

PREFACE

Sound school policy development plays a pivotal role as a control tool for a better education. Clearly articulating rules and policies will provide a solid foundation for a comprehensive approach to academics.

In order to form a more perfect system of college management, to secure better results for ourselves and our successors, to aid BFCs to acquire better habits of conduct, to promote students' and faculty's activities it is needed to ordain and sustain this Guide for BFCs.

Initially and fundamentally this plan is developed with the intent of standardizing the norms for all BFC. The ultimate objective of the Guide is to implement a standardized system in all BFCs aimed at enabling improve student achievement levels by ameliorating the way curriculum is delivered, by creating an environment conducive for learning, and by increasing the degree to which parents are involved in their children's learning at school and at home.

The policies and procedures contained in this Guide in no way are to be considered as perpetual and will be amended to meet the changing circumstances. Principals of BFCs may forward their suggestions whenever deemed necessary to EDET (N) for consideration

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INTRODUCTION

Since its creation in 1996, BEATS (N) has been expanding gradually and by 2013 it had seventeen colleges functioning. However after revision of expansion strategy of BEATS (N) in 2013, the number of BFCs in the region is to be enhanced to 50 by the year 2017. Fifteen more BFCs in the region have already been added in 2014 & 2015.

The expansion entails many challenges with it. The need to deliver the promised services/standards and meet the expectations of parents is considered the biggest challenge being faced by BEATS (N) and failing to deliver in this area can severely tarnish the brand image of BFCs. A survey through questionnaire from all BEATS (N) Principals was conducted which revealed lack of uniformity and standardization in procedures and policies amongst BFCs. It was therefore considered essential to introduce a document for BFCs, containing basic policies, plans and procedures to achieve efficiency, uniformity and standardization.

This Guide is an endeavor to introduce policies, plans and procedures to achieve efficiency through innovation, uniformity and standardization. Systems of contemporary schools were analyzed, and input from Principals was taken while formulating various procedures and policies. This Guide will facilitate Principals and Teaching faculty to achieve their objective of improving student performance. This Guide will also inculcate performance based culture in BFCs. Volume 1 of the Guide contains the policies and plans required to be introduced immediately. Follow up volume of the Guide will focus on Planning, Training, Monitoring and Evaluation.

I would like to take the opportunity to appreciate the hard work and efforts put in by Assistant Director (S & E) Lt. Cdr (R) Muhammad Yaseen PN and Principal BFC Dhamial Mrs. Sadia Babar in preparation process of this Guide.

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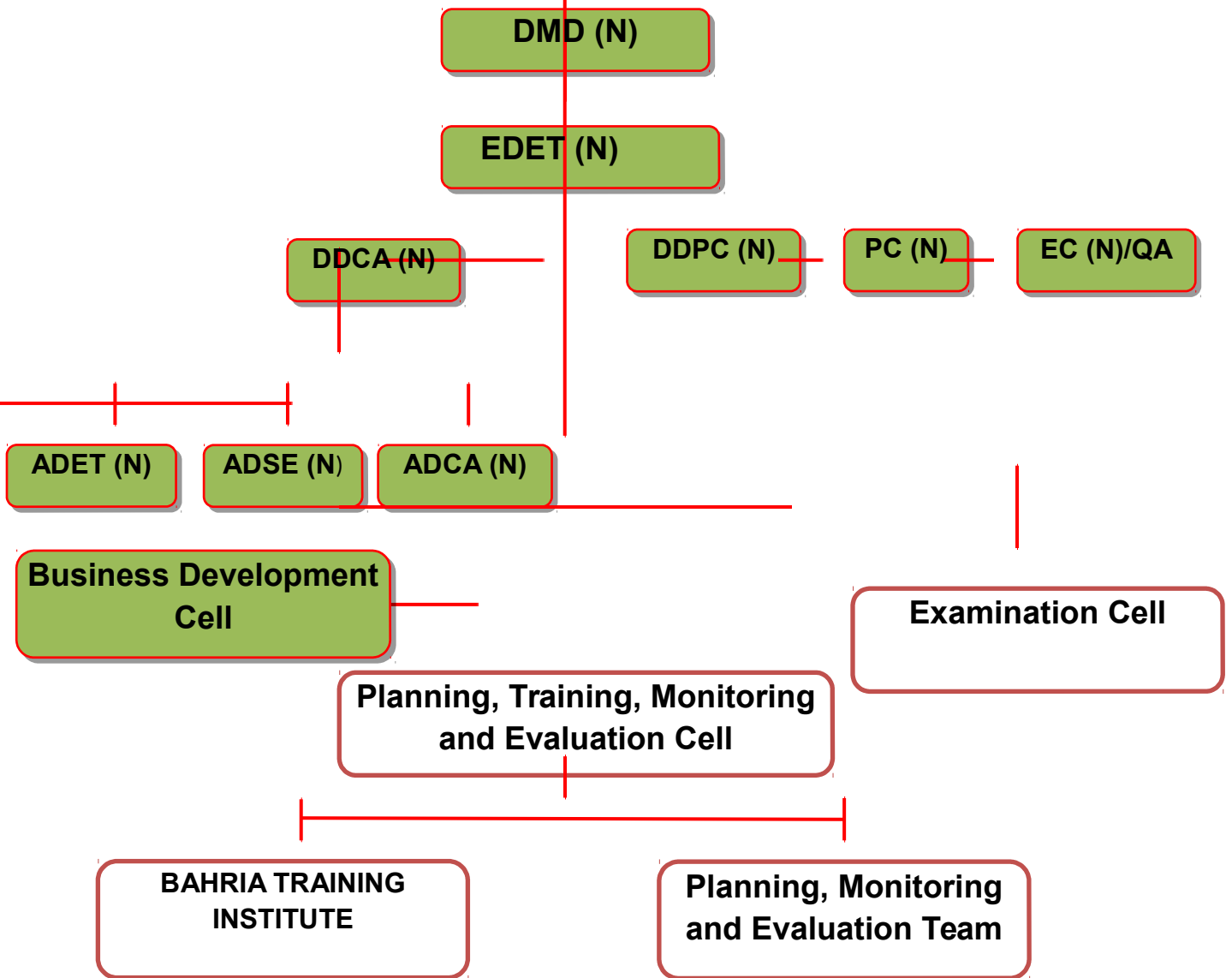
CHAPTER 1 - ORGANIZATION

Bahria Education and Training Services (North) started functioning in 1996 with a view of establishing and operating educational institutions in the North Region to provide quality education to students in the region. BEATS (N) is organized at two tiers: HQ and BFC. HQ is primarily tasked with formulating policies, facilitate and monitor functioning of BF Colleges/Schools/Training Institutes. BFCs are organized to provide the students with high quality education in safe and conducive environment



The mission of BAHRIA Foundation College is as under:

“The BAHRIA Foundation colleges envisage the provision of quality education to its students on modern lines commensurate with national aspirations and present day technological demands, in an atmosphere conducive to their healthy, mental and physical development.”

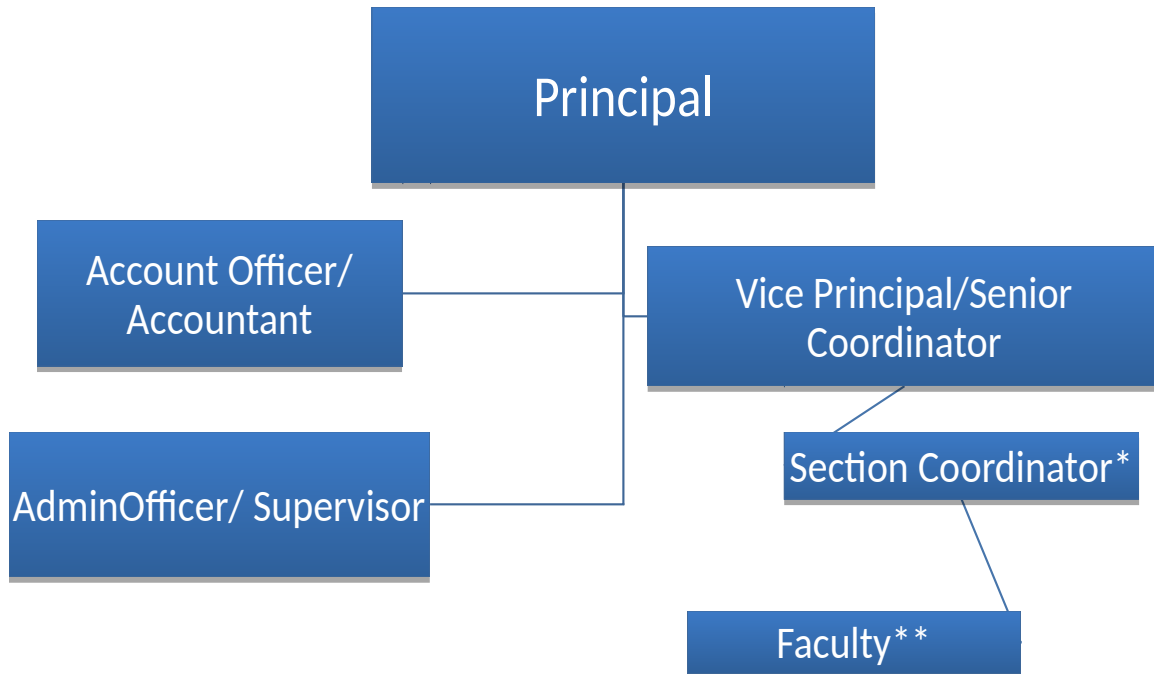
BAHRIA EDUCATION & TRAINING SERVICES (NORTH)



Legend

-  Existing
-  Futuristic

BAHRIA FOUNDATION COLLEGES (BFC) ORGANOGRAM



*** Mont Coordinator, Primary Coordinator, Secondary Coordinator, College Coordinator**

**** Faculty is responsible to respective Section Coordinator**

DUTIES/RESPONSIBILITIES BFC STAFF

1. The school administration and teachers are the backbone of the institution. To make any institution a success, all the members have to contribute as a team. Their duties are defined in BFC Rules (Reproduced at Annex A). Ensuing paragraphs, however, are to be taken as broad guideline for performance of the duties. For exact duties/responsibilities, please refer to BFC Rules, reproduced at Annex A.

Principal

2. A Principal is the primary leader in a school building. He is also an administrator who manages his/her resources to create a climate hospitable to education in order that a cooperative spirit and other foundations of fruitful interaction prevail. At the same time, he/she undertakes development and professional growth of his/her staff. All in all, he/she is a leader, teacher, monitor and administrator.

3. Principals of Bahria Foundation Colleges are academicians as well as administrators. As heads of the institutions, they are expected to display the highest level of administrative and leadership skills. They are responsible for every aspect of their colleges. They are to run their colleges efficiently, ensuring quality education in safe environment while remaining within the available resources. Duties of Principals are defined in BFC Rules. However, major areas of Principals' responsibilities are:

a. Academics

- i. Education and development of students.
- ii. Teachers /staff Evaluation.
- iii. Discipline of the staff and students.
- iv. Training /professional growth of faculty/staff.

b. Administration

- i. Smooth and efficient running of the campus.
- ii. Upkeep/maintenance of building, training aides and other facilities.
- c. Financial Management**
 - i. Budgeting.
 - ii. Financial Control
 - iii. Imprest Account.
- d. Safety and Security**
 - i. Security of campus, personnel including students, information, records and equipment.
 - ii. Safety of campus, personnel including students, information, records and equipment.
- e. Public Relations**
 - i. Liaison with the local government/ administration /education departments.
 - ii. Interaction with Parents.
 - iii. Brand imaging.

Vice Principal/Senior Coordinator

4. Vice Principal works directly under the Principal and in most cases performs the role of Principal in ensuring the academic success of students by helping to develop new curricula, evaluating teachers, and dealing with school-community relations; while the decision making authority stays with the Principal. Vice Principals are primarily responsible to coordinate, direct and plan the academic or auxiliary activities and manage/guide the Coordinators, teachers, staff and students on a daily basis.

5. Vice Principal or Senior Coordinator is responsible for:
- a. Supervision / Planning of instructional programme / time table/Exam Schedule as well as co-curricular activities.
 - b. Supervision of classroom instructions in accordance with the syllabi breakdown (scheme of study) and daily timetable.
 - c. Employment, performance monitoring and guidance of teachers.
 - d. Planning, implementing and monitoring all activities related to academics, students and teachers.
 - e. Maintenance and upkeep of training material and lab equipment

Section Coordinator

6. A Section Coordinator is generally responsible for all activities pertaining to his/her section. These include:
- a. General running of the assigned section under his / her charge.
 - b. Planning and preparing time tables, lesson plans and teacher work load of his / her section.
 - c. Performance Evaluation of teachers of section.
 - d. Supervising all academic and co-curricular activities and ensuring high standards.
 - e. Monitoring the academic progress of classes and performance of teachers by observing and evaluating their lessons, emphasizing time and class management, application of various educational methods, usage of visual aids/material and continuous interaction with the students.
 - f. Ensuring that all teachers in his / her section complete the syllabi of their respective subjects / classes according to a pre-determined schedule.

- g. Planning and making arrangements for examinations, monitoring and evaluating the students' results and taking necessary measures for improvement whenever required.
- h. Recommending changes in syllabi for improvement of academic level.

Teacher

- 7. Broadly speaking, a teacher is required to:
 - a. Create and manage **classroom environment** conducive to learning and appropriate to the physical, social, and emotional development of students.
 - b. Provide **quality education** while ensuring that the syllabus is covered according to plan.
 - c. Growth and development of **students' personality**.
 - d. Provide students with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical, and social growth.
 - e. **Identify the gifted, slow learners, problem children, under-achievers etc.** in order to help them achieve according to their needs and abilities.
 - f. Manage **student behavior** in the classroom and administer discipline.
 - g. Takes all necessary and reasonable **precautions** to protect students, equipment, materials, and facilities.
- 8. A teacher is to:
 - a. Support, observe and record the progress of his/her class. Ensure any shortcoming is made up in time.
 - b. Know each student well and be aware of his/her strengths/weaknesses and any psychological or physical issue.

- c. Ensure all students get equal opportunities of participation in class/co-curricular activities.
- d. Manage pupil behaviour in classroom and on school premises and applying appropriate and effective measures in cases of misbehaviour. Also inculcate good habits for positive development of students' behaviour/personality, undertaking mentor duties such as taking on the role of tutor, and supporting pupils on an individual basis through academic or personal difficulties;
- e. Prepare pupils for qualifications and external examinations.
- f. Communicate with parents over pupils' progress
- g. Participate in departmental meetings, parents' teachers meetings and training events.
- h. Participate in and organise extracurricular activities, such as outings, social activities and sporting events.
- i. Organize and decorate classrooms according to students' age level.

Admin Officer

9. Admin Officer looks after the administrative part of the school, which includes maintenance/ upkeep and appearance of buildings, safety and security of infrastructure and personnel. He is responsible to the Principal for the following:-

- a. Maintenance, security and cleanliness of the college premises.
- b. Maintenance and security of the college building, furniture / fixture / office equipment and other facilities such as hostel, sports grounds and lawns / gardens (where existing).
- c. Maintenance of personal files, leave record, discipline of all non teaching staff.

- d. Maintenance of stock register and periodic inspection of stocks / inventories.
- e. Administrative support in the academic activities of the college as and when required.
- f. Liaison with transport contractor and parents of students to resolve day to day transport problems, and to organize outdoor trips and educational visits for the students. Also responsible for operation and maintenance of college transport (where existing).
- g. Administrative arrangements for VIP visits and all college functions (Annual Day / Sports etc.)
- h. Organizing duties of non-teaching staff
- i. Ensure economic use of utilities such as electricity, gas, water and telephone etc.
- j. Monitor rates and quality of items provided in the college Tuck Shop .

Note: All duties assigned to Admin Supervisor as laid down in subsequent paras will also be carried out by the Admin Officer where Admin Supervisor is not appointed.

Admin Supervisor

- 10. He is responsible to the Principal through Admin Officer for the following:
 - a. Discipline and smooth & efficient work of the subordinate staff.
 - b. Cleanliness and security of the college's premises, its furniture, fittings and the garden.
 - c. Keeping the Admin Officer informed about allocation of any specific work of important nature to any member of the administrative / helping staff and report about any lapse or negligence on their part.

- d. General security and safety of the college premises.
- e. Keeping guard against anti-social or any undesirable activities of the helping staff, contractors and their staff etc.
- f. Overall supervision of the repair / maintenance / uplift works of the college buildings / premises/transport.
- g. Supervising safe departure of students, their transport and ensuring that no student is left in the college premises after college hours.
- h. Ensuring that the college premises are properly closed.
- i. Safe custody of old record like Attendance Registers, Dossiers and other relevant documents.
- j. Safe custody and record of duplicate keys and maintaining of key register.
- k. Attending complains of parents about transport.
- l. Preparing college transport route and time table under Admin Officer's supervision.
- m. Carrying out any other duty assigned by the Principal / Administrative Officer.

