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Working Paper
for
the Development of a Computer-Based
Education Management Information System
as part of the
Primary Education Development Programme,
a USAID-funded Project
in
North-West Frontier Province
ISLAMIC REPUBLIC OF PAKISTAN

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Executive Summary

This working paper attempts to describe the flow of information in the primary education system of the North-West Frontier Province. In the first section of this working paper, the organizational charts of the various functional units of the bureaucracy are described. Essentially, information flows from the schools to the provincial directorate of education through a highly structured and extremely vertical hierarchy. There is very little (if any) communication horizontally. The grade (or Basic Pay Scale) of the administrator dictates with whom he/she communicates. Communication translates into giving orders to subordinates and receiving orders from superiors.

There are four levels of administration through which information flows before it reaches planners and policy makers at the secretariat level. These levels include the sub-divisional level, district level, divisional level, and provincial directorate level. At each level of the hierarchy, data is consolidated. That is, school level information is transformed into sub-divisional level information which, in turn, is changed into district level information, etc. This means that school level detail cannot be translated into school level information. Indicators such as the number of female students attending male schools becomes obscured in the process.

Once information flows up to the provincial directorate level where it is processed, it is made available to the chief planning officer of the secretariat of education who uses the data to plan the development of the different school levels through the Annual Development Plan (ADP). This data is also used to negotiate the developmental and non-developmental budgets with the Planning & Development Department and the Finance Department. In the second section of this document, this flow of information is described in detail.

In the third section of this document, the data available at the different levels of the administrative hierarchy are described in detail. The essential observation to note in this section is the loss of detailed information as the data flows up the hierarchy from the school level. An additional observation in the same vein is the lack of verification of data once it is consolidated. This leads to questions regarding the reliability and quality of the data as it is consolidated.

In the fourth part of this paper, the flow of specific types of proformas and questionnaires used by the education system is mapped from the school level to the secretariat level. This includes the flow of monthly staff statements, annual statistical data collected by the Directorate of Education (Schools) and by the MUST Project, and the flow of the Annual Development Plan proformas. These are the main information flows which serve the

various educational administrators to perform their functions. In each case, data flows slowly. For the monthly staff statements, extremely detailed data is collected every month concerning the background characteristics of the staff. This is used to carry out the transfer and appointment of teachers. Annual statistical data takes between 3 to 6 months to collect and process.

In the fifth section of the document, the types of variables found in the various data collection instruments are listed. In the sixth section, the different levels of the administrative hierarchy are described in terms of how they could benefit from a computer-based education management information system. Finally, in the last section, the qualifications of the different levels of the administrators in the education system are described.

This information should be viewed as a document which could prove useful in the development of a computer-based education management information system. By understanding how the system currently works, it may be possible to design a system which takes advantage of the positive attributes of the current system.

Introduction

Over the past two months, February and March, 1990, interviews were conducted with educational administrators and teachers concerning the development of an Education Management Information System in the North-West Frontier Province (NWFP) of Pakistan. During these two months, a total of 67 people were interviewed, including the Secretary of Education, the Directress of Education (Schools) --the first female to head a directorate in NWFP, several Divisional Directors of Education, District Education Officers, Sub-Divisional Education Officers, Headmasters, Head Teachers and even Members of the Provincial Assembly who play a key role in the development and administration of government schools.

NWFP has two databases working in their education system. One of the databases belongs to the Directorate of Education (Schools). It is a manual database. The other belongs to an organization called the Management Unit for Study and Training (MUST). MUST has remained separate from the Directorate of Education (Schools) since its inception in 1979 as a UNDP-funded project. MUST has a "computerized" database but since it has never been integrated into the Directorate of Education (Schools), its officers are responsible only to the Secretary of Education.

In this working document, the various data flows from the primary schools through the district offices to the provincial offices have been mapped. All current data collection instruments used by various offices in the province have been collected and reviewed. Critical administrative, planning and policy issues that might be aided by a computer-based education management information system have been identified. This information will hopefully prove to be valuable in the development of a computer-based EMIS in the newly formed Directorate of Elementary or Primary Education in the North-West Frontier Province.

The introduction of a computer-based education management information system which is integrated into the newly created Directorate of Elementary or Primary Education can help strengthen and support the management, planning, assessment and policy capabilities of the new directorate. If properly implemented, a computer-based EMIS has the potential to play a critical role in the USAID-funded Primary Education Development Programme in its efforts to expand primary education by 71% between 1989 and 1999. This is a formidable task which may be accomplished successfully through the use of a computer-based education management information system to support rational decision making to enhance the access, equity and the quality of primary education in the North-West Frontier Province of Pakistan.

Acknowledgements

Thanks are due primarily to Mr. Mohammad Rafique Khattak of the Provincial Coordination Unit (P.C.U.) of the Primary Education Development Programme who assisted and accompanied me in my interviews throughout the province. Mr. Khattak and I have been working very closely together over the last few months and we have shared many ideas concerning the development of a computer-based EMIS in NWFP. Mr. Khattak's insights and knowledge concerning the operation of both the manual EMIS at the Directorate of Education (Schools) and the "computerized" EMIS at MUST were extremely helpful in understanding how the management information system works in NWFP.

I would also like to thank Mr. Ikram Qureshi of the Academy of Educational Planning and Management (AEPAM) in Islamabad who also accompanied me on all my interviews and provided insights in terms of the comparative nature of EMIS throughout the various provinces of Pakistan. He translated all the various proformas and questionnaires which were in Urdu (English is the official language of the bureaucracy but any proformas or questionnaires which go to the school level are in Urdu). He also shared many thoughts concerning our interviews and he provided insights into the comments which were made in Urdu by the people we interviewed.

I would like to thank my wife, Kim LeBlanc, who volunteered to interview all the female education officers in the districts of NWFP which we visited. Since the culture of Pakistan traditionally expects males and females to work separately, I would not have been able to acquire adequate knowledge concerning the working habits and use of information on the female side of the educational bureaucracy without her help. In my initial interviews with female education officers, it was not possible to acquire anything more than formal descriptions of the flow and use of information by female education officers. I am convinced that this document would have provided an incomplete picture of information flow and utilization on the female side of the educational administration if these officers had not been interviewed by a female.

Finally, I would like to thank Mr. Shah Jahan Khan, the Director of the Provincial Coordination Unit (P.C.U.) of the Primary Education Development Programme who provided me with any and all resources which he had at his disposal to facilitate my work. He is also one of the kindest and most conscientious administrators I have met in NWFP.

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Organizational Analysis for a Computerized EMIS
North-West Frontier Province

1. ORGANIZATIONAL CHART BY FUNCTIONAL UNITS

Yearly school census data flow up from the government male and female primary, middle, high and higher secondary schools to the provincial Directorate of Education (Schools) through two avenues: 1) as consolidated proformas in the manual Education Management Information System (EMIS) of the Planning and Statistics Cell of the Directorate of Education (Schools); and 2) as school-level questionnaires in the "computerized" EMIS of the Management Unit for Study and Training (MUST) Project. From these two offices, data is given to the decision makers of the Secretariat of Education, Planning & Development Department, and Finance Department in a consolidated format.

Data Collection by the Planning and Statistics Cell for the Directorate of Education (Schools)

Male and female head teachers and headmasters maintain records on students, teachers, and buildings at the school level in registers. In the case of primary schools, information is sent up to the "Pay Center In Charge" who is also a male or female head teacher of either a primary or middle school. The "Pay Center In Charge" either brings or gives the information to a male or female Assistant Sub-Divisional Education Officer (ASDEO) who brings it to the male or female Sub-Divisional Education Officer (SDEO). The SDEO is responsible for consolidating data from all the primary schools and data received directly from the middle schools. This consolidated data is given to the male or female District Education Officer (DEO) who consolidates the data from the sub-divisions in his or her district. The DEO also receives data directly from the headmasters of high schools and principals of higher secondary schools. (The DEOs also use this data to advise the District Development Advisory Committee (DDAC) on the development of education in the district. The DDAC is composed of Members of the Provincial Assembly (MPAs) who represent the district).

