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REPORT
ON THE PROPOSED INSTITUTE OF
EDUCATIONAL PLANNING MANAGEMENT
AND RESEARCH

year: 1994

PREFACE

Rapid changes in the system of education need new skills of management and teaching. And to this purpose there should be a proper and a continuing arrangement for the training of in-service teachers and educational administrators. Strangely, in our education system the training of serving personnel has generally remained neglected. Although other fields of public management have developed fairly adequate training facilities for their employees. To make up this serious deficiency in the system, the Secretary Education NWFP initiated the idea of an institute of educational planning, management and research. It is conceived as a comprehensive, multi functional and permanent arrangement. Its primary function is to serve the increasingly complex needs of the system through appropriate training programs. The aim is to achieve professional excellence of teachers and educational managers.

To give a practical shape to the idea a working group was appointed and it was assigned the task to develop a workable plan for the institute. This report is the outcome of the findings of the working group. It is an attempt to assess the need of the proposed institute and to discuss its status, objectives, functions, organization, financial requirements and other related matters.

The working group gratefully acknowledges the help and valuable guidance it has received from so many distinguished persons and institutions. It is indebted to the universities, the management training institutions, the education foundations, foreign and international agencies (working for the cause of education in Pakistan) and the department of education NWFP for their cooperation and every possible assistance. In particular, the working group would like to record its deep appreciation for the keen interest Dr. Wade Robinson has taken in the project.

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Table Of Contents

	<u>Pages.No.</u>
1. Executive Summary	01
2. Concept Paper	04
a. Introduction	05
b. The Need	06
c. Objectives	08
d. Functions	08
e. Status	18
f. Organization	21
g. Faculty	23
h. Funding	24
i. Sustainability	27
3. Methodology, Presentation And Data Analysis.	28
a. Introduction	29
b. The Need	34
c. Objectives	37
d. Functions	38
e. Status	49
f. Organization	52
g. Funding	54
h. Sustainability	58
i. Conclusion	61
4. Action Plan	62
5. Recommendations	72
a. General Recommendations	73
b. Specific Recommendations	74

6. Appendices.....	76
a. Appendix 1. Statistical data NWFP Education Deptt (1992-93)	77
b. Appendix 2. Recurring and Development Budget of Department of Education 1991-92 and 1992-93.	78
c. Appendix 3. Recurring Budget of NWFP Education Department (1988-89 to 1992-93).	79
d. Appendix 4. Development Budget of NWFP Education Department (1988-89 to 1992-93).	80
e. Appendix 5. Questionnaire for Persons who have Received Management Training at the MUST.	81
f. Appendix 6. Questionnaire for the College Teacher who have received training at the MUST.	83
g. Appendix 7. Interview guide.	86
Working Group.....	87

List of Tables

	<u>Page.No</u>
Table 1. Number of Persons trained by the MUST.	7
Table 2. Number of Administrative and Supervisory staff in Deptt of Education N.W.F.P.	9
Table 3. Number of Head Masters and Principals trained at the MUST.	11
Table 4. Number of Teacher in Male and Female Colleges of the N.W.F.P.	13
Table 5. Number of Teachers trained at the MUST.	14
Table 6. Number of supervisory staff trained of the MUST.	16
Table 7. Number of Master trainers and lecturers trained at the MUST.	16
Table 8. Organizational chart of the proposed IPMR.	22
Table 9. Statement of expenditure on training institutions (1991-92 and 1992-93).	25
Table 10. Statistical data N.W.F.P Education Deptt (1992-93).	34

EXECUTIVE SUMMARY

I. Executive Summary.

1. This concept paper looks into the feasibility, objectives, status, organization, funding and sustainability of the proposed Institute - THE INSTITUTE OF EDUCATIONAL PLANNING, MANAGEMENT AND RESEARCH.
2. Numerous factors have contributed to the slow progress of education in Pakistan, but the lack of proper facilities for the training of educational administrators and college teachers has been the main factor responsible for low performance in this important sector.
3. Although in the NWFP the Management Unit of Study and Training (MUST) has been offering training Courses in management and teaching for the last fifteen years, it has not had much impact on the system. Its uncertain status, ad hoc financial support, inadequate physical facilities and lack of competent faculty have adversely affected its functioning. Therefore, the education system needs a permanent, well-planned, comprehensive institution to provide pre-service and in-service training in educational planning; management and research to its various cadres.
4. At present, there is no single institution in NWFP addressed to the training needs of the different cadres in education. No arrangement exists for the pre-service training of college lecturers, or in-service training of master trainers.
5. The following will be the main objectives of the proposed Institute:
 - a) to impart Planning and Management Training to administrators and planners
 - b) to provide pre-service training to college teachers
 - c) to arrange in-service training for different cadres in education
 - d) to develop training modules
 - e) to conduct research in areas relating to teaching, educational management and planning
6. Primarily the Institute will arrange training programs of different durations for:
 - a) administrators/supervisors/ministerial staff in the education system
 - b) college teachers and subject specialists
 - c) master trainers of elementary colleges
 - d) personnel from other departments, autonomous, semi-autonomous, organizations and private agencies
7. In regard to its status, three alternatives have been explored:
 - a) to place it under the control of the provincial Education Department
 - b) to place it in the private sector, and
 - c) to have it be autonomous

The conclusion is that the Institute will not be able to function properly under tight departmental control nor is it likely that the private sector would be interested in funding and operating such an Institute. Whether it has autonomous or semi-autonomous status, it should have maximum possible autonomy to manage its affairs.

The Institute will need initial investment by the provincial government, however, it will be able to generate its own finances to cover a part of the annual recurring expenditure.

8. The Institute may be established through a legal instrument providing it autonomous/semi-autonomous status in administrative, management and financial matters. It should be under control of Board of Governors. It may have the Governor as chairman and the following as its members:-

1. Secretary Education NWFP
2. Secretary Finance NWFP
3. Secretary Planning and Development NWFP
4. Secretary S&GAD NWFP
5. Director Education (Colleges)
6. Director Education (Bureau)
7. Director Education (Primary)
8. Director Education (Secondary)
9. Director-General IPMR

The Director General will be the executive and academic head of the Institute. He will be appointed by the Governor as provided in the Act/Regulations.

9. In addition to the Director, the Institute will have a small establishment comprising of three directors, five senior instructors, two research officers, one librarian, one deputy director (admin) and other positions in the ministerial staff.
10. On the instructional side, the permanent faculty should not consist of more than 10 to 12 persons, assisted by resource persons from outside and a few expatriates.
11. Initially on the development side, the project would need about 39 million rupees, approximately 9 million for the purchase of land, 30 million for the construction of building.
12. The annual recurring expenditure of the Institute on the basis of present pay scales and rates is estimated to be around 5.0 million, which is only 1.5 million more than the MUST is provided for the year 1992-93. Each trainee or his nominating agency will be required to pay tuition for the training which will enable the Institute to generate 40---50 per cent of the amount needed for recurring expenditure.

13. To make the Institute effective and to guard it against degeneration a few things appear necessary. Primarily, in policy formulation for education, the worth and importance of the training process should duly be recognized. As yet it has a low priority activity.

The Institute needs initial investment (39 million) and subsequently an adequate flow of funds (5.0 million) for its recurring expenditure. The Institute should be viewed as an essential ingredient of educational development.

In addition to adequate financial support, the Institute should have appropriate status and a structure capable of facilitating maximum contribution towards the qualitative and quantitative improvement of education. Therefore, it is suggested that it should:

- a) be autonomous/semi-autonomous in character,
 - b) get benefit of foreign advisors/teachers through linkage with international organizations or foreign universities at least during the formative years.
 - c) induct faculty purely on the bases of merit and competence,
 - d) arrange training programs based on their practical utility.
 - e) make training an on-going process
 - f) develop a proper system of evaluation and feed back
 - g) create a sense of commitment and missionary spirit among its faculty and trainees
 - h) provide certain incentives for good work to the faculty and the trainees
 - i) keep proper vigilance over its performance, and
 - j) follow a strategy to make it financially self-supporting.
14. The Institute will have the capacity to provide training to about 200 educational administrators/supervisors and 250 college teachers and teachers of training institutions annually.
15. The main objective of the Institute should be to transform the education system and dynamise it. It can not do this by just following the traditions of existing training institutions which have been more academic and generally cut off from close contact with the education system, The Institute has therefore to develop a new approach and if it can not do that there is no sense in adding one more traditional organization to the existing lot.

CONCEPT PAPER

I. Introduction

Lack of proper facilities for the training of educational administrators and teachers has been one of the main factors responsible for low performance in education. The training arrangements in education are inadequate all over the country. In the NWFP the Management unit for study and Training (MUST) is the only institution that has been offering short term in-service training courses to educational administrators and teachers.

Although it has been functioning for the last fifteen years, it has failed to attain permanent institutional status. The lack of competent faculty together with inadequate physical facilities and ad-hoc financial support all have adversely affected its performance. To make it really effective and to have a deeper and wider impact on the system it needs permanent institutional shape with adequate facilities and services, either through the up-gradation of the MUST or by establishing a new institution in its place.

The education system urgently needs a permanent well-planned institution capable of addressing the needs and challenges of the education system, to provide professional training to the various cadres.

In the following paragraphs an attempt has been made to look into the feasibility, objectives, functions, status, organization, funding and sustainability of the proposed Institute to be established.

2. The need.

- 2.1 One of the striking characteristics of our education system has been the fact that little progress has been made in the quality and quantity of education. Despite repeated pronouncements by the public authorities, the progress has remained disappointing. There may be numerous causes of our failure but it is mostly because of deficient financial support and the lack of properly trained functionaries.

Deficiencies on the management and teaching sides have seriously retarded the process of improvement and in the future such attempts may also have little chance to succeed unless the management and teaching components of the system are sufficiently strengthened. This could be done through systematic and planned training of the educational managers and teachers required for different jobs at various levels in the system.

- 2.2 During the last fifteen years a number of institutions have been set up to provide training in educational management. The EPAM, the MUST, the EMTC and Extension centers of different provinces have been offering useful training programs.

2.3 In the NWFP, the MUST was established in 1979 with the following main objectives:-

1. To establish a system of modern management information
2. To introduce an organizational structure for the administration and identification of new management objectives through education system.
3. To make administrative guidelines and operational manuals to codify procedures.

2.4 The MUST did make some positive contribution to improving the management and planning performance of education officials. However, the MUST could not make any profound impact on the system. Its adhoc character, complete dependence on the department, lack of sufficient well-trained staff, deficient library facilities, lack of equipment, and financial constraints combined to cause its gradual degeneration.

2.5 A few other factors necessitate a better and more comprehensive arrangement for training:-

1. In the existing system there is no arrangement for a comprehensive training of college teachers. As a consequence raw hands with inadequate knowledge, no experience and no training whatsoever are recruited to the job.
2. The master trainers (faculty) of the teachers training colleges do not have any arrangement for proper training in the new skills and techniques of teaching. Whatever arrangements are available are inadequate and ill equipped to serve any meaningful purpose.
3. Arrangements for the training of supervisory staff in education are inadequate.

NUMBER OF PERSONS TRAINED BY THE MANAGEMENT UNIT FOR STUDY AND TRAINING (MUST) DURING THE LAST FIVE YEARS:

	<u>Management</u>	<u>Planning</u>	<u>Teaching</u>	<u>O&M</u>
1988-89	188	188	122	31
1989-90	46	46	190	-
1990-91	23	23	220	43
1991-92	82	82	104	43
<u>1992-93</u>	<u>251</u>	<u>251</u>	<u>227</u>	<u>244</u>
Over all Total	590	590	863	351

Source: The Management Unit for Study and Training

III. Objectives

- 3.1 To meet the training needs of the various groups in education, an Institute of Educational Planning, Management, and Research is being planned with the following objectives.
1. to impart training in management and planning to educational administrators and planners of various levels.
 2. to provide pre-service training in teaching skills to college lecturers.
 3. to arrange in-service training programs for educational administrators, planners and teachers so as to enhance their professional capabilities.
 4. to develop training modules for teachers, administrators and planners.
 5. to make the managers and teachers understand the quantitative tools and creative methods that are available in teaching and management.
 6. to develop skills and knowledge about information technology in education.
 7. to conduct research in the areas relating to teaching, educational management and planning.

IV. Functions

- 4.1 The Institute will be multi-functional in character and the following, broad functions will be assigned to it.
1. Training in management and planning to the upper and middle-range administrators in the education system.
 2. Pre-service training for college lecturers and subject specialists
 3. In-service training for master trainers of the teachers elementary colleges.
 4. Short-term refresher courses and orientation programs for the above three categories.
 5. Special courses for personnel of other departments, autonomous/semi-autonomous organizations and private agencies.
 6. Research and surveys on issues relating to education.

4.1.1 Training in Management and Planning.

In the NWFP, at present, there are about two thousand persons holding managerial and supervisory position at the upper and middle range levels of the education system. Most of these persons are recruited as teachers in schools or colleges. Those among them who take up management or supervisory positions, do not have much knowledge or training in management and planning. The result is obvious. Many problems in the system emanate from the lack of proper managerial skills. Even those few who get the opportunity to attend short term courses at various management institutions do not gain much. Often these courses are too general, too theoretical, and are not designed to develop the professional competence required for a person working in the field of education. None of the existing institutions have any program of continuing the process of education and training through dissemination of information on developments in the various fields.

NUMBER OF ADMINISTRATIVE AND SUPERVISORY STAFF IN DEPARTMENT OF EDUCATION.

Director	6
Additional Director	4
Divisional Director	6
Deputy Director	12
Assistant Director	27
District Education Officer	74
Deputy District Education Officer	30
Sub-Divisional Officer	57
Assistant District Education Officer	226
Assistant Sub-Divisional Education Officer	296
Principals of Colleges	135
Principals of High School	1164
Principals of Elementary Colleges	18
Principals of Technical Colleges	8
Principals of Commerce Colleges	8
Chief Planning Officer	1

Source: Budget book Vol. III, 1993-94

The Institute is expected to develop management and planning courses for different categories of administrators according to the needs of their managerial positions. It is suggested that initially it should organize about thirty courses. Six courses for each of the five categories; namely administrators (Deputy Directors, Divisional Directors, District Education officers and chief planning officers and planning officers), Middle range administrators/supervisors (SDEOs, ADEOs), Principals of colleges (Degree and Technical) Principals of high schools, Principals of elementary colleges.

Each course will be at a minimum of two weeks duration and the number of trainees in each group will not exceed twenty. The courses will be designed to cater to the management needs of each professional group. To have proper impact, it is suggested that the trainees be required to stay in the hostel so that they may use their afternoons and evening in training-related activities such as extension lectures, Computer literacy, show of documentaries, use of library and technological labs. In case this is not feasible for all the training programs, it should be compulsory at least, for the training of lecturers and master trainers.

4.1.2 Pre-service training for college teachers.

In the NWFP there are 66 colleges (56 degree Colleges 10 inter colleges) and 69 higher secondary schools. The number of teachers designated as professors, associate professors, assistant professors and lecturers is about 2003. Approximately one hundred lecturers are recruited annually. The basic qualification for their appointment is having a masters degree. Training in teaching is neither required nor given preference. A newly inducted lecturer does not know how to prepare a lecturer, how to present it, how to make students participate in the teaching process, how to handle the class, what teaching aids to use and how to evaluate students' performance.

In short, fresh lecturers are mostly ignorant of basic knowledge about teaching. Their inability to handle their teaching assignments, examinations, the class and the students creates damaging effects on the academic performance of the institution, often leading to indiscipline and occasionally to violence.

