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ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Course: School Administration and Supervision (1690)

Level: PGD / B.Ed. 4-Years

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Assignment No. 1 (Units 1–4)

Total Marks: 100 • Pass Marks: 50

SOLVED ASSIGNMENT GUIDE

For Study & Reference

Note: This guide is prepared for study and reference purposes only. Students are advised to read the relevant units of the course book, understand the concepts, and write the assignment in their own words. Do not copy it word for word.

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Question 1: Concept of School Administration; Need and Scope of Educational Administration (20 Marks)

Explain the concept of school administration and justify the need and scope of educational administration.

Introduction

Administration is the process through which the efforts of a group of people are coordinated, directed and controlled so that the goals of an organisation are achieved economically and effectively. When this process is applied to education, it becomes educational administration, and when it is applied to a single school, it is called school administration. A school is not merely a building with classrooms; it is a social organisation in which teachers, students, non-teaching staff, parents and the community interact every day for the achievement of defined educational objectives. Somebody has to plan the work, organise the resources, assign duties, coordinate activities, supervise performance and evaluate results. That somebody, in a school, is the head teacher or principal, assisted by senior teachers and office staff. This answer first

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explains the concept of school administration with the help of standard definitions, then justifies the need for educational administration, and finally describes its wide scope.

The Concept of School Administration

The word administration is derived from the Latin word administrare, which means to serve or to manage. To administer is therefore to manage the affairs of an institution in the service of its purposes. School administration may be defined as the process of planning, organising, staffing, directing, coordinating, reporting and budgeting the human and material resources of a school in order to achieve its educational goals. This formulation follows Luther Gulick's well-known POSDCORB view of administration adapted to the school. In Pakistan's context, school administration operates within the policies, rules and budgets laid down by the federal and provincial education departments, but the actual day-to-day responsibility for results rests with the school head.

Scholars have defined the concept in complementary ways. Sears describes educational administration as a process of working with and through people to accomplish educational objectives. Campbell and his colleagues view it as an enabling process: administration exists to facilitate teaching and learning, not as an end in itself. Mort emphasises the democratic dimension, arguing that administration should develop human relationships and shared decision-making rather than mere command and obedience. Taken together, these definitions show three essential features of school administration. First, it is goal-directed: every administrative act must serve the learning of students. Second, it is a human process: it works through teachers and staff, so motivation, communication and relationships are central to it. Third, it is a service function: the office, the timetable, the accounts and the records exist to

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support the classroom, and not the other way round. A head who remains busy in files while teaching suffers has reversed the true purpose of administration.

Main Functions Performed in a School

In practice, the concept becomes clear when we list what a school administrator actually does. The head prepares the annual school plan and the timetable, admits students, maintains admission, attendance, stock, cash and service records, distributes teaching and co-curricular duties among staff, procures textbooks, furniture, laboratory and sports material, supervises classroom teaching, conducts internal examinations, maintains discipline, looks after the building and its cleanliness, corresponds with the district education office, and keeps parents and the school council informed. In public schools in Pakistan the head also implements government initiatives such as enrolment drives, free textbook distribution, school-based teacher development and school council fund utilisation. Each of these tasks is administrative, yet each directly affects the quality of education. Administration is therefore not separate from education; it is the machinery that makes education possible in an organised and continuous manner.

Need for Educational Administration

The need for educational administration arises from the very nature and scale of modern education. Its justification can be stated under the following heads.

- **Achievement of educational goals:** National and provincial policies set goals such as universal enrolment, retention, quality learning and character building. Without administration, these goals remain statements on paper. Administration translates policy into programmes, timetables, targets and classroom action.

- **Optimum use of scarce resources:** Schools work with limited budgets, buildings and teachers. Administration ensures that money is spent according to rules and priorities, that teachers are deployed where enrolment requires them, and that rooms, laboratories and libraries are fully utilised instead of lying idle.
- **Coordination of many actors:** A school system involves the ministry, the secretariat, directorates, district offices, heads, teachers, students, parents and the community. Administration provides the links, procedures and reporting lines that coordinate these actors and prevent duplication, delay and conflict.
- **Continuity and order:** Teachers are transferred, heads retire and governments change, yet schooling must continue without break. Rules, records, routines and established procedures maintained by administration give the institution continuity and protect it from personal whims.
- **Quality, supervision and accountability:** Administration sets standards, supervises teaching, appraises performance and holds every level answerable for results. Without it there is no reliable way to know whether public money is producing learning, or to correct weaknesses in time.
- **Growth and change:** Enrolment expands, curricula change and technology enters the classroom. Administration plans for expansion, manages change, trains staff and solves new problems, so the system develops instead of merely surviving from day to day.