Once the data is consolidated by both the male and female DEOs, it is sent to the male Deputy Divisional Director of Education (Schools). At the divisional level, the data are no longer consolidated separately for male and female schools. The Divisional Directorate of Education (Schools) functions as a coordinating body between the districts and the Provincial Directorate of Education (Schools). The Divisional Directorate of Education (Schools) sends the male and female data together to the Planning & Statistics Cell of the Provincial Directorate of Education (Schools). The Provincial Directorate of Education (Schools) sends the data in consolidated form to the Chief

Planning Officer at the Secretariat of Education who transmits this information to the Planning & Development Department and the Finance Department.

Data Collection for the Management Unit for Study and Training (MUST) Project

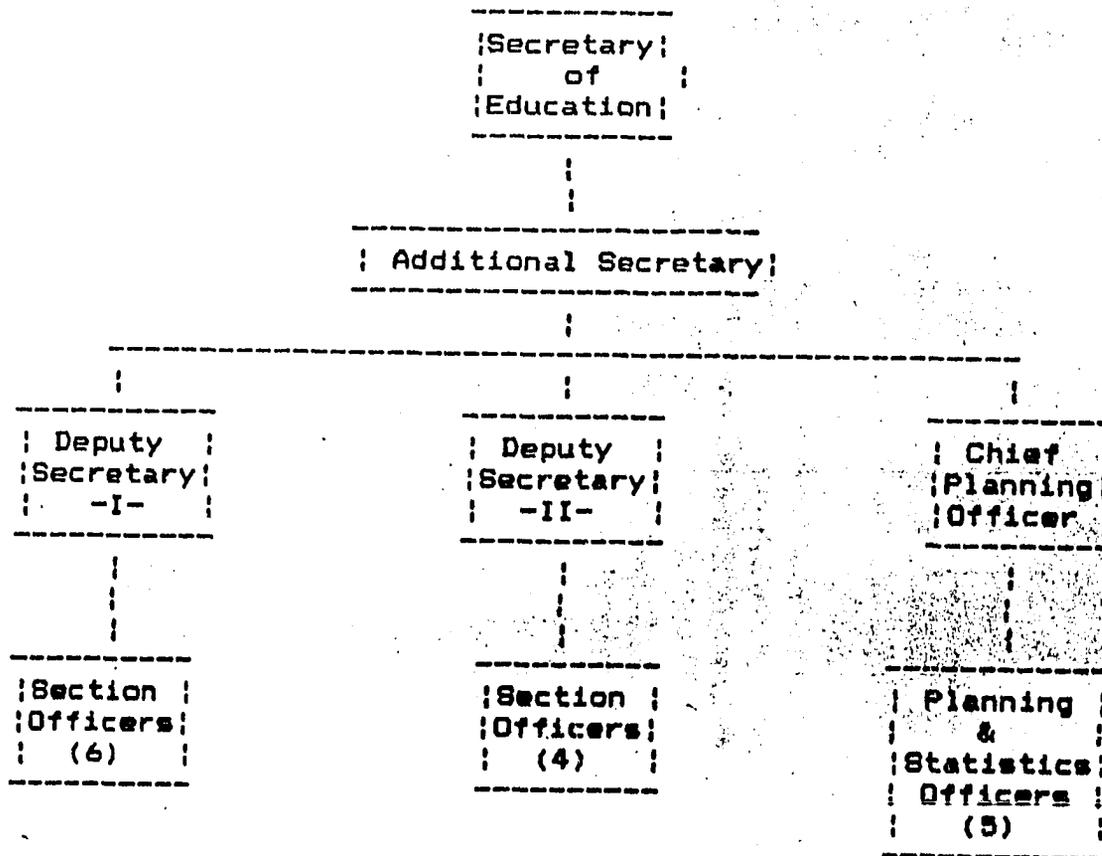
As Diagram 1.0 illustrates, the MUST Project collects data directly from the schools. This occurs at the same time that data is collected by the Directorate of Education (Schools). But unlike the Directorate of Education (Schools), MUST provides a questionnaire to each school and requests that each school submit the questionnaire directly to MUST. In the case of primary schools, the questionnaires are sent at the same time by the SDEO. For middle, high, and higher secondary schools, the questionnaires are sent directly to MUST by each headmaster.

Once MUST receives the questionnaires, the data is processed on "Electronic Data Processing" machines. Once all the data is processed, it is consolidated and sent to the Secretariat of Education, the Department of Planning & Development, and the Finance Department. MUST also sends copies of their statistical yearbook to administrators at the Directorate of Education (Schools) at the provincial, divisional, and district levels.

1.1 Secretariat of Education

As Diagram 1.1 below illustrates, the Secretary of Education has an Additional Secretary who oversees two Deputy Secretaries and a Chief Planning Officer. The Secretary of Education is grade 20. The Additional Secretary is grade 19 and the Deputy Secretaries are grade 18. The Deputy Secretaries are assisted by Section Officers who are grade 17. Deputy Secretary I has 6 Section Officers. Each is responsible for different sectors of education in the province and include the following: 1) schools, 2) technical training, 3) general administration, 4) policy directives, 5) coordination, and 6) education policy and training. Deputy Secretary II has 4 Section Officers who are responsible for the following: 1) universities, 2) colleges, 3) budgets, and 4) accounts. The Chief Planning Officer has 3 Planning Officers and 2 Statistics Officers.

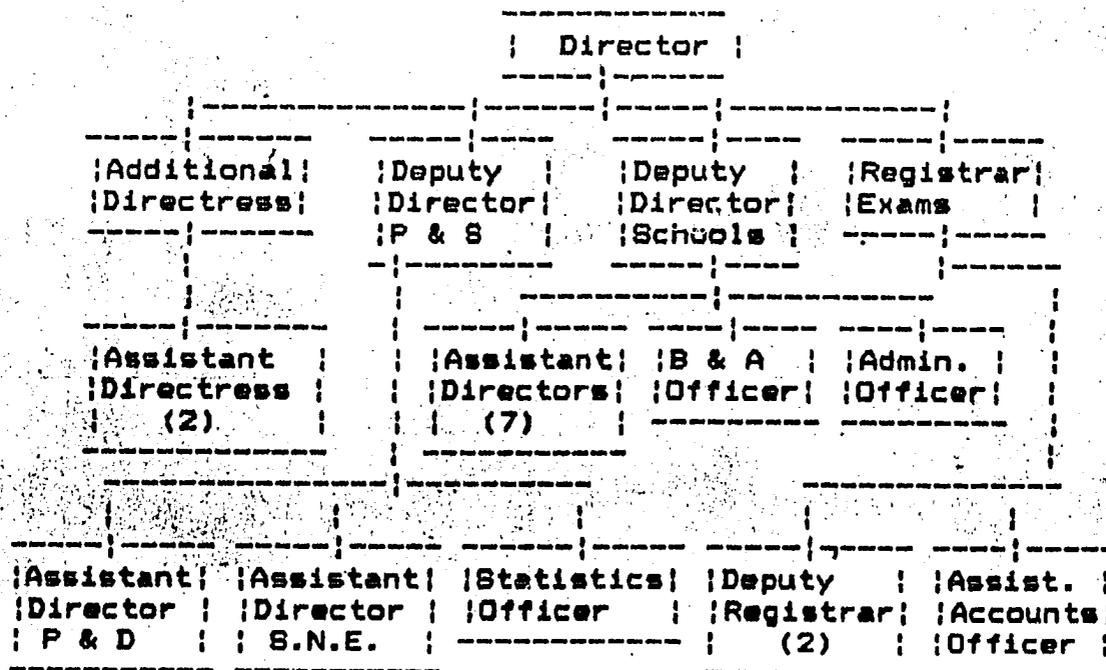
Diagram 1.1. Organization Chart of Secretariat of Education North-West Frontier Province



1.2 Provincial Directorate of Education (Schools)¹

There are four officers who are directly under the Director of Education (Schools) who is grade 20. These include the Additional Directress (grade 19), the Deputy Director of Planning & Statistics, Deputy Director (Schools), and the Registrar (Exams). Both deputy directors are grade 18. The Additional Directress has two Assistant Directress (grade 17). One is responsible for Women's Education and the other for Women's Physical Training. The Deputy Director (Planning & Statistics) has two Assistant Directors (both grade 17). One for Planning & Development and the other for the Schedule of New Expenditures (SNE). There is also 1 Statistical Officer (grade 17) who is responsible for publishing the annual Educational Statistics Yearbook. The Deputy Director (Schools) has 5 Assistant Directors (grade 16) who are responsible for the following: 1) Private Schools, 2) Extension, 3) Agro-Technical, 4) Physical, and 5) General. The Deputy Director (Schools) also has 1 Budget & Accounting Officer (grade 16), 1 Administration Officer (grade 16), and 1 Assistant Director for Accounts (grade 16). The Registrar has 2 Deputy Registrars (grade 17) and 1 Assistant Accounting Officer (grade 16).

