by 2005, envisaged in the National Plan of Action (2001-15) for EFA, published by the Ministry of Education.. The government of Pakistan has set itself set the target of achieving 68% adult literacy rate by the year 2015 .

Pakistan can not eradicate illiteracy without making primary education totally free and compulsory, and expanding investment on adult literacy and Non-formal Basic Education programmes. Country wide literacy programmes are urgently needed to promote peace and tolerance in the society, to strengthen democratic practices, to raise status of women in the society, and enhance productivity of the labour force.

The responsibility for setting the priorities, formulating policies and initiating measures to address various issues relating to basic education lies primarily on the shoulders of the political leadership of the country. Fortunately there appears to be a broad consensus on the fundamental goals, including eradication of illiteracy, increase in access to primary education and improvement in the quality of education standards etc. among the political leadership of the country. It is important that the key issues facing the Education For All in Pakistan be clearly identified, its implications fully understood, and status of progress made so far by Pakistan, in comparison to other countries is evaluated. Based on this assessment, policies and plans may then be formulated and implemented by the present and future governments with firm political resolve, maintaining consistency in broad objectives and strategies.





Every human being should have the opportunity to make a better life for themselves. Unfortunately, too many children in the world today grow up without this chance, because they are denied their basic right to even attend primary school. A sustainable end to world poverty as we know it, as well as the path to peace and security, require that citizens in every country are empowered to make positive choices and provide for themselves and their families.

It is imperative to expand access to complete free and compulsory primary (Up to Class 5) education, enhance budget for education, improve early childhood education or *Kitchi* class in the country, enlarge scope of on-going adult literacy and Non-Formal Basic Education (NFBE) programmes, give priority to girls education, and place greater emphasis on capacity building and quality of educational services in both public and private schools.

Q.3 Explain concept, nature and characteristics of supervision?

**Answer:**

**Concept of Supervision:**



## Concept of Supervision

Supervision means establishing one's wider vision, above vision, supreme vision and seeing other's work carefully. From a management point of view, supervision means overseeing the subordinates or workers or members at work to ensure that work is being performed as required, directed and assigned based upon work plan. Virtually, it refers to the guidance and control of subordinates. The subordinates are supervised by the manager just to know whether they have performed the job according to plan, policy, program, instruction and scheduled time or not. This supervision is a continuing activity and it is performed at every level of management.

The task of supervision is taken by the respective manager the manager while performing this task is known as a supervisor. Thus, a supervisor is one who is in charge of a group of workers. He plans, organizes, directs and regulates the activities of his group members. He allocates tasks among the subordinates, provides necessary material and inputs, guides, trains and then gets performance from them. The utilization of human resources can be done through the process of supervision. Thus, supervision is considered as an important function of the management process.

## Nature of Supervision:

1. Definition of supervision • Supervision is defined as guiding the activities of the people who perform the work. It includes:- • Planning • Organizing • Directing and • Controlling the work and activities of the subordinates
2. 4. Definition (ctd) • Planning, organizing, directing and controlling are termed as basic managerial functions • Supervision also include unit task accomplishment ; that is the supervisor is responsible for the accomplishment of the unit's or department's objectives through others.
3. 5. So...!what is its nature? • The nature of supervision can be seen in the following • 1. Involves guiding the activities of the subordinate to accomplish a given task • 2. It includes planning, organizing, directing and controlling the work and activities of the employee. • 3. It also includes the concept of unit task accomplishment; that the supervisor is responsible for accomplishing the unit's objectives
4. 6. What are the supervisory functions? • The supervisory functions include the following:- • Planning –setting annual objectives for your unit •

Organizing- putting things in a working order • Directing - instructing and providing directives on how sth is to be done • Controlling –monitoring the activities

5. 7. Who is a supervisor? • A supervisor is the member of management who is responsible to perform the four managerial functions as stated above. • He/she is known by different names . Example • Foreman • Overseer • Superintendent • Section officer etc.
6. 8. Who is a supervisor? • He is a representative of management and a key figure from the view point of the workers • He/ she translates managerial plans into actions • He/she is a vital link between management and the subordinates
7. 9. Who are supervisors? • Supervisors are all persons in authority , who control the work of others. There fore the head constable, the head clerk, the headmaster, the collector, the head of unit or department are all SUPERVISORS.
8. 10. What is the position of the supervisor in the organization? • The position of the supervisor is very crucial. He is known as the MAN IN THE MIDDLE because he represents both management and workers.