Lately there has been a general realization in academic circles that college lecturers do require a comprehensive training program to beef up their knowledge and understanding of their respective subjects, and to mould their personality and conduct to suit the ethos of their profession.

NUMBER OF HEAD MASTER AND PRINCIPALS TRAINED AT THE MUST
1988-89 TO 1992-93

	H/Masters	Principals of Colleges	Principals of Elementary Schools	Principal Technical Institutions
1988-89	188	-	-	-
1989-90	-	46	-	-
1990-91	-	23	-	-
1991-92	63	19	63	-
1992-93	171	43	-	9

Source: The MUST

This Institute will provide a comprehensive program of pre-service training to 100 newly inducted lecturers and subject specialists annually. It is suggested that no college teacher should be allowed to assume teaching responsibility without successfully completing training at the Institute. This will be similar to the requirement for recruits in armed forces and higher civil services. A comprehensive training program will be designed to groom the trainees into knowledgeable, effective and disciplined teachers. The duration of the training will be 18--20 weeks. Two training courses will be offered annually and for each course 50--60 trainees will be accepted. All trainees will be required to stay in the hostel of the Institute.

During the period of training, a trainee will receive his full salary with pay and allowances. In case he fails he will be ineligible for appointment as lecturer and will also be required to refund the entire amount he receives as salary during the period of his training. To this effect, prior to the commencement of training, each trainee will be required to give an undertaking, on judicial paper, authenticated by competent authority.

To create a spirit of competition among trainees certain incentives in the form of preference in scholarships, study leave for higher education, fixation of seniority may also be assured, provided such incentives do not come in conflict with the general service rules.

This is an innovative step and a critical experiment in the system of higher education. It requires serious planning and careful implementation. Before embarking on the program, experiences of military and civil service academies be taken into consideration. Those Department of the University which will be involved in the training should also be consulted and competent resource persons be identified

The program will be designed to provide in depth understanding of the concerned subject along with:

- a) Basic philosophy and psychology of education
- b) Education system in Pakistan with particular focus on higher education
- c) Teaching methods and skills
- d) Problems of class discipline and student teacher relations
- e) Evaluation and examinations
- f) Student counselling and guidance.

STATEMENT SHOWING THE NUMBER OF TEACHERS IN
MALE AND FEMALE COLLEGES OF THE NWFP

1993-94.

	MALE				FEMALE			
	Prof essor	Asso- ciates	Assi- stt	Lect- urers	Prof- essor	Asso- ciates	Assi- stt	Lectu- rers.
Peshawar	2	23	52	86	1	14	31	47
Charsada	1	13	30	40	-	3	6	9
Nowshera	1	15	35	56	-	4	10	14
Mardan	1	30	61	108	1	6	41	22
Swabi	1	16	31	53	-	2	5	9
Kohat	1	15	34	54	-	4	10	15
Karak	1	10	18	55				
Abbott- abad.	1	21	47	83	1	7	16	23
Haripur	1	15	27	42	-	6	14	22
Mansehra	1	17	35	56	-	4	8	14
Bunnu	1	14	32	52				
Lakki	-	9	19	31				
D.I.Khan	1	17	38	70	1	6	13	19
Tank	-	4	10	16				
Chitral	-	6	14	22				
Dir	1	9	22	32				
Swait	2	24	54	88	-	3	7	10
Bunir	-	5	11	18				
Malakand	1	14	32	48	-	2	5	8
=====								
TOTAL	17	254	550	944	4	61	109	165

	Professor	Associate	Assistant	Lecturers				
Male	17	254	550	944				
Female	4	61	109	165				
=====								
TOTAL	21	315	659	1109				

4.1.3 Training of Master Trainers:

Colleges of elementary teachers provide one year's professional training to teachers of primary and middle levels. There are eighteen such colleges in our province, eleven for males and seven for females. On their instructional staff, there are about 200 instructors who are called master trainers. These master trainers do not have any special qualification for the assignment except they have been principals/headmasters or teachers in secondary schools.

Often they are appointed in an elementary college for reasons other than their suitability or speciality in a particular field of training. Most of them are neither equipped to conduct training programs properly nor are they interested in their jobs. Unless well qualified, properly trained and professionally conscientious teachers are inducted in the training colleges, the present dismal situation will continue. These institutions need a knowledgeable, committed group of master trainers who are conversant with the modern methods and techniques of teaching and who have the ability to make their trainees apply them in actual teaching.

NUMBER OF TEACHERS TRAINED AT THE MUST 1988-89 TO 1992-93

	<u>Master Trainer</u>	<u>Lecturers</u>
1988-89	Nil	122
1989-90	Nil	190
1990-91	Nil	220
1991-92	63	104
1992-93	Nil	134

Source: The MUST

The Institute will train four groups of master trainers annually, each group consisting of fifteen trainees. The duration of training will be 5--6 weeks, with residency requirement. The training will intend to reorient the master trainers with the knowledge of educational theories, principles of learning, modern methods and techniques of teaching various subjects. Other objectives include development of creative approach to teaching, preparation of indigenous audio-visual aids and skills which may enable them to undertake mental, moral and physical development of their students.

To sustain and improve their professional competence as master trainers, the following measures are suggested:

- a) There should be a separate cadre of teachers for training institutions.
- b) The training program could be of no use unless a group of teachers is groomed for elementary colleges in particular.
- c) The institute should undertake programs to continuously educate/train them through short refresher courses in rotation of a five-year period and circulation of prints of articles helpful in improving their professional competence.
- d) Some incentives be provided to the teachers in this cadre so as to compensate them for their deprivation from holding administrative positions in secondary schools. These could be in the form of some extra allowances.

4.1.4 In service Training

In service training aims at promoting continuous professional growth. The need for periodical refresher courses is related to the rapid changes taking place in the methods and techniques of management and teaching. The more frequent the role of an administrator changes, the more frequent there should be arrangements for training.

A teacher needs periodical in-service training program to get himself acquainted with recent developments in the field of his specialization and to know about the new methods and techniques developed for the teaching of a particular subject. He may need it because of a change in his assignment, location of work or socio-economic composition of the community. Improvement in his professional knowledge, skills and attitude is needed so that he can manage to teach effectively.

In Pakistan various agencies are engaged in providing facilities for in-service training in management and teaching. In education management, EPAM arranges short courses for education administrators/supervisors. Courses in general management are offered by NIPA (Peshawar, Lahore, Karachi and Quetta) the Administrative staff College (Lahore) and the PARD, (Peshawar). The Pakistan Institute of Management (Karachi and Lahore) may organize special courses on education management, if asked.

**NUMBER OF SUPERVISORY STAFF TRAINED AT THE MUST
1988-89 TO 1992-93**

	Director	Dy:Dir.	Div.Dir.	DEO	SDEOs	ASDEOs	Head Master
1988-89	-	-	-	Nil	Nil	Nil	188
1989-90	-	-	-	-	-	-	-
1990-91	-	-	-	-	-	-	-
1991-92	-	-	-	-	-	-	-
1992-93	-	-	68	17	5	171	-

Source: The MUST

Provincial governments have also established special units to offer courses in education management. In our Province the MUST has been providing this facility. In Sind, the Education Department has set up its own Management Training Unit.

On the teachers side the main responsibility for in-service training for secondary teachers is shouldered by Education Extension Centers. They arrange in-service training programs either on their own premises or at regional centers. Short term courses of two to three weeks duration are held through-out the year. The aim is to improve the competency of the working teachers in teaching methods and techniques. Teachers also get the opportunity of acquiring better understanding of the subject they have been teaching. The topics covered in the courses include lesson planning and presentation, use of text books, class and home assignments, evaluation, guidance, discipline, co-curricular activities etc. Education Extension Centers have limited capacity and too limited resources for effective in-service training. The scope is limited to secondary school teachers.

For college lecturers and master trainers short in-service training programs are arranged by the MUST and during the last five years it has provided training to 770 lecturers:

	<u>Master Trainers</u>	<u>Lecturers</u>
1988-89	Nil	122
1989-90	Nil	190
1990-91	Nil	220
1991-92	63	104
1992-93	Nil	134

Source: The MUST

4.1.5 Research

Research is a difficult and uphill task. In our administrative decision making there is hardly any tradition of research. We draw idiosyncratic conclusions on the basis of our judgment and experiences rather than on the basis of research. This practice often leads to bad decisions.

In modern times research is a critical component of the function of training institutions. The Institute will not be able to do justice to its assigned responsibilities without proper data on education. Along with training it will need to carry out surveys and research studies. Policy related topics would be selected and study findings widely disseminated. To meet its research requirements it should have a good library and access to recent publications. In addition, it should have well qualified and properly trained researchers. In its organizational set up provision is made for one Deputy Director (Research), two senior research officers and two research officers for this purpose. To strengthen research and data collection activities it is suggested that EMIS (Education Management Information System) be made a part of the Institute.

V. Status

5. In regard to its status, the Institute may be either
- a) Under the control of the Provincial Education Department as is the case of the MUST
- or
- b) autonomous, semi autonomous created through Provincial legislation, or any other appropriate instrument and administered by its own Board of Governors
- or
- c) in private sector, administered through an independent Board of Governors.

All three arrangements have their plus and minus points. In case the Institute is put under the control of the Education Department it will have the advantage of:

- a) close cooperation between the department and the Institute.
- b) financial support to meet the needs of the Institute.
- c) accountability for its performance to the Department
- d) interaction between the two in matters of research and policy formulation
- e) opportunities of transfer for its employees from and to the Institute.

On the other hand it will have the following disadvantages:-

- a) too much bureaucratic control by the Department.
- b) too much dependence on the Department.
- c) too much interference in matters of its policies, post allocations, transfers and appointments.
- d) political and bureaucratic favors in appointment and transfers.
- e) complete dependence in financial matters.
- f) day to day functioning affected by the rigidity of government rules and regulations.
- g) initiative and innovativeness will be crushed.
- h) policies and plans will have to pass through administrative red-tape

5.2 Keeping in view the advantages and disadvantages and also taking into consideration the experience of the MUST, the over whelming opinion is against direct control by the Education Department. There is strong support for its autonomy which roughly means

- a) creation through an Act or any other appropriate legal instrument
- b) independence in administrative, financial and policy matters
- c) assured availability of financial support from the government, and
- d) final accountability to the provincial government.

5.3 However the extent of independence depends upon the legal instrument. In case genuine autonomy is provided then the Institute:

- a) Will be able to determine its policies and programs freely and carry out its functions independently
- b) Will be in a position to develop and retain a competent faculty
- c) Will not suffer unnecessary political and bureaucratic interference
- d) Will have a free hand in administrative and financial matters
- e) Will have more conducive environment for growth

5.4 It must be recognized, however, that these benefits depend on a number of conditions. If these conditions are not available, the autonomy of the Institute would become a farce and its status, in practical terms, would be like any other institution controlled by a government department. To provide it proper autonomy the following conditions seem to be necessary:

- a) appropriate status be provided through legal instrument
- b) the governing body should be constituted as to ensure predominance of non-bureaucratic element.
- c) sufficient financial support be guaranteed by the Government
- d) the Institute should have the authority to generate its own funds
- e) attempts be made to make it financially a self supporting unit through establishing an endowment; by extending its activities to semi-government and private sector, by research activities, and by donors assistance.

5.5 In practical terms, autonomy depends upon financial status. The more dependent financially the Institute is, greater would it be subjected to bureaucratic and political interference. It could have autonomy when it is financially strong and has attained some degree of self reliance in financial matters. The Pakistan Institute of Management is an excellent example. Despite being a part of the Ministry of Industries and Production, it has fairly independent status and has been doing a good job for both the public and the private sector.

5.6 Another alternative is to organize the Institute in the private sector. This would save it from the ill effects of administrative control, political interferences and red-tappism. But at present, in this province, such a venture will not have much support in local private sector. Some of the reasons are:

- a) no tradition of investment in education by individuals or private organizations
- b) the institute would initially need an investment of Rs 39 million and such a huge amount for this purpose cannot be obtained except from the Government or from generous foreign donor/donors.
- c) The recurring cost will be around 5.0 million and during early stages it will be difficult to generate this much amount through the Institutes own resources plus private support.
- d) The problem is of initiating the project. With the passage of time it may itself generate sufficient funds to meet its expenses or it may also have support of private individuals and organizations
- e) Its scope is restricted to educational management and emerging class of industrial and commercial entrepreneur is not likely to be attracted towards it. They may have some interest in management training for industry and commerce.
- f) Some government departments and semi-government organizations may become its client, but there is every likelihood that these institutions may develop their own training institutions. There is already some initiative by the UGC in this direction.

5.7 In such circumstances the creation and sustainability of the Institute in private sector is possible when:

- a) An amount of Rs 40 million is provided either by the Government or by foreign donors or by Education Foundation for the project.
- b) Sufficient amount is donated by the government or by foreign donors to the Endowment so as to sustain the project.

It seems, in the present situation, only strong support by the government can help to give practical shape to the project. Endeavor should be made to attain maximum autonomy for the Institute so that it could be guarded against unnecessary control and interference.

In case the Institute decides to award degree or diploma in Education Management, it may be affiliated with the Peshawar University. For short term courses and pre-service and in-service programs the Institute may award its own certificates, as it is the practice in other training institutions in the country.

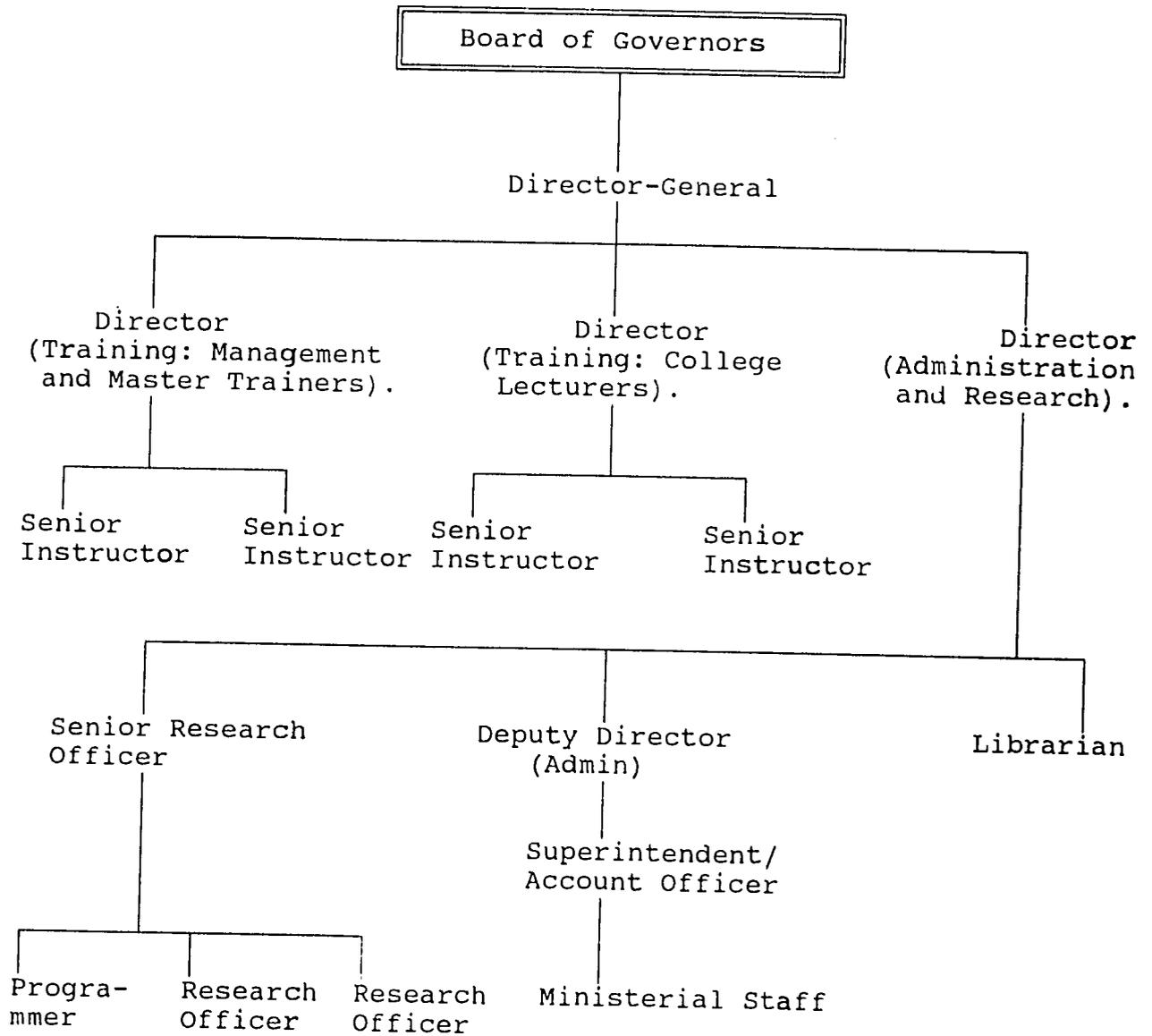
VI. Organization

6.1 To look after its management, there should be a Board of governors. The Governor of the province should be the chairman and it may have the following as members:

- 1) Secretary Education, NWFP
- 2) Secretary Finance, NWFP
- 3) Secretary Planning and Development NWFP
- 4) Secretary S&GAD, NWFP
- 5) Director Education (Colleges)
- 6) Director Education (Primary)
- 7) Director Education (Secondary)
- 8) Director Education (Bureau)
- 9) Director-General IPMR.

