

UNIT-6

MANAGEMENT OF RESOURCES

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Introduction

Education deals with all round development of a person and it is rightly said that a sound mind develops in a sound body. For this purpose some physical resources play an important role and these are considered as most important objectives, methods, curriculum and examination. These resources are observed as the supporting services of educational components which are fulfilled in educational institutions. So administrators, principals, heads or supervisors should not ignore the management of these resources. School plant, hostel, dispensary, library, A.V. aids, instructional materials are important and about these aspects the principals must understand the steps involved. He must facilitate his school with these facilities. He must be aware whether adequate facilities are provided in school to meet the goals and objectives of the school. Because the physical facilities and learning resources contribute to the achievement of the school's purposes and objectives. For managing the resources of school budget is necessary factor. So the principal must manage the school resources according to allocated budget of the school. For this purpose educational financing and budgeting throw light on how we can achieve our maximum targets within our available resources.

Objectives

After studying this unit students will be able:

1. To understand the importance of physical aspect of school.
2. To describe the learning resources.
3. To understand the educational financing.
4. To define the budget and its role.

1.1 Physical Aspect (School Building and Hostel etc.)

It has been repeated several times that education is concerned not merely with the mind of the pupil but also with his body. This fact imposes on the school certain duties, which are both negative and positive. On the negative side, it must be seen that nothing about the school is against the laws of health. On the positive side, the school must do everything in order to instill into the minds of the children knowledge of the laws of health. To begin with, it may be stated that schoolwork must be done under hygienic conditions. For this purpose school plant is considered more significant' not only as physical aspect but it is the pace interpretation of the school curriculum finds its physical expression in construction and arrangements of the school plant. The size, proportions, and relations of learning spaces influence the type and quality of instruction. The school site and school building are part of the broad concept known as the school plant. Overall, the site of the school, the building, the lighting and ventilation, the school furniture and equipment, the curriculum and the time-table known as physical aspects of schools should all be arranged as not to interfere with the health of the pupils, but to promote it. Hence the education administrator must demonstrate leadership and management expertise in procuring and protecting educational resources as well as providing and propelling curriculum and instructional objectives and programme.

a) The School Building

In the construction of school buildings not only there is need that good material should be used, but expert advice should be sought with regard to the present and future needs of the school, so that a perfectly planned and well-constructed building may be the result. The educational effect of good building cannot be gainsaid. A simple, dignified and artistic building, suggestive of the purpose for which it is intended, is a very desirable thing from many points of view. Its beauty and associations help to make the scholars proud of their connection with the school, and it exercises a lasting influence upon the neighborhood. In a certain measure it is a concrete manifestation of the ideals for which the school stands. It is a permanent material expression of spiritual things.

One of the well-known canons of architecture is that the exterior of the building should suggest and reflect the character of the interior, and the interior should of course be planned for and adapted to the work proposed to be done in it. First and foremost, the building must be planned in conformity with hygienic laws. The child's easy, susceptibility to injury from a noxious environment demands that this should be the primary consideration. The building should be so situated that the sun can reach all the classrooms without filtering through the foliage and without

being obstructed by house tops. The air must be able to play round it freely, and the natural drainage must be effected without saturating the sub-soil with moisture. It is well to have the building in a comparatively quiet and pleasant environment so that the work may not be disturbed by unfavourable factors.

The interior should be planned in such a way to give material aid to the work of organization and assist in every way the production of the best educational results. All this, however, should not be taken as a mean that we should have a rigidly uniform standard in school buildings. Since education is always progressive, changes in method and procedure continue to demand the construction and alteration of the buildings in conformity with those, changes. The character of the building too must to some extent, be determined by the number of children to be accommodated and by the special aims of their training. Just as there is no finality in the standard of school buildings. The shape of the building must be such as to be economical and adapted to the utilization of all available space. It should present a good appearance and provide adequate ventilation all through. Whether an H, E, T, L, I or U type of building is to be constructed depends upon several factors, such as the size and shape of the site, the possibility of future additions, and the imagination of the architect.

The building must generally consist of enough ordinary classrooms, special rooms for special subjects such as history, geography, mathematics, science, and manual work, cookery, etc., study hall, library, office room, teacher's room and the lavatory are of course essential.

The science laboratory must be located in a place that will cause the minimum amount of inconvenience to the rest of the school owing the fumes and odorous; and the staircase, if any, should be in a place which causes the minimum amount of disturbance to the work.

Ordinary classrooms should not at all be of the same size. Some should be capable of accommodating from 40 to 50; others from 30 to 40 and still others from 15 to 20 pupils. Approximately, half the number of rooms should be provided with blackboards on three sides. For the elementary section it is better to provide a children's rest room; and care must be taken to see that all the rooms for younger children are on the ground floor if the building has also a first floor.

In rural areas, the following suggestions may be adopted;

1. The school building may be erected in a healthful but inexpensive fashion. Locating school in rented is not only harmful but also often uneconomical. Simple buildings can be put up without great cost. Often the villagers can be

persuaded to help in the erection and repairs. Buildings of the open-air type are also desirable.

2. The school building may be utilized more fully than at present. This can be done by such means as conducting adult night schools meetings and lecturers on matters of public concern. The more such community purposes are served the better will be for the schools, provided, of course, the children's interests should not be neglected. It would be good also if homes for teachers could be provided in the immediate neighborhood.
3. About two or three acres of land may be provided for bigger schools so as to facilitate demonstration work, particularly in agricultural areas.

Buildings are a tribute not only for the creativeness of architect who employ variety of material and construction techniques, but also for the many school superintendents and consultants who devoted much time to school-planning and design. The significant trend in school plant planning and construction are:

1. Planning the school building from the inside out. The present-day concept of school building as the physical expression of the curriculum calls for the preparation of educational specification prior to the creation of working drawings and physical specifications of the building.
2. *The team approach to planning.* No longer is planning the domain solely of the school board and the architect, with the superintendents acting as an informed bystander. Teachers who use the building and laypersons who help pay for it are involved in advisory committees.
3. *Increased size and more specialized design* of instructional spaces. Classrooms now are larger and are specially designed for the function which is to be performed within them. The typical elementary school classroom of 1920s and 1930s measured 600 to 750 feet; today, the size is 900 square feet or more. The use of laboratory and activity methods of instruction has resulted in larger general-purpose and special-purpose classrooms at the junior and senior high school level as well.
4. *Flexibility in design.* Buildings are long-lasting structure and the educational programmes may change several times during the physical lifetime of building. Planning for change demand special consideration of such things as classroom areas that are square, end walls and partitions that can be moved readily, and building design which should facilitates expansion of the structure in many different directions.
5. *Concern for shape and form of the building.* The relative merits of one story and multiple story structures are still debated. The consensus seems to be that in most cases one-story building costs from 3 to 5 percent than a multiple story structure. However, some schools, particularly secondary

schools, are so large that they are unmanageable on one floor. Also, the amount of lands available and needed for recreational and instructional purposes may dictate whether a single or multiple-story structure is used. Nevertheless the trend appears clearly in favour of the single-story structure for both elementary and secondary schools.