Diagram 1.2 Organization Chart of Provincial Directorate of Education (Schools), North-West Frontier Province

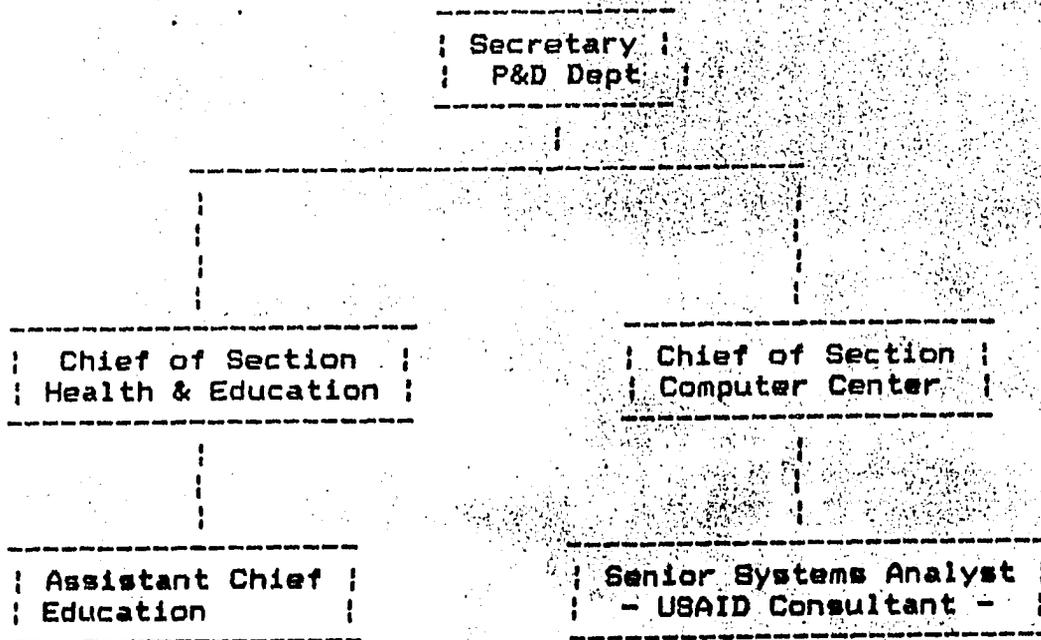


¹ See Appendix 1 for the current administrative lay-out of the divisions and their corresponding districts and sub-divisions.

1.3 Department of Planning & Development, Health & Education Section

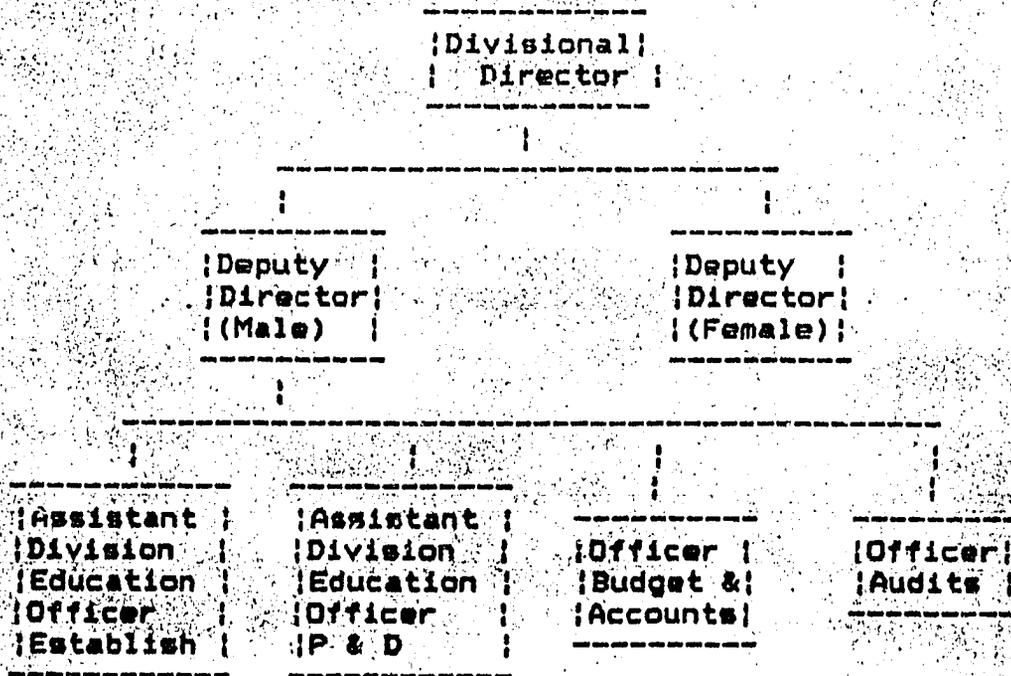
The Planning & Development Department has sections for Health & Education, Universities, Transport & Communications, Water & Power, and Special Development Programs among others. The organizational chart below outlines the hierarchical relationship in the Health & Education Section. All sections report to the Additional Chief Secretary.

Diagram 1.3 Organizational Chart of the Health & Education Section of the Planning & Development Department, North-West Frontier Province



Directorates Education (Schools) represent the Provincial Directorate of Education in the 6 divisions. Each divisional directorate has two Deputy Directors (one male and one female) who report directly to the Divisional Director. The Deputy Director (Female) is in charge of correspondence with DEOs (Female) and the Divisional Director. The Deputy Director (Male) usually has two Assistant Division Education Officers: one for Establishments and the other for Planning & Development. There are also two administrative officers: one for Budget & Accounts and the other for Audits. Both male and female DEOs communicate data or educational information to the Assistant Division Education Officer of Planning & Development who is a male. In other words, there are no female counterparts to the male assistant officers at the divisional level as there are at the DEO and SDEO levels.

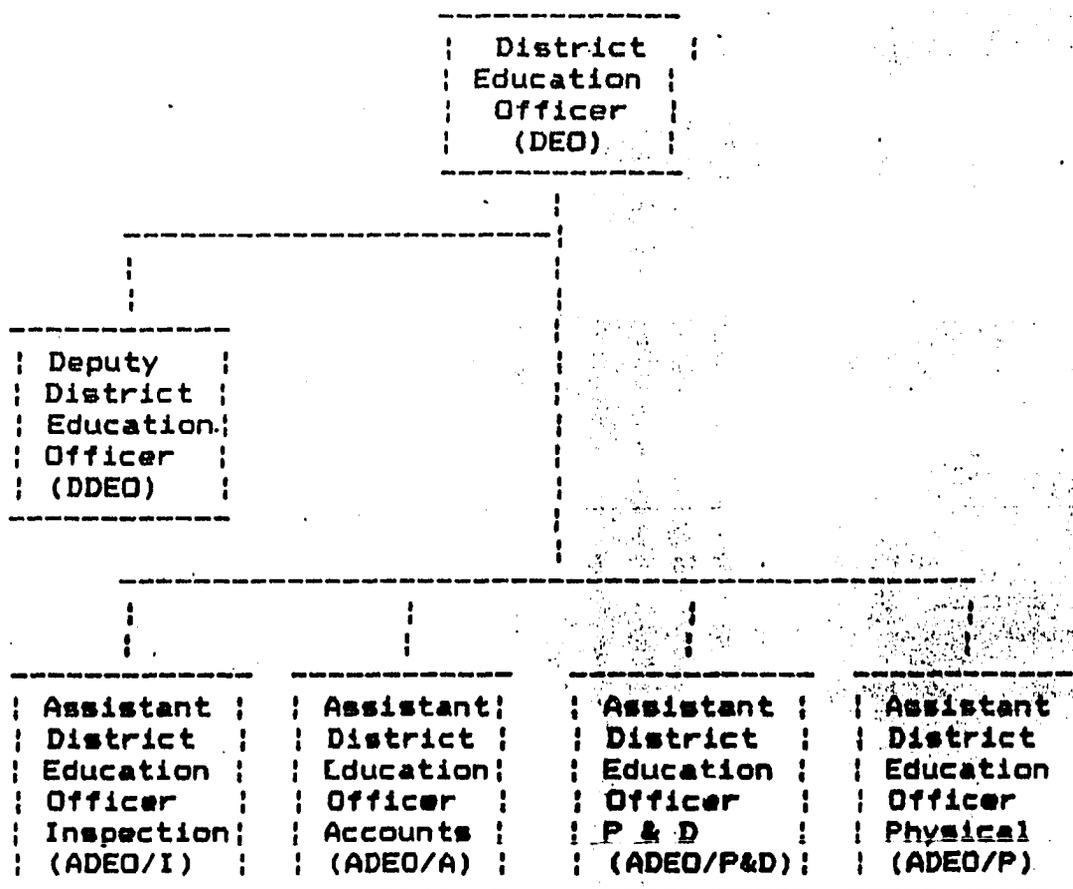
Diagram 1.4 Organizational Chart of the Divisional Directorate of Education (Schools), North-West Frontier Province