The Director General of the Institute will be the executive and academic head. He will be appointed by the governor of the province as provided in the instrument. In addition to the Director General, the Institute will have a small establishment consisting of three Directors, five senior instructors, one Deputy Director (admin), one librarian, two research officers and other ministerial staff.

Organizational Chart of
The Institute of Education Management and Training Peshawar.



VII. Faculty.

7.1 The Institute should have a small permanent instructional staff consisting of not more than 10---12 persons. This small group is to be assisted by resource persons invited from other institutions and a few expatriates. However, the major part of instructional duties will be carried out by the core staff. Resource persons may be invited from the universities, administrative departments and training institutions of Peshawar and Islamabad.

To make these resource persons more useful, they should be invited, if possible, for a serial of five or six lecturers. During the formative stage of the Institute, it would be much helpful to engage a few expatriates. Their knowledge, experience and working habits may be a source of guidance to the core staff. To have a lasting impact, these expatriates may be requested to stay at least for two years. The aim should be to give the Institute a good start by setting healthy traditions of work, discipline, and commitment.

7.2 Primarily the core staff will be responsible to carry out most of the Institute's functions, and hence great care should be exercised in its recruitment. Those who are detailed from the Department and other educational institutions must have high academic qualifications in the relevant fields together with experience and competence. New appointments should be made after thorough assessment of the candidates qualifications and competence for the job.

The success of the Institute depends largely on the quality of instructional staff. An incompetent, disinterested and irresponsible group of instructors will surely defeat the very purpose of this project. In this connection the following points should be kept in mind:

1. strict vigilance against appointments on the basis of political and bureaucratic favors or punishment.
2. while making new recruitment in addition to their excellent academic qualifications, consideration should be given to candidates aptitude and professional suitability
3. staff development facilities for the improvement of their qualifications and competence should be arranged.
4. attractive conditions for the retention of a properly groomed staff should be provided through certain incentives such as accommodation, transport facility, education/training abroad, monetary benefits from research activities, etc
5. to maintain certain level of staff competence, the governing body should have the power to retain, remove and transfer any of its employees.
6. arrangements should be made for the evaluation of staff performance.

VIII. FUNDING THE INSTITUTE

8.1 Initially on the development side the project would need about 44 Million Rupees:

a)	Purchase of land	9 million
b)	Construction of building	30 million.
c)	Purchase of furniture	1 million.
d)	Purchase of books and other equipment	4 million
	Total	44 million.

Roughly the building will comprise of :

- a) A library Hall
- b) Two Lecturer theaters with A.V equipments
- c) Four lecture rooms
- d) A language lab
- e) An Education Tech Room
- f) A Computer Room
- g) 10 offices
- h) Two Hostels
- i) Play grounds
- j) One Cafeteria
- k) One Guest House.
- l) An Auditorium.

It is roughly estimated that the covered area of the constructed units will be 85,000 sq feet.

8.2 The annual recurring expenditure will be roughly Rs. 5.0 million, only about 1.5 million more than what the MUST is provided during 1992-93 financial year.

8.3 In the ADP only token amount of Rs. 05 million has been kept for the purchase of the land and the total cost is estimated at Rupees 8.0 million. A PC-1 has already been approved at a cost of Rs. 2.5 million for the purchase of 10 Kanals of land from the PDA. The remaining amount is to be provided through reappropriation. The working group is of the view that the Institute should have 30 Kanals of land in Hayatabad. The land alone will cost about 8.0 million Rupees.

8.4 Initial developmental phase will have to be taken up by the Provincial Government. In this it may get some support from the donor agencies. The project cannot take off without full financial support from the government.

**STATEMENT OF EXPENDITURE ON
TRAINING INSTITUTIONS
(1991-92 AND 1992-93)**

<u>Total Recurring Expenditure</u>	<u>(In million)</u>	
	<u>1991-92</u>	<u>1992-93</u>
Total Expenditure on Education	3163.000	3666.522
On Teacher Education	152.940	277.324
On Elementary Colleges	27.463	28.439
On Education Extension Services	4.399	4.391
On Management Unit of Study and Training	3.032	2.759

Source: Budget book Vol. III 1993-94

8.5 For recurring expenditure the working group suggested the following sources:-

- 1) Course fee which shall be charged to the participants/nominating agencies.
- 2) Consultancy fee charged from the Education Department, and its allied agencies.
- 3) Endowment fund
- 4) Donations from the private sector
- 5) Donors assistance
- 6) Grant in aid from the Provincial Government.

Another two sources that could be explored are :

- a) Assistance from the Frontier Education Foundation.
- b) Special grants from Federal Government.

8.6 To pay for the training, it is necessary that a sufficient amount should be allocated for training purposes in the budget of each Education Directorate and it should be made a permanent item of expenditure. Each Directorate should pay to the Institute from this specific allocation.

8.7 Tuition may be charged on the basis of the duration of training for example

a) For a training of 10 days	Rs	2,000	per trainee
b) For a training of 15 days	Rs	3,000	per trainee
c) For a training of 4 weeks	Rs	5,000	per trainee
d) For a training of 6 weeks	Rs	7,000	per trainee
e) For a training of 10 weeks	Rs	10,000	per trainee
f) For a training of 20 weeks	Rs	18,000	per trainee

8.8 In case the Institute organizes in a year:

- a) 5 courses each of 10 days duration in Management and Planning
- b) 10 courses each of 10 days duration for supervisors
- c) 5 courses each of 15 days duration for in-service college Teachers
- d) 3 courses each of 4 weeks duration for Master Trainers
- e) 2 courses each of 20 weeks duration for pre-service college teachers
- f) 5 courses each of 10 days duration as special courses for other organizations and private agencies.

These courses would roughly yield an amount of Rs 2.5 million. The recurring expenditure is estimated at 5.0 million. This means that through tuition the Institute will be able to meet 40---50 percent of its annual recurring expenditure.

8.9 The trainees or the nominating agency will pay for their tuition. The Institute will provide free hostel accommodation during the training period. The trainee will pay for the food and the use of electricity, gas and telephone. Residency in the Institutes hostel will be an essential requirement for pre-service training of college teachers and in-service training of master trainers.

8.10 In addition to tuition, some money could be generated through consultancy and research services. The working group has suggested sharing of consultancy fees in the ratio of 20 percent for the consultancy expenses, 40 percent for the Institute and 40 percent for the researcher.

IX. Sustainability

9.1 It has been generally observed that Institutions have been established with lot of expectations and lofty ideals but have failed to yield desired results. They have kept on functioning as long as they had financial and resource support from some donor agency. As soon as this support was withdrawn the process of deterioration started. While planning for the Institute, consideration should be given to develop grounds for its sustainabilities so that its usefulness is maintained and it continues to work towards its objectives.

To ensure its effectiveness the following measures are suggested:

- a) to guard it against political and unnecessary departmental interferences by making it autonomous/semi autonomous
- b) to have linkage with foreign universities and international organizations.
- c) to give it inspiring leadership by inducting staff on merit and competence
- d) to ensure adequate funds
- e) to give due importance to the training and research activity
- f) to identify the goals of each training program in terms of its practical utility.
- g) to make the training an on going process so that persons even after the completion of training are continuously informed of the development in the fields of their profession/discipline.
- h) to develop a proper system of evaluation and feed back.
- i) to design courses/programmes relevant to the needs and problems of the trainees.
- j) to provide proper incentives to the staff and the trainees
- k) to follow the principle of reward and punishment in order to meet the challenge of indifference among the trainees
- l) to obtain the services of two or three competent expatriates during the formative years of the Institute.

STATISTICAL DATA 1992-93 N.W.F.P EDUCATIONAL DEPARTMENT.

	Number of Institution	Enrolment	Teaching Staff
Primary	11396	1196874	35198
Middle	1017	368953	8039
High	1111	339329	17974
Higher Secondary	69	26345	1798
Inter College	10	39579	300
Degree Colleges	56	16309	1890

Source: The MUST

METHODOLOGY, PRESENTATION
AND DATA ANALYSIS.

INTRODUCTION

In Pakistan, the slow progress in the improvement of education both in qualitative and in quantitative terms has partly emanated from inadequate allocation of resources but mostly from the absence of a suitable machinery of planning, management and supervision. The process of educational management and supervision and the task of restructuring pre service and in service training require indepth study and research. Essential resources and essential policy changes could then be identified and courses of training could be developed.

In the wake of rapid expansion of education in the province and its deteriorating effect on quality , a need for an institution providing training to teachers and education administrators in managerial and planning skills was strongly felt. The Secretary of Education Government of the NWFP initiated the idea of an Institute of Educational Planning, Management and Research. To prepare project documents for the Institute he constituted a committee, under the chairmanship of additional secretary-II, Education Department. This committee in its meeting of March 8, 1993 decided:-

- a) The proposed Academy should have an autonomous status, having its own Board of Governors to administer its affairs
- b) The Director General should be of grade 20 or 21 and he should be appointed in the same manner as the Vice Chancellor of a university
- c) The core staff should be permanent however extensive use will be made of resource persons
- d) Major function of the Institute would be to provide training in management and planning. However additionally it would train college teachers, Master trainers of elementary colleges, and master planners. It would conduct research on problems of education and would also provide consultancy services to the education department.
- e) The institute should be affiliated with a Pakistani university and should have a workable linkage with foreign universities as well.
- f) To meet its recurring expenditure the institute is to collect service charges from the client or the nominating agencies. Apart from the grant in aid from the provincial government it should generate funds through consultancy services, donations from private sectors, donors assistance and through the endowment funds.
- g) Necessary arrangements are to be made to procure an amount of 8 million for the purchase of land.

- h) The institute should consist of a proper administration block, academic block, hostel, auditorium, rest house and other facilities for the visitors.
- i) A group is to be constituted to consider other aspects of the institute. It should visit training institutions of the country to develop proper perspective of the proposed Academy.
- j) Dr. Wade Robinson offered to pay for a Pakistani consultant to work as a full time member of the working group.

In pursuance of the decision of the committee Dr. Asrar Hussain was appointed a consultant to help the group to develop a report on the lines of the committee decision of March 8, 1993. The consultant is assigned the following job:

- a) Interview each member of the working committee to ascertain the views on the purpose, organizational size and other relevant features of the proposed institute.
- b) Will ascertain the names, locations etc of institutions of Pakistan with similar functions.
- c) Will develop an interview schedule, for key members of the institutions to be able to develop a full understanding of how they function these to what ends and to use their experience as a guide for designing the institute to the degree possible.
- d) Will arrange a schedule for selected members of the committee to visit these institutions most similar in intent and /or scope to interview key members.
- e) Will be responsible for analyzing all questionnaires
- f) Will draw up a concept paper for the institute showing the options various members recommended and those that can be derived from the interviews and visits to other institutions.
- g) Will present the concept paper to the relevant NWFP officials for the review.
- h) Will develop an action plan for the further development of the institute.

As a first step towards developing a plan for the proposed Institute, the consultant had detailed meetings with the Secretary of Education, former secretary of education (Who has initiated the idea of the Institute) the members of working group. On the basis of these discussion the following areas were identified to be explored for developing a viable plan for the proposed Institute.

- a) The need
- b) The objectives
- c) Scope of activity
- d) Status
- e) Organization, Management, Faculty and Resource persons
- f) Financial involvement
- g) Financial resources
- h) Sustainability

To arrive at some conclusion on the above mentioned broad areas, recourse to the following methods was considered appropriate

a) to make a thorough study of the objective, methods, scope, programmes, financial resources, status and the impact of the Management Unit for Study and Training (MUST). Presently the MUST is offering training courses in Management and teaching.

b) to study the working of Academy of Educational planning and management at Islamabad with particular focus at its programs, methods of instruction, status, finances, achievements, and failures.

c) to visit institutions providing training in management and teaching to collect information about their programs, status, clientele, resource persons finances, experiences, achievements and failures.

d) to seek advice from the senior faculty of these institutions on the various matter relating to the proposed Institute.

e) to discuss various aspects of the proposed Institute with persons who have long experience in the field of education and management.

f) to study available literature on the working of existing institutions providing training in management and teaching.

In order to collect information in a systematic and reliable manner the consultant developed two questionnaires and one interview schedule. The questionnaires related to the working of the MUST and the response were to be collected from persons who got management and pedagogical training at the Unit. The interview schedule was sent to interviewees ahead of the scheduled meeting with them. The objective was to restrict the discussion to areas identified in the interview schedule.

