COMPARISON OF MANAGEMENT SYSTEMS OF ALLAMA IQBAL OPEN UNIVERSITY WITH THE OPEN UNIVERSITY SRI-LANKA

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ABSTRACT

The present study design to compare the Management Systems of Allama Iqbal Open University with the Open University Sri Lanka” was conducted as a survey study. To make suggestions to overcome the problems in management systems of both open universities to set the future strategies of management system were also the objectives of the study. After reviewing the related literature the questionnaires were constructed.

For the purpose of data collection questionnaires were delivered to 82 managers of A.I.O.U and O.U.S.L. 31 Questionnaire were delivered to the managers of O.U.S.L and 51 were delivered to the managers of A.I.O.U. Majority of the managers of A.I.O.U. were of the opinion that the management system of their university was working in good and comfortable way and they were satisfied. On the contrary, O.U.S.L Managers most of them were not satisfied about management system of their University.

The managers of A.I.O.U. were satisfied with their distance learning system, the hierarchy of system and the distance learning programs, the budget, Managerial authorities and responsibilities and the provision of education of a large number of the country. As a general, the 6M’s Theory (Men & Women, Materials, Machines, Methods, Money, and Market) was promulgated in both the national level intuitions. The four basic functions of management (Planning, actuating, organizing, controlling) more applied in A.I.O.U. but not in O.U.S.L. It was recommended that there should be “The right person for the right job at the right time” may be applied in both the university. The managements of motivation may be preferred.
The managers should take the innovative steps and adopted the innovation in Educational Technologies and quality education should cater to the masses of the country in cheap rates. Measures were identified to overcome shortcoming to provide quality education by these institutions.

**Keyword:** AIOU, OUSL, management, system, university, distance education, continuing education, 6M Theory.

**INTRODUCTION**

Management is a fundamental instrument in all the organizations. It is the efficient and economical use of time, money and materials. It is the process in which the manager can change the behavior of her/his co-workers to achieve the objectives of the organization.

*Management is getting work done through other.* Pat Corrigan a former elementary school principal who became a manager at General Motors car parts plant, says, "I've never made a part in my life, and I don't really have any plans to make one. That is not my job. My job is to create an environment where people who do make then can make them right, can make them right the first time, can make them at a competitive cost, and can do so with some sense of responsibility and pride in what they are doing. I don't have to know how to make a part to do any of those things.(Chuck, 2005, p.4)

**Figure:** 1

The six Ms theory of management or basic resources, as often called are subjected to fundamental functions of management, planning, organizing, actuating and controlling to achieve the stated objectives. Figure: 1 explains the meaning of management.

Obviously, administration is an integral part of any organization, which provides an individual or society or the nation an environment conducive for growth and development. The education develops those capacities in the individual that will enable him to control his environment and fulfill his responsibilities. Whereas educational administration is a process concerned with creating, maintaining, stimulating and unifying the energies within an educational institution according to the predetermined objectives.

**Basic Functions of Management**

These are four fundamental functions of management and are interrelated with one another. In education these four functions are also very important to achieve the goals and objectives.

- Planning: It includes creating programming and project formulation.
- Organization: It includes the assembling of resources and staffing.
- Actuating: It includes motivation supervision and coordination.
- Control: It includes budgeting reporting and evaluation.

**DISTANCE AND NON-FORMAL EDUCATION**

Education may be Formal, Non Formal and Informal; the three do not contradict one another. Functions of education are discharged also in three modes. Formal Education is given in schools, colleges and universities to modify the behavior of an individual. Non- Formal Education is imparted by other means than the formal classroom teaching. In this system, the guidance is provided to the students by giving the remarks on the assignments, tutorial meetings and workshops.

There is no face to face teaching but sometimes it does happen in some programs. It is a good shape of continuing Education for updating the knowledge and assisting those people who could not continue their education due to certain reasons. Informal Education continues throughout our lives. It is not restricted to the school and the formal procedures, methods and principles. There is no curriculum, no teacher, no timetable and no restriction of the place. It continues for the whole of our lives.

