Q. 1 Highlight the problems of student's classifications in our schools and give suggestions for improving the student's classification process.

Many areas of the country are facing classrooms that are literally busting out at the seams. A report at NEA Today two years ago discussed how schools in Georgia, in the midst of major funding cuts for schools, had no choice but to lift all class size limits to accommodate students with the faculty the school system could still afford to keep. More recently, Fairfax County in Virginia has been looking into a proposal to increase classroom sizes in the face of significant budget cuts. The Board of Education in South Carolina is also weighing their options in this area. When money gets tight, classroom numbers are often impacted. Yet, most teachers agree that they cannot effectively teach every student in a classroom, if the class size exceeds about 30. Their statements are backed up by research. Class Size Matters cites a study performed by the Tennessee Star that found classes of 15-17 students in grades K-3 provided both long and short-term benefits to both the students and the teachers in those classrooms. Minority students, those living in poverty and male students appeared to benefit from smaller classroom sizes the most.

Poverty

Technorati reported last fall that 22 percent of the children in the U.S. live at or below poverty level. American Graduate defines poverty as a family of four with an annual income level of $23,050 or lower. American Graduate also cites a report from the Southern Education Foundation, which shows in 17 states across the U.S., low-income students now comprise the majority of public school students in those states. Some estimates put poverty levels for public school students at 25% in the not-so-distant future. Students living at or below poverty level tend to have the highest dropout rates. Studies show that students who do not get enough food or sleep are less likely to perform at their full academic potential. Schools know these truths first-hand, and despite efforts to provide students with basic essentials, teachers, administrators and lawmakers know there is simply not enough to go around.

Family Factors

Family factors also play a role in a teacher's ability to teach students. Principals and teachers agree that what is going on at home will impact a student's propensity to learn. Divorce, single parents, poverty, violence and many other issues are all challenges a student brings to school every day. While some teachers and administrators try to work with children in less than ideal family environments, they can only do so much – especially when parents are often not willing to partner with the schools to provide for the children.

Technology

Kids Health Guide reports that students are more technologically advanced than many teachers today, putting instructors at a decided disadvantage in the classroom. However, a student's love of technology also tends to distract him from his schoolwork, according to NEA Today. When teachers don't have the techno-savvy to compete with those devices, by bringing education and technology together, it can be difficult to keep students'

interest and attention to properly teach new concepts. Technology needs to come into the classroom to keep up with the learning demands of the 21st century. Schools that are already cash-strapped may find an unsurmountable challenge in coming up with the funding to bring computers and other forms of technology into their classes. Scholastic offers some tips for school districts that want to fit the bill for technology, including everything from asking individuals in the district for "big gifts" to going to Uncle Sam for the funding. The website also suggests negotiating prices on technology when possible and allowing student to bring their own from home.

Bullying

Bullying is not a new problem, but it is one that has a profound impact on the learning aptitude of many students today. Technology has given bullies even more avenues to torment their victims – through social networking, texting and other virtual interactions. Cyberbullying has become a major issue for schools, as evidenced by the number of suicides that can be directly traced to bullying events. The fact that laws are still fuzzy regarding cyberbullying adds to the challenge – since parents, teachers and administrators are unsure of how to legally handle such issues.

Student Attitudes and Behaviors

Many public school teachers also cite student attitudes, such as apathy and disrespect for teachers, as a major problem facing schools today. A poll from the National Center for Education Statistics cited that problems like apathy, tardiness, disrespect and absenteeism posed significant challenges for teachers. These issues were seen more frequently at the secondary school level, rather than the primary grades.

No Child Left Behind

Many students, parents and teachers see No Child Left Behind as a detriment to the public education environment today. Although the current Obama Administration is working to reform NCLB policies, the focus in education on both the national and state level continues to be on the testing process. Student test scores are now being used by a number of states as a way to evaluate teacher performance, putting even more pressure on faculty in schools to "teach to the tests."

NEA Today quotes Kansas special educator Shelly Dunham as saying, "Testing, testing, testing, what is the point of testing? Do we use the data to remediate those who do not measure up? No!" Many teachers believe they are forced to teach to the annual standardized tests, and activities like recess and lunch have been cut way down to make more time for academics in light of the new testing procedures.

Parent Involvement

Often teachers find there is no happy medium when it comes to parental involvement, according to the Kids Health Guide. Some parents won't be seen for the entire school year, no matter what sort of issues might arise. Others never seem to go away, hovering over the child and teacher and interfering with the education process. There are ways parents can become involved and support their child's education at the same time, but teachers don't always get that level from parents.

