Course: Educational Management and Supervision (6502)
Semester: Autumn, 2021

Assignment 01

Question No. 1: Discuss the different approaches of educational management and administration

Centralized and Decentralized Educational Management:

This type of educational management refers to the centralization of the power and responsibility of educational administration, supervision and control which results in educational management on one hand and division and distribution of powers and responsibilities of educational administration, supervision and control that results in educational management. Among these two types of educational management, decentralized educational management is the accepted type of educational management in the present modern educational system.

The cause is that divisions and distribution of powers, responsibilities and duties of any type can make every programme a successful one.

In the centralized educational management all sorts of powers, responsibilities in relation to educational management are vested in one hand. He/she may be the real or titular head. Suppose in the field of higher education the Director, Higher Education is the real executive head and all sorts of powers and responsibilities remain in his/her hand. The other associate officers are Additional Director, Deputy Director, Assistant Director remain silent in this regard.

Then the principals of different colleges also remain silent in this regard. But practically speaking this type of educational management is outdated and useless in the modern educational system. The reason is that it was prevailed when expansion of education was a charitable work for the kings and emperors. But in the decentralized educational management the powers, responsibilities are distributed and decentralized from the Director Higher Education to the peon of a college in which everybody involved in the field of higher education feels seriously the responsibility of educational management. And at the same time they take the risk of making educational management a successful one.

External and Internal Educational Management:

The External Management of educational programme means for those elements, factors and supporting agencies which provide opportunities and facilities for the smooth management of educational programme in external perspective. In humanitarian perspective the external management of educational programme refers to the persons or elements who are indirectly involved in its management.

They are the community members, specialists, experts, administrators, parents, supervisors and all other agencies. Their first and foremost duty is to create a suitable and sound atmosphere and provide all sorts of resources and help in moral ground. Besides they have to give suggestions for participating and observing the management of educational institution. But they are active and internal involvement in the process isn't acceptable and desirable.

Internal Educational Management refers to management of any educational programme is vested upon the persons who are actively and internally involved in the management of every educational programme. It categorically refers to the head of the institution or head master/principal of the school and other teaching personnel, students and non-teaching staff.

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Besides the internal management means the duty is rendered by these personnel as assigned to them in relation to planning, organizing, coordinating, supervising, controlling, administering and evaluating. Here it is essential to mention that although they are not officially assigned to manage the programme and satisfy it but the degree or certificate that will be given to them will be their expectation level.

Practically speaking, internal management has much more importance than external management. The reason is that the elements of internal management are actively involved in the process and the degree of success of management depends upon them.

Authoritarian/Autocratic and Democratic Educational Management:

Just like centralized management authoritarian management plays its role. In centralized management the centralization of the power and responsibility of educational management centered in and exercised by, a central power, organisation or agency. It implies that all the policies and programmes are planned, directed by one central agency. Here the central agency may be a person, a group of persons as "core group." So when the powers and responsibilities center round a particular person or group then the term authoritarian or autocracy comes into limelight.

In this context it will be suffice if will discuss authoritarian/autocratic management where authority and control lies in one person or group or institution. In this management the rights are absolute and supreme and educational management is a state of monopoly. In this type of educational management every aspect of education is controlled by one. And educational administration becomes centralized being dominated by bureaucracy, which controlls through strict administration of laws, rules and regulations.

The business of the staff is to emphasize these laws, rules and central orders and to see that these are properly carried out. The teacher as the real and regular practioner becomes the mouth piece of the central authority having no professional freedom. This type of educational management generally found in totalitarian or unitary states. In this type of states educational management remains in the hand of the head of the educational institution who exercises authority and control in a centralized form. It implies that he directs every action of his teachers and students. He plans all the school activities.

He tells the teachers and students what to think as well as what to do. He takes decision and gives all directions to teachers and students. He thinks himself as an only active agency in the management of every educational programme of the institution. In this type of management 'I-feelings' are pre-dominant and ego of one individual prevails.

Democratic educational management:

Now in the modern era democracy is unanimously regarded and accepted "as the way of life." This is not only applicable in case of a particular nation but also for the entire globe/world. This very statement implies that in every aspect of development the democratic principles, values and ideas must be adhered or accepted. Accordingly in the field of management it must be accepted and implemented.

