

**REQUIREMENT MODEL FOR SCHOOL MANAGEMENT
SYSTEM (RMSMS 2010)**

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**REQUIREMENT MODEL FOR SCHOOL MANAGEMENT
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A project submitted to Dean of Postgraduate Studies and Research in partial
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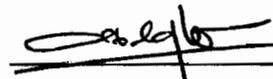
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ABSTRACT

The use of Information Communication Technology (ICT) tools in developing the standards of education has been given wide acceptance and recognition. To this end the government of Libya has is interested in developing methods of education in Libya secondary school towards computerization and automation from paper-based system. Therefore, this study proposed a requirement prototype model that is web-based. The Al-Fateh secondary school was selected for a demonstration of Information system for high schools. We anticipated that the web based management system will assist the school in restructuring the administrative system when fully implemented. We presented UML requirement models and the requirement list. Furthermore, we developed a prototyped and we evaluated the prototype using the USE questionnaire. The usability result was presented and discussed.

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CHAPTER ONE

1.1 INTRODUCTION

The advent of Information and Communication Technology (ICT) has brought a paradigm shift from industrial economy to knowledge economy (k-economy). In order to reap the benefit of ICT, an organization must be competitive in this era by being an effective practitioner of ICT. Schools and educational institutions are left with little or no choice but to follow the new trend, in alignment with their roles in educating and producing knowledgeable citizens.

Libya has the highest norm of literacy in the Arabian world, and the United Nation's Human Development Index which estimates a standard of living, social security, public health services and other factors for development, holds Libya above all African countries. Libya always was enthusiastic to guarantee access, to adapt formation for all members of a society, men and women. The governmental reform plans to improve and develop infrastructure ICT in Libya and it aspires to develop and repair all educational process, including development of curricula and updating its scientific maintenance; acceptance ICT in formation, including higher education is the essential factor in its full plans for development. Libya wishes to play the leading part the African continent, advancing and sponsoring the main initiatives and projects, including those in neighboring countries of Chad, Niger, and Rwanda. However, calls of a bad and undeveloped existing infrastructure and shortage qualified, qualified and teachers ICT-sensible-sense represent the big call to current process of reform (Hamdy, 2007).

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