

PROFESSIONAL DEVELOPMENT FOR QUALITY EDUCATION

RESOURCE BOOK

- PART 1 -

Administrative and financial rules & regulations

ON
EDUCATIONAL MANAGEMENT



Directorate of Staff Development, Punjab

PROFESSIONAL DEVELOPMENT FOR QUALITY EDUCATION

RESOURCE BOOK

ON EDUCATIONAL MANAGEMENT

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Directorate of Staff Development, Punjab

PREFACE

Government of the Punjab has embarked upon a number of initiatives to improve quality of education in public sector schools. It has allocated considerable time, energy and resources for educational improvement. The aspect of quality of education is of prime importance. It is directly dependent upon the quality of our teaching force and educational management.

Directorate of Staff Development (DSD), being an apex organization, has been mandated to design, plan and execute various training and professional development programmes for in-service, pre-service teachers and education managers. Considering the quality work produced over the years, the task of the promotion linked training (Promotion Policy, 2010) of education managers has been assigned to DSD by the Provincial Government. It shows acknowledgment, credibility and faith in DSD's service delivery mechanism.

This resource book is primarily a collection of, *inter alia*, important policies, Acts and notifications already circulated by the government to deal with day to day academic, administrative and financial matters for better educational management. It is useful not only for all education managers but also for all government servants working in any department.

It gives me immense pleasure to acknowledge School Education Department for its continuous support and encouragement. Thanks are also due for Canada Pakistan Basic Education Project for important information has been accessed from their document "Districts Education Office Management – Handbook". The contribution of experts who added valuable explanations / comments for this resource book is also acknowledged. The efforts made for gathering, compiling, designing and coordinating with the experts by the Material Development Wing, DSD were par excellent hence highly acknowledged.

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ABOUT THIS BOOK

The National Education Policy 2009 describes the vision of education as:

"Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan."

Educational management is the most important factor and without effective educational management the quality of education cannot be raised. Modern day educational management demands professional standards and expertise for education managers which are mostly from amongst the teacher cadre, without much management experience. Knowing the financial and service rules is essential for education managers to utilize the financial and human resources in a better way and to make public service delivery more acceptable for the community.

This resource book is intended to provide the educators and education managers accessibility to important documents related to administrative, financial and academic matters. Despite the knowledge about administrative and financial matters, success will depend on our commitment to the cause of education in Pakistan.

Objectives

To enable the educators and education managers to;

1. relate their responsibilities and duties to the functions of the School Education Department (SED), District Education Management (DEM) and the Directorate of Staff Development (DSD);
2. advise teachers on their roles, responsibilities and duties in relation to functions of SED, DEM and DSD;
3. promote responsible citizenship based on their understanding of the legislative, administrative and financial provisions in the SED;
4. apply administrative and financial knowledge skillfully, effective and efficiently ;
5. abide by the laws of the land while discharging their official duties; and
6. enhance their knowledge of the rules of business and the government's administrative structures generally at the strategic levels and more specifically at the operational level.

CHIEF MINISTER'S SCHOOL REFORMS ROADMAP

Goals for the Roadmap

- Every child enrols in school
- Every child is retained in school
- Every child learns and makes progress

Approach

- Identification of Parameters
- Selection of Targets
- Result Based Appraisal
- Output & Outcome Analysis

Follow up on Parameters

- Monthly
- Quarterly
- Annually

Quarterly Indicators

ACCESS	Teacher Presence	16
	Student Attendance	16
	Missing facilities and Up-gradation	14
	Funds' utilization	4
	District Staff School Visits	16
	District Review Committee Meetings	06
	Curtailing Illegal Fee	02
	Functioning of School Facilities	06
	School and Student Cleanliness	03
	Non-Teaching Staff Presence	04
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Targets