In short, just as a factory cannot run without management and an army cannot move without command, a school system enrolling millions of children cannot function without administration. The larger and more complex the system becomes, the greater the need for

trained, competent administrators. This is why educational administration is now studied as a specialised professional field and why appointments and promotions of heads and education officers increasingly require relevant training and experience.

Scope of Educational Administration

The scope of educational administration is very wide, because it covers every level of the system and every resource used in education. Broadly, it extends from the ministry at the top to the classroom at the bottom, and it deals with both academic and managerial matters. Its main areas are as follows.

- **Policy and planning:** formulation of education policy, preparation of annual and development plans, preparation of budgets, and decisions about the location and upgradation of schools.
- **Organisation and structure:** creation of departments, directorates and district offices; definition of posts, powers, duties and lines of authority and communication.
- **Personnel administration:** recruitment, posting and transfer, training and professional development, leave, discipline, promotion and welfare of teaching and non-teaching staff.
- **Financial administration:** allocation and release of funds, maintenance of accounts, purchase procedures, audit, and mobilisation of additional resources through school councils and the community.
- **Curriculum and instruction:** curriculum implementation, textbook supply, timetable and academic supervision, examinations and assessment, and measures for improving learning outcomes.

- **Student services and discipline:** admissions, attendance, scholarships and stipends, health, sports and co-curricular activities, guidance, and maintenance of a safe and disciplined environment.
- **Physical facilities:** construction and maintenance of buildings, classrooms, toilets, boundary walls, water and electricity, furniture, equipment and school records and assets.
- **Community relations and control:** liaison with parents, school councils or school management committees, local government and the district administration, together with inspection, monitoring, reporting and evaluation of schools.

Two points about scope deserve emphasis. First, educational administration in Pakistan is exercised at federal, provincial, district, tehsil or cluster and institutional levels, and each level has its own sphere within the overall scope; this multi-level character is examined in detail in Question 2. Second, the scope is continuously expanding. Inclusive education, early childhood education, digital learning, data-based decision-making through education management information systems, and public-private partnerships are all relatively new areas that today's administrator must handle. Administration is therefore a dynamic field, not a fixed bundle of clerical routines.

Conclusion

To conclude, school administration is the purposeful process of planning, organising, directing and evaluating all the human and material resources of a school so that teaching and learning proceed smoothly and effectively. Educational administration is needed because goals must be translated into action, scarce resources must be used wisely, many agencies must be coordinated, and quality must be supervised and made accountable. Its scope covers policy,

personnel, finance, curriculum, students, buildings and community relations at every level from the ministry to the school. A well-administered school is recognisable at once: classes run on time, teachers know their duties, records are complete, funds are properly used and students learn in an orderly and caring environment. Good administration does not itself teach a single lesson, but without it good teaching cannot be sustained.

Question 2: Five Levels of Educational Administration; Roles and Responsibilities (20 Marks)

Briefly explain the five main levels of educational administration and discuss the basic roles and responsibilities of educational administration.

Introduction

Educational administration in Pakistan is not exercised from one office. It is organised as a hierarchy of levels, each with its own authority, functions and area of operation, linked together by reporting, supervision and the flow of funds and instructions. After the Eighteenth Amendment to the Constitution, education became mainly a provincial subject, so the provincial level has become the most powerful in policy and finance, while the district level is the most important for implementation. Understanding the levels is essential for a school head, because every order, fund release, posting and inspection reaches the school through this chain. This answer briefly explains the five main levels, namely the federal, provincial, divisional or regional, district, and institutional levels, and then discusses the basic roles and responsibilities that educational administration performs at all levels. Some textbooks merge the divisional tier into the provincial or district tier and some add a tehsil or cluster tier; the five-level scheme given here is the scheme used in the course units.