6. *Use of larger sites.* The minimums recommended by the Council of Educational Facilities Planners are accepted. Today longer an elementary school is built on a half school built on a half-block or block area, and no longer a secondary school is constructed on a crowded downtown site. The elementary school with 5 to 10 acres and the secondary school with 30 to 40 are no longer unusual.
7. *Concept of the building as more than a collection of classrooms.* All classrooms are no longer are exactly the same/size, but they vary in area and design in accordance with the instruction carried on in them. Highly specialized spaces such as auditoriums, gymnasiums, swimming pools, shops and laboratories are considered as integral part of secondary schools.
8. *Concern with quality as well as quantity of lighting.* The importance of a “balanced visual environment” is now almost universally recognized, however, implementation lags far behind. Contributions of the Council of Educational Facilities Planners cannot be overlooked in this field.
9. *Concern with thermal environment (temperature, humidity and air flow) and research to determine conditions most conducive to human comfort for learning.* This includes adequate heating and ventilation in winter and air-conditioning in summer. Air-conditioned schools are now commonplace in all regions of the country not specifically in the South.
10. *Use of variety of materials and techniques of construction.* Bricks and wood are no longer the basic and only construction materials that are needed. Glass.(in various forms, such as glass block, plain, plate glass, tinted glass) is used extensively. Steel and other metal panels for curtain walls are replacing solid masonry exteriors. New materials are being coupled with new techniques of construction.
11. *Concern for aesthetics.* Treatment of masses within the structure as well as blending building design and site has enhanced the appearance of much school structure. The beauty of a school is a tribute to the artistry of the architect who is able to blend educational demands, structural requirements, and building materials into an aesthetically pleasing structure.
12. *Use of carpeting.* Carpeting in libraries, classrooms, cafeterias and administrative suits became common during the 1960s and widely accepted thereafter.
13. *Improved design of components.* The establishment of the School Construction Systems Development (SCSD) in the early 1960s by O11,

Educational Facilities Laboratories led to improved design for various components used in school construction.

Construction of new facilities in the Core City, where the land values are usually high, calls for novel approaches. Some solutions include the high-rise apartment structures and the incorporation of instructional centers in large downtown office buildings.

b) The Site of the School

"Every school medical officer having good experience should be aware that school sites are selected in this country without giving proper importance to the site of the sanitary and health conditions. In some cases these disadvantages are remediable, but in others they may be permanent, and may even render the school unfit for use. Modern methods of building have overcome many of the natural disadvantages of certain sites, particularly with regard to dampness and other atmospheric conditions; even so, it should be remembered that it is far better to select a site, which has no obvious defect rather to try to remove its defects afterwards i.e. Prevention is better than cure. In choosing a school site in a city or town, care must be taken to see that it should be within the reach of public park or playground games. In all cases, the cost of building and upkeep is as much important matter for consideration just as general convenience and accessibility. Accessibility should include not only nearness and ease of approach from several directions, but also availability of transport. The site chosen for school must permit classes being held in playground when necessary. Other important points for careful examination in selecting a site are:

1. The surroundings,
2. The conditions as to natural drainage and ordinary level of the ground water,
3. The nature of soil and sub soil
4. The aspect and elevation

Therefore, the functional concept of the school plant emphasizes the effect of plant facilities on educational experiences provided and educational methods and employed rather than on material used in construction, an educational facility may be perceived as a controlled environment that enhances the teaching-learning process while it protects the physical well being of occupants. Caudill suggested that school planning starts with, the pupil, ends with the pupil and that the building should be designed to satisfy the pupil's physical and emotional needs. Physical needs are met by insuring a safe structure, adequate sanitary facilities, a balanced visual environment, a satisfactory acoustical environment and sufficient shelter space for work and play. Emotional needs are met by creating pleasant surroundings a friendly, atmosphere and an inspiring environment. This

humanistic, pupil oriented approach to school planning and construction view and equipment as means of enhancing the pupil's learning and comfort.

c) Hostel

In a school the spirit of corporate living, unity and safe-reliance is inculcated in the students and they are made to develop their personalities in such a way that they may live happily without harming others. The hostel should not be regarded merely as a living place for the students. The hostel should help realize the ideals of the school and provide an opportunity to the students to develop the spirit of corporate living. The hostel should be arranged in such a way that the student may get an opportunity to put into practice the ideals he is taught in the school.

An ideal hostel helps to maintain discipline and teaches the students the lesson of co-operation and self-reliance. It is necessary for the achievement of the aims of the hostel that it should be well organized and managed. The personality of the hostel superintendents always exerts a great influence over the inmates of the hostel and also on its organization. Teacher in the school is normally put in charge of the school library but his teaching load is not reduced, similarly a teacher is put in charge of a hostel without having his teaching work reduced. Under this plan the ideals of the hostel cannot be achieved because such a superintendent of the hostel does not take sufficient interest in the activities of the hostel. Infact the hostel superintendent should be a person who can devote all his time to managing the hostel.

1) The Need and Utility of a Hostel

All the students of a school do not come from one place or locality, but from different places. The students carry with them the influence of their environments. Students who come from long distance make private arrangements for their residence near about the school. On such students their guardians have no control. The students of middle and secondary stages need to be under the control of their guardians. In a hostel proper control may be had over the students and a suitable environments is created for their physical and mental development We shall discuss below the utility of the hostel life.

1. First of all, as we have already mentioned, the spirit of co-operation is inculcated in the students in a hostel. In the hostel there should be a system of self-government and it should be organized in such a way that the students may learn to be self-reliant.
2. In the hostel a student live as a member of one family. He treats others with love and sympathy and develops the virtue necessary for living in a society. He gets an opportunity to become an ideal social being, and he comes to

realize that only his individual inclination and convenience W not to be always considered.

3. By creating a proper environment in the hostel the students may be made to feel at home and may be treated with love.
4. This helps in disciplining students. There is no possibility of the students becoming indolent, rude and undisciplined, because the students try to observe the regulations of the hostel.
5. In the hostel the students do not remain narrow-minded. There they may be provided facilities for games and studies according to their individual taste and inclination. This may broaden their outlook.
6. The Student realizes his responsibility in each sphere and learns to adjust his expenditure with his parental help. The hostel superintendent should take care that the student does not spend his money uselessly, but it does, not mean that the student should be made to feel dependent upon others. In fact, the student should feel complete freedom in the hostel, for then only their proper development will be brought about.
7. There should be complete democracy in a hostel and there should be no caste distinctions. The poor and the rich should be treated alike.

2) Hostel Superintendent and his Responsibilities

The proper organization and management of a hostel depends to a large extent on the personality of the superintendent who should be very efficient in his work. He should have in him the virtues of an ideal teacher as well as those of good parents and guardian. Along with this he should have a good organizing capacity. It will be better if an able and experienced teacher is appointed to this post, but he should have less teaching work and should be provided 'other facilities. The creation of a prop... atmosphere, for the desired development of the students depends solely on the ability, skill, patience and sympathetic treatment of the hostel superintendent.

The hostel superintendent should treat the students with parental affection and sympathy. Like a father he should, keep an eye on all the activities of the student and consider the propriety and impropriety of each act. He has to see also the expenditure incurred by the student so that he may not spend unnecessarily. The hostel superintendent should pay attention to the following things.

1. He should try to make the students an ideal citizen of the, democracy having a sense of duty. This training may be given in the hostel. The superintendent should try to manage the affairs of the hostel with the help of the students. This will inculcate in them the spirit of self-reliance and in this way they learn to work jointly with others. He should not be dictatorial in his attitude.

For the management of the hostel affairs he should form several committees of students. Holding elections may also form these committees. There may thus be committees for cleanliness, entertainment and games, discipline, mess arrangement etc.

2. The hostel superintendent should also try, to make the atmosphere of the hostel suitable, clean and beneficial.
3. He should see that no student violates the rules and regulations of the hostel and works for his own physical and mental development.
4. An important duty of the hostel superintendent is that he should try to come into contact with the parents and guardians of the students living in the hostel and he should never let go of any opportunity, which comes his way. In his way he will be able to know something about the - economic condition of the guardian and his knowledge may be useful for the proper management of the hostel.
5. The hostel superintendent has to look at the all-round development of the student. For this he should fix the hours for games, studies, bedtime and wakeup time, etc.
6. The hostel superintendent should keep the guardians informed about the progress of the students. For this he should know the address and other necessary particulars.
7. He should try to remove the feelings of caste distinction, rich and poor and high and low among the students and he should see that all are treated properly without any distinction.
8. He has to remember that hostel life should not become so expensive that an average individual may find it difficult to put his ward in the hostel.
9. The hostel superintendent should see that the atmosphere of the school does not prevail in the hostel also. He must create a different atmosphere so that the student may feel quite at home.
10. The above facts do not imply that the students should be deprived of their liberty and be placed under strict control. Life in the hostel should be like that in a family and the superintendent like a guardian. He has to see that the development of the student is on the right lines. He should inspect each aspect of administration so that he may contribute to the good of the students.