Correspondence education means the education provided to the students sitting at their places through well prepared study material based on course contents, supplemented by the audio visual technology keeping in view the needs and level of students.
The study material compensates the students the absence of the teacher in a class room. With the developing of electronic media, the correspondence institutes supplement the study material with radio broadcasts and video-tapes. With these new developments, the name correspondence education is being changed to Distance Education which has wider implications. Distance Education system is a device to provide education to the distant students as well as to reduce communication gap between the distant student and the Teacher. Distance Education or the above mentioned various types of education are concerned with Non-Formal Education.

Correspondence education is the most important and prior to all of them. The Open University of UK started it and then it prevailed/Spread all over the world.

**Pillars of Distance Education System**

Distance Education system is run with the following facilities:

- Study Material popularly known as lecture scripts;
- Teaching for short duration to maintain personal contacts, i.e. Personal Contact Programs;
- Student Assignment, i.e. Response sheets;
- Electronic media: Broadcasts on selected topics through Radio ; Video, teleconferencing, computer, etc;
- Study centers; and
- Personal guidance: Casual visit by the students to meet the faculty.

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![Figure: 2](source: Aruna Goel & S. L. Goel (2000, p.42)]
SRI-LANKA

Sri Lanka is an island situated at the South-Eastern tip of the peninsula of South India, lying between 5,50 and 9,50 North latitude and 7,42 and 81,52E longitude. It has the shape of a pear and an area of 65,581 sq. km. Which is about a quarter of the size of United Kingdom and almost the equal of Ireland? It is separated from the India subcontinent by a narrow strip of ocean known as the Palk Strait which is 15 miles broad at its narrowest point. The island stands on a continental shelf which extends a distance of 8 km.

To 40 km. off the South and East dropping abruptly to great depths. This is a vestige of a geological connection between the island and the Southern part of India which may have been a part of some massive continent since submerged but leaving vestiges of rocky island of the North of Sri Lanka which on the Western side from a broken land bridge known as between them is the Palk Strait. This shelf today is a coral bed teaming with marine life.

EDUCATION IN SRI-LANKA

Free and compulsory education is provided for 10 years between the age of five to 15 years of age. Primary education begins at the age of five and lasts for five years. Secondary education, beginning at 10 years of age, lasts for up to eight years. There are 4,337 Primary Schools, 3596 Junior Secondary and 2,175 Senior Secondary Schools. In addition, there are 478 Peruvians (Gor Buddhist clergy and lay students). For higher studies, there are 26 teacher-training colleges, 13 polytechnic institutes, eight junior technical colleges and an Open University. Literacy rate 1995, 90.2%. There are 9 Universities.1 Open (Distance) University. (Encarta Premium Microsoft Corporation, 2006)

The Open University of Sri Lanka

The Open University of Sri Lanka (O.U.S.L) was set up for the purpose of providing higher educational facilities to persons above 18 years of age with relevant basic qualifications established under the Universities Act No. 16 of 1978, incorporating with its system the External Services Agency (ESA) and the Sri Lanka Institute of Distance education.


It has the same Legal and academic status as any other national University in Sri Lanka. It is the only recognized university in Sri Lanka where students are able to peruse further education by distance educational techniques in keeping with the philosophy of Open and Distance Learning.
The O.U.S.L was ceremonially inaugurated on 19th June 1980, and became fully operative as on 22nd July 1980 with Dr. Gamani Corea as the Vice-Chancellor and Professor P.D. Gunatillake as its Vice-Chancellor for nine years till 1994. He was succeeded by Professor NR arthenayake who served as Vice Chancellor from 1st December 1994 to 30th November 2000.

Vice Chancellor Professor (Ms.) Uma Coomaraswamy assumed duties on 19th January 2001. The present Vice Chancellor is Professor Nandani De Salva. Any person who is above 18 years of age can enroll in the Open University. No specific entry qualifications are required, except where specified. Exemptions are given to those who possess approved relevant qualifications.