### **Characteristics of Supervision:**

#### **Academia Edit**

In academia, supervision is aiding and guiding of a postgraduate research student, graduate, or undergraduate student, in their research project; offering both moral support and scientific insight and guidance. The supervisor is often a senior scientist or scholar, and in some countries called doctoral advisor.

#### **Business Edit**

In business, supervision is overseeing the work of staff. The person performing supervision could lack a formal title or carry the title supervisor or manager, where the latter has wider authority.

#### **Counseling Edit**

In clinical advisor, the psychologist or psychiatrist has talk sessions with another professional in the field to debrief and mentally process the patient work.

#### **Society Edit**

In society, supervision could be performed by the state or corporate entities to monitor and control It's a citizen. Public entities often do supervision of different activities in the nation, such as bank supervision.

**Q.4 Explain the aims and objectives of education system. Also discuss approaches of educational planning?**

**Answer:**

The Compact Oxford English Dictionary and others interchangeably define the noun "objective" as, *Objective: noun 1 a goal or aim*. Although the noun forms of the three words *aim*, *objective* and *goal* are often used synonymously, professionals in organised education define the words *aim* and *objective* more narrowly and consider them to be distinct from each other.

Aims are concerned with purpose whereas objectives are concerned with achievement.

Usually an educational objective relates to gaining an ability, a skill, some knowledge, a new attitude etc. rather than having merely completed a given task. Since the achievement of objectives usually takes place during the course and the aims look forward into the student's career and life beyond the course one can expect the aims of a course to be relatively more long term than the objectives of that same course.

Sometimes an aim sets a goal for the teacher to achieve in relation to the learners, sometimes course aims explicitly list long-term goals for the learner and at other times there is a joint goal for the teacher and learner to achieve together. While the aim may be phrased as a goal for the teacher within the scope of the course it can also imply goals for the learner beyond the duration of the course. In a statement of an aim the third person singular form of the verb with the subject *course, programme or module* is often used as an impersonal way of referring to the teaching staff and their goals. Similarly the learner is often referred to in the person singular even when he or she is the intended reader.

**Education planning:**

- APPROACHES TO EDUCATIONAL PLANNING Presented By: DEXTER H. VARQUEZ Pictures and Concepts are not mine, credits to the owner | See the Reference

- 3. What is Educational Planning? × The process of setting out in advance the strategies, policies, procedures, programmes and standards through which an educational objective (or set of objectives) can be achieved. × It is a detailed and systematic process; it just does not happen by chance. × It is goal-oriented: it is directed at achieving a set of educational objectives. × Educational planning strives to research, develop, implement and advance policies, programs and reforms within educational institutions. Pictures and Concepts are not mine, credits to the owner | See the Reference
- 4. Important Facts About Educational Planning × Educational planners might work at the local, national or international level to advance or improve education. × While educational planning might center on pre-school and K-12 education, you could also work in postsecondary education as well. As an educational planner, you could work within educational institutions, government agencies, and private or not-for-profit organizations. × Educational planners typically hold graduate degrees. You might also consider becoming a licensed teacher or earning additional degrees in education. Administrators within schools or districts are commonly involved in educational planning. Pictures and Concepts are not mine, credits to the owner | See the Reference
- 5. APPROACHES TO EDUCATIONAL PLANNING (Prof.S.G.Isave, Tilak College of Education in India) × Intra-educational extrapolation model. × Demographic projection model. × School mapping. × Manpower or human resource development approach or model. × Social demand approach or model. × Rate of return approach or model. × Social justice approach or model × All approaches are related with each other. Pictures and Concepts are not mine, credits to the owner | See the Reference
- 6. INTRA-EDUCATIONAL EXTRAPOLATION MODEL × Planning based on data available. × Concentration on one aspect / program. × Size of target, time, money. × Govt. schemes, organization of workshop × One of the option in the Educational Planning for Primary Education (Sidney Leite, Blogger) × It analyzes the time and funding required in light of the needs for the specific program, and promotes workshops to involve members of the institution in decision-making activities.