Note: *All duties assigned to Admin Officer as laid down in preceding paragraphs will also be carried out by the Admin Supervisor where Admin Officer is not appointed.*

CHAPTER 2 - SAFETY AND SECURITY

1. Children are the most prized possession of parents. Their safety and well-being is the top concern for parents. When these children come to us as students, it's our responsibility to safeguard them against all possible threats to their emotional, psychological, character and physical safety and security. Of late physical security, threatened by terrorists, has become the most important concern.

Preventing And Dealing With Terrorist Attack On BFCs

2. At present the gravest problem Pakistan is facing is terrorism. We are at war against the terrorists. Schools offer a soft target to terrorists and any physical damage to students' results in greatest panic, depression and grief to masses; much to the desire of terrorists. There is a need to enhance security of soft targets especially educational institutes by all concerned. This chapter gives guidelines regarding measures to be taken for security of BFCs and students before, during and after the crisis situation. These guidelines are generic in nature and the Principals may use their discretion to adopt measures keeping ground realities in view.

Terrorist Trends/ Techniques

3. Terrorists use violence as tactics to achieve political goals. Tactics of terrorists are extremely diverse ranging from suicide attacks to use of conventional fire arms. Knowing techniques used by the terrorists can help us prepare a suitable response accordingly.

a. Terrorist Trends

- i. **Kidnapping/ Hostage Buses/ Vans.** Terrorists can kidnap individuals and take hostage buses/ vans, while going to and coming from organizations, institutes and BFCs.
- ii. **Suicide Attack.** Terrorists may resort to suicidal attack at opening and closing time of the BFC.

iii. **Use of IEDs.** Terrorists may use IEDs (Improvised Explosive Devices) to remotely detonate gathering at rush hours or they may plant IED in a BFC at night. IEDs can also be concealed in parcels delivered to the BFC and toys can also be placed casually somewhere in the BFC. They can be attached with buses/ vans of the organization with magnets.

iv. **Use of VBIEDs (Vehicle Borne Improvised Explosive Devices).** Vehicles laden with explosive may be used by the terrorists at the gate of BFC for forced entry or targeting buses and vans at morning/ break hours.

v. **Grenade/ Rocket Attack.** Terrorists can also fire Rockets from some nearby building. They may also lob grenades inside a BFC from the perimeter wall or in a bus/ van of the organization.

vi. **Use of Conventional Fire Arms.** Terrorists can make overt or covert entry and use conventional fire arms. They may also resort to indiscriminate firing at opening and closing time or at bus/ van of carrying BFC students.

vii. **Poisoning of Drinking Water.** Terrorists may also resort to poisoning of drinking water tanks/ water source.

viii. **Combination of Any of Above.** Terrorists may use a combination of the above mentioned methods for fulfilling their nefarious designs.

b. Terrorist Techniques

i. Terrorists normally operate in small groups of 3 to 4 or 6 to 8 persons depending on the target.

ii. They may opt for attack from one or multiple direction in an overt or covert manner.

iii. They normally go for initial deception or diversionary/ feint attack followed by actual attack from one or two directions.

- iv. They can also disguise as personnel of LEAs (Law Enforcement Agencies).
- v. Terrorists usually resort to combination of methods for attack i.e suicidal attack to break in followed by use of conventional fire arms to cause attrition.
- vi. They move in zig zag pattern and make use of cover to avoid being fired upon.
- vii. Terrorists normally block the reinforcement routes through use of IEDs and conventional fire arms.
- viii. In case of an IED attack there is likelihood that terrorists will detonate a second IED once people have gathered at the scene of incident.
- ix. Normally terrorists try to go for max damage in the first 10 minutes before arrival of reinforcement.

Guidelines for BFCs

4. Knowing what to do can be the difference between stability and upheaval. An unprepared organization is asking for chaos. Knowing what to do can keep everyone out of harm during emergencies and ultimately save lives. Following guidelines will help the BFCs in preparing for any crisis situation:-

- a.** Necessary liaison with local police/ Law Enforcement Agencies (LEA) be carried out with immediate effect to beef up the existing peripheral security. Principals may write letters to their local area Police Stations In-charges for provision of mobile or foot patrol as required, preferably during school timings to enhance the existing security measures
- b.** Ensure that Security Surveys are carried out by a professional/ LEAs.
- c.** Emergency Preparedness and Crisis Response Plan of the BFC is prepared and implemented. Plan must include following:-
 - i. Detail Crisis Response Team of BFC for coordination, preparation and implementation of safety and security measures.
 - ii. Safety/ Security Measures.

- iii. Contingencies.
- iv. Drills and Procedure for Each Contingency.
- v. Essential Security Staff/ Weapons/ Security Equipment/ Central Alarm System/ Fire Fighting Equipment/ Medical Eqpt/ Ambulances etc.
- vi. Communication Arrangement.
- vii. Control Room with Public Address (PA) System.
- viii. Who to Contact in Case of Emergency and Important Numbers
- ix. Community Security Resources/ Mutual Support.
- x. Orientation for New Staff.
- xi. Safety Assessment/ Evaluation by LEAs on yearly basis
- xii. Training/ Practice.
 - (1) Mock Exercises in Coordination with LEAs.
 - (2) First Aid.
 - (3) Fire Fighting Drill.
 - (4) Training of Security Staff.
 - (5) Training of all individuals of BFC.
 - (6) Evacuation Drill.
- xiii. Coordination with family members.
- xiv. Post Crisis Measures.
- xv. Regular Revision of Plan

Suggested Security Mechanism (Passive Measures)

5. These measures could be as follows:

a. Infrastructure Related Measures

- i. Each BFC should have **boundary wall of 8 feet, with concertina coil (Razor Wire)** on it.
- ii. Proper **sentry posts** be constructed **along the perimeter wall, on roof tops** and **inside BFCs** where necessary.
- iii. Installing a **double gate** at entrance is also a good option.

iv. Visitor waiting area should be made outside the main gate , where possible ,with intercom facility.

b. Necessary Security Equipment/ Facilities etc

i. There should be **search lights** along the perimeter wall of the BFC.

ii. **CCTV cameras** with recording facility should be installed at the BFC. Cameras must cover complete perimeter of the BFC. Cameras must also monitor activity inside the BFC so that during an emergency situation instructions to everyone can be given.

iii. **Intercom should be installed at all gates** for getting permission regarding visitors.

iv. Security staff employed should have **essential security equipment** (Motrolla/ Walkie Talkie Sets, Hand Held Metal Detectors, Walk through Gates, Under Vehicle Viewing Mirrors, Explosive Detectors etc.

c. Measures Related to Security Staff

i. **Minimum 2 x Security Guards should man each gate with 1 x Security Guard covering them** from sentry post at suitable distance, during working hours.

ii. **One Security Guard should man each gate once the BFC is closed, at all time** and only one gate be used for entry/ exist.

iii. **Roof top of the BFC should be occupied** by the sentries towards main entrance and vulnerable areas.

iv. **Alert and agile security guards** should be employed.

v. **Buses of BFC must have armed security guard with them. Doors of the busses should be closed from inside** to prevent any hostage situation. **On seeing a suspicious person, driver must quickly move the bus from the scene.**

vi. **Principal BFC and Security Officer must be in communication with security staff on Motrolla/ Walkie Talkie Sets.**

d. **General Security Measures**

i. **Timings of different components of BFC may be staggered** for avoiding jumbling up at the gate at opening and closing time instead of making 3 to 4 gates.

ii. **Identity passes** must be issued to all individuals in the BFC and must be displayed.

iii. All private vehicles being used for transportation purpose must be scrutinized / verified.

iv. All **vehicles should be parked clear of premises of BFC** in the parking area.

v. BFCs must get **security clearance** of all staff by LEAs. **Antecedents of all the new staff members** being employed should **be verified properly**. Labour working at the BFC should also be properly verified and issued temporary identity cards with photograph.

vi. All entry / exit doors are to be kept closed once the school starts and must be manned by security guards.

vii. **No visitor should be allowed to enter without prior permission of the Principal BFC/ Security Officer**, once the school is open, not even uniformed personnel. **Family members should get prior permission** from the Principal before coming to the school.

viii. No entry without proper identification inside campuses be allowed. All entries are to be made in register.

ix. Proper search is to be carried out through available metal detectors and physical patting down. However, it is to be ensured that students do not

BF College Management System
Change 0

gather outside the campus gate, they must be immediately allowed in. Principals may use maximum staff in the morning and at the time of leaving school in the afternoon to facilitate swift entry exit of the students.

x. **Visitor cards** should be issued to all the visitors. **Body search of all visitors** should be carried out.

xi. Vigilance by security guard is to be ensured all the time. Strangers if seen wandering around unnecessary, should be reported to police.

xii. All personnel and students of BFC should be regularly briefed **not to touch any unattended object** lying inside/ outside. Teachers / staff including children be given security lectures specially directing them not to take anything from unknown person, while coming to school.

xiii. All **staff should be briefed properly and apprised of any possible threats** regularly by the Principal / Security officer.

xiv. All important local telephone numbers like Police, Rangers, Bomb Disposal Squads, Emergency rescue centers, Fire Brigade & Hospitals may be displayed at General Notice Board.

xv. Firefighting equipment / apparatus be kept operational and staff and students be made well conversant about its usage as and when required.

xvi. **Duties of staff** responsible for controlling individuals of the BFC, informing family members, LEAs, Hospitals, Rescue Services etc should **be specified** in school orders.

xvii. **Community security resources** must be effectively utilized for mutually supporting each other, e.g if there are other organizations. institutes in the same vicinity they should be able to employ the resources in coordination, provide early warning/ support each other.

Suggested Security Mechanism – Active Measures

6. Following active measures are suggested:
- a. Before opening of the BFC **complete area/ building should be searched** by security guards for any suspicious material, digging or abnormal activity.
 - b. **Area outside the BFC should be scanned** before opening and closing time by hang around security personnel. **Scanning of high rising buildings and water tanks/ source** should also be carried out. **Water tanks should be locked** to avoid chances of poisoning of water by the terrorists.
 - c. **Buses and vans of BFCs should be checked for any magnetic IED** before they are employed on duty.
 - d. **Any suspicious activity** observed by individuals of BFC be reported to Security officer/ Principal.
 - e. Carry out **round the clock monitoring of activity** inside and outside of BFC through cameras.
 - f. **Checking of vehicles/ body search of all visitors** entering BFC premises should be carried out.
 - g. **Locking of gates/ all entrances from inside during working hours** be ensured.
 - h. **Training for security staff** must be planned/ carried out in coordination with LEAs especially regular firing practice.
 - i. **Training of all individuals in the organization** be planned and carried out. BFCs should carry out **regular practices of drill for move to safe rooms, evacuation, fire fighting.**

Response During Attack

7. Actions in different contingencies are proposed as follows:
- a. **Contingency – 1 (Use of Conventional Fire Arms)**

- i. Upon hearing the sound of firing, Security Staff employed inside the gate should immediately close the gates.
- ii. Staff manning the control room should switch on the alarm.
- iii. Staff responsible for manning the Control Room should immediately reach and control the individuals/ inform all concerned on telephone. _
- iv. Security staff should engage the terrorists aggressively till arrival of Quick Reaction Force of Sectors/ Reinforcement/ Rescue Services.
- v. First aid must be given to the casualties.
- vi. Evacuation should be carried out on arrival of reinforcement. Evacuation may also be carried out in case location of terrorists is confirmed and safe passage is available.
- vii. Evacuation of casualties on ambulance to the nearest hospitals.

b. Contingency – 2 (Suicide Attack/ VBIED on the Gate Followed by Conventional Use of Fire Arms)

- i. It is most likely that the staff on the gate will be blown up with the suicidal attack.
- ii. Security staff covering the guards on the gates and on roof tops should engage the remaining terrorists and gain time by not allowing them to get near the building. Normally terrorists resort to zig zag movement to avoid being targeted, therefore Security Staff covering the gates must be good shooters.
- iii. Remaining actions are similar to Contingency – 1.

c. Contingency – 3 (Use of IED/ Grenade/ Rocket Attack by Terrorists). In case of such an attack in a BFC actions similar to contingency – 1 will be carried out and efforts will be made for evacuation of casualties on ambulance to the nearest hospital.

d. Contingency – 4 (Use of IED/ Grenade Attack/ Indiscriminate Firing by Terrorists Outside the BFC on Road or Parking Area at Opening or Closing Time)

- i. Security Guards should move the individuals at gate, on road/ footpath inside and close the school gates.
- ii. Cars and buses at the gate should be told by the security guards to leave the area.
- iii. Actions similar to contingency – 1 will be carried out.

e. Contingency – 5 (Use of IED/ Grenade/ Rocket Attack by Terrorists on Bus or Van of BFC). In case of such an attack actions similar to contingency – 4 will be carried out.

f. Contingency – 6 (Kidnapping at the Time of Arrival/ Departure)

- i. Security Guard should immediately inform the Security Officer about the incident on Motrolla/ Walkie Talkie Set. He should give proper description of the vehicle, colours etc. which can facilitate LEAs for search of the vehicle.
- ii. Security Officers should inform all concerned at once about the kidnapping incident.
- iii. Remaining actions similar to contingency – 4.

g. Contingency – 7 (Suspected Explosive Object Found in the Vicinity of the BFC or Inside the Premises)

- i. In case suspicious object is found, the person who finds it should immediately inform Security Officer/ Principal or concerned staff.
- ii. All should be briefed to stay away from such an object.
- iii. Security Staff should keep the area clear and individuals should be directed to move to a safer location.
- iv. All concerned including bomb disposal team should be informed immediately.

Post-Incident Response

8. Following actions are suggested in a post incident scenario:

- a.** It is very likely that the news of any incident will breakout very fast and family members in panic would rush to the scene of incident. In order to ensure that family members do not rush to scene and create obstructions in the subsequent operations by the LEAs, they need to inform family members to come to a pre-designated place close to the BFC for briefing as well as for handing over of individuals.
- b.** BFCs should have mobile numbers/ emails of all family members of individuals of the organization in their centralized database. Bulk SMS/ email can be sent to family members in the event of such an event explaining situation, necessary facts, meeting place etc. School Web Site should also be updated.
- c.** Plan to identify ways to help individuals, heal after a crisis and return to normalcy.
 - i.** The plan should identify how to:-
 - (1) Attend families of victims and support them by providing them information.
 - (2) Provide support and counselling to the affectees by professionals.
 - ii.** Suspend regular working to discuss the disaster.
 - iii.** Line up extra substitute staff.
 - iv.** Provide assistance to staff dealing with troubled individuals in need of extra attention.
 - v.** Plan for the first day back at the organization. BFCs should determine when to resume normal working in consultation with law enforcement/ medical staff as it is important for everyone to return to a routine as quickly as possible while honouring those injured or dead.
- d.** BFCs should invite psychologist guest experts for interaction with affectees.
- e.** BFCs should enhance communication with family members and provide mental health support to the affectees.

9. Conclusion. In today's world crisis are bound to happen now and then. Keeping calm during a crisis is the essence of preventing situation from worsening. Choosing to respond calmly and collectively will allow you to act efficiently and minimize the losses. It is therefore utmost important to rehearse and practice crisis response during peace

time as it will help prepare BFCs well to handle a serious crisis situation should it ever occur.

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CHAPTER 3 - ADMISSION TO BFCs

1. The purpose of this policy is to provide a framework to the college administration for admission of suitable students to the college in a timely and efficient manner. Bahria Education and Training Services (BEATS) aims to provide an environment where race, culture, religion and economic standing are not an impediment to the access of, or progress in any aspect of the school life. The Principal may admit any student provided he/she is satisfied that the student meets the admission criteria given below.

Age

2. Students' ages for different levels / classes should be according to the under mentioned age brackets:

CLASS	AGE BRACKET
Junior Mont	3-4 Years
Senior Mont	4-5 Years
Advance Mont	5-6 Years
Class -1	6-7 Years
Class -2	7-8 Years
Class -3	8-9 Years
Class -4	9-10 Years
Class -5	10-11 Years
Class -6	11-12 Years
Class -7	12-13 Years
Class -8	13-14 Years
Class -9	14-15 Years
Class -10	15-16 Years
Class -11	16-17 Years
Class -12	17-18 Years

Note: A year's relaxation can be given in the age limit of a student.