3) Messing and Its Supervision

The development of one's body depends on meals. Therefore, such meals should be provided as may be conducive, to physical development. It is - needless to say that this is the duty of the hostel, superintendent, Physical and mental development is correlated. The, student should be provided with such meals, which may contain all the vitamins, carbohydrates, fats and protein. For this the

superintendent should know which food contain these vitamins carbohydrates fats and in what degree. The superintendent has not only to see to this but also'-that the meals are prepared in such a' way that the food value of the articles is not destroyed. Water is also a necessity along with food. Arrangement for pure drinking water should be made in the hostel.

4) Method of Living of the Students

Some good servants should also be employed in the hostel to maintain cleanliness. These servants should be men of good character and - treatment and should have the capacity to discharge their duties well. The superintendent should entrust each one of these -servants with the responsibility of taking a particular job at a fixed time. The superintendent has to pay special attention towards the cleanliness of the hostel because uncleanness is the main cause of all disease. Regular inspection of the entire hostel is a must. These should he regularly cleaned every day. He should see that the students do occasionally hang out their cloths in the -sun. The superintendent should also see that students do not keep their rooms in a disorderly manner. He should check to the cleanliness of the kitchen and the dining hall. For all this it will be better that he solicit the co-operation of the students.

5) Ailments and Regulations

There should be a small dispensary for the school and the hostel. The hostel should be occasionally disinfected in order to prevent the spread of infectious diseases. The student 'should be inoculated and other precautionary measures should be adopted to keep them safe and sound. Each hostel should have two or three separate rooms in which the students suffering from infectious disease may be lodged. Medicines, which may be given to the inmate, by way of first aid, should be stored in the hostel. The superintendent should, with the help students and other teachers and principal, frame out certain general rules for good health and other desirable habits, which should be observed by each inmate of the hostel. These rules should be few and only the essential ones rigidly followed by the students. The hostel must have some rules regarding the method of living of the students. Thus they will come into existence. In the hostel a, system of tradition which will he greatly helpful towards a peaceful, healthy and, happy life should he adopted. Besides this superintendent should also see that there is a proper arrangement for the studies of the students and for fresh air and light. The windows in the rooms should be kept open in the night so that fresh air may cuter the rooms.

6) Health and Games

Games should be an essential part of the method of living in a hostel. Mental and physical developments are interdependent and the development of the different aspects of a student's personality is interrelated. During games the various muscles come into operation and the lungs work with greater rapidity. Thus the flow of blood increased and the lungs get more fresh air. All this affects health of the students. Therefore, games are very necessary for health. Games always to operation the various organs of the body and the mental faculties gets a rest and are reinvigorated, in this way it may be said that games and physical work help in studies, because through these activities mental fatigue is driven away. Through games other such virtues are created in the students, which are very useful for their future life and to make them ideal citizen. Through games the spirit of cooperation, singleness of purpose, self-reliance, and dutifulness honesty etc., are learnt. Through games they learn to face reality, because they have to put up with success and defeat. They learn to obey their leader. In this way games help in their maintenance of discipline.

The playground should be near the hostel. The hours for games should be fixed and the necessary equipment should be available in the hostel. There should be such an arrangement for games that each inmate of the hostel may get an opportunity to play some game every day. Captains or leaders should be appointed for various games. In every hostel there should be an arrangement for football, volleyball, cricket, hockey, badminton, basketball, kabaddi etc. and occasional matches should be held. Besides, indoor games like carom, chess, table tennis, etc. should also be organized. In games the individual taste of the student should be encouraged.

A committee of students for the proper management and organization of all the activities in the hostel should be formed. Their cooperation is essential to manage the hostel well.

7) Organization of the Hostel

The hostel superintendent should maintain close contact with the students in order that the atmosphere of the hostel may not get vitiated and all students may live there as in a family. We may mention in this respect the 'home system' or the building system. According to this there should be small houses for eight or ten or twelve students. These homes should be adjacent to one another and with each group a teacher should also live. All students should live like members of his family of the teacher's family. If teacher is married the members of his family should also live there. Thus the students and the teacher will be member of one and the same family. The student should contribute towards the family life by

helping out with the shopping and other household chores. This system will have the following advantages:

1. The atmosphere of the hostel will not be vitiated in any way and the students will have the feeling of living in a home.
2. The student will do their work themselves and learn the lesson of self-reliance.
3. The senior and junior students will live together and thus they will learn to treat one another in a proper and sympathetic manner.
4. The teachers will come close to the students and will be able to solve their problems.

8) Hostel Building

The hostel building should be such that the students may live comfortably and the superintendent may also be there to manage and inspect the hostel. The building should be such that the hostel gates must be shut and the students may not go out. For this it will be better if the hostel has a square building and is single storied. The room or the residence and office of the superintendent should be near the main gate. The hostel should not be on a busy road, or far off from the school. In every room of the hostel there should be a sufficient number of windows so that the light and air may enter the rooms. In each room there should be sufficient space for the students, and the cupboards for books etc., the room should be such as to accommodate the student's bedding, table and chair etc. and yet have sufficient space. The flooring should be cemented and there should be a good arrangement for water to flow out.

Besides this, there should be one reading room in the hostel, playground and kitchen etc. the latrines should be behind the main building at some distance and the bathroom should not be very far away from it. The latrines should be clean at all times. Gardens and parks should also be attached to the hostel building.

9) Internal Management

The internal management of the hostel should be done through the students or the committees of the students. This should include the method of the living of the student's cleanliness and daily work, etc.

There should be in the hostel a fixed place for each student and it should be seen that no student changes this place. The student should keep his bed and cloths well arranged. The articles should be purchased and games etc., arranged with the help of the students through their committees, which should consist of duly elected student members.

The superintendent should chalk out a suitable timetable for the hostel and affix this on the notice board. Through this timetable the hours for exercise and meals etc. should be fixed. It is necessary for the superintendent to remember that along with the timetable the other rules and regulations of the hostel should also be pasted on the notice board or somewhere else. These regulations for good management should be as few as possible.

10) Registers

A few registers are required to keep a record of necessary things: These are very important for the hostel. The following registers should be maintained:

1. *Admission Register*: Names, full address, dates of admission and other information about the students who have been admitted in the hostel should be maintained in this register.
2. *Attendance Register*: The attendance of the students at different hours of study, retiring to bed etc. should be checked. The attendance should be taken at least twice a day. This registers should record the reason for the absence of the students concerned.
3. *Register of Co-operative Activities*: A record of the committees of the students and the meetings and other activities should be maintained in this.
4. *Kitchen register*: In this a record of the articles purchased, the rates and expenditure should be kept. This register should also be indicating whether the students have paid for these articles or not.
5. *Caution-money Register*: An account of the caution-money taken from the students are to be mentioned in this.
6. *Fee Register*: This will record the statements regarding the fees charged from the students and their expenditure.
7. *Property Register*: In this should be mentioned an account of the property of the hostel and its utilization. The principal should occasionally check oils up.
8. *Cash Book*: This should be like the cashbook of the school and it should be filled in regularly every day showing the daily income and expenditure. Money deposited in and withdrawn from the bank should also be shown in this.
9. *Library and Reading Room Register*: A list of books in hostel should be maintained in this. Statements regarding the issue of books, viz., the name of the student, date of issue and return etc. should be maintained in this. The names of newspapers and magazines subscribed for the hostel should be entered here.
10. *Visitors Book*: This should be like the visitors book of the school. The guardians of students who visit the hostel should write in this opinions and suggestions for improvement.