The Open University like other distance education institutions overseas adopts a multimedia study system with modifications to suit local conditions. The teaching is through specially designed printed lesson material, audio-visual aids including audio and video cassettes, discussion classes (day schools), seminars, workshops, laboratory and field work, depending on the needs of each program of study. The O.U.S.L provides a readily accessible and progressive ladder of opportunity for study to improve their vocational, professional and earning potential. The educational programs have been designed to meet national education and training needs, and to offer opportunity to those who have the dedication and drive to succeed. With its flexibility O.U.S.L provides a more socially equitable higher education system. On the successful completion of the program of study, a student will be awarded a Certificate.

**Organizational Structure**
The Head of University is the Chancellor and he presides at convocations of the University.

The Officers of the Open University are the following:

- The Vice-Chancellor
- The Dean of each Faculty
- The Director of Educational Technology
- The director, Regional educational services
- The Registrar
- The Librarian
- The Bursar

The vice chancellor is the principal executive officer, Principal academic officer and the chief accounting officer of the university. He / she have to ensure that the provisions of the university act and of any appropriate instruments in so far as they relate to the Open University are duly observed. Vice chancellor is also responsible for maintenance of discipline within the Open University.
The authorities of the Open University are the following:

- The Council
- The Senate
- The Faculty Boards

The Council is the executive body and the governing authority of the Open University. The Council is empowered by the Act and the O.U.S.L Ordinance to administer to receive, finances and property of the University and the conduct of all administrative affairs of the University. Finance Committee is a Standing Committee of the Council. Senate is the academic authority of the Open University. It has the control and general direction of instruction, education, research and examination of the Open University. It also considers proposals of the Educational Technology Board.

It has the following Standing Committees:

- Admission Committee
- Curriculum and Program Development Committee
- Library and Information Sciences Committee
- Probationary study leave committee
- Research Committee

Administrative and Financial Sector
Administration Divisions provide support to all Faculties, Departments, Statutory authorities and Bodies of the University.

The Division/Units Are

Academic Division
It is responsible for all general academic matters, such as amendment of University Act, O.U.S.L Ordinance, By-laws, Senate Meeting, Research Committee meeting, Curriculum and program development committee meeting, board of discipline convocation committee and other ad-hoc meeting of Senate. Examination-The overall responsibility and administration of evaluation of students performance.

Student Affairs
The department is responsible for registration of students for the programmes of study rending of registration for the program, correspondence with students with regard to the registration matter, maintenance of files/data for all register students.
**Operation Division**
The department is responsible for scheduling activities pertaining to academic programmes, planning the operational aspects, monitoring these activities and ensuring the programmes are conducted according to planned activity schedules. It is also responsible for the printing the study material issued to the students and for recording statistical information pertaining to the University.

**Establishments**
All service matters from recruitment to resignation & retirements of all staff Capital Works- Construction and maintenance of infrastructure of the University. General Administration: General Administrative function such as maintenance of infra-structure, vehicles, correspondence and facilitating day-to-day functioning of the University.

**Maintenance Construction**
Construction and maintenance of building, repairs and maintenance of electrical system, water supply and telephone system is the responsibility of procurement of supplies for the University.

**Internal Audit**
Internal Audit Division carries out its auditing functions in purposeful areas of the University according to the Audit Program. In addition, audit functions include some pre-audits and special assignments given by the Vice-Chancellor from time to time. Head of the department is the Assistant internal auditor who functions directly under the control, supervision and guidance of the Vice-Chancellor.

**Printing Press**
Printing of all books and manuscripts for the courses; management documents, forms account ledgers, etc.

**Finance**
Main responsibilities of the Finance Division are Financial Management & Control including maintaining of proper records. All transaction involving payments and receipts are in accordance with the rules and regulations applicable. Main Sources of consolidated fund and collection of student fees. Annual accounts of the University are prepared and submit to the Auditor General each year and Auditor’s Report is submitted to the Parliament. All finance transaction is subject to concurrence checked by internal and external auditors.

