STUDY GUIDE
ON
EDUCATIONAL ADMINISTRATION
AND SUPERVISION

M.A. (EDUCATION)

COURSE CODE 845　　　　　　　　　　　　　**UNITS: 1 – 9**

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CONTENTS

FOREWORD

Education is the most vital component for humans' smooth personality development, and in one way or other affects the life of all. It embraces effective, motivational attitudinal and socio-cultural and emotional factors of an individual. As a result of continuing research and experimentation, a visual revolution has accused in the science of education. The rapid pace of result changes in Science & Technology has changed the whole scenario of educational endeavour. Most of the literature which was based on patents restrictive and traditional practices have become less useful. The process of expansion and progress in all domains of human life for capacity buildings becomes a central theme for every structure of advancement.

It is now commonly recognized that education is a basis for buildings, organizing and sustaining capabilities for change. Moreover a medium for transformation the enhancement in administrative and managerial capacity as well. However, the institutional impetus for modern structure must be generated through effective administration and supervision in education.

In the scenario of "self reliance", "balanced growth" and "participative development" can only be achieved through our own institutional structure. AIOU being the most popular distance education system always tried to weave a fabric from the local treads keeping in view the prevailing example.

The course on educational administration and supervision is a valuable addition by the Department of Distance and Non-Formal and Adult and Continuing Education in the endeavour of teachers training at master level. It highlights important factors which shape the leadership qualities of a reader in its quest for ensuring material betterment and worth education.

I congratulate all those involved in development of this course, in particular Mr. Muhammad Asif Rajput, the course coordinator.

(Dr. Anwar Hussain Siddiqui)
Vice-Chancellor
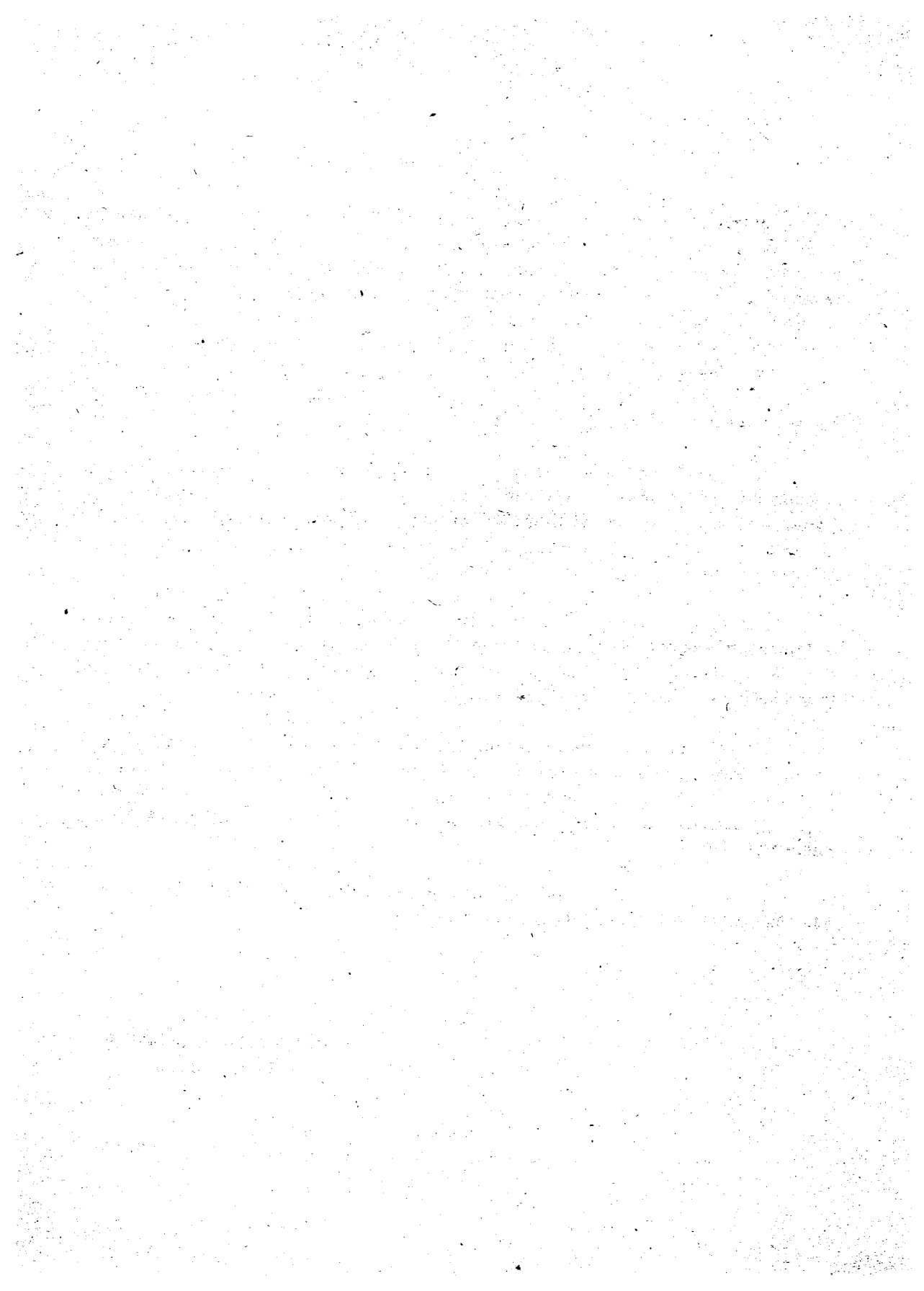
COURSE INTRODUCTION

With rapid expansion of knowledge, the need of specialization in every field of life has become more emergent.

In Pakistan, the administrative structure of education can not cope with the national, provincial and local need of the educational system. There are so many reasons. One reason is our administrative structure which is still the same as it was about one and half hundred years ago. It needs to be revitalized by supplying the services of very capable and highly skilled/professional personnel in the field. M.A. (Education)/M.Ed. programme of Allama Iqbal Open University, Islamabad is an endeavour towards this direction.

The present course Educational Administration and Supervision is one of the compulsory subjects of M.A. (Edu)/M.Ed. of the University and it envisages the promotion of educational administration and supervision.

Administration and supervision play a vital role in improving quality of education. These are very important for the development of educational system. So, it is necessary to apprise you about educational administration and supervision.

Effort has been made in this course to highlight all important features of educational administration and supervision.

According to Wiles K. supervision has many different meanings:
-        A supervisor may consider it a positive force;
-        A teacher may call it threat to individuality;
-        Another teacher may think of it as a source of assistance and support.

Effort has been made in this course to highlight all important features of Educational Administration and Supervision. Unit-1 provides concepts of educational administration and supervision, purpose, types and scopes of educational administration and supervision.

Unit-2 provides the importance of human relations in educational administration.

Unit-3 highlights the meaning of planning, educational planning in terms of its scope, essential elements need and problems of educational planning. Unit-4 describes the educational financing. Similarly, the concept of supervision, need of supervision, quality of effective supervision, types and analyses of supervision and role of a supervisor have been discussed in Unit-5. Concepts and nature of supervision and the techniques of supervision have been discussed in Unit-6

Human relationships, supervisor's role in the context of relations with heads of the institution, teachers, students, parent-community have been discussed in Unit-7. Unit-8 highlights many problems and issues in educational administration. Likewise Unit-9 provides the most important features of national policies of education and educational administration.

Any criticism, suggestions or improvements will be welcomed. The course will be revised after some time under the university's rule and all suggestions/ recommendations will be considered to incorporate in the course.

OBJECTIVES OF THE COURSE

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

- Explain the important features of educational administration and supervision.

Discuss the importance of human relations in educational administration

Discuss educational financing and planning in Pakistan

Explain the techniques of supervision

Differentiate between supervision and inspection

Discuss the issues in educational administration

Evaluate various steps involved in developing the good relations of the supervisor

Discuss national policies of education and educational administration

ACKNOWLEDGEMENTS

Unit No. 1

INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND SUPERVISION

Written by:
Muhammad Asif Rajput
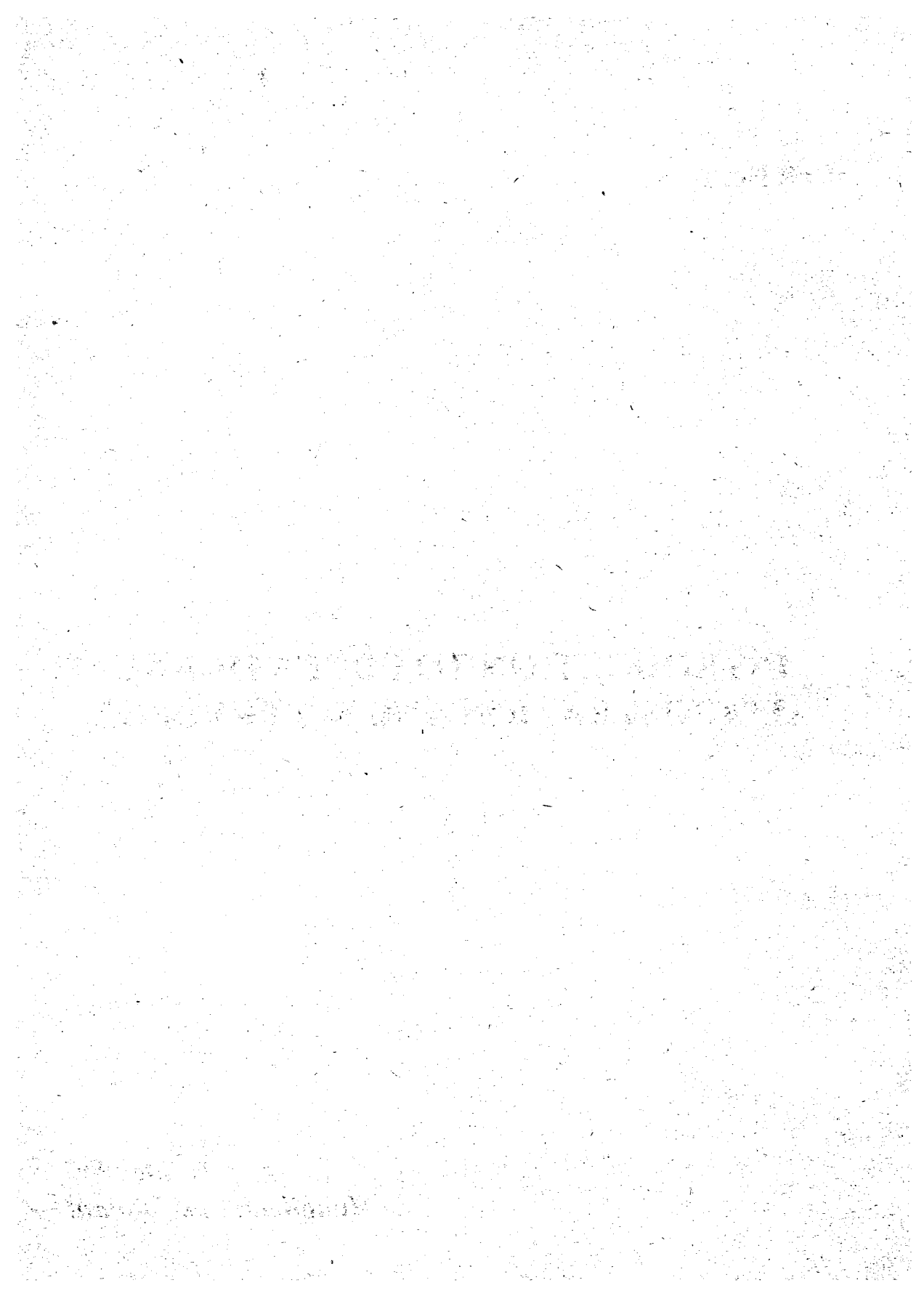
1.1 Introduction

An education system comprises of various parts like, primary, secondary, higher or tertiary, technical/vocational, etc. These constituent parts are sub-system of education. when these sub-systems are treated separately they in themselves become system like primary education system, secondary education system; and higher education system, technical/vocational educational system etc. each constituent part has linkages with the other. For instance, primary level has linkages with the secondary; and the secondary with the tertiary. The output of one system becomes input of another. These are structural imbalances in these systems. Thus, Education throughout from elementary stage to the university level, may be taken as a single unit. The college education would improve only if schools do their jobs well. Therefore the universities should create a forum where schools and colleges at regional or even at National basis could meet.

In order to make the services of these educational institutions more effective. There must be a feeling of working for a common cause. This purpose may be co-ordination the system through well acquainted personnel experienced in educational administration and effective supervision.

In this unit you will study a number of methods operative and perspective plan for administration and supervision to achieve the desired aims. The scope of educational administration have also been discussed.

1.2 Objectives

After studying the materials, it is hoped that you will be able to:

1. Define educational administration and supervision.

2. Describe the purpose of educational administration and supervision.

3. Explain the types of educational administration.

4. Analyse the scope and levels of educational administration.

5. Indicate most appropriate model of administration and supervision for Pakistan.

1.3 The Concept of Educational Administration and Supervision

(a) *Administration:* "The word Administration has been derived from the Latin word 'Minister' which means service, i.e. work dedicated to the good of others. It is mainly concerned with the business, an army, an institution or a factory etc."

Campbell (1965, P. 166) defines administration as "all administration is the same, whether one looks at administration from the stand point of its purpose, its task, its situational milieus or its process, he will find much that is common in the management of business, Govt., army, education and other organization".

Obviously, administration is an integral part of any organization, which provide an individual or society or the nation an environment conducive for growth and development. The education develops those capacities in the individual which will enable him to control his environment and fulfil his responsibilities. Whereas, educational administration is a process concerned with creating, maintaining, stimulating and unifying the energies within an educational institution according to the pre-determined objectives. It includes all those techniques and procedures employed in operating an educational organization in accordance with establishes policies. It is the process of co-ordinating and resources utilizing in such a way as to promote effectively the development of human qualities.

Sharma S. R. and B. D. Bhatt (1992. P. 6), views that "administration in any organization is composed of a number of rational function-for example, planning, organizing, co-ordinating, evaluating, delegating, controlling and so on. These functions are usually considered synonymous with leadership and this administrative leadership is conceived as some thing to be superimposed upon the organization in such a way that organizational goals are more effective pursued".

Theorists accept the idea that administration and decision making is the most critical aspect of administration. In order to understand this concept, read the following referred materials.

Sharma B. M. (Edited) (1994)	School Administration, New Delhi, Commonwealth Publishers 4378/4-B Mararihal Strat Ansari Road, Darya Ganj pp. 91-99	1-1

Similarly, Mohanty, (1990, P.15) conceptualized administration as, "Educational administration is always concerned with management of things as well as human relationship, basing on a body of basic principles and aiming at educating the children and the youth. Educational administration has to undertake a number of functions like planning, organising, directing and motivating, controlling, co-ordinating, decision-making, evaluating and recording and reporting etc. in order to make the education process more effective".

In order to comprehend fully the idea, nature and definition of education administration, please read the following pages of the book referred below:

Kenneth Brooksbank and A. Eric Ackstine, (Edited) (1984)	Educational Administration, Second Edition, Butler and Tanner Ltd, Frome, Somerset, Great Britain. pp. 5-8.	1-2

(b) *Supervision*

Supervision plays a key role in promoting quality education. It is an essential factor for healthy development of educational system.

According to Wiles K. (1967, P. 3), supervision has many different meanings:

* A supervisor may consider it a positive force for programme improvement.
* A teacher may see it as a threat to him individually.
* Another teacher may think of it as a source of assistance and support.

While elaborating the concept of supervision Wiles says, "supervision consists of all the activities leading to the improvement of instruction, activities related to morale, improving human relations, in service education, and curriculum development.

It is a combination or integration of processes, procedures, and conditions that are consciously designed to advance the work effectiveness of individuals and groups.

Sharif and Saleem, (1980, P.66) conceptualises the supervision as, "a phase of school administration which deals primarily with the development of the appropriate selected instructional expectation of educational service. It is a phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectations of educational service."

The very common functions as viewed by Burton (1922) as quoted by Vashist S. R. (1993, P.3) in "Perspectives in Educational Supervision" are concerned with:

(i) the improvement of the teaching act (classroom visits, individual and group conferences, directed teaching, demonstration teaching, development of standards for self-improvement, etc.).

(ii) the improvement of the teachers in-service (teacher's meetings, professional readings, bibliographies and reviews, bulletins, inter- visitation, self-analysis and criticism, etc.).

(iii)   the selection and organization of subject matter (setting up objectives, studies of subject matter and learning activities, experimental testings of materials, constant revision of courses, the selection and evaluation of supplementary instructional materials, etc.).

(iv)   testing and measuring (the use of standardized and local tests for classification, diagnosis, guidance, etc.).

(v)   the rating of teachers (the development and use of rating cards, of checklists, stimulation of self-rating).

Thus, supervision is a service concerned with healthy development and balanced growth of the rising generations through the professional and personal growth of teachers. However, in order to comprehend fully the nature of supervision, please read the following below referred materials.

Kimball Wiles (1967)	*Supervision for Better Schools,* Third edition, London, Prentice Hall, Inc. Englewood Cliffs, N. J. pp. 5-10	1-3

To comprehend the efforts of Oliva in support of the topic, please read the following pages.

Oliva Peter P. (1984)	*Supervision for Today's Schools,* Second edition, New York, Longman Inc., 1560 Broadway, pp. 3-10	1-4

The latest ideas, nature, definition of supervision has been given by Bhatt and Sharma (1992) quite comprehensively and of worth reading has been referred below:

Bhatt B. D. and Sharma S. R. (1992)	Educational Supervision, Theory and Practice, Delhi, Kanishka Publishing House. pp. 1-8	1-5

1.4   Purpose of Educational Administration and Supervision

Purpose of educational administration is to direct for proper utilization of limited resources such as time, people, space. It involves activities which include planning, programming, budgeting, staffing, evaluating organization, communication and co-ordination.

Despite the common elements, there are differences at least in degree between the administration process of related to various social organization and educational institutions.

Educational administration is a "non-profit" making enterprise. For example, the purpose of an industrial administration is to produce goods, of course, to meet the needs of the people but their motive is to make profit. Usually, no business administration can run even on "no profit, no loss" basis, whereas educational administration aims at the development of human personality with out caring for the monetary gains.

That is way we may say that educational enterprise is a welfare enterprise. Obviously, educational administration is closely linked to life which needs to be transferred into a powerful instrument of social change. Even the survival of a democratic society is possible through education only. Thus, the main purpose of educational administration is people's welfare.

An educational administrator has to look into the interaction of the person involved. He has a special responsibilities. The channels of contact and communication have to be always kept open and free with the teachers, the students and their parents.

Educational administration is involved with totality of the educational enterprise. The purposes of the educational administration are basically that of implementation. So, some purposes of an administrator are as under:

(a)   *Resource Programme Planning and Policy-Making*

An administrator contributes in different capacities and at different levels in the formulation of plans and policies for specific aspects of the educational systems. The school administrations also help in the interpretation and implementation of educational plans and policies at the state, local and school levels. Administration also makes individual plans and policies.

(b)   *Provision and maintenance of Funds and facilities*

This is the most important purpose of the educational administration. An educational administration is ensured that the funds and facilities are efficiently used and well maintained to achieve desired objectives.

(c)   *Obtaining and Development of Personnel*

The ideal educational administration identifies and indicates the staff needs of the educational systems, as well as the specific types of personnel needed to meet the requirements.

Educational administrator also collaborates with the Federal, local schools, or ministry of education in making decisions related to educational personnel.

In school system, the school principal/headmaster or headmistress ensures proper employment, placement, use, motivation, development welfare and professional growth of the staff under his administration.

(d)   *Improvement of Instructional Programmes*

School programme management is the most important purpose of the educational administration. The ultimate goal of educational administration is improvement of learning and learning opportunities. The school administrator collaborates with the classroom teacher, students and supervisors in the selection of appropriate school activities, choice of subjects, textbooks, time tables, use of teaching facilities and aids, teaching methods and methods of evaluating school and student progress.

(e)   *Student Personnel Services*

The selection, orientation, guidance and counselling of students should constitute important aspect of the educational administration.

The ideal administrator have opportunity to achieve this purpose by ensuring that every student is given adequate opportunity and motivation to learn.

The school should encourage co-curricular activities (homes, games, student's councils etc.) as well as ensuring that adequate school health services, transportation, boarding facilities (particularly in Islamabad, Abbotabad or where applicable), moral civic orientations, discipline and adequate inter-personal relationships are maintained.

(f)   *Maintenance of Effective inter-relationships with the community and External Agencies*

The educational system, as an open system and a social organization, thrives on effective inter-relationships within it and with community.

The school administration ensures a good school community relationship through involvement of groups and in such groups as the Parent - Teachers Association (PTA).

The administrator must also ensure continuous contact with related external agencies like the boards, Ministries and other social institutions in the area.

In order to comprehend, purpose of educational administration. please consult the following books:

Orlosky Donald E., McCleary Lloyd E., and et-al (1984)	*Educational Administration Today*, Bell and Howell Company. pp. 6-7	1-6

Supervision is directly responsible for such functions and thereby contributes substantially to the production life of the organization. Therefore, the purpose of supervision is constant across all types of organisations to provide the conditions and promote the behaviour necessary for the achievement of organizational goals.

The main purpose of the supervision is to help teachers to improve instruction. It is democratic and scientific in nature and encourages such self-activated growth that the teacher is increasingly more effective in contributing to the achievement of the recognised objectives of the education with pupils under his responsibility.

Supervision at first was largely an inspection to determine the state of affairs, whereas, suggestions for improvement were present only indirectly. Today supervision is greatly affected by the increasing insight into the aim of the education. The relation of education to the society in which it exists, by the scientific method by the democratic philosophy. Now, it is becoming participatory and co-operation, and is increasingly oriented towards the fundamental aims of education and of society.

Dunn 1923, quoted by Vashist S. R. (1993, P.5) in *Perspectives in Educational Supervision* says, "Supervision has the large purpose of improving the quality of instruction, primarily by promoting the professional growth of all teachers and secondarily and temporarily by correcting deficiencies of preliminary preparation for teaching through the training of teachers in service".

In order to fully understand the purpose of educational supervision, please read the below referred materials:

Thomas J. Sergioranni and Obert J. Starratt (1983)	*Supervision. Human Perspectives.* McGraw Hill, Inc. PP. 8-10	1-7

1.5 Types of Educational Administration

There are three concepts of educational administration in education:
(i) The authoritarian
(ii) The Laissez-faire
(iii) The democratic

(a)   **The authoritarian or Aristocratic**
This is dictatorial and rigid which leaves no scope for individual initiative. The main reason was, our educational system, run by British. It was primarily designed to perpetuate their administrative control over the country by means of a strict and authoritarian system of education. This type virtually amounted to police services.

The administrator never bothered to listen to his subordinates. He believed in threats and black mailing. Actually he imitates that he can do every thing himself. He never accepted the proposal, and any advice given by his staff, even he rejected very useful proposals with sarcastic remarks. Some times he became angry on such proposals and the proposer was never for given. He criticised encouraging remarks, ultimately the worker felt insulted and discourage.

(b)   **The Laissez-faire**
The idea of this type of administration is derived from economists who pleaded labour force during the industrial revolution of Chicago I. L. (IWINOISE). It was based on the foundations underlying the following concept.
(i)   Live and let others live
(ii)   Autonomy
(iii)   Bargaining power
(iv)   Conducive working environment
(v)   Industrial hazard compensation
(vi)   Partnership

In this system administrator has a very lose control over his staff. In the light of above foundations, obviously the administrator was under constant interference of either professionally sound or unskilled teachers. Consequently, the administrator became dishearten and his interest in educational affairs decreased.

He left every thing on their own. Thus administration/surrounded by unnecessary less professional interference resulted in total failure in term of quality of education.

(c)   **The Democratic**
This kind of administration is democratic administration. It is held that administration based on a free process of interaction between teachers and educational administrators makes for better results in education, both from the stand point of teachers and pupils. This is known as democratic administration.