In consultation with the members of the group, the following institutions were selected for visit:

- 1) Institute of Education and Research University of Peshawar
- 2) Center of In Service Teachers' Training, University of Peshawar
- 3) National Institute of Public Administration, Peshawar
- 4) Quaid-i-Azam College of Business Administration Peshawar
- 5) Department of Public Administration Peshawar University
- 6) NWFP Agriculture University Peshawar
- 7) Directorate of Education Extension wing, Abbottabad
- 8) Management Unit for Study and Training Peshawar
- 9) Elementary College for Teachers Training, Jamrud
- 10) Academy of Educational Planning and Management Islamabad
- 11) Academy of Higher Education Islamabad
- 12) National Education and Training Commission, Islamabad
- 13) Allama Iqbal Open University Islamabad
- 14) Department of Business Administration AIOU Islamabad
- 15) Ali Institute of Education Lahore
- 16) Administrative Staff College Lahore
- 17) Pakistan Institute of Management Lahore
- 18) National Institute of Public Administration, Karachi
- 19) Institute of Business Administration Karachi
- 20) Pakistan Institute of Management Karachi
- 21) Agha Khan Education Services Karachi
- 22) Government of Sind Education Management Center
- 23) Hamdard University, Karachi

The following persons were interviewed:

1. Dr. G.M. Khattak, former Chairman University Grant Commission, Former Vice-Chancellor University of Peshawar
2. Dr Farzand Durrani, Vice-Chancellor University of Peshawar
3. Prof Basit Ali Shah Vice-Chancellor NWFP Agriculture University Peshawar
4. Dr Mian Bashir Director IER Peshawar
5. Dr Abdul Ghaffar, Associate Professor IER
6. Dr Hidayat Ullah Chairman Deptt: of Public Administration, Peshawar University
7. Dr Sana ullah Director Planning and Development Peshawar University
8. Dr Mohammad Javed, Director In Service Training Center Peshawar University
9. Dr Jahanger Khalil NWFP Agriculture University, Peshawar
10. Professor A.M. Hashmi Principal Quaid-i-Azam College of Business Administration
11. Mr Abdullah Director NIPA Peshawar
12. Mr Masood UrRehman Secretary Education

13. Mr Riaz Noor Secretary Information
14. Prof Mohammad Shoaib Director of Education (Colleges)
15. Dr Sher Bahadur Director of Education (FATA)
16. Mr Rafique Jadoon Director of Education (Bureau)
17. Prof Abdul Hameed Project Director MUST, Peshawar
18. Mr Mumtaz Khan Deputy Director Colleges, Peshawar
19. Mr Farhad qazi CPO, Education Deptt, Peshawar
20. Mr Anwar Khawaja Asstt: Professor, Education Deptt Peshawar
21. Mr Sardar Mohammad System Analyst, Education Deptt Peshawar
22. Dr Abdul Ghaffor, Chairman NETCOM Islamabad
23. Dr L. Habib Director EPAM, Islamabad
24. Dr Farooq Ahmad Director EPAM Islamabad
25. Dr Haroona Jatoi Director EPAM Islamabad
26. Dr Athar Koti AIOU Islamabad
27. Prof Majid Rashid Chairman Department of Business Administration, AIOU Islamabad
28. Professor Javed Dean AIOU Islamabad
29. Mr Khurshid Talat Director NAHE, Islamabad
30. Dr Hamid Qizelbash Director Ali Institute of Education Lahore
31. Mr Sulman Quereshi, Director General Administrative Staff College Lahore
32. Mr Viqar Ahmad Director Course of studies Administrative Staff College Lahore
33. Mrs Seeda Riaz Ahmad Director, Research Administrative Staff College Lahore.
34. Dr Massuma Hasan, Director NIPA, Karachi
35. Professor Fazle Hasan Deputy Director Institute of Business Administration Karachi
36. Dr Ismail Brohi, Education Management Training Unit, Govt of Sind, Karachi
37. Professor Anita Ghulam Ali, Karachi
38. Abul Qasim Sheikh, Chief Education Advisor Agha Khan Education service, Karachi
39. Dr Manzor Ahmad, Vice-Chancellor Hamdard University, Karachi
40. Dr Shahid Hussain, University of Karachi
41. Dr S.M. Sayeed University of Karachi
42. Prof Nihal Rizavi University of Karachi
43. Mr Arshad Abdullah PIM Karachi
44. Mr Ibraheem Beg P&d Peshawar
45. Mr Shah Sahib P&D, Peshawar
46. Prof Kafeel Ahmad Siddiqu, Principal Quaid-i-Azam College of Commerce and Business Administration University of Peshawar.
47. Prof Abdul Qayyum Department of Public Administration Peshawar University
48. Prof Abdul Wahab, Associate Professor, Peshawar
49. Prof Iffat, IER Peshawar.

A team comprising of Professor Abdul Hameed, Project Director the MUST, Mr Farhad Qazi, chief planning officer and Dr. Asrar Hussain visited management training institutions at Peshawar, Islamabad, Lahore and Karachi. The purpose was to discuss prospects of the proposed Institute and have a first hand knowledge about the working of these institutions. These visits proved to be very informative. Each member of the team wishes to place on record his deep appreciation for the warmth and cooperation extended to the team by the management and faculty of all the institutions it visited. Information collected through discussions, interviews and visits to various training institutions may be summarized as under:

1) Need for an education management /Planning/research/training institution.

There has been a general approval of the idea among the respondents. With two or three exceptions, all of them considered the initiative a step in the right direction. They appreciated the Government of the NWFP for initiating this project. One of the respondents, the Director General of the Administrative staff College Lahore, was so much impressed by the idea that he directed his secretary to write to the chief secretary, Government of the Punjab, suggesting an identical institution for the Punjab Province. All the institutions that we visited extended all possible help for the project. There has been a consensus:

- Managers at different levels of our system of education lack proper training in management and planning
- This lack of administrative skills creates general inefficiency in the system and huge waste of material and man-power resources

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Degree Colleges	56	16309	2033

- There is no adequate arrangement of training in management and planning in our teachers' training Colleges. As a consequence teachers holding Bachelors' and Masters' degree in education have little understanding of the basic principles of administration and management.

- With a few exceptions, persons holding administrative positions at different levels of our education system do not have any opportunity of receiving training in management and planning. These few might have gone through a general training in public administration at NIPA, PARD, MUST OR EPAM.

- On the Female side the situation is more alarming. In management matters a female administrator finds herself at the mercy of her office clerks and some of them exploit her in management matters. Comparatively more instances of corruption are detected in institutions administered by female managers.

- In our existing system of higher education, a college lecturer does not need a pre service teachers' training. After their Masters' degree they are recruited as college lecturers and straight away assume teaching responsibilities. Their lack of training and experience creates a number of academic and disciplinary problems in our colleges. To meet this situation, there is a need for arranging a comprehensive pre-service training program for them. Besides providing a scheme of study and training, the program should aim at proper grooming of their personalities as professional teachers.

- Some respondents have suggested that pre service training for lecturers should be of fairly long duration and it should be rigorous and thorough, patterned on the training programs in military academies.

• There are eighteen elementary colleges in the NWFP. These colleges train teachers mostly for primary schools. These institutions are very important component of our primary education system. The success of various programs for primary education development depends upon the quality of teachers produced by these elementary colleges. Judged on the basis of the quality of their products, the performance of these institutions is far from satisfactory. There may be several reasons for their low performance. One of their weaknesses is the quality of the Master Trainers. Describing the manner of their appointment as Master Trainer and their expertise in the profession a study points out. " A few years before retirement if they are found unfit for general administration, they are sent to teachers training colleges as subject specialists. Their knowledge of teaching is archaic. No effort is made to expose them to new trends and methods of teaching through seminars, workshops etc." There is no permanent arrangement for their proper training and periodical orientation. There has been a suggestion, strongly supported by Director of Education (Bureau), the proposed Institute should organize comprehensive training programs as well as periodical orientation courses for Master trainers. In view of the planned expansion in the primary education and the consequent need of a large number of primary school teachers a properly trained cadre of Masters trainers appear to be an urgent pre requisite.

Although there has been a wide support for the proposed Institute, a few respondents questioned the proposal on the basis of following arguments:

- a) The MUST in the NWFP and the EPAM at national level are already providing training in management and planning to education administrators.
- b) Services of Teacher Training Colleges and other institutions could be utilized for the kind of functions identified for the proposed Institute.
- c) The proposed Institute will duplicate the functions of other institutions.
- d) College teachers donot need any training. No such arrangement exists either in the USA or the UK.

Those who raised these objections were however felt satisfied when told that

- a) The MUST is an adhoc arrangement
- b) It has been offering short courses on a few areas of education management
- c) It does not have a strong instructional faculty
- d) It has failed to make any positive impact on the education system of the Province
- e) It does not have any program of training for Master trainers of the elementary colleges
- f) It could not do much in the field of research in education
- g) Evaluation survey reveals its low impact on the job performance of those who participated in its courses.

- h) Its status as a subordinate institution of the Education Department has critically affected its growth
- i) Financial constraints did not allow it to do much in the field of training and research
- j) The EPAM and the NAHE have to cater for the training needs of the whole country and hence these institutions are not in a position to meet the entire training demands of the NWFP. Their programs of training are limited to certain levels and a few topics on management.
- k) The proposed Institute is conceived as a multi-purpose training center and none of the existing institutions have this characteristic.

II OBJECTIVES OF THE PROPOSED INSTITUTION

The respondents were asked to comment on the following as general objectives of the proposed institution:

1. Training in management and planning.
2. Training in teaching skills to college lecturers and teachers.'
3. Pre-service and in-service training to college teachers and master trainers.
4. In-service training to administrators, planners and teachers in identified areas so as to enhance their professional capabilities.
5. Enable the managers to develop strategies appropriate to client base.
6. Make the administrators evaluate the needs and resources and to develop plans and policies.
7. Make them critically evaluate the policies and plans in the light of costs and benefits.
8. Make the trainees have an understanding of the information system and their management within education system
9. Develop ability to critically evaluate organizational and management behavior in terms of efficiency and effectiveness
10. Have an understanding of quantitative tools and creative methods that are available in planning and management
11. Provide a range of philosophical economic and sociological perspective to analyses development in education
12. Develop skills and knowledge about information technology in education
13. Conduct research in the areas relating to education management, planning and teaching skills.

Most of the respondents have agreed to the general objectives of the proposed Institute. However some of them suggested rearrangement of the list of objectives, combining a few items to avoid repetition. Besides these technical suggestion there were a few objections, based on their scope:-

- a) The identified objectives are too general and vague.
- b) The objectives have expanded the scope of the institute to an unmanageable limit.
- c) Training of college lecturers and master trainers be deleted from its objectives.

The first objection appears to be partially correct and in the final draft of the report as far as possible these objectives will be spelt out in clear and specific terms. As to the second objection the institute is conceived as a multi purpose training and research center and obviously its scope of activities is to be fairly wide. Its manageability depends upon its organizational structure, quality and competence of the faculty and available resources.

As to delete college lecturers and Master trainers from the scope of its functions, the majority of the respondents have not only agreed but appreciated initiating programs for the training of these two important components of our education system. There appears to be no harm in organizing different courses on the same premises. Other training institutions have been conducting simultaneously a number of courses for different groups of trainees.

III FUNCTIONS

In the interview schedule the respondents were pointedly asked to identify the functions of the proposed Institute. Generally they have agreed to the suggested list of functions and approved the multi-functional character of the Institute. Broadly the following functions will be assigned to it:-

- a) Training in management and planning to the upper and middle-range administrators in education system.
- b) Pre-service training to the college lecturers and subject specialists.
- c) In-service training to Master trainers of the elementary colleges.
- d) Short-term refresher courses and orientation programs for the above three categories.
- e) research and surveys on issues relating to education.

a) Training in management and planning.

At present there are more than two thousand persons holding managerial position at the upper and middle range level of the education system. This group consists of directors, deputy directors, divisional directors, district education officers, sub divisional education officer, Assistant district education officers, Principals of colleges, Principals of Higher Secondary schools, Headmasters/ Headmistresses of High Schools, Principals of elementary colleges, Principals of Technical colleges, Principals of Commerce colleges, Chief planning officers Planning officers etc. Most of these persons are recruited either for secondary schools or colleges. In case of colleges they are inducted directly after their Masters degree. In secondary and primary schools pre-service training is an essential requirement for appointment. Neither during their study for Masters degree nor at training colleges they are offered any course on management and planning. Those, among them, who take up management positions, donot have much knowledge or training in matters of management and planning. The result is obvious. Many problems in the education system emanate from lack of managerial skills on the part of its managers. A few of them get the opportunity of under going short management courses. Often these courses are too general and are not designed to develop professional competence. It has been pointed out earlier that the male managers manage things some how or other. But the female managers find themselves in lot of difficulties. The lack of management skills in administrative matters throws them at the mercy of their office clerks, who often exploit their weaknesses.

NUMBER OF ADMINISTRATIVE AND SUPERVISORY STAFF IN DEPARTMENT OF EDUCATION.

Director	6
Additional Director	4
Divisional Director	6
Deputy Director	12
Assistant Director	27
District Education Officer	74
Deputy District Education Officer	30
Sub-Divisional Officer	57
Assistant District Education Officer	226
Assistant Sub-Divisional Education Officer	296
Principals of Colleges	135
Principals of High School	1164
Principals of Elementary Colleges	18
Principals of Technical Colleges	8
Principals of Commerce Colleges	8
Chief Planning Officer	1

Source: Budget book Vol. III, 1993-94

There has been a general complaint in the education secretariat that inefficiency and incompetence at the level of educational institutions have been mainly responsible for the slow process of decision making at the top. And it is mostly because the managers in the system donot have proper training in management and planning. Rapid expansion in education together with demand for improvement in the quality of education needs changes in the methods and style of management and supervision.

b) Pre-service Training for College Teachers

In this province there are sixty-six degree and inter colleges and Sixty nine higher secondary schools. The number of teachers in colleges is about 2200. About hundred lecturers are recruited annually. The basic qualification for appointment is Masters degree. No pre-service training in teaching is required. As a result, a newly appointed lecturer is not supposed to have any teaching experience. He does not have much knowledge how to prepare his lecture, how to present it, how to make students participate in the teaching process, how to handle the class, what teaching aids to use and how to evaluate students performance. Deteriorating academic standards at the university level, overcrowding in the colleges, the state of discipline in educational institution, have all complicated the situation for a new entrant into the system.

In addition there is no arrangement in colleges to provide proper guidance to the newly appointed teachers. Their inability to handle their teaching assignments, examinations, the class and the students does not only affect academic performance of the institution, it creates indiscipline often leading to violence.

The suggestion for providing pre-service training to college lecturers has been widely supported and some of the respondents have appreciated the government of the NWFP for taking initiative in this matter.

There has a been a strong realization that a person having a good Masters degree does not have adequate knowledge to teach the subject at graduate level. To beef up his professional competence there is a need of a planned program of training. This line of thinking has been reinforced by an international conference on higher education which recommended pre-service training programs for college and university teachers. Dr G.M. Khattak, one of the respondents, pointed out:

"The greatest short coming in our system of higher education is the recruitment of teachers with inadequate knowledge, no experience and no training what so ever. Most of our teachers are recruited immediately after securing their MA/Msc degrees. Such a teacher enters the profession with all the shallowness of a Pakistani student and in most cases retains it through out life. With the rapid phasing out of the old guard the influence of senior colleagues is increasingly replaced by other influences which are largely detrimental to the cause of education."

For all this the system is to be blamed. There is no institution to train the new entrants for the job. None of the numerous skills needed for college teachers are taught in our universities. Though the NAHE of the UGC does offer an in-service training course, its duration is too short, its faculty too meager and its capacity too small to serve a useful purpose.

The program of college teachers pre-service training will definitely be a heavy responsibility on the Institute. In a sense it will be the longest training program. In case there is a need for it, some institution will have to do it and the Institute with its available infra structure can do it better and in a more economical way.

The proposed arrangements of training for college lecturers has been objected to by a few respondents on the following grounds:

- a) arrangements for the college teachers pre-service training do not exist in any of the developed countries.
- b) the inclusion of the program would make the Institute unwieldy
- c) it would require highly trained and fairly large faculty to handle their training
- d) a proper training will be of fairly long duration involving huge finances and other resources.

The analogy of developed countries such as USA and UK is not relevant. There is a world of difference between the product of the universities in those countries and ours. Professionally a student get there a good training as an assistant to a senior teacher. Even in the USA, the university and college teachers are under criticism for inefficiency and there have been suggestions for their pre-service and in service training.

STATEMENT SHOWING THE NUMBER OF TEACHERS IN
MALE AND FEMALE COLLEGES OF THE NWFP

1993-94.