Being contextual in approach it can be visualized that in the field of education democratic management is highly stressed. In other-words it can be said that democratic educational management is the need of the day for bringing wholesome educational development of every nation. Like other educational

managements "authority and control" are also the two basic hallmarks in democratic educational management, which are exercised in decentralized form.

Decentralization refers to the type of management in which control is vested in the agencies or persons ranging from grass-root level to top level. It recognizes the rights of all the agencies or persons who are linked with the educational institution. In this type of educational management 'we feelings' prevail in the educational institution with an environment of mutual trust, accompanied by co-operative planning, group discussion, participation of all the staff members and organization of the programme in a joint-venture.

In this management teachers get proper scope for planning, administering, organizing, directing, coordinating, supervising, controlling and evaluating the assignments entrusted upon them. However like democracy in democratic educational management the following principles are highly stressed.

Principles of Democratic Educational Management:

The principles of democratic educational management are:

a. Principle of sharing responsibility:

In the field of democratic educational management everybody who is more or less involved in the process should take the responsibility to share in the work.

b. Principle of Equality:

As equality is the basic hallmark of democracy. It should be treated and accepted in the field of democratic educational management. So all the personnel who are involved in the process should get equal facilities, rights and opportunities in doing their duty.

c. Principle of Freedom:

In the field of democratic educational management every person should be given freedom to do their duty in their own jurisdiction. This will lead to make the educational management of every educational programme successful in democratic perspective.

d. Principle of Co-operation:

In order to make educational management of any educational programme a successful one a greater cooperation should be ensured among different persons involved in the field of educational management.

Creative Educational Management:

The creative management of every educational programme indicates the uniqueness of the head of the educational institution in which the programme is conducted. It means when the educational management of any educational programme is done through utilization of creative talents associated with this from top to bottom in a desirable and acceptable manner.

Lassiez faire Educational Management:

This type of management gives freedom to the functionaries or personnel involving in it. It means for ensuring proper management of educational programme freedom as far as possible and practicable should be given to everybody and they have to exercise this freedom in a desirable and acceptable manner.

Question No. 2: What are aims and objectives of education management according to education policy 1979 in Pakistan?

An education policy is a policy initiative, a statement, a directive, or a document issued from time to time by the government for the development of education in the country. It is brief in content but broad in concept and deep in the spirit. The policy plays a pivotal role in the development of education system of a country. It occupies the critical phase during which fundamental choices are to be made by the state, keeping in view the emerging trends and developments in the country and around the world.

The policy is the result of a long detailed strenuous serious deliberations, and discussions and thoughts made on various forums. It provides a conceptual framework, sometimes, also a plan of action, for the type of education to be implemented in the country.

Pakistan at the time of independence was facing numerous problems, but the government was well aware of the importance of education. Therefore, the First Education Conference was held in Karachi in November 1947, which provided guidelines for reconstruction of the future system of education in Pakistan; similarly, a Commission on National Education was set up in 1959 to provide a comprehensive framework for the reorganization and reorientation of the education system in the country. National Education Policy 1972 was the first policy in the country. The Education Policy 1972-80 aimed at revolutionary changes to be brought about in the system. The National Education Policy 1979 was more ideologically oriented and the education policies of 1992 and 1998 were more comprehensive and innovative. But all these policies, conferences and commission reports were not fully implemented in letter and spirit; some have not even seen the light of the day. Various political, economic and attitudinal factors are involved in such a situation which need separate discussion.

Aims and objectives of education management according to education policy 1979 in Pakistan

The President of Pakistan Zulfiqar Ali Bhutto, in his address to the nation on 15th March 1972, presented the salient features of Education Policy 1972-80. He observed that the education system imposed in the pan was much rigid inflexible and was availed only by the privileged few who .constitute the elite group in the country. The expenditure on education was mostly incurred on "bricks and mortars" as compared to that on teachers and books. Therefore, the government expressed its commitment to set up a system of education that caters the needs of the masses and along with being modern will carry the spirit of religion and culture.

Objectives of the Policy

The principal objectives of the policy were:

a. Ensuring the preservation, promotion and practice of the ideology of Pakistan. b. Building, up-national cohesion through conscious use of educational process. c. Mobilizing the youth for leadership role through participation in various social service programmes. d. Addressing illiteracy in the shortest possible time. e. Equalizing access to education through provision of special facilities for women, under-privileged groups and special children. f. Designing curricula relevant to the nations emerging social and economic

needs. g. Providing a comprehensive programme of studies for integrating general and technical education. h. Providing academic freedom and due autonomy to educational institutions. i. Ensuring active participation of teachers, students and representatives of parents and the community in educational affairs.