The first type of educational administration could not play a vital and beneficial role to the individual because during the British period the main objective of educational administration in the educational institution was to exercise control. With this end in view, is served to measure the quality of instruction imported in different educational institutions and determine the size of government grant payable to these institutions. Resembling very largely the system of the policy department, it tended to be a rigorous inquiry into the bonafides and efficiency of an educational institution.

This very idea of exercising control and discipline had infiltrated the education department and the administration turned out to be a process of fault-finding and prevention of violations of rules which become naturally very predominant.

We know that educational administration is an essential function for keeping up the standard of any education system and to reach the goal as suggested by various commissions and committees.

The democratic type of educational administration can be called a good educational administrative type which will help staffs particularly teachers depending upon themselves and not upon others.

A good administrator first tries to understand the problems faced by teachers and tries to find an acceptable solution according to the need of the teachers or staff. The democratic approach provides opportunity to every one to work closely with administrator analysing problems of teaching and learning and finding solutions jointly.

The basis of the democratic type is the recognition of individual worth.

The democratic type demands that all those that will be affected by a decision must have a say in the formulation and development of the decision.

In the school setting, the students, parents, and staff must participate in decisions regarding school rules and regulations, school activities, discipline and extra-curricular activities. Each student should have a 'ray' in the decision of his own programme of study. Therefore, the school administrator must involve each or all segments of the school community in making decision affecting their lives and welfare.

It would not be out of place to mention that the school democracy differs from political democracy. The political democracy may imply 'party in power' and 'opposition party', whereas the school democracy is a no party system where every individual has a right in his own way for being involved in decisions affecting him.

For further details please read the following referred material.

Musaazi, J.C.S. (1988)	*The Theory and Practice of Educational Administration.* Macmillan Publishers Ltd, London. Pp.63-68.	1.8

1.6   Scope and Levels of Educational Administration

Scope of educational administration is as vast as that of education itself. Any thing done to improve the quality of education at any stage, ranging from supply of physical facilities to the highest cultural or academic needs, comes under the scope of educational administration.

Any activity facilitating the achievement of educational goals is a part of educational administration. Such activities could be at the school, college level, at the state department, the provincial or the regional level. It involves the following:

(i)   Creating an adequate framework for educational administration in all its facts.

(ii)   Helping the practitioner to view administration as a complex of simultaneously varying factors rather than a set of fixed or specific techniques.

(iii)   Providing general answers, suggestions or approaches to specific administrative situations.

(iv)   Allowing the practitioner to incorporate and utilize knowledge produced by several disciplines to gather facts about administrative issues and problems.

(v)   It provides administrator with a conceptual frame-work for the collection and ordering of data, information, and observations on administration.

(vi)   It suggests to the administrator the classes of events and the antecedent consequent and other dynamic relationships among events.

(vii)   It points to a problem calling for solution and leads to suggestions that can motivate and guide research in the field.

The most important thing is to clarify and to make sense of what may appear to be a confusing situation. It helps the administrator to identify the relationships between elements and therefore makes useful decisions that would have been difficult to make without a theoretical base to avoid such situations.

At the govt. level, the minister of education is at top and is responsible for education in the state. Some times, he is assisted by the minister of state. He controls the educational policy and directs its execution. The executive head of department is the secretary to govt., which is incharge of the education department. He is directly responsible to the minister for all departmental activities. There is an administrative set up of Ministry of Education under the minister who translate policies in credited by him into action.

There are two wings in the federal department of education. These are
(i)   The Secretariat and
(ii)   The directorate.

(i) Secretariat of Education

The Secretariat is directly under the minister of education to frame policies regarding various aspects of education. The secretary of the education department is the head of that department and is generally assisted by an additional secretary, a joint secretary, deputy secretaries, other officials and their supporting staff. This secretariat serves as counter parts of Federal ministry of education.

The main functions of this secretariat are:
(i)   Promotion of the cause of general, technical and scientific education.

(ii)   Formulation of educational policies and co-ordination of educational activities for the province.

(iii)   Implementation of the educational policies, formulated by the federal government.

At present the education secretariat comprises the following six wings:

1.   *Administration wing*
        The administration wing is responsible for general administration of education secretariat. Some responsibilities are;
                Recruitment and management of personals.
                Rural and regulations of the secretariat.
                Maintenance of personnel accounts and other records. etc.

2.   *Planning and development wing*
        The planning and development wing is concerned with matters relating to planning of education at all levels.

3. *Institution wing*

The wing concerns itself with the administrative matters of attached departments, learned and other autonomous bodies. The wing also co-ordinates the programmes of higher education in collaboration with the University grants commission.

4. *Sports and welfare wing*

The sports and welfare wing has responsibilities in the areas of scrutiny and girl-guides sectors and sports sector. Students and teachers welfare, award of special medals and scholarships and development and supper-vision and sports programme and activities at federal provincial levels are also the responsibilities of sports and welfare wing.

5. *Curriculum wing*

The curriculum wing has responsibilities to deal matters relating to national curriculum policy from primary to higher secondary classes and teacher's training etc.

6. *Science and technology*

The science and technology wing's functions include: development, construction and maintenance of federal government educational institutions, planning and monitoring science and technology programme from Grade I to Ph. D. levels, preparation of programmes and guidelines for improvement of science and technology education, co-ordination of the work of providential education departments in the areas of technical and vocational education and technical teacher training.

(ii) *The Directorate*

The directorate executes the policies framed by the govt. from time to time. At present, there are many Joint Educational Advisors, directors and for the entire education system of the Federal Govt. Each Joint Secretary is the head of primary education and non-formal education programme, institution wing, administrative, planning wing and curriculum wing and other departments.

— *Federal directorate of education*

The Director General is the Head of the directorate of education. He is assisted by Directors and Deputy Directors, Assistant Directors and other supporting staff.

The main function of the directorate is the preparation of plans, budget, appointment of the teachers and other staff etc. Soon after the plan ceiling for a particular year is fixed. Plan proposals are prepared by the directorate in the light of

guidelines received, and these proposals are sent to the Secretariat for final processing and approval in consultantion with planning and co-ordination department and the finance department. After the proposals and schemes are approved and budget provision is made, the education department initiates region for sanction of the schemes and proposals.

In the constitution, education in Pakistan is a provincial concern. The provincial departments of education are counterparts of the federal ministry of education. Within a province the Minister for education is responsible for policy matters concerning the departments. He conducts the business of the department in the provincial assembly, submits cases to the Governor for seeking his approval on important decision. School, college and university education, co-ordination of schemes for higher studies abroad, grant of scholarships, education of handicaps (special education), promotion of scientific research, art and literature, production and distribution of education and scientific films, libraries, service matters, except those entrusted to services, general administration and information department are the main subjects of the education department of the each province.

Directorate of public instruction

In provinces, the Director of public instruction is the head of the directorate of education. He is assisted by Directors, Deputy Directors, Assistant Directors. Infect, the directorate is also the connecting link between the govt. and different agencies involved in the educational process. The main function of the director of public instruction is the same as the director general of the Federal directorate of education.

Directorate of technical education

The head of this directorate is called a director technical education. Deputy directors, assistant directors and other officials work under his supervision.

The executive functions of the directors are:

Implementation of schemes regarding development of technical education, administration, supervision, guidance, establishment of educational institutions, physical education programmes, in-service training, refresher courses, library facilities, training of teachers, imparting education to post matric classes, foreign scholarship, grants of internal scholarships etc.

Directorate of sports and physical education

Director sports and physical education has the responsibilities to carryout business of Punjab Sports Board. He formulates and implements government policies regarding promotion of sports and physical education in the province, conduct youth

tournaments in the province, arrange training and coaching camps/programmes of talented players etc.

— *Directorate of libraries*

Director general libraries keep close contact with the educational bodies of the regional, divisional, and district headquarters for the development of libraries in the province.

He advises the provincial government regarding the ways and means of improving the existing libraries, prepare schemes for opening of new libraries and for maximum utilization of library services by people of all age groups, etc.

— *Directorate of curriculum research and development*

Director of curriculum research and development centre controls and supervises the administrative work of curriculum research, development centre, etc.

— *Autonomous department*

Universities, boards of intermediate and secondary education including chairman, boards of intermediate and secondary education, chairman boards of technical education and the chairman text book board are the autonomous departments.

Within a region the DEO is responsible for the administration of school administration in a district. There are separate district education officers for boys and girls schools, but their functions are identical.

He is responsible to the director of school education of the region for effective organization and administration of the district education office and for development of primary, middle and high schools in the district.

The DEO is also responsible for supervision and control of all staff in the district as well as for the effective utilisation of all resources available or provided for school education in the district.

Deputy district education officers has specific duties assigned to him/her by the district education officer. There may be more than one DDEO in a district.

Sub-divisional educational officers are responsible within their respective sub-division for instructional and staff supervision in the schools.

He/she has full responsibility for administration and management of sub-divisional educational offices. SDEO assists the DEO on all matters pertaining to the promotion of school education in the district of which his/her sub-division is a part.

Assistant sub-divisional education officer's functions are very important. He deals with all matters related to pay fixation of the teachers, grant of scholarships, etc. He also deals with sanction of expenditure, appointments, transfers, promotions and fixation of class IV servants and appointments, transfer of primary teachers within the sub-division respectively. He assists the DEO.

Assistant education officer being a professional guide and education officer also being a professional guide possesses the required competencies and keeps himself abreast of the latest developments in the field of education.

At district level there is a district education officer assisted by deputy education officers and assistant education officers.

Note: Two examples showing the structure of provincial directorate and secretariat are being shown below:

DEPARTMENT OF EDUCATION
GOVERNMENT OF BALUCHISTAN

Secretary Education

Director Education (Colleges)

Deputy Director Colleges – I

Deputy Director Colleges – II

Deputy Director Colleges – III

Assistant Director Phy. Edu.

Asst. Accounts Officer

Scholarships Officer

Principals Degree Colleges

Principals Inter Colleges

Principals Polytechnic Institutes

Principals Commercial Institutes
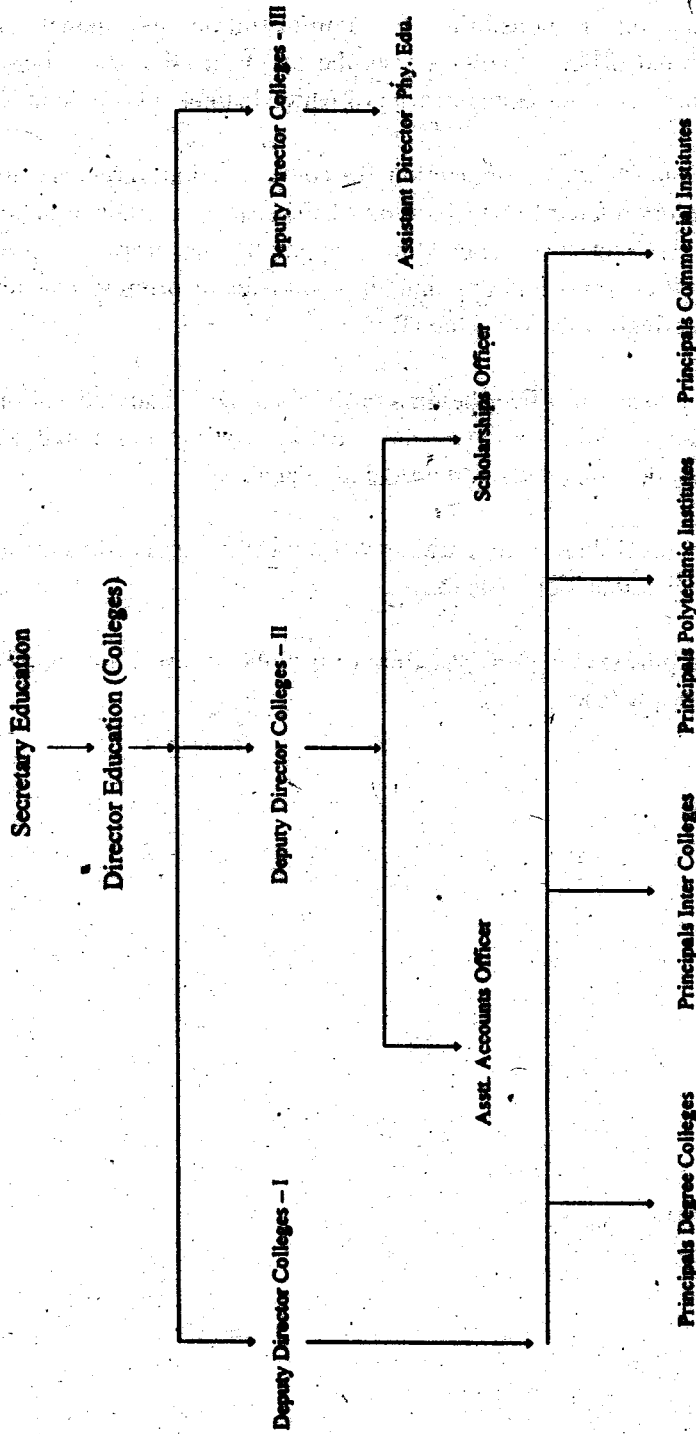
Provincial Secretariat

DIRECTOR PUBLIC INSTITUTION (COLLEGES) PUNJAB DEPARTMENT

Provincial Directorate

Education Secretary

D. P.I. (Colleges)

Divisional Directors of Education (Colleges)

Asst: Dir. (Admn. Male)

Principal,
Degree and
Professional
Colleges.

Asst: Dir. (Admn. Female)Dy. Director (Male Admn)

Principal,
Intermediate
Colleges.

Jr. Asst: Dir. (Establishment)

Jr. Asst: Dir. (Physical Education)

Dy. Directoress
(Planning)

Dy. Directoress
(Female Admn)

Librarian

Asstt: Director (Admn)

Asstt:
Director
(Planning)

Research
Officer

Statistical
Officer

Asstt: Director (Regu)

Asstt: Director (Phy. Edu)

Jr. Asstt. Director
(Budget)

Jr. Asstt: Director
(Establishment)

1.7 **Activities**

1. Prepare a chart showing main points of the educational administration.

2. Discuss the purpose of educational administration and supervision with any administrator and list below the main points of the purpose of educational administration and supervision:

   _____

   _____

   _____

3. Draw a diagram showing the types of educational administration with their definition.

4. Discuss scope and level of educational administration with any of the District Education Officer or Deputy District Education Officer of your District and prepare an organisational chart showing a level of educational administration at district level.

1.8   Exercise

Q. 1   Explain the concept of educational administration and supervision.

Q. 2   Discuss purpose of educational administration. Also give some examples to support your answer.

Q. 3   Critically examine the types of educational administration, which one is the most appropriate for Pakistani situation support of your statement.

Q. 4   What do you understand by the term scope and difference between the level of educational administration, give details.

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Unit No. 2

HUMAN RELATION IN
EDUCATIONAL ADMINISTRATION

Written by:
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2.1   Introduction

The working people of every organization have different attitudes, interests and talents. But their specific objective is to work in a spirit to achieve the aims and purposes for which the organization stands. Each one has certain duties alloted to him and is obliged to discharge them to the best of his knowledge and ability. Mutual understanding and relationship among the members of the organisation is very important for the success of the organization.

According to Beach Dole (1985 P.67) although each of them makers his own unique contribution, there are unifying and consistent themes among their works. They exhibit an optimistic view of the nature of man. They believe in his basic goodness. They believe that high performance can better be achieved by self-direction and self control than by rigid practicing bureaucratic regulations. Positive motivation, supportive leadership, and group methods of supervision are emphasized. They hold that the desirable organizational climate is one in which employees and managers can be more open, genuine, and trusting of others. Collaboration and team work are preferable too the all too-common destructive inter-personal competition that we witness in business enterprise.

For good relationship, the total work to be carried on must be grouped by kind or type into divisions, departments, sections, and units. Means must also be devised to provide for coordination and integration of people and their activities.

According to Zulkaif (Dr.), the term "Human Relations "applies broadly to the interaction of people in all types of endeavour in business, govt., social clubs, schools and homes. Much of this interaction is in work organizations where people have bound together in some sort of formal structure to achieve an objective in a specified period. The human interactions that develop are called organizational behaviour or employee human relations. Human relations apply behavioural knowledge in operating organisation to build human cooperation towards organisational ends. It is an action-oriented and goal directed process. This unit discusses:

a)   the phenomenon of human relations in educational administration
b)   its present position of human relations in the institution
c)   improving relations in the educational institution
d)   developing relations between head
        -        teacher and students and
        -        administrator and the community
e)   human relation models of administration (theoretical)
f)   steps to improve the relationship.

2.2 **Objectives**

It is assumed that the study of this unit will enable the students to:

1. Describe the meaning of human relations in educational administration.

2. Explain the present position of human relations in the educational institutions.

3. Identify the main factors which improve relations in motivating in persons in the educational institution.

4. Compare the relationship between
   i) Head, Teacher and students
   ii) Administrator and the community.

5. Explain the steps to improve the relationship

2.3 **Present Position of Human Relations in the Educational Institutions**

Human relations factors are important in educational institutions. Most of the departmental executives often are unwilling to accept close domination of their organizational members he desires independence. The members also want to run their own work and to be rewarded for what they are able to accomplish in their own department.

Some executives of the educational institutions are cooperating to accept close domination from their superiors. They want to run their tasks in the cooperation with their seniors.

Healthy human relations motivates them to work together productively, and with economic, psychological and social satisfactions.

As we know, our system of educational management and supervision is a legacy of the pat and is not equipped to cope with the increasing and changing demands of education in the country.

Many endeavours was made to develop and promote the sector of education through formulation of different policies, plans and programmes.

According to MusGrave, (1972, P.150) "The occupation of teaching is based on a personal relationship between, on the one hand, children ratio are lacking in knowledge and their parents, even if they actually have this specialized knowledge, do not know how to impart it, and on the other, a teacher, is usually trained and is guaranteed to be of good character".

In this profession the exact balance between the teachers' duty to children and parents and his own interest is difficult to assess.

All teachers are members of institutions and do their work of helping children within an administrative framework. The teacher deals with many people as he plays his role of teacher. Teachers can hope to influence this system only if they have some knowledge of the administrative machinery within which they are operating. He has been formed by the social system and in turn he forms the system. He can very easily transmit the values that he has picked up as he has grasped through a long process of educational system.

He plays a key role in how and what children learn. The most important thing in teaching is not what the teacher, but, what he does for the students to learn? Personality, skills and understandings of principles of teaching and learning are important factors. Teacher takes into account the sensitive characteristics of the learners and the demands of a situation. He does whatever is needed for proper learning at a particular moment.

Some students need safe and protected environment in which immediate help is available should they falter. Other learners produce nothing in such an environment, they need an environment in which expectations are high and more independent performance is required. The teacher should be sensitive to such needs of learners and adjust his methods.

The teacher-learner relationship is usually described as, "empathic", "accepting", "understanding", "warm", etc.

This relationship is productive when the learner becomes a partner, that is, he assumes responsibility for his learning and uses the teacher as a guide or resource persons for his learning effort.

This relationship helps in:
i)   identifying learning objectives from the knowledge of learner's current state,
ii)   identifying a learning objective from the behaviour that is relevant to achieving.
iii)   incorporating principles of learning into the organisation of material, to be learned.
iv)   incorporating principles of learning into the learner's active pursuit of the learning objectives.
v)   motivating the learner intrinsically and extrinsically to activity pursue

the learning objectives. To further comprehend teacher-pupil relations, please read the characteristic which are peculair to interaction between teachers and pupils with below referred material.

Hargreaves David H. (1967)	Interpersonal Relations and Eucation, London, Routledge Kegan Paul, pp.113-116	2-1

- *Human Relations in Motivating Persons*

A key activity in human relations is motivating persons. Students, teachers, headmasters, parents supervisors, all these people are source of greatness in the educational institution.

Both a person and an organisation seek results effectively, that is with minimum inputs in relation to out-put. Supervision emphasis the need to improve the relationships among organizational members, through an understanding of the human nature the individuals social and psychological needs, and the role of informal relationships.

Physiological needs include needs, for adequate good, proper balance of activity and rest etc. Needs for love, belonging and esteem are actually social needs. Each child wants to feel loved and wanted in home as well as at school. He also desires to be accepted and recognized as a worthwhile persons.

It is generally accepted that a child personality has four aspects, i.e. physical, mental, social emotional.

The educational institution is to equip each child within the limits of his capacities and interests, successfully as an individual and as a members of the society.

For more comprehension, go through these pages.

Hargreaves David H. (1967)	Interpersonal Relations and Eucation, London, Routledge Kegan Paul, pp.62-67	2-2

- *The Relationship Between Resources and Social Power*

Hargreaves (1967, p. 104) Paul says that "The relationships between resources and social power has been demonstrated by Gold (1958) among children agreed between five and twelve years. Gold gave the children two tests, one to find out which proportion were valued by the children and which members processed. The resources, and the other to find out who exercised most influence. He confirmed that the group members who were attributed most social power also possessed more resources".

He further stated that "In al the groups al helpful and friendly personality was regarded as a resource, but it was only in boys groups that strength and fighting ability were resources."

However, for further details of topic, please read the below referred material.

Hargreaves David H. (1967)	Interpersonal Relations and Eucation, London, Routledge Kegan Paul, pp.88-90.	2-3

2.4 Improving Relations in the Educational Institutions

The purpose of establishing good human relations, is to discover man again, the man who has been too much forgotten, neglected, abandoned, impersonalized and mechanized.

As we know that all persons have certain basic drives, which motivate their behaviour. They also have certain satisfactions which need fulfillment, and psychological needs, which in large part, govern their behaviour. It is essential for the headmaster, teachers supervisors and other educational experts to understand the basic relationships of an individual's drives, satisfactions and need to his behaviour patterns.

Common human drives are the wish for security based on fear and avoidance, the drive for response based on love and friendship, the drive for recognition based on social approval and appreciation for experience based on curiority for adventure and excitement.

The most important satisfactions which an individual strives are afflict, acceptance and security, a sense of personal adequacy, recognition as a worthwhile individual, feelings of accomplishment or success and opportunities to obtain new experiences.

Basic needs of almost all human being are: a feeling of security (Physical, emotional and economic), a sense of adequacy, a sense of social approval and a sense of self-esteem.

Life is characterized by stream and stresses which every human being has to face. These are actually barriers without solving which an individual can not achieve his goals.

In supervision, we must know that behaviour which appears to be stupid, irrational or mean, is often a response to frustration. With this understanding the

supervisor may change the resulting behaviour by: (i) changing the situation, so that either the source of frustration is removed or another less damaging defines is chosen, or (ii) changing the individual so that he can deal with the sources of frustration constructively.

For examples, if the source of frustration is situational, lack of equipment, over crowding in the class etc, the supervisor may procure equipment or to appoint another teacher so that the class could be split into groups.

To enrich your knowledge about the topic. Please read the following referred pages.

Bittel Lester R. (1980)	"What Every Supervisor should know," The Base of Supervisory Management, 4th edition, New Delhi, Tata McGran-Hill Publishing Company Ltd. pp.53-57	2-4

2.5   Developing Relations

Education is characterized by the intellectual capacity of the persons constituting the categories of teachers, learners and heads or administrators.

Educational enterprises in many respects after the human relation movement are showing eagerness to establish a balance between:

1.   The organization and its members

2.   Organizational objectives and individual goals

3.   Output and the people

An educational institution which is aware of the interests of the people concerned as well as the need to maintain the highest possible output. This is evident in the type of motivational forces which are being recognised and used. Let us see how we can develop relation between head, teacher and student. Heads, teachers and students like other human beings, differ form each other in size, physical features, voice, motivation, interests etc. Some are well adjusted in life and profession, some face problems of all sorts and cause a good deal of concern to the supervisor and others. Some are physically healthy or ill; some are emotionally stable, or disturbed. Supervisor should encourage and assist not only for their own sake but also for the interests and mental well bring of their pupils.

Both the head and the teacher are the means which the society employs for the proper education of the rising generation. The teacher works with the children while the head's main task is to assist and guide the teacher. Both use different methods and procedures to achieve their common objectives, i.e. better education of children.

It is well known that the teachers, like children, differ widely from each other, particularly in their attitudes to their work. Some are enthusiastic, some are indifferent, while some fail to inspire the students inspite of their enthusiasm.