Student Health

Obesity has reached epidemic proportions in the U.S., and the same poor eating habits that led to the obesity problem may also be contributing to lower student achievement. Obesity also increases a student's risk for other conditions, like diabetes and high blood pressure, which could result in higher absenteeism and more academic issues.

Q. 2 discuss the importance and role of finance in education department.

Finance and its management is a vital part of business/personal life. It is hard to ignore this aspect because as much as you are concerned about vision, product or career, your finances drive you. Ample knowledge about financial management is needed to start any successful business.

You can take up financial management courses with MBA finance distance learning or via online MBA in finance. The courses allow you to have more understanding of concepts in finance, accounts and also to keep tabs on trending mechanisms and technicalities.

So what is financial management education?

Financial management deals with directing, controlling, planning and strategically organizing financial projects or accounts of an organization. Financial management education involves using management rules for the finances of an organization.

Basic objectives of financial management education are:

- Good utilization of monetary funds.
- Ensuring there is supply of funds in the organization.
- Providing good investment choices to invest in

Importance of Financial Management Education

- Organizations plan better with financial management or planning.
- It allows organizations to effectively allocate funds.
- Organizations make better planning of funds.
- It encourages entrepreneurial skills in employees which ultimately lead to financial planning.
- Value of organizations increases as a result of financial management education.
- Profit also increases in the long run.
- Financial decisions are critically looked into and made.

How does taking an online MBA in finance or MBA finance distance learning help your career?

- **Career Opportunities:** Financial management helps in a lot of career choices. Career options available are financial analysis, investment banking, entrepreneurship, strategic financial management, financial and managerial accounting. An MBA isn't restricted to large organizations alone but also to those who want to start their own businesses. As you may know, MBA holders are always treated as kings and this is also applicable to people with this degree in finance. Promotions, pay rise come easily and there is a good shot to better job offers.

- **Career Growth:** MBA adds to your career growth by giving you the opportunity to hone your professional skills. There are systems, management and techniques to be understood. Also, as you get to handle some software, you start to gather in-depth knowledge.

- **Personality Builder:** Doing a course or having a degree in finance does a lot of things. It improves your skills as you must be able to talk about finance for a long time. An introvert doesn't stand in the finance world. As Knowledge base increases, personality and communication also get better.

- **Salary Plan:** People in finance are known for a huge salary scale and this is unarguable. They earn a lot because they do a whole bulk of work. Whether at the entry level or the advanced level, the pay remains high.

- **Interpersonal Skills:** MBA in finance gives room for interpersonal skills like communication with colleagues, relationship building with colleagues and also teamwork versatility.

Some career opportunities degree in finance gets you are; Credit analyst, financial analyst, financial adviser, investment banker, budget analyst, corporate manager, financial manager, and so on.

Q. 3 Explain log book, admission register and attendance register.

Records and registers in educational organizations tend to serve beyond their widespread conjecture of cataloging information and events. Ever since humans learned accounting, recording data has been more than just about entering a bunch of numbers and words into a book; It is an intellectual act of maintaining evidence of a happening. A well-organized record reflects the potency of an educational institution whilst enabling the latter to serve or present any documented information at the time of need. Depending upon the purpose and the objective, K-12 educational institutions need to adopt different types of school records to note down the information.

Whether the objective is recording the attendance of students and teachers or, documenting fee transactions; organising the data systematically in books or computers gives a proper insight during futurities. Unlike the search-and-find complexities that arise after noting down the information in books, recording the information on computers empowers schools with the ability to quickly lookup and review any requested info readily on a single click.

Student & Teacher Attendance Register

One of the most widely used registers in schools! Prior to the implantation of computers into schools, the latter relied on register books to make a note of absentees and presentees. Though the process seems simple, recording attendance on paper tends to create bundles and bundles of books.

Whether it is a student in the classroom or a teacher at the school, recording and tracking their attendance is essential to evaluate their performance and regularity, respectively. Registering the attendance on a book won't suffice for the evaluations, assessing the performance of a student or regularity of a teacher requires additional record books. Computerising the process of managing the attendance can cut down on paper usage. To do so an educational ERP software comes handy.

Teacher Leave Register

Granting different types of leave for teachers and non-teaching staff in accordance with the conditions can sometimes become tiresome. Whether it is a sick leave or a casual leave, tracking time-offs of staff is essential for salary calculations or further leave request approvals.