	MALE -----				FEMALE -----			
	Prof essor	Asso- ciates	Assi- stt	Lect- urers	Prof- essor	Asso- ciates	Assi- stt	Lectu- rers.
Peshawar	2	23	52	86	1	14	31	47
Charsada	1	13	30	40	-	3	6	9
Nowshera	1	15	35	56	-	4	10	14
Mardan	1	30	61	108	1	6	41	22
Swabi	1	16	31	53	-	2	5	9
Kohat	1	15	34	54	-	4	10	15
Karak	1	10	18	55				
Abbott- abad.	1	21	47	83	1	7	16	23
Haripur	1	15	27	42	-	6	14	22
Mansehra	1	17	35	56	-	4	8	14
Bunnu	1	14	32	52				
Lakki	-	9	19	31				
D.I.Khan	1	17	38	70	1	6	13	19
Tank	-	4	10	16				
Chitral	-	6	14	22				
Dir	1	9	22	32				
Swait	2	24	54	88	-	3	7	10
Bunir	-	5	11	18				
Malakand	1	14	32	48	-	2	5	8
=====								
TOTAL	17	254	550	944	4	61	109	165

	Professor	Associate	Assistant	Lecturers
Male	17	254	550	944
Female	4	61	109	165
=====				
TOTAL	21	315	659	1109

c) Training of Master Trainers:

Teachers training institutions, previously known as Normal schools and now after up-gradation are called Colleges of Elementary Teachers. They provide one years professional training to matriculates, who after successfully completing their training are awarded primary teachers certificate. However to qualify to teach in secondary schools (Middle level) the trainee should have passed intermediate examination. He undergoes one year training in the college for elementary teachers and on successful completion is awarded certificate in teaching. The training intends to equip the teacher trainees with the basic knowledge of educational theories, principles of learning and also develops in them the teaching skills which may enable them to undertake mental and physical development of their students.

NUMBER OF HEAD MASTER AND PRINCIPALS TRAINED AT THE MUST

1988-89 TO 1992-93

<u>H/Masters</u>	<u>Principals of Colleges</u>	<u>Principals of Elementary Schools</u>	<u>Principal Technical Institutions</u>	
1988-89	188	-	188	-
1989-90	-	46	-	-
1990-91	-	23	-	-
1991-92	63	19	63	-
1992-93	171	43	171	93

In the NWFP, there are 18 colleges for the training of elementary teachers, 10 for males and 8 for females. These colleges have about two hundred teachers on their instructional staff. They are called Master trainers. They do not have any special qualification for this assignment except they have been headmasters/headmistresses or senior teachers in secondary schools. Often they are appointed in elementary colleges for reasons other than their suitability in terms of qualification or specialty in a particular subject. Headmasters considered unsuitable to hold administrative posts are transferred to training institutions. It is not uncommon that teachers who wish to stay at a particular station and have political or bureaucratic patronage are favoured by posting them in Elementary Colleges. Obviously such disgruntled teachers or political favorites can do no justice to their training assignments.

There may be a number of causes for low performance of elementary colleges. The basic is the incompetence of the Master Trainers. Most of them are neither equipped to conduct proper training programs nor are they interested in the job. It has been widely suggested that unless well qualified, properly trained and conscientious teachers are inducted in the training institutions, the present dismal situation will continue. There is a need of disciplined and committed group of Master Trainers who are conversant with the modern methods and techniques of teaching and have the ability to make their trainees apply them.

The Director of Education (Bureau) emphasized the need of organizing a comprehensive program for the training of Master Trainers. This would according to him make a tremendous improvement in the performance of these colleges. It would lead to better discipline, better academic atmosphere better training, better product and consequently better education.

It was also suggested that a thorough training of Master Trainers may help the department adopt field-based teachers training program as it is experimented in the Northern Areas of Pakistan. Initiated by Agha Khan Central Board of Education the program was introduced in and around Gilgit. It aims at establishing a system of in-school teachers training based on PTC syllabus. The peculiarity of the program is that instead of involving any dislocation of the teachers, Master Trainers bring instruction to the very place of duty of the teachers.

To refresh their knowledge, methods and training skills, some respondents suggested a short refresher course for each master trainer in rotation of five years period. They also suggested some arrangements for the circulation of prints of professional literature, so that the trainers are kept informed of new developments.

It was also suggested that the proposed Institute in cooperation with other centers of in-service training may develop a program for the training of learning coordinators on the style of Decentralised Resource Centers (DRCs). As a policy the proposed Institute should avoid duplication of functions. In case its resources permit, it may take up such programs in collaboration with other institutions.

d) In-Service Training

In service training aims at promoting continuous professional growth. The need for periodical refresher courses in management and teaching is related to the rapid changes taking place in their methods and techniques. Besides, there has been a continuing process of role change. The more frequent is the change in the roles, the more frequently there should be arrangements for their training.

NUMBER OF PERSONS TRAINED BY THE MANAGEMENT UNIT OF STUDY AND

TRAINING (MUST) DURING THE LAST FIVE YEARS:

	<u>Management</u>	<u>Planning</u>	<u>Teaching</u>	<u>O&M</u>
1988-89	188	188	122	31
1989-90	46	46	190	-
1990-91	23	23	220	43
1991-92	82	82	104	43
<u>1992-93</u>	<u>251</u>	<u>251</u>	<u>227</u>	<u>244</u>
Over all Total	590	590	863	351

NUMBER OF SUPERVISORY STAFF TRAINED AT THE MUST

1988-89 TO 1992-93

Directors	Dy:Director	Divi:Dir	DEO	SDEOs	ASDEOs	Head-M
1988-89 -	-	-	Nil	Nil	Nil	188
1989-90 -	-	-	-	-	-	-
1990-91 -	-	-	-	-	-	-
1991-92 -	-	-	-	-	-	-
1992-93 -	-	-	68	17	5	171

In Pakistan various agencies are engaged in providing facilities for in-service training in management and teaching. In education management, the EPAM arranges short courses specially for managers. Its clientele is from all over the country. Courses in general management are offered by the National Institute of Public Administration (NIPA), Administrative staff college and the Pakistan Academy of Rural Development (PARAD). The Pakistan Institute of Management may organize a special course on Education Management if asked. Provincial Governments have established for their employees special units offering courses in Education Management. In our Province the MUST has been providing this facility for the last fifteen years. In Sind the Education Department has setup its own management training unit.

On the teachers training side the main responsibility is shouldered by Education Extension Centers. These Centers work under the direct control of Provincial Education Departments. They arrange in service training programs either on their own premises or at regional centers established for this purpose. Depending upon resource availability short term courses of two to three weeks duration are held through out the year. The aim is to develop the competency of the working teachers in teaching methods and techniques. They also get the opportunity of getting better understanding of the subject they have been teaching. The topics covered in the courses include such as lesson planning and presentation, use of text books, class and home assignments, evaluation, guidance, discipline, co-curricular activities etc.

Education Extension Centers have limited capacity and too limited resources to provide effective in-service training. The scope is limited to Primary and Secondary School teachers. There is complete absence of any institution providing in-service training to College teachers or Master trainers of elementary colleges.

NUMBER OF TEACHERS TRAINED AT THE MUST

1988-89 TO 1992-93

	<u>Master Trainer</u>	<u>Lecturers</u>
1988-89	188	122
1989-90	Nil	190
1990-91	Nil	220
1991-92	63	104
1992-93	171	134

All respondents, except one, have supported the suggestion that the proposed institute should arrange short term in-service programs for college teachers, Master trainers and managers in Education. The training be arranged in such a manner so that all persons in the identified groups complete training within a cycle of five years period. It was also suggested that a fair methods of nomination be adopted. The practice of repeating nominations be checked. It should be obligatory for the nominee to attend the course regularly and dutifully.

One of the respondents, who was once the Director General of the EPAM, objected to include teachers in-service programs within the scope of Institutes activities.

He based his objection on the ground that other institution such as Education Extension Center and AIOU are offering in-service training programs and hence the institute should not duplicate it. If at all, it should provide in-service training to administrators. In this objection, an important aspect has been overlooked. No institution provides in-service training to college teachers and master trainers.

As to the program of training, the consensus has been that it should be practically useful and flexible. The basic aim should be to promote continuous professional growth so that a trainee is able to perform his assigned task efficiently.

e) Research

On management as well as academic side of education there is a dearth of research activity. Only a few institutions conduct worth while research on educational problems. There has been a consensus among the respondents that research on various aspects of education should be undertaken by the proposed Institute and the results be made available to teachers and academicians so as to effect changes in the curricula, syllabi and methods and techniques of teaching. These studies and researches will also help the managers in policy formulation and ultimate decision making by the Government. At present there is lack of interaction and coordination between the researchers and planners. A new mechanism needs to be developed to insure this interaction. The Institute could be developed into a centre carrying on studies and research on various issues and problems. At the same time it could provide a forum for interaction between the researchers on one side and the planners and decision makers on the other.

It was also suggested that for the encouragement of research activity among the participants the institutes should organize workshops on subjects such as:-

- 1) Techniques of Scientific research.
- 2) Application of Statistics in research.
- 3) Use of computer in research
- 4) Guidance of students researches.
- 5) Management of Developmental and professional research studies.
- 6) Writing research reports and articles.

In additions to the functions listed above some of the respondents suggested:

- a) The Institute should assess the training needs of the education managers and teachers and on the basis of this assessment develop training programs.
- b) It should regularly conduct evaluation surveys of its programs and change its plans and strategies according to the feed back.
- c) The institute should also train the teachers in managing students affairs and providing them guidance and conselling.
- d) The Education Management Information System (EMIS) be made a part of the proposed Institute.

IV. STATUS

In regard to its status, the Institute may be either

- a) Under the control of the Provincial Education Department as is the case of the MUST
- or b) autonomous, semi autonomous created through Provincial legislation, or any other appropriate instrument and administered by its own Board of Governors
- or c) in private sector, administered through an independent Board of Governors.

All three arrangements have their plus and minus points. In case the Institute is put under the control of the Education Department it will have the advantage of:

- a) close cooperation between the department and the Institute.
- b) financial support to meet the needs of the Institute.
- c) accountability for its performance to the Department
- d) interaction between the two in matters of research and policy formulation
- e) opportunities of transfer for its employees from and to the Institute.

On the other hand it will have the following disadvantages:-

- a) too much bureaucratic control by the Department.
- b) too much dependence on the Department.
- c) too much interference in matters of its policies, post allocations, transfers and appointments.
- d) political favors in appointment and transfers.
- e) complete dependence in financial matters.
- f) day to day functioning affected by the rigidity of government rules and regulations.
- g) initiative and innovativeness will be crushed.
- h) policies and plans will have to pass through administrative red-tape

Keeping in view the advantages and disadvantages and also taking into consideration the experience of the MUST, the over whelming opinion is against direct control by the Education Department. There is strong support for its autonomy which roughly means

- a) creation through an Act or any other appropriate legal instrument
- b) independence in administrative, financial and policies matters
- c) assured availability of financial support from the government, and
- d) final accountability to the provincial government.

However the extent of independence depends upon the legal instrument. In case genuine autonomy is provided then the Institute:

- a) Will be able to determine its policies and programmes freely and carry out its functions independently
- b) Will be in a position to develop and retain a competent faculty
- c) Will not suffer unnecessary political and bureaucratic interference
- d) Will have a free hand in administrative and financial matters
- e) Will have more conducive environment for growth

It must be recognized, however, that these benefits depend on a number of conditions. If these conditions are not available, the autonomy of the Institute would become a farce and its status, in practical terms, would be like any other institution controlled by a government department. To provide it proper autonomy the following conditions seem to be necessary:

- a) appropriate status be provided through legal instrument
- b) the governing body should be constituted as to ensure predominance of non bureaucratic element.
- c) sufficient financial support be guaranteed by the Government
- d) the Institute should have the authority to generate its own funds
- e) attempts be made to make it financially a self supporting unit through establishing an endowment; by extending its activities to sem-government and private sector, by research activities, and by donors assistance.

In practical terms, autonomy depends upon financial status. The more dependent financially the Institute is, greater would it be subjected to bureaucratic and political interference. It could have autonomy when it is financially strong and has attained some degree of self reliance in financial matters. The Pakistan Institute of Management is an excellent example. Despite being a part of the Ministry of Industries and Production, it has fairly independent status and has been doing a good job for both the public and the private sector.

Another alternative is to organize the Institute in the private sector. This would save it from the ill effects of administrative control, political interferences and red-tappism. But at present, in this province, such a venture will not have much support in local private sector. Some of the reasons are:

- a) no tradition of investment in education by individuals or private organizations
- b) the Institute would initially need an investment of Rs 39 million and such a huge amount for this purpose cannot be obtained except from the Government or from generous foreign donor/donors.
- c) The recurring cost will be around 5.0 million and during early stages it will be difficult to generate this much amount through the Institutes own resources plus private support.
- d) The problem is of initiating the project. With the passage of time it may itself generate sufficient funds to meet its expenses or it may also have support of private individuals and organizations
- e) Its scope is restricted to educational management and emerging class of industrial and commercial entrepreneur is not likely to be attracted towards it. They may have some interest in management training for industry and commerce.
- f) Some government departments and semi-government organizations may become its client, but there is every likelihood that these institutions may develop their own training institutions. There is already some initiative by the UGC in this direction.

In such circumstances the creation and sustainability of the Institute in private sector is possible when:

- a) An amount of Rs 40 million is provided either by the Government or by foreign donors or by Education Foundation for the project.
- b) Sufficient amount is donated by the government or by foreign donors to the Endowment so as to sustain the project.

It seems, in the present situation, only strong support by the government can help to give practical shape to the project. Endeavors should be made to attain maximum autonomy for the Institute so that it could be guarded against unnecessary control and interference.