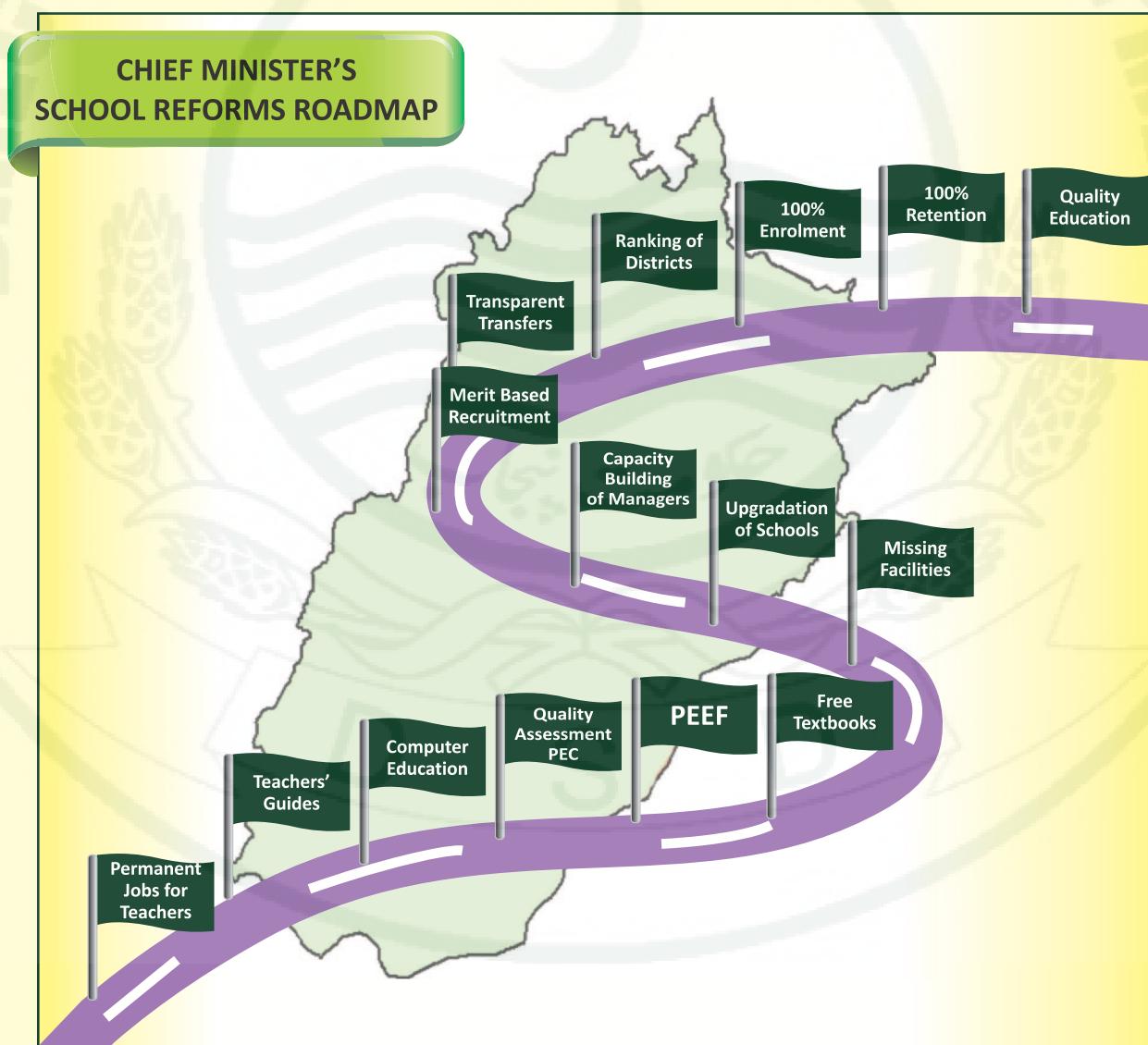
I-Uniform Targets

1. Schools Inspected by EDO and his Staff
2. DRC Meetings

3. Curtailing Illegal collection
4. Missing Facilities – funds utilization
5. Up-gradation – funds utilization
6. Provision of FTBs
7. Teacher guide presence and use

II-District Specific Trajectory

1. Teachers' Presence
2. Non-Teaching Staff Presence
3. Student Attendance
4. School Cleanliness
5. Functioning of School Facilities
6. Aggregate mean score of DSD exams



NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS (NPSTs)