A leave management system thoroughly keeps a track of all the leave request appealed by the staff and approvals granted by the authorities. Moreover, by automating the leave processes, the school management can spare time on more important operations pertaining to the institution, knowing that the system is streamlining the procedure. The only thing the administration needs to do is sanction the time-off by reviewing the information on the screen.

School Calendar

The digitised school calendar allows the school management to quickly share a detailed plan of school-days and vacation dates for a particular academic year. Moreover, the edit feature in the digital school calendar enables the school administration to adjust or alter the schedules, accordingly, at the time of need. Upon making the subsequent changes, the School Management Software applications that accommodates the school calendar module, allow the administrator to share the modified calendar to parents and students.

Student Health Record Book

A student health records provide an instructive awareness about the student's state of health. The health register stores various information about the student's vaccinations, health check-ups, doctor visits, and many more.

Storing such important info in books can be hectic and laborious. Thus, utilising a school ERP software with a good records management system build into it, empowers the administration to track various attributes concerning a student's health.

Fee & Accounts Register

A fee and accounts register are one of the most crucial and fundamental components in a school. Since the records deal with fee transactions and other payment information, caution is very necessary to perform the operations.

Be it student's fee or miscellaneous expenditures relating to the school, accounts and fee management system can help in automating a-z payments. Moreover, receipt and bill generation is also simplified in the system. Additionally, the system empowers the school management to collect and receive payments online, generate receipts for the transactions.

EduSys - All-In-One School Management Software

EduSys is an all-in-one school management software designed to automate all the end-to-end educational institutions' operations. You name it, EduSys automates it! One of the talk about features of the software is its capacity to simplify records management. Be it recording admission details or managing fee transactions, Edusys streamlines all the procedures, thereby reducing human effort whilst saving expenditures for the school on unwanted areas.

Q. 4 critically examine the role of education in four provinces of Pakistan. Also highlight the educational problems faced by all provinces.

1. To draw up strategies, policies and plans for educational reform and development; and to draft relevant rules and regulations, and supervise their implementation.

2. To take charge of the overall planning, coordination and management of all forms of education at various levels; to formulate, in collaboration with relevant departments, the standards for the setting-up of schools of all types at various levels; to guide the reform of education and teaching methods; and to take charge of the statistics, analysis, and release of basic educational information.

3. To promote all-round development of compulsory education and equitable education; to take charge of the macro-guidance and coordination of compulsory education; and to direct the regular senior secondary education, pre-school education, and special education.

To lay down requirements for and basic documents for teaching in elementary education; to organize the examination and approval of unified course materials for elementary education; and to carry on quality-oriented education in an all-round way.

4. To provide guidance for the supervision over education nationwide, organize and direct the inspection and evaluation of the implementation of the nine-year compulsory education and the literacy campaign among the young and the middle-aged, and to monitor the quality and level of the development of elementary education.

5. To provide guidance for the development and reform of employment-oriented vocational education; to formulate the curriculum catalogues for secondary vocational education, documents for the guidance of teaching, and standards of teaching assessment; to enhance the compiling of teaching materials for secondary vocational education and to improve the occupational counselling.

6. To direct the development and reform of higher education, and further deepen the reform of the administrative system of universities under the direct affiliation of the Ministry of Education.

To formulate the curriculum catalogues and documents for the guidance of teaching; to examine and verify, in collaboration with relevant departments, the establishment, renaming, abolishment and adjustment of higher education institutions; to undertake the implementation and coordination of Project 211 and Project 985; to direct and coordinate all forms of higher education and continuing education; and to provide guidance for the improvement of the assessment of the higher education.

7. To take charge of the overall management of the educational funds under the jurisdiction of this Ministry, take part in formulating policies for the raising and allocation of educational funds, and capital investment in construction for educational purposes, and to prepare statistics of the funds for education across the country.

8. To plan and direct the educational work for the ethnic minority groups, and to coordinate the educational aids to the ethnic minority groups and ethnic minority areas.

9. To direct the work of ideology and political education, moral, physical, health, arts, and national defence education in all types of schools at various levels; and to direct the construction of the Party in institutions of higher learning.

10. To administer teachers' work; to formulate and supervise the implementation of the standards for qualification for teachers of various types and at various levels together in collaboration with relevant departments; and to direct the training of people for the education system.