1.5 District Education Office

In all districts, there are separate male and female District Education Offices (with the exception of Kohistan, which has only one male DEO). For both males and females, the District Education Officer or DEO (grade 18) has one Deputy District Education Officer (grade 17) who is in charge of running the office. There are usually four types of Assistant District Education Officers or ADEOs (grade 16); each in charge of academics or inspection (their number varies according to the number of schools which need to be inspected), accounts, planning & development, and physical education. The Assistant District Education Officers report directly to the District Education Officer. There are also support staff such as senior and junior clerks who are usually in charge of typing and filing all documents produced by the officers.

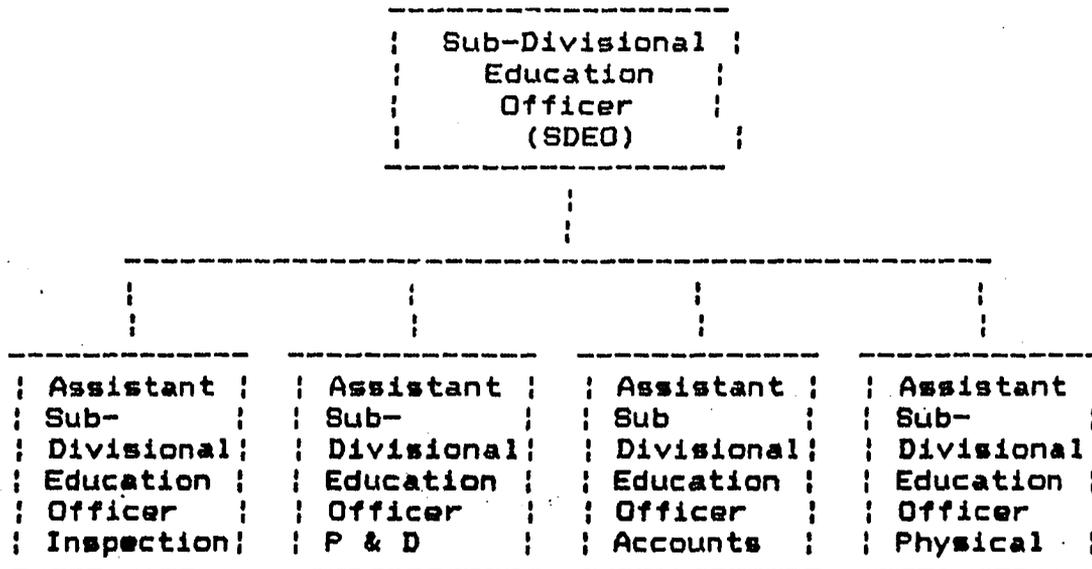
Diagram 1.5 Organizational Chart of District Education Office
North-West Frontier Province



1.6 Sub-Divisional Education Office

Like the District Education Office, the Sub-Divisional Education Office has separate offices for males and females. Its organizational structure is similar to that of the District Education Office except that there usually is not a deputy. That is, there is a Sub-Divisional Education Officer (SDEO) who has four types of Assistant Sub-Divisional Education Officers (ASDEOs): each for inspection, planning & development, accounts and physical education. As at the DEO level, there are senior and junior clerks who type and file documents.

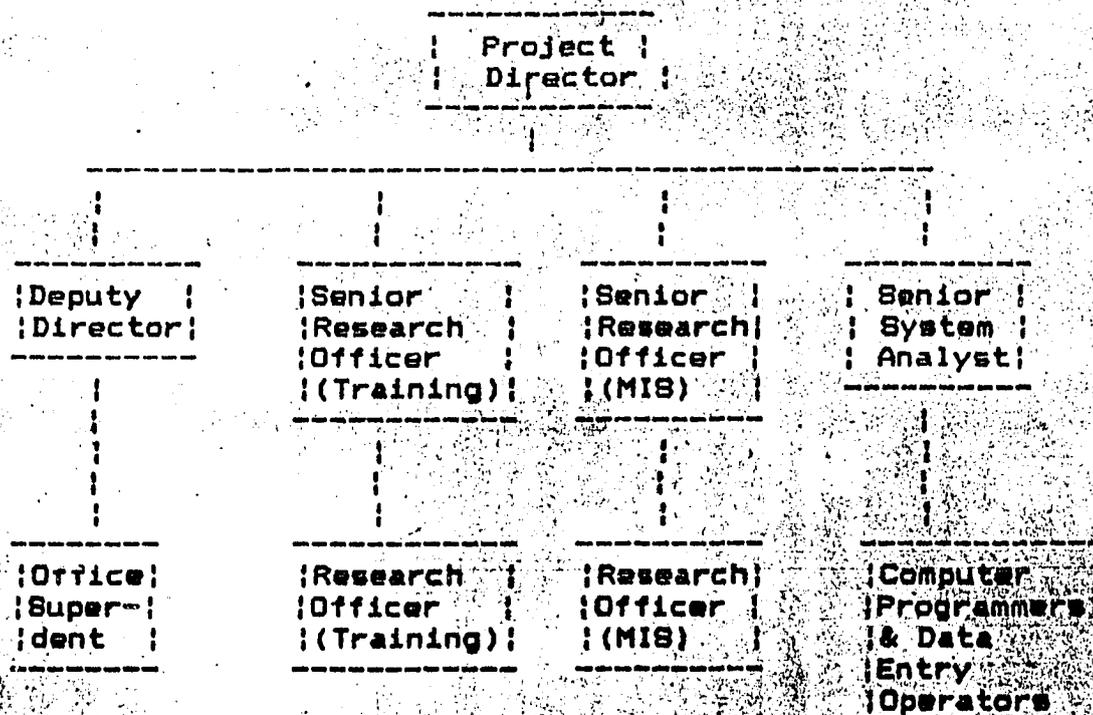
Diagram 1.6 Organizational Chart of Sub-Divisional Education Office, North-West Frontier Province



1.7 Management Unit for Study and Training (MUST) Project

The MUST Project staff includes 12 professional staff: one Project Director, grade 19; one Deputy Director, grade 18; two Senior Research Officers (one for training and one for MIS), grade 18; one Senior Systems Analyst (grade 18); two Research Officers (grade 17); one Computer Programmer, grade 16; and four data entry operators, grade 8. The MUST Project was originally created as a five-year project in 1979 for school mapping of only one district (Mardan) under UNDP funding. Without any substantial increase in staff, its operation extended to the whole province in 1984 and is funded on a yearly basis by the Finance Department. The data it collects covers all aspects of school functioning except financing.

Diagram 1.7 Organizational Chart of the Management Unit for Study and Training (MUST) Project, North-West Frontier Province



2. IDENTIFICATION OF KEY ADMINISTRATIVE, PLANNING, AND POLICY ACTIVITIES OF EACH FUNCTIONAL UNIT

This part of the organizational analysis has four main sections. This first section deals with the functional units within the Directorate of Education (Schools) from the school level to the provincial directorate which is the core of the education organization and the main producer and user of educational information. The second section describes a major functional unit at the secretariat level; the Planning Cell of the Secretariat of Education. The third section focuses on the inter-departmental level. That is, the role of the Finance Department and Planning & Development Department vis-a-vis the financing and monitoring of primary education development projects. Finally, the fourth section describes the Management Unit for Study and Training (MUST) Project. Although it is separate from the directorate of education (schools) and has no direct authority or link concerning administrative, planning or policy activities of primary education, the services it provides -- especially data collection, processing and reporting -- indirectly influences the functioning of primary education.