The Five Main Levels of Educational Administration

1. Federal Level

At the top, the federal level deals with matters of national concern. The Ministry of Federal Education and Professional Training is responsible for national education policy coordination, the national curriculum framework, federal educational institutions, education in the Islamabad Capital Territory and the federally administered areas, international commitments and donor coordination, and national institutions such as the Higher Education Commission for universities, the National Vocational and Technical Training Commission, and curriculum and assessment bodies. The Federation does not directly run the ordinary provincial schools, but its policies, standards and national programmes influence every province, and it represents Pakistan in forums such as UNESCO and in the reporting of Sustainable Development Goal 4 on quality education.

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2. Provincial Level

The provincial level is the principal decision-making level for school education. It is headed politically by the Provincial Minister for Education and administratively by the Secretary, School Education Department, working through additional and deputy secretaries in the Secretariat. Attached departments such as the Directorate of Public Instruction for elementary and secondary education, directorates for staff development, curriculum and textbooks through the provincial curriculum and textbook boards, and examination boards operate under the department. This level formulates provincial policy and rules, prepares the education budget and annual development programme, creates posts, frames recruitment and transfer policies, approves curricula and textbooks, and supervises the whole province through reports,

inspections and data. No major decision about schools, such as upgradation of a school or creation of teaching posts, can be taken without this level.

3. Divisional / Regional Level

Between the province and the district stands the divisional or regional tier in most provinces. Directors of Education (Schools) at division level, and in some structures regional directors, supervise the districts within their division. Their work is mainly supervisory and coordinative: they inspect district offices and larger institutions, consolidate district reports and budgets for the province, exercise delegated powers in matters such as certain postings, transfers, leave and disciplinary cases, and ensure that provincial orders are implemented uniformly across districts. This tier reduces the span of control of the provincial directorate and provides a nearer forum for resolving district problems. In provinces where this tier is weak or merged, its functions are shared between the directorate and the district.

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4. District Level

The district is the key implementing level and the level in closest contact with schools. It is headed by the District Education Officer (DEO), supported by Deputy DEOs, Assistant Education Officers (AEOs) for clusters of schools, and the district accounts and establishment branches. In Punjab, the District Education Authority structure works alongside this administrative line. The district office maintains the record of schools and staff, implements postings and transfers under the policy, releases salaries and non-salary budgets, distributes textbooks and material, monitors enrolment, attendance and learning through AEO visits and data returns, inspects schools, processes pension, leave and disciplinary cases, and reports progress to the division

and province. For a head teacher, the district office is, in practical terms, 'the department': almost every administrative matter of the school is settled here or routed through here.

5. Institutional Level

At the base stands the institution itself: the school, college or training institute headed by its principal or head teacher. Institutional administration converts all higher-level policies into daily reality. The head prepares the timetable and annual plan, assigns duties, supervises teaching, maintains records, accounts and discipline, utilises the school council fund, conducts internal assessment, and deals with students, parents and the local community. Although it is the lowest level, it is the most decisive, because the success or failure of the entire system is finally judged by what happens inside its classrooms. A sound policy poorly implemented by the institution produces nothing, while a committed head can produce good results even with limited resources.

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Table 1: The five levels of educational administration at a glance

Level	Head / Main Authority	Main Concern
Federal	Minister / Secretary, Federal Education Ministry	National policy coordination, standards, federal institutions, international commitments
Provincial	Provincial Minister / Secretary, School Education	Provincial policy, budget, posts, curriculum, rules and overall control
Divisional / Regional	Director of Education (Division)	Supervision and coordination of districts, delegated personnel powers
District	District Education Officer (DEO)	Implementation, monitoring, funds, postings and school support
Institutional	Principal / Head Teacher	Daily management of the institution and quality of teaching and learning

Basic Roles and Responsibilities of Educational Administration

Whatever the level, educational administration performs a common set of roles and responsibilities. The most important are discussed below.