- Government of Pakistan is committed to improving the quality of education which depends upon the quality of teacher education. To enhance the quality of teachers, National Professional Standards for Teachers (NPSTs) were developed by Policy and Planning Wing, Ministry of Education, Government of Pakistan in February 2009 with the technical support of UNESCO and financial support of USAID under Strengthening Teacher Education in Pakistan (STEP) project.
- The NPSTs were officially adopted by representatives of the provinces/ areas in the National Steering Committee meeting in 2008.
- These are basically meant for primary level beginning teachers. Now being used for prospective teachers, secondary teachers and teacher educators

Each standard has THREE parts:

- A. Knowledge and understanding (content): What teacher knows
- B. Dispositions: Behaviors, attitude and values
- C. Performances and skills: What teacher can do and should be able to do

Standard-1: Subject Matter Knowledge

- 1-A: Knowledge and Understanding: *Teachers know and understand:***
- In depth knowledge of the subject matter
 - The national curriculum framework
 - Basic concepts, theories, history of the subject
 - The new emerging concepts, results of researches and latest trends at national and international levels.
 - The relationship of the subject to other disciplines and its usability in practical life
- 1-B: Dispositions: *Teachers give value and are committed to:***
- Facilitate learners through multiple ways in acquiring and construction of knowledge.
 - Make knowledge applicable to real world situations.
- 1-C: Performance and Skills: *Teachers demonstrate knowledge & understanding through:***
- Effectively explaining the content in multiple perspectives.
 - Giving examples of application of the content from practical life.

Standard-2: Human Growth and Development

- 2-A: Knowledge and Understanding: *Teachers know and understand:***
- How students construct knowledge, acquire skills and develop habits of mind.
 - Individual differences among students.
 - Diverse style of learning.
 - Motivational strategies to achieve and perform excellently.

2-B: Dispositions: Teachers give value and are committed to:

- The educability of all children and adolescents.
- Treat all students equitably.
- The belief that all children and adolescents can learn at high levels and achieve success.

2-C: Performance and Skills: Teachers engage in activities to:

- Apply learning theories to accommodate differences in student intelligence, motivation, cognitive style and achievement levels.
- Foster cooperation and collaboration for collective problem solving.

Standard-3: Knowledge of Islamic Ethical Values/ Social Life Skills

3-A: Knowledge and Understanding: Teachers know and understand:

- The Islamic code of conduct (beliefs, prayers, and ethics) in light of Quran and Sunnah.
- The values which are globally accepted and are being promoted.
- The present need of national/ global peace, and the factors affecting peace and resulting in decline of the values and ethics.
- Essential principles of Islamic values in the textbooks.

3-B: Dispositions: Teachers give value and are committed to:

- Bring awareness among people that ‘Quran’ and ‘Sunna’ are the only valid sources for knowing about Islamic values in true sense.
- Tolerance and celebration of diversity.
- Dialogue as a means to conflict resolution.

3-C: Performance and Skills: Teachers engage in activities to:

- Create a safe and secure learning environment.
- Practice Islamic code of conduct by their own behaviors and guiding through a convincing dialogue with learners to value and practice the ethical and Islamic values.
- Practice Islamic teachings in classrooms and schools to prevent the misunderstandings that can lead to the mischaracterization and even demonization of Islam and other faiths.

Standard-4: Instructional Planning and Strategies

4-A: Knowledge and Understanding: Teachers know and understand:

- The aims, goals and objectives of education as well as of curriculum for specific subject
- How to plan instructional strategies based on students' needs, development progress and prior knowledge.
- General methods of teaching
- Special/ specific methods of teaching different areas of the subject

4-B: Dispositions: Teachers give value and are committed to:

- Pedagogy of care, collaboration and cooperation.
- Team-work and cooperative learning.
- Multiple ways to solve problems.

4-C: Performance and Skills: *Teachers engage in activities to:*

- Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs.
- Plan instruction based on knowledge of classroom, school and community.
- Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources to promote achievement of lesson objectives.

Standard-5: Assessment

5-A: Knowledge and Understanding: *Teachers know and understand:*

- Different types of assessments to assess students' learning and performance.
- The results of assessment to evaluate and improve teaching and learning.
- Assessment-related issues, such as validity, reliability, biasness and scoring concerns.

5-B: Dispositions: *Teachers give value and are committed to:*

- The belief that students' learning outcomes are the basis for growth and the deficiencies are opportunities for learning.
- Fair, objective assessment and reporting to students and families.