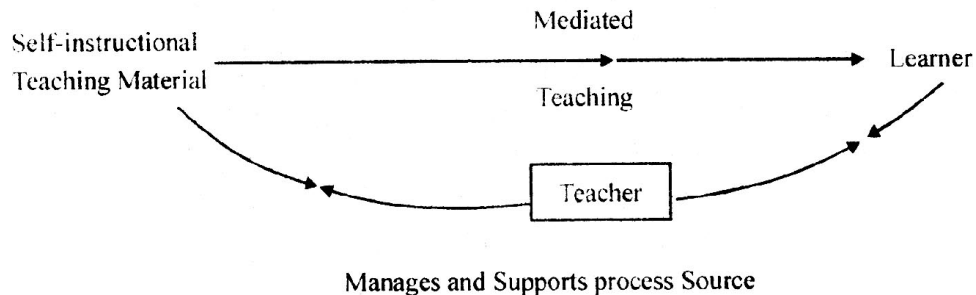
1.2 Learning Resources

(a) Instructional Materials

Administrative leadership carries the responsibility obtaining 'and allocating instructional materials necessary to promote educational programme and development and student learning. So the use of instructional materials implies that learners are studying at one remote from the author who by preparing the learning materials, is showing the fact that learners can pursue their studies in their own way, in their own time and in place of their choosing is probably the biggest single advantages of and motive for providing the instructional material.

1. Objectives of Instruction

Course objectives may be varied, either for liberal reasons or in order to adopt courses to the different aptitudes of individuals or the different needs of the organization (the product view of education). (Romiszowski, 1989, pp 7, 8). Therefore self-instructional teaching materials play a 'front line' role in the learning process, as shown in figure:



(Brown, 1983, P:78)

The materials, which are used in individualized learning, may be considered under the three broad headings: textual materials, audiovisual materials and computer based materials (Ellington 1993 p. 91) It has been already sealed that distance-teaching system 'is called individualized. Most of the distance learning systems throughout the world, in both Western and Eastern countries system usually, are print-based and likely to remain so. All successful distance-learning systems are built on well-designed, learner-centered, self-instructional 'print, materials. (Hodgson, 1993, p.14). Now the question arises what actually are the printed and duplicated materials.

These materials comprise of all textual and oilier materials that can be run off in large numbers on a duplicator or printing machine to he used by pupils, student or trainees." Facilities for the production of such materials

are now available in practically every formal and non-formal institution, and they have become one of the most basic and widely used of all educational tools (Ellington, 1987. P, 17).

So from all teaching/learning systems point of view, print is the intellectually superior medium-than television, by comparison, encourages learner' to be passive, mindless and 'unimaginative (Greenfield, 1984). Certainly, a great deal of education is concerned with factual learning, the understanding of generalized or abstract principles, and with logical argument, and print is very strong medium for developing and acquiring these skills (Bates 1995 p.1 18). Some of the more important types of printed materials are listed below;

(ii) Types of Instruction Materials

- Books, Pamphlets. etc. -already published, or specially written.
- Specially written 'warp around' study guide to already published material.
- Specially written self-teaching text, i.e. 'tutorials-in-print".
- Workbooks for use along with audiotape or videotape, CDT (computer based teaching), practical work, etc.
- Self-texts, project guide, notes on accreditation requirements, bibliographies, etc.
- Maps, charts, photographs, posters, etc.
- Materials from newspapers, journals and periodicals.
- Hand written materials passing between learners and tutors (Rowntree 1994, p.66).

(b) Audio-Visual Aids

An outstanding development in modern education is the increased use of supplementary devices by which the teacher through the use of more than one sensory channel helps to clarify, establish and correlate accuracy, concepts, interpretations and appreciation; increases knowledge; arouses, interest and even evokes worthy emotions and enriches the imagination of children.

Learning takes place at three levels-direct experiencing, vicarious experiencing and symbolic experiencing. Thus, audio-visual materials are quite helpful in instruction. They supply a concrete basis for conceptual thinking; they give rise to meaningful concepts to words enriched by meaningful associations. Researchers have also recommended that in education we should appeal to the mind chiefly

through the visual and auditory sense organs, since it is possible that 85 % of our learning be absorbed through these,

i) The Value of Audio-Visual Aids to Learning

Audio-visual aids, are potent starters and motivators: When the child finds learning made easy, interesting and joyful with the help of sensory aids, he feels motivated. He cannot but attend to an interesting procedure going on before him. Direct, concrete, contrived, dramatized experiences add zest, interest and vitality to any training situation. As a result, they enable students to learn faster, remember longer, gain more accurate information and receive and understand delicate concepts and meanings. Thus, learning becomes meaningful, enjoyable and effective.

- ii) *Audio-visual aids give variety to classroom techniques:* They generally represent a rest from the traditional 'activities of the school. While using' them, the child feels experiencing something different. Variety is always attractive to the child as well as to the adult. Audio-visual aids provide a change in the atmosphere of the classroom. They allow some freedom from the formal instruction of the traditional type. While using sensory aids, the pupils may move about, talk, laugh, question, and comment upon, and in other ways act in a natural manner as they use to do outside the classroom. The attitude of the teacher should also be very friendly and co-operative. In this way, schoolwork is motivated when; pupils work because they want to do it and not because the teacher wants them to do.
- iii) *Many of these aids provide the child with opportunities to handle and manipulate:* An opportunity to touch, feel, handle or operate a model, specimen, picture, map; press a button or turn a crank gives an added appeal because it satisfies, temporarily at least, the natural desire for mastery and ownership.
- iv) *Audio-visual aids supply the context for sound and skilful generalizing:* Books lack the specificity, the warmth, indeed some of the unutterable poignancy of concrete experiences. Through direct, purposeful, first-hand experiences and semi concrete audio visual experiences, we can supply the context for sound and skilful generalizing.
- v) *Audio-visual aids educate children for life in this modern complex world:* There was a time when life was very simple-children learnt through direct experiences the rudiments of knowledge. But ours is a complex world. We live in a pushbutton age when comfort has a terrific appeal, but there is no

easy road to learning. There is no magic osmosis; effective learning is still the old fashioned formula of nine-tenth perspiration and one-tenth inspiration. Naturally, therefore, more must be done to determine how teaching is accomplished easily and speedily. More is the need today than before.

- vi) *Audio-visual aids can play a major role in promoting international understanding:* These aids can bring about mutual understanding and appreciation of cultural values and ways of living among the different nations of the world. Enlightened and sympathetic attitudes can be developed among the school children through this media. Films and radio programme can be exchanged among the different countries. Coloured slides on works of an of different countries lead to mutual appreciation of eastern and western cultural values.

To conclude in the words of Mckow and Roberts, “Audio-visual aids, wisely selected and intelligently used, amuse and develop intense and beneficial interest and so motivate to the pupil' learning. This properly motivated learning means improved attitudes, permanency of impressions, and rich experience and ultimately more wholesome living”

ii) Drawbacks

Audio-visual aids are not the panacea for all instructional ills: Films, recordings, television etc., are all very good to improve teaching. But teachers and books cannot be replaced by these aids. Reading, writing and speaking will continue to be considered fundamental end points of instruction.

Audio-visual aids are not aids to teaching: Audio-visual aids are aids to children rather than to teachers-aids to learning-aids to learning, rather than to teaching. They do not make teaching easier; they do not lighten the work of teachers. Their use requires a considerable addition to the time spent in planning and preparing lessons.

Audio-visual aids are not the ends but means: Audio-visual aids are means to an end-end is good learning on the part of the pupils.

Audio-visual aids are not designed to amuse the pupil rather: They are to increase his interest in, and his comprehension of the topics being studied by presenting several slants on it, especially through his two most used senses-sights and hearing.

When is an instructional Aid?

An instructional aid is any device that assists an instructor to transmit to learner facts, skills, attitudes, knowledge, understanding and appreciation.

