

Make the Student's Skillful through apt Educational Management Services.

Dr. Quadri Syed Shah Nadeem.

Introduction:

Let's get one thing perfectly clear, you are a character educator. Whether you are teacher, administrator, custodian, non-teaching class, you are helping to shape the character of the student you come in contact with. It's in the way you talk, the behaviors you model, the conduct you tolerate, the deed's you encourage, the expectation you transmit. Yes, for better or worse, you already doing are doing character education. The real question is what kind? Are you doing it well or poorly? By design or default? And what kind's values are you actually teaching?

Objective of student's skillful:

There is highly controversial issue, and depends largely on your desired outcome. Many people believe that simply getting students to do what they are told is character education. This idea often leads to an impose set of rules and a system of rewards and punishments that produce temporary and limited behavioral changes. But they do little or nothing to affect the underlying character of the students. There are others who argue that our aim should be to develop independent thinkers who are committed to moral principles in their lives, and who are likely to do a right thing even under challenging circumstances. That requires a somewhat different approach, and is the bias of the paper.

The bottom line is that there is no way to create good institutions without good teachers. It is the administrator who creates a good institute. And it is the teacher who creates a good classroom. Education is a profession currently marked by an absence of goals. We must become goal-oriented and results-driven. Just implementing promising practices like site-based management, cooperative learning, or interdisciplinary teaching is not enough. We need to implement and obtain solid, purposeful, enduring goals. Carl Glickman.

Teaching methods to make the students skillful has the following functions:

There is only one way to obtain student achievement and the research is very specific. It is the teacher and what the teacher knows and can do that is the determining factor with student achievement. The students will learn based on whether the teacher is effective or ineffective. District variables do not matter. School variables do not matter. Program variables do not matter. It is the teacher that matters. The ineffective teachers get poor results. The effective teachers get good results, and It makes no difference to the good teacher What students you give them. What programs they teach. Who are the administrators?

Teaching Guides: There is only one way to obtain student achievement and the research is very specific. It is the teacher and what the teacher knows and can do that is the determining factor with student achievement. The students will learn based on whether the teacher is effective or ineffective. District variables do not matter. School variables do not matter. Program variables do not matter. It is the teacher that matters. The ineffective teachers get poor results. The effective teachers get good results, and It makes no difference to the good teacher What students you give them. What programs they teach. Who are the administrators?

Service Learning: A great teacher has his own love of learning and inspires students with his passion for education and for the course material. He constantly renews himself as a professional

on his quest to provide students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons, and always seems to be the one who is willing to share what he's learned with colleagues.

- 1) **A sense of purpose:** The values of an organization must be clear, members of the organization should know them, and they should exemplify and uphold them in their own actions.
- 2) **Justice:** Everyone in an organization should be held to common standards, with rules and procedures that are clear, firm, fair, and consistent.
- 3) **Temperance:** A leader must strive to maintain a proper balance of emotions; Shriver did not mean that leaders should be dispassionate. Quite the contrary- but there is time for passionate advocacy and times for quiet reflection and reconsideration. Balance is the key.
- 4) **Respect:** The dignity of each individual is the concern of any leader, and this is preserved by treating all members of the organization with respect and ensuring they treat one-another similarly, regardless of differences.
- 5) **Empowerment:** Leaders are just that- leaders. Most of what happens in organizations is carried out by individuals other than those in formal leadership positions. Therefore, the more skilled they are, the more they feel confident in their abilities and competent to make decisions, raise questions, see new possibilities, and disagree respectfully with others at all levels of the organizational hierarchy, the stronger and more successful the organization will be.
- 6) **Courage:** Leaders are paid to set direction, not wait for direction to emerge. They have to be willing to follow their convictions and bring their organization to new places. In education, this is most sorely needed in response to the test-based regimen that has taken over our schools at the expense of true education and social-emotional and character development.
- 7) **Deep Commitment:** Leaders must not be polishing their resumes, but rather should have deep commitment to their organizations, the advancement of the organizations' missions, and the wellbeing of everyone in them. It is this deep commitment that makes leadership in schools so challenging, because it requires a commitment to every employee, student, and parent. The performance of a leader must be judged by his or her skills and the character of his or her performance in the many and complex roles that leadership demands. Using the seven cornerstones of leading with character, derived from the life and work of Sergeant Shriver, educators and those concerned with education have a tool for both evaluating and improving leadership competencies along both moral and performance dimensions.

Conclusion

Purpose Information and communication development opportunities and information flow are the big challenges arising from a dedicated review of most educational questions, whether from theoretical frames or material facilitate| facilitations. Institutions libraries are then considered one of the most important resources within educational facilities. The need to develop institution libraries is urgent in that, on the one hand there is a need to convey information via a wide diversity of technologies and resources, and on the other hand, there is a myriad of new teacher and student roles to support. Within this view, came the project of learning centers. The objective is to raise institution libraries to an international and more technical standard. Learning Resource Centers can also be institutionalized in various institutions for teaching and learning purposes. The purpose

of a resource center is to advance the learning experience of students and teachers in any educational sector.

Concept an institution utility driven by a qualified expert. It contains several information resources and their techniques, which the teacher directly deals to acquire searching skills of information, analyze and evaluate to build a new knowledge and experience, and then develop them using several learning methods. It also provides services to facilitate the useful for both teaching and learning.

References:

1. What Matters Most: Teaching for America's Future. NCTAF, PO Box 5239, Woodbridge, VA 22194.
2. Edwards, Brian. Libraries and Learning Resource Centres. Oxford, UK Architectural Press, 2009.