V) ORGANIZATION

To look after its management, there should be a Board of governors. The Governor of the province should be the chairman and it may have the following as members:

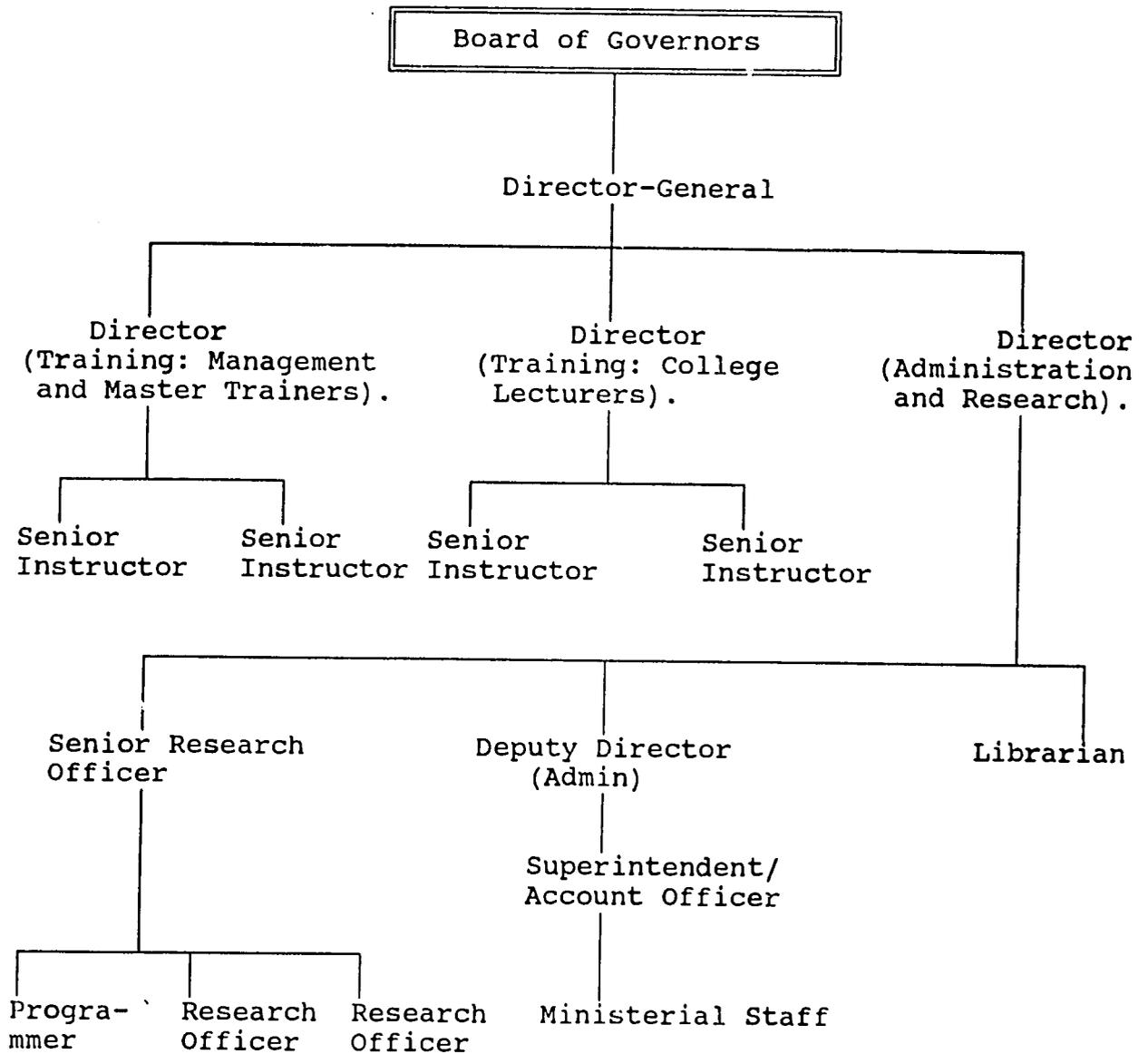
- 1) Secretary Education, NWFP
- 2) Secretary Finance, NWFP
- 3) Secretary Planning and Development NWFP
- 4) Secretary S&GAD, NWFP
- 5) Director Education (Colleges)
- 6) Director Education (Primary)
- 7) Director Education (Secondary)
- 8) Director Education (Bureau)
- 9) Director-General IPMR.

The Director General of the Institute will be the executive and academic head. He will be appointed by the governor of the province as provided in the instrument.

Over whelming opinion is against a big permanent staff in the Institute, nor do they support complete reliance on resource persons invited from other institutions. They support a small core staff occasionally assisted by resource persons plus a few expatriates. They suggest that the core staff should not exceed twelve. It may consist of a Director-General, three Directors, Five Senior Instructors, Two Research Officers, a librarian and a Deputy Director (Admin). In addition to these there will be a small office staff. A major part of instructional duties will be carried out by the core staff. For specialized training programmes resource persons may be invited from the universities, administrative departments and training institutions. To make these resource persons more useful, they should be invited for a serial of 5-6 lecturers.

Most of the respondents have recommended that a few expatriates be invited to work on the staff of the Institute. Such arrangement will help in getting the benefit of their advice, particularly during the formative years of the Institute. The permanent faculty will be able to get guidance from them. Their knowledge, experience and working habits may provide a model for our instructors. To have a lasting impact, these expatriates may be requested to stay at least for two years. The objective should be to give a good start to the Institute by setting healthy traditions of work, discipline and commitment.

Organizational Chart of
The Institute of Education Management and Training Peshawar.



VI) FUNDING OF THE INSTITUTE

For the funding of the proposed Institute the working Group suggested:-

"Recurring Expenditure.

- i) Course fee which shall be charged from the participants/nominating agencies.
- ii) Consultancy fee charged from the Education Department, attached departments and its allied agencies. It was proposed that the consultancy fees charged by the institute be spent on the consultancy itself, payment to the staff member, who undertake the research and to the institute funds in the ratio of 20:40:40
- iii) Establishment of endowment fund
- iv) Donations from the private sectors
- v) Doners assistance
- vi) Grant in aid from the provincial Government

Development Fund

In the ADP only a token amount of Rs.05 Million has been kept for the purchase of land and the total cost is estimated at Rs.8.00 Million. A PC-1 has already been approved at a cost of Rs.2.6 Million for the purchase of 10 Kanals of land from PDA. The remaining amount is to be provided through reappropriation. Dr. Wade Robinson has also offered to meet the cost of the land from the USAID fund. However it may be mentioned that neither ten kanals of land will be sufficient nor can we launch a proper institute with Rs.8.00 Million. The participant were of the view that the institute should have 30 to 50 Kanals of land and the cost will also be much higher about 40 million. The institute should consist of a proper administration block, hostel, rest house, small auditorium and other facilities for visitor etc".

STATEMENT OF EXPENDITURE ON
TRAINING INSTITUTIONS
(1992-93 AND 1993-94)

<u>Total Recurring Expenditure</u>	<u>(In million)</u>	
	<u>1992-93</u>	<u>1993-94</u>
Total Expenditure On Education	3163.000	3666.522
Teacher Education	152.940	277.324
Elementary Colleges	27.463	28.439
Education Extension Services	4.399	4.391
Management Unit of Study and Training	3.032	2.759

Source: Budgetbook Vol III, 1993-94.

The respondents were pointedly asked about the sources of funding the project. Majority of them suggested that initial developmental phase of the Institute be financed by the Provincial government. The project may get some support from the donor agencies. The major share is however to come from the government. Gradually the Institute may be in a position to meet a part of its recurring expenditure through:-

- a) Fees from the participants or their sponsoring agencies
- b) Income through researches and publications
- c) donations from people and private organization
- d) Donors assistance
- e) Income of the endowment funds
- f) Grant from Education Foundation
- g) Special grants from Federal governments.

The prevailing view was that in order to make the institute really autonomous, there should be less dependence on government financial support. The institute should look for its independent sources. It should charge reasonable fees for the courses from the participant or their sponsoring agencies. For relevant courses trainees from private and semi autonomous institutions may also be accepted. The institute may also design special courses to meet the specific needs of the client. The Agriculture university the university of Peshawar and the NWFP Engineering University donot have any program for the training of their employees working on management positions. These universities would like to be benefitted if such facility is available.

Initially on the development side the project would need about 39 million Rs. About 9 million Rs for the purchase of land in Hayatabad and about 30 million for the construction of a building consisting of:

- a) A library with two big reading Rooms.
- b) Two lecturer Theaters with A.V equipments.
- c) Four lecture Rooms.
- d) Language Lab.
- e) Education Tech Room.
- f) Computer Room.
- g) Offices.
- h) Hostels.
- i) Play Grounds.
- j) Cafeteria.
- k) One Guest House.
- l) An Auditorium.
- M) Residential Accommodation.

On the recurring side it is roughly estimated that the institute would annually need at least 5.00 million at the existing scale of pay and allowance. This amount will cover the pay and salaries of its permanent employees, honorarium to resource persons and other contingent expenses.

The annual expenditure of the MUST is about 3.50 million Rupees and in that context the estimated recurring expenditure of the Institutes is not high. The following is the summary of the budget allocation of the MUST for the last five years:-

Budget Allocation Of The MUST

1989-90	1,500,000
1990-91	1,700,000
1991-92	2,090,075
1992-93	3,032,000
1993-94	2,759,000.

To pay for the training, it is necessary that a sufficient amount should be allocated for training purposes in the budget of each Education Directorate and it should be made a permanent item of expenditure. Each Directorate should pay to the Institute from this specific allocation.

Tuition may be charged on the basis of the duration of training for example

a) For a training of 10 days	Rs	2,000	per trainee
b) For a training of 15 days	Rs	3,000	per trainee
c) For a training of 4 weeks	Rs	5,000	per trainee
d) For a training of 6 weeks	Rs	7,000	per trainee
e) For a training of 10 weeks	Rs	10,000	per trainee
f) For a training of 20 weeks	Rs	18,000	per trainee

In case the Institute organizes in a year:

- a) 5 courses each of 10 days duration in Management and Planning
- b) 10 courses each of 10 days duration for supervisors
- c) 5 courses each of 15 days duration for in-service college Teachers
- d) 3 courses each of 4 weeks duration for Master Trainers
- e) 2 courses each of 20 weeks duration for pre-service college teachers
- f) 5 courses each of 10 days duration as orientation.

These courses would roughly yield an amount of Rs 2.5 million. The recurring expenditure is estimated at 5.0 million. This means that through tuition the Institute will be able to meet 40--50 percent of its annual recurring expenditure.

The trainees or the nominating agency will pay for their tuition. The Institute will provide free hostel accommodation during the training period. The trainee will pay for the food and the use of electricity, gas and telephone. Residency in the Institute's hostel will be an essential requirement for pre-service training of college teachers and in-service training of master trainers.

In addition to tuition, some money could be generated through consultancy and research services. The working group has suggested sharing of consultancy fees in the ratio of 20 percent for the consultancy expenses, 40 percent for the Institute and 40 percent for the researcher.

VII) SUSTAINABILITY.

It has been generally observed that the institutions established with high hopes and lot of expectations ultimately have failed to yield the desired results. They kept on functioning properly as long as they had financial and resource support from some donor agency. The sooner was it withdrawn the process of deterioration started. While discussing the prospects of the proposed Institute one of the considerations have been to develop it on sustainable lines so that its usefulness is maintained and it continues to work towards its objectives. To avoid pitfalls the respondent were asked to comment on the causes of deterioration of the training institutions. Unnecessary interference by the concerned Ministry or the Department was pointed out, as the main cause of their degeneration. To save it from a similar situation they suggested autonomy for the Institute. "It should be strong enough" one of the respondent pointed out, "to ward off interference in its normal activities".

Lack of leadership, financial constraints and lack of commitment on the part of instructional staff, were pointed out as other causes of deterioration. Inspiring leadership could be provided through induction of staff on merit and competence. Proper rewards and incentives are to be provided to retain them and to keep up their efficiency and usefulness. In addition to the above the following were identified as the causes of deterioration.

- 1) lack of importance given to in-service training by the education department.
- 2) lack of proper administrative set up.
- 3) lack of motivation for the core staff.
- 4) lack of linkage among institutions offering training programs.
- 5) lack of recognition of the services rendered by these institutions and their staff.
- 6) lack of proper programmes developed on the basis of the needs of the trainees.
- 7) lack of arrangement for the feed back.
- 8) lack of proper facilities for training, study and research.
- 9) lack of interest on the part of trainees.
- 10) lack of proper testing and evaluation system.
- 11) inertia on the part of staff members.
- 12) political and bureaucratic favours in the appointment and transfer of instructional staff.
- 13) lack of curricular programs relevant to the problems and needs of the trainees.
- 14) lack of proper incentives and accountability.

To ward it against degeneration, the respondents have suggested:-

- a) before embarking upon any program of training its objective and goals are to be identified in practical terms. These should be assessed in the light of available resources and the program's ultimate usefulness for the system.
- b) it should avoid teaching theories and ideas for which a realistic and carefully crafted implementation strategy is not available.
- c) it should be flexible both in its goals and in its techniques.
- d) proper incentives should be provided to the staff and to the trainees.
- e) programmes to be developed for the course evaluation and feed back.
- f) in order to make the training an on going process arrangements are to be made to keep the managers/teachers informed of the development in the field of their profession/discipline.
- g) a core faculty of competent instructors is a must for the Institute. To retain them, attractive terms of service and adequate remuneration/allowances be ensured. Pakistan Institute of Management provides a good example of how to retain a good and competent faculty.

- h) to work effectively the institute will have to develop its own model. It may receive some guidance from the experience of institutions such as Lahore University of Management, Institute of Business Administration, Ali Institute of Education, and Agha Khan Education Foundation.
- i) it has been a general experience that the presence of a few expatriates has a healthy influence on the working of training institutions. They can render very useful service during the formative years of the Institute. A few American and British universities may agree to provide qualified and experienced instructors to help us in the training and program development.
- g) to meet the challenge of lack of interest among the trainees, the rule of reward and punishment be applied. In case of pre service training, those who fail to qualify, should be dropped out.
- h) the main objective of the Institute should be to improve the education system and dynamise it. It cannot do this by just following the tradition of existing training institutions which have been more academic and generally cut off from close contact with education system. The Institute has therefore to develop a new approach and if it cannot do that there is no sense in adding one more traditional organization to the existing lot.

CONCLUSION

The goals of better teaching and better management cannot be attained without developing institutions capable of producing properly trained personnel. There is an immense need to establish a multi-functional training institution that may on one side prepare high and middle level administrators for the system and on the other side train the teachers particularly in modern methods and techniques of teaching. The program of renovating the administrative and teaching frame of the system will entail: a) professional training of educational managers and teachers, (b) development and application of indicators for effective planning evaluation and monitoring the performance of the system (c) establishment of basic information flow to enable the policy makers to see more closely what is happening in the system and (d) dissemination of knowledge of improved techniques and methods for better and more effective performance in teaching and management.

The Institute is visualized as forum where teachers, managers, planners and researchers will be able to discuss together various educational matters and may develop a coordinated policy line. Presently the system is plagued by compartmentization and this problem has accentuated because of rapid expansion in the education sector.

The training at the Institute will be a continuing process. All programs, short term or long term, will have a follow up. The trainee is expected to have permanent professional linkage with the Institute. Such a policy will help to (a) get feed back from the trainees (b) develop continuing professional relationship with them, and (c) provide them knowledge about new methods and techniques in their profession.

The success of the endeavor however depends on the degree of value that is attached to the training of educational administrators and teachers; the manner the new institution is organized; the quantum of resources that are made available for training purposes and above all the level of competence and commitment of the faculty to the cause of education in general and their profession in particular.

It will be too much to expect that the Institute will in a short period of time, transform the entire education system. It can not do it. No institution can do that. But definitely it will be a step forward and a very important step for more and better education.

ACTION PLAN

AN OUTLINE OF THE ACTION PLAN.

Institutional:

1. The MUST be treated as a base to build up the Institute. As a first step, through an executive order the name of the MUST be changed to INSTITUTE OF EDUCATIONAL PLANNING, MANAGEMENT AND RESEARCH.
2. To provide it autonomy, or any other appropriate status step be taken to adopt a legal instrument defining the degree of autonomy, scope of activities, organizational structure, recruitment of faculty, financial resources and accountability.

Developmental Expenditure

3. There has been a consensus among all concerned that the Institute be located at Hayatabad. The Education Department is to get the P.C I prepared and approved for the purchase of thirty Kanal of land. The land together with the construction of compound wall will cost 9.00 million Rupees.