A visual aid is an instructional device that can be seen but not heard. An audio aid is an instructional device that can be heard. An audio-visual aid is that device which can be heard as well as seen.

iii) Types of Audio- Visual Aids

For purposes of convenience, we shall classify these aids into five types:

1. Aids through the ear (auditory)
 - a) Phonograph
 - b) Radio

2. Aids through the eye (visual)
 - a) Motion Picture
 - b) Stereoscope
 - c) The camera
 - d) The chalk/white board
 - e) The flannel board
 - f) The bulletin board
 - g) Pictorial Materials
 - h) Representations-maps, globes, diagrams etc.

3. Aids through the eye and ear (audio-visual)
 - a) Sound-motion pictures
 - b) Television

4. Aids through activity
 - a) The school journeys
 - b) The objects, specimens, model collections

5. Miscellaneous
 - a) Dramatization
 - b) Booklets
 - c) Newspapers and magazines

Edgar Dale bases his classification Upon the kinds of experiences presented through the aids. He calls it the “cone Of Experience.” The range of experience as

described earlier through audio-visual aids as classified by him is between direct experience and pure abstraction.

These divisions are not intended to be rigid. They overlap and sometimes blend into each other. The author desires the cone to be ‘a visual metaphor or learning experiences’ depicting the various items in the ‘order of increasing abstraction, as one proceeds from direct ‘purposeful experience’, which is the “bedrock of all education.”

c) The Library

The importance of a library in a school is being realized now. The work of the school is to give the student knowledge of necessary things and to bring about such an all-round development of the student that he is able to lead a successful life. The Span of a man's life is not so big that he can learn everything through practical experiences. We can learn by the various experiences gained and accumulated by our ancestors. These 'experiences have, been recorded in various books so that they may not perish. Man saves a lot of his own time with the help of the vast store of wisdom and experience accumulated by his forefathers and handed over to him as a legacy. Knowledge of these experiences facilitates his work of acquiring new knowledge. Hence a library is a necessity (hr a school and sufficient attention should be directed towards its proper organization, utilization and development.

i. Utility of the Library

Students cannot acquire knowledge only through textbooks or classroom lectures. They should refer to other books also, for then only will their knowledge widen. The best thing would be that a teacher should create an interest in each student in his subject and give the names of important books for reference. In this way the students will learn to acquire knowledge themselves. The teacher should try to inculcate in the students varied interests cannot be fulfilled only through class lectures or textbooks. The library is of great help in the fulfillment of their wishes, ambitions and inclinations, for it provides ample opportunities for acquiring knowledge.

The knowledge gained through the class lectures of teachers may be easily forgotten after sometime but that which the student acquires himself through self-study will be remembered by him even after leaving the school. Students have different tests at different stages of life and when he is able to read he likes to read books according to his need and taste.

The entire environment of the school contributes towards education and the library is of great help in creating a suitable environment for education. The library may help develop different taste in the student. After reading one book the desire for another is created, thus a reading habit is formed.

The library does the work of a teacher for the students, It will not be wrong to say that the defects of classroom teaching can-be rectified to a great extent through the library because the teacher cannot teach from the point of view of the interests of every student not can he develop his various interests fully. This is only possible through the library. The teacher should encourage students to read books according to their interests.

ii. Organization of the Library

The aims of a library may be fulfilled only when it is well organized and the selection of books is made properly. The following things should be considered while organizing the library:

1. The aim of the library is to enlarge and consolidate the knowledge acquired in the classroom.
2. In a library there should be books according to the age, ability and interests of the students.
3. A library should help build up a suitable environment in the school. For this there should be such a reading room in the library where the students may sit and read.
4. A library should help develop the knowledge and intelligence of students.
5. The library should be helpful in enlarging the knowledge and helping the work of both the students and the teachers.

The utility of a library depends upon its proper organization, which includes the distribution of books, their arrangement the situation of the library etc. A library may be properly utilized only when all this done.

It should not be situated, at such a place, where atmosphere is not peaceful. For this it should be remembered that it is not situated near the lower classes. In schools, having doubles storied building; the library should be on the second floor.

Sufficient sitting place for the students should be provided. The room should be large enough to accommodate at least 15 per cent of the student of the school. The yearly and monthly publications should be so arranged that the students might

take them out to read as they wish and then replace them. The librarian should be able to give information about the books asked for by the students.

At present a library is not properly utilized in most of the schools. The library exists only in name and the students cannot easily get books from there. Books for these libraries are purchased without any reference to the interests or abilities and standards of student. The principal does not even know what type of books is there in the school. Besides, in most of the school the librarian is appointed from amongst the teachers and he has to teach also. If he is busy in teaching, how can he take sufficient interests in the library? He does not pay any attention towards the proper management of the library, and tries limiting the number of books taken by the student as far as possible. Such a library is quite useless. No taste for self-study can be developed in the students through such a library. Hence it is necessary to introduce reforms in school libraries.

It will be better if an experienced or trained person is appointed as a Librarian. If this is not possible, an interested teacher should be entrusted with this work. The teacher who is given this responsibility should get some consideration in regard to the teaching load. Besides, if teacher-librarian should he given some extra payment in proportion to the work to be done. This teacher should have all the necessary information in regard to the various subjects and books. The books should be arranged in such a manner that the student himself may know what books he should read on a particular subject.. This will be possible if the books are arranged according to classes and subjects, but this can be done easily only if the teachers of particular subject also realize their responsibility. The teacher in a particular subject should assist in the arrangement of books. Apart from this the method of issuing books should be easier. If the assistance of some students of the class is taken, probably this job will be facilitated and the students will also get an opportunity to learn the ways of management and gain information about books. Students of higher class can derive great benefit if the books are arranged according to subjects. The teachers of these subjects should inform the student about the books on the subject and encourage the students to read them.. The distribution and issue of books should be done properly. There should be a rule of keeping a book for a fixed period of time, for then only will the students get equal opportunities.

iii. Class Library

There should be a central library in the school, but besides this, if there are class-libraries, it will be easier for the students to get books from these. The class teacher is familiar with all the students in the class and he can guide the students about the books suitable for them. In the class-library books should be selected

according to the abilities and interests of the students of the class. Class libraries enable the students to get books easily and to avoid a waste of time. Besides, the teacher by telling about different books helps to develop in the students varied interests. Class-libraries will prove very useful for lower classes, because at this stage the students are not of an age to have a complete knowledge of different subjects nor do they have any interest in this. Besides, in lower classes onIN1 the class-teachers can tell the students which books on different subjects are suitable for them. In the class-library the students should be given facility of choosing the books for themselves.

Some students get books issued from the library but they often return them unread. Hence the teacher should find out whether the student has read the book or not. It will be good if record is maintained showing the number of books a student reads during the course of the year. All the books, which a student reads, should be listed on a page: which should also indicate the date of issue and return. Thus the teacher will be able to create a taste for reading in that student who does not have such a taste. The teacher should also see that the home task assigned by them should be as may require the student to read books from the library.

The student should have such notebooks in which they may note down the titles of the books they read summary of the book as also their own ideas about the same. The student should be provided with an opportunity to discuss in the class the books they have read. A student who properly reads the largest number of books in the year should be rewarded. It is very necessary for the students to make a summary of the books read because if the important facts are not noted down they will soon be forgotten. It is necessary to the teacher ;]so to have knowledge of those books, which the student read for, then only he will be able to understand the viewpoint of the students and to participate in the discussion with them.

iv) Classification and Arrangement of Books

The books in the library should be properly arranged and classified as they have as great an importance as the library itself. The importance does not consist in storing a large number of books as in having suitable books in a proper order. In this connection attention should be directed towards the utility of books. For this it is necessary that the teachers should consider the content of the books. These books should be according to the capacity and ability of the student is able to understand a book he feels encouraged to read other books as well.

The significance of a library does not lie in possessing such books of great author, which the student cannot understand, but in the collection of such books, which the student of different levels can fully utilize. There should be more than one copy of the books, which are useful from the point of view of the students. It is

found in some schools that the teachers who are preparing for some examination get those books for the library, which they themselves need and which is neither up to the student nor of any use of them. In the school library there should not be a book for the teachers also but these should not be purchased from the funds for the books for students.