- **Planning and goal-setting:** Administration assesses needs, enrolment trends and available resources, sets targets and prepares short-term and long-term plans. Planning gives direction to the whole system and prevents wasteful, uncoordinated action.
- **Organisation and staffing:** It creates the structure of offices and institutions, defines duties and relationships, and provides the right persons for the right jobs through recruitment, posting, transfer and training. A clear structure with competent staff is the backbone of effective administration.
- **Direction, leadership and motivation:** Administration leads people rather than merely issuing orders. It communicates decisions, guides subordinate offices and teachers, motivates staff through recognition and fair dealing, and creates a climate in which people work willingly for institutional goals.
- **Coordination and communication:** It harmonises the work of different levels, departments and agencies, holds meetings and conferences, circulates clear instructions, and maintains two-way communication so that field problems reach decision-makers and decisions reach the field without distortion.
- **Financial management:** It prepares budgets, secures and releases funds, ensures expenditure strictly according to rules, maintains accounts and faces audit. Honest and timely financial management protects both public money and the officers who handle it.

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- **Supervision, monitoring and evaluation:** It inspects and visits institutions, checks enrolment, attendance and learning outcomes, appraises staff performance, evaluates programmes, and takes corrective action. This responsibility converts administration from routine paperwork into quality improvement.
- **Decision-making and problem-solving:** Every day brings problems: teacher shortage, a damaged building, a dispute, a sudden order. Administration must collect facts, decide promptly and fairly within the rules, and accept responsibility for the decision.
- **Record, reporting and accountability:** It maintains complete and accurate records, submits correct and timely reports and returns, answers audit and assembly questions, and remains accountable to the government, the public and the parents for the money spent and the results achieved.

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These roles show that educational administration is simultaneously a managerial, a professional and a public-service responsibility. An administrator who only follows files performs the clerical part; an administrator who plans, leads, supervises and evaluates performs the full role. In Pakistan's schools, weaknesses such as teacher absenteeism, incomplete records and poor utilisation of non-salary budgets are usually traceable not to the absence of rules but to weakness in one or more of these administrative responsibilities.

Conclusion

To conclude, educational administration works through five interlinked levels: the federal level for national coordination, the provincial level for policy and finance, the divisional level for regional supervision, the district level for implementation, and the institutional level where policy becomes practice. At every level, administration is responsible for planning, organising

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and staffing, leading and coordinating, managing finance, supervising and evaluating, deciding problems, and remaining accountable through proper records and reports. The levels are not rivals; they are successive links of one chain, and the chain is only as strong as its weakest link. For the student of this course, the practical lesson is clear: know the powers of your own level, respect the channel of communication, and perform the basic responsibilities fully, because the credibility of the whole system depends on it.

Question 3: Administrative Structure; Provincial and District Structures (20 Marks)

Define administrative structure and discuss the current administrative structures of your province and the district of the education department.

Introduction

Every department needs a structure: a settled arrangement that shows who holds which office, who reports to whom, and through what channel work, authority and information flow. Without a structure, even honest and hardworking officers duplicate work, delay decisions and dispute responsibility. This answer first defines administrative structure and explains its main features, and then discusses the current administrative structures of the province and the district for the education department. The detailed example is Punjab, the province in which the writer is serving and the largest province by population; the general pattern in Sindh, Khyber Pakhtunkhwa and Balochistan is similar, with differences in names of posts and tiers, because all provinces organise school education through a secretariat, directorates and district offices. Students serving in another province should substitute the corresponding titles of their

own province while keeping the same framework of secretariat, attached departments and district administration.

Meaning and Definition of Administrative Structure

Administrative structure is the formal framework of offices, posts and relationships through which an organisation divides its work, distributes authority and coordinates its activities for the achievement of its objectives. It can be defined as the pattern of positions arranged in a hierarchy, in which each position has defined duties, authority and accountability, and is linked to other positions by clear lines of command, communication and reporting. The structure is usually shown in an organisation chart. Its essential features are: division of work, so that different units handle policy, finance, establishment, planning and field supervision; hierarchy or scalar chain, so that authority descends step by step and accountability ascends in the same order; unity of command, so that a subordinate receives orders from one immediate superior; span of control, so that no officer is given more subordinates than he or she can effectively supervise; and delegation, so that defined powers are formally entrusted to lower levels to avoid delay. A good structure is clear, economical and flexible: clear enough that everyone knows his or her role, economical enough that it does not waste posts on duplication, and flexible enough to absorb new programmes without collapsing.