Admission Test

3. All candidates seeking admission, and eligible age wise, are to be tested for their suitability or otherwise for the class for which admission is being sought. Admitting academically unsuitable student for a particular class is good neither for the student nor

for the class. The student may feel academically over burdened and psychologically depressed, while causing a drag on the class. Following procedure is to be followed to determine their suitability.

a. Students Seeking Admission At The Start of Academic Year/Session

i. General

- (1) All candidates are to be registered class wise according to the announced programme.
- (2) After scrutiny of applications (documents, verification of age, last school's School Leaving Certificate etc.) Principals are to get prepared class wise lists of eligible candidates
- (3) Principals are to get a timetable prepared to conduct the written tests of each class. The parents are to be informed of the date of examination.

ii. Montessori and Class I-V

- (1) There will be no written test for Junior Mont. Principal / Vice Principal/Coordinator may interview the child and prepare a merit list.
- (2) Written test in English, Urdu and Maths is to be conducted for Senior/Advance Mont and Class 1-V. Students securing at least 35% marks in each subject and at least 40% marks in aggregate would be considered qualified.
- (3) Admissions for available vacancies are to be offered as per standing on merit list.

iii. Class VI-VIII

- (1) Students to be tested generally in English, Urdu, Maths and Science.
- (2) Students securing at least 35% marks in each subject and at least 40% marks in aggregate would be considered qualified.
- (3) Test result is to be compiled to make merit lists. Students are to be admitted on merit against the vacancies.

iv. Class IX-XII

- (1) Students to be tested in English, Urdu, Maths, Physics, Chemistry and Biology/Computer.
- (2) Students securing at least 50% marks in each subject and at least 55% marks in aggregate would be considered qualified.

(3) Test result is to be compiled to make merit lists. Students are to be admitted on merit against the vacancies.

b. Students Appearing in the Middle of A Session

- i. Depending on availability of vacancy, the candidate's last school's school-leaving certificate is to be checked.
- ii. He/she will be examined for the class; he/she was studying in the last school, provided he/she meets the age criteria
- iii. He/she is to be tested in English, Urdu, Maths and any other subject(s) considered appropriate by the Principal.
- iv. The test is aimed at determining candidate's suitability to start from where the class has reached at that time. Tests are to be prepared accordingly.
- v. A candidate has to obtain 40 % marks in each paper and 50% in aggregate to qualify admission. For admission to class IX-XII, the students securing at least 50% marks in each subject and at least 55% marks in aggregate would be considered qualified.

c. Students Failing the Admission Test

- i. Admission is to be regretted.
- ii. If the parents agree, the candidate may be tested for a class lower, if a vacancy is available.
- iii. On qualifying the test for lower class, the student may be admitted to the lower class.
- iv. If the parents insist on admission in the requested class, Principals may use their discretion and may admit the candidate by getting an undertaking signed by the parent/guardian that if the student fails in the upcoming exam, then he/she would be demoted.

CHAPTER 4 - COLLEGE ROUTINE

1. Keeping in view an average learner's attention span and the capacity to absorb the information transferred, timings for morning and pack up, as well as for each period are fixed. Thereafter, each subject is allocated a fixed number of periods considering the syllabus and course contents.

Routine

2. Following routine is to be followed:

Class-I to Class- IV		Class V to Class X	
Periods	Timings	Periods	Timings
ASSEMBLY	08:00 - 08:15	ASSEMBLY	08:00 – 08:15
Zero	08:15 - 08:25	Zero	08:15 – 08:25
1 st	08:25 - 09:05	1 st	08:25 – 09:05
2 nd	09:05 - 09:45	2 nd	09:05 – 09:45
3 rd	09:45 -10:25	3 rd	09:45 – 10:25
BREAK	10:25 -10:45	4 th	10:25 – 11:05
4 th	10:45 -11:25	BREAK	11:05 – 11:25
5 th	11:25 -12:05	5 th	11:25 – 12:05
6 th	12:05 -12:45	6 th	12:05 – 12:45
7 th *	12:45 -13:25	7 th *	12:45 – 13:25
8 th *	1325 -14:00	8 th *	13:25 – 14:00

* **Only Monday to Thursday**

3. Students of Class I to IV are to have their lunch at the start of break time under supervision of their teachers. Once all students have taken lunch, they may be allowed to go out of class for remaining part of the break.

4. Timing for Montessori will be as follows:

a. **Monday-Thursday**: 08:30 - 12:45

b. Friday: 08:30 - 12:00

NOTES:

- School Timing can be adjusted by 30 minutes, according to local/weather conditions by the Principal with information to BEATS (N) office
- Reporting time for the teachers will be 20 minutes before Assembly. Duty teacher will report 30 minutes before assembly.
- Home time for the teachers will be 30 minutes after the last period. Duty teacher is to hand over the students who haven't left by then to Principal, prior leaving.

Students Arrival and Departure

5. Principal will promulgate a roster nominating a duty teacher who shall ensure that all arrangements are in place before the arrival of students. Any shortcoming is either to be made up or reported to Principal immediately.
6. The arrangement/procedure for arrival of students include:
 - a. Security Guards are placed and alert at suitable place (for example at entrance to parking / drop points, college building etc.) where they have a clear sight to monitor all incoming vehicles/personnel and be able to act as and when required.
 - b. All non-teaching staff (sweepers, chowkidars, Naib Qasids, Ayas) are at the parking/drop points/entrance to help younger students and also to control traffic. Each of them is to be briefed about his/her specific task.
 - c. Teachers are to be inside the College building close to entrance to greet the Students.
7. The arrangement/procedure for departure of students at home /pack up time include:
 - a. Parents must be requested through circulars and PTMs to ensure their children are picked up immediately after the last period.
 - b. Students are to leave in an orderly order preferably class wise.
 - c. Arrangements at pack up time /home time are to be ensured similar to those for arrival.

- d. Duty teacher is to report to Principal if a student is not picked up within 20 minutes of Home time. Principal is then to contact parent/guardian.
- e. Duty teacher is to report to Principal when all the students have left.
- f. In case any student is still on campus and not picked up within 30 minutes of pack up time, the duty teacher is to hand over such students along with list of their names to the Principal. Students are to be seated in an allocated room. Principal will contact the parents and shall leave only after last student has been picked up by parents.

Morning Assembly

8. Morning assembly has its significance due to being first official interaction between College and students. Following points are to be kept in mind:

- a. After the students arrive and have put their bags in their respective Class Rooms, they will assemble in designated area and line up class wise. Class teacher must escort them to Assembly area
- b. Principal, coordinators, all teachers and all students are to attend the assembly.
- c. All the classes will take turns for conducting the assembly under guidance of class teacher. Principals are to assign duties to all the class teachers/subject teachers to prepare the students according to “Assembly Duty Roaster”. This duty roster is to be signed by all the teachers.
- d. **Morning Assembly must not go on beyond 15 minutes**, as prolonged standing and, exposure to harsh climate may tire students thus affecting their capacity to learn in subsequent periods. Extension in assembly time also affects adversely the subsequent timetable.
- e. Morning assembly is to start with recitation from Quran and translation by nominated students of the class conducting assembly. The other activities may include
 - i. Thought of the day (quote/hadith/translation of aayat)
 - ii. Do you know? (A question/answer activity to share information)
 - iii. Skit/talent show/speech/jokes/show and tell/riddles/moral talk/principal’s address
 - iv. National Anthem

- f. Class teachers are to ensure that all students are given equal chances to participate.
- g. Montessori classes will have the separate assembly according to their timing and syllabi, and to be conducted by Section Coordinator.
- h. Upon completion of Assembly, class teachers are to escort their classes to the respective class rooms, and immediately take the roll call.

Zero Period

9. Zero Period is primarily Class Teachers' Period. This also allows students to settle down after assembly and get ready for the day's academic session. Principals may also use this period to interact informally with students of a particular class. Teachers are also to use this period for roll call, collection of home works/home assignments, preparation for assembly etc.

Subject Period Distribution

10. It is necessary that subjects are spread all over the academic year. Subject wise weekly distribution of periods is to be as follows

	Class 1-5	Class 6-8	Class IX	Class X
Library	1	1	-	-
Islamiat	3	3	3	-
Social Studies	3	4	-	3
Urdu	7	7	5	5
English	7	7	7	7
Maths	7	7	7	7
P.E	1	1	1	1
ICT	3	3	-	-
Science	5	5	-	-
Arts	1	-	-	-
Physics	-	-	5	5
Chemistry	-	-	5	5
Biology/Computers	-	-	5	5
Total	38	38	38	38

Teachers Work Load

11. Teachers make an unquestionably valuable contribution to the smooth running of the colleges and the raising of standards within the campuses. Teachers besides teaching in the class, are required to undertake variety of tasks such as:

- a. Preparing notes, lesson plans, work sheets, assignments etc.
- b. Planning homework, class work, assignments
- c. Checking students work
- d. Checking papers etc.
- e. Planning and preparing for other non class activities such as Parent Teacher Meetings, Sports event, extra curricular activities etc.
- f. Personal administrative issues

12. For the above non class activities teachers work load has to be adjusted so that they can strike a balance between class activities and non-class activities. For that:

- a. Section to teacher ratio is to be 1:1.5
- b. Out of 38 weekly periods, teachers are to be given the workload of 26 – 28 periods.
- c. With substitutions it should not go beyond 30 periods a week.
- d. Montessori teachers are to be given 1 helper teacher in each classroom, if teacher-student ratio exceeds 1:10.
- e. For every curricular/co-curricular activity taking place in the college, Coordinator/Principal must assign equal task to the class teachers and the subject teachers as well.
- f. All teachers are to be given equal and balanced break, morning and pack up duties.

Teacher's Substitution Plan

13. **Casual Substitution.** In case of unplanned non-availability of a teacher due casual leave/ sickness, any teacher having 2-3 free periods on that day can be given the substitution. Following is to be ensured:

a. The substitute teacher is to follow the lesson plan of the same subject as given in timetable. Periods becoming available due to casual absence of a teacher are not to be utilized for covering other subject, unless the subject has periods allocated for that day. This is to ensure that students follow timetable for bringing books and copies.

b. To have the substitutions allocated and to keep record of the substitutions done by a teacher "Substitution Pro forma" is to be filled by Coordinator/ Principal and be signed by the substitute teacher that is attached at Annex "B".

c. Coordinator/Principal must ensure substitution is evenly distributed and that workload of any teacher doesn't go beyond 30 periods a week.

14. **Short Term Substitution:** In case a teacher is not available due to a planned leave or sickness for a period of 5 – 30 days, a substitution may be arranged from available teachers to cover the part of syllabus /periods allocated to the teacher becoming unavailable. In no case the syllabus of absent teacher should be allowed to lag behind. Guideline given for casual substitution is to be applied to short term substitution as well.

15. **Long Term Substitution.** In case a teacher is not available for more than 30 days (Long Leave, serious illness etc.), following procedure is to be followed:

a. Teacher requesting for long leave is to put up a written application to Principal stating the duration, date wise period of absence and reason of absence

b. Before proceeding on leave, teacher shall ensure that the resource materials, student's note books, and lesson planner are handed over to the Coordinator/Principal.

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- c. The concerned teacher's block syllabus outlining her lesson plans for the duration of her absence shall also be submitted to the Principal so that the substitution teachers can be arranged to stand in place of teacher on leave and cover the activities of teacher on leave.
- d. For long term substitution (more than one month) a substitution teacher is to be hired. The work load is not to be distributed amongst other teachers. Such a hiring will be for the required period and in no case shall exceed 4 months.
- e. Substitute teacher is required to carry out the functions, obligations and tasks that were assigned to the teacher being substituted. This includes break, morning and pack up duties, seeing pupils on and off the premises and supervising classes other than the ones she/he is expected to teach, because of the absence of the other teacher.
- f. Principals may ask the substitution teachers to attend staff and parent-teacher meetings and/or any of the other extra curricular activities which other teachers are tasked with.
- g. The work load of substitute teacher is to be similar to other teachers.
- h. Due to temporary nature of employment of substitution teacher, coordinator/principal must have the coordination meetings with him/her twice a week, so as to keep a check on their assigned activities and render advice/guidance as and when required.

CHAPTER 5 - CLASS ROOM ENVIRONMENT AND **MANAGEMENT**

Environment

1. Classroom is the hub of activities for students. While at School/College, they spend most of their time within the four walls of the classroom. The environment of the Classroom plays a key role in the learning process of a student. It should thus be attractive and functional, suiting grade/age level of students. Classroom Environment is a wide-ranging concept, depicting the mood or atmosphere that is created in the classroom. While physical structure of a classroom may be an important variable in affecting student morale and learning, décor and internal arrangement equally affects students' interest. Students' involvement in the process of creating their environment can empower them, develop ownership and increase motivation.

2. The physical aspects of classroom include the room, seating arrangement and black/white board displays. The classroom has to be well lit, airy and ventilated meeting various climatic requirements. Each of these should be carefully considered with both individual student's needs and instructional goals in mind.

a. Classroom Decor:

i. Classrooms must be made attractive enough to create interest amongst the students. This décor has to take in to account the age group of students and interests associated with the age.

ii. Bright colours attract younger students.. While the other equipment may be of bright colours (Furniture, toys etc.) walls may be painted with paintings related to stories. Alphabets and Numbers may also be painted in style and colours on walls so the students retain them in their mind.

iii. For class I-III, Instructional material such as Tables, maps, Diagrams can be placed/painted on walls in a thoughtful and creative way. Over done walls distract student attention. As a thumb rule no more than 30 % of wall space is to be used for these decorations.

iv. Painting walls with bright colours and busy pattern may however be distracting for elder students. For Class IV onwards creating a cool, but neutral colour and pattern scheme is more important. Since these students need to pay more attention to teacher and the board, material on walls is to be minimized.

v. In any case, placement of the decoration has to be done according to the height of eye of students.

b. Seating Arrangement

i. The seating arrangement should be designed in a systematic way so that the organization of the seats helps the students to feel more organized. Seating arrangement has to take into account need of student as well as method of teaching. Whatever seating plan is decided by the teacher, she must ensure that all the students are visible, at an easy approach and both teacher and students can hear each other well and clearly.

ii. Montessori seating will be in circle where students sit in groups. The same may be followed in Class 1.

iii. Thereafter seating will be in rows and columns. Each Column will have 2 students in rows. Number of columns and rows will depend on size of the room. Each column is to have at least 3 feet space in between for teacher to move about and reach any student. Class Teacher are to allot seats in the front to students with vision or hearing deficiencies.

iv. Boys and girls (class 4 onwards) are to be seated in separate columns where no separate sections for girls are available.

v. Make sure the room has only the amount of furniture that is functional and does not contain useless or non-essential furnishings. Additionally, seats should be arranged in such a way as to reduce traffic distractions. For example, as students get up to go to the bathroom or leave the room they should not overly distract students they pass.

c. Number of Students in a Class. The number of students in a section shall be calculated by allocating 10 Sq ft. area to each student. Further fire and safety

requirements of number and size of Exit are also to be kept in mind. Number of students in a section in no case shall exceed 30. A section housing more than 20 students should preferably have at least 2 exits.

d. Lights and Ventilation. A bright room helps in better learning as it eases off strain from eyes while looking at white board. The room is to be lit to take in to account the students with poor eye sight. In order to save on energy and reduce room temperature LED lights are to be used. For a class with more than 10 students at least two ceiling fans are to be operational. Sufficient ventilation is also required. Gas heaters where fitted are to be checked/inspected prior onset of winters for any malfunction or leakage. Admin Officer/Supervisor is to certify this inspection; a small certificate is to be placed on heater and gas connection. All safety precautions on use of heaters, including their switching off at pack up time, are to be ensured by the class teacher.

Classroom Management

3. One of the primary objectives of an educational institution is to provide safe and conducive learning environment to enable students achieve their goals. For this a School/College makes policies regarding Curriculum, Administration, Assessment, counseling & guidance, involvement of parents etc. Out of the numerous variables affecting student performance, classroom management has the largest effect. One of the classroom teacher's most important jobs is managing the classroom effectively. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create—and the person who is most responsible for creating it is the teacher.