Teachers may be able to stimulate and inspire the continuous upheaval of every pupil towards the richest and the most intelligent participation in the modern democratic society and to develop a better education for the children.

After these introductory lines, please go through the below referred pages.

Misner Paul. J. Schneider Frederick W., and Keith Lowel G. (1966)	Elementary School Administration, 4th edition, Columbus Charles I, Merrill Books, Inn. Pp.120-123 .	2-5

Up to this point we have discussed some different aspects of head-teacher and students relationships. In the following referred material we have details discussion about relationships between teacher and pupils which a recharacterized by formality, coolness and distance.

Hargreaves David H. (1967)	Interpersonal Relations and Education, London, Routledge Kegan Paul, PP.180-200	2-6

(a)   *Developing Relations Between: Head, Teacher and Student*
According to Miner, Keith and Schneider, 1966, p.15, "The head has contact with the public in many ways. He works with many people individual and in informal and formal groups, both within and without the school system".

The Head has a special responsibility for the promotion of good interpersonal relations among members of his staff. They has further stated that "The quality of staff relationships depends a great deal upon the administrators; his actions often speak louder them his words. The manner in which the administrator relates to others will demonstrate whether he has a sincere belief in the worth of the individual or not. the emphasis upon human relation in elementary school administration is a part of the new shift in concepts of administration in general. One of the greatest services the elementary school.

Principal can offer is the encouragement of his staff members to be punctual, altert and spontaneous, so that relationship which are mutually satisfying and productive may be developed between the individual members".

It is becoming more and more apparent that effective school Heads and these who show a sustaining interest in the creative work of their staff members, and who extend sincere appreciation for their contributions.

(b) *Developing Relations Between: Administrator and the Community*
The most important concept is democratic leadership. It means that one should respect the worth and dignity of every individual have faith in the intelligence of common man and in the value of cooperative experience, and believe in the improvability of society.

Administrator is logically in the best position member. Administrator among rank and the community member. Administrator is human being; he is also employee and the head of the school or institution administrator plays a vital role in making good relations between school and community. Because school is an integral part of the community it serves. Both have common, vital interest in the physical, mental and moral growth of children. This mutuality of interest should have brought them regith, but, somehow, their relationship particularly in rural areas is characterize by sheer indifference. this has prevented the school from playing its destined role in regenerating the community as well as from utilizing multifarious community resources to provide life like educational experiences to students. Educationists and curriculum experts or designers have come to realize that good instruction and good school-community relations go together. It is a function of administrator to help school and community work together for providing better and 1 ich learning experiences to children.

The administrator of an individual school is they key person. He works to create a common philosophy of education with teachers, parents interested community leaders and the children themselves.

Below referred material is awaiting your attention so that you can comprehend the topic in a better way.

Misner Paul. J. Schneider Frederick-W, and Keith Lowel G. (1966)	Elementary School Administration, 4th edition, Columbus Charles I, Merrill Books, Inn. pp.59-61	2-7

2.6 Human Relation Model of Administration (Theoretical)

Human relations is something that takes place between people. It takes place between an employee and boss, between one worker and another, between a teacher and head, between teacher and students. It takes place between two or more group.

To know one's own self is one of the most difficult things to do in life. If difficult, it is nonetheless essential for good human relationship.

There are many Human Relation Models of Administration which develop good human relations between people; these includes.

(a)   Seeing oneself through the eyes of others.

(b)   *Self-realization*
        It is the blind person who is all the time blaming others and creating ill will all around. He can never be an effective administrator. He can not create a sense of loyalty and motivation to others.

(c)   *Helpful Counselling*
        Counselling is a specialized techniques. It is describable for administrators to acquaint themselves with the fundamental principles of counselling.

(d)   *Knowing others values*
        One of the most important qualities of an administrator for motivating the people, especially subordinates in that the must know their goals in life, their standards, their values and cultural background, their image of themselves, their expectations from others, their frustrations, their hopes and fears. He should also know the political and occupational groups to which they belong.

(e)   *Participation in Planning*
        Participation of the members of the institutions in the implementation of certain programmes is necessary in the organization. One thing is important in this connection that the followers should not be made to feel that they are being ignored.

(f)   *Kindness*
        Kindness is a principle which may not be accepted and practiced by an authoritarian personality but researchers reveal that kindness could be aplied, where it is really needed. As we know that kindness always leads to happy results; sometimes just a pat on the shoulder saves the individual from many pit falls in life. Punishment wrongly awarded may lose the individual for ever.

(g)   *Optimum Communication*
        Proper communication between the seniors and the jurors is highly desirable for

good human relationship and for good administration of an organization. One of the reasons for in discipline of good human relationship seems to be that the real line of communication between the staff of the institutions is broken with the result that they fail to understand one another.

(h)   *Evaluation*

Social sciences can provide scientific methods to avoid waste of time, money and energy and help the organizations in making their policies successful in modifying them, through a process of evaluation.

2.7   Steps to Improve human Relationship

Management at any level accomplishes its tasks and also through the action of the people. In educational administration and supervision the interpersonal relations are most frequent and most interns.

An administrator should be emphasized on the following key objectives:

(a)   To grasp the full extent of the supervisory job so as to be able to integrate technical know-how, administrative skills and sensitivity in employee relations.

(b)   To understand how people view their work so as to be able to create and sustain conditions that private the most satisfaction.

(c)   To be aware of the individuality and basic needs of the employees so as to be able to motivate them in a variety of ways.

(d)   To recognize the extent and the power of group influence so as to be able to direct it synergy toward productive ends.

(e)   To accept the presence of confliction organizations but to be able to summarize it and build an atmosphere that encourages cooperation.

(f)   To study the various approaches to leadership so as to develop to the fullest your own innate capabilities.

The job of supervisory staff is so demanding that higher management tends to look for super people to fill the role. Here are some of the qualities most commonly sought.

i)   Energy and good health,
ii)   leadership potential,

iii)   ability to get along with people,

iv)   job know-how and technical competence,

v)   initiative,

vi)   Dedication and dependability,

vii)   Positive attitude toward management.

Moreover, if the administration/supervision strengthen the relationship, he or she has the following responsibilities.

An administrator must, above all, dedicate themselves to the goals, plans, and policies of the organization.

Employees expect their supervisors to protect them from unfair treatment, to see that the work place is properly equipped, and to provide direction and training.

The relationship between administration or supervision and staff department is not only theoretical support but also material support.

Team work is essential in the supervision. There is a great deal of departmental inter dependence. The goals and activities of one department must harmonize with those of other.

The most important step in improving the relationship has stated by M.W. Keartings, 1986, P.156 as, "John Amos Comenius, the proven bishop and outstanding European educator of the seventeenth century, wrote in the Create Didactic. "Let the main object of this, our didactic, be as follows: To seek and to find a method of instruction by which teacher may teach less, but learners may learn more".

In short we may now wind up the discussion with the statement that the main step in improving the relationship among the students and Head of the institutions is the teacher's suitable attitudes, knowledge and skills.

Let us study Miner, Schneider and Keith to fully comprehend the topic.

Misner Paul. J., Schneider Fredirick W, and Keith Lowel G. (1966)	Elementary school Administration, 4th edition, Charles E, Merrill Books, Columbus Inc. pp.120-123.	2-8

2.8   Activities

1.   Discuss the topic of present position of human relation in the institutions, with your colleagues and then enlist ten main points in your note book.

_____

_____

_____

2.   Please following topic 2.4 with the course coordinator, and then write down the main features of improving relation in the educational institutions.

_____

_____

_____

3.   After discussion the topic developing with the head master of your area list main recommendations about the head, teachers and students relationships.

_____

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4.   Consult as education administrator and list the main characteristics of human relation models of administration.

_____

_____

_____

5.   Visit your nearest school, observe critically and suggest some other steps to improve the relationship in the institutions.

_____

_____

2.9   Exercise

Q. 1   Describe Human Relation in Educational Administration.

Q. 2   Critically examine the present position of Human Relations.

Q. 3   Explain the teacher-learner relationships.

Q. 4   What do you understand by Head, teacher relationships in the institutions? Please explain it.

Q. 5   Differentiate the relation between administrator and the community. How do you develop good relation between them?

Q. 6   Discuss the characteristics of the human relation model of administration.

Q. 7   Explain the main steps to improve the relationship.

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      G, (1966)

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Unit No. 3

EDUCATIONAL PLANNING

Written by:
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3.1 Introduction

Planning is a process which rests on a document which aims at achieving specific developmental goals of a country. This process includes an analysis of the present situation and forecasts for future. It is based on certain assumptions for future and strategies to be used for achieving the national goals. It starts with the identification and determination of sources and their optimal use for the achievement of these goals. The prime purpose of planning is to provide a basis for allocating scarce resources among the priorities for overall development of all sectors of a country.

The education sector is one small part of the economy like health, agriculture, industry and mining etc. Educational planning is mainly the work of planners, experts, authorities or the bureaucracy which administers the education services. But professionally it should be in the hands of education leaders.

Education is a central pre-occupation of every nation, so the educational plans can be carried out with maximum success if they are based on the changing needs of the country to compete the other countries of the World.

Siddiqui (1990, p.3), says "one of the major characteristics of modern life is our positive attitude for planning. Planning involves our perception about future either on short-term or long term basis. Perspective planning requires a more critical look into the alternatives futures on fairly long term basis".

It means that planning is very important in every day life for the developing countries like Pakistan. Planning is used in an organizational set up as a function of management which provides better forecasting and control of manpower and productivity Educational planner lays emphasis on the availability of educated and reasonably trained manpower at the time for achieving the national goals.

The UNESCO, Commission(1966, p.5) rightly observed that: the destiny of any country is in the hands of a small percentage of the population who are the creative leaders. A major percentage of these leaders must be planners in order to provide the sparks needed to develop the country's infrastructure.

Educational planning should aim at development of education as well as the drawing up of state, regional, district and institutional plans. These plans should intelligently match the needs and resources (both financial and material). Similarly, the planning process should aim at surveying the requirements of trained manpower in the employment market as well.

Educational planning is a continuous, systematic process, involving the application and coordination of social research methods, and principles and techniques of education, administration, economics and finance, with the participation and support of general public, with a view to securing adequate education for people, with definite aims and in well-defined stages, and to providing every one with an opportunity of developing his/her potentialities and making the most effective contribution to the social, cultural and economic development of the country. (The Inter-American Seminar on Planning for Education, Washington D.C.)

Educational planning involves the planning of the educational system, its curriculum and instruction, its expansion, improvement, the balance of its different parts, its administrative services etc.

3.2   Objectives
It is assumed that the study of this Unit will enable the students to:
1.   describe the meaning of planning in terms of its concept;

2.   Identify essential elements of planning;

3.   Explain the need and scope of educational planning;

4.   Discuss regional, and national planning;

5.   Appreciate review and discuss the problems of educational planning.

3.3   The Concept of Planning
Planning is synonymous with an analytical problem-solving approach to decision making. It is relevant only under freedom of action on the part of decision maker, and is constrained to those action domains which influence or create impact upon specific goals.

Planning begins when decisions are taken for action and means of achieving goals are worked out.

Bhat and Ravishankar (1985, p.53) define planning as "the function that determines in advance what should be done. It consists of selecting the goals, setting objectives to reach goals, developing policies and procedures for designing programmes to achieve goals and devising logical, goal-directed programme structures for budget evaluation purposes". They further say that "Planning is the key stone of management

and as such it should be the primary tool of the educational manager. It is the tool that enables the manager/head to accomplish the mission of his organization."

Wheeler quoted by Zaki (1988, p.20) says "Planning of any kind is basically the endeavour to work out how to achieve the maximum possible with the resources available."

According to Henri Fayol (1949, p.30), "planning as an essential function of management and administration, particularly in large and complex organizations, is understood to have been known and used long ago. Certainly the constructions of the ancient city of Moen-jo-Daro, the pyramids of Egypt and the Great Wall of China would have not been possible without Planning."

According to Bhat, (1985 p.2)"it is an organized, conscious, and continual attempt to select the best available alternatives to achieve specific goals.

Siddiqui (1993,p.71) says that "Planning involves not only deciding what should be done to achieve a particular goal but also deciding the sequence in which the various activities should be performed in order to proceed in a logical and orderly manner step by step towards the achievement of the goal". According to Dror, "planning is a continuous process which involves decisions or choices, about alternative ways of using available resources, with the aim of achieving particular goals at some time in the future".

In order to comprehend the concept of planning, please read the below referred material:

Zaki, W.M. (1988)	"Educational Planning", Islamabad, National Book Foundation, pp.20-35	3-1

3.4   Essential Elements of Planning
The essential elements of planning are the following:
a.   Pre-planning
b.   Planning:
    i)   Diagnosis;
    ii)   Policy;
    iii)   Costs;
    iv)   Targets; and
    v).   Feasibility

c.   Plan formulation
d.   Plan elaboration
        i) Programming
e.   Plan implementation
f.   Evaluation
g.   Replanning

(Based on Zaki 1988: p.58)

The formulation of educational objectives and their approval by the appropriate authorities is major task in the pre-planning.

Zaki has discussed the stages of planning:
According to Zaki, (1988, pp.56, 58) "The diagnosis of the existing situation would reveal deficiency which needs to be removed with a view to enhancing relevance, effectiveness and efficiency. Such a corrective action has to be based on the national educational policy spelled out by the competent authorities.

Costing of future need is the next step. It would help determine the magnitude of financial outlay which should be available if the determined goals are to be achieved.

By extrapolating data pertaining to past trends, the educational planner sets targets and establish his priorities, of course, keeping in view the resources likely to become available in the future. He also examines alternative means of achieving the objectives.

Zaki (1988, p.58) has discussed plan formulation stage of planning as, "it is the preparation of brief, succinct but adequate statements for the purpose of:

(i)   enabling the appropriate national authorities to make decision and approve the programme; and
(ii)   providing a blue-print for action and implementation.

The targets may be set according to the identifiable needs and priorities assigned to them. But they have to be subjected to feasibility testing to ensure their consistency and achieveability".

He has also discussed plan formulation, plan elaboration, plan implementation and evaluation in his below referred book. Please read the referred material for further comprehension:-

Zaki, W.M. (1988)	"Educational Planning", Islamabad, National Book Foundation, pp.58-59	3-2

However, in order to comprehend fully the essential elements of planning, please also read the below referred material of M.A.EPM course code 502.

Siddiqui S.A. (Dr) 1993	"Processes of Educational Planning," Educational Planning Process in Pakistan, Islamabad, AIOU, pp.43-49	3-3

3.5 Need and Scope of Educational Planning

"Planning education has been necessitated by rapid expansion and development of education in the recent past. In the last two decades, changes within and outside of the education system have increased the importance of its planning. The changes caused by rapid economic development have created increased demand for more highly qualified people in an increasing number of fields. Socio-economic growth has developed higher standards of living and as more education has given greater prospects to the educated, this had created greater demands in the society for more and more facilities for education. This is a simplified interpretation of the present situation of education in most developing countries. It is, however, significant enough to indicate why further development of education will have to rely much on effective planning."

Zaki further states that "as job opportunities for graduates in certain fields are becoming uncertain while critical shortages of qualified manpower continues to prevail in others, education policy makers and planners are faced with a new challenge. The education planning must ensure development of education along the lines that make it more effective and relevant. (ibid, p.68)

The importance of planning in any developmental activity is unquestionable. Even those who speak against planning, do planning in one or the other way. We know that many countries of the world have adopted educational planning as their strategy for development.

In order to comprehend fully, the concept of need and scope of educational planning, please read the below referred pages of the following:

Koontz, H. O'Donnel, C., Weihrich, H. (1984)	"Management International" student edition, McGraw-Hill International Book Company, New York, pp.213-215	3-4

Different public and private or national and international agencies are involved in this process. Some are:
(a)   Role of governments
(b)   Involvement of aid giving agencies in national development
(c)   Meeting increased demand for education
(d)   Heightened public demand for education
(e)   Planning helps for solving problems

(a)   *Role of governments*

The governments are expected to defend national territories, maintain law and order and provide other essential services. They are also responsible to promote economic growth and social welfare. The governments are also required to do something about unemployment, poverty, inflation etc. This calls for coordination of different sectors of economy. All this is mainly based on effective educational planning.

(b)   *Involvement of aid giving agencies in national development*

The planning of education has been reinforced by the policies of aid-giving agencies, national and international like UNDP, the World Bank, the Asian Development Bank, UNESCO, IIEP. These agencies have contributed towards the development of educational planning to achieve the educational targets.

(c)   *Meeting increased demand for education*

The unprecedented growth in the demand for education has necessitated forward to averts crisis in an economy. For the provision of adequate physical facilities and teachers the ministries of education and other related organisations have realized the need of educational planning.

(d)   Education has become more important to the individuals in modernizing societies. It has become a mean of ensuring a more equitable income distribution. Increased emphasis on educational planning reflects a response to heightened public demand for education and to public concern with educational policy.

(e)   *Planning helps in solving problems*

Planning helps the administrators to be better prepared to deal with both foreseen and unforeseen problems. It also helps as a tool for adapting to an exciting new innovation, for resolving conflicts, improving old approaches, up-grading existing quality, improving communication and achieving many other desired outcomes. It is an important aim in educational planning to promote new changes. An administrator can prepare plan to facilitate needed changes and to avoid some that might be harmful.

According to William, (1982, p.7), "Planning compels the administrator to visualize the whole operation and enables those in the organization to see important relationships, gain a fuller understanding of tasks and activities, prepare for needed future activities, make needed adjustments, and appreciate the basis upon which organizational activities are supported".

For the purpose of study, however a student should look for the following referred book written by William G. Cunnigham.

William G. Cunnigham (1982)	"Systematic Planning for educational change", Mayfield Publishing Company, USA pp.5-7	3-5

3.6   Classification of Planning

— Planning started in Pakistan with the establishment of the Pakistan Planning Board in 1952. The Planning Commission constitutes technical groups in major planning areas of special concern. These technical groups consist of officials working in concerned Federal and Provincial departments, qualified personnel working in universities technical fields, and experts from the private sectors.

The government proposes, discusses and selects a rate of growth for the plan period. The planners work out the implications of the growth target on the future development of the economy through the following plans:

1.   Regional, national and international
2.   Long term plans
3.   Medium term plans
4.   Short term plans
5.   Structural planning/Sectoral planning

(a)   Regional plan is usually little more than lip service to a widely held, but apparently postponable, ideal. Regional plans are often formulated with a view to being incorporated eventually in a national plan. These plans may be divided into sectoral plans, which are formulated for each of the sectors of the economy.

The following are main purposes for the regional level planning:

(i)   Translating national-level policies into clear sets of priorities and guidelines for education within the region.

(ii)   Co-ordinating education, with other sectors of the economy including direct supervision for government Programmes and advice and indirect guidance for non-government activities.

(iii)   Developing and maintaining summary sets of information of general learning needs for the region and an inventory of educational activities.

(iv)   Creating and supporting mechanisms to provide direct planning and management assistance for staff of the project/educational programmes

National plans are almost always prepared for a fixed period but they vary as much in duration as they do in type. The discussion of planning national level will focus in turn on issues of goals of planning, types of planing activities, and the institutional location of these planing efforts.

There should be major goals of education planning at the national level. These include:

(i)   To participate with the planners of education in the development of an overall educational sector analysis.

(ii)   To articulate and assess the costs and formal and non-formal education in social and economic development.

(iii)   To generate a map of the range of learning needs which can best be met by education in different regions of the country.

(iv)   To compile a general summary of major government sponsored teaching learning programmes and social and commercial educational efforts which operate on a national basis.

(v)   To create and support effective regional-level planning capabilities for education and to assist them in obtaining cooperation from appropriate national ministries.

In Pakistan, following types of plans are, or have been in use:
*   Long-term or perspective plan
*   Medium term plan
*   Short term plan

(b)   According to Zaki (1988, p.54), "Long-term or perspective plan extends over 10 to 20 years or even more. Education is a social activity whose results become measurable after a considerably long time. A long-term or perspective plan makers out and pinpoints the major highlights and landmarks over a considerable time span sometimes decades.".

He further says that "In long-term planning we cannot assume that the future (in 10, 20 years time) will be like the past and the present. We have the opportunity and the obligation to re-think our goals. While the future will not be surprise free, we cannot assume that we can do, 'anything'. There are limits to what can be changed. Nor should we assume that we can do 'nothing'".

(c)   *Medium Term Plans*

According to S.A. Siddiqui, "Medium term plans of 4-5 years, prepared against the back-drop of a long-term perspective plan, have operationally proved to be the most efficient. These define the goals and targets with greater clarity and provide a definite basis for action". In Pakistan, the practice had been to prepare a series of five years plans in succession: that is, first Five Year Plan (say 1960-65), second Five Year Plan (1965-69), third Five Year Plan (1970-74) and so on.

There is a rolling plan. It is a medium term plan carried on rolling basis, that is, extending the medium plan by one year at a time depending upon the experience of implementation.

A medium term plan (1980-84) would be converted into a rolling plan as under:
1980-84 (medium-term plan)
1981-84
1982-86
1983-87 .... and so on
After studying these lines, please go through the below referred pages:

Waterston Albert (1990)	"Development Planning, Lesson of Experience", Baltimore Maryland, The John Hopkins Press, pp.129-133	3-6

(d)   The short-term plan has been defined by Zaki, (1988, p.54), as "short-term planning is adopted generally as an inevitable alternative to medium-term planning on an emergency basis. In short-term planning, we are not concerned with setting goals. We assume that the goals have been set already and our task is to draw up plans that will enable us to reach these goals which have been set already and our task is to draw up plans that will enable us to reach these goals".

He has further stated that "we also assume that the short term future will be like the past and that changes which are visible in the present will continue into the future. Trends are extrapolated into the future. The adoption of rolling plans eliminates the need for short-term planning".

To enrich your knowledge about the short-term planning please read the M.A. (EPM) course:

Siddiqui S.A. (1993)	"Process of Educational Planning". Block-1, M.A. EPM course, Islamabad AIOU, p.52	3-7

(e)   *Structural Plan/Sector Plan*

There is a single-purpose planning. It is an operation which is usually adopted when a particular limited objective is to be achieved. This type of plan is defined by Siddiqui (1993, p 52) as, "at times need may be felt to give special attention to the development of a sector or group of sectors or to the development of a region. Accelerated development of certain sectors or regions may become a political necessity or may be deemed necessary as a base for the overall development of the country. For these purposes special plans may be formulated which may be either sectoral plans or regional plans".

However, the process of plan formulation starts with a signal from political leadership more than a year ahead of the scheduled launching of the plan. It is further stated that this is a highly involved, complex and time-taking exercise involving a number of government departments and specialists and technical experts working in semi-government organization as well as in the private sector.

3.7   Problems of Educational Planning

Pakistan has been planning since its inception. After 50 years planning, the country is still faced with, numerous problems. Some of the important problem are discussed in the following paragraphs.

(a)   There has been tremendous increase in the public expenditure on education during the last 50 years. Despite the rate of increase of educational expenditure and expansion in educational facilities, a little has been achieved in Pakistan. There exists a shortage of specially educated manpower in the country in case of professional administrators. It is probably due to substitution between various categories of educational manpower. This is because of invalid relationship between education and occupation assumed by educational planner in Pakistan. This is supported by Hamid Khan Niazi, (1997, p.73). He says, "In Pakistan, the International Standard Classification of Education (ISCED) and International Classification of Occupations (ISCO)were employed in making projections for manpower requirements by occupation and of level of education. These are based on the statistics on education available in 1961. In the base year 1961 there were no separate figures for general education,

humanities and social sciences, and natural sciences but only a total for these areas was shown. This type of statistics do not fully serve the purpose of manpower planners." On the basis of the findings of the study be claims that "in practice the conversion of occupational requirements into educational requirements is highly suspect and one of the complex problems in manpower planning (ibid, p.74).

In order to comprehend this concept, please read the below referred study material,

Niazi Hamid Khan (1997)	"Is Education-Occupation, Relationship in Pakistan - A Myth". Islamabad, Khazina-e-Adab, pp.74-84.	3-8

(b) Just have a look into the existing system of education, we will find a system which is influenced by politicians, bureaucrats and privileged classes, of the country. The administrators are responsible for the implementation of the plans, but they face many problems regarding the implementation of educational plans.