Provincial Administrative Structure of the Education Department (Punjab)

At the provincial level, the structure has three main parts: the political executive, the Secretariat, and the attached departments and autonomous bodies. The political head is the Minister for School Education, who is answerable to the Provincial Assembly and the Chief Minister for the working of the department. Below the Minister, the administrative head is the

Secretary, School Education Department, a senior civil servant who advises the Minister, issues policy and rules, controls the budget, and exercises overall supervision. The Secretary is assisted by Additional Secretaries, Deputy Secretaries and Section Officers, each dealing with a defined branch such as establishment, schools, planning and budgeting, regulations, or monitoring. The Secretariat is the policy and control level: it does not run schools directly, but it frames the framework within which all field offices work.

Execution is carried out by the attached departments. The Directorate of Public Instruction (Secondary Education) and the Directorate of Public Instruction (Elementary Education) control the field administration of high and elementary schools respectively through divisional Directors and district officers. The Punjab Curriculum and Textbook Board prepares curricula and textbooks; the Punjab Examination Commission and the Boards of Intermediate and Secondary Education conduct examinations; the Quaid-e-Azam Academy for Educational Development looks after teacher training; and the Punjab Education Foundation and the Punjab Monitoring and Evaluation structures support public-private partnership schools and field monitoring respectively. Programme structures such as the School Education Department's reform programmes and the Education Management Information System (EMIS) cell supply planning and data support. This division between a policy-making Secretariat and executive directorates is the classic provincial pattern, and its strength is specialisation; its known weakness is delay when a matter must travel repeatedly between the Secretariat and the directorates.

Table 1: Provincial structure (Punjab School Education), simplified

Tier	Main Office / Post	Core Function

Political executive	Minister for School Education	Political leadership; answerable to the Assembly
Secretariat	Secretary, School Education, with Additional / Deputy Secretaries and Section Officers	Policy, rules, budget, postings policy, overall control
Attached departments	DPI (SE) and DPI (EE); divisional Directors	Field control of secondary and elementary education
Autonomous / support bodies	Curriculum & Textbook Board, BISEs, QAED, PEF, EMIS	Curriculum and books, examinations, training, partnership schools, data

District Administrative Structure of the Education Department

At the district level the structure becomes operational, and it is here that schools actually feel the department. In Punjab the field structure is headed, for administrative purposes, by the Chief Executive Officer (CEO) of the District Education Authority, working with the District Education Officers. The District Education Officer (Secondary Education) looks after high and higher secondary schools, the DEO (Elementary Education, male and female wings) looks after elementary and primary schools, and Deputy DEOs at tehsil level and Assistant Education Officers at the markaz or cluster level supervise groups of schools. AEOs are the field officers in the closest contact with primary and elementary schools: they visit schools regularly, check teacher and student attendance, observe classroom processes, verify records and utilisation of funds, and report to the Deputy DEO and DEO. Alongside the education line, the district accounts office processes pay and pension, and the school itself is headed by its head teacher, assisted by the School Council, which includes parent and community members and approves the use of the school council and non-salary funds.

Three features of the current district structure should be noted. First, there is a dual emphasis: the traditional inspection line (DEO, Deputy DEO, AEO) now works together with dedicated monitoring staff who collect monthly data on attendance, facilities and fund utilisation through digital applications, so the district holds both administrative and independent monitoring information about every school. Second, the district prepares and executes the district education budget and annual development schemes such as construction of classrooms and provision of missing facilities, under provincial rules. Third, the district is the grievance and service-delivery forum for teachers and the public: transfers within policy, leave, retirement cases, school registration of private schools, and complaints are all processed at this level. The district structure therefore combines supervision, support and control, and its effectiveness largely determines the reputation of the whole department, because citizens judge the department by the office they can actually visit.

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Table 2: District structure (Punjab), simplified

Tier	Main Post	Core Function
District	Chief Executive Officer, District Education Authority; District Education Officers	District planning, budget, personnel and overall supervision
Tehsil	Deputy District Education Officers	Supervision of schools and staff within the tehsil
Markaz / Cluster	Assistant Education Officers	Regular school visits, attendance, classroom observation, verification and reporting
Institution	Head Teacher with School Council	Daily administration, teaching supervision, records, funds and community liaison

Conclusion

To conclude, administrative structure is the formal hierarchy of posts, duties, authority and reporting through which a department organises and coordinates its work. In Punjab, the provincial education structure joins a policy-making Secretariat headed by the Secretary, School Education, under the Minister, with executive directorates and autonomous bodies for curriculum, examinations, training and data. The district structure translates that framework into action through the CEO and DEOs, Deputy DEOs and AEOs, down to the head teacher and School Council in every school. The structure is sound on paper; its real quality depends on whether delegation is genuine, vacancies are filled, monitoring data are actually used, and each level performs its defined role instead of interfering in the role of the level below. For a school head, the practical duty is to know this structure thoroughly and to work strictly through the proper channel.