5-C: Performance and Skills: *Teachers engage in activities to:*

- Develop and use teacher made tests for continuous internal assessment of students' performance
- Analyze students' performance using multiple sources of data
- Help students engage in objective self-assessment.
- Develop and use objective assessment tools to measure students' progress.

Standard-6: Learning Environment

6-A: Knowledge and Understanding: *Teachers know and understand:*

- How learning takes place in classrooms.
- How the classroom environment influences learning and promotes positive behavior for all students.
- How classroom participation supports students' commitment to learning?

6-B: Dispositions: *Teachers give value and are committed to:*

- The role of students in promoting each other's learning and recognize the importance of peer relationships in creating a conducive climate of learning.
- Use democratic values in the classroom.
- Taking responsibility for establishing a constructive and engaging climate in the classroom and participate in maintaining such a climate in the school as a whole.

6-C: Performance and Skills: *Teachers engage in activities to:*

- Maintain a learning community in which students assume responsibility for themselves and one another.

- Create a cooperative classroom climate for all students which is socially, emotionally and physically safe.
- Use instructional time effectively.

Standard-7: Effective Communication and Proficient Use of Information Communication Technologies

7-A: Knowledge and Understanding: *Teachers know and understand:*

- The importance of verbal, nonverbal and written communication in the teaching and learning process.
- How to use computers as instructional, research and evaluation tool.
- How to use available diverse technical tools (art work, videos, cameras, phones, computers, etc.) in their classrooms.

7-B: Dispositions: *Teachers give value and are committed to:*

- Being a thoughtful and responsive listener.
- Fostering diversity of opinions among students and celebrating it in the classroom.
- Use educational and informational technology to enhance different aspects of teaching and learning.

7-C: Performance and Skills: *Teachers engage in activities to:*

- Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking.
- Incorporate up-to-date information in lesson plans.
- Develop students' portfolios, test items, assignments and assessment **through computers**.

Standard-8: Collaboration and Partnerships

8-A: Knowledge and Understanding: *Teachers know and understand:*

- The importance of effective school-home interactions that contribute to high-quality teaching and learning.
- Different approaches to collaborate effectively with parents, professionals and community.

8-B: Dispositions: *Teachers give value and are committed to:*

- Recognizing the role of parents, guardians and other family members as a child's teacher.
- Being willing to work with parents/ families and other professionals to improve the overall learning environment for students.
- Facilitate intellectual, physical and ethical development of students through cooperative learning and interaction with community institutions.

8-C: Performance and Skills: *Teachers engage in activities to:*

- Identify and utilize family and community resources to foster students' learning and provide opportunities for parents to share skills and talents that enrich learning experiences.
- Utilize knowledge of the surrounding community to enrich lessons and projects of study.

- Link school with business, industry and community institutions.

Standard-9: Continuous Professional Development and Code of Conduct

9-A: Knowledge and Understanding: *Teachers know and understand:*

- The demands of a professional code of conduct.
- How educational research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.
- How to be innovative and inventive about teaching practice.
- How to develop and maintain a personal professional portfolio.

9-B: Dispositions: *Teachers give value and are committed to:*

- Collaborate with colleagues
- Share successful professional experiences with others.
- Demonstrate professional ethics.

9-C: Performance and Skills: *Teachers engage in activities to:*

- Learn through professional education organizations.
- Seek advice of others and draw on action research to improve teaching practice.
- Uphold ethical behaviors in teaching, learning and assessment.

Standard-10: Teaching of English as Second/ Foreign Language (ESL/ EFL)

10-A: Knowledge and Understanding: *Teachers know and understand:*

- Status of English Language in Pakistan.
- Constraints of teaching English as second/ foreign language and strategies to enhance “learning in English” and “learning of English as language”.
- English Teaching methods and steps of learning process.

10-B: Dispositions: *Teachers give value and are committed to:*

- Lessen biases and anxiety for learning ESL/ EFL
- Address all specific needs related to ESL/ EFL.