2.1 Primary School Level

2.1.1 Head Teacher of Primary School

The head teachers of primary schools are "regular" grade 7² and have a Primary Teaching Certificate (PTC). They teach classes and are responsible for the other primary teachers in their school. They are also responsible for maintaining and sending all records of students, teachers, and buildings. These include the followings:

1. Daily Attendance Register (of students)
2. Teachers (Attendance) Register
3. Stock Register
4. Log Book
5. Admission/Withdrawal Register
6. Correspondence Register
7. Funds Register
8. Order Book

Head teachers provide information to higher levels of the school administration through Monthly Staff Statements, Annual Statistics Proformas, and the MUST Questionnaires. The Monthly

² Although a head teacher is a "regular" grade 7, he/she can attain "selection" grade 10. No one in education (schools) has grade 8 or 9. Unless he/she improves his/her academic qualifications, he/she will remain a primary school teacher or head teacher.

Staff Statement and MUST questionnaires are sent to the Sub-Divisional Education Office through the Pay Center In Charge. The Annual Statistics Proformas are usually filled out by the Assistant Sub-Divisional Education Officer of Inspection during an inspection tour of the schools (although this is not always the case. There's some variation according to each district).

2.1.2 Pay Center In Charge (PCIC)

The Pay Center In Charge (PCIC) is either the head teacher of a large primary school or a middle school (to which the primary schools act as "feeder" schools) which is situated in a central and easily accessible location. His/her primary function is to collect the monthly pay of the teachers in the primary schools in their area. They receive the monthly pay from the Sub-Divisional Education Officer at the beginning of each month and give it to the head teachers of the primary schools attached to the PCIC. There are usually 15-20 schools associated with a PCIC. The Monthly Staff Statement and MUST Questionnaire are routed through this office to the Sub-Divisional Education Office.

2.2 Sub-Divisional Level

2.2.1 Sub-Divisional Education Officer (SDEO)

The Sub-Divisional Education Officer (SDEO) is grade 17. His/her minimum academic qualification is a B.Ed. SDEOs usually have 12 years of experience at a high school teacher. The major functions of the SDEO are generally in the areas of administration, planning, pedagogy (guidance), inspection (supervision), and accounts or budgeting.

Supervisor

1. Administration. This area includes drawing the pay of the primary school teachers, maintaining the service records of primary school teachers, and taking care of their transfers, adjustments, and requests for personal leave.
2. Planning. This includes collecting data on a monthly and yearly basis about schools (e.g., Monthly Staff Statements, Acquittance Rolls,³ Annual Statistics Proformas, MUST Questionnaires, and PCI -- a proforma used to proposed the establishment of new primary schools, upgrading primary schools to middle schools and middle schools to high schools, and for the construction of new classrooms).

³ Acquittance Rolls are used to monitor the drawing of teachers' pay. Although it is part of the manual EMIS, it can be argued that it is more of an administrative than planning task.

3. Pedagogy (guidance). This includes providing guidance to primary school teachers in the teaching-learning process, being familiar with the problems of the primary school teachers which are hampering the teaching-learning process, and to provide feasible solutions when possible.

4. Inspection (supervision). This includes an annual official visit to primary schools and two surprise visits. During these inspections, the registers which the head teacher maintains are examined. He/she is also responsible for examining students of primary and middle schools at the end of the school year and determining which students will be promoted and which will repeat.

2.2.2 Assistant Sub-Division Education Officers of Inspection

Most of the SDEOs time is taken up by inspection of the schools and pedagogy which is usually done simultaneously. Therefore, he/she normally has anywhere from 6-15 assistants (called ASDEOs/Inspection) grade 16 specifically for inspection and pedagogy (the number of ASDEOs is based on the number of schools, from 50 to 100 per ASDEO). The ASDEOs/Inspection pay surprise visits to the schools and check whether the teaching-learning process is running smoothly and to give yearly examination of primary students. Each ASDEO/Inspection spends about three-quarters of the month visiting schools. They spend the remainder of their time in the SDEO office trying to solve the problems of the teachers in the field. The ASDEOs/Inspection also help the ASDEO of Planning & Development collect data on a yearly basis.

2.2.3 Assistant Sub-Division Education Officer of Planning & Development (ASDEO/P&D)

There's another ASDEO concerned with Planning & Development who is grade 16. The ASDEO/P&D prepares the development schemes (PCIs) for the Annual Development Plan (ADP) for the year. This is done by selecting and identifying potential sites for the establishment of primary and Mosque schools in the settlements or villages where schools are not functioning. The ASDEO/P&D also inspects buildings under construction and also communicates the Detailed Cost Estimates from the Communication & Works (C&W) Department for the construction or repair of school buildings for primary and middle schools. He also prepares the SNE (Schedule of New Expenditures) which is a proforma used to demand teachers and equipment for schools which need additional teachers and for newly completed primary and middle schools (up to 8th class). Finally, he/she also identifies land which the government may purchase for playgrounds.

2.2.4 Assistant Sub-Division Education Officer of Accounts

The ASDEO/Accounts maintains the accounts and budgets for the SDEO office as well as transactions with the primary and middle schools such as the Acquittance Rolls (for teachers pay) and funds used to purchase equipment for new schools. He is grade 15 and unlike the other ASDEOs, he/she does not come from the teaching staff but from the clerical staff. The budget is also prepared by ASDEO/Accounts for staff working under SDEO's control (recurrent costs). The ASDEO/Accounts has the details for salaries of everyone working under the SDEO. The SDEO submits the budget to the DEO who transmits it to the provincial directorate through the divisional directorate. Then the budget is examined at the provincial level by the Budget & Accounts Branch.

2.2.5 Clerical Staff

There are usually clerical staff associated with every office in the hierarchy. There is a head clerk (grade 11) who is responsible for maintaining records concerning all of SDEOs transactions, including transfers, appointments, etc. A senior head clerk (grade 7) assists the ASDEO/Accounts. He prepares payment of bills for the office and maintains transaction records. The senior clerk has a junior clerk (grade 5) who assists in preparing bills. There is also a clerk who helps the ASDEO/P&D in statistical work. That is, he usually takes the ASDEO/P&D's handwritten notes and types them only the official proformas. Finally, there are usually a few other clerks who assist the ASDEOs/Inspection in various ways. Normally, they type up the work they've done in the field.

2.3 District Level

2.3.1 District Education Officer (DEO)

The District Education Officer is grade 18. Generally, he/she usually has 14-15 years of experience in the education system (the minimum experience is 7 years). Their minimum academic qualification is a Bachelor of Education.

The DEO is responsible for the efficient operation of the District Education Office. His/her authority extends over the secondary schools and the Sub-Divisional Education Offices of his/her district. He/she is responsible to the Divisional Director.

For the DEOs assistance, there is a Deputy DEO. He/she is a grade 17 officer. His/her main job is to assist the DEO in the daily office routine work. He/she has no connection to the field. The ADEO/Academic (grade 16) deals with the establishment branch and collects information for the ADEO/P&D during

inspection tours of high schools. The ADEO for Planning & Development (grade 16) deals with the development schemes such as the construction of new buildings for new schools. The ADEO/Accounts (grade 15) deals with accounts matters and budget control of all institutions in the district. There is also an ADEO/Physical (grade 16) who supervises all institutions in the field of physical education.

The responsibilities of the DEO can be broken down into two major areas:

1. District Office

- a. Financial
- b. Development
- c. Establishment of DEO
- d. Office Efficiency

2. Schools

- a. Supervision and guidance on academic level. One annual and two surprise visits. The DEO is concerned with the quality of education in the schools, the development of the teacher, and exercising educational leadership. Only the DEO is the district representative of the provincial education department. He/she is responsible for external supervision (inspectors and headmasters and headmistresses).
- b. Facing the problems between MPAs and Education office.