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Question 4: Staffing as the School Head's Responsibility; Principal as Academic Head (20 Marks)

Explain staffing as the school head's responsibility and discuss the principal's major responsibilities as an academic head.

Introduction

Of all the resources of a school, human resources are the most important, because buildings, books and funds produce nothing until competent and committed people use them. Staffing is the administrative function concerned with providing, deploying, developing and retaining those people. In government schools the formal powers of appointment, transfer and promotion rest mainly with the district and provincial authorities, yet the school head bears a

large practical responsibility for staffing within the school: identifying needs, deploying available teachers wisely, arranging substitutes, developing staff and maintaining the service record on which higher decisions depend. At the same time, the principal is not only a manager; he or she is the academic or instructional head of the institution, responsible above all for the quality of teaching and learning. This answer explains staffing as the head's responsibility and then discusses the principal's major academic responsibilities.

Staffing as the School Head's Responsibility

Staffing means manning the organisation with the right number of the right kind of people at the right time, and keeping them effective and satisfied in their work. For a school head it involves the following responsibilities. First, assessment of staffing needs: the head works out enrolment by class and section, the periods required for each subject, and the sanctioned teaching and non-teaching posts, and immediately reports shortages, for example of a science or mathematics teacher, to the district office with enrolment data to support the demand. A head who reports a vacancy late cannot blame the district alone for the loss of teaching. Second, internal deployment: within the school the head prepares the timetable and duty roster, allots classes and subjects according to teachers' qualifications and experience, distributes co-curricular and administrative duties fairly, and avoids both overloading willing teachers and leaving others with too little work. Fair deployment is one of the strongest tests of a head's justice and competence.

Third, arrangement during absence and shortage: when a teacher is on leave or a post is vacant, the head combines sections where permissible, allots substitution periods, and ensures that no class remains without a teacher, instead of allowing periods to go free and discipline to

collapse. Fourth, induction and mentoring: a newly posted teacher is introduced to the school's routines, syllabus, record formats and class, paired with an experienced teacher, and visited supportively in the first weeks, so that he or she settles quickly. Fifth, staff development: the head identifies training needs from classroom observation and results, nominates teachers for in-service training, conducts school-based professional development and peer observation, and encourages further study. Sixth, service and disciplinary administration: the head maintains service books and personal files, sanctions casual leave within powers, writes or initiates annual confidential reports honestly, verifies attendance and pay-related record, and initiates disciplinary cases only on documented facts, following the prescribed procedure. Seventh, welfare and motivation: the head protects staff from unnecessary interference, recognises good work publicly, treats teaching and non-teaching staff with respect, and keeps staff meetings consultative. Staffing, in this complete sense, is a continuing responsibility, not a one-time allotment of duties at the start of the session.

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The Principal as Academic Head

The principal's administrative duties are means; his or her academic leadership is the end. Parents and the department finally judge a school by its learning results, its board examination performance, and the confidence and character of its students, and all of these depend on the principal's academic role. The major academic responsibilities are as follows.

- **Academic planning:** Preparing the annual academic calendar and scheme of studies; ensuring timely completion of the syllabus in every class; planning unit tests, term examinations and revision well in advance instead of rushing the syllabus at the end.

- **Supervision of teaching:** Visiting classrooms regularly with a clear observation purpose, checking lesson plans and students' written work, giving constructive written and oral feedback, and following up earlier observations. Supervision by the head must help teachers improve, not merely catch faults.
- **Curriculum and timetable leadership:** Ensuring that the prescribed curriculum and textbooks are actually taught, that science practicals, library and computer periods genuinely take place, and that the timetable protects instructional time from unnecessary interruptions and functions.
- **Assessment and use of results:** Conducting fair internal examinations, analysing results subject-wise and teacher-wise, identifying weak topics and students, arranging remedial teaching, and setting improvement targets for the next term and the board classes.
- **Development of teachers as professionals:** Holding academic meetings on teaching methods, encouraging demonstration lessons and peer observation, maintaining the school library and teaching aids, and connecting teachers with cluster and district training opportunities.
- **Student learning support and enrichment:** Monitoring attendance and early identification of slow learners and potential dropouts, organising co-curricular, sports, library and study activities, providing guidance for subject and career choices, and recognising student achievement to build a learning culture.
- **Academic liaison:** Informing parents of academic progress through report meetings, consulting the School Council on academic needs, and reporting academic matters accurately to the district office with requests for the specific support the school needs.