(c) Some of the important reasons why educational planning did not yield success to desirable extent could be found in the article "Educational Planning as an Integral Part of Socio-Economic Planning" by A.G. Mufti, (1985, p.86):

– The basic inertia and social conservation of educational system resulting in growing gap between rates of innovations in the educational system and environmental transformations.

– Half-hearted attitude towards the idea that education is pre-requisite for development

– Lack of continuity of educational leadership and resulting fluctuations in basic education policies and goals and abandonment of plans already approved.

– Failure of the education planning to become integrated with related planning activities

– Lack of planning efforts for manpower and social development needed to provide proper framework for educational planning.

– Inadequate educational administration to cope with growing development tasks

— Resource limitations and uncertainty of resource availability particularly those tied with foreign assistance.

— Lack of reliable and accurate data/information base.

— Deficient staff development schemes and lack of career development.

— Shortage of qualified personnel and use of ill-suited methodologies for educational planning.

However, the above references provide opportunity to enlist problems of educational planning. For further comprehension, please study the material entitled "Factors Affecting the Implementation of Plans and Project", of the unit No.16 for M.A. EPM Course Code 503, Block 3 of the below referred material.

Ahmed Zulkaif Course Development Coordinator	"Plan Implementation and Management, M.A. (EPM), 503 Block 3. Islamabad, Allama Iqbal Open University, pp.147-150	3-9

(d) In addition to above quoted problems there are some problema pointed out by Lovel (1983, pp.124-25). These are:

— Lack of commitment to system goals.

— Inadequate feedback

— Inadequate knowledge about the conditions of teaching learning

— Attitudes toward or values about the proposed change

— Satisfaction with the status quo

— Inadequate skill development

— Strong vested interests in the status quo

— Lack of organizational support

Closedness rather than openness in the system

–   Lack of compatibility between the change proposed and other dimensions of the organization

–   Threat to individuals

–   Inadequate knowledge about restraints and possibilities in a situation

–   Static organizational role structure

–   Inadequate expertise for solving problems

–   Threat to officials of the organization

–   Inadequate rewards for change efforts

In order to comprehend this concept please read the below referred material.

| John T. Lovel.(1983) | "Supervision for better Schools" New Jersur, Prentice & Hall, Inc. Englewood Cliff. pp.124-125 | 3-10 |

3.9 Activities

1. After discussing the topic process of educational planning with Assistant Educational Advisor (Planning Wing) or Senior Headmaster of your area and then prepare a chart showing process of educational planning in Pakistan at Federal level.

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   _____

2. Perceive a long term plan for U.P.E. in your district discuss it with local educational planner and then write down in your note book.

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3. Consult anyone who know planning and then write down at least four important steps of planning:

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4. Write down the main bottlenecks of Educational Planning in Pakistan:

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   _____

5. Please read the relevant portion of M.A. (EPM) 503, Block 3 entitled "Plan Implementation and Management" concerning problems of educational planning and then write below the main points of that portion.

   _____

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3.9 Exercise

1. Discuss the concept and essential elements of planning. Give at least three experts' views on the concept

2. Explain the need and scope of educational planning, why countries feel the need to adopt planning as their strategy of development.

3. Please explain different stages of planning in the context of Pakistani situation.

4. Explain the types of planning with examples and with reference to Pakistan

5. Elaborate the formation of plans for educational planning with special reference to Pakistan, Identify the problems of educational planning.

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♣♣♣

Unit No. 4

FINANCING OF EDUCATION IN PAKISTAN

Written by:
Muhammad Asif Rajput

4.1   Introduction

Education is considered as a valuable activity which is intended for the development of personality, in the building of character, stimulation of intellectual facilities and above all overall socio-economic development of the society. The situation is rapidly changing over time and the education is being considered more in terms of its productivity and economic forms. The advocates of this view points believe that education directly affects the quantity and quality of the skill mix and in this way it has impact on the socio-economic development of a country. The Universal Declaration of Human Rights, 1948, also provides evidence to support this view point and recognized the significance of education that:

"Every one has the right to get education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education should be made generally available, and higher education shall be equally accessible to all on the basis of merit". (Quoted by Zymelman, 1973, P.1).

All the developing countries including Pakistan are trying their best to expand their educational system to make these goals of Universal Declaration of Human Rights a reality. A large amount of resources are required to achieve these targets because expansion of education consumes a lot of financial resources. Developed countries can afford finances but some developing countries, especially Pakistan has financial constraints and yet not achieve the targets. For instance, Pakistan has not be able to spend 4 percent of Gross National Product (GNP) on education as recommended by the UNESCO, and due to inadequate financial resources, no educational plan could be implemented upto 100% so that all the targets have been achieved. It is very essential to arrange for adequate funds before the decisions for educational planning are made. This will help the planners to prepare realistic educational plan to meet the needs of the society. They will also be able to plan to make best use of the financial resources available in the country. However, it is time to analyse the cost of education and for effective planning for maximum utilization of the financial resources coming from various sources.

The financing of education very much depends on the acceptance of the education contribution towards the increase in the natural resources, economic ability of the society and overall economic development of the country.

In order to have clearer understanding of sources of educational finance, i.e. public, private, and International local, provincial and federal methods of financing and the provision of financial resources in Five Year Plans have been discussed in this unit.

4.2 Objectives

After completion of this unit you should be able to:

1. Identify, discuss and describe various implications of financing of education in Pakistan.

2. Explain the nature and methods of resource mobilization for education.

3. Utilize the resources effectively and economically to achieve the educational objectives.

4. Appraise and evaluate the role of financial resources in education, keeping in view of Pakistan economic situation.

5. Enlist the internal and external problems of financing in Pakistan.

4.3 Methods of Financing

According to Mark Blugh, (1970, p.7) "the particular way in which education is financed in a country can largely determine who it is that will be educated and what fashion".

He concludes that financial questions come not after but before critical planning decisions.

Discussing the importance of financing in educational planning process P.H.Coombs,(1972,P.9)raises some crucial questions:

"Is money or lack of it, is the root cause of the educational crisis? How much will be needed? Where will it come from? What are the chances of getting enough and what would happen of getting enough is impossible?

He further stresses that money is an absolutely crucial input in any educational system. As we know that money is spent to meet the educational needs of society. How much money is spent depends on the acceptance of importance of education and the economic ability of the society. Educational needs can be assessed keeping in view the educational scene of the country. Present status and the future goals are the two extremes between the spectrum of needs lie policies, plans and other official decisions are the reference points to determine the educational needs for which finances are required. Z.A., (1995, P.8), Plan Implementation and Management, in Block 2

M.A, EPM course explains that "Public exchequer is a basic source of support at national, provincial and local levels, private organizations, business and trade enterprises have helped to provide funds".

He further explain that "Methods of Public financing of education vary with the type of Govt. and the structure of its machinery in a country. Highly centralized governments tend to use full central funding regional and local funding is more common in government systems where States, Provinces and Local bodies have power to improve taxes. In our country universities are funded by central government and primary, secondary college, vocational technical and professional education are the provincial responsibility. Federal Government, however, provides sufficient financial support to enable the provinces to make adequate arrangements for education supportive activities and programmes are also arranged and effective coordination is provided by federal agencies".

The question of how different methods of financing education will affect the output of the educational system is not always easily answered. To put the financing of education into perspective, Zulkaif Ahmad begins unit 10 of "The Economics and Financing of Education (Block 4, 505) with a discussion of the reasons for government intervention in the provision of education. The discussion does, however, indicate why any government that is concerned with efficiency and/or equity in educational provision must examine the methods by which education is financed.

Now let us study these referred pages so you can get more insight in the sub-topic.

Ahmed Zulkaif (1986)	The Economics and Financing of Education, Unit 10, Block 4, Islamabad, Allama Iqbal Open University, pp.11-17.	4-1

4.4   Sources of Educational Finance

The main source of financing education is the public exchequer at national, provincial and local levels. Major financial allocations for education are made at federal level. These funds are utilized by the provinces because implementation of educational planning is mainly the responsibility of provinces. The funds are collected by the government in terms of taxes and tuition fees.

As we know that in our country, especial tax i.e."Iqra surcharge" has been levied by the federal government since 1986 to support the provinces to make adequate arrangements.

Similarly in other countries of the world, educational provision have also been dependent upon revenue from customs and excise. Zynelman, 1973,P.14 quotes the examples of U.K. and U.S.A. He says that "the Custom and Excise Act in England of 1890 the "Whiskey Money Act"for providing technical instruction funded money into country brought for relief of local tax burdens. The U.S.A. state of Nevada used proceeds of tolerates and bridges for their school funds".

Some national and international donar agencies also help the government to expand the education. Private organizations, business and trade enterprises have also helped the government in raising the funds for education. In addition, philanthropists, industrialists and affluent (affable) personnel have been cooperative to contribute to education whenever the Government requested.

Grants are a basic method of allocating needed supplementary funds to all educational institutions in Many countries. These are of many kinds, used in singly and in combination. Grants include, results, block or fixed and proportionate, specific subject, capital equipment, matching attendance and per capita classification, transportation for salary and teachers and consultants.

Zulkaif Ahmad (1986, p.20) has stated about source of education finance, in his unit Financing Education. Theoretical considerations as "In many countries throughout the world, in Scandanavia and North America in particular, loans schemes have been introduced to finance other countries, such as Pakistan and the U.K. there are proposals to introduce loans schemes for students in higher education".

He further stated that "A loans scheme produces educational output of a higher quality. Alternatively, it has been argued that a loans scheme will reduce the quantity of output: it will discourage certain well qualified students from entering higher education.

According to M.A. Bukhari, 1986, P.34,"Research on sources of finance for education have been concerned with two main questions first: who pays for education and second, are there any alternative sources of finance that could be exploited to enable a greater share of nations resources to be devoted to education, or to redistribute the burden of finance more equitably between individuals". (Woodhall, 1972 , quoted by M.A. Bukhari, 1986, P.34).

He further says that "the main source of financing education in Pakistan is the government grant. Other sources include charities, fees and endowments. Therefore no education tax but govt. funds come from the revenues and taxes raised from the public. The government allocates a part of these funds for education. Thus the sources of

financing education in Pakistan are:

    (a)   Federal Government funds

    (b)   Provincial Government funds

    (c)   Private organization running educational institutions

    (d)   Fees

    In short we may now wind up the discussion with the statement that the main source of financing education in Pakistan is the government grant. Let us study M.A. Bukhari to fully comprehend the sub-topic.

Bukhari, M.A. (1986)	The Economics and Financing of Education, Financing Education in Pakistan",Study guide, 505, unit 11 M.A.EPM course, Islamabad, Allama Iqbal Open University, pp.33-42.	4-2

4.5   Five Year Plans and Financial Allocation

    It is almost axiomatic that even for human survival education remains to be one of the vital force and indeed an important means for a qualitatively better life. The pivotal role of education demands due attention by means of facilities. The below overview of the GNP, allocation has showed the overall situation.

    In Pakistan, the literacy rate has improved to 38.9 percent (50 percent male and 27 percent females) as estimated in 1996-97, even than it is the lowest among the developing countries. According to Finance Division, Economic Survey report, 1996-97, P.XX.

    There has been considerable increase in rate increased from 72.1 percent (boys 84.5% and girls 58.7%) in 1995-96 to 74.8 percent (boys 85.5% and girls 63.1%) in 1996-97. At the middle school level, it increased from 31.2 percent in 1995-96 to 31.6 percent (36.5 percent for boys and 25.8 percent for girls) in 1996-97. Similarly, participation rate at high school level increased from 28.7 percent (boys 35.9% and girls 20.4%) in 1995-96 to 29.7 percent in 1996-97 with bifurcation of 36.2 percent for boys and 22.3 percent for girls. Total public sector expenditure on education is estimated at 2.6 percent of GNP during 1996-97 and the Govt. is committed to ensure that this is increased to at least 3 percent of GNP by the year 2000".

    The highest GNP percentage allocation to the education sector that we can boast of is 2.16 under the 7th Five Year Plan (1988-93). This is far below the 4% that is recommended by UNESCO.

An overview of the GNP allocations for the various plan periods as mentioned in the report published by Govt. of Pakistan. 1992, "Educational Development Perspective in Pakistan, Ministry of Education (P and D Wing) are as under:

(Rs. in million)

Plan Period	Total Plan Allocation	Education % of Total	Education of	GNP
First Plan (1955-60)	4363	296	4.23	0.88
Second Plan (1960-65)	10606	527	4.97	1.55
Third Plan (1965-70)	13204	677	5.13	1.38
Fourth Plan (1970-75)	70500	3665	4.51	1.53
Fifth Plan (1978-83)	226000	5643	2.5	1.5
Sixth Plan (1983-88)	250000	13430	5.37	2.1
Seventh Plan (1988-93)	350000	22680	6.48	2.16
Eight Plan (1993-98)	1700000	68831	4.06	2.2

In the First Five Year Plan (1955-60) out of an allocation of Rs.51.10 million for primary education, only Rs.23 million i.e. 48% of the amount was actually spent on the sector.

In the second Five Year Plan (1960-65) Rs.78 million was allocated for primary education, however, only Rs.18.8 million i.e. 24% of the allocation was spent on primary education. The rest was transferred to secondary, higher and technical education sub-sectors.

In the 3rd Five Year Plan (1965-70) Rs.68.51 million was provided for primary education, but only 25.91 million i.e. 38% was utilized for the purpose. The rest was transferred to secondary, higher and technical education sub-sector.

In the non-plan period (1970-78) as the 4th Five Year Plan was abandoned due

to disturbed conditions in the country. But the Government surprisingly managed to incur Rs. 444 million on primary education out of its total allocation of 473 million i.e. 94%.

In the 5th Five Year Plan (1978-83) an amount of Rs.1.413 million was spent for primary education when its actual allocation stood at Rs.3047.70 i.e. 46% of the total.

In the 6th Five Year Plan (1983-88) the total allocation for primary education was Rs.7,000 million but the amount that was spent on it was Rs.365.44 i.e. 50%.

In 7th Five Year Plan (1988-93) a sum of Rs.10128 million was earmarked for primary education and the actual expenditure on that sector analyzingly was higher being Rs.117657 million as it also included the assistance provided by foreign agencies for this sector.

In the 8th Five Year Plan (1993-98) a sum of Rs.2.2 million was provided for education.

4.6   Problems of Financing
(a)   *Internal Problems of Financing*
The financing of education is already undertaken by government, what all the divisions would need to do, would be to submit their estimates of expenditure. The central office is bound to be flooded with unrealistic demands for money from competing regions. It seems likely that govt. confronted with financial problems will call on the local communities to help in financing the education. The policy of self-reliance will be stressed which would mean charging of school fees, encouraging parents to contribute, cutting out luxuries in education system, etc.

(b)   *External Problem of Financing*
The problem of external financing is the question of brain drain from less developed countries, but this is an area where emotion is plentiful and facts are inadequate. In order to analyses the international flow of educational manpower, we need to have information on the possible costs and benefits of such flows. Some of the possible costs include:

i.   disruptive effects on developing countries of lossing certain categories on manpower already in short supply, and

ii.   lack of educated workers whose education had been publicly subsidized.

Now let us study the referred page so you can get more insight in the sub-topic.

Farooq R.A. (1993)	Education System in Pakistan, Issues and Problems. Islamabad, Al-Mutahir Printers, p. 13.	4-3

4.7   Activities

1.   Discuss the main feature of financing with Deputy Financial Advisor of the Ministry, and then write down the main feature of financing in your note book.

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2.   Discuss the topic of sources of Educational Financing with an expert or Professor or the Chairman of Department of Educational Planning and Management of Allama Iqbal Open University, Islamabad and then enlist important points in your note book.

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3.   Consult anyone who knows the financing process and then list the main characteristics of the method of financing of education.

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4.   Compare the methods of public financing with government financing and then write in your note book.

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5.   Discuss Five Year Plans and financial allocations for secondary, higher and technical education with the course development coordinator (845) and then write down the main points in your note book.

4.8 **Exercise**

1. Define financing of education in Pakistan and critically examine its various implications.

2. Explain the sources of Educational Financing.

3. What do you understand by methods of financing? Please explain it.

4. Briefly describe sixth Five Year Plan and financial allocation.

5. Discuss the main characteristics of the sixth Five Year Plan and their financial allocation.

6. Analyse internal and external problems of financing.

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Unit No. 5

SUPERVISION IN EDUCATION

Written by:
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5.1   Introduction

Supervision is, to a large extent a matter of professional relationship between supervisor and teacher.   Usually a supervisor gives careful thought and tries to accomplish job of supervision through careful study ' of man and material, as well as through enthusiastic efforts.

Supervision is a dynamic process like education; its lands and domain work under constant change.   It expands under the impact of expectations and shifting emphases.   As we know educationists and researchers are introducing modern · principles, new concepts and more effective procedures for accelerating instructional improvement and teacher growth.   Therefore a supervisor must achieve professional competency through his in service education activities to meet the emerging challenges. These activities will mostly be individual and depend upon his own needs, desires and initiatives.

Actually the whole field of supervision and the people with whom he works, provide endless opportunities to the person concerned for in service growth.   For example, when the supervisor helps the teacher in discovering a workable solution, his own knowledge it helps others to grow in professional competence. In other words, supervision is in itself a mean of growth.

Under the impact of national education policies, education is gaining momentum as is evident from curriculum reforms and organisational and instructional innovations. These reforms and innovations may better achieve success through creative supervision at school, college and university levels.

Beside many other factors, one very potent means for motivating teachers to do better, is supervision and timely guidance. Teachers will need abundant supervisory guidance and assistance in meeting the educational requirements as well as in maintaining a reasonable standard of efficiency and professional growth.

From education side, under the impact of modernization, nothing has been done in Pakistan to modify the school inspection which, because of its traditional practices and unmotivating approaches, no longer serves its purpose adequately. This realization has created a need for analytical study of the existing system of inspection of schools. In order to identify weaknesses and strengths as well as, to overhaul prevailing situation to meet the emerging needs of school teachers competent supervision is recommended.

It has, therefore, become necessary to conceptualize supervision, its need, and effectiveness which may provide immediate and practical assistance to school authority.

However, in this unit you will study the concept of supervision, need of supervision, effective supervision, quality of supervision, types of supervision, defects in the present day supervision and the role of a supervisor.

5.2   Objectives
More specifically, it is hoped that the study of this unit will enable you to:

1.   Define supervision and inspection.

2.   Identify the need of supervision.

3.   Explain quality of supervision.

4.   Differentiate types of supervision.

5.   Analyse the present day supervision.

6.   Explain the role of a supervisor.

5.3   The Concept of Supervision
We have already been acquainted with supervision, while reading through introduction to educational administration and supervision. Please recall this concept based upon three assumption which includes:

    i.   Supervision is a phase of administration.

    ii.   Supervision has particular pertinence for the expectations of teaching and learning activities.

    iii.   Supervision is concerned with the selectivity of instructional expectations.

Thus a chronological study of supervision within its total context indicates that:-

    i.   definition of function precedes practice,

    ii.   in the process of change, wide variations exist in the perceptions of the functions,

    iii.   supervision has never been divorced from administration.

Glen, G. Eye and Lanore A. Netzer (1965, P.6) define supervision as "Supervision is that phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectation of educational service".

The above definition of supervision suggests a programme designed for supervision which may comprise on following five categories. These categories are purposes, patterns, participants, processes and products.

(a) *Purposes of supervision*

The first major category of supervision is purpose. It is expected that every action has a purpose. It develops a particular behaviour which becomes a regular feature of its activities. These purposes provide consistency to the behaviours.

The administrator of a school system plans certain purposes for the school. He tries to create relationship between purposes of school system and community. In the same way any agent of a community responsible for directing any educational service may select his purposes in conformity with or in relationship to the community's overall purposes.

In the same way the purposes of supervision should tally with the purposes of controlling agent. Therefore, they should be so selected that they may suit to the purpose of the administrative service of the school.

(b) *Patterns of supervision*

The second major category of supervision is patterns of supervision which may be divided into two parts:

 i. Organisational pattern of supervision.

 ii. Operational pattern of supervision

(i) *Organisational pattern of supervision:*

Organisational pattern of supervision is the systematic array of anticipated requisite tasks, appropriate to the achievement of instructional purposes into an organic structure of defined positions which describe power.

In school administration, the tasks of supervision can be identified such as teaching work, guidance programme, co-curricular activities, management of school property, curriculum development and improvement, evaluation programme, office record, school accounts and community relationship, etc.

The organisational pattern of supervision should provide the proper system of communication in the organization.

In educational administration it is the responsibility of the state department of education to develop an organisational pattern in a manner which will achieve the best system of relationship with all concerned persons.

(ii)   *Operational pattern of supervision*
The operational pattern of supervision depends upon the people who hold offices, their characteristics, their personality needs, their ambitions, their concept of themselves etc.

It is the set of observable behavioural characteristics and inter-relationships displayed by the position incumbents in a particular organised institution.

(c)   **Participants of supervision**
It is natural that an administrator likes to select the persons who are most suited for supervisory position. If any person gets the supervisory position for which he has no specific talent he will receive no respect from others. For example, if any teacher who is appointed as a school principal does not possess special talent for supervision, he is not likely to get respect from teachers.

(d)   **Process of supervision**
This is not easy task to prescribe the process of supervision. It depends upon the ability and characteristics of the supervisor, and the environment in which supervision takes place. The supervisor should provide stimulations and directions so that the process and purposes of the supervision programme may be achieved.

Perceptivity, autonomy, relativity, flexibility, creativity are certain characteristics of the operational devices which provides balance in the supervision.

(e)   **Products of supervision**
The product of supervision requires essentials, professional maturity in the teacher, enthusiasm for curriculum development and continuous efforts for improvement in teaching.

The products of supervision can be evaluated from different points of view. They can be identified in broad categories. If they are identified into broad categories, they may be so general that they can be meaningless so much so that they cannot be evaluated.

In order to comprehend concept of supervision, please read following pages of the book referred below:

Sergirvami Thomas. J. & Starrat Robert J. (1983)	*Supervision, Human Perspectives,* Third Edition, McGraw Hill Book Co. PP.54-68	5-1

5.4   The Need of Supervision

Supervision is mainly concerned with the teaching programme of educational institutions. The main emphasis in supervision is usually on assisting the teacher for improvement of teaching. The main tasks of supervision can be identified such as teaching work, guidance programme, co-curricular activities, management of school property, curriculum development and improvement, evaluation programme, office record, school accounts and school-community relationships, etc.

Let us see, how people involved in supervision view it:
–   A teacher considers it as a threat to individuality;

–   Another teacher may think of supervision as a source of assistance and support.

–   A supervisor may consider supervision a positive force for programme improvement.

So, supervision is viewed differently by different people but they hold a philosophy which helps them in developing a rational system for the organisation of personnel.

Again, there is another fear in either method that the person who had been suitable for present position may not be suitable for supervisory position.

For example, a good classroom teacher may not prove to be a good principal. A good Principal or Headmaster or a school subject supervisor may not prove to be a good general supervisor.

There is a need that supervisory work should be given to a person who has particular knowledge of this particular area. The supervision depends upon the ability and characteristics of the supervisor and the environment in which supervision is made. There is a need that the supervisor should provide stimulations and directions so that the purpose of the organisation is achieved.

For example, if a supervisor deals with teachers in a particular way and finds that it helps him in achieving the purpose of the instructional programme, he will like to continue that way.

Supervision provides ways as we know that everything that exists is subject to change; weather, earth's surface, plants, animals, social practices, institutions etc. There

is beauty in change, whatever is today is different from what it was yesterday and will be tomorrow.

5.5 Qualities of Effective Supervision

Various attempts have been made by researchers to prepare lists of personal and professional quality of a supervisor. It is hard to find a supervisor possessing all the qualities and virtues.

Essential personal qualities of a person who is working as supervisor should be:

(a) *Approachability*

In supervision, the supervisor is accessible to teachers, who has friendly atmosphere. He must be able to move naturally and freely from informal talk to a deeper level of conversation. he should encourage and welcome new ideas and try them in actual situation.