The covered area of constructed units is estimated to be 85,000 sq feet and the cost of construction is figured out at Rs 30 million (Rs. 350 per sq ft). Roughly the building will comprise of:

A) Library-----7,500 sq feet

i.	Library Hall	1	(100x50)
ii.	Reading Room	1	(40x30)
iii.	Rooms for Research	6	(12x10)
iv.	Bath Rooms	1	(15x15)
v.	Offices	2	(12x12)

B) Main Block-----20,000sq feet

i.	Lecturer Theater	2	(50x30)
ii.	Lecture Rooms	4	(40x30)
iii.	Language Lab	1	(40x30)
iv.	Computer room	1	(30x15)
	offices with the	2	(10x20)
v.	Executive Offices	2	(18x15)
vi.	Staff Offices	10	(15x12)
vii.	Clerical Offices	3	(15x12)

viii.	Secretary offices	2	(12x12)
ix.	Reception lounge	1	(40x30)
x.	Retiring Room for Girls & attached bath	1	(30x15)
xi.	Guard Room	3	(12x12)
xii.	Common Baths	6	(15x15)
xiii	Attached Baths	12	(10x 8)
C) Auditorium-----4,000sq feet			
i.	Auditorium	1	(100x50)
ii.	Attached Room	1	(20x20)
iii.	Group lavatories	1	(30x20)
iv.	Green Room	1	(15x12)
v.	Store	1	(10x10)
D) Hostel for Boys-----20,000sq feet			
i.	Rooms	100	(12x12)
ii.	Common Room	1	(50x50)
iii.	Prayer Room	1	(40x30)
iv.	Servant Room	2	(12x12)
v.	Baths	8	(20x15)
E) Cafeteria-----4,000sq feet			
i.	Hall	1	(80x40)
ii.	Kitchen	1	(20x15)
iii.	Bath	1	(25x20)
F) Hostel for Girls-----11,000sq feet			
i.	Room	50	(12x12)
ii.	Common Room	1	(40x30)
iii.	Baths	4	(15x15)
iv.	Kitchen	2	(20x15)
v.	Servant Rooms	3	(12x12)
vi.	Bath	1	(8x10)
G)	Guest House		2,500 sq feet
H)	Directors House		3,000 sq feet
I)	Residential accommodation	7	13,000 sq feet

4. The cost of land plus the construction Cost is estimated at 39 million Rupees. For the convenience of the donors and the provincial government the project may be split up into units. The Provincial Government and the donor agencies may select a unit/units for financial support:-

<u>Unit</u>	<u>Item</u>	<u>Cost</u>
Unit 1	Purchase of land and construction of compound wall.	9.00 million
Unit 2	Construction of the main block and the library (27500 sq ft).	9.5 million
Unit 3	Construction of Hostel for 100 males (20000 sq ft).	7.00 million
Unit 4	Construction of a Hostel for 50 females and a Gust House (16000 sq ft)	6.0 million
Unit 5	Construction of a Cafeteria and an auditorium (12500 sq ft)	4.5 million
Unit 6	Construction of Staff accommodation (12500).	4.5 million
Unit 7	Books and journals.	5.0 million
Unit 8	Furniture and Equipment.	5.0 million
Unit 9	Arranging two well qualified expatriates for two years.	
Unit 10	Training of the faculty abroad.	5.0 million
Unit 11	Donation to the endowment fund.	

5. In case no outside support is available the Education Department may prepare the P.C 1 for the construction of the building. The amount of construction is estimated at 30 million. For reasons of financial constraints the government may not be willing to provide the entire amount during one financial year. In that case the construction may be spread over three years:-

1st year	Purchase of land, construction of the main block the library and the compound wall.	18.00 million
2nd year	Construction of the Hostels (Men and Women) and a Cafeteria.	12.00 million
3rd year	Construction of auditorium the Guest House and staff accommodation.	9.00 million

6. Until it has its own accommodation, the Institute may be shifted to a rented house in Hayatabad. This will not only have the advantage of better environment but also proximity to the academic centers. To accommodate the trainees possibility can be explored in the BISE, the PARD, the Agriculture University and hostel of Pakistan Scouts at Hayatabad. Otherwise a house may be hired to be used as hostels for the participants.

Recurring Expenditure

7. On the recurring side, the Institute during initial years would annually require an amount of Rs. 5 million. It will cover:

a	Salaries and allowances of staff.	2.5 million
b	Honorarium and other expenses of the resource persons.	.5 million
c	Contingency and Miscellaneous expenses.	1.5 million
d	Purchase of books and journals.	.5 million

	Total	5.0 million

8. To meet the recurring expenses it is suggested:

1 All the participants or their sponsoring agencies will be required to pay tuition. Through tuition the Institute will be in a position to generate approximately 2.0 to 2.5 million Rupees. That is about 50 % of its recurring expenditure. A small amount may also be earned through research and survey projects from different agencies. In case it succeeds in establishing endowment fund it will be able to earn some extra income from its profit. Some amount may also be earned through organizing courses for other autonomous, semi-autonomous and private institutions. However the provincial government will have to provide an annual grant in aid of at least Rs 2.0 million to sustain the activities of the Institute.

2 Each Directorate of Education should provide in its budget reasonable amount for the training of its employees.

3 At present this province is spending 0.7 percent of the total expenditure on education for the training of their teachers and other employees. This is the lowest in comparison to the spendings of other province under this item. In case one and a half percent of our total expenditure of 5000 million on education is set aside for the training of teachers and other employees in education, it would make tremendous improvement in the system.

9. The Institute should have the following arrangements for the management and the faculty:

a) There should be a board of governors to manage the affairs of the Institute: It may comprise of the Provincial Governor as chairman and the following as members.

- 1) Secretary Education.
- 2) Secretary Finance.
- 3) Secretary Planning and Development.
- 4) Secretary S&GAD.
- 5) Director of Education (Colleges).
- 6) Director of Education (Primary).
- 7) Director of Education (Secondary).
- 8) Director of Education (Bureau).
- 9) Director General IPMR.

- b) The Director General will be the executive and academic head of the Institute.
- c) The members of the core staff assisted by resource persons and few expatriates will carry out the functions of the Institute. The core staff consists of three directors of grade 19 five senior instructors/Research officer of grade 18 and three Research officers of grade 17. In addition there will be a group of supporting staff for ministerial and other administrative functions.
- d) An employee of the Institute will have the status of a govt servant and as such he will be governed by the same service conditions rules of efficiency, discipline, pay, allowances, pension, leave, etc.

10. a. The success of the Institute depends upon a competent faculty and therefore great care should be exercised in the selection and appointment of the directing staff. It is suggested that a selection committee be appointed for the selection of the staff for the Institute. It may comprise of the following:

1. Secretary Education (Chairman).
2. Director NIPA Peshawar.
3. A member of the NWFP Public Service Commission.
4. An eminent administrator/Educationist.

b. A list of well qualified, competent and suitable resource persons be prepared.

c. Foreign agencies be approached for providing services of two qualified and competent expatriates. Their knowledge, experience and working habits may be a source of guidance during the formative stages of the Institute. To have a lasting impact, these expatriates may be requested to stay at least for two years. The aim should be to give the Institute a good start by setting healthy traditions of work, discipline, and commitment.

d. Primarily the core staff will be responsible to carry out most of the Institute's functions, and hence great care should be exercised in its recruitment. Those who are detailed from the Department and other educational institutions must have high academic qualifications in the relevant fields together with experience and competence. New appointments should be made after thorough assessment of the candidates qualifications and competence for the job.

e. An incompetent, disinterested and irresponsible group of instructors will surely defeat the very purpose of this project. In this connection the following points should be kept in mind:

- i. strict vigilance against appointments on the basis of political favors or punishment.
2. while making new recruitment in addition to their excellent academic qualifications, consideration should be given to candidates aptitude and professional suitability.
3. staff development facilities for the improvement of their qualifications and competence should be arranged.
4. to retain qualified and properly groomed faculty attractive service conditions be provided. There should be certain incentives for them such as accommodation transport facilities, education/training abroad, monetary benefits etc.
5. to maintain certain level of staff competence, the governing body should have the power to retain, remove and transfer its employees.
6. arrangements should be made for the evaluation of staff performance.

11. Training Program

- A. The Institute will be conveniently organizing 25--30 courses annually. It may conduct:
- | | |
|---|----|
| 1. Courses on management and planning. | 10 |
| 2. Courses for In-service Teachers and college lecturers/Assistant Professor. | 8 |
| 3. Courses for Master Trainers. | 5 |
| 4. pre-service courses for college lecturers/subject specialists. | 2 |
| 5. Courses for other organizations and private agencies. | 5 |

- B. These courses should be designed with great care. The needs of the participants and practical usefulness of the contents of the courses should always be kept in view.
- C. In the light of new developments and the feed back from the participant, these courses should be revised periodically.
- D. There should be academic committees to design and review each course. These committees may comprise of experts from the Institute and a few from outside.

12. Transition Arrangement:

- 1. Until a structure of management is finally created a committee consisting of the following will manage its affairs:
 - 1. Additional Secretary Education II.
 - 2. Director (Colleges).
 - 3. Director (Secondary).
 - 4. Director (Bureau).
 - 5. Chief Planning Officer.
 - 6. Director General IPMR.
- 2. The Institute be shifted to some rented House in Hayatabad. This will provide not only a better environment but also proximity to academic places. In case accommodation for its trainees is not available in hostels, close to Hayatabad, another house may be hired in the vicinity.
- 3. During the initial two or three years the Institute may not be receiving tuition from all the sponsoring agencies. These agencies may require financial allocations for training purposes in their budget or may need certain changes in their rules and regulations. Therefore for this period the Institute may need special grant in aid from the provincial government.

4. Recurring expenditure during the transitional period may be:

Salaries and allowances	2.5 million
Honorarium to Resource persons	.5 million
House Rent	.2 million
Contingency and Misc: expenses	1.0 million
Research and publication	.3 million
Book and journals	.5 million
Total	5.0 million

13. Changes in Rules and Regulations.

Certain changes will be needed in the existing Rules and Regulation.

a Pre-service training of college lecturers/subject specialists will be made pre requisite for assuming teaching responsibilities.

b For appointment to some position or promotion to a certain grade a condition for successful completion of training course at the Institute, may be prescribed.

c A separate cadre for teachers working in training institution be created. Otherwise all attempts for improving their performance through training will be of no use.

d certain financial incentives should also be provided to persons working in the training/research cadre. Some institutions are paying 20% of the basic pay as a special pay for this purpose.

RECOMMENDATIONS

RECOMMENDATIONS

A) General

1. In the educational set up of the N.W.F.P due importance be given to pre-service and in service training of teachers and administrators and these processes should be made a regular and on going feature of the system.
2. A multi-purpose training Institute be set up to replace the existing Management Unit for study and Teaching.
3. At least 1.5 per cent of the total spendings on education be allocated for the purpose of the training of the employees of education department.
4. Out of the allocation for training each Directorate of Education be given reasonable amount for the training of its employees.
5. To retain competent instructional staff in training institutions a separate cadre for such employees be created and to make these jobs attractive certain incentives be also provided to them.
6. Necessary amendments in the existing Rules and Regulations be made to: (a) spare employees for the purpose of training; (b) pay tuition and other training expenses; (c) create a separate cadre for the instructional staff in training institutions; (d) provide incentives for better performance in the training; (e) offer attractive conditions of service to the instructional staff in the Institute; (f) make successful completion of pre-service training as a pre requisite for assuming teaching responsibilities as a lecturer or a subject specialist; (g) prescribe condition of successful completion of training program at the Institute for promotion to a higher grade above 17.

B) Specific

1. The existing Management Unit for study and Teaching be treated as a base to build up the new Institute. As a first step, through an executive order the name of the MUST be changed to Institute of Educational Planning Management and Research.
2. The new Institute should be multi-purpose in character. It should provide training in management, planning and teaching.
3. The Institute should generally organize pre-service and in-service training programs for upper and middle range educational managers, College teachers and master trainers of elementary colleges.
4. It may organize special training courses in planning, management and teaching for government departments, autonomous/semi autonomous organizations and private agencies.
5. The Institute should be autonomous/semi autonomous in matters of its management, training programs and research.
6. The provincial government or some donor agency/agencies should provide it financial support to meet its developmental and recurring expenditure.
7. The Institute be created through some legal instrument defining its status, functions, organization, finances, accountability and other related matters.
8. A Board of governors be constituted to manage the Institute. The Governor of the province may be its chairman.
9. The initial development cost of Rs. 39 million be met by the Provincial government and the donor agency/agencies.
10. To meet a part of its recurring expenditure the Institute should charge tuition from the trainees or their sponsoring agencies.
11. To strengthen its financial position the Institute may be allowed to establish an endowment fund.
12. For the retention of well qualified and properly groomed faculty there should be attractive service conditions. Certain incentives such as accommodation, transport facilities, education/training abroad, monetary benefits etc. may be provided.

13. A selection committee be constituted to select/appoint a well qualified and competent faculty for the Institute. There should be strict vigilance against appointments on the basis of favors or punishment.

14. The governing body should have the power to retain, remove, and transfer any of the employees of the Institute.

15. An employee of the Institute should have the status of government servant and as such he should be governed by the same service conditions rules of efficiency, discipline, pay, allowances, pension, leave etc.

16. Steps be taken to establish linkage with foreign Universities and International organizations. This may help in getting their support for capital investment, financial assistance, development of library and other facilities, staff training/education abroad, services of the expatriates, contribution to the endowment fund etc.

17. There should be proper arrangements for the periodical evaluation of staff performance.

18. Training courses should be designed with great care. The needs of the participants and practical usefulness of the contents should always be kept in view. Academic committee comprising of experts from the Institute and a few from outside be constituted.

19. For transitional period, until a structure of management is finally created, an ad-hoc committee be appointed to manage and control the Institute.

20. The Institute be shifted to some rented house in Hayatabad. This will provide it better environment and also proximity to academic centers.

APPENDICES

STATISTICAL DATA 1992-93

NWFP EDUCATION DEPARTMENT

S. NO	SCHOOL LEVEL	SEX	NO.OF SCHOOL	ENROL-MENT	TEACH-ING STAFF	STUDENT PER SCHOOL	STUDENT TEACHER RATIO	TEACHER PER SCHOOL
1	Primary	M	7644	786967	24323	103	32	3
		F	3752	409907	10875	109	38	3
		T	11396	1196874	35198	105	34	3
2	Mosque/ Mohallah	M	6718	226635	7973	34	28	1
		F	65	1014	66	16	0	0
		T	6783	227649	8039	34	28	1
3	Middle	M	757	279476	9128	369	31	12
		F	260	89477	2908	344	31	11
		T	1017	368953	12036	363	31	12
4	High	M	924	289363	14469	313	20	16
		F	187	49966	3505	267	14	19
		T	1111	339329	17974	305	19	16
5	Higher Secondary	M	56	21687	1500	387	14	27
		F	13	4658	298	358	16	23
		T	69	26345	1798	382	15	26
Total		M	16099	1604128	57393	100	28	4
		F	4277	555022	17652	130	31	4
		T	20376	2159150	75045	106	29	4

TRAINED TEACHERS (PTC)	M	.....	29249
	F	.....	8510
	T	.....	37759
UNTRAINED TEACHERS (PIC)	M	.....	6408
	F	.....	3468
	T	.....	9876

Source:

1. Preliminary Report School Census 1992-93
Dir. of Primary Education NWFP.
2. Educational Statistics Session 1992-93

Prepared by:

Sardar Muhammad
System Analyst, Education Department
Govt. of NWFP, Peshawar.

*Recurring and Development Budget
Department of Education
1991-92 and 1992-93*

	<i>1991-92</i>		<i>1992-93</i>	
	<i>Recurring</i>	<i>Development</i>	<i>Recurring</i>	<i>Development</i>
<i>Primary Education</i>	<i>1559.694</i>	<i>296.315</i>	<i>1784.169</i>	<i>1007.248</i>
<i>Secondary Education</i>	<i>881.216</i>	<i>304.332</i>	<i>962.197</i>	<i>265.129</i>
<i>Teacher Education</i>	<i>152.940</i>	<i>22.900</i>	<i>277.324</i>	<i>13.588</i>
<i>Technical Education</i>	<i>146.326</i>	<i>57.709</i>	<i>184.270</i>	<i>66.703</i>
<i>College Education</i>	<i>235.975</i>	<i>42.330</i>	<i>273.055</i>	<i>92.917</i>
<i>Scholar ship</i>	<i>----</i>	<i>15.450</i>	<i>----</i>	<i>17.000</i>
<i>Miscellaneous</i>	<i>186.849</i>	<i>11.620</i>	<i>185.507</i>	<i>11.415</i>

Source: Government of Pakistan, Ministry of Education.