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A principal may delegate clerical and routine work to a vice-principal, a senior teacher or the office, but academic leadership cannot be fully delegated, because teachers take their academic cues from the head. If the head never enters a classroom, checks no notebooks and discusses no results, the staff soon conclude that teaching is not the school's first priority, whatever the head says in speeches. Conversely, a head who teaches or demonstrably knows the academic work of every class earns natural authority. The balance is demanding: the office must be managed so that it serves the classroom, and time for academic leadership must be protected in the head's daily and weekly routine, for example by fixing classroom-visit days and reserving staff-meeting time mainly for academic matters.

Conclusion

To conclude, staffing is a central responsibility of the school head, covering assessment of needs, fair deployment, cover for absence, induction, development, service record and staff welfare, even though formal appointment powers lie at higher levels. Upon that staff foundation rests the principal's higher duty as academic head: planning the academic year, supervising and supporting teaching, ensuring honest assessment, developing teachers, and supporting every student to learn. A school with orderly administration but weak academics is a well-run failure, while a school whose head combines sound staffing with visible academic leadership steadily improves. The principal must therefore see himself or herself first as the head teacher, the first teacher of the school, and only then as its office manager.

Question 5: Performance Appraisal; Financial Audit versus Academic Audit (20 Marks)

Define performance appraisal and differentiate between financial and academic audit by giving valid examples.

Introduction

No administration can improve what it does not examine. Two important instruments of examination in education are performance appraisal, which judges the work of individual employees, and audit, which examines whether resources and programmes have been used and conducted properly. Although both are instruments of accountability, they differ in object and method, and financial audit and academic audit differ from each other even more sharply. Confusion among these terms is common in schools: a head may fear every audit as a fault-finding exercise, or may write annual confidential reports casually without evidence. This answer defines performance appraisal and explains its purposes and process, and then differentiates between financial and academic audit with valid practical examples from school life.

Performance Appraisal: Meaning and Definition

Performance appraisal is the systematic and periodic evaluation of an employee's job performance against the duties, standards and targets of his or her post, carried out by the designated reporting officer for the purposes of improvement, reward and personnel decisions. In the Pakistan government service its best-known form is the Performance Evaluation Report, formerly called the Annual Confidential Report (ACR), in which the reporting officer records an assessment of the officer's or teacher's work, conduct, integrity and fitness for promotion

during the year under report, and the countersigning officer reviews that assessment. Appraisal is therefore not a general impression of a person; properly done, it is an evidence-based judgment of work performed in a defined period against defined expectations. Its essential features are that it is periodic, usually annual; it is criteria-based, covering quantity and quality of work, knowledge, punctuality, conduct and initiative; it involves more than one level, namely the employee's self-information where required, the reporting officer and the countersigning officer; and its remarks must be supportable by record, with adverse remarks communicated to the employee under the rules so that he or she may represent against them.

Purposes and Process of Performance Appraisal

The purposes of appraisal are both developmental and administrative. Developmentally, it tells an employee where he or she stands, recognises good work, identifies training needs, and motivates improvement; a teacher whose strong classroom results are recorded and appreciated is encouraged to sustain them. Administratively, appraisal provides the documented basis for promotion, selection for training and important postings, confirmation, and, in serious cases, disciplinary or efficiency proceedings. Without recorded appraisal, promotion becomes a matter of seniority or favour alone, and consistently poor performance can never lawfully be corrected. The sound process is continuous rather than a year-end surprise: the head or reporting officer observes work throughout the year, keeps notes of significant good and weak performance, holds a frank discussion where improvement is needed, writes the report fairly at the end of the period on the basis of that record, and ensures that the report is completed and moved within the prescribed time, because a delayed report harms the employee's promotion case through no fault of his or her own. Common

defects to avoid are leniency toward all, harshness toward the disliked, judging the person instead of the work, and writing identical remarks for every employee; each defect destroys the credibility and the legal value of the appraisal system.