The following things should be considered in the collection of books.

1. The books in a library should be according to the interest, age and abilities of the students.
2. At the time of collecting books it should be remembered that they should develop the knowledge of the students.
3. The books should be such as they may be easily understood by the student and may develop in them the power of thinking and reasoning.
4. The books should be useful to both the teachers and the students. After collecting the books these should be classified according to the subject, ability, interest, age and class of the students in such a way that they may be utilized. The librarian should, with the help of other teachers in different subjects and classes, write down separately in a register the names of books on the different subjects and for different classes. In this way the students will easily know the names of necessary books and get them without difficulty. Thus they will also be able make* full use of the books. At present our students cannot make full use of the school library. There are several reasons for this. Firstly, the library is not well organized and the books are not classified and arranged properly. Secondly, the students do not have any taste for reading books nor do they adopt the proper method of reading. It is necessary in the interest of the students to remove all these defects.

The principal should purchase the necessary books for the library, because the library will prove useful only when its stock of books increases. It will be better if the schools earmark an amount for the library and do not decrease it in anyway. The next question is how to decide that how the books are to be ordered. For this the principal should form a committee of teachers, the librarian and a few students. In this way full attention can be directed towards enriching the library.

v) Reading Room

Along with the library a reading room is also deemed necessary. There should be sufficient place for the students to sit and read in this room. There should be proper arrangements of Light and air in a library. In the reading room there should be the newspapers, magazines etc., so that the students may read them and be updated. In the reading room a copy of school magazine consisting of articles,

stories, riddles and jokes written by the students, other also get inspiration to write these. Only such magazines should be ordered for the reading room, which may cater to the interests of the students and help in the formation of their character.

If along with a library there is a museum also, it will be an ideal thing. These museums should belong to the school and articles of historical values and beautiful paintings and sculptures should be stored.

1.3 Educational Financing

Education finance may be defined in broad terms as that dimension of public or government finance concerned specifically with the procurement, distribution, management; and distribution of fiscal and material resources essential to the delivery of quality and relevant public educational programmes and services. A narrower interpretation is found in education. The general field of education finance can be divided into (1) Educational finance systems that are designed to raise and distribute public education funds and (2) Educational finance management, more often referred to as school business management, which comes into play after the educational revenues reach the local school district and includes such activities as budgeting, accounting and auditing. Each country designs its own educational finance system in terms of its educational needs, wealth or ability to pay for education, as well as its values or response to its own social and political pressures.

i) Introduction

The financing of education is concerned with such questions as are summarized below (Doherty, 1984)

1. Who pays for education?
2. Who benefits from education?
3. Who should pay?
4. What should be the method of paying?
5. How should the criteria of equity and efficiency be met while paying for education?
6. How should the students be financed?
7. How much of the total resources of an economy be devoted to education?
8. How much should be met out of the budget and how much should be contributed from private source?
9. How should be expenditures be divided into various sub sectors of education?
10. How should the expenditure be divided according to the level of education?

11. What can be the alternative strategies for paying for education?

These are the questions and considerations that are kept in view when we are in the domain of the financing of education.

ii) Who Pays for Education

Research on source of finance for education have been concerned with two main questions: first, who pays for education and secondly are there any alternative sources of finance, that could be exploited to enable a greater share of nation's resources to be devoted to education, or to redistribute the burden of finance more equitably between individuals.

The question of who pays for education is questions of facts and figures, which can be answered with precision, give adequate financial statistics. The question of whether new sources of finance are desirable or feasible, in the future is much more controversial, and involves value judgments about the political and social implications of alternate methods of raising funds, the effect of different finance systems on the quality and control of educational institutions, and the consequence of new ways of paying for education, for the distribution of income or educational opportunity (Woodhall, 1972).

Institutions or Individuals:

In Pakistan, the Federal or Provincial Governments generally finances education. Some education is also financed by the private individuals or by the enterprises such as industries and by religious organizations. These bodies provide for educational institutions either directly, by means of fees or endowments, or indirectly through taxes and revenues. Therefore, an analysis of educational finances must be made on the basis of the financial flows and transactions at many different levels.

Levels of Decision-Makers in the Financing of Education:

Broadly speaking, there are four categories or levels of decision makers in the financing of education.

- a) Supplier of finance, including households, business enterprises, charities.
- b) Allocators of finance, i.e. Federal Government, provincial Governments, foundations and trusts, etc.
- c) Spending bodies, such as District Education officers, Directors of Education, managers of private institutions of education, etc., who are responsible for spending money and have no power to raise funds or revenue themselves.

- d) Users of funds, a category that includes all educational institutions and all other institutions imparting education.

Source of Educational finance in Pakistan

As already mentioned, the main source of financing education in Pakistan is the Government grants. Other sources include charities, fees and endowments. There is no education tax but Government funds come from the revenues and taxes raised from the public. The Government allocates a part of these funds for education. Thus the sources of financing education in Pakistan are:

1. Federal Government funds.
2. Provincial Government funds.
3. Private organizations running educational institutions.
4. Fees.

It is clear that the main source of financing education in Pakistan is the Government. Although funds are raised through tuition fees in higher secondary and college education and, at the same time, privately managed institutions are also being established, the share from these sources of education finance in the overall expenditures on education is so small that it can be neglected. The amount spent by the parents on the education of their children cannot be ignored, but there have been no studies to calculate this amount in the overall finance of education. Thus, when we discuss the finance of education in Pakistan, government expenditures on education are the sole figure that is relied on.

iii) Importance of Educational Financing

Education in almost all countries is provided in both private and public sectors. Education thus is not purely a public service: the exclusion principle, barring students who fail to pay fees to particular educational institution, can be readily applied. Education consumes a significant amount of resources in almost all countries, running between 6 and 10 percent of gross national product. A certain minimum level of educational provision is generally assumed to be necessary in order for a country to attain a reasonably high rate of economic growth. The distributions of educational opportunities to different groups of the population have consequences for social justice. As a result of the size of the set of educational activities in a country, and because educational provision affects economic growth and the distribution of income, the system of educational finance is likely to be complicated. The complexity is reinforced by the fact that education is carried forward in both the public and private sectors and might best be described as quasi public service.

There are certain determining forces and factors as listed by Misra A. (1967) which creates a demand for education.

iv) Forces Which Affect the Demand for Education

Society

The elimination of the rugged individualism of man in order to make him a social Individual is necessary for the solidarity of society. The capacities, ignorance and impulses of human being have to be transformed into abilities. Knowledge and ideals respectively. In order to make him a cooperating and contributing member of the society so that he becomes an asset and not a liability, to it. This can be done through education. Which thus becomes indispensable for any society. Next the demand for education springs from the problems of maintaining and directing the continuity of society. Changes in the socio-cultural environment brings with them new orientation education.

Religion

Joad C.E. says that the other main impulse is religion. And among the first schools to be set up were those among religious bodies. The religious tradition is the oldest, and religion and education were inseparable in the primitive society. Curiosity knows about one's self, about the ultimate nature of man has been a stimulus education. Sacred books of all religions define rules and cherish traditions of wide scope for regulation of conduct in every sphere of man's activity. This has not only to be followed but also to be transmitted from one generation to another. All such religious sanctions and traditions by M. Sadler. The intangible, impalpable spiritual forces have created strong incentives for educational demand.

Political Form of Government

The state may be called a larger society dominated by the requirements of the political form of government. Since it is an important agency for financing education. This demand may be considered in two types of states. viz., the totalitarian state may be asking, a despot or a dictator, but the educational consequences are much the same. Education becomes the instrument of realizing the ideals and aspirations of the state. The purpose and needs of the state shadow the entire sphere of education. The demand for education in a totalitarian state is created by the political exigencies and ambitions of the ruling clique.