Free and Universal Education

The policy forwarded the following statements on free and universal education. a. Education will be free and universal upto class X. This would be achieved in two phases. i. In the first phase from 1st October 1972, education upto class VIII would be made free for boys and girls in all types of schools. ii. In phase second, starting from 1st October 1979, free education would be provided to class IX and X in all schools.

Elementary Education (Class VI-VIII) a. According to the policy, it was anticipated that primary education would become universal for boys by 1979 and for girls by 1984. b. To accommodate the increased enrolment 38000 additional rooms for primary classes and 23000 rooms for middle classes would be constructed. c. In providing school facilities, priority would be "given to rural and backward areas. d. The universalization of elementary education would require 2.25 lakh additional teachers. e. Text books and writing materials would be provided free to primary school children. f. Curricula, syllabus and text-books would be revised to eliminate overloading and to emphasize the learning of concept, skill and encourage observation, experimentation, practical work and creativity.

Secondary and Intermediate Education a. Enrolment Secondary education, as stated earlier in the policy, would be made free which would provide access to secondary education to children from the less privileged families.

By 1980, it was estimated that the enrolment from the present 10 percent would be doubled both in secondary and intermediate levels.

b. Shift Towards Science and Technology According to the policy, the expansion of science and technical education would result in the progressive integration of general and technical education in schools and colleges. At that time 60 to 70 percent of students, in secondary schools and colleges were enrolled in arts subject. Therefore, the policy maintained that by 1980, One third of enrolment would be in each of the three main streams arts, science and technical/occupational subjects. This meant an increase in enrolment in technical subjects from 5 percent at that time to 33 percent and for science subjects from 23 percent to 30 percent by 1980, would be ensured. **c. Integrated Science Courses**

A stated in the policy, integrated science courses including mathematics, biological and physical sciences would be introduced at high and intermediate stages to give students more comprehensive and diversified preparation to get entry into higher institutions of professionals and general education. To meet the immediate need, specially developed short in-service science and technical teacher training programmes, would be launched during summer vacation.

Higher Education Specific provisions on development, improvement arid innovation of higher education made in the policy, are briefly stated:

a. Universities The policy envisaged that new universities at Multan, Saidu Sharif and Sakkar, would be established. Jamia Bahawalpur would be convened into full-fledged university, The Agriculture College of

Tandu Jam, N.B.D Engineering College Karachi and the Agriculture University at Lylpur (now Faisalabad will have addition of new faculties. A constituent Medical College would be added to the University of Baluchistan. A collaborative programme would be developed between P1NSTECH (Pakistan Institute of Nuclear Science and Technology) and universities. **b. University Grants Commission** In order to co-ordinate the programmes of universities and to develop their faculties without duplication and waste, a University Grants Commission would be established. **c. University Ordinance** The ill-famed University Ordinance, which had caused much unrest among the students and teachers, would be replaced by enlightened and progressive legislation that would democratize the working of universities. **d. Professional Councils** For maintaining standard of education in various professional fields and to maintainuniformity among them, professional councils would be established for agriculture law and engineering. **e. Centres of Excellence** To minimize the dependence on foreign training for our experts and specialists Centres of Excellence would be established which would befinanced by the Central government. **f. Area Study Centres**The policy maintained that Area Study Centres for research and advanced studies of contemporary societies would be established general universities. **g. Pakistan Study Centre** As there was inadequate understanding of the language and literature of one region-by the other region of Pakistan, therefore, it was thought necessary that each general university should establish a Department of Undergraduate Study of Languages, Literature and Culture of various regions of Pakistan. Moreover, for research pm-poses and post graduate studies in the above areas, a National Institute of Pakistan studies would be established at Islamabad University. **h. Shift-towards Science and Technology** The policy envisaged that a progressive integration would be achieved of general, scientific and technical education at degree level, Science education stream would be added in degree colleges wherever it was not available and technical and occupational stream would be introduced at degree level and in the major occupational fields. **i. National Professorship** A programme of National Professorship would be instituted-so that highly qualified scholars and scientists might continue as teachers and research workers. **j. National Research Fellowship** As no programme in the country existed to assist and encourage scientists arid scholars of outstanding merit to continue their studies and research work therefore, a National Research Fellowship would be initiated in universities and other appropriate institutions. **k. People's Open University** According to the Policy, a People's Open University would be established to provide part-time education facilities through correspondence courses, tutorials, seminars, workshops, labs, TV and Radio Broadcasts and other main communication media.