4. There are scores of things associated with Class Room Management. However quality of teacher-student relationships is the key for all other aspects of classroom management. Effective teacher is characterized by:

a. **Exercise Authority.** A teacher doesn't have to be necessarily branded as "friendly". He/she should exhibit an appropriate level of dominance and authority. Dominance can be defined as the teacher's ability to provide clear purpose and strong guidance regarding both academics and student behavior. Teachers can exhibit appropriate levels of dominance by providing clarity about the content and expectations of an upcoming instructional unit. Teachers can also exhibit appropriate dominance by establishing clear behavior expectations in two ways: by establishing clear rules and procedures, and by providing consequences for student behavior. The teacher must be able to make his/her students conscious of consequences for unacceptable behavior and reward for acceptable behavior. Teachers can also communicate appropriate levels of dominance by exhibiting assertive behavior. Assertive behavior can be defined as ability to stand up for one's legitimate rights in ways that make it less likely that others will ignore or circumvent them. Assertive behavior differs significantly from both passive behavior and aggressive behavior. Assertive behavior can be manifested by erect posture, clarity and tone of voice and persistence until students respond with the appropriate behavior. Teachers must always keep in mind that ***corporal punishment is not allowed in any form and under any situation***

b. **Cooperation.** Cooperation is not antithesis to Dominance. Dominance relates to teachers and makes him/her the driving force of the class , and at times puts him/her in the position of a role model. Cooperation, on the other hand relates to teacher-student relation, the two functioning as a team. Both, authority and Cooperation, form the basis of effective Teacher –Student relation. Several strategies can foster appropriate levels of cooperation. Cooperation conveys teachers care by accommodating students' interests. Teachers may exhibit their Cooperation by:

i. **Provide Flexible Learning Goals.** While providing clear learning goals manifests dominance, provision of flexible learning goals conveys appropriate levels of cooperation. Giving students the opportunity to set their own objectives at the beginning of a unit or asking students what they would like to learn conveys a sense of cooperation.

ii. **Personal Interest in Students.** Students appreciate personal Interest by the teacher. Taking personal interest in each student is the most obvious way to communicate appropriate levels of cooperation. It may not be possible to have

interaction with all the students as they expect, due to limited time. Teachers must find occasions and opportunities to interact with students outside the class, such as sports and break time. Make it a point to talk to students informally of their interests, important events of student life and their achievements in and outside the school/college. Greeting students by name maybe exercised to exhibit his/her personal interest of the teacher. A teacher thus must do the following:

- (1) Greet the students
- (2) Make eye contact while conversing
- (3) Acknowledge positive behaviors
- (4) Minimize embarrassment
- (5) Use humor
- (6) Ignore and counsel negative behaviors

iii. Interaction with students. A teacher is the central figure in a classroom. Every student expects the teacher to be near and close to him. The teacher has to respond to this expectation positively by interacting with all students equitably so that each student feels teacher's closeness and thus his/her interest in him. Teachers should,

- (1) Make eye contact with each student. Teachers can make eye contact by scanning the entire room as they speak and by freely moving about in all sections of the room.
- (2) Move about in the class, spending some time standing close to each student during the class period.
- (3) Ensure maximum (if not all) students participate in discussion.
- (4) Make sure to call on students who do not commonly participate, not just those who respond most frequently.

(5) Appreciate ideas by attributing these ideas to the students who initiated them.

(6) Provide appropriate wait time for all students to respond to questions, regardless of their past performance or your perception of their abilities.

(7) Make students take turns to respond to a question by raising hands.

iv. Respect Students' Self Respect/ Esteem: Teachers must work an entire mile and develop the patience to the highest degree not to ignore a student's self esteem. Strategies to be developed are stated below:

(1) Teacher must focus on techniques that will result in increased self esteem of students.

(2) Teacher must teach self-control.

(3) Teacher must manage the feelings smartly.

(4) Good behavior of the student must be recognized and appreciated without delay in order to instill good traits in their personality. In the same way their bad behaviors should also be communicated to them through counseling them privately.

c. Physical Contact. Principals are to ensure that no male staff including guards, chowkidars, naib quasids etc makes physical contact with any student irrespective of gender and age. The younger students of Montessori and primary (where required) are to be taken to the wash room and looked after by maids/ ayaas only.

d. Awareness of High-Needs of Students. A class is a mix of students coming from different backgrounds, with different capabilities and having different issues. Some students may be suffering from medical, mental, emotional, or behavioral disorders. Teachers have to be aware of these high needs students so that to cater for the disorders as far as possible. In certain cases the class teacher maybe able to assist the student; eg assigning a seat closer to the board to a student with vision and hearing problems. She may not be able to do much in some cases; such as students with emotional and

behavioral disorders. However the teacher has to be aware of their disorders. Figure 1 summarizes five categories of high-needs students and suggests classroom strategies for each category and subcategory.

Figure 1. Categories of High-Needs Students

Category	Definitions & Source	Characteristics	Suggestions
Passive	Behavior that avoids the domination of others or the pain of negative experiences. The child attempts to protect self from criticism, ridicule, or rejection, possibly reacting to abuse and neglect. Can have a biochemical basis, such as anxiety.	<p>Fear of relationships: Avoids connection with others, is shy, doesn't initiate conversations, attempts to be invisible.</p> <p>Fear of failure: Gives up easily, is convinced he or she can't succeed, is easily frustrated, uses negative self-talk.</p>	Provide safe adult and peer interactions and protection from aggressive people. Provide assertiveness and positive self-talk training. Reward small successes quickly. Withhold criticism.
Aggressive	Behavior that overpowers, dominates, harms, or controls others without regard for their well-being. The child has often taken aggressive people as role models. Has/ had minimal or ineffective limits set on behavior. Is possibly reacting to abuse and neglect. Condition may have a biochemical basis, such as depression.	<p>Hostile: Rages, threatens, or intimidates others. Can be verbally or physically abusive to people, animals, or objects.</p> <p>Oppositional: Does opposite of what is asked. Demands that others agree or give in. Resists verbally or nonverbally.</p> <p>Covert: Appears to agree but then does the opposite of what is asked. Often acts innocent while setting up problems for others.</p>	Describe the student's behavior clearly. Contract with the student to reward corrected behavior and set up consequences for uncorrected behavior. Be consistent and provide immediate rewards and consequences. Encourage and acknowledge extracurricular activities in and out of school. Give student responsibilities to help teacher or other students to foster successful experiences.
Attention problems	Behavior that demonstrates either motor or attentional difficulties resulting from a neurological disorder. The child's symptoms may be exacerbated by family or	Hyperactive: Has difficulty with motor control, both physically and verbally. Fidgets, leaves seat frequently,	Contract with the student to manage behaviors. Teach basic concentration, study, and thinking skills. Separate student in a quiet work area. Help the student list

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	social stressors or biochemical conditions, such as anxiety, depression, or bipolar disorders.	interrupts, talks excessively. Inattentive: Has difficulty staying focused and following through on projects. Has difficulty with listening, remembering, and organizing.	each step of a task. Reward successes; assign a peer tutor.
Perfectionist	Behavior that is geared toward avoiding the embarrassment and assumed shame of making mistakes. The child fears what will happen if errors are discovered. Has unrealistically high expectations of self. Has possibly received criticism or lack of acceptance while making mistakes during the process of learning.	Tends to focus too much on the small details of projects. Will avoid projects if unsure of outcome. Focuses on results and not relationships. Is self-critical.	Ask the student to make mistakes on purpose, then show acceptance. Have the student tutor other students.
Socially inept	Behavior that is based on the misinterpretation of nonverbal signals of others. The child misunderstands facial expressions and body language. Hasn't received adequate training in these areas and has poor role modeling.	Attempts to make friends but is inept and unsuccessful. Is forced to be alone. Is often teased for unusual behavior, appearance, or lack of social skills.	Teach the student to keep the appropriate physical distance from others. Teach the meaning of facial expressions, such as anger and hurt. Make suggestions regarding hygiene, dress, mannerisms, and posture.

Source: Marzano, R.J. (2003). *What works in schools: Translating research into action* (pp. 104–105). Alexandria, VA: ASCD.

CHAPTER 6 - STUDENTS' WORK PLAN

1. A student work plan depends on the syllabus and available periods. Considering the syllabus, each subject is to be allocated periods, spread over the year in shape of weekly distribution. Coordinator is to make a timetable accordingly. Timetables should normally be made for the entire term and reviewed after Terminal Exam.

Class Work (CW) and Home Work (HW)

2. For a purposeful education, students need to be involved in activities in the class room and also be assigned activities / work to be done at home. These activities however need to be carefully balanced. Excessive work tires the student whereas lack of work leads to boredom. In either case the student loses interest. Thus a plan is needed to properly balance the C.W, H.W, Projects and Assignments so that the students remain involved without being overworked nor underworked. By doing so maximum learning is achieved both at class and home. This guide will be helpful in assigning the C W/H W/Projects/Assignments in terms of quantity and volume. The class wise guide lines are given below:

a. **Montessori**

Class	CW	HW
Junior/Senior Mont	2 written C.Ws are to be done daily.	2 written H.Ws daily for 30 minutes in all
Advance Mont	3 written C.Ws are to be done daily	3 written H.Ws daily for 20 minutes each.

b. **Class 1 – Class 8**

Subject	CW	HW
Islamiat	2 written C.Ws weekly	1 oral/written H.W per week
S.Study	2 written C.Ws weekly	1 written H.W per week
Urdu	4 written C.Ws weekly	3 written H.Ws per week
English	4 written C.Ws weekly	4 written H.Ws per week
Maths	5 written C.Ws weekly	4 written H.Ws per week
ICT	2 written C.Ws weekly	1 written H.W per week
Science	3 written C.Ws weekly	2 written H.Ws per week

NOTE: 3 H.Ws daily are to be given from Monday – Thursday and up to 4 on Friday.

- c. **Class IX and X.** For Class IX and X, a balance between the C.W & H.W is to be maintained depending upon the board's requirement. H W should mostly be the written practice and reinforcement of the topics taught in the class.

Points to Remember While Assigning Home Work

3. Following is to be kept in mind while giving HW.
- a. New concepts are not to be given as H.W.
 - b. Most of the creative writing is to be done in C.W , however some should be given as H.W after discussion in the class.
 - c. Incomplete C.W is not to be given as H.W.
 - d. H.W schedule is to be made according to the timetable and be put up in each class and is to be followed strictly by all the teachers.

Assignment/ Project

4. Assignments should be an independent activity to be done at home, mainly comprising of literary work generated from sources other than textbooks. Collecting information on life history of Quaid e Azam or Allama Iqbal could be an example. Project is a group activity that is mostly to be done in the class under the supervision of teacher. Example of the project could be making a model of the solar system or model of different sources of environmental pollution. For Class I to VIII, number of assignments /projects for each subject term wise is stated below.

- a. Islamiat - 1 Assignment/Project in each term
- b. S.Studies - 2 Assignments/Projects in each term
- c. Urdu - 1 Assignments/Projects in each term
- d. Maths - 1 Assignments/Projects in each term
- e. ICT - 1 Assignment/Project in each term

- f. Science - 2 Assignments/Projects in each term

Note: *For Class IX onwards, Assignments /Projects are to be designed keeping the external exam/ boards syllabus in view.*

Class Review Exercises

5. To monitor the progress and to determine the level of learning, periodic review exercise/ tests are to be conducted as part of class room activity for class 1 to 10. They are not to be confused with assessment tests (Monthly test/terminal exam) due to different objectives of the two. Following instructions will clarify the purpose of these Review/Exercises.

- a. When a chapter/Unit is finished, a review test is to be conducted.
- b. If the unit is lengthy, it is to be divided in parts and be tested first part wise and then the complete unit test is to be taken by giving 3-5 days' time.
- c. Each unit is mandatory to be tested before the monthly test.
- d. If majority students fail the test, teacher should teach the topic again.
- e. Comprehensive test from the exam syllabus on the paper pattern is to be taken for 25 marks from each subject at least 1 week before the 1st Term Exam and the Final exam papers.

Improvement of Hand Writing

6. Teachers must work on the improvement of handwriting of students, especially in lower classes. Up to Class V, two exercises weekly of 15 minutes each are to be conducted with the view of improving students hand writing. Students may be asked to write a paragraph under the direct supervision of the language teacher in English and Urdu periods.

Record of Classroom Activities

7. A log book to be kept in each class and be maintained by all the teachers in their respective periods, to keep record of the topic taught, C.W and H.W done for the subject. Class log book proforma is attached at Annex 'C'. This measure will provide the complete picture of whole day's activities of the students and it will be a great help to the students absent and missing out on academics. They can easily pick up and

complete the missing assignments with the teachers help. This logbook is to be signed by the Coordinator/Principal daily at pack up time.

Management of Bags, Books and Notebooks

8. Heavy bags can cause injury to muscoskeletal system, to avoid the same there is a need to ensure that children carry bag of reasonable size commensurate to their age, weight and academic requirements. As a thumb rule no child should carry a back pack of more the 15 % of his/her weight. To ensure students bring the right size of bags, following instructions are to be followed:

- a. Students must be trained to bring the books and notebooks **strictly** according to the timetable. Class teacher must ensure that all the students have the time table in their HW diaries.
- b. There must be 2 notebooks for each subject. One to be used as C.W and the other as the H.W .
- c. Both notebooks are to be kept in the class. Checked C.W notebooks are to be sent home over the weekend. If for any reason , work done on Thursday/Friday remains unchecked, the note books may be sent by next Wednesday. In no case unchecked note books are to be sent home.. H.W notebook is to be sent home whenever the H.W is given. However, both the notebooks must be sent home if a test is given, at least 2 days prior of the test day.

Sizes of Back Pack /Bags

9. As a thumb rule, weight of back pack/bag is not to exceed 15% of weight of the student. This however is the upper limit. Our endeavors are to keep the bags as light as possible. Following table gives upper limit of weight of bags for students of every class. Limits given in column E are to be adhered to:

CLASS	AGE (Yrs)	Student Avg WT(Kg)	15% of Weight of Student	Max Wt (Kg) of Bags/Back packs allowed in BFC
A	B	C	D	E
Junior Mont	3-4	16.1	2.4	1
Senior Mont	4-5	18.1	2.7	1.5
Advance Mont	5-6	20.6	3	1.5
Class -I	6-7	23.1	3.5	2.5
Class -II	7-8	25.8	3.9	2.5
Class -III	8-9	28.3	4.2	3
Class -IV	9-10	30.8	4.6	3
Class -V	10-11	33.3	5	4
Class -VI	11-12	36	5.4	4
Class -VII	12-13	38.2	5.7	5
Class -VIII	13-14	40.8	6.1	5
Class -IX	14-15	43.2	6.5	6
Class-X	15-16	47.5	7.1	6
Class XI	16-17	49.5	7.4	6
Class-XII	17-18	52	7.8	6

CHAPTER 7 - GUIDE FOR TEACHERS

This chapter is more of an advisory nature. Teachers are to keep the contents at the back of their minds while dealing and interacting with students. They are to make their own action plans and activities.

1. A School is a place of learning for a student. A student spends most of his/her time in school premises, interacting with friends and teachers. His/her personality develops in the school where the environment and persons he/she comes across influences his/her development. A teacher, however, is the most vital influences a student may have. A teacher helps a student grow academically, develop socially and gain confidence to emerge as a competent youth ready to take on the challenges of the rapidly changing world.

2. A teacher is not only an educator, but also a motivator, guide and a friend. In most cases he or she is a role model for his/her students. A teacher must therefore look after all aspects of a student's academic, intellectual, emotional, physical, and social growth.

Teacher- General Duties

3. Broadly speaking, a teacher is required to:
- a. Create and manage **classroom environment** conducive to learning and appropriate to the physical, social, and emotional development of students.
 - b. Provide **quality education** while ensuring that the syllabus is covered according to plan.
 - c. Growth and development of students' **personality**
 - d. Provide students with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical, and social growth.

- e. **Identify the gifted, slow learners, problem children, under-achievers etc.**
In order to help them achieve according to their needs and abilities.
- f. Manages **student behavior** in the classroom and administer discipline
- g. Takes all necessary and reasonable **precautions** to protect students, equipment, materials, and facilities.

Highly Effective Teacher

- 4. A high effective teacher is characterized by the following:
 - a. Knows his/her students
 - b. Employs a variety of instructional strategies to meet the many needs of students
 - c. Has well defined, consistent classroom management techniques
 - d. Possesses a solid understanding of curriculum and designs instruction in a fluent, seamless fashion.
 - e. Plans the lesson to ensure maximum use of time
 - f. Comes well prepared in the class
 - g. Shows confidence
 - h. Focuses attention on entire class
 - i. Monitors the progress of groups in the class
 - j. Keeps moving inside the classroom so that students can pay more and readily attention
 - k. Promotes the comfortable and safe settings in the class room
 - l. Tries to learn the names of students as soon as possible
- 5. A teacher is to not only cover the academic syllabus but also guide the student develop his /her personality, personal hygiene, civic sense, character etc. In most cases

she or he sets own examples. Some basic guidelines to establish a positive teacher student relationship is to follow are.

- a. Always be approachable and amiable. Give your students a comfort zone where they should feel free to communicate with you and ask their queries.
 - b. Encourage your students to speak their viewpoint. Listen patiently, give importance to students viewpoint and then give your own view point.
 - c. Encourage cooperation and not competition.
 - d. No coercion.
 - e. Don't use negative names. Use respectful and encouraging words to foster a feeling of security and trust.
 - f. Encourage students to contribute according to their abilities.
 - g. Never compare your students with each other in the class. Recognize and appreciate students individually. Look at their talents and achievements and not their failure.
- a. Encourage children to learn from their mistakes.