The major functions of the District Education Officer (DEO) are the following:

- 1) Control of all education in the district. Primary, middle, and high schools; government, Mosque, muhalla, and some public schools (some public schools are registered with this office).
- 2) Inspection of the middle and high schools. The DEO inspects as well as the ADEOs. There are annual inspections and 2 surprise visits every year.
- 3) Appointment of teachers from grades 1 - 7, and class IV employees (clerks, etc.)
- 4) Supervision and control of the SDEO offices.
- 5) Preparation of development schemes through the PCI proforma in accordance with the Annual Development Plan criteria and submission to the divisional level for transmission to the provincial level. There are also proformas for purchasing of

equipment. After completion of the building, the DEO takes over the building with the PC4 form from C&W. Then they submit the Schedule for New Expenditures on the basis of the PC4 form, for the sanctioning of staff and equipment. On receipt of sanctioning of staff, the DEO appoints teachers on the basis of merit.

6) Providing specially requested information to higher levels. For example, when the Divisional Director requests any information to be collected, it is the responsibility of the DEO. The SDEO cannot make direct contact with the Divisional Director so the DEO is responsible for the collection of the information.

7) Sanctioning of reimbursements for medical bills and countersigning bills of teachers and other field staff for the district.

8) Collection of data on a monthly and yearly basis from primary and middle schools (through the SDEO) and high schools (through headmasters and headmistresses)

A. Statistical Data - Yearly: The SDEO sends primary and middle school information to this office. The statistical data for high schools is collected by the DEO. The DEO writes a letter to high schools to furnish information regarding statistical data. Then the headmasters and headmistresses send the data back.

B. Monthly Expenditure Statement: This has information regarding salaries of staff and other needs of the institutions (stationary, etc.) for the high schools, and the SDEO office sends the information on the primary and middle schools to the DEO office. Then the DEO sends all of these Monthly Expenditure Statements to the Divisional Director.

C. Monthly Staff Statement: These are received by mail from headmasters and headmistresses of high schools. The DEOs office collects for high schools, the SDEO collects for primary and middle schools. The DEO office sends the monthly staff statement to Divisional Directorate by post.

D. Scholarship Statements: The DEO has the authority to award scholarship by merit through the examination of the 6th class. Then this office sends lists of merit students to the provincial directorate for approval. Based on the availability of funds, a number of scholarships are awarded. The list is made up once a year.

E. MUST Questionnaire: The head of the institution of the high schools sends the DEO the completed questionnaires directly. The SDEOs provide the filled questionnaires from the primary and middle. Both send the questionnaires directly to MUST.

2.3.2 District Development Advisory Committee (DDAC)

At the district level, there is a District Development Advisory Committee (DDAC) consisting of all the Members of the Provincial Assembly (MPAs) of that district. The Chairman of DDAC is also a Member of the Provincial Assembly. The district officers (male & female) of the different departments (health, education, etc.) advise the DDAC. The District Education Officer (DEO) prepares and presents his/her targets to the DDAC. He/she proposes development schemes based on specific criteria as prescribed by the provincial government for each type of scheme to the DDAC. Male and female DEOs both process their schemes and advise the committee regarding the feasibility of the schemes.

2.4 Divisional Level

2.4.1 Divisional Director of Education (Schools)

The BPS grade of the Divisional Director of Education (Schools) is grade 19. He usually has 20 years of experience. This position is based on seniority. The major functions of the office are 1) control and coordination of administration of all primary, middle, high and higher secondary schools in the division, 2) routing of development schemes between the provincial directorate and the districts, 3) control of accounts, 4) inspection of schools, 5) transfers and appointments of BPS (Basic Pay Scale) grades 9-13, and 6) the routing of information between the provincial directorate of education (schools) and the districts.

1. Control and Coordination of Administration of all primary, middle, high and higher secondary schools in the division. Primary school and middle school education is dealt with by the SDEOs or Sub-Division Education Officers, male and female separately. Similarly, high schools are administered by the DEOs or District Education Officers, both male and female separately, but they are also responsible for overall administration. That is, the SDEOs report to the DEOs concerning middle and primary schools.

2. Developmental Schemes which are prepared by the SDEOs and DEOs for the Annual Development Plan with the approval of the Chairman of DDAC (District Development Advisory Committee) are routed through this office for further processing by the provincial education directorate and the Planning & Development Department.

3. Control of Accounts. The divisional director is responsible for the allocation of funds for purchases made by SDEOs and DEOs through the tender system (i.e., bids from private sector manufacturers) for such items as furniture, science lab

equipment, etc. The divisional director forms inspection committees (3-4 persons) and checks the purchased articles throughout the division. They go to the schools and check the articles. The committee acts on behalf of the divisional director.

4. Inspection of schools to assess the standard of education. All the schools (primary, middle, and high) are inspected by the SDEOs and DEOs through an annual and two surprise visits. They assess the work of the teachers in the classes and prepare inspection notes for making any necessary modifications in teaching methods. The divisional director also pays surprise visits to primary, middle and high schools occasionally and checks attendance of teachers and headmasters, enrollment in the school, and observes the performance of a few of the teachers. He writes reports and sends them to the schools and provides direction to the teachers. If there's some administrative problem, he tries to solve it.

The divisional director also visits the construction sites and inspects them occasionally. If the work or material is sub-standard, he requests the Communication & Works (C&W) Department Executive Engineer to replace it. He keeps records of these interactions to verify whether the directions given by this office have been complied with.

The divisional director sends them to all concerned officials, including the provincial director of education (schools). (These are written reports -- letter form -- not proformas).

5. Transfers and Appointments of teachers from BPS grade 9-15 as well as inter-district transfers of primary school teachers within the division (their grade is 7).

Information regarding vacant posts are submitted by DEOs to this office and the divisional directorate has its own records concerning vacant posts. For example, they know whether there's a vacant post through the transfers that they make. But if someone resigns, then they find that out through the DEOs. Headmasters of high and middle schools send monthly staff statements directly to the divisional directorate. The divisional directorate is not responsible for appointments at the primary level. The appointing authority for primary schools is the DEO and the transferring authority is the SDEO. They don't send information to the divisional level regarding transfers or appointments at the primary school level.

6. Routing of information between the provincial directorate of education (schools) and the districts.

The divisional directorate collects information from the DEOs and passes it on to the provincial directorate. They collect annual statistics about all aspects of students, teachers, and buildings.

This office uses this information when, for example, they need more teachers to be appointed to a school. In such a case, they consult the annual statistics and find out the actual need. They consolidate this information annually and then they pass it on to the provincial directorate. It takes about 15 days to collect this data. Consolidation takes about 2-3 days.

They also collect monthly staff statements through the DEOs. These are maintained in the office and whenever the divisional director needs any information, he consults the monthly staff statements. For example, if a teacher wants a transfer, the divisional director consults the monthly staff statement and finds out his tenure and present station because transfers are made on a tenure basis (which are 3 years for "attractive" -- usually urban areas -- and 2 years for "unattractive" areas -- usually rural and isolated areas).

The divisional directorate sometimes receives requests for specific information from the provincial directorate. The requests are usually about appointments or transfers. When the information is with the DEOs, the divisional directorate contacts them and passes the information on to the provincial directorate. For example, if they're asked for the specific number of teachers appointed after 1988, they contact the DEOs, collect the information from them and send the information for the whole division in consolidated form to the provincial directorate. Although they have the records, they consult the DEOs in order to be accurate.

In monthly staff statements, they have information on all teachers at all levels. This is maintained by the establishment branch of the divisional directorate. This is the responsibility of the Assistant Director of Establishment. The Assistant Director of Planning & Development is responsible for the annual statistics. He consolidates the annual statistics.

In addition to these functions, any policy making regarding education is discussed in meetings at the level of the divisional directorate.

2.4.2 Assistant Divisional Officer of Education (Schools) of Planning & Development

The Assistant Divisional Officer of Planning & Development is a grade 17 officer. His responsibilities are the following:

- 1) Completion of ADP Schemes. The Assistant Divisional

Officer/Planning & Development (ADO/P&D) receives information from the Planning & Development Department through the provincial education directorate for the preparation of the draft Annual Development Plan (ADP) in January. They usually call a meeting of DEOs and SDEOs to ask them to prepare their schemes based on their field demands. For the last three years, the draft ADP has been sent to the chairman of the District Development Advisory Committee (DDAC) for approval. The chairman calls a meeting of elected MPAs and all heads of the districts' nation-building departments. With the concurrence of the MPAs representing their area constituencies, the schemes prepared by the education department are discussed and finally approved in the meeting.