10-C: Performance and Skills: *Teachers engage in activities to:*

- Use of simple English language along with supportive use of Urdu (national language) for effective teaching and learning purposes.
- Identify, analyze and address Specific Learning Difficulties in English language.
- Gradually enable students to communicate in English through a natural sequence of language acquisition i.e. listening, speaking, reading, and writing.

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) FRAMEWORK

New Vision for Teacher Development

Cognizant of the various shortcomings of the previous approach to teacher development, as shown in the preceding section, DSD has developed a conceptual framework for continuous professional development of teachers, which involves a major paradigm shift in teacher development. Child learning is placed at the heart of the CPD framework. The current approach of DSD broadens the scope of teacher development from mere 'teacher training' to 'continuous professional development' for quality learning.

Directorate of Staff Development is first ISO 9001 – 2008 certified training institution in Punjab, working on a comprehensive capacity building plan focusing on the entire public sector faculty pertaining to SED.

The guiding principle of this new approach is the effective teacher development that must be need-based, school-based and practice-based and that must be combined with classroom-based follow-up, mentoring, pedagogical support and supervision. This approach also uses mentors and mentoring as a means of providing follow-up support to the teachers through mentoring system. The framework is grounded on the most recent thinking and research on teacher development. The vision acknowledges that if the policy objective of improving educational quality is to be attained, it should start at the point where learning occurs - the classroom, and be a continuous process.

Concept of Continuing Professional Development (CPD)

"Continuing Professional Development" is a long-term process involving opportunities and experiences, planned and organized systematically to promote the professional development of teachers both individually and collectively so as to enhance the quality of child learning.

Components of CPD

CPD framework presents the following seven functions which are called its components.



The above said functions of CPD may be grouped as:

- On-the-Job assessment and mentoring of the Primary School Teachers through TEs and DTEs
- In-service training of all teachers through a far-reaching network of 36 DTSCs (District Training and Support Centres) and 1989 CTSCs (Cluster Training and Support Centres)

Assessment in CPD

This initiative is a part of continuous professional support for teachers through continuous mentoring. Main aim is to record student's monthly academic achievements.

Continuous Assessment Process:

- During the first 8 working days of each month, DTE conducts a monthly test in classes 3, 4 & 5.
- He / She completes assessment activity in 2 neighboring schools in one day according to plan.
- He / She provides answer sheet to other schools for marking.
- After collection, DTE makes 10% rechecking using software provided by DSD.
- He / She enters marks in CTSC File and provides result to school before 15th of every month
- Head teacher's working is assessed on the basis of indicators provided in CTSC File

Mentoring in CPD

DTEs visit the attached schools as per schedule. During one visit, they mentor the following mentoring areas of 1) scheme of work -taleemi calendar-, 2) lesson plan, 3) activity-based teaching and learning, 4) use of support material, 5) interaction with students, 6) classroom management, 7) students' assessment, and 8) homework.

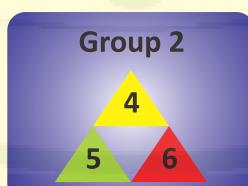
Professional Development Day

Mandatory Professional Development Day (PD Day) is held for PSTs quarterly at their respective CTSCs and for DTEs every month at their respective DTSCs. The PD day helps teachers and DTEs to share their experiences at a common forum.

1. PD Day at CTSCs

As a part of their support network, PSTs meet at their respective CTSCs on the last working day of the month to participate in a follow up PD organized and delivered by DTEs.

- Filling in of participants opinion form is mandatory
- CTSC head conducts the session on problem solving for all the PSTs according to the schedule of PD day.
- All the PSTs submit their problems in writing to CTSC head. The report is sent to DTSC on PD day of DTEs to be presented to DEO.
- The concerned DEO takes action/decision accordingly
- Grades of PSTs awarded by concerned DTEs are displayed
- Topics for the discussion are finalized by the DTEs on the basis of
 1. Topics identified by PSTs
 2. Topics selected on the basis of students assessment feedback
 3. Topics selected on the basis of observation of DTEs during mentoring
- One of the 3 groups of PSTs in a district meets on PD day at respective CTSC (as shown in figure). While all the DTEs of that group conduct the PD day (One Group = 3 Clusters).