11. To manage the entrance examination for academic credentials for higher education and the administration of records of students' enrolment status; to make recruitment plans for higher education in collaboration with relevant departments; to take part in drawing up the employment policies for college and university graduates; and to direct regular colleges and universities in their work to facilitate the graduates' job hunting and starting of their own businesses.

12. To plan and guide the research by institutions of higher education in natural sciences, philosophy and social sciences; to coordinate and guide the institutions of higher education to take part in developing the national innovation system, and undertake the State's key projects and programmes for the development of science and technology; to guide the construction and development of the scientific and technological innovation of institutions of higher education; to direct the informatisation of education and promote the integration of production, teaching and research.

13. To organize and guide international educational exchanges and cooperation; to formulate policies of programmes for Chinese students studying abroad and foreign students studying in China, joint educational programmes by Chinese and foreign educational institutions, and the management of schools for the children of foreign nationals. To plan, coordinate and direct the work of promoting the Chinese language in the world. To carry out educational cooperation and exchanges with Hong Kong, Macao and Taiwan.

14. To formulate guidelines and policies for the nationwide standardisation and promotion of the spoken and written Chinese language; to compile medium and long-term plans for the development of the Chinese language; to formulate standards and criteria for Chinese and languages of ethnic minority groups and to organize and coordinate the supervision and the examination of the implementation of the standards and criteria; to direct the popularization of Putonghua and the training of teachers of Putonghua.

15. To take charge of the work of the conferring of academic degrees; to be responsible for the implementation of the conferral system for academic degrees; to be responsible for the work towards international reciprocity in academic degrees, mutual recognition of academic degrees and so on.

16. To coordinate between the State departments and the UNESCO for cooperation in education, science and technology, culture and other areas; to take charge of the liaison of the State departments with the UNESCO Secretariat and relevant institutions and organizations.

17. To carry out other work assigned by the State Council.

Q. 5   critically analyze the criteria of evaluation. And give suggestions for improving the evaluation system at school level in Pakistan.

The of Evaluation is the action or the result of evaluate. Which means to detect the positive and negative aspects of someone or something and decide on this basis the performance and effectiveness, especially in comparison

to other people or other things. The Evaluation is an important aspect of the educational process of Shaolin Culture and Arts , which seeks to ascertain the achievement of defined educational objectives. Despite the fact that many are not aware of the examinations inthe concept of Evaluation, it is a historical tradition of Shaolin Temple. Generally, the Evaluation of male and female students takes into consideration the specific social-cultural and educational conditions. The specific objectives of the evaluation may be summarized as follows:

1. Monitoring of progress in the areas of knowledge and skills acquisition and in the area of principles and values cultivation.

2. Monitoring the development of the personality of the male and female Student.

3. Support to the male and female Student.

4. Enhancing the male and femal Student through communication and cooperation between masters and parents or guardians.

PRINCIPLES OF EVALUATION

The evaluation of male and female Students is based on the following fundamental principles:

Reliability Objectivity Validity

The Evaluation of male and female Student: Is an essential mobilizing and feedback factor for male and female Students and Masters. It is an ongoing, dynamic process, which is incorporated into the overall educational process aimed at its upgrade and optimization. It is not an end in itself, does not amount to "examination", not a monitoring mechanism with time-limited measure. The principle of all-round assessment of the presence of the male and female Student in order to diagnose weaknesses and strengthen capabilities. The correlation of the evaluation results with personalized training program, or special educational need of the male and female Student. Constitutes an informal hand, but basic, supportive structure for the promotion and reciprocal trust and exchange of experience. The methos of Evaluation for the male and female Student are compatible with the objectives, methods and procedures that define the Curricula of the Hellenic Shaolin Cuktural Center. So, they help to strengthen the efficiency of the education system. For these reasons, we believe that in a modern evaluation system, must be preceded by the learning incentives that enhance the self-esteem of male and female Student, encourage their efforts and define their interests.

Evaluation Conferences scope

We monitor male and female Student progress and identify learning capabilities or weaknesses compared to earlier performance. We focus on individualized evaluation avoiding standardized comparison procedures. We highlight the "learning identity" in every male and female Student, considering the individual way and pace of learning, the stage of his physical development, but also the opportunities offered by the socio-economic environment. We aim to develop the responsibility, critical and creative spirit cultivation, the ability to solve problems. We promote the combined, interdisciplinary and holistic approach to knowledge and the Shaolin Culture arts through the use of new technologies. Evaluation is a continuous dynamic process built into the

operation of the Shaolin Hellenic Culture Center, to improve the quality of educational work of all of us. With the Evaluation we try to establish "evaluation culture", which is based on the production and use of educational evidence linked to the insertion, promotion and consolidation of a 'culture of trust', based on the development of responsibility and cooperation between male and female Students, student and Masters.