Recurring Budget (1988-89 to 1992-93)

Education Department NWFP.

	<i>Primary Education</i>	<i>Secondary Education</i>	<i>Teacher. Education</i>	<i>Technical Education</i>	<i>College Education</i>	<i>Misc- ellaneous</i>	<i>(Rs. in Million) Total</i>
<i>1988-89</i>	<i>909.876</i>	<i>591.620</i>	<i>183.098</i>	<i>111.863</i>	<i>165.763</i>	<i>132.749</i>	<i>2096.899</i>
<i>1989-90</i>	<i>1041.548</i>	<i>640.419</i>	<i>228.591</i>	<i>130.997</i>	<i>180.925</i>	<i>110.377</i>	<i>2334.893</i>
<i>1990-91</i>	<i>1222.298</i>	<i>670.919</i>	<i>248.926</i>	<i>128.926</i>	<i>188.584</i>	<i>119.424</i>	<i>2579.177</i>
<i>1991-92</i>	<i>1559.694</i>	<i>881.216</i>	<i>152.940</i>	<i>148.316</i>	<i>235.175</i>	<i>186.848</i>	<i>3163.000</i>
<i>1992-93</i>	<i>1784.169</i>	<i>962.117</i>	<i>277.324</i>	<i>184.270</i>	<i>273.055</i>	<i>185.507</i>	<i>3666.522</i>

Source: Government of Pakistan, Ministry of Education.

Development Budget (1988-89 to 1992-93)
Education Department N.W.F.P.

(Rs. in Million)

	Primary Edu:	Secondary Education	Teacher Edu:	Technical Education	College Edu:	Schol- arship	Misc: cell-	Total
1988-89	174.136	154.346	9.279	45.107	62.766	9.146	14.732	469.512
1989-90	213.537	193.780	8.861	25.933	40.404	7.219	14.702	502.436
1990-91	173.164	279.961	23.950	28.704	47.304	14.100	17.131	585.314
1991-92	296.315	304.332	22.900	57.709	42.330	15.450	11.620	744.651
1992-93	1007.248	265.129	13.588	66.703	92.917	17.000	11.415	1479.000

Source: Government of Pakistan, Ministry of Education.

Questionnaire for Persons who have Received Management Training at the MUST

1. Name:
2. What was your job at the time of training?
3. What is your current job?
4. What was the name of the program you attended at the MUST?
5. In what year?
6. Please indicate whether you agree or disagree with the following statements about the training at the MUST:-

	Agree	Disagree	No Opinion
i) The facilities of the MUST were satisfactory	_____	_____	_____
ii) The duration of the training was too short	_____	_____	_____
iii) The duration of the training appropriate	_____	_____	_____
iv) The MUST was properly equipped for the training	_____	_____	_____
v) The trainers were qualified	_____	_____	_____
vi) The training techniques were appropriate	_____	_____	_____
vii) The contents of the training corresponded with its objectives	_____	_____	_____
ix) The training provided you with skills relevant to your job	_____	_____	_____
x) The training helped your performance on the job	_____	_____	_____
xi) The training helped you to understand the issues involved to improve the management system in your office.	_____	_____	_____
xii) The training helped you to better organize and manage the work of your staff	_____	_____	_____
xiii) The training helped you better evaluate the performance of the staff	_____	_____	_____
xiv) After training the constraints of administrative procedures kept you from applying the knowledge you acquired	_____	_____	_____
xv) The training helped you to better understand how to correct, organize and analyze data	_____	_____	_____
xvi) The training improved chances of your promotion	_____	_____	_____

7. What do you like most about the training program at the MUST?

8. What did you not like about the training

9. What kind of courses would you like to see the MUST conduct in the future?

10. What suggestion can you make about improving the training program?



Questionnaire for the College Teachers who have received training at the MUST

1. Name
2. Current Job
3. Degrees you have received
M.A/MSc_____ M.Phil_____ BEd/MEd_____ Ph.D_____ Other(s)_____
4. How long have you been teaching ?
5. In what year did you attend training program at the MUST?
6. What was the name of the training program?
7. How long was the training course in days?
8. How many persons including yourself participated in the program?
9. Please answer in "YES" or 'NO' to each item:

	Yes	No	Donot Remember
Before you took the training course were you aware of what it was about?	_____	_____	_____
Were training materials provided to you ?	_____	_____	_____
Were all the content areas specified for the program covered during the program ?	_____	_____	_____
Did the training site have adequate library facilities ?	_____	_____	_____
Did the training site have the laboratory facilities ?	_____	_____	_____
Did you get opportunity to use audio visual aids?	_____	_____	_____
Were you satisfied with training instructors?	_____	_____	_____
Did you get sufficient time to have discussions with your instructors?	_____	_____	_____
Do you think the period of the training appropriate?	_____	_____	_____
10. Please indicate whether you agree or disagree with the following statements:			
	Yes	No	Donot Remember
The training at the MUST made you a better teacher,	_____	_____	_____
After training you have a better understanding of the Science and principles of teaching .	_____	_____	_____
The training helped you to better organize and manage your teaching work .	_____	_____	_____
The training provided you skills of preparing better lectures ,	_____	_____	_____

The training improved your presentations to the class.	_____	_____	_____
The training made your teaching more effective.	_____	_____	_____
The training helped you to have better discipline in the class.	_____	_____	_____
The training helped you to better evaluate the performance of your students.	_____	_____	_____
The training provided with basic methods you need to improve your efficiency.	_____	_____	_____
The training provided you better understanding of developments in your subject.	_____	_____	_____
The training introduced to you the sources of material you need to study in your subject.	_____	_____	_____
The training provided you opportunity of interaction with teachers and scholars in your subject.	_____	_____	_____
The training helped you to better understand how to collect, organize and analyze data.	_____	_____	_____
After training constraints of the system have kept you from applying the knowledge you acquired.	_____	_____	_____
The training has improved your chances of promotion.	_____	_____	_____

11. What do you like most about the training program?

12. What did you not like about the training program?

17

13. What suggestions can you make about improving training program.

15

Interview Guide
For
The Study on need assessment of
Academy of Educational Management & Training NWFP
Peshawar

A - GENERAL

1. How would you react to the idea that many problems in our system of education are there because of the lack of proper managerial skills among our educators?

2. Do administrators in education receive any training in management and planning at any level of their career:
 - (a) In teacher's training colleges. yes No
 - (b) As pre service training yes No
 - (c) As in-service training yes No
 - (d) Other than above

3. Do you think a comprehensive program of training in planning and management is needed for administrators in education?
If so at what level?
 - (a) Training College level.
 - (b) Pre-Service training level.
 - (c) In-service training level.

4. Do you think that such a training will give them a better understanding of the administrative issues and will improve the management system in their offices?

5. A number of institutions have been set up for this purpose. Are you satisfied with their working?
If not why?
 - (a) Inadequate training program.
 - (b) Insufficient duration
 - (c) Incompetence of the trainers
 - (d) Lack of interest on the part of trainers

- (e) Lack of proper facilities in the training institute _____
- (f) Any other reason _____

6. In Islamabad there is the AEPAM and in Peshawar the MUST. What do you think about the working of these institutions and their impact on the system?

7. If you could point out the shortcomings of these institutions particularly the MUST.

8. How will you react the suggestion for the up-gradation of the MUST into an Academy for Management and Training? Please give reasons.

9. Besides management and planning should the proposed Academy provide training in teaching to:
 - (a) College Lecturers? _____
 - (b) Teachers Trainers? _____
 - (c) Any other group? _____

10. From technical point of view do you think that the Academy will be able to handle training programs in management as well in teaching?

55

11. What should be the Academy's general objectives?

	<u>Yes</u>	<u>No</u>
(a) training in management and planning.	---	---
(b) training in teaching skills to College lecturers and teachers trainers.	---	---
(c) pre-service training to College lecturers and teachers trainers.	---	---
(d) in-service training to administrators planners, and teachers in identified areas so as to enhance their professional capabilities.	---	---
(e) enable the managers to develop strategies appropriate to client base.	---	---
(f) make the administrators evaluate the needs and resources and to develop appropriate plans and policies.	---	---
(g) critically evaluate the policies and plans in the light of costs and benefits.	---	---
(h) have an understanding of the information system and their management within education institution.	---	---
(i) develop ability to critically evaluate Organizational and managerial behavior in terms of efficiency and effectiveness	---	---
(j) have an understanding of the quantitative tools and creative methods that are available in planning and management.	---	---
(k) provide a range of philosophical, economic and sociological perspective to analyse development in education.	---	---
(l) develop skills and knowledge about information technology in education.	---	---
(m) conduct research in the areas relating to education management and planning.	---	---

12. What be the functions of the Academy specifically:

(a) to provide Comprehensive training in management and planning.	---	---
(b) to arrange for a comprehensive program of pre-service training to College lecturers and teacher trainers.	---	---

88

- (c) to arrange for short in-service training programs in management and planning.
- (d) to provide computer literacy and introduction to educational technology.
- (e) to establish syllabi and examinations and pursue teaching, training and research programs.
- (f) to award degrees, diploma, certificates and other distinctions.
- (g) to establish connection with other institutions, domestic and foreign, for cooperation in the educational and research activities of the Academy.
- (h) to develop training modules for the grass root planners and administrators.
- (i) to develop liaison with the trainees for monitoring their performance and getting a feed back for the improvement of the training programs.
- (j) any other function.

13. What groups of administrators/teachers be picked up for training?

(a) On Management & Planning Side:

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)

(b) On Teacher's Trainer Side:

- (a)
- (b)
- (c)
- (d)

14. What about extending its scope to autonomous organizations (such as universities, BISE) private institutions and even to government department (such as health).

15. What should be the Academy's status?
- (a) a part of Education Department.
 - (b) autonomous.
 - (c) other: explain
16. Why do you recommend this particular type of status?
17. If autonomous what type of governing body would you recommend?
18. What should be the type of relationship between the proposed Academy and the provincial government?
19. If autonomous character needs legislation by the Provincial Government, what would you suggest to expedite the matter?
20. In case of its autonomous status, obviously there will be a problem for its funding. What do you suggest in this connection?

21. What about the Academy offering a degree/diploma program?

22. Should it give its own degree/diploma or be it affiliated to some university?

23. From where and how will it get instructional staff?

24. Whether the required number of qualified and competent instructors are available? If not what do you suggest?

25. Who should be on the instructional staff of the Academy:
 - (a) permanent employees of Academy.
 - (b) permanent employees of the Academy plus persons detailed from education department/any other institution.
 - (c) all persons detailed from education department and other institutions.
 - (d) Core staff plus detailed persons plus expatriates.

26. In getting the instructional staff/resource persons should the Academy follow the NIPA, PARD, Administrative staff college and other such institutions?

27. To get well qualified staff, what about linkage with national and foreign universities and other organizations and institutions?
28. Keeping in view all the constraints, do you think the Academy should generally follow a certain model:
- (a) AEPAM
 - (b) NIPA
 - (c) Civil Service Academy
 - (d) Administrative Staff College
 - (e) Any other.
29. Some of these institutions have deteriorated. In your opinion what have been the causes of their deterioration?
30. In the light of the above what would you suggest to save the proposed Academy from the same situation?
31. In terms of total land area what will be the minimum requirement for the proposed Academy?

32. With reference to its buildings what are its essential requirements?
- (a) A library with two big reading rooms.
 - (b) Two lecture theaters with audiovisual equipments.
 - (c) 4 lecture rooms.
 - (d) Language lab.
 - (e) Education Tech. Room.
 - (f) Computer Room.
 - (g) Offices.
 - (h) Hostels.
 - (i) Play grounds.
 - (j) Cafeteria/hall.
33. Obviously all this needs huge amount of money, who will provide that?
34. Besides the Provincial Government should we tap other sources, such as
- (a) Federal Government.
 - (b) Foreign Aid giving agencies.
 - (c) International aid giving agencies.
 - (d) Any other source.
35. If external assistance is acceptable, identify the areas.
- (a) Purchase of land for the Academy.
 - (b) Planning and construction of the building.
 - (c) Books and journals for the library, together with furniture and other library equipments.

- (d) Other Equipment.
- (e) Staff training and development.
- (f) Expatriate instructional staff.
- (g) Expatriate Consultant/Advisor.
- (h) Research projects.
- (i) Contribution for endowment.

(for persons holding important executive positions in education Department).

36. Who do you think are the important groups of persons to receive training in management/planning and teaching;
- (a)
 - (b)
 - (c)
 - (d)
 - (e)
37. What should be the basic objectives of pre-service and in-service training in management/planning?
38. What should be the basic purpose of pre-service training for college teachers?

39. What should be the duration of training programme:

- (a) Comprehensive training in Management and planning. _____
- (b) Short term training in Management and planning. _____
- (c) Specialized training in accounts/planning/computer. _____
- (d) Pre-service training for college lecturers. _____
- (e) Training for teacher's trainers. _____
- (f) Orientation programs and refresher Courses for teachers. _____

40. What should be the manner of sponsoring/selecting persons for training?

41. What has generally been the attitude of in-service people towards such training programmes?

42. Who will provide financial support to the trainees during:

- (a) Pre-service training _____
- (b) In-service training _____

43. Who will pay for their tuition, maintenance and other expenses at the Academy during:

- (a) Pre-service training. _____
- (b) In-service training. _____

9/10

44. In terms of financial support during pre-service training for College lecturers what would you suggest?
- (a) they should pay for their maintenance _____
 - (b) a nominal allowance for their maintenance be paid by the department. _____
 - (c) they should get their full salary and allowances. _____
45. Whether different directorates of education have a separate allocation for training?
46. If not, whether such a separate allocation will help the training process?
47. Do you think certain incentives to attract people for training be provided?
If so what incentives?
48. What regulatory arrangements are needed to make such incentives available?

5

49. Do you have any idea of the number of trainees available for:

- (a) Pre-service training for lecturers _____
- (b) Pre-service training for teacher's trainers. _____
- (c) Comprehensive in service training in management/planning. _____
- (d) Short term in service training in management and planning. _____
- (e) Orientations/refresher courses/Professional Courses. _____

50. On the basis of your experience if you can roughly estimate the number of people available for training in different categories during the next ten years.

1 2 3 4 5 6 7 8 9 10

(for executives in technical and professional education)

51. What are the specific needs of management training in technical and professional institutions?

52. Besides a general courses on management and planning what specific training they require for their professionals?

53. How many people will be roughly available for training each year in different categories and for what duration?

	(Categories)	(Duration)
(a)	_____	_____
(b)	_____	_____
(c)	_____	_____
(d)	_____	_____

54. Is it possible to make a projection in terms of number during the next five years?

(Categories)	1	2	3	4	5
(a)	_____	_____	_____	_____	_____
(b)	_____	_____	_____	_____	_____
(c)	_____	_____	_____	_____	_____
(d)	_____	_____	_____	_____	_____

55. Who will pay for their training?

- (a) tuition _____
- (b) maintenance _____
- (c) other expenses _____

56. Whether your department/institution has separate allocation of funds for staff training?

57. Do you have on your staff persons with training in management and planning?

58. Whether such professionals will be available for short term/long term instructional responsibilities?
59. Where is the most appropriate place to conduct training in management and planning?
- (a) Academy at Peshawar _____
 - (b) Divisional level _____
 - (c) District level _____
60. What kind of equipment do you think should be made available for training to your staff?
61. What kind of facilities should be provided at training Academy?
62. Do you think there should be a separate training for your managers and planner or should it be a combined one?

WPC:DRASRARH:an
11/03/93

201

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