**PAKISTAN**
Pakistan emerged on the map of world in 1947 but, this land has one of the oldest histories of the world. This land being a very strategic point between East & West has always been one of the top listed places to conquer by different dynasties and kingdoms.
It has received numerous races which rolled it and left their marks behind. Hence Pakistan has so many different tribes and variety of colorful traditions.

Pakistan lies at 24.5 to 36.75 North latitude and 61 to 75.5 East longitudes. It occupies an area of 803, 950 square kilo meters. The country borders Iran on the West, India in the East, Afghanistan in the North & North-West, and China in the North-West to North-East and Arabian Sea in the South.

**THE ALLAMA IQBAL OPEN UNIVERSITY OF PAKISTAN**

The Allama Iqbal Open University was established in 1974 under the name, “the People’s Open University”. It was renamed as Allama Iqbal Open University in 1977 on the eve of the first centenary of the national poet and philosopher, Allama Muhammad Iqbal. The idea of an Open University was presented with the enunciation of broad principles in the Education Policy of 1972-80, in these words: At the first Open University established in Asia. This University started functioning as a recognizable entity in June, 1974 in pursuance of Act No. XXXIX passed by the parliament of Pakistan in may, 1974. It was then the second Open University in the world.

In 1973, need for an Open University in Pakistan was felt because of the following two main reasons. The ever increasing educational requirements of the rapidly growing education-seeking population of the country and the country's own limited resources. In 1974 the university came into being under the act of parliament.(Peoples Open University Act No. XXXIX of 1974. In 1977 on the occasion of the centenary celebrations of the birth of the great national poet Allama Muhammad Iqbal, University’s name was changed from People Open University to Allama Iqbal Open University. (Javed Iqbal Syed, (2004, p.2)

The Allama Iqbal Open University was established under an act of parliament in July 1974. It was then the second Open University in the world, the first such University was established in UK in 1969. It is a unique institution in many ways, particularly in terms of employing distance education as its basic teaching methodology. It provides an opportunity to the working people to enhance their qualification with out giving up their jobs or place of living. It also provides them with opportunities to acquire knowledge, skill and techniques relevant to their jobs, which can enhance their job effectiveness and output through a variety of non-degree programs.

Distance Education in Pakistan is particularly suited to the female population as it provides them an opportunity to study at home. Similarly, people living in the tribal and far-flung areas where the formal education system has not reached as yet, also get an opportunity to be educated. This system is flexible in terms of age, and even time, a student can join the University for one or two courses in a semester and can come back when he/she has time to study.
Thus, the period for completing their certificate and degree requirements is linked with students own pace and convenience. The university develops specialized textbooks and reading material to enable the students to study on the basis of self-learning. To help them study at home, however, the university provides support of radio and television programs.

University Institute of Education Technology (IET) produces high quality educational audio and video-cassettes, which enable the students to study at home more effectively. Correspondence material including self-learning study package and supplementary study materials, (Readers, textbooks and study guides).

Radio and Television broadcast generally related to the study materials of the package. Satellite transmission; A.I.O.U is putting on air its educational media material on PTV-2 which is beaming out its transmission through satellite more than 45 countries.

Statutory Bodies of A.I.O.U

According to the university act the president of the Islamic Republic of Pakistan is the Chancellor of the Allama Iqbal Open University. The Federal Minister for Education is the Pro-Chancellor and the Vice-Chancellor of the University is its principal executive and academic officer. The University has the following statutory bodies constituted under the Act of the status.

- Executive Council
- Academic council
- Committee for Research & Education Technology.
- Academic Planning & Development Committee
- Board of Advance Study and Research
- Faculty board of each faculty
- Committee of courses
- Selection board
- Finance committee
- Management for Endowment fund.