Personality And Character Building Of Students

6. A teacher has an important role to play in personality and character building of his/her students. Teacher's actions, behavior and what teacher says leave an lasting imprint on a students mind, as for most teacher is a role model. A teacher should therefore not restrict herself/himself to teaching what's written in textbooks, but a student should be exposed to an education that also teaches values such as obedience, care, forgiveness, respect and truthfulness etc. while student grows from a child to a more responsible boy/girl prepared to take challenges of the practical world. Some of the aspects, other than pure academics, that a teacher must emphasize, often linking it with text book studies, are:

a. Personality Growth: With student growing in years, he/she is to be trained to gradually take responsibility for his/her own life and be able to handle freedom. A student must be trained

i. To be a responsible person. Following be inculcated through exercises and extra-curricular activities:

- (1) Ability to plan and look after his/her affairs
- (2) Be sure of his/her decisions and own them
- (3) Be confident in handling difficult situations
- (4) Honour his/her commitments
- (5) Gain trust and confidence of others

ii. Correct Decision-making. Practical life exposes a person to situations where one is required to take decisions. Some decisions are easy to make, others are more complicated. Students are to be groomed to be able to take decisions in practical life. The exercise may commence by involving them in small activities, gradually raising the level.

iii. Self-Belief. A student is to be developed to have belief in himself and his decisions. Some of the things to be taught to a student in this respect are:

- (1) Take responsibility for yourself.
- (2) Always do what you believe is right.
- (3) Be true to yourself and your highest values
- (4) Respect others and treat them right.
- (5) Set goals and work to achieve them.
- (6) Say "no" to negative pressures.

(7) Don't let others make choices for you.

b. Character Building. Character is a pattern of behavior, thoughts and feelings based on universal principles, moral strength, and integrity – plus the guts to live by those principles every day. **Abraham Lincoln** said, “*Reputation is the shadow. Character is the tree.*” Our character is much more than just what we try to display for others to see, it is who we are even when no one is watching. Good character is doing the right thing because it is right to do what is right. A child’s mind is like a clean slate. For a student, it is the teacher who can leave imprints on that clean slate. Its upto the teacher to develop pattern of behavior, thoughts and feelings that are based on sound principles, moral judgments, integrity and social values. Integrity is adhering to a moral code of honesty, courage, strength and truthfulness. Teachers must instill these traits in their students. Following may be some of the actions a teacher may take:

- i. Make deliberate efforts to help students understand, care about, and act upon core ethical values. A student must be able to judge what is right, care deeply about what is right, and then do what he believe to be right—even in the face of pressure from without and temptation from within.”
- ii. Values such as fairness, respect, and honesty are part of everyday lessons in and out of the classroom
- iii. Discipline and classroom management concentrate on problem-solving rather than rewards and punishments.
- iv. Engage students in thinking about character and values while teaching curriculum. Ask your students to make ethical judgment and point out good and bad things
- v. Involve students in honest, thoughtful discussion and reflection regarding the moral implications of what they see around.

c. **Civic Sense.** A student is to become effective part of society. He/she is to be taught on citizen rights and obligations right from the child hood. Students should also be made aware of road safety and traffic rules.

d. **Personal Hygiene.** Teachers are to make sure that his/her students are neat and tidy at all times. They are to lead by example by maintaining their hygiene and decency in attire. Friday is to be observed as Personal Hygiene Day. Inspection of dress, nails, haircut etc. is to be carried out. In case of any persistent deficiency, concerned parents are to be informed during PMT. Teacher may also give a talk on small things like washing hands, teeth brushing etc. Acknowledged individual cleanliness by declaring best student, giving stars or small gifts.

e. **Healthy Habits.** A Childs development including his learning depends on the habits he/she has. A teacher must emphasize on:

- i. Healthy and timely eating
- ii. Regular physical activities
- iii. Timely sleep
- iv. Personal Hygiene
- v. Limit screen time (TV and internet)
- vi. Spend time with friends
- vii. Attend to/participate in domestic activities
- viii. Sharing problems with parents, even the most confidential ones.
- ix. Inform parents of any abnormal thing /activity bothering them.
- x. Habit of reading
- xi. Sharing things with friends and siblings

Some DON'T for Teachers

7. While teacher should be a role model for students, he/she should be careful and cautious of his/her own disposition and behavior. He/she maintain her dignity and maintain his/her stature. Following is to be ensured:

- a. No teacher takes his/her cell phone to class or a class activity.
- b. No teacher **at any time** (during school time or off time or holidays) is to communicate in any form with students on cell phone or social media. Should there be a pressing requirement, prior approval of Principal is to be obtained.
- c. No male teacher is to get in physical contact with any student regardless of age and gender.
- d. No teacher is to accept any gift, in cash or kind, from any student or parents or someone on behalf of student/parent.
- e. No teacher is to resort to corporal punishment under any situation.
- f. No teacher is to use foul or abusive language at any stage.

CHAPTER 8 - NOTE BOOKS /COPIES

1. Students' work is one of the indicators to measure the success of any education system. Notebooks represent students' work and their level of performance. They also reveal the teachers' vigilance in checking i.e. highlighting the mistakes and getting them corrected through constructive feedback. A well maintained copy appeals to the students, parents, teachers and administrators. It is a reflection of both the student and the teacher

Note Books


2. Notebooks are considered to be an important document of any school system and they should be monitored very carefully and vigilantly. A notebook going back home is just like BFC going out. Different types of note books are used for different subjects. Type and Size also vary with the Section of the BFC. Typically a BFC has following Sections:

- a. Montessori
 - b. Junior Section (Class 1 to V)
 - c. Senior Section (Class VI – XII)
3. Prescribed notebooks with BFC logo are to be used by the students as follows.
- a. **Montessori**: Small size copies as follows
 - i. English. Broad Four line
 - ii. Mathematics Broad Square based
 - iii. Urdu - Broad single line
 - b. **Junior Section**: Standard size note books to be used as follows
 - i. English -standard four line

- ii. Maths - standard square
 - iii. Urdu and Islamiat. Broad single line
 - iv. Science, Social Studies and computers -Inter leaf
- c. Senior Section:** Standard size note books to be used as follows
- i. English, Maths - Narrow single line
 - ii. Urdu and Islamiat Broad single line
 - iii. Science, Social Studies and computers -Inter leaf

Preparation of Note Book

4. All copies should be labeled properly. The label is to include :
- a. Student's Name
 - b. Class
 - c. Section
 - d. Subject/C.W/H.W/Test
 - e. All copies/ notebooks & text books should be covered with plastic talc sheet.

<p>HOMELAND Bahria Foundation College</p>  <p>Name _____ Class _____ Sec. _____ Subject _____</p>	<p>54</p>
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Checking Note Books

5. Checking note books is often taken as manifestation of teachers' interest in student work. An unchecked work or checked work with mistakes not pointed out speaks very poor of the School and is often taken as the yardstick to measure the level of school by parents. Following mistakes are done by teachers and must be avoided:

- a. Dates are not checked properly.
- b. Topics are not checked for spelling mistakes and are not underlined with a ruler.
- c. Questions are not checked.
- d. Grammatical errors are over looked.
- e. Sometimes exercises are not written.
- f. Spelling mistakes are overlooked.
- g. Incomplete pieces of work are signed by the teacher.
- h. Corrections are not given.
- i. If corrections are given they are not being done by the children and not rechecked by teachers.
- j. Unchecked copies are sent home for homework.

General Instructions to Teachers for Note Book Checking

6. Every teacher must ensure the following:
 - a. The teacher is to ensure the checking of copy at his/her earliest. A copy should not remain unchecked for more than three days at max.
 - b. Unchecked work whether in class work or homework copies must NEVER be sent home.
 - c. Teacher is to read each and every word while correcting. The corrections should be so thorough that even commas and full stops should not be ignored
 - d. Teacher is to write focused and personal remarks.

General Guidelines for Checking Note Books

7. A teacher should follow the directions as given below while checking note books:
 - a. Use red ink pens, use of black or blue pens should be avoided as these are also used by the students.
 - b. Do not use highlighter to highlight the mistakes. Mistakes should be underlined.
 - c. Must only put small ticks in the margin line, when checking the scripts.
 - d. COPS method to be followed very strictly.
 - i. C = Capital Letter
 - ii. O= Omission
 - iii. P = Punctuation
 - iv. S = Spellings
 - e. Teachers must ensure that students do corrections as required.

f. Must not proceed to next work until previous corrections are done.

8. To facilitate the process of notebook checking/correction, following guidelines are to be adhered to:

a. Date and topic format as mentioned below is to be followed by the students and checked by the teachers.

i. **DATE FORMAT**

Day is to be written (Monday) on the top most left hand side and date (4th June 2015) on the top most right hand side with C.W/H.W/Test in the center. It will be otherwise in Urdu and Islamiat)

ii. **TOPIC FORMAT**

Name of the book (If have more than one book for the subject)

Chapter/Unit no: _____

Topic: _____

Page no: _____

Exercise no: _____ (If applicable)

Q.no _____ Q.no ____ (If applicable)

b. After giving the students their notebook for the written C.W teacher must keep moving in the class and watch out for the students work and catch the mistakes and make the corrections there and then.

c. Incorrect answers in written C.Ws, H.Ws and Tests are to be corrected by the teacher.

d. Over writing of text is strictly forbidden.

e. If the wrong answer is not lengthy, the teacher is to correct it. For a lengthy answers , the teacher is to give the main points in bullets along with guided remarks.

f. At the end of the C.W, H.W or the test, under the heading of “Corrections” students must be made to do the corrections, for the corrected answer for each short answer. Lengthy answers can be excused for the corrections.

- g. Each formula, correct spelling or may be a sentence is to be written at least thrice for the students' learning.

<p>Monday Test 4th June 2015</p> <p>Chapter 1</p> <p>Land forms (4/5) Excellent ***</p> <p>Page no 14 ✓ 5/6 NGF</p> <p>Q VI (a-c)</p> <p>Q VI Answer the following questions:</p> <p>a. What is a fertile part of a desert called?</p> <p>Ans Fertile part of a ^{desert} desirt is called oasis ✓ 1/5</p> <p>b. Name the largest desert in Africa.</p>	<p>Ans Sahara is the largest desert in Africa. ✓ 1.5/1.5</p> <p>c. What is a valley?</p> <p>Ans The land ^{area} axia between the foot of two mountain ^{ranges} ranges is called a valley. ✓ 1.5/2</p> <p>Corrections: 1/5 6/6</p> <p>desert oasis area ranges</p> <p>desert oasis area ranges</p> <p>desert oasis area ranges</p> <p>desert oasis area ranges ✓</p>
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- h. Teacher must monitor if the students are doing the corrections regularly.
- i. Teacher is to help them manage the corrections if some time is left after the completion of her lesson OR she can even give it out as a H.W. But should never be neglecting this.
- j. All the corrections are to be made and be checked by the teacher before the next written assignment is done.

Teachers Remarks

9. Teachers' remarks mean a lot to a student. An encouraging remark or appreciation is a great motivator, while a negative remarks may cause a negative impact on student

behavior and approach towards studies. In extreme cases he may totally give up and become demotivated. Teacher is to write remarks very carefully keeping student psychological and self esteem needs in view. A teacher is to keep the following in mind:

- a. No negative comment EVER is to be written in the notebook Teachers should avoid giving negative remarks like:
 - i. Late work
 - ii. Incomplete work
 - iii. Corrections not done
 - iv. Untidy work
 - v. H.W not done
 - vi. Careless mistakes.

- b. Instead the teacher should write:
 - i. You can produce neat work.
 - ii. You can improve your work presentation.
 - iii. You can do better than this.
 - iv. It's a great effort. Well done! (For the strugglers, who show little improvement)

- c. Record her/his appreciation by sign such as a happy face , a star etc.

- d. Give a positive remark, such as Excellent, Good work, Well Done, Awesome etc

Counter Checking of Notebooks

10. Coordinators must countercheck the notebooks at least once a month and Principals must check the notebooks at least thrice a term. Notebook checking Pro forma is attached as Annex 'D', which will serve as a guide for proper notebook checking.

Discouragement of Rote Learning

11. Teacher is to interact with the students to induce curiosity, and provoke thinking, imagination and application of the concept taught . Rote learning is to be discouraged and students for trained to refer to book and understand the concepts. For this purpose:

- a. Questions given for the C.W must not be given as H.W.
- b. Questions done in H.W and C.W are not to be repeated in the class test.
- c. To facilitate the process, the teacher must emphasize on concepts , rather than specific questions.
- d. Students be encouraged to use their own expression rather than producing verbatim from book/notes.

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CHAPTER 9 - ASSESSMENT / EXAMINATION

POLICY

1. Assessment is a process of collecting, analyzing and interpreting information to assist teachers and parents in making decisions of the progress of learners and a clear indication of the learners' achievements.
2. The assessment procedure must ensure that the results obtained are a true and fair reflection of the ability of the learner. The policy ensures that all parts of the college community, parents, learners and the educators take the responsibility for the academic progress of the learner. Through this policy it is desired to achieve academic excellence.
3. The policy provides guidance to learners, parents and educators on the procedures for monthly tests, midterm and final term exams.

Exams schedule

4. The academic year in BFCs normally starts in April and ends in March next year. The Academic year comprises of two terms; First term from April to October and second term from November to March next year. In all 4 monthly tests (2 in each term) and 2 term test are to be conducted in each academic year:
 - a. 1st Monthly tests in May
 - b. 2nd Monthly tests in September
 - c. 1st term examination in October
 - d. 3rd Monthly test to be held end of November
 - e. 4th Monthly test to be held in February
 - f. 2nd term examination to be held in March
5. For areas, such as Northern Areas, where winter breaks are much longer the schedule will be promulgated separately through letter by Bahria Education and Training Services (North).

Monthly Tests

6. Monthly test are to be conducted to cover the syllabus covered in the month. Question papers are to be prepared by the class/subject teacher and approved by the section coordinator. Students are to use answer sheets, and

note books are not to be used in any case. Tests are to be made for 25 marks each covering subjective and objective parts and timed for one period of 40 minutes.

Term Examination

7. Term Exams will be conducted towards the end of each term, according to time table promulgated through calendar of events.

a. **Syllabus.** Syllabus covered during the term will be covered in the 1st Term exam. For the 2nd Term Exam syllabus, 15% of paper is to be set from the topics from the 1st term syllabus.

b. **Setting the Paper**

i. **Montessori.** Junior and Senior Montessori will not have formal papers and will be graded on general performance. Advance Montessori exam papers are to carry 50 marks for each subject and timed for 2 hours 30 minutes.

ii. **Class I to III.** Subject teachers are to set the paper in accordance with exam syllabus and paper pattern defined in following paragraphs. Once the paper is set and typed, it is to be proof read by the teacher, then the coordinator and finally by the Principal, before it is sent for photocopying. All three have to sign at the back side of the paper after proof reading it.

iii. **Class IV and Above.** Question paper for Class IV and V will be set by the subject teacher according to pattern given below, following the same procedure mentioned above for class I to III. For the students of classes VI and above papers are to be prepared externally by the central exam cell/ BEATS (N) Office and be distributed to all the colleges.

b. **Paper Pattern Class I to III.** Question papers (except Urdu and English) for Class I to III will be like work sheets. The students are to attempt the paper on the question paper. These papers will carry 50 marks and a time duration of 2 hours

All papers (Except Urdu and English) CLASS I - III		
Total Marks 50 Time 2 Hours		
Fill in the blanks	10 for 1 mark each	10
True/False	10 for 1 mark each	10
Multiple choice questions	10 for 1 mark each	10
Label the diagram		5
Match the columns	5 for 1 mark each.	5
Subjective questions with short answers (2-3 lines)	5 questions for 2 marks each	10

c.

Paper Pattern (Except Urdu and English) Class IV to Class VIII.