- Total clusters in district = 60
- Total groups in districts = 20 (3 clusters / groups)

- PD Day is held at one cluster of each group monthly (on last working day of month)
- **Months for Cluster-1 of each group:** January, April, October
- **Months for Cluster-2 of each group:** February, May, November
- **Months for Cluster-3 of each group:** March, September, December

2. PD Day at DTSC

- All the DTEs meet at their respective DTSCs on the last three working days of every month excluding last working day which is specified for the execution of PD day of PSTs at CTSCs.
- DTE grading awarded by TEs is displayed at PD day.
- TEs address the problems of PSTs reported by DTEs
- DTSC head shares and resolves the problems of DTEs.
- Respective TEs organize and conduct PD Day meetings.
- LTEs/ SSS of the GCETs are also called for the sessions on the topics communicated by DTEs.

Reporting in CPD

- Preparation of Monthly report (CTSC File) by CTSC Head (through DTEs) at the end of every month.
- Compilation of CTSC Heads reports (CTSC Files) by DTSC Head (through TEs) and dispatch to DSD electronically / TCS before 5th of each month.
- Compilation of reports of DTSC Heads by CC (R & DL) through RPM wing before end of month.

Coordination in CPD

- Monthly Meeting of District Coordination Committee (DCC) at DTSC
- Bi-Annual Meeting-1 at DSD
- Bi-Annual Meeting-2 at DSD