Financial Audit and Academic Audit: The Distinction

Audit in general means an independent and systematic examination of records, activities and results to verify that they conform to the applicable rules, standards and objectives, and to report the findings to the competent authority. Financial audit examines money: whether funds were received, spent, accounted for and safeguarded according to the financial rules, sanctions and budget provisions. It is conducted for government schools by the Audit Department and through internal departmental checks, and it deals with cash books, vouchers, stock registers, purchase procedures, pay and allowances, school council and non-salary funds, and recovery of losses. For example, if a school received a non-salary budget grant for minor repair and laboratory chemicals, the financial auditor will verify the sanction and budget head, the cash book and bank record, quotations and purchase committee proceedings, bills and vouchers, entry of chemicals in the stock register, and the physical existence of the repair work. If furniture was purchased without quotations above the prescribed limit, or an amount was drawn but not entered in the cash book, the auditor raises an audit paragraph or observation, and the head must reply, regularise the lapse under orders of the competent authority, or face recovery.

Academic audit, by contrast, examines teaching and learning: whether the curriculum was delivered, teaching was effective, assessment was fair and learning outcomes were achieved. It may be conducted internally by the head and senior teachers, or externally by supervisory

officers, subject specialists or an institutional review team. Its evidence is not vouchers but lesson plans, classroom observation, students' notebooks and test scripts, syllabus-completion registers, result analysis and interviews with teachers and students. For example, an academic audit of a secondary school may find that the Class 10 mathematics syllabus was completed in February as recorded, but analysis of monthly tests shows persistent failure in algebra, classroom observation shows no practice exercises being assigned, and checked notebooks are unmarked for six weeks. No money has been misused, so a financial audit would pass the school; yet the school is failing educationally, and the academic audit correctly directs action: supervised practice, notebook-checking schedules, remedial periods and re-testing. The two audits are thus complementary checks on the two halves of a school's duty: honesty in the use of resources and effectiveness in the achievement of learning.

Table 1: Financial audit versus academic audit

Aspect	Financial Audit	Academic Audit
Object examined	Receipt, expenditure, accounts and assets; use of public money	Teaching, curriculum delivery, assessment and learning outcomes
Main standards	Financial rules, budget, sanctions and purchase procedure	Curriculum, syllabus, teaching standards and learning targets
Evidence	Cash book, vouchers, bills, stock register, bank record	Lesson plans, observation, notebooks, tests, result analysis
Conducted by	Audit Department; internal audit / accounts staff	Head, supervisory officers, subject specialists, review team
Typical finding	Purchase without quotation; unentered receipt; excess drawal	Syllabus rushed or incomplete; unmarked notebooks; weak topic mastery
Consequence / remedy	Reply to audit para, regularisation, recovery, disciplinary action	Remedial teaching, teacher support, revised planning and re-checking
Example	NSB spent on repair without	Class 10 algebra failure traced

	purchase committee record	to lack of practice and feedback

The relationship between appraisal and the two audits should also be clear. Appraisal judges a person; financial audit judges the handling of money; academic audit judges the quality of the educational process and its results. Yet they support one another: academic audit findings provide fair evidence for a teacher's appraisal, financial audit protects the resources on which academic work depends, and honest appraisal ensures that the persons responsible for both money and learning are recognised or corrected. A wise head therefore welcomes all three, maintains record throughout the year instead of preparing it when a visit is announced, and treats every finding as a checklist for improvement rather than as a personal attack.

Conclusion

To conclude, performance appraisal is the periodic, evidence-based evaluation of an employee's work against the standards of the post, serving both improvement and fair personnel decisions such as promotion and training. Audit is the independent examination of conformity and results: financial audit verifies that money was lawfully received, spent and accounted for, as when a grant is traced through sanction, voucher and stock register, while academic audit verifies that teaching actually produced learning, as when weak algebra results are traced to missing practice and unmarked notebooks. A school needs all three instruments working honestly. Money without learning is waste, learning claims without honest accounts are unsustainable, and neither can be secured without appraising the people who do the work.