This is usually done in February. This consolidated demand is sent to the provincial P&D Department. The approval schemes reflected in the ADP by the P&D Department are usually declared in June. Then the ADO/P&D starts the process of preparing the PC1 form for the included schemes of the ADP. But before completing this process, they simultaneously contact the MPAs of the concerned constituencies to finalize the locations. This is a very difficult job, sometimes they have to select and re-select on the recommendation of MPAs. The locations provided by MPAs usually do not fulfill the criteria for the establishment or upgrading of schools, in which case they're supposed to be rejected.

After finalizing the locations, they submit draft PC1 proformas (i.e., development schemes), usually in August. During September the schemes are processed by the various committees, such as the Department Sub-Committee (DSC) and the Provincial Development Working Party (PDWP). These committees include a representative from the education department, finance department, and P&D department. The DSC is headed by the concerned secretary (e.g., education-related schemes would be headed by the Secretary of Education) and they approve schemes which do not exceed 5 million rupees. The PDWP is headed by the Additional Chief Secretary and they approve schemes up to 20 million rupees. Administrative approvals are usually received in October or November and work is started on ground breaking from that date and is usually completed by the following June.

2) Collection and Consolidation of Annual Education Data

The ADO/P&D sends a set of proformas (17) which he receives as guidelines from the provincial directorate but also makes amendments to the guidelines according to his own planning requirements. For example, he may request data on the space (i.e., dimensions) of rooms and the expected number of "pupil-places" (which the province does not request). He may also collect financial and academic information which the provincial directorate does not request. He supplies these proformas to the SDEOs through the DEOs.

Before supplying the proformas, 2-3 day workshops are arranged at the divisional level. The major participants are DEOs and SDEOs. In this workshop they're given practical training for filling out these proformas and orientation with regard to the importance of planning and statistics. This is usually done in September prior to the National Statistics Day which is on October 31. They start collecting data from each school in September.

The SDEOs send completed proformas to the DEOs by the end of November. The DEOs consolidate at the district level. In this way, the Assistant Divisional Director of Planning & Development gets annual statistical returns for each district, separately for male and female, by the end of December or the first week of January.

2.5 Provincial Level

2.5.1 The Planning & Development Branch of the Planning & Statistics Cell of the Provincial Directorate of Education (Schools)

The Planning & Development branch of the Planning & Statistics Cell examines the proposed development schemes (which they receive from the district education officers through the divisional directorate) in terms of their financial and physical criteria. There are two functions within the Planning & Development branch: 1) monitoring & implementation of the approved development schemes; and 2) staffing for those buildings which have been completed or upgraded. The Planning & Statistics Cell is responsible for these functions overall.

Once the proposed development schemes are examined, they're sent to the Planning Cell of the Secretariat of Education

2.5.2 Statistics Officer of the Planning & Statistics Cell of the Provincial Directorate of Education (Schools)

The major function of the Statistical Officer of the Planning & Statistics Cell of the Provincial Directorate of Education (Schools) is the collection, tabulation, analysis and reporting of statistics in the "Yearbook Educational Statistics."

2.6 Secretariat Level

2.6.1 Planning Cell of the Secretariat of Education

The Chief Planning Officer, grade 19, is in charge of the implementation of the Annual Development Plan (ADP) at the secretariat level. He is assisted by five officers: two Statistics Officers and three Planning Officers. All are grade

17. They divide their activities into macro and micro planning. Allocation of funds through the Annual Development Plan is macro-planning and the examination of PCIs or feasibility reports for the proposed development schemes is in the realm of micro-planning.

2.6.1.1 Macro-Planning

The planning cell allocates funds from the ADP in block amounts to each district to build new primary schools. The funds are distributed district-wise on the basis of school participation rates. That is, they calculate the 5-9 year old school age population figure. This is done by applying an annual growth rate of 3.15% to the 1981 census. They compare this projected population figure with the current enrollment figure of each district. From this comparison, they work out the number of school-age children not in school. Based on the number of children not in school, they distribute funds from the ADP to each district for new primary schools. The districts with the most out-of-school children get the greatest amount of money to build new schools.

The planning cell also allocates funds for the construction of additional classrooms. This is done on the basis of demand and population. Districts with crowded schools get more classrooms. They divide enrollment by the number of rooms to determine the density of the classrooms. The acceptable level of density of classrooms is 50 student/classroom. Those districts with a ratio greater than 50 get additional classrooms. The information used to determine this ratio is taken from two sources: the MUST Educational Yearbook (computerized MIS) and the Directorate of Education (Schools) Educational Statistics Yearbook (manual MIS).

The planning cell also makes special requests for data from these two sources. For example, they'll ask for the number of rooms, or enrollment (if a particular school's enrollment is suspect). They get data from schools and cross-check its accuracy and reliability. If there's a discrepancy in the data, they ask for clarification from the directorate of education (schools).

2.6.1.2 Micro-Planning

The PCI proforma, which is filled out at the DEO level, is used for micro-planning. In order for new primary schools to be built, certain criteria has to be met. There has to be a population of at least 1,000 persons in the designated area, no school within 1.5 kilometers, and a donation of land free of cost. If a school is not feasible, the planning cell does not allow the district to build the school. Alternatively, they can relax certain criteria on distance depending on the specific

circumstances.

They have proformas for data that they collect on the names of schools, the number of school age children, water sources, electrification, etc. This is for all the schemes but is not the same proforma as the PC1. The DEO has to send the proforma along with the PC1 form. They use the data or proforma to evaluate the data which is being proposed in the PC1. That is, it's a supplement to the PC1. This is used to assess the feasibility of the scheme.

The planning cell approves all the schemes up to December 31. Targets are set in July. The DEO submits the schemes before July 31. They're assessed between July 31 and December 31. The planning cell indicates those schools which are not feasible; they are deferred. Feasible ones are approved and sent to the Chief of Section of the Health & Education Section of the Department of Planning & Development.

The Planning Cell revises all schemes up to 7.5 million rupees. Beyond 7.5 million rupees, they actually prepare the development schemes.

2.7 Inter-Departmental Level

There are two budgets at the Departmental level: 1) Development Budget (which is the responsibility of the Planning & Development Department); and 2) Non-Development Budget (which is the responsibility of the Finance Department).

2.7.1 Department of Finance

Demands and requests for funds for primary education are made to the Finance Department through development schemes. The Planning & Development Department gives Finance the number of development schemes. They explain the merits of each scheme. Finance examines them from the point of view of suitability. On the macro level, they determine if they're to the benefit of the society. They determine whether they can fund them based on grants from the federal government. For example, if a primary school is to be upgraded to a middle school, they look at the number of students who have been refused. Within the radius of the school, they see if another middle school is not available. They see if the resources are available. There are two sides: 1) the development side (ADP) for the completion of the building; and 2) the recurrent side which Finance picks up. Development schemes through the ADP are determined by the Planning & Development Department. P&D see Finance's resource position and then Finance agrees with P&D if the funds are available; if they're not available, Finance requests P&D to decrease the total number of development schemes to be funded accordingly. Finance also turns to the federal government to provide resources for

development schemes.

Building maintenance is also provided by the Finance Department. Money for recurrent expenditures is routed through the Secretary of Education to the Directorate of Education (Schools) to the DEOs (i.e., it doesn't go through the Planning & Development Cell).

2.7.2 Department of Planning & Development

The basic function of the Planning & Development Department is to develop the ADP (Annual Development Plan) at the beginning of every fiscal year (July 1 - June 30). The different departments provide the schemes to the P&D Department and say how much money they'll need. The various departments provide this information to the Section Officers of the P&D Department. The Section Officer determine the feasibility of the schemes and decide which ones will be funded.

The Section Officers determine development priorities according to national aims within the sectoral priorities and sub-sectoral priorities as indicated in the ADP and the Five Year Plan -- federal and provincial (presently in second year of Seventh Five-Year Plan). Priorities are already fixed in the Five-Year Plan.