- Moo7. DEMOGRAPHIC PROJECTION MODEL × Demographic development has become a source of planning. × Estimating the population that future educational system is to serve. × Useful to take decision on new school/college permission. Pictures and Concepts are not mine, credits to the owner | See the Reference
- 8. SCHOOL MAPPING. × Micro planning. × Geographical location of school is considered. × From national frame to regional and local conditions and constraints × School mapping is a set of techniques and procedures used to estimate future education requirements at local level and work out what needs to be done to meet them. × Do not confuse school mapping with a simple “atlas” merely showing the location of schools. × Unlike an ordinary map that by its very nature is static, school mapping gives a dynamic and prospective vision of how the education service should look in the future, showing its buildings, teachers, and facilities, to enable the implementation of education policies. Pictures and Concepts are not mine, credits to the owner | See the Reference.

Q.5 Elaborate the process of project planning. Also discuss is salient

- features and flaws in project planning at school level in Pakistan.

**Answer:**

### The Process of Project Management

You’ve determined that you have a project. What now? The notes you scribbled down on the back of the napkin at lunch are a start, but not exactly good project management practice. Too often, organizations follow Nike’s advice when it comes to managing projects when they “just do it.” An assignment is made, and the project team members jump directly into the development of the product or service requested. In the end, the delivered product doesn’t meet the expectations of the customer. Unfortunately, many projects follow this poorly constructed path, and that is a primary contributor to a large percentage of projects not meeting their original objectives, as defined by performance, schedule, and budget.

In the United States, more than \$250 billion is spent each year on information technology (IT) application development in approximately 175,000 projects. The Standish Group (a Boston-based leader in project and value performance research) released the summary version of their 2009 CHAOS Report that tracks project failure rates across a broad range of companies and industries (Figure 2.1).

#### Nature and Size of the School Education Sector

In 2016–2017, the education system of Pakistan from preprimary to university levels, including both

public and private institutions, consisted of 33.2 million students taught in more than 237,000

institutions, excluding technical and vocational institutions (footnote 8). Primary schools go from

Katchi (preprimary) or grade 1 to grade 5. There are some stand-alone middle schools (grades 6–8).

Elementary schools combine the primary and middle grades ending with grade 8. Lower secondary

schools are those where grade 10 is the highest, whereas higher secondary schools are those where

grade 12 is the highest. These schools may or may not include primary and middle grades.

There are four types of schools in Pakistan: public schools, private schools with the medium of

instruction in Urdu or English, religious schools and non-formal schools. In 2016–2017, the major

role in imparting education in Pakistan was played by the public sector with more than 164,000

institutions serving 21.6 million students. Private education in Pakistan does have a sizable share even

at the school education level (preprimary to higher secondary) with a 31% share in the number of educational institutions and a 35% share in enrollments across Pakistan (footnote 8). The share of enrollments in private schools is much higher in urban areas at about 60%. The private sector ranges from low-cost private schools to high-cost elite schools, and includes stand-alone private schools, franchise schools, schools funded by government subsidies by provincial education foundations, and no-fee schools run by philanthropists and nongovernment organizations (NGOs). The private sector, however, is not regulated in a structured way. There is also a lack of systemized information available about the private sector to determine enrollments and the quality of education provided. The figures here are estimates based on the last private school census which, in some provinces, took place as far back as 2005.

Pakistan has a very high number of children aged 5–16 years who are out of school. There are an estimated 121 million children out of school all over the world and an estimated 22.8 million of them are in Pakistan.<sup>15</sup> There are substantial numbers of out-of-school children of all ages, with as many as 11.3 million teenagers (ages 13–16 years) (Table 4). The number of out-of-school children represents 44% of those at ages 5–16 years, with some variations across provinces. For example, 40% of children



in the age group are out of school in Punjab, whereas as many as 52% are out of school in Sindh.

Slightly more than half of these are girls.

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