(b) *Perceptiveness*

A high level of awareness enables a supervisor to notice significant elements in a situation, in materials and in the behaviour of others, and even in his own action.

Perceptiveness implies sensitivity to other people, their needs and purposes, giving them respect and finding something worth in their work. Perceptiveness enables a supervisor to anticipate responses and to have foresight of how events and action may look to others. It also helps a supervisor to identify a teacher needs for assistance.

(c) *Aspiration and Faith*

The supervisor should be articulate about his aspiration and faith. Unless he keeps himself abreast of new knowledge and developments and believes in what he believes, he can neither inspire others nor face the unexpected challenges.

(d) *A 'Becoming' Person*

"Becomingness" implies adaptability and flexibility in problem-solving situation, trusting new experiences, understanding new experiments and opportunities for possible growth for themselves and others.

(e) *Imagination and Resourcefulness*

It is important that the supervisor be imaginative and resourceful. Efforts to improve instruction and human relations often fail for want of imagination and resourcefulness. Fresh perceptions, seeing new uses for familiar materials and procedures, noticing previously unnoticed elements in a situation, willing to take a calculated risk, are all characteristics of good leadership.

5.6   Role of A Supervisor

The most important component of the competency pattern is the task that the supervisor is expected to do in order to act competently. These tasks are many; some are incidental or insignificant, others are fundamental and crucial. Such critical tasks are those, which are mostly performed on the basis of competent behaviour. These tasks allow variety in method and have significant relationship.

Once these tasks are understood, it becomes possible for the supervisor to achieve a better comprehension of the total job.

Some important tasks are as under:

(a)   *Curriculum and instruction*

In this context the supervisor guides teachers in selecting materials, aids and methods of teaching appropriate for the goals in view and also to utilize community resources.

He helps schools in clarifying for themselves the aims of teaching various subjects, expressing them in terms of learners' behaviour and in keeping them in mind while planning lessons.

Supervisor assists in understanding the scope and requirement of curriculum.

He encourages innovations and experiments in teaching techniques and guides teachers to focus attention on individual learner's needs, particularly the gifted and the slow learner ones, etc. etc.

(b)   *Student personnel*

This is a very important task in supervision. In this context the supervisor makes schools aware of the importance of individual differences for learning process and of the need for providing differentiated learning activities to satisfy individual needs and drives.

He guides teachers in maintaining a good school and discipline and advises schools in improving attendance and reducing wastage and leakage through stimulating school work and activities.

He also seeks the help of social welfare agencies in respect of pupils facing financial, health or adjustment problems. He guides teachers to organize a functional programme of counselling and guidance, etc. etc.

(c)   *Staff personnel*
        In this context the supervisor orientates new teachers and stimulates creative efforts on the part of school personnel, commends their contributions.

        He involves school personnel in selecting teaching materials and aids and promotes recreational and social activities for personnel.

        He also encourages action research, shares, leadership roles and respects teachers' individual personalities, etc.

(d)   *School community relations*
        In supervision, the supervisor plays a vital role in seeking cooperation of the community for the better education of its children.

        He organizes parents teachers association for exchange of information between school and community, guides schools in involving community in planning sports and other school functions.

        He uses various channels of communication to inform community of developments in education and other fields of national life.

        He also assists teachers to undertake surveys of community resources, organization and problems, and cooperates with welfare agencies in the community.

(e)   *Evaluation of schools programmes*
        The most important task of the supervisor is to use various techniques to determine the extent to which the school is achieving its purposes.

        He appraises school programmes to discover their strengths and limitations with the ultimate view of reducing the limitation, and teachers to determine the area in which they need help and guidance.

        He makes an objective assessment of the effects of change made in curriculum text-books and methods of instruction, and uses evaluation data for future planning.

        He trains teachers in evaluation techniques and procedures needed to assess pupils' growth, and examine the adequacy of school facilities.

        He also encourages teachers to make self assessment as a means for personal and professional growth, etc. A supervisor performs a wide variety of tasks, which may or may not include managerial or administrative duties.

Oliva Peter, 1984, P. views that the supervisor serves in a consulting capacity as a specialist in curriculum, instructional methodology, and staff development. It is true, that the role which a supervisor plays vary from state to state and from locality to locality. Oliva stresses that "the supervisor should have experienced:

    i)   a sound general education programme;

    ii)   a thorough preservice professional education programme;

    iii)   a major field of study;

    iv)   a solid graduate programme in supervision;

    v)   three to five years of successful teaching at the elementary or secondary school level.

In preservice and inservice training programmes a supervisor should develop the following competency in:

    i)   learning theory and educational psychology;

    ii)   philosophy of education

    iii)   history of education, specially of curriculum and instructional development;

    iv)   the role of the school in society;

    v)   curriculum development;

    vi)   instructional design and methodologies;

    vii)   group dynamics;

    viii) conferencing and counselling;

    ix)   assessment of lecture performance".

Thus, the supervisor as group leader works continuously to release the potential of groups seeking to improve the curriculum and instruction. To perform this role he must be knowledgeable about group dynamics and must demonstrate leadership skills.

In order to comprehend the tasks of supervision please read the below referred material:

Lucio William H. & McNeil Joh, D. (1979)	*Supervision in Thought and Action*. McGraw Hill, Inc. PP.245-276	5-2

5.7   Types of Supervision

There are various types of supervision in different countries. The adoption of a particular type of supervision depends upon the educational pattern and philosophy followed by the country, the type of government; and the education and training of the education officers who are responsible for supervisory work.

These types may be as under:
i) Laissez faire type
ii) Co-ercive type
iii) corrective type
iv) preventive type
v) creative type
vi) democratic type
vii) clinical supervision

Laizzez faire type of supervision allows complete freedom to the teachers in their work.

In coercive type of supervision teachers are compelled to work as per the directives of the education authorities without realising the aims and objectives of the education programmes.

In corrective type of supervision the education officers work like policemen and try to find faults with the teachers.

Preventive type of supervision makes provision for the teachers to be helped by the supervisors at the time of need or when they commit any mistake.

The creative type of supervision also provides the teachers with an atmosphere to breathe freely and frankly and take care of their curriculum and activities by themselves.

In democratic type of supervision the dignity and worth of the teacher is given due recognition. As a result, more and more opportunities are provided to generate leadership in him.

All the above types though do exist are not in practice now. The most practicable type is the clinical supervision.

5.8   Clinical Supervision

Clinical supervision emphasizes working with teachers about teaching in classrooms, as an activity distinct from general supervision. _ This is based on a number of assumptions different from those of traditional rating and evaluating and prescribes a pattern of action that departs substantially from present practice.

There are many such assumptions for example:

1.   that the school curriculum is, in reality, what teachers do day by day.

2.   that changes in curriculum and in teaching formats require changes in how teachers behave in classrooms.

3.   assumed that supervisors are not teachers of teachers.

4.   that supervision is a process for which both supervisors and teachers are responsible.

5.   that the focus of supervision is on the teacher strength.

6.   that given the right conditions teachers are willing and able to improve.

7.   that teachers have large reserves of talent.

8.   that teachers derive satisfaction from challenging work.

Thus, clinical supervision is an in-class support system designed to deliver assistance directly to the teachers.

Tanner D and Tanner L. 1987, PP.182-83, quoted the views of various experts Sergspiovanm and Starratt define clinical supervision as "It is an in class support system designed to deliver (sic) assistance directly to the teacher.... to bring about changes in classroom operation and teacher behaviour".

Morris Cogan, author early advocate of clinical supervision, defines the term as, "the rationale and practice designed to improve the teacher's classroom performance", with the principal data being derived "from events of the classroom" for the purpose of improving students' learning "by improving the teacher's classroom behaviour".

Tanner Daniel and Tanner Laurel (1987, p.182) define clinical supervision as, "that phase of instructional supervision which draws its data from first hand observation of actual teaching events, and involves face-to-face (and other associated) interaction between the supervisor and the teacher in the analysis of teaching behaviours and activities for instructional improvement".

According to Vashist S.R., (1993, p.5), "the purposes and philosophy controlling supervision have gone through a number of significant changes. Supervision at first was largely inspection to determine the state of affairs, suggestions for improvement were present only indirectly.

The general attitude was that of Laissez-faire, coercion at one time or another, naively or openly dominated supervision. The training and guidance of teachers because dominant in comparatively recent times".

In order to fully comprehend, the types of supervision, please read the below referred materials.

Vashist S.R. (1993)	*Perspectives in Educational Supervision*, New Delhi, J.L. Kumar for Anmol Publications Pvt. Ltd. PP.4-12.	5-3

Sergiovanni Thomas J. and Starratt Robert J. (1983)	*Supervision, Human Perspectives*, Third edition, New York, McGraw Hill Book Company. PP.299-325.	5-4

5.9 · Supervision's Deffects

(a)　While discussing the defects of supervision, you will first look at the historical perspectives of supervision.

We often use inspection and supervision inter-changeably. Actually they have the same purpose, i.e., raising the quality of education, helping teachers to improve instruction, and also preparing to formalize and inspect the following items of the school: (i) building; (ii) registers and records; (iii) methods of teaching and examination; (iv) class promotion; (v) moral and physical teaching; (vi) discipline; (vii) fees and concession students; (viii) observance of rules and regulations; (ix) approval of textbook; (x) maintenance of lockbook.

Just have a look at the old pattern of inspection and you will find a system of centrally located educational institutions.

The first superintendent of schools during British period was appointed to inspect the school at the end of the year to conduct examinations and to reward the best pupils by scholarship, or recommend them for government jobs.

After establishing the Directorate of Public Instruction, the system was tilted a little bit as an inspector was appointed to inspect schools in their respective areas. At

that time the collectors, the deputy collectors, and even, the magistrate had the power to inspect schools.

In the local self assessment, the local board appointed their own deputy inspector of schools. These deputy inspectors were also called district inspectors of schools.

There was a district inspector of schools in each district and a deputy educational inspectress. After that some significant changes through the New Education Policy, the posts of district Inspectors and deputy inspectresses were upgraded and redesignated as District Education Officers (Boys/Girls) respectively.

These persons have to perform various duties like, appraising schools and teachers, conducting promotion and scholarship examinations, ensuring observance of rules and regulations. Recently they have been assigned some clerical duties such as collection of data of various kinds, holding of inquiries, etc. You may realize how much busy they are in extra-instructional work.

Thus we may say that inspector's role is primarily to judge rather than to help and guide. He or she is hardly ever in touch with the actual situation to enable him to know much about the problems that teachers are faced with. His inspection remarks and suggestions are often communicated too late to be of any practical use to the teachers concerned.

His evaluation is mainly confined to the academic side of the school curriculum that excludes such important educational activities as games and sports, hobbies, community work, health and hygiene projects, etc. Moreover, the defective techniques of inspection further strengthens the inadequacy of our educational programme.

It is inadequate with regard to its frequency and duration. A school is inspected once or twice a year and inspection lasts for only one day or two. Even this time is not entirely devoted to educational matters; a major part of it is taken up by formal checking of accounts and records of all kinds. Almost all inspectors today have to devote a considerable portion of their time to administrative duties.

Most inspectors have no specific training for their jobs, and some do not even have any professional training or experience.

The most schools of rural areas are located in remote localities and villages from the headquarters, such schools receive practically no supervision. This is a sad fact, because inspector is needed most in rural schools where the teachers have comparatively less training, equipment and other educational facilities.

Mohanty B. (1990, pp.17-18), while discussing inspection system in India says, "only at the turn of the nineteenth century when Lord Curzon became the viceroy of India, inspectors were instructed to look to the improvement of the quality of education in schools and colleges.

Gradually, more and more objectives of inspection are being suggested which add further dimensions to the facts and aspects of inspection".

In order to study above mentioned dimensions of supervision and inspection, please read the book referred below:

Mohanty B. (1990)	*School Administration and Supervision,* New Delhi, Deep and Deep Publication. F-159, Rajouri Garden PP.16-21	5-5

Inspectors generally do not inform teachers and headmasters about the date of their visits. They visit schools to assess academic work or to hold promotion/scholarship examinations, guide teachers and to advise headmasters, check school record, registers, funds, etc. and collect data or to conduct enquiries.

The teacher's reactions on the visits to school are not positive. A large number of teachers felt nervous and apprehensive during inspection. They, however, welcome them to their class-room and seek their guidance and help without any hesitation.

A majority of teachers felt that annual inspection is a formal and purposeless routine activity. The inspector comes as a stranger to the school in order to rate teachers and headmasters without trying to know their difficulties. He actually creates more problems by harassing teachers.

However, present day supervision is improved and more effective than the past. At present a supervisor has many venues in front of him for in-service growth and betterment of professional activities which never existed before, like in clinical supervision.

(b)   The following defects, however are not true as a whole and may not persist universally. All supervisors are not subject to these defects. Any way certain major defects are:

    a)   Lack of actual experience.
    b)   Tendency towards favouristism.
    c)   Theoretical mind functioning.

d)   Too limited contact.
e)   Fear of the supervisor.
f)   Listening to whispers of others.
g)   Fear of antagonism against criticism.
h)   Lack of contructive criticism.
i)   Absentee of teachers.
j)   Less number of assistant education officers.

In supervision each officer believes that his business is to criticise teachers, and pick holes in administration. A democratic and cooperative attitude or creative and constructive supervision is missing.

In supervision, the executive and judiciary functions aremixed up and that mixing is not beneficial from the point of view of education.

A supervisor cannot devote sufficient time, energy and talent to his primary responsibility. For example, in visiting, advising and assisting educationists, supervision does not improve in any way the quality of education imparted in schools.

In supervision, supervisor can only offer criticism, but is totally ineffective when it comes to giving of constructive suggestions or of practical demonstration of good methods of teaching.

In supervision, the supervisor is not qualified in all subjects, supervision of special subjects like physical education, art, Arabic, home economics etc. are rarely done. The standards of teaching these subjects can thus never improve.

Supervision become mere opportunities for window dressing. The supervisor neither can find the actual weakness can remedy them. Under the circumstances, the individuality of the teacher is destroyed.

In supervision, the average work-load of the supervisor has always been very heavy and much above the desirable standard accepted in this regard from time to time.

5.11   Activities

1.   Organize a discussion session with a professor of education working in a college of education or university and present your suggestions on the following three aspects:

a)   Supervision and instruction,

b)   Need of supervision.

c)   Types of supervision

2.   Please list below the steps of quality of supervision.

_____

_____

_____

3.   Discuss with a professor of education of any university and highlight the main features of effective supervision.

_____

_____

_____

5.12   Exercise

Q. 1   Describe concept of supervision? Support your answer with examples.

Q. 2   Discuss effective supervision in education.

Q. 3   Why is supervision needed? Discuss its main features.

Q. 4   Critically discuss the task of a supervisor.

Q. 5   List and explain the types of supervision with examples.

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Unit No. 6

TECHNIQUES OF SUPERVISION

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6.1   Introducton

We have already read in unit No. 1 that supervision means to co-ordinate, stimulate and direct the growth of teachers. The growth of every individual through the increase of talents towards the highest and the most intelligent participation in the civilization in which he lives.

We can say that it is an expert technical service primarily aimed at studying and improving co-operatively all factors which affect student growth and development.

These technical services are purposeful activities and depend for its success, on identifying its goals, working co-operatively for their achievements and appraising the extent to which they have been achieved. Supervisor has a strategically position in the educational system. The prospective supervisor may be so trained and oriented, that he may practise human-relation skills and develop a flair for problem-solving techniques.

The purpose of this unit is to enable tlfe students to share with various scholars concepts about techniques of suppression i.e. school visit, teachers meeting, observational visits, demonstrating in teaching, making correspondence and keeping records and effective techniques in supervision, and plans for coming generation: So, efforts have been made to highlight the techniques of supervision in this unit.

6.2   Objectives

After reading this unit, it is hoped that you will be able to:

1.   Explain the concept and the nature of supervision.

2.   Discuss the following techniques of supervision.
   (a)   School visits
   (b)   Teachers meeting
   (c)   Observational visits
   (d)   Demonstration in teaching
   (e)   Making correspondence and keeping records
   (f)   Effective techniques in supervision

3.   Identify the common points from the above mentioned techniques of supervision.

6.3   Different techniques

The supervisor as a service activity exists to help teachers in their job well, one he who performs this critical task is expected to have clear concepts of teaching and learning. He might have tested the validity of the principles of teaching and laws of learning learned by him at teacher training institutions. He might also have developed definite point of view regarding the factors that contribute to successful teaching and efficient learning.

Some of the important techniques both formal and informal that supervisor has to observe for achieving the specific objectives are as under:

(a)   School visits.
(b)   Teachers meeting.
(c)   Observational visits.
(d)   Post visit conference.
(e)   Follow up a chance.
(f)   Demonstrating in teaching.
(g)   Making correspondence and keeping records.
(h)   Effective techniques in supervision.

Teaching is the process of guiding pupils to learn. The teacher plays the most crucial role in this process. Teacher's attitude, skill and other factors of his personality determine the quality of learning. The best place for appraising the effectiveness of a teacher is the classroom.

Therefore, observing the teacher in action in classroom situation has been a popular technique of supervision. This may achieve by visiting the school.

The main purpose of school visit is to study specific conditions and learning situation in the school particularly in the classroom with a view to identifying areas which the teacher needs for the guidance and assistance.

(a)   *School Visits*

A visit may reveal whether the teacher uses appropriate methods to teach facts, skills or attitudes. This visit help the supervisor to know the teacher well enough to work with him to enhance his competence. Actually, school visits serve not only the purpose of knowing teacher at work, but also analyzing their strengths and weaknesses and providing encouragement and help.

The visits involve the following four steps:
(i)   Planning and visit;
(ii)   observing classroom activities;
(iii)   conferring with individual teacher: and
(iv)   undertaking follow-up activities.

The supervisor before visiting a school, develops a definite plan which will give his observation purposeful and focus, oriented and enable him to analyse the situation and a assess further needs the teacher and other staff members.

He does little by glances at the syllabi prepares checklist of items to be seen or sort out ideas to be shared with teachers and others way of preparation. He also consults previous reports. He uses a check list regarding these aspects of teachers performance. They expected him to observe, when he observes every thing and may act according to each situation. He may hear and see all the time out, speak only when he wants to create more enthusiasm and interest in a certain activity. He may however makes some points in mind and soon after the visit fill in the check list.

When he leaves the school/classroom, he may say a few wards to encourage both the pupils and the teachers according to his set plan. S. R. Vashist, 1993, P. 168, says that, "In the school word, experience has demonstrated again and again that organizing a tentative programme for the guidance of school interests is essential to the success of any situation".

The editor of the book further says that, "The school man usually came in with sentimental plans for boys and girls and a consciousness of sanctity of his cause. The man with the facts and plans usually won". Any how, for further details of topic, please read the below referred material:

Vishist S. R. 1993	"Perfection in Educational Supervision" (part 1) New Delhi, J. L. Kumar for Anmol Publication Pvt. Ltd. pp. 169 - 170	6-1

Here is a reference for further knowledge about techniques for finding and defining the needs of the learners.

Vashist S. R 1993	Perspectives in Educational Supervision (Part 1), New Delhi, J. L. Kumar For Anmol Publication Pvt. Ltd. pp. 180 - 182	6-2

(b)   *Teachers Meeting*

Teacher's meeting leads the teachers to search for better techniques. Through this technique of supervision teacher may play a vital role in making his aware of the creative potentialities in arousing dissatisfaction with what they are doing. This technique also help the teachers in exploring new things, in selecting promising techniques.

Most of the supervisors hold individual conferences with teachers but giving oral instructions in classroom and they often suggest better methods of teaching. So that the teachers become aware of their weak points and try to improve them.

The main purposes of this technique are as under:

(a)   to assess the ability of each teacher and to evaluate his work.

(b)   to help teachers in improving teaching - learning process.

(c)   to guide teachers in solving their own problems - facing in teaching - learning process.

(d)   to motivate and encourage teachers to do better.

(e)   to co-ordinate teacher's activities.

(f)   to create healthy atmosphere in schools.

(g)   to promote co-operative spirit among staff.

(h)   to provide leadership in improving quality of education.

It is clear from the above purposes the this technique has common features: first, it reflects the democratic philosophy of supervision. Second, it stresses the need for showing respect and confidence in the teachers in order to build their moral.

According to S. R. Vashist, 1993, P. 170, "The staff must have clearly in mind the objectives which they wish to attain; they must know the methods by which these outcomes may be accomplished; they must learn how to adjust the means and facilities available to the achievement of the desired end.

Vashist analysed different techniques of supervision in the below referred pages.

Vashist S. R. 1993	Perspectives in Educational Supervision, Part 1, New Delhi, J. L. Kumar for Anmol Publication, Pvt, Ltd. P. P. 172 - 176	6-3.

In order to study the general techniques for discovering the factors affecting the learning product, please read the following:

Vashist S. R. 1993	Perspectives in Educational Supervision, Part 1, New Delhi, J. L. Kumar for Anmol Publication, Pvt, Ltd. pp. 182 - 185	6-4

(c) *Observational Visits*

Observational visits serve the purpose of knowing teachers at work, analysing their strengths and weaknesses, and providing encouragement and help.

The observational visits involve four steps:

(a) Planning the visit;

(b) observing classroom activities;

(c) conferring with the individual teacher and

(d) undertaking follow up activities·

In supervision, the supervisor plays a key role to help the teaching staff. So, supervisor may, before visiting a classroom, develop a definite plan. He may think himself some question such as:

(a) What will be the teacher or the class doing at that time?

(b) What methods I would have used?.

(c) Should I consult the chart of monthly distribution of syllabus?

(d) May I fully aware of the contents and aim of the lesson? What suggestions I would like to give?

(e) How did the teacher fair when I visited him last? Etc.

Answers to these questions will equip the supervisor with information that he must have before visiting a class. This will give his observational purpose and focus and enable him to analyse the situation and to assess further needs of the teaching staff.

The supervisor may follow the manners of classroom during observing classroom activities. He should enter the classroom in a manner that he does not disturb teaching. It is advisable that the supervisor enter the classroom before the lesson started and leave when it will be finished.

The supervisor may act according to each situation, for example, when he enters the class he takes a seat or goes round the class without interrupting the activity. Some times he may find a class busy in some out door activity like gardening, farming, physical drill and etc. The supervisor in that case must go out to observe the children's activity and behaviour.

He may make mental notes and soon after the visit, fill in the check list that he may have with him. He may observe the following items. These questions are just a

specimen. Every teaching learning situation needs a specific check list which may be prepared with the co-operation of the teacher concerned.

	Item Observed	Excellent	V. Good	Good
1.	**Classroom**			
a.	Is the seating arrangement satisfactory?			
b.	Is the room well ventilated?			
c.	Is the room set according to health view of point?			
2.	**Teachers**			
a.	Did the teacher speak with clarity and forcefulness?			
b.	Was the teacher polite and sympathetic towards the students? And so on			
3.	**Pupils**			
a.	Did the take interest and participate in learning activities?			
b.	Did pupils raise intelligent questions? Etc.			
4.	**Lesson**			
a.	Did the teacher appear to have adequately prepared himself for the lesson?			
b.	Did the teacher use audio visual aids relevant to the lesson?			
c.	Did the teacher assess in the learning situation the understanding of students? (others)			
5.	**Summary**			
a.	Teacher's name			
b.	Date			
c.	Class and Subject			
d.	Time spent			
e.	Major atregths			
f.	Major weaknesses of teacher			

These, are few other things that he must do while observing a teaching learning situation.

Please write down with the help of referred materials.

Vashist S. R. 1993	Perspectives in Educational Supervision (2) New Delhi, Anmol Publication Pvt. Ltd. pp. 15 - 23	6-5

(d)   *Post-Visit Conference*

In supervision, supervisor as a democratic leader must respect the individuality of the teacher, accept him as he is and base improvement programme on the strength of the individual teacher.