- i. Term Examination papers for all subjects except Urdu and English are to follow a standard pattern. Each Paper is to be divided in 2 parts; Objective part (Part 1) will be attempted on the question paper whereas answer sheets are to be used for Subjective part. Part I will be of 30 marks whereas Part II will have 70 marks. The basic aim of paper pattern is to focus on understanding of the topics and subjects rather than remembering long passages by heart without understanding.
- ii. Breakdown, pattern and marks allocation will be as per table below;

PAPER PATTERN CLASS IV TO VIII (EXCEPT URDU AND ENGLISH)

CLASS IV TO VIII (EXCEPT URDU AND ENGLISH)		
PART I – OBJECTIVE- 30 Marks- Time 30 Minutes		
<i>Part I answer sheet is to be retrieved before part II question paper is distributed.</i>		
Fill in the blanks	10 for 1 mark each	10
True/False	10 for 0.5 mark each	5
Multiple choice questions	10 for 0.5 mark each	5
Match the columns	10 for 1 mark each.	10

PART II – TOTAL 70 MARKS - TIME 2 H 30 M		
SECTION A		
SUBJECTIVE SHORT QUESTIONS		30 MARKS
Type	Total Questions	Attempt
Subjective with short answers (2-3 lines)	12 for 3 marks each	10 Questions
	OR	
	17 for 2 marks each (including diagrams and maps for 8-10 marks for science and Social Studies)	15 Questions
SECTION B		
SUBJECTIVE LONG QUESTIONS		40 MARKS
Subjective with long answers	Except Islamiat, ICT and Science 8 questions (with or without parts) of 8 marks each	Attempt any 5 questions
	Islamiat, ICT and Science 7 questions (with or without parts) of 6 marks each	
Practical /Oral	Islamiat (oral), ICT, Science practical of 10 marks	

Note: For Class VIII, the above pattern will be followed for first term exam only. For 2nd Term paper will be set as per board paper pattern.

d. Paper Pattern Urdu

- i. **Class I to Class IV.** Urdu paper will be made covering the syllabus covered. For Class I to IV, there will be two papers; Paper A and Paper B. Both papers will be of 2 hours duration and will carry 50 marks each. The pattern of these papers is given below.

CLASS I – URDU A- Time 2 Hours		
Question Answer	10 out of 14 Questions	10 Marks
Sentences		7 marks
CLASS II to IV – URDU A- Time 2 Hours		
Question Answer	10 out of 14 Questions	20 Marks
Word creation		5 marks
Sentences		5 marks
Fill in the blanks		8 marks
Words – Meanings		5 Marks
MCQs		5 Marks
Word arrangement		5 Marks
TOTAL	64	50 Marks
ASSESSMENT/ EXAMINATION POLICY		
Word Creation		5 marks
Chapter 9 Fill in the blanks		5 marks
MCQ		5 marks
TOTAL		50 marks

BF College Management System
Change 0

CLASS I to IV	URDU B	Time 2 Hours
Composition		10
Picture Story		10
Masculine/Feminine		5
Singular/Plural		5
Opposites		5
Definition		5
Application /Letter	For Class II -IV	10
Change the tense	For Class I	10
TOTAL		50

- ii. **Class V to Class VIII.** In line with the pattern of board exam , there will be one paper of Urdu for class V to VIII, as per pattern below

CLASS V to VIII	URDU	Time 3 Hours
Meanings		5
Short questions	12 out of 14 questions of 2 marks each, be attempted	24
Paraphrasing		16
Application /Letter		10
Story /Dialogue		10
Homophones		5
Masculine/Feminine		5
Synonyms		5
Prefix/Suffix		5
Singular/Plural		5
Correction of sentences		5
Composition		5
TOTAL		100

BF College Management System
Change 0

NoteNOTE For Class VIII, the above pattern will be followed for first term exam only. For 2nd Term paper will be set as per board paper pattern

g. Paper Pattern English

i. **Class I to Class IV.** English paper will be made covering the syllabus covered. For Class I to IV, there will be two papers; Paper A and Paper B. Both papers will be of 2 hours duration and will carry 50 marks each. The pattern of these papers is given below.

CLASS I to IV		ENGLISH A		Time 2 Hours	
				Marks	
CLASS I to IV		ENGLISH B		TIME 2 HOURS	
		CLASS 1	CLASS II-III	CLASS IV	
		each, to be attempted			
Essay		10	10	10	
Fill in the blanks		8	8	5	
Pic Story/Story		8	8	5	
Words meanings		-	-	5	
Tenses (3 questions)		-	-	10	
Sentences		-	-	4	
Synonyms		-	-	5	
True/ False /MCQs		8	8	5	
Comprehension		8	8	5	
Spelling Test		-	10	10	
Letter Application		-	10	10	
TOTAL		10	-	50	
Words/Opposite		10	-	50	
Singular /Plural		7	7	3	
Masculine/Feminine		7	7	3	
TOTAL		50	50	50	

ii. **Class V to Class VIII.** In line with the pattern of board exam, there will be one paper of Urdu for class V to VIII, carrying 100 Marks and having a time duration of 3 hours. The pattern of the paper will be as follows.

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CLASS V-VIII		ENGLISH		TIME 3HOURS	
		CLASS V	CLASS VI to VIII		
Question Answers	For all classes. Attempt 6 out of 8 questions of 2 marks each	12	12		
Sentences	For Class V to VIII	10	10		
Meanings	For Class V to VIII	10	10		
Poetry	For Class VI to VIII	-	8		
Parts of speech/ Fill in the blanks from lessons/ Spellings	For Class V	8	-		
Pic Story	For Class V	10	-		
Paragraph writing	For Class VI to VIII	-	10		
Translation	For Class V to VIII	10	10		
Active/Passive	For Class VI to VIII	-	10		
Gender/synonyms/ Antonyms/ Forms of verb	For Class V	10	-		
Story	For Class V	10	-		
Summary	For Class VI to VIII	-	10		
Application/ Letter	For Class V to VIII	10	10		
Composition	For Class V to VIII	10	10		
Total		100	100		

Note: For Class VIII, the above pattern will be followed for first term exam only. For 2nd Term paper will be set as per board paper pattern

- h. Papers for Class 9 - Class 12.** For Class 9- 12 all papers are to be set on the board exam paper pattern.
- i. Science and ICT Practical, & Islamiat Oral.** Science and ICT practical, and Islamiat oral is to be taken at least 1 week before the exams

Weightage For Each Test / Exam

8. Final result of a student for the academic year will be arrived at after taking into account results of monthly tests and term exams. The weightages of different monthly tests/ term exams are to be as under:
- a. First term comprehensive result is to be compiled by the combination of 15 % weightage for 1st and 2nd monthly test each, (collectively 30% weightage), and 70% weightage to the marks obtained in 1st term exams
 - b. For arriving at the final annual result, different tests/exams results are to be taken in to consideration as follows:
 - i. 40% weightage of First Term Comprehensive result
 - ii. 10%Weightage is to be given to 3rd and 4th monthly test result each. (Collectively 20 %)
 - iii. 40% weightage of Second Term Exam
 - c. For students missing the 2nd Term Exam, weightage for all the monthly tests will be 15% each making up the total of 60% and 40% for the 1st term exam result.

Missed Tests / Exams.

9. If any student misses out any monthly test, due to unavoidable circumstances, he/she is to be accommodated by giving the average marks of the results of the next or previous monthly test result.
10. Students missing the first term exams for some major reason are to be accommodated on the results of the first 2 monthly tests.
11. Students missing the 2nd Term Exam, should only be given the promotion if their total aggregate of 4 monthly tests and 1st term exams is 40%. In such cases weightage for all the monthly tests is to be 15% each making up the total of 60% and 40% for the 1st term exam. Students can only be excused for missing out the Final Term Exam for major reason (severe illness and accidents).

Core and Non-Core Subjects

12. English, Urdu, Maths & Science (Physics, Chemistry, Biology) are to be treated as Core Subjects whereas all others are to be given the status of non core subjects. (For example Islamiat, Social Studies/Geography and ICT)

Send –Up Examination

13. Send up examination for Class IX, X, XI and XII is to be conducted in November. Principals are to promulgate Syllabus of send up as per the topics covered. It is mandatory for the students to pass all the subjects to get registered for the board examination. A student failing in even 1 of the subject is to re-appear in the re send up in December. Passing marks for send up examination is 60% for sciences and 50% for the Arts subjects. A remedial programme is to be put in action for students getting less than passing marks to prepare them for re send ups.

Pre-Board Examination

14. Pre Board exams are basically to find out weak areas, if any so that a final effort can be applied. These are to be conducted as per Board examination. Syllabus, pattern of papers, exam environment etc are to be similar to what a student will encounter in Board Exams. Pre-Board examinations and science practicals are mandatory to be taken by all students. Pre-Boards are to be completed by mid-February. Based on the result, weak areas are to be identified and remedial actions taken.

Paper Checking

15. Paper checking and marking is an important activity and is to be done carefully. The result is not only a motivator, positive or negative, for the student but also an indicator to the teacher to evaluate the extent to which the student has succeeded in learning. This in turn facilitates in making remedial plan if required. Over writing and correction is to be avoided in paper checking.

a. **General Instructions**

- i. Teacher is to use red pen for checking and marking.
- ii. Teacher should underline the incorrect answer and put a cross and a tick for the correct answer.
- iii. Marks awarded for each question are to be entered alongside the answer
- iv. To avoid the calculation error, marks obtained in each question are to be entered in the grid at the answer sheet for final calculations.
- v. In case a student has attempted more questions than required, additional questions with lowest marks obtained are to be ignored.

b. Counter Checking of Papers

- i. Each set of papers is to be counter checked by other teacher for the calculations of marks and to see if something is left unchecked.
- ii. Principal and Coordinator must counter check at least 2 and 5 papers respectively of her/his choice, of each teacher from any of their checked set of papers. The teacher is not to be consulted /informed for choosing papers for counter checking.
- iii. Each paper is to be signed by the examiner, the teacher counter checking it. The coordinator and the principal must sign the papers they counter check.

c. Marking of Papers from Classes VIII - X. To acquaint the students with external exam paper marking procedures, solved exam papers of classes VIII – X are to be sent to BEATS (N) Office, which may send them to any BFC for checking. Marked papers are to be returned to BEATS (N) office, which in turn will send them to the concerned BFC. Once the Central Examination Cell is established, solved papers will be sent to the Cell which will then send them to other BFC.

Paper Review

16. Answer sheets are the property of BFC. At the same time, it reflects the performance of a child; thus they become of interest to the parents. Demands of parents to hand over answer sheets to them for review at home are not to be entertained. A parent, may however be afforded the opportunity to review a

particular answer sheet of his /her child in the presence of teacher, preferably during PTM.

17. There will be a paper review 3 days before the announcement of final result where the parents are to be shown the paper subject wise.

Promotion Criteria of Students

18. Under mentioned rules are to be followed while considering a student for promotion to next class:

- a. A student's promotion to next class will be determined on the basis of Annual Result arrived at in accordance with Para 8 above.
- b. Minimum score to pass each subject is 45%. Whereas 50% in aggregate is required to be promoted to next class. Marks of the subjects failed by the students are to be added in the result calculations.
- c. Students failing 2 of the Core subjects are not to be promoted.
- d. Students failing in 1 core subject and 2 non-core subjects are to be given the conditional promotion that is if they fail the 1st monthly test of the next class, they are to be demoted. For this an undertaking from the parents is to be taken, just to avoid the dispute between the college and the parents.
- e. Students failing in up to 2 non-core subjects may be promoted.

Development of ISMS Based Assessment System

19. In order to capture the complete picture of the learner's progress round the year, there is a need to develop a system of assessment in which the daily class works, home works, assignments and projects are graded and appropriate weightages are assigned and marks are uploaded on the specific module of ISMS .This will be added into the results of examination as per the Assessment/Examination policy, which will be revised after development of ISMS based assessment system . A proper system and procedures will be developed in due course of time and the same may be implemented from Academic session of 2016 -17 onwards.

CHAPTER 10 - PARENT - TEACHER RELATIONSHIP

1. The relationship between parents and teachers has always been an influential factor to good education. Effective communication is essential for building college – family relationships. It constitutes the foundation for all other forms of family involvement in education.
2. Child’s academic success is greatly enhanced when teachers and parents are partners in the process. Building a solid foundation for learning requires equal participation from the college, the parents and the student. Without all three, the weight and responsibility shifts, making learning and growth difficult. It is believed that parents and guardians should be regularly involved in the education process; after all, a parent is a child’s first teacher.
3. Positive parent-College communications benefit parents, teachers and students. Parents remain abreast with progress of their child and also come to know about his /her strengths and weakness. This enables them to contribute their bit in positive development of their child. Teacher gets to know details about factors that may be affecting child’s cognitive abilities. He/ She may therefore devise strategy and plan to tackle the child better. The student is surely the main beneficiary as the teacher and parent come on the same page and their efforts synergize for development of the child.

Measures To Be Taken To Develop Parent-Teacher Relationships

4. There are many steps BFCs can take to build and nurture parent-teacher relationships. The best route is opening lines of communication across multiple channels and welcoming parents into the conversation. Following may however be given due consideration:
 - a. **Establish Procedures:** With specific procedures in place, parents find it easier to communicate with teachers about their children. Make sure all educators and guardians are aware of proper processes as they apply to asking questions or voicing concerns
 - b. **Make Suggestions:** Some parents may not know how to involve themselves in their students' learning process. They could be afraid of becoming overbearing

or giving their children anxiety. BFCs can offer insight to parents to get them started. Suggest that parents check homework each evening and ask about classroom discussions and activities.

c. **Areas Of Mutual Concern:** When communicating with parents, concentrate on following three categories that influence parents' participation.

- i. Classroom learning activities
- ii. The child's accomplishments
- iii. How the parents can help at home with their child's learning

d. **Positive Comments:** If parents continually hear negative comments about their child's performance, they'll grow discouraged and feel powerless, so any negative comment is to be made in a sugar coated way, not to hurt the feelings and the teachers must start the conversation with a positive comment about the student.

Ways to Interact with Parents

5. There are many ways to interact with the parents:

a. **In-person Visits:** At the start of each academic year, invite parents to an open house so they can meet their child's new teacher and demonstrate to the student, through their physical presence at the College, that education is important. Parents and guardians should also be encouraged to attend College functions and performances throughout the year.

b. **Walk-in Visits:** At times, parents wish to meet the teachers during the working hours of the college. This may disturb the normal working of college and distract the teachers too. Parents may be refused politely and be made to meet the coordinator/principal for their concerns. However, their meeting with the teacher may be arranged later on in coordinator's/Principal's presence from 1:15 – 2:00 by having a prior appointment.

c. **PTM:** Regular PTM is to be conducted after every monthly test, first term exams and final exams. This will make up 6 formal Parent – Teacher meetings in

an academic session. Teachers must take parents' comments on the PTM for feedback, pro forma for the purpose is attached at Annex 'E'.

d. **Special PTM:** Special PTM is to be conducted every 4th week to share the academic performance of weak/struggling students. Both, teachers and parents should discuss measures to be taken for the improvement of students' attitude towards studies.

CHAPTER 11 - TEACHERS PERFORMANCE

MANAGEMENT

Performance Appraisal System

1. A Performance appraisal System is meant for evaluation and developmental of the available Human Resource. An organization sets standards of performance and let it be known to the employees. Thereafter, through Evaluation System performance is measured, performance gap (if any) are identified and communicated to the employee. This way the employee is informed about the quality of his or her performance and gets a chance to develop himself/herself. This in turn introduces a performance based culture in the organization.

2. For introducing performance based culture and conducting effective Annual Performance Appraisal for teachers in BFCs, teacher's observation system is to be enforced in which each teacher is **made aware of the standards** and expectations, **evaluated periodically** by series of formal (informed) and informal (un informed) observations and a **feedback** given to a teacher on his/her performance. These observations also form the input for Annual Assessment of a teacher.

Informing Teachers of Standards And Expectations

3. At the start of an academic year, Principal is to hold a conference of all teachers to apprise and guide them as to how a teacher is expected to conduct a class. If a teacher joins afterwards, the Coordinator is to hold this conference with the teacher. A teacher must be made aware of following considerations while delivering a lesson/conducting a class:

- a. **Learning Context** (Relationship to unit, area of study, program goals)
 - i. What is the general area of study?
 - ii. How does this lesson or unit fit in the total curriculum?
 - iii. Where are you in terms of sequence? Have you just begun the unit? In the middle? Nearly finished?

b. **Learner Characteristics** (What students are like. Students with special needs/characteristics)

- i. What is the class like? Average? Above? Below?
- ii. How wide a range of ability do you have in the class?
- iii. Do you have any student who has been identified as handicapped?
- iv. Are there any students with special learning problems?
- v. Are there any students with special talents or abilities that are especially important in this class?
- vi. Do you have any students who require special or differential attention that we have not discussed?

c. **Learner Objectives**

i. *Content* (What is to be learned)

- (1) What will the students be expected to learn during this lesson or unit of study?
- (2) How long do you expect to give them to achieve the content objectives?

ii. *Process* (What students will be doing)

- (1) While the students are engaged in the learning process, what do you want them doing?
- (2) Do you expect all students to be taking part in the same manner?
- (3) Are there different expectations for those students with special needs or talents?

d. **Assessment**

i. *Pre-Assessment* (Processes used to determine level of student readiness)

- (1) How have you determined if the students are ready for these objectives?
- (2) If there are some who are not ready, what plans do you have for them?