Book Bank/National Book Foundation Book Banks would be established in colleges and universities for students. Moreover a National Book Foundation would be established to strengthen the national production of books and reading materials to compete with similar foreign material effectively.

Question No. 3: Explain concept, nature and characteristics of supervision.

Concept, nature and characteristics of supervision

Supervision can be defined as a creative and dynamic expert technical service to improve the overall teaching learning

process in particular and overall education system in general. Educational supervision means an all-out effort of the school officials directed towards providing leadership to teachers and other educational workers for the improvement of institution.

John A. Bartky defines Supervision as "Good Supervision is always concerned with the development of the teacher, the growth of the pupil and the improvement of the teaching learning process".

According to Kimball Wills, "Supervision is assistance in the development of a better teaching learning situation".

H.R. Douglass defines "Supervision is the effort to stimulate, coordinate and guide the continued growth of teachers, both individually and collectively, in better understanding and more effective performance of all the functions of instruction, so that they will be better able to stimulate and direct each student's continued growth towards a rich and intelligent participation in society".

Nature of Educational Supervision: the nature of educational supervision is very vast and dynamic. We can discuss the nature of educational supervision under the following points:

• A democratic process: Educational supervision is based on participative leadership. The supervisor encourages a freedom to express and dignity among the teachers. The supervisor creates democratic setting which encourages cooperative behavior among both teacher and students. The supervisor must have democratic ideals to make the supervision more participative.

• A continuous process: Educational supervision is a never ending process. The continuity has to be maintained to achieve the goals and objectives of education. Regular supervision makes the teacher updated and effective. It stimulates the continuous growth of teachers and development of pupils.

• Scientific Process: Supervision is a scientific process as it follows a systematic and scientific procedure. Supervision has its own objectives and methodology to materialize the objectives. Supervisor is very clear about his duties and responsibilities.

• Educational Supervision is Professional in Nature: Supervision is a professional activity. It is based on expert technical service. Supervision can only be performed by the technical experts.

• Educational Supervision is creative in nature: supervision is a creative and dynamic expert technical service.

• Result oriented process: it provides leadership with expert knowledge and superior skills. It gives coordination, direction and guidance to teaches' activities.

• Process of motivation: Supervision works as an effective process of motivation for the teachers. It can motivate the teachers to develop true

professionalism among the teachers.

• Coordinated effort: Supervision is a coordinated effort among the people related to educational administration and teaching. There is a need of coordination to make the supervision effective and successful.

Objectives of Educational Supervision: Educational Supervision is carried out with certain objectives.

• To improve the teaching skills of teachers.

• To acquaint the teachers with new pedagogical approaches.

• To improve the learning environment in the school.

• To diagnose the problems faced in the process of teaching learning.

• To develop interpersonal relationships among the stakeholders.

• To integrate the elements of educational system.

• To promote cooperative educational effort in a friendly atmosphere.

Characteristics of Effective Supervision:

a. The effective supervision is directly related to the level of human interaction that can be established and maintained.

b. Effective supervision is adoptive and flexible. The aims and methods of the supervisor are determined by the conditions inherent in a particular situation and by the nature of the specific problems involved.

c. Effective supervision is cooperative. Consideration of a professional problem by all persons involved is an essential ingredient of effective supervision.

d. Effective supervision is scientific. Successful supervisors take a personal interest in their associates with whom they work and at the same time they deal with the professional problems in an objective and impersonal way.

e. Effective supervision is intelligently conceived: The complete success of supervision depends upon a substantial knowledge of both modern educational processes and developments psychological and emotional attributes of the people.

f. Effective supervision has a positive motivating effect: Good supervision should encourage the teachers to improve their teaching practices instead of discourage them.

g. Effective supervision is both analytical and integrative: supervisor has to analyze the factors responsible to make supervision effective.

h. Effective supervision is both projective and reflective.

Supervision and its various aspects:

Educational supervision is a wider concept. It is an integral part of quality education. Supervision works as a quality control technique in educational institutions. Hence the supervisor has the responsibility of ensuring effective functioning of the institution. The whole supervisory process comprises many specific activities and techniques.

Consideringthe nature and scope of supervision, the following aspects of supervision can be identified.