Outreach (Regional) System of A.I.O.U

The outreach system of the university in the form of its regional campuses/centers is the backbone of its methodology. The university presently has 32 regional campuses/centers. However the university has also established 88 part-time regional coordinating offices in different parts of the country for providing assistance to the Regional Campuses/ Centers.

OBJECTIVES OF THE STUDY

Objectives of the study were:
To examine the existing management systems of Allama Iqbal Open University and Open University Sri-Lanka.

To find the similarities and differences of management systems of both open universities.

To identify the problems and issues of management systems of both open universities.

To compare the responsibilities and the authorities of the managers at both open universities.

METHODOLOGY

This study was descriptive in nature. Method and procedures used in this study are presented under the following sub-heading instrumentation, research sample, data collection, analysis and interpretation.

Population of the Study

The total population of the study was 82 included of the Deans, the Chairmen/Chairpersons, The Chancellors, The registrars, the DRS. The Treasures/Bursar, The Controller of Examinations, The Directors of Admissions and Mailing, The Director I.T./Educational Technology, The Librarians, and The Deans of each faculty, who were managing the A.I.O.U Pakistan & O.U.S.L Sri-Lanka. The detail is given below:

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<th>S No</th>
<th>Category</th>
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<tr>
<td></td>
<td>Administrator</td>
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<td>1</td>
<td>A.I.O.U</td>
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<td>2</td>
<td>O.U.S.L</td>
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<td>Total</td>
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<td>16</td>
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There were total two Open Universities. In the population of the study Vice-Chancellors as well as all the managers of both Open Universities were also included.

There were 58 Chairmen/Chairpersons 39A.I.O.U+19 O.U.S.L=58

There were 4+4=8 Deans faculties of A.I.O.U and O.U.S.L

There were total 8+8=16 Heads of Administrative and servicing departments of A.I.O.U and O.U.S.L.

Thirty Nine heads of academic departments of Allama Iqbal Open University, Pakistan.

Nineteen heads of academic departments of Open University Sri Lanka
Sample of the study

- Sample from A.I.O.U
  - The Vice-Chancellor (1)
  - The Registrar (1)
  - DRS / Director Regional Services (1)
  - The Treasurer (1)
  - The Controllers of Examinations (1)
  - The Director of Admissions & Mailing (1)
  - The Director I.T (1)
  - The Deans (4)
  - The Chairmen / Chairpersons (39)
  - Librarian (1)

- Sample from O.U.S.L
  - The Vice-Chancellors (1)
  - The Registrar (1)
  - The Director Regional Educational Services (1)
  - The Bursar (1)
  - The Controller of Examinations (1)
  - The Director of Admissions & Mailing (1)
  - The Director of Educational Technology (1)
  - The Deans (4)
  - Chairmen / Chairpersons (19)
  - Librarian (1)

Table: 2
Sample Frame

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<th>Sr. No</th>
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<th>Sample</th>
<th>Percentages</th>
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<td>G.TOTAL</td>
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<td>82</td>
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Instrument

Questionnaire was used as data collecting instruments to obtain concise answers and to identify attitude in the answers.

In order to collect information related to objectives of the study, three separate questionnaires were prepared for each
category (Administrator, Deans and Chairpersons/Chairmen who were managing the matter in A.I.O.U and O.U.S.L) Questionnaire were prepared on five, four, three, two and one point rating scale.

**CONCLUSIONS AND DISCUSSION**

A.I.O.U and O.U.S.L had respondents of 6M’s theory (Men & Women, Material, Machines, Methods, Money, Markets) was applied in their university and Four Fundamental Functions (Planning, Actuating, Organizing and Controlling) of Management were functioning in their university.

A.I.O.U had great respondents then the O.U.S.L about “the right person for the right job at the right time” in their University.

Management of motivation was preferred and the managers were adopter of innovators of new educational technologies in A.I.O.U then the O.U.S.L. A.I.O.U had greater amount of budget then the O.U.S.L. So A.I.O.U had exceeding budget. A.I.O.U and O.U.S.L had equal position about the governmental financial support to the open universities. Donors Agencies were also providing funds to the universities. A.I.O.U had great respondents about the internal budgetary system as well as increasing budget then the O.U.S.L. Preference of scientific management was preferred in A.I.O.U then the O.U.S.L.