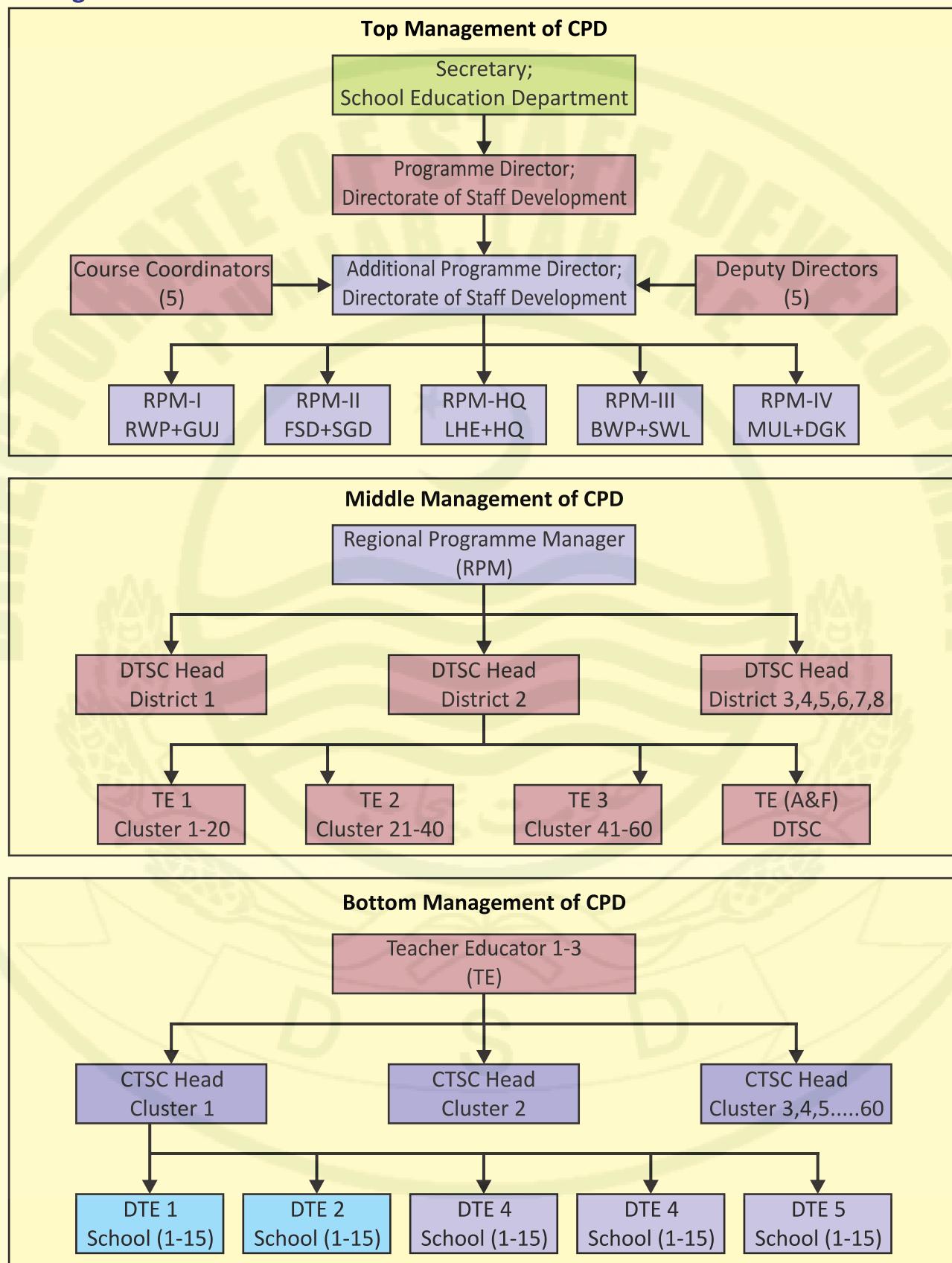
Monitoring in CPD

- Through report file
- Telephonically
- Physically (by RPM, DTSC Head, TEs, DTEs ; EDO; DMO; CTSC Heads)
- Through e-communication

Monitoring of Schools by DTEs

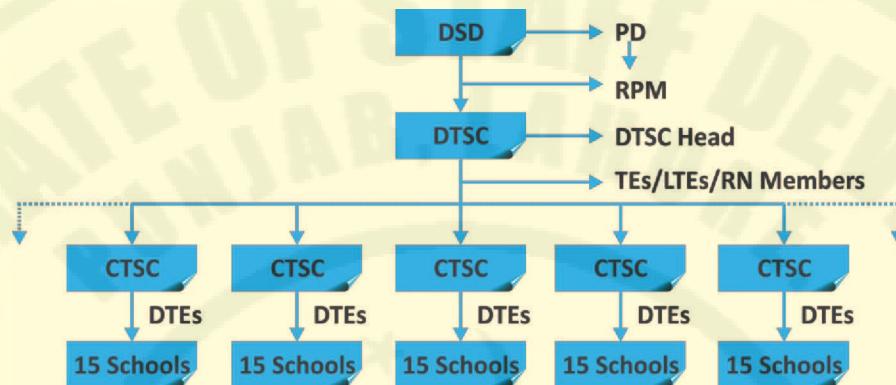
- Checking of attendance of staff and the enrollment of students on visit days
- Checking of all educational matters in schools, for example;
 - Teachers diaries
 - Attendance register of students
 - Admission register
 - Log book of schools / Mentoring Register for comments
 - Students Homework Copies

Management of CPD



CPD Networking – A Decentralized Approach

DSD has a decentralized approach for the effective implementation of CPD framework. All CPD activities are planned and executed at the district level in line with the government policy of devolution. Support networks are created to provide in-service training, follow-up pedagogical support and mentoring to the PSTs. The chart shows the decentralized CPD framework.



Clustering in CPD

Clustering is the heart of the teacher professional development model proposed for PSTs. Key features of the notion of clustering are listed below:

- For each cluster, a CTSC will be established which will be located in a Secondary or a Higher Secondary School and in case no such schools are available, middle school can be considered for CTSC.
- Cluster (CTSC) may consists 25-30 or as required, number of primary schools located within a radius of 16 kilometers.
- The CTSC will be fully equipped with the necessary physical and instructional resources.
- Depending upon the number of teachers to be mentored in a specific cluster centre, one or more than one District Teacher Educator (DTEs) will be deployed at each CTSC. No. of CTSCs in different districts may vary according to the number of schools/size of the respective district and geographic & demographic conditions. The CTSC will provide the venue for initiating, coordinating and facilitating professional development activities for PSTs.
- The establishment of CTSCs will be preceded by an exercise called cluster mapping, which essentially involves identifying a host school where the cluster centre is to be located, and assigning schools and teachers to the relevant cluster centre.

References:

- DSD's Guidebook for DTSC Heads
- Taleemi Calender
- DSD's Guidebook for Teacher Educators
- CTSC File
- Monitoring Visit Form (MVF) for DTEs

OFFICIAL COMMUNICATION AND RECORD KEEPING

Handling of Official Papers

It is the duty of every member of the staff to protect official papers from rough or careless handling and to keep them in good condition. This rule also applies to the care and handling of other Government property.