• Aspects of teaching process: This aspect of supervision is related to the supervisor's knowledge and skills of modern teaching methods and techniques. The primary responsibility of a supervisor is to look after the needs and aspirations of teachers. Through the process of supervision, teachers need to be motivated towards to the teaching process. The teachers are expected to perform their best practices to make the teaching highly effective. It is the duty of the supervisor to provide sufficient knowledge of curriculum, teaching process, evaluation and assessment etc to the teacher community. Hence supervisor should work as a mentor for the teachers. He should try to inculcate the values among teachers instead of finding faults. So, supervisor is expected to be responsible for the advancement in teaching processes in the institutions.

• Aspects of Learning Process: Another aspect of supervision is the Supervisors responsibility towards to the development of learners and learning processes. Supervisor must have the sufficient knowledge of psychological aspects of learners. Learners' needs and aspirations is an important factor that makes the learning effective. Knowledge of individual differences is another aspect of learning. Supervisor should motivate the teachers to accommodate all categories of learners i.e. gifted, average and slow learners in the classroom environment.

• Aspects of Institution: Supervisor works under certain institutional norms and procedures. If necessary, effective procedure of functioning can be devised with the support of the authority. Supervisor need to be conscious about the goals and objectives of the institution. Supervisor has to ensure the work is done appropriately and within the time frame. The successful supervision is based on the factor of democratic behaviour of the supervisor. In a democratic institution, the process of supervision needs to be based on human relation. Educational supervision is based on participative leadership. The supervisor encourages a freedom to express and dignity among the teachers. The supervisor creates democratic setting which encourages cooperative behavior among personnel. The supervisor must have democratic ideals to make the supervision more participative. Supervision should give priority on institution development instead of individual growth.

• Personal aspects of supervision: Personal aspect is the most important aspect of supervision. Supervision should stimulate good human relations through creating mutual respect and confidence. Supervisor should recognition of individual differences among teachers as well as students. He should possess tolerance of opposing viewpoints. Supervisor need to be co-operative thinking, planning and evaluating skills. Supervisor should have power of self-confidence and a feeling of security. Through the personal qualities he creates situations that foster a feeling of mutual respect among teachers and co-workers. Supervisor should develop the power of self-evaluation.

Functions of Educational Supervision:

Dear learners, after going through the detail discussion of supervision, now we can identify the functions of supervision easily. There are several functions which have beenperformed by educational supervision. But to make the process of supervision more functional and effective it should be properly planned and should be based on democratic principles. The functions of educational supervision are very wide and diverse.

Question No. 4:Explain the aims and objective of education system? Also discuss approaches of educational Planning.

Some of the major objectives of Education are as follows:

Education has a great social significance. Since earliest Limes philosophers have devoted to it a good deal of attention defining its nature and objectives.In modern times too eminent educational philosophers and outstanding teachers have accorded education a high place in their works.

Various views expressed:

The seventeenth century Czech educator Johann Amos Comenius is considered the first great educational philosopher of modern times. He criticized the prevalent emphasis upon logic and classics and insisted that the method of instruction should be consistent with the mental development of the child and that the subject-matter should be adapted to his interests.

John Locke, the English philosopher, wrote that education should aim al menial discipline and that it should be secular rather than religious. Rousseau taught that the objective of education is to direct the child's natural inclinations wisely in order to train him properly. He also advocated popular education.

Forebel, who was the founder of the kinder-garten, believed that the aim of education is "complete living". According to Pestalozzi education should aim at the harmonious development of all the faculties, the ultimate objective being the improvement of the lot of the masses. John Dewy, the father of the movement of progressive education, held that education is the living of life, not a preparation of life. Auguste Comte, the father of Sociology, contended that education should aim at cultivating sympathy for, and understanding of our fellowmen. Herbert Spencer asserted that education should prepare the individuals for a well-rounded life in society.

Lester, F. Ward regarded education as a means to social progress. Sumner held that education should produce in the individual a "well developed critical faculty" which will prevent him from acting on mere suggestion or impulse and from following uncritically traditional ways but instead will enable him to act rationally by judgment. He, however, did not regard education as a panacea for all ills. He wrote, "We apply schooling as a remedy for every social phenomenon which we do not like our faith in the power of book learning is excessive and unfounded.