- (3) Are there any students who have demonstrated that they have already mastered the objectives? If there are some, what plans do you have for them?
- ii. Post-Assessment (Processes used to evaluate student learning)
- (1) How will you determine the level of student achievement of these objectives?
- (2) Will you use more than one post-assessment strategy?
- (3) When will you complete your assessment of the current learning expectations?
- e. **Instructional Strategies and Materials** (Resources, methods, techniques)
- i. What sequence of activities and strategies do you intend to follow?
- ii. Do you have any alternative strategies planned?
- iii. Are there basic materials that the students will be using?
- iv. Will they be using any supplementary materials?
- v. Do you intend to use any media / special equipment during the lesson?

Evaluation

4. All teachers are to be observed and evaluated for their conduct and performance in the class. These observations would be announced as well as unannounced
- a. **Formal (Announced) Observations.** The coordinator in consultation with Principal is to prepare a schedule of Formal Observations for all teachers. This schedule shall be announced by circulation to all teachers, and is also to be placed on Staff Room Notice Board. Principal/Coordinator, as the case may be, shall attend the class as observer and record his/her observations in Form "Teacher Formal Observation Instrument" (TFOI). Annex 'F' contains the Teachers Formal Observation Instrument (TFOI) and its scoring criteria for recording the

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formal observations. The Formal observations must last for at least one instructional period or activity. Number of Formal Observations will be as follows:

- i. **By Principal** At least once a term for each teacher
 - ii. **By Coordinator** At least twice a term for all teachers of her Section
- b. **Informal (Un announced) Observation:** The Informal (unannounced) observations will not be scheduled nor they will be announced. Principal/Coordinator shall walk in unannounced. Annex G' is a form for recording informal observations (Class 1-10) and form at Annex 'H' is to be used for Montessori classes. Number of Informal Observations will be as follows:

- i. **By Principal** Any number, but at least 2 observations for a Term for each teacher
- ii. **By Coordinator** Any number, but at least 4 observations during a Term for each teacher

5. The results of these formal/informal observations will be recorded by the principal/co coordinator on forms relevant to type of observation, and the complete documentation for each observation is to be kept in the Personal File of each teacher. At the end of the year principals and coordinators will use these documents as input for filling professional evaluation Section of the Annual Performance Appraisal forms. The Annual Performance Appraisal forms for teachers is at Annex 'I'

Feed Back

6. Principals and Coordinator through series of formal and informal observations round the year are to record the shortcomings and strengths of each teacher. The same is to be shared with the concerned teacher with a view of giving an opportunity to them to improve upon the weak areas. Principal/Coordinator is to hold a debrief conference with the teacher within 5 working days of date of observation. The teacher may be shown the form and strengths and weaknesses discussed. At the end , both the Principal/Coordinator and the teacher are to sign the form.

DUTIES OF BFC STAFF

Extracts from BFC Rules

1.27 Duties of Principal

Principals of BAHRIA Foundation Colleges are academicians as well as administrators. As heads of the institutions, they are expected to display the highest level of administrative and leadership skills. They are responsible for every aspect of their colleges. They are to run their colleges efficiently, ensuring quality education while remaining within the available resources. They are to use their good judgment and discretion on the aspects not covered in the BF College Rules and instructions issued from time to time. They are responsible to the EDET for:

- (1) Smooth and efficient running of the campuses in their charge.
- (2) Discipline of the staff and students and dealing with all disciplinary cases according to laid down rules.
- (3) Ensuring that college premises are neat and clean, the students wear neat uniforms and have proper haircut.
- (4) Evaluating the teachers (at least once in a quarter) according to the "Teacher's Evaluation Proforma" and counseling them to improve upon their teaching skills and keeping record of the same.
- (5) Holding regular conference/meetings with the staff on matters concerning the academic and administrative aspects of the BFC and ensuring that the decisions taken in the meeting are implemented and record is maintained.
- (6) Rendering ACRs of all the college employees. Adverse remarks are to be underlined in RED ink and told to individual and his/her signatures obtained. It should be the effort of the Principal to groom and train his/her subordinates. If an employee fails to come up to the required expectation he/she should counsel him/her. However, if he/she does not improve despite all efforts, he/she should be warned in writing. This procedure needs to be adopted before endorsing adverse remarks in ACR.

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- (7) Safe custody of college buildings, furniture, equipment and other assets and maintaining stores ledgers.
- (8) Control and supervision teaching staff and other employees of the college and organizing their duties.
- (9) Judicious use of college imprest funds to meet running expenses of the college in accordance with BAHRIA Foundation Financial procedure/ Instructions.
- (10) Rendering monthly account of college imprest Fund to BAHRIA Foundation Finance Department and EDET.
- (11) Timely (by 28th of each month) distribution of fee challans to all students and ensuring that students pay their fee on time through designated Bank.
- (12) Maintenance of up-to-date college accounts and organizing audit on regular basis and ensuring recovery of all receivables under fee head .
- (13) No fee in cash or donation is to be collected from the students / parents by any college staff.
- (14) Rendering monthly financial statement to BAHRIA Foundation Finance Department and EDET.
- (15) Preparing annual budget of his/her College for the next financial year by 15 April each year.
- (16) Maintaining liaison with the local Education Board/ University/ British Council to remain abreast of any changes in policies/syllabi and timely registration/ affiliation of the campus at SSC, HSC/ 'O' Level.
- (17) Having good liaison and rapport with the local Govt. agencies and information media.
- (18) Ensure muster of library and the Laboratories is carried out half yearly as per BAHRIA Foundation policy and its record is maintained.
- (19) Ensuring timely recognition with the respective Board / University to ensure timely enrolment of F.Sc / HSC, 'O' Level, Matric students for respective Board / University examinations.
- (20) Organizing test/interviews for candidates seeking admission in the college.
- (21) Rendering salary entitlements of all staff to BAHRIA Foundation Finance Department by 25th of each month.
- (22) Producing newsletters of the college and yearly printing of college magazine.
- (23) Ordering formal inquiries into any cases which may lead to

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disciplinary action against a student or an employee.

(24) Supervising classroom instructions in accordance with laid down syllabi and programs. Also providing advice, assistance and information to the Academic Coordinators when required.

(25) Ensuring that modern, enlightened and progressive education is imparted to the students and that the campus environment also reflects these qualities.

(26) Arranging of continuous teachers' training sessions within the college conducted by senior, experienced or prominent teachers in order to keep abreast of modern educational theory and practice. These may be done in the form of demonstration lessons, followed by detailed analysis, study of teaching methods alongwith practical sessions and sharing teaching ideas.

(27) Ensuring that teachers who have attended the workshops outside the college disseminate contents of the same to the rest of the faculty.

(28) Arrangement of visual aids lab (room, corner) where various maps, pictures, schemes, models provided by the administration as well as prepared by the teachers and students will be kept.

(29) Compilation of Principal's Standing Orders and updating them as and when required.

(30) Ensuring that college employees have read Principal's Standing Orders and BF College Rules.

(31) Ensuring timely actions on all the mail.

(32) Ensuring to maintain high academic standards, organize extra co-curricular activities and administer the college efficiently.

(33) Ensuring that parent-teacher meetings are held regularly and parents' complaints are addressed judiciously.

(34) Ensuring proper conduct of college examinations, preparation of question papers / marking of answer sheets as per standard pattern and maintaining secrecy of examination record preferably through a separate examination cell.

(35) Ensuring that college records are maintained, updated and countersigned by the Principal on monthly/weekly basis, as appropriate.

(36) Attending all college activities including morning assembly.

(37) Ensuring that BFCs having hostel facilities issue orders and instructions for smooth conduct of the hostel affairs. All possible

measures are to be taken to ensuring safety and security of the students living in the hostel. Also ensuring that all fees are deposited in bank.

(38) Principals are not to leave station without prior approval of the EDET.

(39) Such other responsibilities as may be assigned by the Head/ Regional Office.

1.28 Chain of Command During Principal's Leave / Absence

a. Whenever the principal is away for less than 03 days from BFC due to sickness / C/L or temporary duty etc, the senior most coordinator will automatically assume the charge of the acting principal and manage day to day matters and no Temporary Memorandum for handing / taking over duties will be issued, however if the principal is proceeding on more than 03 days leave / sickness / Ty duty then the principal is to issue a Temporary Memorandum detailing the senior most coordinator / Teacher to act as principal in his absence. The matter is to be informed immediately to the Head Office, by the principal (if possible) or by the senior-most Coordinator.

b. The Head office will then issue written instructions for the next senior-most to take over duties of the Principal, who will normally be the senior coordinator. However, if for any reason the senior coordinator cannot be appointed another suitable coordinator or teacher will be nominated. In case the dates of joining of the senior most coordinators / teacher (s) are the same, seniority will then be determined by age.

c. Acting official will only carry out day to day functions of the department and should not exercise the following powers of appointment:

- (1) Financial power.
- (2) Power of appointment and termination.
- (3) Issuances of policy letters & directives. Such cases should be referred to next superior officer in BAHRIA Foundation Head office/ Regional Office.

d. Acting Principal working for a month or more would be authorized to the additional allowance equal to 50 % of his / her gross pay.

1.29 Duties of Vice Principal

The Vice Principal of BAHRIA Foundation colleges is responsible to Principal for:

- (1) Conduct of morning assembly and inspection of students turn-out

through Coordinators.

(2) Maintenance of roll call registers of students as well as the faculty.

Grant of 1 day casual leave to the teaching staff and maintenance of leave record. Grant of leave to the students as delegated by the Principal.

(3) Supervision of classroom instructions in accordance with the syllabi breakdown (scheme of study) and daily timetable.

(4) Supervision /Planning of instructional programme / time-table as well as co-curricular activities.

(5) Maintenance of Teachers Weekly Work Diaries, lesson plans and Laboratory Breakage Registers of various labs.

(6) Supervision / Preparation of examination schedules, question papers and other matters pertaining to admission tests and interviews.

(7) Arrangement for prompt marking of answer scripts and tabulation of all results.

(8) Making recommendations for eligibility of candidates for admission and promotion.

(9) Initiating procurement of all equipment and aids for curricular and co-curricular activities as per instructions of the College administration.

(10) Arranging seminars, holding meetings of the staff and students separately for improving discipline, academics, sports and overall atmosphere.

(11) Planning and conducting of Send-ups /Pre Board Examinations for classes IX to XII and preparation of results expeditiously.

(12) Nomination of teachers as internal examiners for conduct of practical in various science subjects.

(13) Prompt preparation of school leaving and provisional certificates for students after declaration of exams results.

(14) Helping and assisting Principal in the admission process.

(15) Supervision of all the laboratories, including monitoring the work of Lab In-charges and ensuring the coverage of syllabi for practical work.

(16) Supervision of all the projects and regular feedback from the project supervisors.

(17) Assigning a person who should stay with students in case of extra classes or practical exams after the college timings.

(18) No fee in cash or donation is to be collected from the students / parents by any college staff.

(19) Any other duty assigned by the Principal.

1.30 Duties of Coordinator

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He / She is responsible to the Principal for:

- (1) General running of the assigned section under his / her charge.
- (2) Efficient and effective discharge of duties by the teachers under his / her charge.
- (3) Rendering relevant section of ACRs on all teachers under his / her charge.
- (4) Preparing annual calendar of events of his / her section.
- (5) Interviewing parents during admission of children in his / her section.
- (6) Neat and clean appearance of his / her section.
- (7) Coordinating preparation of timetable for his / her sections.
- (8) Ensuring that all teachers in his / her sections complete the syllabi of their respective subjects / classes according to a pre-determined schedule.
- (9) Monitoring the academic progress of classes and performance of teachers by observing and evaluating their lessons, emphasizing time and class management, application of various educational methods, usage of visual aids/material, and continuous interaction with the students.
- (10) Preparing and promulgating instructions concerning his / her section in consultation with and approval of the Principal.
- (11) Suggesting ways and means to achieve a high academic level in his/ her section.
- (12) Monitoring and evaluating the students' results and taking necessary measures for improvement whenever required.
- (13) Suggesting new ideas and recommending measures for improvement of teaching skills and learning process.
- (14) Recommending changes in syllabi for improvement of academic level in line with the latest directions from Board of Education, British Council etc.
- (15) Recommending new text books for his / her section.
- (16) Taking frequent rounds of his / her section and monitoring the quality of teaching.
- (17) Supervising all academic and co-curricular activities and ensuring high standards.
- (18) Checking lesson plans and coverage of syllabi by teachers on weekly basis.

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- (19) Supervising preparation the scheme of study (monthly / weekly break down syllabus) for different classes by subject teachers and its implementation.
- (20) Random inspection/checking of students' homework / class work / notebooks / files of all classes under his/her section.
- (21) Making appropriate arrangements for the conduct of the term, annual and Board examinations.
- (22) Allocating leave relief for absenting teachers.
- (23) Maintaining discipline among students and ensuring punctuality and regularity of teaching staff in his / her section.
- (24) Encouraging student's participation in co-curricular activities to build up their confidence.
- (25) Attending the morning assembly, ensuring that teachers and students of his / her section make speeches on topics of general interest and encourage participation of the weak / less confident students.
- (26) Training new teachers of his / her section.
- (27) Acting as resource person in workshops and quiz competitions.
- (28) Maintaining list of outstanding students of his / her section and provide them opportunities for intellectual growth commensurate with their potential.
- (29) Ensure that no fee in cash or donation is to be collected from the students/ parents.
- (30) Carrying out any other duties/responsibilities assigned by the Principal.

Note: All duties assigned to Coordinator as laid down in **article 1.30** will be carried out by the Principal when Coordinator is not appointed.

1.34 Duties of Faculty Staff

a. Teachers

Teachers are responsible for quality education. They are required to:

- (1) Prepare lesson plans according to the lesson plan pro forma (**Annex-'D'**) and use them while delivering lessons.
- (2) Complete the syllabi on time.
- (3) Ensures that students wear clean uniform and have proper haircut.
- (4) Maintain strict discipline in their classes.
- (5) Inculcate good habits in students and educate them to adopt good manners.
- (6) Prepare good citizens of Pakistan by developing moral consciousness of the students based on an understanding of teachings of

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Islam. Make them confident and inculcate in them desire to seek and share knowledge.

- (7) Be excellent role models for the students.
- (8) Prepare and submit results well in time as required by the Principal.
- (9) Be aware of and execute college policies and procedures.
- (10) Follow sound professional ethics and hold all information in confidence concerning children, teachers or school affairs.
- (11) Attend all meetings, seminars or teachers' training sessions carried out in or outside the college when required.
- (12) Ensure preparation and usage of visual aids as an important part of teaching.
- (13) Facilitate the timely collection of fees by the college Administration.
- (14) Desist from engaging in behavior which is professionally inappropriate for teachers or which are unlawful for any citizen.
- (15) Refrain from obscene, profane or abusive language in college premises.
- (16) Carry out any other duties assigned by the Principal.

1.35 Duties of Non-Faculty Staff

b. **Admin Officer (where appointed)**

He is responsible to the Principal for the following:-

- (1) Maintenance of security & cleanliness of the college premises.
- (2) Maintenance of discipline of non-teaching staff.
- (3) Assisting Principal and faculty in maintaining discipline amongst students.
- (4) Maintenance of the college buildings, furniture / fixture / office equipment and other facilities such as hostel, sports grounds and lawns / gardens (where existing).
- (5) Maintenance of personal files and leave record of all non teaching staff.
- (6) Custody of personal files of staff.
- (7) Maintenance of stock register and periodical inspection of stocks / inventories.
- (8) Administrative support in the academic activities of the college as and when required.

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(9) Liaison with transport contractor and parents of students to resolve day to day transport problems and to organize outdoor trips and educational visits for the students. Also responsible for operation and maintenance of college transport (where existing).

(10) Administrative arrangements for VIP visits and all college functions (Annual Day / Sports etc).

(11) Organizing duties of non-teaching staff and rendering their ACRs.

(12) Performance as a member of the College Appointment Committee of non-teaching staff.
(13) Checking

hygienic condition of food and eatables provided by the Contractor to the Hostel mess (where applicable).

(14) Insurance of economic use of utilities such as electricity, gas, water and telephone etc.

(15) Monitor rates and quality of items provided in the college Tuck Shop.

(16) Performance as a member of Purchase Committee of the college.
(17) Carrying out

other responsibilities / duties as may be assigned by the Principal.

Note: All duties assigned to Admin Supervisor as laid down in **article 1.35.c** will also be carried out by the Admin Officer where Admin Supervisor is not appointed.

c. **Admin Supervisor**

He is responsible to the Principal through Admin Officer for the following:

(1) Discipline

and smooth & efficient work of the subordinate staff.

(2) Cleanliness

and security of the college's premises, its furniture, fittings and the garden.

(3) Keeping the

Admin Officer informed about allocation of any specific work of important nature to any member of the administrative / helping staff and report about any lapse or negligence on their part.