Acknowledgement of Dak

The clerk should acknowledge receipt of all types of dak delivered by hand giving his full signature, designation and date of receipt. He will also receive all communications intended for the office and pass them on immediately to the officer incharge. All covers, sealed or addressed to officer by name should be sent unopened to the officer who should open it himself or a member of his staff authorized by him in writing.

File

All the communication in an office regarding actions on different cases is done on files. Ordinarily every file shall consist of two distinct parts:-

- (i) the correspondence part; and
- (ii) the Notes or Noting part.

Correspondence part includes the receipts, drafts of letters and the office copies of the communications made with reference to the case. For the correspondence part of the file, the thick card-board covers bearing two punched holes shall, if available be used and for the noting file the thinner folded file covers shall be used. The subject and number of each file shall be written on both the file covers or typed on slips and pasted on them.

All pages of the correspondence part of the file should be serially numbered. The odd page number should be written on the right hand top corner of the page while the even numbers should appear on the top left hand corner on the reverse. The numbers should be written clearly and legibly and if numbering has to be changed due to error or interpolation of some material, the original serial number should not be crossed or over-written but simply scored out by a line drawn across it and the new number written thereunder.

Each communication in the correspondence file should be properly cross-referenced to facilitate prompt reference to the connected documents.

The latest communication on which action is being taken shall also be placed on the correspondence file at the end and page-numbered. It may also be flagged with a 'PUC' (Paper Under Consideration) label and referred to in the Notes file as "PUC at page--/C". Reference to correspondence shall always be made page-wise as "P.13-14/C", etc.

Noting is an internal processing of the case. The noting sheets in the Notes file shall be tagged inside the file cover at the left hand top corner so that it becomes possible to fold them backward and bring the last portion of the notes on top. The Notes file should not be page-numbered. It shall be serially paragraph-numbered continuously from beginning to end. References to Notes shall always be made paragraph-wise, "as para 19/N", etc.

All incoming and outgoing communications shall be entered in red ink in the Notes file at the appropriate stage and given a paragraph number. Such entries shall be separated from the running Notes by horizontal lines drawn across the page.

Procedure for Assigning Subject Titles and Numbers to Files

Every file shall be given:-

- (i) a suitable subject title; and
- (ii) an appropriate number;

and these shall appear prominently on the file cover, places provided for this purpose

Every office shall maintain an approved list of main subject headings serially numbered in respect of all matters dealt within the office. This list of main subject headings shall only give general subjects, e.g., in a section dealing with establishment matters, some of the subject headings may be as under:-

- (1) Recruitment of Staff
- (2) Leave and Transfer
- (3) Pension, etc.

The main subject headings shall be split into appropriate sub-headings and serially numbered. For example, under the main heading 'Recruitment of Staff', the sub -heading may be:-

- | | |
|-------------------|-----------------------|
| (1) Stenographers | (2) Typists |
| (3) Clerks | (4) Naib Qasids, etc. |

The subject title of the file dealing with the recruitment of Clerks will then be:-

'Recruitment of Staff—Clerks'

The number of each file will indicate:-

- (i) The Office to which the file pertains.
- (ii) The serial number of the main list of headings.
- (iii) The serial number of the sub-heading.
- (iv) The year in which the file is opened.

The number of the file entitled 'Recruitment of Staff--Clerks' will, therefore, be 'EDO. Education(Lahore)-1-3/2014'.

The serial numbers of the files should run from 1st January to 31st December each year. A new series should be started each year but the main file headings allotted to particular subjects should, as far as, possible be retained.

Volume and Part Files

If the number of pages in a file exceeds 300, a new volume should be started, bearing the same number with the addition 'Vol.-I' after it.

No file should be opened unnecessarily. The opening of a part file should be avoided, as far as, possible. A part file may however be opened when the main file is not likely to be available for some time and the action cannot be held up mean while. When a part file is opened it should be given the same number as that of the original file and it should mention (Part File-I). The part file/files should be amalgamated with the main file as soon as the main file becomes available.