Democracy, on the other hand, cherishes no vested interests or privileges. In the spirit of its political institutions, it believes in freedom, equality of opportunity

and value of the common man. The leadership in a democracy springs from the common people to whom more opportunity for education has to be given.

Industrialization

The commercial revolution of medieval Europe had created a demand for education amongst middle classes. The industrial revolution of the 18th century not only intensified this demand of the middle classes, but also set in a demand for education from the lower class. Ever since then, the growth of industrialization and consequent urbanization has continuously increased the demand for Education Technology and Automatisation requires more skilled personnel, and the change in the nature of vocations has created greater demand for professional and technical education. This progress in technology has ushered in new leisure time activities like the movies, radio, television video, etc Education has now to equip the youth and adults for leisure time activities of the new scientific age.

These changes in the industrial and socio-economic patterns of the people have led to the intensification of the demand for education and call for more resource and better ways of financing education in modern times.

External Factors

Colonialism has been an important external factor in stimulating demand for education in the underdeveloped countries. It has introduced the western system of education through a foreign language, which has liquidated the indigenous system of instruction. The scientific advance in modern times has conquered distances and knit the world closer together. Education has been stimulated by competition among the countries by national ambition to attain its place in the community of nations and by the influence of new educational ideas in other parts of the world.

Population

The extent and nature of population has profound effect on the provision of education. The increase in population is reflected in enrolment. Bertrand Russell has remarked. "There is in any given society at any given time, a considerable possibility that increase in population may outstrip improvement in technique and. Therefore, cause a general lowering of standards of life."

The proportion of persons in the various age groups has its repercussion on educational finance. The population of region may be dense or sparse. The denser the population of an area, the more economical, it is to provide education for it. If the regions sparsely populated, the number of schools required is large and

consequently, the expenditure is high. The geographical features of the region sometimes influence the financing of education.

Status of Education

The financing of education also depends upon the status accorded to education in the community. The overall economy, the national ideals and the world status of the country determine the importance it would attach to education. Education comes under social services, which includes among others, medical and public health agriculture, veterinary services, cooperation and community projects. The proportion of the total education expenditure to the national income can determine the priority given to education in a country in any particular year.

Economic Factor

The economical factors have persistently influenced the course of education. The, overall economy of the country, the amount of national income and standard of living of the people have often reacted on the status of education and, consequently, influenced its financing.

Education owes its support to the overall economy of a community. In a subsistence economy where people are just to make two ends meet, much cultural advance is impossible and education necessarily recedes to the background. In a surplus economy where production exceeds consumption, people have enough leisure time, which they devote to cultural advancement and their education generally gets a place of importance. Every year absorbed by school attendance means a significant withdrawal of productive assets in an agricultural economy but for a machine economy the opposite is true. That education depends upon the basic economy, which is born out by the fact that cycles of rise and decline of education coincide with economic cycles.

Education finances are closely connected with the national dividend. The higher the nation dividend, the greater is the hope of allocating more to education. A low national dividend doubly affects educational finance:

Firstly, it lowers the taxable capacity of people, thereby reducing the revenue and secondly, it limits the resource of an average parent to spend on the education of his child and necessitates his withdrawal from school early to put him in gainful occupation to enhance his family income.

The standard of living is closely related to the national dividend, on the one hand, educational finance on the other. Status with the highest educational

expenditure also ranks high in per capital income, while status ranking low in school expenditure is low in all things that determine the standard of living.

Thus, it is evident that the financing of education is greatly influenced by the overall economy of the community and the standard of living of the people. Bertrand Russell says, "According to the economic circumstances of a state, the amount of money which can be afforded to spend on education will vary. Under any economic system there will be a certain amount of stupidity and a certain amount of love of prayer, each of which will stand in the way of creation of a perfect educational system. Nevertheless, the influence of the economic factors on education is undoubtedly profound and not always significantly obvious."

System of Administration

The administrative structure of the country determines the distribution of financial responsibility for education among different levels of administration. In almost all forms of Government in the present times, the responsibility has been placed at three levels, viz. central or federal: regional, provincial or state: and local in the form of local bodies, municipalities, districts boards or school districts. In countries where the responsibilities are shared at all the three levels, the Central Government generally gives block grants, either without specifying any purpose or specifying particular branch of education or item of expenditure like building salaries, equipment, etc, for which the grant is given. Similarly, the responsibility of the regional administration lies midway between the central and the local administration. It may assume whole or part of the responsibility for financing education in its area, or give only block grants with or without specification of purpose, or defray the cost of expenditure like salaries, buildings and the like. The local administration either takes up the entire responsibility for a certain, type of education, e.g. pre-primary education, of certain educational institutions or shares the financial responsibility with the central or regional administration.

Type of Organization

The different levels of education (primary, secondary and higher), forms of school system and their duration influence expenditure. The courses of liberal education are of a shorter duration than those for professional or technical education. The financing will be influenced by the duration and the nature of courses and there are wide variations in these respects in the countries of the world. The organization of professional or technical education always costs more than that of general education, which is of a shorter duration too. Besides these, special provision for the education of the physically, mentally, emotionally and socially handicapped children has also to be made. It is thus obvious that the educational

organization, institutional set-up, or the school ladder, as is sometimes called, affects the financing of education because each Year of extension in the duration of the levels as also of compulsory education means increased financial provision for schooling.

Acquiring Resources

Perhaps the most interesting theory about the acquiring of resources for education is that the people have not allowed this factor to depend upon the economic power and preference of individual citizens exercised through the markers in earlier times, kings, bishops and nobles gave bonds and endowed colleges and schools: philanthropists willed scholarships for the poor deserving students and endowed chairs of philosophy in universities. Gradually, the sovereign power however constituted, took on itself to provide the greater part of resources for education and to distribute it more evenly than could be done by individuals. This is true even today of countries where the source basis is local. Besides state aid, there are several methods of increasing the finance available for education. One of the first social services financed through taxation was education. Sometimes a special educational cess has also been levied and the willingness of the people to pay these high and low rates. Shows their readiness to support education. The funds for financing education in most of the countries are derived either exclusively from general receipts, or from special educational taxes in addition to general receipts. In some countries income from taxes is earmarked for certain specific items of expenditure, like buildings, literacy campaigns or vocational education.

The decentralization of control of education has developed responsibility of maintaining education on the local authority, the municipal and district boards.

Next among resources of education comes the philanthropy of the people, F.H. Swift (1911) is not in favour of creating endowments. "It is sound public policy for the governments to finance education out of current funds rather than to establish huge endowments of land and money designed to make it unnecessary for succeeding generations to tax themselves for the education of their children".

Another source of educational income is the fees and individual payments of educational service received. These used to be a good source of income for educational institutions, but they can be increased to a limit only.

Crises of secondary education for all are being raised in the some parts of the world. The modern trend is towards free education for all.

Besides the tuition fee, the examination, certification and endowments fee are also charged. Harold F. Clarke says “For economic life of the country, the fee should be reduced perhaps even ultimately abolished”.

The profits arising from the sale of goods and services rendered by the educational institutions form another important source of financing education. Mahatma Gandhi’s scheme of basic education requires economic sufficiency of the education system through the sale of goods produced by the students. Many industrial and technical schools and colleges, in the process of instruction produced, saleable goods.

Provision of education requires certain material resources in the form of personal equipment and building. These may be provided by king by making available specialists apparatus, furniture, land, building materials and engineer's assistance without cost.

We do get foreign aid for financing education from UNESCO, UNICEF, etc. International cultural exchanges like Ford Foundation, Rockefeller Foundation, Wheat Loan Exchange, Technical Cooperation Mission, and USAID. Commonwealth fellow's Russian, German scholarships and almost all the countries do have programme for financing higher education. Residential scholarships are also provided agencies and our own countrymen have started instituting fellowships and scholarships not only for higher education but also for the primary and secondary levels of educations. In some counters, special measures are taken for acquiring educational financing in addition to the budgetary provision like organizing school festivals, concerts; sales, parent-teacher associations, school cooperatives, etc. Countries such as France, Spain, Switzerland, Ecuador and New Zealand issue special stamps, and Japan and Vietnam issue lotteries or observe national festivals for financing education of the country as a whole.