His classroom observations would have given the supervisor some clues to the strength and weaknesses of the teacher. The supervisor may take some time to make up his mind how and what he would like to suggest to discuss with the teacher. It is difficult to change in one attempt the behaviour patron of an individual. Hence before going into conference with the individual teacher, the supervisor may make chalk out a plan for the conference. When the teacher arrives he may be greeted, offered a set nearest to the supervisor and allowed a few seconds to settle down.

To prepare the stage for constructive conference it is necessary for the supervisor to start and talk about the weather and inquire about the health and welfare of the conferences family etc.

The democratic spirit and the scientific attitude are used for this technique. According to S. R. Vashist, 1993, P.76, "Leadership which provide for free group formulation of polices and programme of action will achieve desirable ends far better than authority ever can".

Vashist further says that "A group so led thoroughly understand the demands of the situation and the action to be taken. All have been heard, all have had opportunity to present views, all have entered their objections if any. Discussion have been free, minorities have been heart, conflicting views have been heart and differences have been ironed out".

An individual most certainly does not have a right to an opinion when competent, valid and sufficient facts are available. The individual with the right to contribute, has also the obligation to know the facts available.

However, after such an informal exchanges, the supervisor may start discussion by mentioning the good aspects of lesson that he might have observed in the classroom

and of which the teacher himself be aware and proud. This appreciation must be sincere and genuine to great an atmosphere for the conference. The weakness of the lesson may be conveyed in an indirect manner. He may compare the present performance of the teacher with his past performance. Attention must be focused on arriving at some agreement or a plan of improvement by co-operative thinking. The conference be neither to short not too long. Most of the talking be done by the teacher, and supervisor may generate some ideas to keep the interest of the participants.

All the transpiration of the conference must be noted by the supervisor in his note book for follow up and other guidance purposes.

A note in the form of "aid to memory" be prepared and handed over to the teacher.

(e)   *Follow - up Action*
Observation, conference and discussion have no value unless the supervisor also prepares a follow - up plan. The supervisor, whether, he is a headmaster or a visiting official, must revisit the teacher when he feels that the teacher would have tried out the suggestions accepted by him.

The supervisor must assure the teacher whether the teacher needs more guidance or encouragement to succeed in his efforts.
Follow up also shows the interest and keenness of the supervisor in the professional growth and personal well-being of the teacher and latter generally feels grateful.

(f)   *Demonstrating in teaching*
In supervision, the supervisor should occasionally give and arrange demonstration lesson for the benefit of teachers.

A demonstration lesson is one that is conducted by a competent teacher to give to the observing teachers a concrete idea of the desired and effective procedures of teaching.

The need for demonstration lessons arises from the observations of the supervisor. During his visit, he finds teachers facing difficulty in teaching some specific segment of the curriculum. When some teachers challenge his suggestions, it becomes necessary to give a demonstration lesson to help teacher overcome their difficulty.

The demonstration lesson should be arranged to meet the specific and known needs of the teachers who are to be helped. The lesson should be given in actual

classroom situation, utilising aids and materials available to all teachers. It should provide appropriate activities for the students.

The demonstration lesson must invariably be followed by a discussion session or conference to afford an opportunity to the observing teachers to express what they gained from the demonstration. It should be free, professional discussion, and one should be sarcastic or on the defensive.

It must, however, be noted that demonstration teaching, as a technique of teacher improvement has limitations. This technique may not work in all situations and in the hands of all teachers. It may be feasible in big schools where a number of teachers teach the same subject to various classes but in small school, it is of little use.

The supervisor may ask teachers of neighbouring schools particularly new teachers to meet at some central place to observe demonstration lesson or to learn directly from his own observation.

The supervisor may also follow up the demonstration or visit to see if the observing teachers make some improvement in their work.

Note: A check list may be prepared for evaluating the demonstration, it may include points previously given. One of the most extensive work sheet for use in analysing teacher guides was develop by Leary in her survey of courses. Please prepare a checklist for analysis of courses of study with the help of the below referred materials.

| Vashist S. R.1993 | "Perspective in Educational Supervision, (Vol. 2) Methods of Educational Supervision, New Delhi, Anmol Publications Pvt. Ltd. pp. 159 - 164 | 6-6 |

(g)   *Making Correspondence & Keeping records*
In supervision, this technique makes a role of awakening the teachers and others who are related with teaching learning process.

One way of communicating with teachers and awakening their interest in the teaching learning process is the practice of sending to them proper inspection report on the progress during supervisor's visit. Some schools in the big towns use this device and maintained records.

The main purpose of this technique is to provide such learning experiences to teachers that they grow into useful and happy members of the institutions, keen to improve their knowledge and skills through self efforts under guideline or suggestions provided by supervisor.

To make teachers sensitive to understanding children and responsible for guiding and assisting them in making adjustments to school and home, parents and teachers, age mate and other students, the supervisor must initiate appropriate in-service activities directed to the accurate and to up to date maintenance of commulative records of pupils progress. To achieve this goal, supervisor is apt to lay emphasis on the improvement of teaching and teachers and to over look the influence that the parents exercise on the education of their children. The supervisor may have good plans for fastening healthy habits towards teachers and students. During his visit, supervisor may find an appropriate opportunity for raising with the teachers questions regarding the need and methods of securing parental co-operation. All the questions, suggestion and teacher's involvementation finding solution to the problems are in written form.

The answer to these questions must come from the teachers. This technique involves corresponding and answering questions in a discussion setting.

The record is one which supervisor develop in accordance with its needs and aspirations of the teacher and student.

Vashist, 1993, P. 4, has demonstrated by given an example as "Next was a letter from the office of the superintendent of schools (Academic Head) describing a change in the methods of keeping records of school attendance. Mr. Robert laid this aside for the school's clerk to duplicate and send to each teacher. Such routine maters were allowed to take as little time as possible at teachers meeting."

Let us take the opportunity to read the following text to enhance our understanding about this technique In this text the school headmaster as a supervisor has a great responsibility to provide academic leadership to the teachers.

| Vashist S. R 1993 | "Perspectives in Educational Supervision", Vol. 4. Supervision in Elementary Schools, New Delhi, Anmol Publications Pvt. Ltd. Pp. 03 - 16 | 6-7 |

6.4 Effective Techniques in Supervision

Many effective techniques are used in supervision. Some of them are as under:

(i) *The Individual conference or personal interview:*
It is a very effective device for securing information from the pupils, his friends, parents and old teachers. Its purpose must be clear and it should be well planned before meeting.

(ii) *Observation* is a simple but very useful technique. It enables the teacher to detect physical and emotional irregularities, social traits and behaviour problem. The observation may be directed to securing more and varied information concerning that problem.

(iii) *Student activities* is one of the critical device of supervisors. These activities have immense educational values and meet most of immediate urges and interests of children. This technique suggests how the supervisor may help teachers make student activities a vital part of the daily programme of school.

These activities include all formal and informal activities and experiences provided by the school to the students in order to achieve the objectives of education.

Student activities must be an integral part of the daily programme of every school as these contribute much more than the formal activities, to fulfilling social, civic and moral needs of children by providing valuable, exhilarating and satisfying experience to them.

(iv) *Remedial teaching:*
Corresponding and maintaining different records particularly teacher correspondence with supervisor and students commulative record is a valid, correct and meaningful and useful record of the academic achievements and behaviours of the pupils during the school years provide the bases for remedial teaching, guidance and promotion in the case of each individual.

(v) *Scientific or democratic supervision:*
Scientific supervision means securing a complete and accurate picture as possible of current school practices. Democracy in supervision means enlisting the abilities of the teachers, principals and others in the co-operative enterprise of improving teaching and other aspects of teaching learning situation. The democratic supervisor has and expresses confidence in fellow workers, he evaluates teaching on the basis of understandings, attitudes and skills, actually

acquired by the pupils regardless of, whether these were secured throu teaching procedure suggested by him or not.

However, the following reference material would help you to further enrich yc knowledge about the concept of effective techniques in supervision.

| Vashist S. R. | "Perspectives in Educational Supervision", Vol. 1, Principles of Educational Supervision, New Delhi, | |
| 1993 | Anmol Publications Pvt. Ltd. Pp. 73 - 82 | 6-8 |

6.5   Activities

1.   a.   Arrange a school visit and write down the main points on the topic.

_____

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_____

b.   Attend a teacher's meeting and list the five main headings of that meeting.

_____

_____

_____

c.   Discuss the important steps of the observational visits techniques with your tutor, then write down.

_____

_____

_____

d.   Consult your views with the principal of education college of your nearest place, and then list the main recommendations about the post-visit conference.

_____

_____

_____

e.   After the discussing with course co-ordinator in person or through correspondence list down the basic steps taken by teacher in demonstrating, teaching technique of supervision.

_____

_____

_____

2. Please discuss sub-topic 6.3.8 with senior supervisor of your area, and give suggestions in the light of above discussion.

    _____

    _____

    _____

3. After attending a model lecture on effective teaching prepare a check list for evaluating the demonstration.

    _____

    _____

    _____

4. Discuss the topic of techniques in supervision with the other experts and then enlist ten new points in your note book.

    _____

    _____

    _____

6.6 **Exercise**

Q. 1   Discuss the techniques through which supervisor can assistance in enhancing educational production.

Q. 2   Explain the common points from the following techniques of supervision.

    (a)   School visits.

    (b)   Teacher's meeting

    (c)   Observational visits.

    (d)   Demonstration in teaching.

Q. 3   Making correspondence and keeping records technique makes a useful role of awaking the teachers and others who are related with teaching learning process. Discuss.

Q. 4   What are effective techniques in supervision?

6.7   Bibliography

1.   ibid, p. 168

2.   ibid, p. 170

3.   ibid, p. 76

4.   ibid, p. 76

5.   Vashist S. R.   *"Perspectives in Education supervision"*, Vol. 1, *"Principles of Educational Supervision"*, New Delhi, Anmol Publications Private Limited.

5.   Vashist S. R., 1993   *"Perspectives in Educational Supervision"*, Vol. 2. "Methods of Educational Supervision", New Delhi, Anmol Publications Pvt. Ltd.

6.   Vashist S. R., 1993   *"Perspectives in Education Supervision"*, Vol. 4. "Supervision in Elementary Schools", New Delhi, Anmol Publications Pvt. Ltd.

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Unit No. 7

HUMAN RELATIONS
AND SUPERVISION

Written by:
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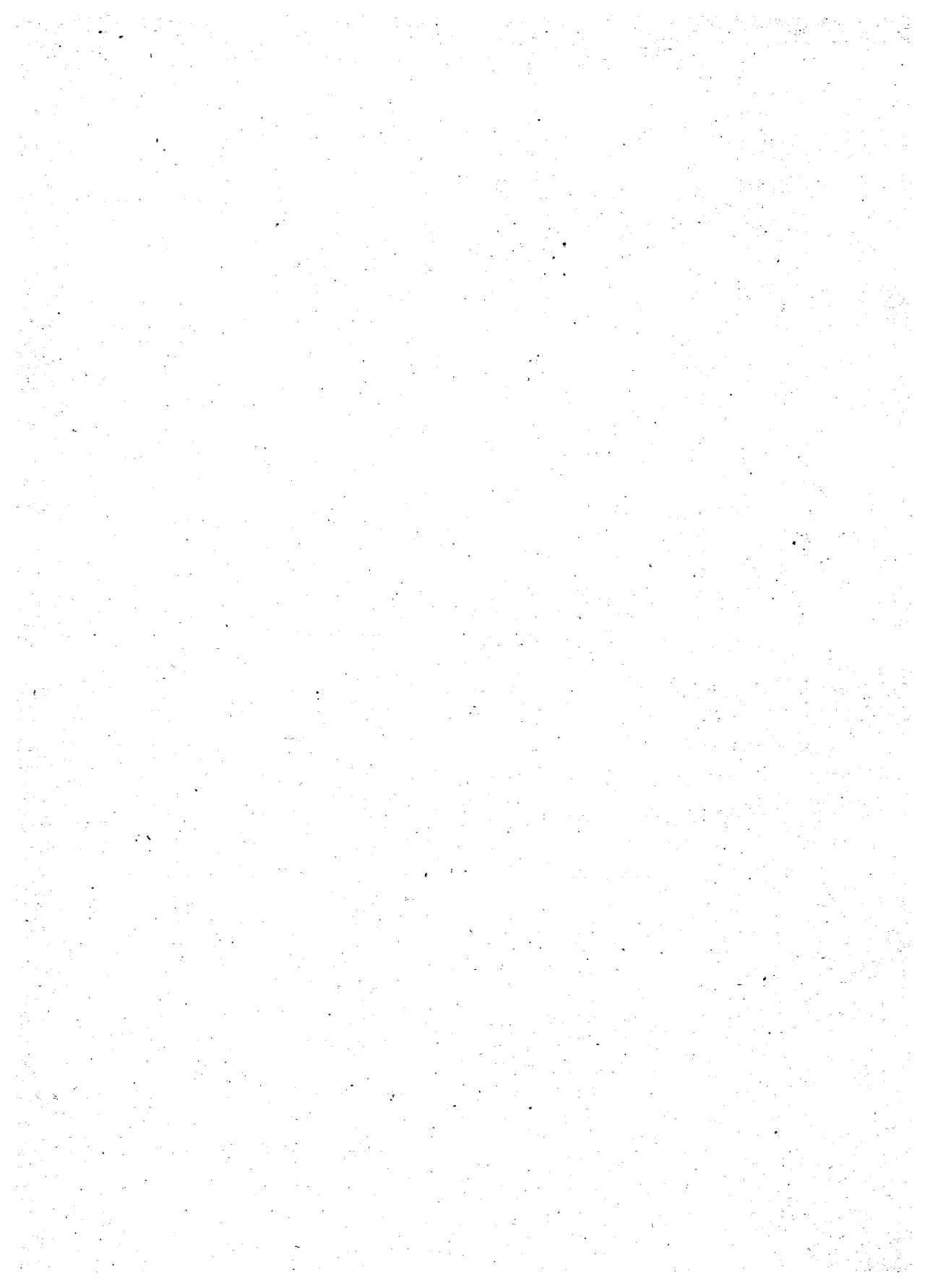
7.1   Introduction

According to Vashist, 1993, P,168, "Supervision is particularly in need of planning. It is an unusually complicated process". Many different items must be considered:

"First, a group of learners of various ages, chronological and mental of varied purposes, interests, backgrounds and degree of intelligence.

Second, there are many and different outcomes to be accomplished singly by the learner but simultaneously by those promoting learning.

Third, there are subject-matter, instructional material and many learning activities of varying complexity and accessibility. The nationality of the pupils, their social and economic status, that of the school, and the types of buildings and rooms available will all complicate the matter. Furthermore, some of these items change from term to term, from week to week and even from day to day.

Fourth, there is a group of educational workers who vary in age, background and temperament as widely as do the pupils.

Fifth, the developments in the field of education are so rapid and so important that is a difficult task merely to keep the school system abreast of valuable new departures.

Lastly, there is the necessity of securing unification or integration of educational effort through supervision. It may be repeated that supervision is highly complicated. Improvised, inspirational, opportunistic, random, desultory, and haphazard supervision inevitably results in chaos. The planning of this complex·human activity necessitates the co-operative participation of all concerned."

Sharif Khan and Saleem Khan, 1980, P.74 have stated that "supervision is the set of observable behavioural characteristics and inter-relationships displayed by the position incumbents in a particular institution".

From the above quotations we can say that one of the major functions of supervision is to build group morale and also to enhance the efficiency of the individuals with whom the supervisor deals in face to face situations. This important function makes it essential for the supervisor to acquaint himself with the factors that underlie human behaviour and how it may be engineered to good purposes.

No supervisor who deals with human material, can hope to attain a level of efficiency satisfactory from himself and the individuals or groups with whom he works, without equipping himself with necessary human-relation skills. So, he has qualities of well-educated, tactful, sympathetic and constructive person because head of institution, teachers, students, parents of the students look upon the supervisor as a co-worker from whom guidance and valuable assistance may be gained.

As explained by the Zulkaif, BPM-503 course, the term *"human relations"* applies broadly to the interaction of people in all types of endeavour in business, government, social clubs, schools and homes. Much of this interaction is in work organisations where people have handed together in some sort of formal structure to achieve an objective. The human interactions that develop are called organizational behaviour or employee human relations.

A supervisor occupies a leadership position and works as co-ordinator. According to Gupta, (1987) "Leadership in fact is not some thing magical but is a set of skills and attitudes that people can learn and develop."

There is no denying the fact that the supervisor occupies the most crucial position in the entire spectrum of educational activities.

A supervisor identifies a problem, considers alternative solution, chooses one of them and then tells his followers what they are to do. Members may be considered but do not participate directly in the decision making.

He makes the decision and tries to persuade the group members to accept it. He points out how he has considered organizational goals and the interests of group members, and he states how the members will benefit from carrying out the decision.

A supervisor identifies a problem and proposes a tentative solution. He asks for the reaction of those who will implement it, but he makes the final decision. Members have a chance to influence the decision from the beginning. The leader presents a problem and relevant background information. The member is invited to increase the number of alternative actions to be considered. The supervisor then selects the solution he regards as most promising.

A supervisor participates in the discussion as a member and makes many decisions and these decisions will affect the organization only if he has good relations with the head of the institution, teachers, students and parents of the students and others. The leadership role of an administrator, and steps for better human relations are also discussed in this unit.

7.2   Objectives
After studying the unit, you will be able to:

1.   Discuss the role of supervisor in the context of Human Relationships.

2.   Identify special issues facing by a supervisor while the visiting an educational institution.

3.   Explain supervisor's relations with the following:
   -    Head of Institutions
   -    Teachers
   -    Students
   -    Student's parent - Community.

4.   Pinpoint the main points of the leadership role of an administrator.

5.   Enlist the steps for better human relation.

7.3   Supervisor's Relationship
Today supervision is generally seen as leadership that encourages a continuous involvement of all school personnel in a co-operative attempt to achieve the most effective educational programme.

(a)   *Supervisor's Relationship With Head of the Institution*
Supervisor and head of the institution both are the persons who have professional ability and skill in the teaching learning system.

They are of comparable professional ability and skill performing different functions. Supervisor is a consultants to be called in to help analyse problem situation, to try out remedial measures, and to assist in evaluation of results. He can also be called upon for advice and suggestions, so we can say he serves as a resource person for the head of the institution.

A supervisor's success depends upon his competency in his field and his way of working with people of the institution. If, he does not show insight and good relations in his discussion with the head of institution, he will be ignored. He can not succeed simply because of a supervisor.

Moreover, if he does not present his ideas in a friendly, relaxed manner, he will not be called again.

Sometimes, he has a delicate consultative function to perform. He may feel it necessary to call shortcomings of the school to attention of the head of the institution. Whatever his relations with the head of an institution, this is difficult one. If he makes generalisations about the situation and their attempts to document them, he might fails in his work. If his approach is jointly for examination and evaluation, then he has a better chance of succeeding.

Vashist, 1993, P.42 described the few general responsibilities of the head of an institution. These includes:

i)   He is the representative of the school in its relationships with the central office of the administration. He makes out reports, attended head's meetings and is the recipient of general orders from the administration.

ii)   He is the representative of the school in the community; he receives complaints and suggestion from parents, and is responsible for supervising the playgrounds and the general care of playgrounds and buildings.

iii)   He is the Head in the school itself; he hold teachers meetings at which administrative matters of the school are discussed, is the court of appeal in disciplinary cases in which the teachers felt the need of a higher authority, and inspects the books which teachers are required to keep."

In order to comprehend the clear idea about the sub-topic, you are advised to read the following.

Vashist. S. R. 1993	*Perspective in Educational Supervisor*, Vol. 4. Supervision in Elementary schools, New Delhi, Anmol Publications Pvt. Ltd. Pp. 42 - 46 ·	7.1

(b)·   *Supervisor's Relationship With Teachers and Students*

The learning activity are designed and packaged by experts whereas the teacher plays a vital role in the learning situation in raising students consciousness about the concepts and principles. He also performs important managerial functions. This service activity includes all aspects of instruction, e.g., teaching , learning, curriculum planning, evaluation, etc. The supervisor may use to help teachers in doing their jobs well. When supervisors and teachers work together, changes that really increase the quality of education.

A teacher is a dynamic and creative person. He has a great capacity for work as well as for innovations. According to Vashist, 1993, P.2, "the teacher is the ultimate

agent of education. No matter what appears in the official courses of study, it is he who sets the daily task for the pupils, or who helps them to develop a plan of work. It is he who sanctions or condemns their habits, their attitudes, their personality and qualities. If education is ever to have any genuine influence in shaping character, or in giving insight into life. The teacher will be the agent who will carry this influence. It is his philosophy of education put into practice which really matters".

Vashist further says that "teacher role is the guidance of the learning activities of pupils is exceedingly important; and he has other equally significant functions and responsibilities: the directing of co-curricular activities, acting as a friend and counsellor of pupils; participating as a member of a community that has many expectancies with reference to him".

In order to comprehend the idea about supervisor's relation with teacher, you are advised to read the following.

Sergioranni Thomas, I, Starrat Robert J. 1983	Supervision, 'Human Respective' New York Mc Graw - Hill Book Company. Pp.129-131	7-2

A human minded supervisor knows teachers as individuals, and recognizes their drives, motives and satisfactions. When he knows these things, he also knows how to interpret, what they say or do.

Here is a reference for further knowledge about supervisor's relation with teacher.

Vashist S. R.	'Perspectives in educational Supervision' Vol.4. Supervision in Elementary Schools, New Delhi, Anmol Publications Pvt. Ltd. pp. 113 - 119.	7-3

(c)   *Supervisor's Relation With Student Community*
The human relationship in the classroom may be divided into some categories. They are:
    i)   Teacher - to student relationships.
    ii)   Student - to teacher relationships.
    iii)   Healthy student - to student relationship.
    iv)   Students — parents community.

A supervisor during the visit to a school may see some particularly interesting things that help the teachers in developing good relations among the students, motivating towards study. He may also solve the problems of the both teachers and students which are facing during teaching learning process. In such a case the supervisor may be able to stimulate the teacher who is responsible, to conceive plans for inter visitation between members of the institution may be made.

Supervisor may be responsible for providing relationship in a programme of education for its development and improvement, providing leadership in developing sequence and continuity throughout the educational programme, correlating the various aspects of the regular educational programme and specialized services for exceptional students, guidance services, and testing programme etc.

i) *Teacher – Student Relationship*

The teacher - student relationship is usually described as 'empathic', 'accepting', 'understanding', 'stimulating', 'initiative', 'purposeful activities', 'judging', 'warm' etc. Supervisor may see these particularly things.

The supervisor is a leader, friend and counsellor to the students in the class as is the teacher, not stern disciplinarian. He has authority, of course, but uses it in a human and considerate way.

ii) *Student - Teacher Relationship*

The student - teacher relationship is what would be expected from a proper teacher to student relationships. The student respects the teacher as an older, wiser and more experienced member of the group but does not feel fear or dread of him. So, the supervisor helps the teacher in a way that the students learn early under good teaching procedures to feel respect for themselves and for their judgements and opinions. This develops naturally if student initiative and decisions are treated seriously and given due weightage in classroom management.

(iii) *Healthy Student -.Student Relationships*

If we look at in the schools of the past student - student relationships were only not encouraged, they were strictly forbidden. Whispering and note-passing were considered to be. causes for disciplinary action. Student-student relationships were confined to the playground or to. surreptitious activities.

Students are a powerful part of the learning environment and they react differently to any given different teaching method. Combinations of personality, aptitutdes, interpersonal skills, and previous achievement contribute to configurations of learning style.

Student's intelligence, adaptability, creativity, motivation and general configurations of personality are much more important determiners of how much he will learn than any thing the teacher can do. The supervisor should evidence personal traits which will enable him to work harmoniously with student.

The supervisor with the help of teacher can arrange healthy activities in the classroom.

In short, we may now wind up the discussion with the statement that "supervisor performs a wide variety to tasks, which may or may not include managerial or administrative duties". Let us study Gorton:

Gorton Richard A. 1983	"School Administration and Supervisor" Leadership challenges and opportunities. W. M. C. Brown Company Publishers. pp. 433 - 439	7.4

(d)   *Supervisor's Relationship With Student's Parents - Community*

There is a set educational and social system in the institutions that has strategy of external structure which only maintains social system. It requires the teacher to assume the role of facilitator and reflector. The student is primarily responsible for the initiation and maintenance of the interaction process; authority is shared between student and teacher.