It is a superstition of the age." Giddings felt that education should aim to develop in individuals "self-confidence and self-control, emancipate them from superstitious beliefs and ignorance, give them

knowledge, make them think realistically, and help them become enlightened citizens." To Durkheim the aim of education is "socialization of the younger generation."

Thus, we find writers defining the objectives of education variously.

Following Arnold these objectives may be briefly described as follows:

(i) To Complete the Socialization Process:

The first and the foremost objective of education is "to complete the socialization process." Though family is a great source of socialization, yet in modern times it leaves much undone in the socialization process. A sociologist explains the failure of the family to develop attitudes of responsibility in children in the following words:

"The situation has arisen partly because of our shift to urban life and to what the sociologist calls secondary-group organisation of society, that is, society marked by the disappearance of home and garden, the predominance of specialization of occupation, individualization of choice as to friends, religious life and forms of recreation, and a general "touch-and-go", impersonal kind of social contact. Life in our cities, as compared to country and village life of a few generations ago, is superficial."

We pointed out how modern family has failed to perform the role of a socializing agency. The school has stepped in the vacated places. Now it is felt that it is the school's business to instill in the child the qualities of honesty, fair play, consideration of others and a sense of right and wrong.

The parents who have lost control of their own adolescents now expect the class room to make up for any deficiencies in home training of manners and morals. Mounting pressure is laid on the school to perform the task of socialization which once was the function of the family. In addition to the socialization of the young the school also devotes much of the time and energy to the themes of cooperation, good citizenship and doing one's duty. The patriotic sentiments are instilled in the students.

(ii) Transmission of Cultural Heritage:

Secondly, education should aim at the transmission of cultural heritage. By cultural heritage we mean the knowledge of the past, its art, literature, philosophy, religion and music. Through history text books and indirectly through celebration of patriotic holidays the child is acquainted with his cultural heritage. However, it is only at higher levels of education that any serious attempt is made to realise this objective.

(iii) Reformation of Attitudes:

Thirdly, education should aim at the reformation of attitudes wrongly formed by the children already. Within his family group the child often comes to absorb a host of attitudes, beliefs, loyalties and prejudices. To reform these beliefs and prejudices is the function of education. Though the school cannot do much in

this respect as the attendance of the child in the school is intermittent, yet it should continue its efforts for his attitude reformation.

(iv) Occupational Placement:

Education has also a utilitarian end. It should prepare the adolescent for earning a livelihood. Education should enable him to do a productive task and earn enough for himself and his family. It should make the young person a citizen who produces to the limit of his natural and acquired capacities. The youth should be enabled to play a productive role in society.

(v) To Instil the Sense of Competition:

The school's main emphasis is upon personal competition. For each subject studies, each child is compared with his companions by percentage of marks or division. The teacher praises those who do well and frowns upon those who do not do well. The school not only ranks all those within its walls but also sifts its raw material, passing some and rejecting others on the basis of intelligence and diligence. It thus acts as a social selector.

Probably the best statement of the aims of education has been given by Cardinal Newman. Speaking of the university education he says:

But a University training is the great ordinary means to a great but ordinary end: it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying the true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life.

It is this education which gives a man a clear conscious view of his own opinion and judgement, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches how to see things as they are, to go right to the point, to disentangle a skein of thought, to defeat what is sophisticated, and to discard what is irrelevant. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them.

He is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse; he is able to listen; he can ask a question pertinently and gain a lesson reasonably, when he has nothing to impart himself; he is ever ready, yet never in the way; he is a pleasant companion, and a comrade you can depend upon; he knows when to be serious and when to trifle, and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect.

He has the repose of a mind which lives in itself, while it lives in the world, and which has resources for its happiness at home when it cannot go abroad. He has a gift which serves him in public, and supports him in retirement, without which good fortune is but vulgar, and with which failure and disappointment have a charm. The art which tends to make a man all this, is in the object which it pursues as useful as the art of wealth or the art of health , though it is less susceptible of methods and less tangible, less complete in its result.

The Radhakrishnan Report on University Education in India adds: "The purpose of all education, it is admitted by thinkers of East and West, is to provide a coherent picture of the universe and integrated way of life." And in fact if education can achieve this objective then any product of our educational institutions could well play his role in life and help in building a better world.

Herein, it may also be remarked that education is sometimes used as a medium of indoctrination. In the communist countries, the students are taught lessons in communism while in Islamic countries they are taught Islamic fundamentalism. In India, although the old forms of social stratification based on caste are coming to an end, yet social stratification is making its appearance in a new form.