Suggestion:

Suggestion One: Support Teaching And Learning

Intuitively, the first step towards building better education system in Pakistan is supporting academia. This can be accomplished primarily by following the National Curriculum of Pakistan and developing syllabi based on it. The syllabi should be equipped to make use of achievable Student Learning Outcomes (SLOs), which clearly define what a student's takeaway from each topic on any given subject should be. The syllabus, thus, serves as a guide for both students and teachers to determine what material they must cover as part of their learning and prevents reliance on a single textbook. Moreover, this measure allows for a fully transparent playing field that charts a complete course of studies, ensuring students will always be aware of what material they will be assessed on.

Suggestion Two: Ensure Quality Of Examinations

To ensure quality of examination papers, a quality assurance process of examination development is necessary. This process should ensure the complete alignment with the syllabus, and guarantee fairness and a linear increase in difficulty during the development of papers themselves. Processes must be developed to ensure the examination is measuring a student's ability beyond knowledge such as understanding of the concepts, its application, problem solving etc. Frequent repetition of the same questions over the years, allows a space for student to rote learn responses; therefore, this practice should be minimized. Furthermore, it is imperative to ensure that there is fairness to the entire student body in the construction of examinations, meaning that the diverse backgrounds and circumstances faced by students are considered. For instance, if students from urban cities tend to outperform students from rural regions, it is unfair to construct examinations that may pose more of a challenge to the former at the risk of unfairly putting the latter at a significant disadvantage.

Suggestion Three: Ensure Quality Of Assessment Data

Just as there is a need to ensure quality in exam construction, there is a need to ensure quality of assessment data for a reliable, valid and fair assessment, too. This is primarily accomplished through an extensive psychometric analysis that looks at response of each examination items to strengthen the quality assurance process. For this purpose, rubrics or standardized marking scheme for awarding marks should be established for each paper to reduce the influence of personal biases on the part of examiners and ensures uniformity in the level of understanding about how to award marks regardless of whom happens to be grading the examination papers. A thorough post-exam analysis must also be conducted to determine trends in scores, item behavior to ensure standardization before disseminating the results.

Suggestion Four: Ensure Fairness And Transparency In The Conduct Of Examinations

Impersonation, cheating, and leakage of examination papers threaten the fair and transparent conduct of examination — technology can be utilized to combat them. For example, CCTV monitoring of examination halls can go a long way towards preventing cheating or improper conduct of examinations, and further instill a sense of there being zero tolerance towards any type of unfair practices. There is also a need to properly train and support both supervisors and invigilators in the conduct of examinations, allowing for more experienced

individuals to oversee their conduct. Such good practices not only create public confidence, but also give credibility to the qualification/certification.

Suggestion Five: Improve The Quality Of Teaching And Learning

While supporting teaching and learning is necessary, it is also important to emphasize that both processes can be continually iterated and improved on. One of the key ways to do this is for examination bodies to provide regular feedback to schools in the form of comprehensive, systematic analysis of school achievements and results. This feedback could potentially compare the performance of each school with others and offer an interpretation of these results along with suggestions on areas where the school might be able to improve. Collectively, data from multiple schools could also be relevant to larger education departments as it illustrates trends in both student understanding as well as teacher performance across a wide selection of schools.

Suggestion Six: Build Engaging Classrooms Through Teacher Support

Since teachers play a pivotal role in translating the set curriculum within the classroom to achieve learning outcomes, there must be an ongoing support provided to teachers that should be focused on content and pedagogical approaches. This includes learning through classroom observation to identify areas where a teacher's approach can be learned from or, alternatively, improved. Emphasis must also be placed on developing engaging and interactive classrooms that increase student interest and participation in the subject matter, which directly affects students' learning and performance on examinations.

Suggestion Seven: Make Informed Decisions

A large amount of data acquired through assessment is a good source of conducting quantitative research to develop insights into how both students and teachers approach learning. This evidence-based classroom research data can be utilized to make informed decisions on matters such as identifying gaps, learning from mistakes, and developing intervention/solution strategies. Moreover, the process of sharing classroom research can also provide collaborative opportunities for educational bodies to coordinate and learn from one another