Private agencies share in the educational expenditure by starting their own institutions, either which or without any form of grant-in-aid from the government. In India the recent trend is to establish self-financing institutions even at the professional levels like medicine, engineering, dentistry, etc.

1.4 Budgeting

The budget is the heart of the management system. It is the fiscal interpretation of the educational programme and services. Therefore, expenditure reductions or inability to generate revenues stipulated in the budget document impact upon the

quality and quantity of educational programmed and services. The budget as a planning device is future oriented; as a management device during a fiscal period, its purpose is control to insure that expenditures are authorized and do not exceed money available overall it budget is a disciplined approach to handling school expenditures.

There is not subject today that receives as much attention in all aspects of an individual's daily life as does budgeting. Whether a person is planning the future needs of himself and his family or whether he as head of an institution or organization, is planning the revenues necessary to meet expenses in future and earn a profit, the most efficient instrument to assist and guide him is the budget.

Budgeting is the means of coordinating the combined efforts of an organization into a plan of action based upon past performance and governed by a rational judgment of factors that are expected to influence the operation of the organization in the future. Budgeting is neither just control nor just forecasting. The objectives of budgeting are planning, coordination and control. Without the coordination provided by budgeting, department heads may follow courses that are, or seem to be, beneficial for their particular offices, but which are not beneficial from the point of view of the organization. Coordination is, therefore, necessary for successfully conducting the operation of the organization. Plans of various District Education Officers, Divisional Districts of Education and Regional heads need to be known as prerequisite to formulate the best plans for a province. Each district or division cannot operate at its best indecently. The most widely known use of budget in itself is therefore, control.

However, budget in itself is not a system of control; it is a valuable means of control, but well considered planning and coordination are necessary before control can be affected. Control might be said to be the procedure necessary to achieve adherence to the plan budget after its formulation.

i) Concept of Budget

What is budget?

In order to have a clear concept of the budget some selected definitions follow:

- a) A budget is a plan of financial operation embodying an estimate of the proposed expenditure for a given period and purpose and the proposed means of financing them.
- b) A Government budget is a plan for financing government activities during a fixed period, prepared and submitted by a responsible executive to a representative body, whose approval and authorization are necessary before the plan can be executed.

- c) A budget may be defined as a plan of activities in a time period relating their costs to resources available.
- d) A Government budget has also been defined as a statement of estimated receipts and expenses for a fixed period and an authorization to collect revenues and to incur emptiness.
- e) According to Fremgen (1973), a budget is a comprehensive and coordinated plan, expressed in financial terms for the operation of a system or organization for a specific period to achieve the predetermined goals.

ii) Purpose of Budget

The main purposes of budgeting are:

- a) To establish in advance the objective or end result of the budget period.
- b) To provide the means of coordinating the activities of the various departments in the organization.
- c) To provide a period-to-period basis of comparison to show whether the plans are being realized and, if not realized, indicate what changes must be made if current objectives are to be achieved.
- d) To serve as a basis of the orderly management of public funds.

iii) Advantages of Budget

In the context of educational planning, budgeting is the translation of an educational plan in terms of rupees/money required during the plan period, and the budget is considered to be the first step in the implementation of educational plans. Briefly, some of the main advantages of budgeting are:

- a) Action based in budgeting
- b) Cooperation is secured in the entire organization
- c) Policies are adequately established
- d) Programme activities are related to expected or available resources and economic conditions
- e) Balanced programmes are developed
- f) Operations are controlled and waste is prevented
- g) Weaknesses in the organization are revealed.

iv) Function of Budget

In brief, three main functions of budgeting are to serve as an instrument:

- a) Of providing the operational cost time frame work for activities to be implemented
- b) For delegation of implementation authority;
- c) Of controlling and evaluating performance.

In countries with mixed economies, the general government budget is the most powerful instrument available to implement policy decisions affecting the economy. Three fiscal functions are commonly recognized:

1. The stabilization Function

This is concerned with the aggregation to size of the budget, and of the budget, and its impact on the major macro-economic variables: the volume of production, saving, investment and the balance of trade. This role is vital in the general management of the economy, and sets the climate within which the development effort proceeds. An example of action in pursuit of this function would be a government decision to eliminate or reduce the size of the budget deficit in order to reduce inflationary pressure on the economy.

2. Distributive function

If the Government considers that the original distribution of income is unsatisfactory, it can take steps to alter it. It may also adjust the burden of taxations on different groups, it may provide certain goods and services free or at subsidized prices, and it may make income transfer payments such as the payment of sickness and unemployment benefits or the provision of the child allowances.

3. Allocation Function

If the Government considers that the pattern of the production of goods and services generated by market forces is unsatisfactory, it may influence the pattern by a variety of interventions including taxation and subsidy, and direct provision by Government agencies. The Government found it was necessary to stimulate at least, some direct provision. Sometimes fourth function is also listed.

4. Taxation

However, this should not really be considered as a primary objective of the public sector, since taxation is not an end in itself, but a means to raising sufficient funds so as to allow Government nevertheless. The way in which taxes are levied has an important effect on income distribution, and that total sum raised a major component of the entire budget revenue.

(v) Phases of Budgeting

Budgeting is the process of preparing targets. It has several phases at the district, divisional, provincial and federal levels. These phases are:

Phase 1

Identification of programme, projects or activities to be accomplished during the budget period.

Example:

At Allama Iqbal Open University (AIOU) the budget for the year 2000-2001 is to be prepared-At this first phase an effort will be made to identify the courses to be developed, printed and launched during this budget period July 2000- June 2001.

Phase 2

Identification of the resources in terms of manpower, money, machine and materials: These are to be expressed either in such units as man/ machine/ hours/ days/ weeks/months or in terms of actual numbers of man/machine and quantities or material.

Example:

Taking the previous example of the AIOU, we shall described the number of credits/units for each course, the time spent by a course coordinator in the development of a unit/course, other facilities needed for the development of a course in terms of typist/months/time needed for its printing, etc.

Phase 3*Costing of resources*

The budget is fundamentally a financial statement. Hence costing becomes the most important activity in the budgeting.

Example:

Taking the AIOU example, in this third phase, we can calculate the cost of the course production under various headings. Let its say we are taking the heading of the development of a course. For this we shall first determine the honorarium being paid to the unit writer. The total number of the units will be multiplied by the normal. Honorarium paid to a unit writer in order to calculate the total cost to be incurred on the development of the course. Other expenditure expected to be incurred on convening various meeting will be taken into consideration. The needs for some foreign consultancy will also he anticipated and the expenditure likely to occur in that case will be estimated.

Likewise the costing excise will be done on all the other activities, programmes or projects identified in phase 1. Other heading in the case of AIOU, can be printing of the course materials, transportation, examination, regional services, production of radio and television etc.

Phase 4*Presentation of budget:*

The budget is formulated according to the budgetary guidelines issued from time to time by the proper authorities, the University Grants Commission of the Ministry of Education in the case of the AIOU.

Phase 5*Obtaining approval of the appropriate authority*

This final stage of budgeting involves piloting the budget through a series of budget hearings. It is at this stage that the budget is subjected to the views and compromises, and adjustments are made.

1.5 Activities

1. Keeping in view the school plant discussed in unit observe your school plant actually. Compare it with the ideal situation.
2. Visit a public library and examine its books arrangements. Is it according to the discussed criteria?
3. Enlist how much A.V. aids are to be used in your school.
4. Compare the methods of public financing with Government financing and write in our notebook.

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1.6 Exercise

1. Critically discuss the physical aspects of your school.
2. Examine the learning resources which are available in your school.
3. Define financing of education in Pakistan and critically examine its various implications.
4. Discuss the budget and budgeting process.

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