The public school system has given birth to a new classthe upper class children who do not mix or play with the lower class children getting education in Government schools. An elite' class of children taught western style of living has come up.

Question No. 5:Elaborate the process of project planning. Also discuss its salient features and flaws in project planning at school level in Pakistan

Project management is defined as a collection of proven techniques for proposing, planning, implementing, managing, and evaluating projects, combined with the art of managing people. It is the application of knowledge, skills, tools, and techniques to a broad range of activities to meet the specified requirements of a particular project.

While there are many project management techniques and tools, there are considerable differences in applying these methods to different projects. For example, a large, complex, multiyear construction project is very different from a 12-month ISO 9001 quality management system implementation or a three-month process improvement and machinery upgrade project.

While the basic principles apply in all situations, the project management methodology musts be scaled to fit the benefit-to-cost ratio for each situation. Managers often fail to use project planning tools and techniques appropriate to the anticipated outcomes of the project and the resources available.

Aspiring project managers may utilize a wide range of project management tutorials and other resources, including college-based, association-based, and consultant-sponsored classes and courses. The Project Management Institute offers certification as a Project Management Professional (PMP) to those who pass a rigorous exam and demonstrate their proficiency by planning and managing a successful project.

- Stages of the project planning process
- Project outputs vs. outcomes
- Project management resources
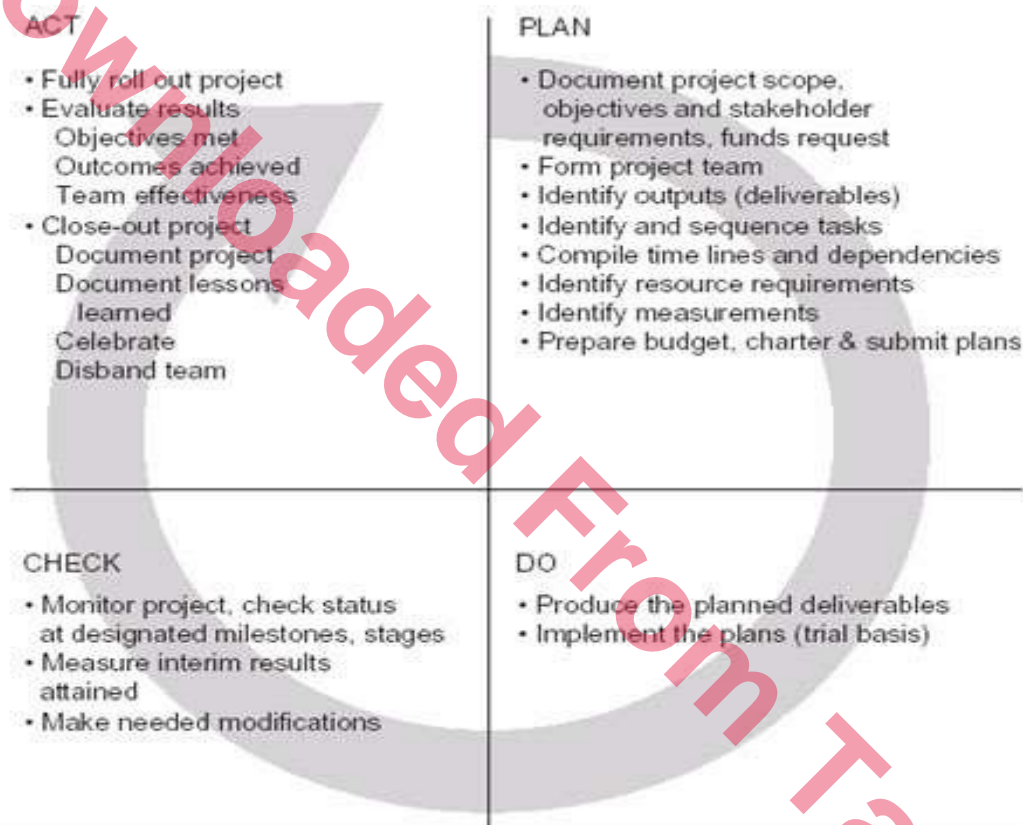
The 5 Stages of the Project Planning Process

The life cycle of a project has five stages.

Stage 1: Visualizing, selling, and initiating the project

An effective way to get buy-in for a project or idea is to link it to what is important to the person or group you are approaching and demonstrate that you are openly soliciting their input. By doing so, they can help shape the concept.