A.I.O.U had more respondents about the internet facility in their university then the O.U.S.L. In A.I.O.U print media had played greater role the O.U.S.L print media Queries of the students A.I.O.U were dealt more than the queries of the students of O.U.S.L. A.I.O.U had more number of early adopter of new educational technology O.U.S.L. A.I.O.U had more respondents of “Responsibility is considered the obligation by the managers” then the O.U.S.L. A.I.O.U had provision of printing press as well as contract with the private printing press then the O.U.S.L. The Treasure/Bursar of A.I.O.U was found more satisfied of the management system then the Bursar of O.U.S.L. The Controller of examinations was more satisfied of his management system than the controller of examinations O.U.S.L.

The Director Admissions and Mailing of A.I.O.U was more satisfied of his management system than the director of admissions and mailing of O.U.S.L. The Librarian of A.I.O.U was more satisfied of the management system of A.I.O.U than the librarian of O.U.S.L. The Directors I.T/Educational Technology of both the system (A.I.O.U and O.U.S.L) were not found significantly satisfied with their management systems. The Deans of both the systems of A.I.O.U and O.U.S.L were not satisfied of their management system. The Chairmen/Chairpersons of A.I.O.U were more satisfied of management system than the Chairmen/Chairpersons of the O.U.S.L management system.
Managers (who were working in A.I.O.U) were more satisfied about management quality work load and other allied facilities given to them than those of O.U.S.L. Managers Heads of O.U.S.L were more against the management system of their university as compare to the managers of A.I.O.U. Both types of institution were over crowded with reference to student enrolment in each course. Managers of both type of institution were not satisfied by their pay and allowances, freedom of actions and decision making and other allied facilities should be given to them.

Managers of both institution were satisfied by their load and time to time guidance given to them by their respective heads of the faculties/departments. Managers of A.I.O.U. were more satisfied with the freedom of action, decision making, availability of man and material as compare to those of O.U.S.L.

Both types of institution have shown same performance in open distance learning at federal level/central level.

Managers of both the system were satisfied by the distance learning activities of their respective institution given to their students. There was lack of information technology/Computer education in O.U.S.L management system as compare to A.I.O.U. Managers of O.U.S.L demanded their jobs security as compare to the managers of A.I.O.U.

**RECOMMENDATIONS**

The following recommendations are made on the basis of the results of the study for the both Universities; For A.I.O.U Management System Allama Iqbal Open University being more crowded distance learning institution requires more establishments of new Regional Campuses and Regional Centers. Tutorial meetings may be compulsory for the maximum participation of the students. Assignments of the students may be marked strictly by the tutors. Allied material may be upgraded accurately and relevant material may be provided for the students.

Tutors may be properly trained and well aware of the spirit of distance learning and continuing education. Agriculture and Plantation Engineering, Textile and Apparel Technology may be introduced. Flaws in examination system may be rectified.

For O.U.S.L Management System
Books may be provided to the students at their home address rather than Call them at central campus. The job security may be provided to the managers of U.S.L. Information Technology/Computer Education may be flourished at the Open University level. The funds allocation for the O.U.S.L may be increased by the central government of Sri-Lanka.
BIODATA and CONTACT ADDRESSES of the AUTHORS

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Dr. KIANI is working as Assistant Professor in the PMAS- Arid Agricultural University, Rawalpindi, Pakistan. She carries 17 years of teaching and research experience. Dr. Kiani possesses vast experience of educational planning and research. She received her Doctorate Degree in Education with specialization of Educational Planning and Management from AIOU Islamabad, Pakistan.

She has good command in educational research and administration. She is the pioneer member in the education discipline of Arid University . she has supervised many research scholars at M.A and M.Phil level.

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