The teacher reaches out to the students, emphasizes with his personality and reacts in such a way as to help the student define his problems and feelings, take responsibility for his actions and plan his objectives and the way to achieve them. It is a technique by which teachers can help students focus the direction of their own learning.

One function of the supervisor's relationships with parents of the student, is co-operate in the development, organization and administration of a basic group testing programme for the educational institution system.

Second function is to conduct detailed individual analyses of particular children in order to furnish deeper insights into their educational problem.

Third function is to furnish clinical and diagnostic information concerning the particular emotional and psychological problems which interfere with a student's effective learning.

One is the most important function is to suggest and recommend programmes designed to remedy of the psychological problems. To strengthen the supervisor's relation with parents of the students.

Fifth function of the supervisor is to assist in interpreting to teachers and parents psychological data concerning individual students.

In the light of above important functions of the supervisor, the following are the main recommendations regarding relationship with student's parent - community.

1.   The supervisor should consult with teachers in the development of curricular adaptations and class room practices for students with special needs.

2.   He should also consult in the development and operation of the total school programme for exceptional students.

3.   Supervisor may work in a team approach with other school personnel toward the solving of educational problems of the students.

He may assisted in developing efficient referral procedures for cases requiring the diagnostic or therapeutic services of specialists.

He may orient staff members to be alert to the symptoms of psychological disorders in students and to refer any student displaying such systems.

He should co-operate with other staff members in the development and use of psychological data.

Supervisor may interpret to school, parent and community groups the purpose and programme of the school psychological services.

He also emphasises effectiveness of the P. T. A. because existence of Parent - Teacher Association will enable teachers and parent to exchange views on how educational institution should be run for the benefit of the public.

7.4 Leadership Role of an Administrator

Leadership and administration are generally considered as synonymous. They have many factors in common. A person who possesses qualities of leadership is supposed to be a good administrator also. For example, the school Headmaster or principal who is an administrator of the school is considered the academic leader of the school.

It is a process of influencing the activities of an organised group in the tasks of goal getting and goal achieving.

According to Gupta, (1987, P.88) "Leadership in fact is not something magical but is a set of skills and attitudes that people can learn and develop".

Bittel, (1980, P.82) has stated that "Leadership is the knack of getting other people to follow you and to do willingly the things you want them to do".

John K. Hemphill (1958, P.98) in his paper, "Administration as problem solving" defines leadership as " the initiative of a new structure or procedure for accomplishing an organization's goal and objectives or for changing an organization's goals and objectives. Thus a leader has two routes - role as to utilise delegated status and exert authority - individual personality to achieve prestige and exert influence. Thus a leader has to do two main functions. On the one hand, he initiates a new structure for accomplishing the goals and objectives of the organisation and on the other , he initiates structure for changing established goals and objectives of the organisation and organisational relationship.

However, in most of the organisations the function of an administrator and or leadership are done by the same person. For example, the Director of Education is an administrator because he is responsible for utilising existing structure of education of the state to achieve the goals and objectives of the education for that state. But simultaneously he is the academic leader of the education of the government.

(a) *Frequency and Potency Aspects of Leadership*

Frequency and potency are two important aspects of leadership. As regards frequency of acts of leadership, either of the extremes is not desirable. If the frequency of the leadership is too low, it will be a case of failure of attempted leadership. There will be no or inadequate structure, procedure and goals in the situation. If the frequency of the acts of the leadership is too high, it will also be a case of attempted leadership. But it will be difficult to judge as to which of the acts has resulted into successful leadership

and which one has not. The effectiveness of the leadership can also not be measured because frequent changes in the structure, procedure and goals may result into disorganisation, disintegration and disorientation.

As regards the other aspect of leadership, i.e., potency, it refers to the extent to which an initiated change represents a significantly different departure from that which exists. If any act of leadership brings a significant change in the existing structure, procedure and goal, it will be considered that the leader has got potency of leadership. However, it is unfortunate that educational administration has got poor record of potency.

Alan F. Brown, (1963, P.19) in his article, "Reactions to leadership" has indicated the existence of the two crucial dimensions of leader behaviour: behaviour which responds to organisational needs and behaviour which respond to personal idiosyncratic needs of members.

(b)   *Psychological and Sociological Factors*

Psychological factors and sociological factors are equally responsible for the development of leadership.

Psychological approach emphasises the personal needs and dispositions, the sociological approach emphasises organisational roles and leaderships. Thus, in psychological approach the concern was an individual, in sociological approach it is group which is to be taken care of. If psychological approach is related to nature, the sociological approach is to nurture. If the psychological approach is related with heredity, the sociological approach is related with environment.

Andrew W. Halpin and B. James Winer, (1957, P.98) in their study "A Factorial Study Of The Leadership Behaviour Descriptions" have also identified two dimensions of leadership. They are initiating structure and consideration. Initiating structure refers to the leader's behaviour in delineating the relationship between himself and the members of his work group and in endeavouring to establish well-defined patterns of organisation, channels of communication and methods of procedure consideration prefers to the behaviour indicative of friendship, mutual trust, respect and warmth in relationship between the leader and the members of his staff.

In short we may now wind up the discussion with the statement that the leader must help the members of the group become aware of the process of interaction. Let us

study Lowell and Wiles to fully comprehend the topic.

Lowell John T. and Wiles Kimball, (1983)	*"Supervisor for better schools"* 5th edition, Printice - Hall, Inc., Englewood Cliffs. pp. 252-256.	7.5

For further study and to develop deeper insight, please study the following text carefully.

Nwankivo John I. 1982.	*"Educational Administration"*, Theory Practice, Bisi Books (Nigeria) Limited, Vikas Publishing House Pvt. Ltd. P. P. 58-62.	7.6

7.5 Steps for Better Human Relations

Human relation is something that take place between an administrator and an employee, between principal or headmaster and teacher, between head and staff, between teachers and students, between teachers and parents, between supervisor and others, between and individual and a group. The human interactions may be between executives and their departments, between managers and their associates, between workers and management in general. This topic has been discussed in details in unit no.2. For further study, please also read the following referred material.

Bittle Lester R. 1980	*"What every supervisor should know"* The basics of *supervisory management*, 4th edition, New Delhi, Tata MaGraw Hill Publishing Company Ltd. pp. 34-44.	7-7

7.6   Activities

1.   Keeping in view, the topic human relations and supervision, discuss supervisor's relations with Head of Institution, with course co-ordinator or the expert you want to involve and then write down ten main points which were not discussed in this unit.

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2.   Please discuss topic 7.3 with a senior headmaster of your area and then list down ten main points in the note book on the following:

Supervisor's relationships with:
—   Teachers
—   Students
—   Parents of students - Community.

3.   After discussing the leadership role with the course co-ordinator, in person or through correspondence, enlist some points for improving the leadership role of an administrator.

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4   Discuss topic 7.5 with the Director of Schools and then list down the various steps for better human relations.

.7   Exercise

Q. 1   Discuss the main concepts of the human relations and supervision.

Q. 2   What steps have been mentioned in the study guide developing course relations between supervisor and head of institution?

Q. 3   Teacher is a dynamic and creative person and can create good relations with supervisor. Explain.

Q. 4   What steps should be taken to promote relationships between the supervisor and students?

Q. 5   Parents of students play a good role in creating relations between supervisor and students. Explain.

Q. 6   What steps have so far been taken by the Government of Pakistan to improve better human relations?

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13. ibid, 1993, PP. 3-4

14. Vashist S. R. (1993)   *"Perspectives in Educational Supervision"*; Vol. 4. "Supervision in Elementary Schools" New Delhi, Anmol Publications Pvt. Ltd.

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Unit No. 8

ISSUES IN EDUCATIONAL ADMINISTRATION

Written by:
Muhammad Asif Rajput

8.1 Introduction

The progress of a country is known by the level of management it has reached, and the quality of its national management that determines the magnitude and direction of its socio-economic status and development.

Importance of management which, we may often wonder, is what we are trying to achieve through it. The purpose of all management is to arrive at decisions leading to improve productivity.

Like most developing countries, Pakistan has resource constraints and limited means to satisfy many wants and fulfil diverse needs. To be able to accomplish this, the Pakistan management personnel would have to strive for modern know-how and skills leading to an efficient management administratively effective.

Persons engaged in the administrative process have a responsibility to themselves and to their country to ensure that how while public business is disposed of promptly and efficiently at low cost and with the least inconvenience to the public discussions should made without fear or favour and based on human understanding and justice.

There are many areas that may be identified to be crucial in which administration creates problems and serve handicaps in the way of efficiency and effectiveness of the administrative system. Even there are no clear cut areas of responsibility demarcated among administrators at different hierarchical level. For example, in educational administration and supervision several organisations are reluctant to share their power and authority with each other. Federal/provincial, district/local administration are not prepared to share a part of their authority. Consequently, planned projects are doomed at the eve of implementation and schemes at operational stage.

In short, there are many such problems and issues which have been pointed out by the experts. Efforts have been made in this unit to highlight the issues particularly in educational administration. Such as:

a) Centralisation vs decentralisation
b) Bureaucracy and politics
c) Bureaucracy and technocracy
d) Human relation
e) Educational administrator and pressure group, etc.

8.2 Objectives

After intensive study of this unit, you should be able to:
1. Explain the issues in educational administration,

2. Discuss following issues in educational administration:
    a) Centralisation vs Decentralisation
    b) Bureaucracy and politics.
    c) Bureaucracy and technocracy
    d) Educational administrator and pressure groups

3. Explain the issue of human relations in educational administration.

4. Evaluate the concept of training and professional growth of educational administrators.

8.3   Centralisation VS Decentralisation

The idea of centralisation appeals to many, because it appears to have, and sometimes may have, possibilities of efficiency and economy which can not be attained through a decentralised system. Those who believe in strict control of education tend to favour centralisation. They want decisions made at the top, handed down and followed by those positions of less importance and, eventually, by teachers in every institution. If decision are sound and defensible, this plan may seem, on the surface, to work very satisfactorily otherwise it leads to an uncertain situation. Therefore, this system needs to be carefully implemented.

Paula Silver, (1983, p-23) describe that "Centralisation refers to the extent to decision making within the organisation is done at the highest administrative level. An organisation in which most decisions must be referred to a very high level official is considered highly centralised, where as one in which the heads of separate units, such as middle management personnel, make many decisions is relatively decentralised".

Paula Silver further explains that "in UK centralised school districts for example, the superintendent and his immediate subordinates make most of the decisions, whereas in relatively decentralised school districts the principals and their assistants make many decisions. Indicators of centralisation would be the proportion of jobs that participate in decision making and the number of areas in which decision are made by employees at each level in the organisational hierarchy ".

According to Govt. of Punjab's Report (1995, pp 102-103) "Education in Punjab, like all aspects of education, is very centralised, with top down direction from the D.E.O. Secretariat, not enough delegation, limited local discretion, and little scope for officially approved personal initiative at lower levels or local decision making. That is, authority and discretion rest with those in the headquarters of the organisation, this allowing for a maximum of central control and system wide conformity".

However, such centralisation is in flexibility, it causes unnecessary delay in the decision making process, it is usually remote from the field staff and clients. It increases the work load of the staff responsible at head-quarter which sometimes does not allow to take prompt decisions.

Lunneburg and Ornstein (1991, p. 26) explain centralisation as, "when school administrators retain most of the authority, depending on subordinates to implement decisions only the organisation is practising centralisation".

Decentralisation

Decentralisation may tend to result in confusion and often inefficiency and lack of economy. Under the best conditions, however, appropriate decentralisation may help to stimulate the development of local leadership, initiative, and creativeness.

According to Government of Punjab report (1995) decentralisation aims at retaining some central control; hence unless carefully worked out it can result in anarchy and can lead to widely different practices from decentralised unit to decentralised unit (which may be quite in order if local conditions differ considerably). In contrast it is expected that in a developed system there will be considerable differences between policies and practices in each of the various developed units".

Lunenburg and Ornstein (1991, p. 26) explains 'Decentralisation' as "if administrators in a school district (in UK) tend to delegate considerable authority and responsibility, more decisions are made at lower levels in the organisation. Subordinate in such districts possess considerable influence in the overall operation of the school district. In these cases, the organisation follows an administrative philosophy of decentralisation".

Decentralisation divides the school system into smaller units, but the focus of power and authority remains in a single central administration.

There is usually little controversy over decentralisation as long as jobs are not consolidated or expanded on the basis of racial or ethnic patterns. Even professional educators today see a need to reduce school bureaucracy and to accept decentralisation because it allows the professional and educators to retain power.

Lunenburg and Ornsetein, (1991, p-310) conducted a research and summarise their finding supporting the decentralisation for the following reasons:
   a)   To enhance school community relations.
   b)   To provide greater community input at the local level.
   c)   To provide local schools with more field and resource personnel.

d)   To provide efficient maintenance and support for local schools.

e)   To reduce administrative span of control.

f)   To provide greater linkages between local schools and the central school board (in UK).

g)   To redirect spending for local school needs.

h)   To provide greater curriculum continuity from Kindergarten through grade 12.

In short we may now wind up the discussion with the statement that centralisation and decentralisation represent opposite ends of a continum. Let us study Carl Candoli to fully comprehend the topic.

Carl Candoli (1991)	*School Systems Administration*, A Strategic Plan for Site Based Management, Technomic Publishing Company, M Inc. pp. 30-34.	8.1

8.4   Bureaucracy and Politics

Educational system operates in a political context. All major decisions are made by politicians, either nationally or locally and are part of complicated relationship between local and central government. The over-riding power of elected members of parliament and local councellor to decide the allocation of resources, the structure of school system, the procedures relating to the appointment and promotion of teachers, their pay and conditions of service have never been challenged as usually it is part of responsibility of Government. Expenditure on education depends upon the priority given by the politicians to education.

Educational programmes launched in the past could not receive due attention and favour of public representatives, political parties and local leaders. Political parties and public representatives, remained indifferent reason being, they did not take the responsibility of mobilising masses in their constituetencies for promoting education. The achievement of favourable long-term results requires an organisational structure from top bottom and among the public as well. But politicians and bureaucrate rarely depend on each other. Bureaucracy separate itself from political institutions due to their lack of commitment and interest in educational sector. Bureaucracy maintains separate budgets and priorities. Bureaucracy plays different roles in various political situation. According to Lucio and McNeil, (1979, p-86) "A bureaucracy can also protect those teachers who are legitimately serving their function as representatives of the community by offering experiences and ideas of higher quality than are commonly available and by aiding students in the formation of concepts with which to interpret events around them critically. Without this protection, the community might lack the self-criticism necessary

for survival. As a matter of fact, however, the school is never an independent social system".

But, today the term bureaucracy has a negative connotation. We tend to associate bureaucracy with rigidity, meaningless rules, red tape, paper work, and inefficiency. In fact there is almost no evil that has not, at some point been attributed to bureaucracy.

This is a fact that politics and education has positive co-relationship. If socio-cultural forces influence the education, then ideological pressures determine the direction of the influence.

Paula (1983) quotes Tapper and Setter, (1978 p-83) the most significant linking of class, education and politics is found in that literature which describes context within which behaviour is acquired as ideologically biased".

Weber (1947) has evolved the concept of bureaucracy as an ideal form of organisation structure. He further mentioned ideal bureaucracy possesses the following characteristics (*ibid* 1983).

a) *Division of Labour:*
   Divide all task into highly specialised jobs, give each job holder the authority necessary to perform these duties.

b) *Rules:*
   Perform each task according to a consistent system of abstract rules. This practice helped ensure that task performance is uniform.

c) *Hierarchy of Authority:*
   Arrange all positions according to the principle of hierarchy. Each lower office is under the control of a higher one, and there is a clear chain of command from the top of the organisation to the bottom.

d) *Impersonality:*
   Maintain an impersonal attitude towards subordinates. This social distance between managers and subordinates helps ensure that rational considerations are the basis for decision making rather than favouritism or prejudices.

e) *Competence:*
   Base employment on qualifications and give promotions based on job related performance. As a corollary, protect employees from arbitrary dismissal, which should result in a high level of loyalty.

Silver (1983, p. 73) has also discussed, this issue and states that "Bureaucracy to some, the word itself evolves a rush of unpleasant images: long lines of waiting at clerk's desks, forms in quadruplicate with copies to every conceivable bureau; pity functionaries, calous and in different, citing rules from the company manual. Is there not a better way to administrate a massive enterprise"?

He further says that "each characteristic of the bureaucracy enhances, the rationality and efficiency of the organisation. For example, a hierarchy of offices ensures that decisions effecting the organisations operations are made by t hose in the best position to weigh all the relevant factors, and that once a decision is made it can be enforced by directives throughout the organisation. Rules and regulations ensure that personnel are available to perform the required tasks as needed and that no one engages in behaviours that will endanger the equipment or other personnel or that will impede the performance of goal-related tasks".

Silver analysed the functional aspects of bureaucratic characteristics in the below referred pages.

Silver Paula. F (1983)	*"Educational Administration"* Theoretical Perspectives on Practice and Research, New York, Harper and row, Publishers. pp 87-91.	8.2

8.5 Bureaucracy and Technocracy

Bureaucracy and technocracy both are the government organisations. The environment of both is typically stable, and the goal is to achieve internal efficiency.

Technocracy as professional bureaucracy has the operating core as its key part, uses standardisation of skills as its prime co-ordinating mechanism, and employees vertical and horizontal decentralisation. The organisation is relatively formalised but decentralised to provide autonomy to professionals. Highly trained professionals provide non routine services to clients. Top management is small; there are few middle managers; and the techno structure is generally small. The goals of technocracies are to innovate and provide high quality services.

Existing in complex but stable environments, they are generally moderate to large in size.

8.6   Educational Administrator and Pressure Groups

Administrator as problem solving, initiates the new structure or procedure for accomplishing an organisation's goals and objectives. An administrator is responsible for utilising existing structure of education of the Federal Government to achieve goals and objectives of education. So, he is also called the academic leader.

When we talk of pressure group it is generally in a deragatory sense, although there is no reason why it should necessarily be so. As a matter of fact they can play a positive role as well as a negative one. For one thing they can contribute in exposing all the facts of a problem and placing some concrete alternative before the decision maker. Decision maker is not a computer or an automatic machine. Machine has got no sentiments, no greed, fear, sympathy and anticipation etc. while human decision maker has all of these.

Pressure groups can have three objectives which are:
a)   To helps the decision maker in taking a correct decision.
b)   To hold the decision maker from taking a bad decision.
c)   To cause withdrawal of bad decisions.

The pressure groups also play negative role and when doing so, their objectives are just converse of what care positive objectives.

Pressure groups are groups of human beings identifiable by their like - minderness and community of interests and their desire to act effectively in modulating the affairs of the society or organisations to which they belong.

Zulkaif Ahmad discusses following pressure group in Plan Implementation and Management M.A. EPM course Code 503, Block 2 (pp 116-117) as under:

1.   *Pressure groups within the institutions*
     They are far more important than outside groups. They are strong enough where unity of workers obstruct the course of smooth decision making. Often they have outside links and without taking them into consideration no decision can be effective.

2.   *Associations and unions*
     The employees and workers of a department are allowed to form their associations and unions. The objective of these associations is generally to protect the rights of the workers and assure them a fair deal. Their interests do not necessarily coincide. Often there is a friction between the leaders and

the decision makers. In such conditions the unions are unduely prone to exercising pressure in favour of individuals rather than national goals.

3. *Politicians*

As the representatives of the people the politicians deserve due respect. However it is not an uncommon sight to see them visiting administrators for recommending or opposing a teacher, whom they hardly know. When facts are candidly explained to them their vehemence does not subside and they show no readiness to understand the rules, regulations and difficulties of a decision maker and they insist upon their immediate demand. In very few cases, however it must be stated that where administrators are slack or inattentive, they have saved some persons from injustice and red tapism and nepotism. On the national level the politics plays a vital role in decision making. Often in the presence of vested interests of a strong political groups many national schemes are either reshaped, curtailed and amended or abolished to suit their purposes and personal benefits.

4. *Press*

Press is the voice of the people. The press owned by powerful groups whether commercial, business or political can have a strong influence on decision making. In societies where press is free and is supported to reflect the feelings of the masses, the impact is really spectacular. In less free societies, the decision making authorities and the press work side by side even hand in hand. In such a milieu the press is expected to pave the way for a decision that has already been decided to be taken and afterwards pursue the task of justifying the decision before public.

Haider (1976, p. 5) has stated that "whether ideologically inspired or driven by a selfish motive force, whether appearing as a subtle current of opinion or in the form of mobistenia the pressure groups constitute a force to be reckoned in the process of decision making".

He further described "today it is hard to imagine any system of decision making in which the element of pressure groups would be wholly excluded. On the other hand it would be true to say that ever since man learned to make decisions, he has not made one without some kind of pressure operating upon him. This is quite understandable. After all decisions are not made in vacuum; they are made for human being by human beings in a social background with a view to regulate human. If a postoral society becomes more complex, human awareness improves and the man gets more deeply inter-wined with the social events around him the pressure groups then not only get multipled but also get individually more powerful".

8.7   Human Relations

A school administrator/supervisor has contact with public in many ways. He works with many people individually and in informal and formal groups, both within and without the school system.

The supervisor/administrator in his or her work with his staff, and with community organisations, needs to understand how any why people behave so that or he may be in a better position to predict and, perhaps, control their behaviour.

According to Miser, Schneider and Keith (1966 p. 16), "The quality of staff relationships depends a great deal upon the administrator; his actions often speak louder than his work. The manner in which the administrator relates to other will demonstrate whether or not he has a sincere belief in the worth of the individual".

He further says that "one of the greatest services the supervisor/administrator can offer is the encouragement of his staff members, to be, spontaneously, themselves, so that relationships which are mutually, satisfying and productive may be developed between the individual member".

But, however the extent mode and the nature of human relations of educational administrator with the staff, community and the students has always been a subject of interest and debate. Some of the administrator prefer to be more formal in their official relationship and do not cross a certain limit in that directions.

The more democratic, professional forward looking educational administrator make use of all sought of human relations formal, informal and non-formal with the view to eventually achieve the ultimate goal.

Anyhow, for further details of topics, please read the below referred material.

Gupta H.D. (1992)	*Educational Administration*, New Delhi, Oxfor and IBH Publishing Company Pvt. Ltd. PP. 163-166.	8.3

8.8   Training and Professional Growth of Educational Administration

Man has always been in search of the right and competent way of doing things. He needs a few rudimentary skills to meet is professional requirements. He generally acquires a sufficient standard of efficiency in the field which he involves.

Expansion and development in the field of educational administration took place at a very slow speed for the last three decades. There arose need for training and professional growth of educational administration.

Competency, Competency Pattern and components of competency pattern are the main factors which helps an administrator in his professional growth.

Pattern means anything designed to serve as a model or guide.

Competency is a desired quality of job performance, and pattern is a model conduct or behaviour.

The competency pattern is a behaviour pattern designed to reflect the best in intelligent action. It has three characteristics. These includes:

a) *Comprehensiveness:* It describes all the essential elements, philosophical, psychological, social etc. that influence one's behaviour, the task to be performed as well as the skills, understandings and attitudes needed for competent performance.

b) *Consistency:* There must be basic unity and cohesion among all the elements in the pattern; it must also slow the ability to function successfully in a variety of areas of human action.

c) *Workability:* It must identify important competence elements, give direction to a programme of training, help in producing competent individuals.

The competency pattern is composed of three elements, i.e. theory, critical tasks and know-how.

Theory is a coherent group of general pros-positions that account for known factors phenomena.

A task is definite piece of work assigned to a person. As such "Critical tasks" of administrator are those pieces of work which an administrator must perform in order to accomplish his goals.

The 'know-how' is the knowledge of how to do something. It also includes understanding, skills and attitudes. The know-how of administrator is the personal equipment which an administrator brings to the job.

Professional development programmes for practising are often intended to foster changes in the administrator's attitudes/behaviour.