Stage 2: Planning the project

Assuming the project concept and feasibility have been determined, the plan-do-check-act (PDCA) cycle (see figure below) is directly applicable to project planning and management.

ACT
- Fully roll out project
- Evaluate results
  Objectives met
  Outcomes achieved
  Team effectiveness
- Close-out project
  Document project
  Document lessons learned
  Celebrate
  Disband team

PLAN
- Document project scope, objectives and stakeholder requirements, funds request
- Form project team
- Identify outputs (deliverables)
- Identify and sequence tasks
- Compile time lines and dependencies
- Identify resource requirements
- Identify measurements
- Prepare budget, charter & submit plans

CHECK
- Monitor project, check status at designated milestones, stages
- Measure interim results attained
- Make needed modifications

DO
- Produce the planned deliverables
- Implement the plans (trial basis)

Using the PDCA Cycle for Project Management

Stage 3: Designing the processes and outputs (deliverables)

When the project is approved, the project team may proceed with the content design along with the persons or items needed to implement the project.

The design process includes defining:

- Measurements
- The monitoring method
- Status reporting protocols
- Evaluation criteria
- Design of the ultimate processes and outputs
- Implementation schedules

Stage 4: Implementing and tracking the project

The project design team may also implement the project, possibly with the help of additional personnel. A trial or test implementation may be used to check out the project design and outputs to determine if they meet the project objectives.

Using the planned reporting methods, the implementation team monitors the project and reports on its status to appropriate interested parties at designated project milestones. Interim results may also be communicated to interested parties. The implementation team makes any course corrections and trade-offs that may be necessary and are approved.

Stage 5: Evaluating and closing out the project

The implementation team officially closes the project when the scheduled tasks have been completed.

Usually evaluations are done to determine:

- Objectives met versus objectives planned
- Actual tasks and events scheduled versus planned
- Resources used versus planned resource usage
- Costs versus budget
- Organizational outcomes achieved versus planned outcomes; any unplanned outcomes
- Effectiveness of project planning team (optional)
- Effectiveness of implementation team (optional)
- Team's compilation of project documents, evaluations, and lessons learned

The project is then officially closed out. Participants are recognized for their contributions, and the team disbands.

For some projects, many organizations find value in a post-implementation assessment of the outcomes achieved from implementing the project. This may occur several months after project completion.

Project Outputs vs. Outcomes

Frequently the project management terms "outputs" and "outcomes" are used as if their meanings were interchangeable; however, they are not.

- **Outputs** are defined as what the project produces. Project outputs may be an improved process, installation of a new machine, a benchmarking study, etc. Outputs of the project team process itself may be project plans and supporting documents, status reports, and the like.
- **Outcomes** are defined as the effects that the implementation of the project has on the overall organization and should support the strategic direction of the organization. Outcomes may consist of measurable improvements in customer satisfaction, profits or cost containment, improved market position and market penetration, etc. For ease of understanding, outcomes are usually expressed as dollar values.

Features and flaws in project planning at school level in Pakistan

Emerging contractual delivery systems, collaborative partnerships, new management initiatives, and global product markets require professionals and students to have a broader awareness of construction

methods and project management issues. This assignment presents the state of the project management education in Pakistan. The analysis is based on course offerings at 61 private and public sector universities in Pakistan. Only those universities were selected that were recognized by the higher education commission of Pakistan. A comprehensive online search was conducted in which the authors reviewed the web-sites of all 61 universities to identify the courses being offered in project management discipline. The analysis revealed that the concept of project management is relatively new to the Pakistani institutions. The private sector institutions offer more project management related courses in comparison to the public sector institutions. However, there was a lack of a comprehensive independent degree program in project management at graduate, postgraduate, and doctoral level in Pakistan. There is a need to encourage project management education in engineering schools of Pakistan. The assignment suggests that the Government of Pakistan should consider the PM as an essential component in the educational sector of Pakistan and encourage the PM education in less developed areas as well. It would be a complete paradigm shift for Pakistani institutions to consider PM as a distinct discipline. Keeping in view the central role of project management approach - that is essential for today's organizations, the business as well as engineering schools should play pivotal role in equipping our future managers with the project management skills to face the challenges of dynamic business world. This assignment sets the foundation for future research focusing on developing project management curricula for selected degree levels in Pakistani universities.