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- | | |
|-------------------------------------------------------------------------------------------------------------------------------|---------------|
| (4) | General |
| security and safety of the college premises. | |
| (5) | Keeping |
| guard against anti-social or any undesirable activities of the helping staff, contractors and their staff etc. | |
| (6) | Overall |
| supervision of the repair / maintenance / uplift works of the college buildings / premises. | |
| (7) | Supervising |
| safe departure of students, their transport and ensuring that no student is left in the college premises after college hours. | |
| (8) | Ensuring that |
| the college premises are properly closed. | |
| (9) | Safe custody |
| of old record like Attendance Registers, Dossiers and other relevant documents. | |
| (10) | Safe custody |
| and record of duplicate keys and maintaining of key register. | |
| (11) | Attending |
| complaints of parents about transport. | |
| (12) | Preparing |
| college transport route and time table under Admin Officer's supervision. | |
| (13) | Carrying out |
| any other duty assigned by the Principal / Administrative Officer. | |

Note: All duties assigned to Admin Officer as laid down in **article 1.35.b** will also be carried out by the Admin Supervisor where Admin Officer is not appointed.

d. **Senior Accountant / Accountant/ Accountant-II/ Accounts Assistant**
Following duties are to be performed by the Accountant / Assistant Accountant of the college under supervision of Principal:

- (1)
- Preparation of students fee slips, which are to be handed over to students by the 28th of each month for the following month. He / she will not collect cash from any student / parent except when specially authorized by the Head office.

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(2)

Preparation of monthly payroll, pay slips and tax calculations to reach Regional Officer by 25th of each month. Cutoff date for preparation of payroll is 20th of each month.

(3)

Preparation of monthly withholding tax returns of BAHRIA Foundation Colleges by 12th of following month.

(4)

Preparation of annual withholding tax returns of BAHRIA Foundation College to reach by 12th July of each year.

(5)

Preparation of employees' tax statement by 12th of each month, maintenance of tax deduction record and issuance of challans on as and when required basis within 2 days of casualty.

(6)

Preparing payment / receipt vouchers; posting them in respective heads of Accounts and dispatching original copy of these vouchers to GM (Finance).

(7)

Preparation of daily and monthly petty cash positioning. A summary is to be submitted to Regional Office by 1st week of the following month.

(8)

Preparation of Balance Sheet/Financial Statement

(9)

Preparation of Annual Budget in consultation with Principal, which is to be submitted by 15th April each year.

(10)

Compliance with all the financial procedures/ instructions.

(11)

Proper security, safety and maintenance of all financial assets and documents.

(12)

Preparation of Asset Cards of each asset

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(13)

Timely submission of periodical financial returns required by the Head Office and Government Departments.

(14) Maintenance of the Books of Accounts on double entry basis, such as Cash Book, Ledger and Petty Cash.

(15) Preparation of monthly Bank Reconciliation of all accounts and dispatch the same to GM/Manager (Finance).

(16)

Preparing quarterly, half yearly and yearly Trial Balance and dispatch it to GM/Manager (Finance).

(17)

Preparing monthly, quarterly, half yearly and yearly Progress Report and dispatch it to GM/Manager (Finance)

(18)

Dealing with EOBI and medical insurance matters.

(19)

Reconcile record of the tuition fee slips received from the bank daily.

(20)

Making report in writing to the Principals by 16th of each month of all the students who have not deposited their college fees for the previous month.

(21)

Preparation of the accounts books for annual audit by the Regional Office staff.

(22)

Ensuring that fee concession record is updated with supporting documents.

(23)

Carrying out any other duties assigned by the teacher in charge/Admin Officer / Principal.

SUBSTITUTION PROFORMA

Teacher on Leave: _____

Date: _____

Periods	Substitute Teacher	Class	Teacher's Comment	Signature
Assembly				
Zero				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				

Any other remarks _____

Coordinator's/Principal's Signature _____

Annex 'C'

CLASS LOG BOOK

Date: _____ Name of Students absent: _____

Subject: _____ Topic: _____

Page No: _____

C.W: _____

H.W: _____

Subject: _____ Topic: _____

Page No: _____

C.W: _____

H.W: _____

Subject: _____ Topic: _____

Page No: _____

C.W: _____

H.W: _____

Subject: _____ Topic : _____

Page No: _____

C.W: _____

H.W: _____

NOTE BOOK REVIEW PROFORMA

Date:	Teacher's Name:
Subject:	Class:

Sr.No	Observation	1	2	3	Remarks (if any)
1	Cover page complete: name/year/section written	Yes All	On Some	None	
2	Date properly written by the students	Yes All	On Some	None	
3	Topic/exercise/questions written by the students	Yes All	Some Students	None	
4	Work presentation neat and tidy	Yes	Some	None	
5	Handwriting legible and following the school script	Yes	Some	None	
6	Teachers are monitoring spelling corrections on a regular basis	Yes	Sometimes	No	
7	Showing progression	Yes	At times	No	
8	Showing deterioration	No	At times	Yes	
9	New vocabulary is being introduced	Yes	At times	No	
10	A variety of learning techniques are being taught	Yes	At times	No	
11	New concepts are being introduced	Yes	At times	No	
12	A combination of exercises are used to teach	Yes	At times	No	
13	Teachers checking	Good	Satisfactory	Unsatisfactory	
14	Quantity of work is balanced with quality	Yes	At times	No	
15	Guided remarks are written	Yes	At times	No	

General Comments: _____

Teacher's Signature

Principal's Signature

PARENT'S FEEDBACK PRO FORMA

Date: _____

Teacher's Name: _____ Subject: _____ Class: _____

S.No	Student's Name	Parent's Feedback	Parent's Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			

TEACHER FORMAL OBSERVATION INSTRUMENT (TFOI)

Teacher's Name: _____ Date: _____
Beginning Time of Observation: _____ Ending Time: _____
Observation Number: 1 2 3 (circle one) _____
_____ Date of Pre-Observation: _____ Class: _____

	Average Above	Average	Below Average	Unsat
1. Management of Instructional Time				
1.1 Teacher has materials, supplies, and equipment ready at the start of the lesson or instructional activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Teacher gets the class started quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Teacher uses available time optimally for educating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Management of Student Behaviour				
2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities—whole class instruction, small group instruction, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Teacher frequently monitors the behaviour of all students during whole-class, small group, and seatwork activities and during transitions between instructional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Teacher stops inappropriate behaviour promptly and consistently, yet maintains the dignity of the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.0 Teacher analyzes the classroom environment and makes

adjustment to support learning and enhance social relationships.

3.1 Teacher provides feedback on the correctness or incorrectness of **BF College Management System**
student growth. **Change 0**

3.1 Teacher links instructional activities to prior learning.

5.2 Teacher regularly provides prompt feedback on out-of-class work.

3.2 Teacher understands the central concepts, tools of inquiry,

and features of the discipline(s) he or she teaches and appropriately creates
learning activities that make these aspects of subject matter

understandable and meaningful for students.

5.4 Teacher provides sustaining feedback after an incorrect response

6.3 Teacher, speaking clearly and precisely, giving a clue, or allowing more

time

3.4 Teacher provides relevant examples and demonstrations to

5.5 The teacher uses knowledge of effective verbal and non-verbal

communication techniques to foster active inquiry, collaboration, and
3.5 Teacher assigns tasks and asks appropriate levels of
supportive interaction in the classroom.
questions that students handle with a high rate of success.

3.6 Teacher conducts the lesson or instructional activity at a brisk

6. Facilitating Instruction

6.1 Teacher uses presentations when necessary for student
understanding but avoids unnecessary slow-motion

9.7 Teacher makes transitions between lessons and between
instructional activities with lessons effectively and smoothly.

3.8 Teacher makes sure that assignment is clear.

6.2 Teacher uses diagnostic information obtained from tests and other

3.9 The teacher creates instructional opportunities that are
formal and informal assessment procedures to evaluate and ensure
adapted to diverse learners; social, and physical development of the

10.7 The teacher uses instructional strategies that encourage the

6.3 Teacher maintains accurate records to document student
performance skills.

6.4 Teacher understands how students learn and develop and plans

3.12 The teacher encourages students to be engaged in and
responsible for their own learning.

6.5 Teacher uses available human and material resources to support

4. Instructional Monitoring of Student Performance

4.1 Teacher maintains clear, firm, and reasonable work standards
and due dates.

7. Communicating with the Educational Environment

7.1 Teacher treats all students in a fair and equitable manner
to evaluate the effects of instructional activities and to check

7.2 Teacher participates in the development of a broad vision of the
student progress.

school.

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From the classification of raw data on this sheet, list the strengths observed in this observation cycle and prioritize the areas for improvement.

Strengths:

Areas for Improvement (Prioritize):

Comments:

Principal's Signature: _____

Date:

Teacher's Comments:

Teacher's Signature: _____

TEACHERS FORMAL OBSERVATION INSTRUMENT- SCORING CRITERIA

1. Based on the evidence from observation, artifacts, and discussion, the evaluator is to rate the teacher's performance with respect to the eight major functions of teaching listed in observation instrument. The evaluator must add pertinent comments at the end of each major function for which a rating of Above Average, Average, Below Average, or Unsatisfactory is given.
2. The teacher is provided an opportunity to react to the evaluator's ratings and comments. The evaluator and the teacher must discuss the results of the appraisal and any recommended actions pertinent to it. The teacher and the evaluator must sign the instrument in the assigned spaces. The instrument must be filed in the teacher's personnel folder.
3. The rating scale will include the four levels of performance described below.
 - a. **Above Average.** Performance within this function area is consistently high. Teaching practices are demonstrated at a high level. Teacher seeks to expand scope of competencies and undertakes additional, appropriate responsibilities.
 - b. **Average.** Performance within this function area is consistently adequate or acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Teacher maintains an adequate scope of competencies and performs additional responsibilities as assigned.
 - c. **Below Average.** Performance within this function area is sometimes inadequate or unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies and sometimes fails to perform additional responsibilities as assigned.
 - d. **Unsatisfactory.** Performance within this function area is consistently inadequate or unacceptable and most practices require considerable improvement to meet minimum performance expectations. Teacher requires close and frequent supervision in the performance of all responsibilities.

TEACHERS INFORMAL OBSERVATION FORM
(Class 1-10)

Name of teacher being evaluated: _____ Class: _____

Observation carried out by _____ Subject: _____ Date: _____

Points Observed	Needs Improvement	Fair	Good	Excellent	Remarks (if any)
Lesson Planning (methodology)					
Introduction / Approach to the lesson					
Objectives written on the board					
Date and topic written on the board					
Lesson delivery					
Class control					
Circulating the classroom and monitoring work					
Communication with students					
Active class discussions					
Relating the topic to everyday life					
Ability to explain concepts to students clearly/ logically with correct pronunciation					
Encouraging students to participate					

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Patience in explaining concepts to the weaker students					
Correcting the pronunciation of the students					
Ability to sustain the attention of the student's interest during class					
Use of visual aids/white board					
Students were able to comprehend					
Time management					

Objective opinion of the teacher's aptitude and potential and suggestions for further improvement:

Teacher's Signature

Principal's Signature

MONTESSORI TEACHER OBSERVATION PRO FORMA

Teacher:	Class :
Period:	Student Strength: Present ___ / Total ___
Subject:	Topic:
Evaluator:	Date:
Indicators	Remarks
MORNING MEETING	
<ul style="list-style-type: none"> • Greeting • Sharing • Group activity 	
CLASSROOM MANAGEMENT	
• Class Arrangement (Furniture, seating)	
• Display of EPL & Sensorial	
• Soft board display (As a teacher's resource)	
• Learning Centers with appropriate material	
• Communication Skills (Teacher)	
• Encouragement / Involvement / Motivation	
• Teacher's mobility & monitoring	
LESSON PLANNING	
• Effective Lesson Planning / Clear objectives	
• Lesson Presentation	
• Teaching Resources (Utilized)	
• Teaching strategies used	

• Assessment of Pupils' Progress	
• Remedial Measures for struggling Learners (Record)	
STUDENTS' LEARNING AND PROGRESS	
• Acquisition of new knowledge	
• Concentration & Involvement in Lesson	
• Pupils show a degree of independence	
• Communication skills: (Expressive)	
• Social & emotional skills (Interaction)	
• Notebooks, Workbooks, Activity Books & Syllabus Worksheets (checked & maintained)	
• Diary (duly Signed & maintained)	

Signature of Teacher:

Principal's/Coordinator's Signature

ANNUAL PERFORMANCE APPRAISAL – TEACHING
FACULTY

PART-I

Annual/Special report for the period From _____ To _____

Name _____

Date of Birth _____ N I C No _____

Present Appointment _____ Present Pay Scale/Stage _____

Date of Appointment _____ Date of Promotion _____

as Regular employee _____ to present Grade/ Pay Scale _____

Part-II

1. Academic/Professional Qualifications

Degree	Year passed	Institution
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Teacher Training / Workshop Attended

Name of Course / Workshop	Institution	From	To
_____	_____	_____	to _____
_____	_____	_____	to _____
_____	_____	_____	to _____

3. Present Teaching Responsibilities

<u>Subjects Taught</u>	<u>Class</u>	<u>Periods per week</u>
_____	_____	_____

PART-III (TO BE FILLED IN BY THE SECTION HEAD / COORDINATOR)

PROFESSIONAL TRAITS (75%), WEIGHTAGE AS SCORED FROM (0-10)					
S No	Skill / Traits	Score (10)	Weightage	Wtd Score	SCORE (75)
1.	Management of Instructional Time		15%	(0.15 x score)	
2.	Management of student behavior		15%	(0.15 x score)	
3.	Instructional Presentation		15%	(0.15 x score)	
4.	Instructional Monitoring of Student Performance		10%	(0.10 x score)	
5.	Instructional Feed Back		7%	(0.07 x score)	
6.	Facilitating Instructions		7%	(0.07 x score)	
7.	Communicating with Educational Environment		3%	(0.03 x score)	
8.	Performing Non-Professional duties		3%	(0.03 x score)	
Total / 75					
PERSONNEL TRAITS (25%) AS SCORED FROM (0-10)					
S No	Skill / Traits	Score (10)	Weightage		Score (25)
1.	Punctuality / Regularity		3%	(0.03 x score)	
2.	Dress & Cleanliness, Personality		3%	(0.03 x score)	
3.	Honesty, Integrity & Moral Values		5%	(0.05 x score)	
4.	Communication Skills		10%	(0.10 x score)	
5.	Leadership and initiative		4%	(0.04 x score)	
Professional Evaluation (PART III)					/75
Personnel Evaluation (PART IV)					/25
Total Score					/100

14. General Remarks of Section Head/ Coordinator (Any additional skills of the teacher e.g Computer literacy and Fine Arts etc must be included in these remarks).

Name: _____

Designation _____

Signature _____

Date: _____

Stamp

PART-IV (To be filled in by the Principal)

PROFESSIONAL TRAITS (75%), WEIGHTAGE AS SCORED FROM (0-10)				
S No	Skill / Traits	Score (10)	Weightage	Wtd Score
1.	Management of Instructional Time		15%	(0.15 x score) =
2.	Management of student behavior		15%	(0.15 x score)=
3.	Instructional Presentation		15%	(0.15 x score)=
4.	Instructional Monitoring of Student Performance		10%	(0.10 x score)=
5.	Instructional Feed Back		7%	(0.07 x score)=
6.	Facilitating Instructions		7%	(0.07 x score)=
7.	Communicating with Educational Environment		3%	(0.03 x score)=
8.	Performing Non- Professional duties		3%	(0.03 x score)=
PERSONNEL TRAITS (25%) AS SCORED FROM (0-10)				
S No	Skill / Traits	Score	Weightage	
1.	Punctuality / Regularity		3%	(0.03 x score)=
2.	Dress & Cleanliness, Personality		3%	(0.03 x score)=
3.	Honesty, Integrity & Moral Values		5%	(0.05 x score)=
4.	Communication Skills		10%	(0.10 x score)=
5.	Leadership and initiative		4%	(0.04 x score)=
	Total			
Professional Evaluation				/75
Personnel Evaluation				/25
Total Score				/100

Recommendations

- a. Recommended for Annual Increment

- b. Recommended for Annual Increment due to following reasons.
(Give Details of Warnings, Punishment etc)

- c. Recommended for Individual Performance Honorarium (IPH)
(only 10% of employees can be recommended for IPH)
- d. Recommended for promotion
- e. Not yet eligible for promotion
- f. Not eligible/ qualified for further promotion
- g. Eligible and qualified but **NOT** Recommended for further Promotion due to following reasons.

2. **Principal's Assessment** _____

Name: _____

Designation _____ Signature _____

Date: _____ Stamp