Silver (1983, p. 35) has identified three theoretical frame works based on administrator behaviour/organisational outcomes relationship. These are:

i)   the leader's behaviour patterns as the cause of situational factors that "cause" performance;

ii)   factors such as subordinates' dependencies and leader's capacities that moderate the relationships between leader behaviour and subordinate satisfaction and performance; and

iii) the impact of leader's behaviour patterns on subordinates' work motivation.

Sharma (1994, p. 31) says that "leadership has traditionally occupied an important place in the preparation programmes of school administrators, but in the last three decades. It has become a major focus of attention. Co-ordinated with the new interest in leadership has been the study of organisations and organisational behaviour. The school administrator is no longer merely the caretaker manager of a public enterprise. The pressures and problems of his job demand that increased attention be given to his role of executive and less to his role as expediter"

However, to study in details about the topic, please read the below referred material.

Sharma B.M. (1994)	"School Administration" New Delhi, Commonwealth Publishers. pp. 215-223.	8.4

For further details please study the below referred material.

Silver Paula (1983)	"Educational Administration" Theoretical Perspectives on Practice and Research; London, Harper and Row Publishers. p. 135.	8.5

8.9 Activities

1. Discuss "issues in educational administration, with professor of education and your tutor and then list these issues according to their priority.

2. Please discuss with the Headmaster of a secondary school and enlist the main points of centralisation vs decentralisation.

3. After discussing with the Education Officer, list the main characteristics of the following:
    a) Bureaucracy and politics
    b) Bureaucracy and technocracy
    c) Educational administrator and pressure groups

4. Please consult any Educational Advisor dealing with education sector and then discuss human relations in the field of education. Write down the main points of the discussion.

5. Discuss with District Education Officer regarding various steps of training and professional growth of educational administration and enlist the main points.

8.10 Exercise

1. Discuss the main issues in educational administration.

2. Distinguish between centralisation and decentralisation.

3. Describe the effective role played by bureaucracy and politics in education.

4. What useful role technocracy can play for educational administration and supervision.

5. Explain the role of educational administrator and pressure group.

6. Discuss the main issues of human relation in educational administration.

7. What steps would you like to suggest to strengthen the present system of education by improving training and professional growth of educational administration.

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Unit No. 9

NATIONAL POLICIES OF EDUCATION AND EDUCATION ADMINISTRATION

Written by:
Muhammad Asif Rajput
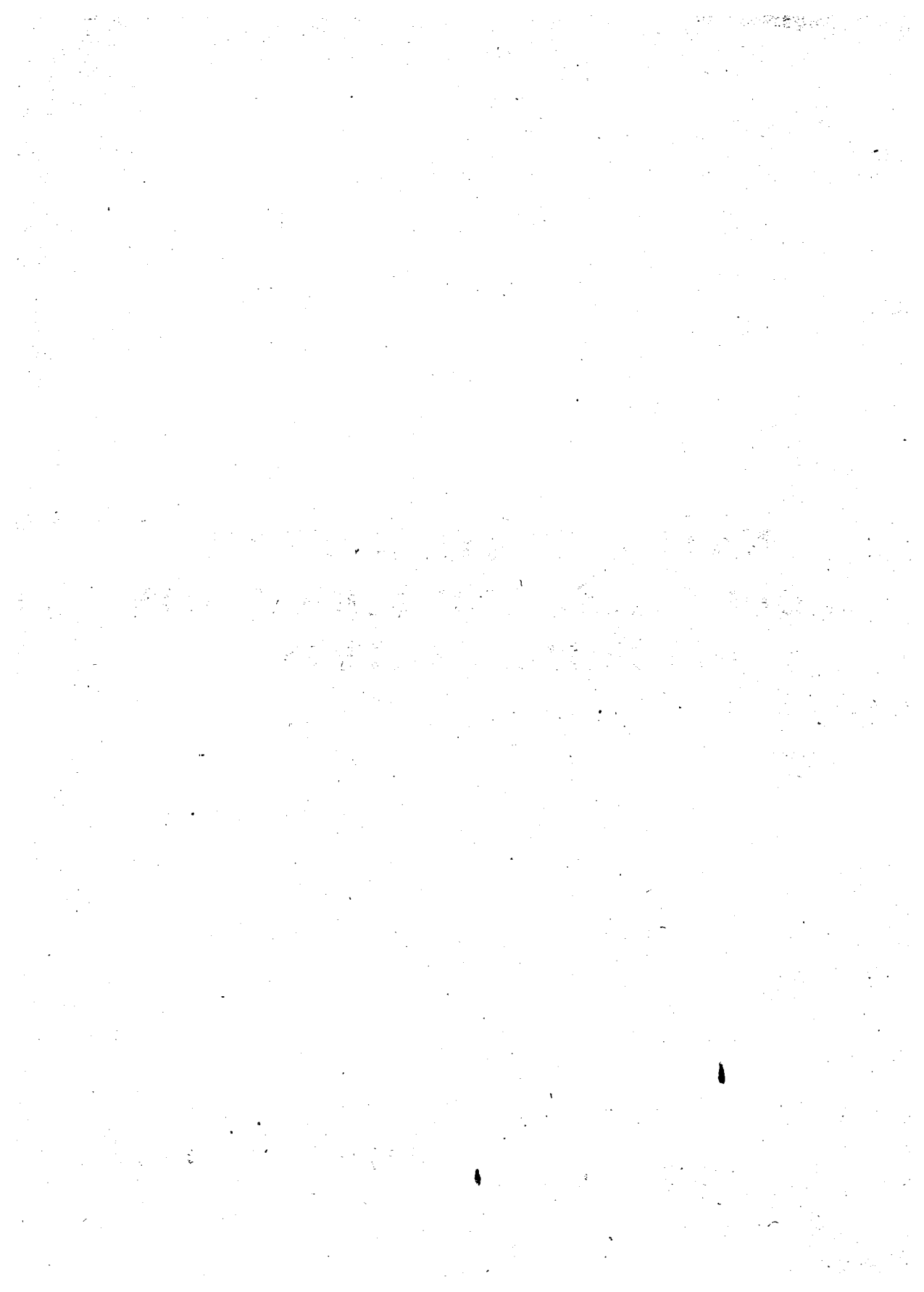
9.1 Introduction

Acquisition of knowledge from cradle to grave for every Muslim is obligatory. This fundamental truth is described as "Everyone has the right to education" in the Universal Declaration of Human Rights (1948). This right has also been recognised in the Convention of the right of the Child (1989), stressing that the child has a right to education. Therefore, it is the commitment/duty of every Government/state to ensure that primary education is free and compulsory.

According to Bhatti (1986, p. 175) "provision of primary education for all children of the nation is important not just for beauty of this maxim but because it is analogous to enabling them raise their very first step on to the ladder of awareness of educational, socio-cultural and economic development".

There is a series of such recommendation regarding significance of education. All policies and plans on education emphasis on quality education and to improve existing primary education system in Pakistan. The efforts towards universalisation of primary education in Pakistan could not achieve conceived targets because of one or another reason.

Since emergence of the Pakistan, various commissions and committees have proposed significant measures to improve the educational sector so as to meet the manpower requirements of the country.

The Government of Pakistan in 1987, prepared a 15 year perspective plan (1988-2003) which ensured 100% enrolment of both male and female children by the end of plan or during the next 10 years. In order to achieve these targets during the Seventh Five Year Plan and perspective plan, a working group was constituted by the Planning Commission.

Analysing the pity situation of educational sector the policy makers realised that attainment of the targets may not be materialised without co-ordinating factors, i.e. the efficient effective and appropriate supervision and broadly used term administration. The effects of policies and plans, both real and imaginary, have done a little to improve the administration and supervision.

In this unit educational administration with special reference to educational policies will be discussed. This unit is divided into four phases. The first part is allocated to situation prevailing from 14 August, 1947 to the publication of education commission report. The second sub-division discusses the development from 1959 to 1970, third phase relates to National Education Policy 1978 and the last one deals with the situation from National Policy 1992 to date.

9.2 Objectives

After reading this unit, you should be able to:

1. Explain the most important features of National Policies of Education.

2. Discuss the out put of all the policies of education in regard to administration.

3. Point out the major problems in achieving the educational administrative goals.

4. Identify the major innovative programmes proposed in the following policies:
   i) All Pakistan Educational Conference 1947.
   ii) Report of Commission on National Education 1959.
   iii) The New Education Policy 1970.
   iv) The National Education Policy 1979.

5. Identify the linkage between various policies.

6. Identify salient features of the present national education policy 1998.

7. Analyses the policy's statements laid down in the unit with a view to plan their implementation.

8. Appreciate the efforts of the policy makers and planners in education.

9.3 All Pakistan National Education Conference 1947

Every change requires energy both from people and from the system of which the people are a part. Pakistan came into being as an ideological state deriving its origin from Islam, where excessive demands are made on the disciplined life which leads in individual to attainments of knowledge under the guidance of the Quran and traditions of the Holy Prophet (peace be upon him).

We can easily distinguish between the two prevailing systems, each profoundly influenced by the present situation. A mixed style of British and Hindu educational system which believe in partial achievement of knowledge, and an Islamic education which encompasses all the aspects of phenomenal life and its relation to the ultimate reality. Although we got an independent state but the system which makes education compulsory for all the classes, castes and sexes could not be emanated from the legacy of Lord Macauley's system of education. It is in established fact that a nation cannot transform itself unless the change takes place in the minds of its individuals. No doubt, the Pakistan was faced with serious problems like occasional infighting, communal riots,

bloody massacres and settlement of refugees from the very beginning of its creation but the educational aspect was above all. Realising the priority of education an all Pakistan Educational Conference was held in November, 1947 to consider the reorganisation of educational system according to national needs.

The deliberations and recommendations of the conference played an inspiring role to stimulate the authorities. On the occasion as quoted by Iqbal, the founder of Pakistan Quaid-i-Azam Muhammad Ali Jinnah in his guidelines to the Commission said:

"There is no doubt that the future of our state will and must greatly depend upon the type of education and the way in which we bring up our children as the future servants of Pakistan. Education does not merely mean academic education, and even that appears to be every poor type. What we have to do is to mobilise our people and build up the character of our future generations. There is immediate and urgent need for training our people in the scientific and technical education in order to build up our future economic life, and we should see that our people undertake scientific commerce, trade and particularly, well planned industries. But do not forget that we have to compete with the world which is moving very fast in this direction. Also I must emphasise that greater attention should be paid to technical and vocational education. In short, we have to build up the character of colour future generations, which means highest sense of honour, integrity, selfless service to the nation, and sense of responsibility, and we have to see that they are fully qualified and equipped to play their part in various branches of economic life in a manner which will do honour to Pakistan".

To create conditions conducive to derive maximum benefits out of the significant recommendations of the conference in practical term the administrative bodies were also recommended by the conference as under:

(a)   The Advisory Board of Education composed of the Minister of Education in the Central Government, Education Ministers of the Provinces, Vice-Chancellors of the universities, Chairmen of the boards of secondary education, directors of public institution, and eleven other prominent educationists. The board appointed many committees to examine national requirements in various sectors of education and most of its recommendations were endorsed by the Government.

(b)   The Inter-university board, composed of vice-chancellors and two other representatives from each university, to deal and clarify many problems

relating to higher education and to initiate a movement in educational standards.

(c) The Council of Technical Education, an ad-hoc body conducted through its committees a detailed survey of existing facilities and programmes and prepared a comprehensive scheme for the re-organisation and development of technical education various aspects namely; engineering, agriculture and commerce.

9.4　Report on Education Commission 1959

Persistently, through out our efforts of overcoming national problem particularly the problem of education, we discovered, too, that major component of efficient planning was missing. Thus the Ministry of Education prepared a six year educational development Plan (1952-1958) to review the education. But financial constraints limited the implementation of the plan. It was decided to formulate a Planning Board in 1953 to draft a five year plan (1955-60). The plan was drafted and approved in May 1956. It proposed significance reforms in all sectors of education particularly for school administration by giving greater degree of financial authority to the district education officer and to constitute local school management committees and district advisory committees. Unfortunately the dilemma of bureaucratic process and frequent changes in the government, the proposed reforms could not be fully implemented. To comprehend the efforts and achievements, please read the following:

Government of Pakistan (1960)	*Second Five Year Plan*, 1960-65, Islamabad, Planning Commission, pp. 340-343.	9-1

In 1959 under the directive of then President a National Commission for education was appointed to consider the adequate ways and means for organising quality of education according to national needs and requirements. The president of Pakistan, General Muhammad Ayub Khan addressing the members of Commission on this occasion, stressed the need for a reorganisation and reorientation of existing educational system, so as to evolve a national system which would better reflect our spiritual, moral, and cultural values. At the same he said the system should meet the challenge of the growing needs of the nation by assisting development in the fields of agriculture, science, and technology. Above all, he said, our educational system should aim at character building and the pursuit of quality as well as at in calculating a sense of the dignity of labour. The President asked the Commission to suggest measures for making the best possible use of its available human and national wealth. He urged that attention be paid to national co-ordination of the work of our universities in different fields, and to a system of selective admission to them, based on aptitude and ability. Any such scheme

would, however, have to ensure that the poor student was assisted in continuing his studies. In framing its proposals he asked the Commission to keep in mind the limited resources of the country.

No doubt, this policy was the first one that clearly defined the objectives of educational system in Pakistan which are enumerated as follows:

(a)   To meet the individual and collective needs and aspirations of the people.

(b)   Development of vocational abilities and training for leadership.

(c)   Preservation of the ideals which led to the creation of Pakistan.

(d)   A sense of patriotism and national integration to be developed.

(e)   Formation of character.

The Commission recommended many changes in the organisational structure, such as:

(a)   The central Ministry of Education should be responsible only for the broad general principles to be formulated for the country as whole.

(b)   The provincial education secretariat should work out the details.

(c)   Regional Directors may be made responsible for the implementation of these policies.

(d)   The relationship between the centre and the provinces must be clearly defined.

(e)   In the provinces education should have two major divisions:
   i)   General Education
   ii)   Technical Education
   iii)   Each should be separately administered.

(f)   General Education may be further sub-divided into:
   i)   Primary
   ii)   Secondary
   iii)   Higher
   iv)   Function of training man-power for teaching work at different levels.

Each of these divisions may be administered with its own head, staff, and budget and with a certain amount of autonomy.

For further details please read the following material:

Government of Pakistan (1959)	*Report of Commission on National Education 1959,* Ministry of Education, pp. 113-118.	9-2

9.5 General Background 1970

Apart from the policy recommendation the second five year plan allocated an amount of Rs.1320 million for education and training. Consequently, the enrolment percentage in secondary schools went up from 12% to 16% and the number of colleges also increased. But final evaluation indicated that the envisaged goals of the second plan as mentioned below could not be achieved.

    i)   Scientific, technical and professional education be given priority.

    ii)   Emphasis on the content and quality of education.

    iii)   Diversity at the higher levels of education.

In January, 1960 UNESCO called a conference of 17 Asian members at Karachi. It was agreed upon to introduce a 7 year free and compulsory education plan. Accordingly, Pakistan Government also formulated its plan for the period of 1965-85 which came to know as the 20 years perspective plan.

The Third Five Year Plan (1965-70) indicated the following objectives of the education.

    i)   to provide an education system which would facilitate the transition of society into an era of science and technology.

    ii)   to provide the youth of the country with conditions conductive to the development of their individual capacities and character, and

    iii)   to raise the quality of education at all levels.

The achievements of the third Five Year Plan were not met much of the success. The main reason was the allocation for education which could not be earmarked in Annual Development Plan (ADP). Moreover, there were political disturbances in the country against Ayub Khan's Government. In March 1969 Ayub Khan was forced to leave the government and Yahya Khan succeeded him by imposing Martial law. He realizing the active role Played by the students in toppling the Ayub's government, immediately assigned the job of reviewing and revising educational system of the country to Air Martial Noor Khan Minister of Education a the Centre.

The educational proposal laid down by Noor Khan emphasized on decentralization of administration raising the status and academic freedom of teachers. The main recommendations of the policy may be briefed as under:

i)   the re-organisation of primary and middle education into an elementary stage of 8 years

ii)   to establish comprehensive schools providing quality education to all types of students, and prepare the majority of students for technical and vocational subjects at the high school stage.

iii) decentralization of administration structure, whereby district was to be made the main administrative unit, and the Inspectors of Education be placed under a director General of Education in each province.

iv)   a separate Directorate of Teacher Education and Educational Research be established in each province.

v)   establishment of a Provincial Adult Education Authority for starting a mass-literacy campaign, to constitute a governing body for each college and admissions made strictly on the basis of merit and aptitude.

vi)   full autonomy be given to the universities, free from bureaucratic control.

However, soon after the circulation of Noor Khan's proposal, he was removed as Minister of Education and appointed as Governor of West Pakistan, this policy also died-down. Study the details regarding the Noor Khan's proposal please read the following pages:

Government of Pakistan (1970)	*The New Education Policy 1970*, Islamabad, Ministry of Education, pp. 20-27	9-3

9.6 National Education Policy (1972)

The objectives of the policy include:

(a)   To restructure the existing educational system on modern lines in accordance with principles of Islam, so as to create a healthy, forward looking and enlightened Muslim society.

(b) To promote the teaching of Islamic social sciences to enable the students to understand the Islamic world view and to strengthen their cultural mooring as members of the Muslim Ummah.

(c) To bring out the creative, critical and dynamic abilities of students which may enable them:
   i) develop a balanced outlook about man and nature,
   ii) increase their lifelong earning and contribute to the social and economic development of the country and Ummah, and
   iii) define the ideology of Pakistan at the interface of international, social, political and economics development.

(d) To provide equal opportunities to the children of the poor and the rich alike in order to promote national harmony and cohesion.

(e) To ensure 100% participation of children in education at the primary level by the year 2002, and to eradicate illiteracy through formal and non-formal methods.

(f) To pay special attention to the development of female education and literacy through formal and non-formal systems, particularly in rural areas.

(g) To improve the quality of education:
   i) by revising curricula, improving physical facilities and making the teaching learning process more effective at all levels of education,
   ii) through extensive use of media for educational purposes, and
   iii) by intensifying research activities in the universities especially in modern fields of science and technology.

(h) To make efforts to promote academic and democratic culture in institutions of higher education within the framework of national objectives and requirements.

(i) To recognise the importance of teacher by giving him due status in society through awards and incentives, but at the same time promoting in him sense of responsibility and professionalism through accountability to the community.

(j) To redesign and expand technical, vocational, and engineering education facilities in the light of new emerging technologies needed for industry, thereby enhancing the employability of the educated youth.

(k) To promote sports, cultural and recreational activities at all levels for the development of moral, physical and social abilities of the youth.

(l)   To encourage and involve the private sector for participation in the educational system within the frame work of National Education Policy.

(m)   To create in pupils a capacity for self-learning and self-reliance so that their learning process continues throughout life.

(n)   To ensure the participation of the community in educational affairs and to train students for extending assistance to the community in solving their problems.

The most important feature of the policy was the provision of free and universal education. It would really be a matter of your interest to study the recommendations of the policy.

Government of Pakistan (1972)	*The Education Policy*, Islamabad, Ministry of Education, p. 3	9-4

Another major step taken in this policy was the nationalization of privately managed educational institutions. There were other innovations like establishment of Educational Curriculum Bureau, National Book Foundation and People's Open University.

As far as the educational administration is concerned the policy recommendations may be studied in the following page:

Government of Pakistan (1972)	*The Education Policy*, Islamabad, Ministry of Education, p. 15.	9-5

9.7   National Education Policy 1978

The above mentioned National Education Policy once again could not complete its period because of the martial Law imposed by General Muhammad Zia ul Haq. In October 1978 Minister for Education announced the National Education Policy 1978. Aims and objectives of the policy is referred for your interest in the following page:

Government of Pakistan (1979)	*The Education Policy 1979*, Islamabad, Ministry of Education, pp. 1-2.	9-6

The salient features of this policy were introduction of mosque schools, mohallah schools and village workshop schools for promotion of basic education. As far

as the educational management and supervision are concerned you are referred to read the following pages:

Government of Pakistan (1979)	*The National Education Policy 1979*, Islamabad, Ministry of Education, pp. 72-74.	9-7

9.8 National Education Policy 1992

The National Education Policy 1992 emphasised the national need by identifying the short comings persisting in the education system, which includes;

i) Continuing low enrolment ratios at all levels; an unduly high drop-out rate in the early years of schooling and high failure rate in public examinations.

ii) Educational content that is ill-suited to the needs of the people; neglect of instruction in science and technology.

iii) Erosion of quality particularly at the university level; ill prepared and frustrated teaching cadres.

iv) Absence of meaningful research programmes in the universities.

v) Poor linkage of education with qualified manpower requirements of economic development plans.

vi) Faculty organization, administration and evaluation of the education system.

As far as supervision and administration is concerned the policy proposes (p.61):

"A systematic and imaginative system of supervision and administration is necessary for the promotion of quality in education. An effective system of management is required to ensure that all institutions are raised at least to a minimum prescribed work. For this purpose the existing methods of supervision would be replaced by modern techniques emphasizing guidance, in service teacher education objective evaluation and provision of extension services".

The National Education Policy (1992-2002) was announced in December 1992. Objectives of the policy include.

Objectives of the Policy

i) To restructure the existing educational system on modern lines in accordance with the principles of Islam so as to create a healthy, forward-looking and enlightened Muslim society.

ii) To promote the teaching of Islamic Social Sciences to enable the students to understand the Islamic worldview and to strengthen their cultural mornings as members of the Muslim Ummah.

iii) To bring out the creative, critical and dynamic abilities of students which may enable them: (a) develop a balanced outlook about man and nature, (b) increase their lifelong earnings and contribute to the social and economic development of the country and Ummah, and (c) defend the ideology of Pakistan at the interface of international, social political and economic development.

iv) To provide equal opportunities to the children of the poor and the rich alike in order to promote national harmony and cohesion.

v) To ensure 100 per cent participation of children in education at the primary level by the year 2002, and to eradicate illiteracy through formal and non-formal methods.

vi) To pay special attention to the development of female education and literacy through formal and non-formal systems, particularly in rural areas.

vii) To improve the quality of education: (a) by revising curricula, improving physical facilities, and making the teaching-learning process more effective at all levels of education, (b) through extensive use of media for educational purposes, and (c) by intensifying research activities in the universities especially in modern fields of science and technology.

viii) To make efforts to promote academic and democratic culture in institutions of higher education within the framework of national objectives and requirements.

ix) To recognise the importance of teacher by giving him due status in society through awards and incentives, but at the same time promoting in his sense of responsibility and professionalism through accountability to the community.

x) To redesign and expand technical, vocational, and engineering education facilities in the light of new emerging technologies needed for industry, thereby enhancing the employability of the educated youth.

xi)   To promote sports, cultural and recreational activities at all levels for the development of moral, physical and social abilities of the youth.

xii)   To encourage and involve the private sector for participation in the educational system within the framework of National Education Policy.

xiii)   To create in pupils a capacity for self-learning and self-reliance so that their learning process continues throughout life.

xiv)   To ensure the participation of the community in educational affairs and to train students for extending assistance to the community in solving their problems.

xv)   To obviate ethnic prejudices and superstitions, discourage consumerism, fanaticism and sectarianism.

The main feature of the policy is its strategy to meet every objective conceived. To study the administration and management of education, please read the following pages:

Government of Pakistan (1992)	National Education Policy, Islamabad, Ministry of Education, pp. 60-61.	9-8

In response to sign of stress regarding ever deteriorating situation of education in every member of the Pakistani society the government what so ever comes in power try to tackle the most apparent symbol of success. But no one realizes that investment in education do not quick return. The real need in new or different resources to be made available to accomplish the desired commitment. The present government under the leadership of Muhammad Nawaz Sharif has also announced, the National Education Policy 1998-2010. The major innovative programmes proposed in the said policy are as under:

i)   Non-formal Basic Education Community Schools.

ii)   Use of Mosque School for formal primary education.

iii)   Introduction of evening shift at primary level.

iv)   Provision of Education Card to needy students;

v)   Develop an incentive tied approach and provide encouragement to private and foreign investment in the field of education.