There are two type of schemes: on-going and new. At the quarterly review meetings, they look at the achievement of targets and the balance for the next year. After they hold their review meeting, they hold another review with the MPAs which is conducted by the Secretary of Planning & Development of the province and which is represented by all the departments. It's held division-wise. Knowing the progress of schemes in each division allows for greater interaction on the political level.

2.7.2.1 Health & Education Section, Department of Planning & Development

The Health & Education Section of the Department of Planning & Development describes the development schemes for the schools which have to be built, upgraded or need additional rooms. It monitors the progress of those schemes. The Health & Education Section of the P&D Department looks at the total cost of schemes from the Department of Education (Schools). If the schemes fall within the purview of the Provincial Development Party, the Health & Education Section looks at the specifications and feasibility of the development scheme. They examine the PCI proformas which the Department of Education (Schools) submits to them. They look at the answers given by the department. They look at its relation to the national priorities of the education sector (e.g., expansion of primary education). Then in order to

determine feasibility, they get a feasibility report from the Directorate of Education (Schools). This includes population figures, locality, distance from nearest school, strength of nearest school, number of feeder schools, etc. The feasibility report comes from the Planning & Statistics Cell of the Directorate of Education (Schools).

The Health & Education Section also looks at the Detailed Cost Report from the Communication & Works Department. It's a document with all the costs and the standard design. The C&W department has fixed, standardized rates. The engineers use those standard rates for their detailed reports. But there's a provision for differences in costs of schools depending on any special circumstances.

The Health & Education Section participates in the preparation of the ADP. They give guidelines to the Department of Education (Schools) and tell them how much of an increase they can expect in the total number of development schemes each year. Funds come from the federal government who decides how much share should be given to each province. Then each section has its sector distributions. The sections decide total amounts for each sector. The sections discuss with the departments their priorities and bring them into line with available funds. The sections balance demand with availability of funds to create the ADP. The breakdown of the different schemes comes from the departments. The section only gives departments percentages of distributions of funds for the sub-sectors.

2.7.2.2 Computer Center of Planning & Development Department

The P&D Department has computerized the ADP. By computerizing the ADP, the P&D Department has been able to maintain the list of schemes and monitor the monthly progress of schemes. They enter the monthly expenditures and measure the physical and financial progress of the schemes. They can also maintain the cut dates of the various schemes. This allows them to determine the status of the schemes. Every department provides the relevant data through the Section Officer. After inputting the data, the computer center distributes summaries of the data for verification by the sections. However, the P&D Department doesn't have any checks on the accuracy of the information received from the departments and has to assume it is accurate and reliable data.

2.7.2.2.1 Historical Evolution of the Computer Center of P&D Department

The first task of the computer center when it was developed was to automate the ADP since there was a lot of political pressure on the schemes in the ADP. Once they were able to

successfully complete that task, they started monitoring the progress of the schemes. At the beginning, they started with 2 IBM PC XTs. After the automation of the ADP (it took them one month to develop the software programs and one year to test it), they got three more PCs.

2.7.2.2.2 Stages of Development of the Computer Center

1. March 1986 - Started working on Computer Center.
2. April 1986 - USAID installed 2 IBM PC/Xts under the Research and Evaluation Scheme of the Tribal Areas Development Project.
3. June 1986 - Tested the system (maintained parallel systems - one computerized and one manual.
4. March 1987 - Two additional IBM/ATs and 1 IBM/XT were installed.
5. June 1987 - Completely computerized and created their first ADP.

All programs were tested the first year then all the load (e.g., pressure) was on the computer center. The first year was critical. The P&D Department wanted to see what the computer could do. Then they accepted it. Those responsible for the computer center then had a meeting with the Secretary of Planning & Development who decided that every section should have its own computer (this was in 1988) so that they can handle their own work (i.e., data processing) and transfer it to the computer center on diskettes for analysis.

They had two options: minicomputers or a network. They decided on the network so that they wouldn't be dependent on one computer. It took 6 months. In May they got the money from NWFP government (48 lakhs (480,000 rupees or \$22,500) -- 15 in 1988 and the rest in 1989). They started with a small staff and expanded.

They have developed two networks: one for the section officers and the other for the P&D executives. The plan was one 80386 machine in the computer lab and PCs in the 5 offices. For 4 months, the network has been implemented but the executives have been making many demands to have readily accessible information on the screen.

Training will begin in March so that the executives can learn how to access more information. They've developed user-friendly screens but they don't fulfill the executives' desires. That's why they're having the training program. They want to

show them how to communicate with the computer center. They require output reports now on the screen. They also want to do analysis. For example, they want to know 1) the average cost per project per ADP; 2) which of schemes are not completed within the yearly allotted time frame; 3) what are the planned and actual dates for each scheme? The computer center wants to be able to provide them with how they can use the network effectively. Training will cover all the basic DOS commands, introductions to concepts about software and hardware, etc.

2.7.2.2.3 Decentralization Plans

The P&D Department hires local consultants who study the requirements for the various departments. These consultants create the complete plan: computers, manpower needed, etc. The P&D Department provides the funds and the departments hire their personnel (P&D Department provides the computers). These are actually schemes themselves. All these little computer centers are being done by the departments.

2.7.2.2.4 Monitoring

For the monitoring of approval schemes, they get monthly reports. For programs of development schemes, they get quarterly reports -- how much of the scheme is completed, etc. The computer center issues all the reports on the 4th of each month. On the 9th, the section heads meet and look over the schemes to make sure they're satisfactory and then they report to the Secretary of P&D. The Secretary keeps track of all the schemes.

Every department provides the relevant data to the section. After inputting the data, the computer center distributes them and the data is verified. The sections have the summaries. However, the P&D Department doesn't have any checks on the accuracy of the information received from the departments and have to assume it is accurate and reliable data.

2.7.2.2.5 Reappropriations

Money is reappropriated to schemes when some schemes aren't using the money as planned.

2.7.2.2.6 Networking the Sections with the Departments

As soon as the network for the sections is operational, then the sections will input the data and the computer center will only compile and analyze the data according to the questions posed by the secretary and executives of the P&D Department.

The computer center would like to collaborate in a plan that would link the education section of the Planning & Development Department to the Directorate of Education (Schools). This way, the departments could use the computers effectively. Sections just monitor. Some departments have computerized, such as the Local Government & Rural Development Department.

2.8 Communication & Works Department (C&W)

Once development schemes for education are reflected in the Annual Development Plan (ADP) then the function of the Executive Engineer of the Communication & Works Department (C&W) begins. In the first week of July (i.e., the beginning of the new fiscal year), he is told how many primary schools to build in his district. The District Education Officer identifies the location. They hand over the site. Before giving the cost estimates, the Executive Engineer has to see what the location is like so that he can make the estimate for the scheme.

Once he sees the sites, he prepares a site plan (which is a standardized process) in the Detailed Cost Estimate (DCE) in which he incorporates the rate for the prevailing year. Then he sends the DCE to the DEO who prepares the PCI. Within 3-4 months (by November) this process is completed and the schemes are approved.

When the scheme is approved, the Executive Engineer of C&W floats tenders. Sometimes there's competition and the contractor will bid too low. He can't complete the work and he has to refloat the tenders.

The Executive Engineer also suggests "surrender and excesses" for the schemes. The government at the provincial level re-appropriates funds within the sector. For example, if one scheme is overfunded for the year and another scheme can be completed this year (even though it is scheduled for completion next year), then he can recommend re-appropriation of the funds to the provincial government within the sector.

2.9 Management Unit for Study and Training (MUST) Project

MUST is a unique organization in the NWFP Education Sector. It is not integrated in the Secretariat of Education but provides services in the form of information and training to the various directorates of education through the secretariat. Each year, MUST negotiates its continued existence directly with the Secretary of Education. The goals of MUST are the following:

1. To establish an Education Management Information System (EMIS);
2. To provide training and retraining to DEOs (District

Education Officers) and SDEOs (Sub-Divisional Education Officers) in office management and organization.

3. To prepare job manuals for DEOs and SDEOs; and
4. To revise the Education Code of N.W.F.P.

The EMIS in MUST has been established to a large extent. In 1979, UNDP wanted to see whether, as an experimental project, an EMIS would work in the province based on EDP (Electronic Data Processing). Thus MUST was launched as a pilot project. EMIS was launched to electronically process data obtained from schools in a district. The project was started in the district of Mardan in 1981.

The "computers" at MUST are actually data entry machines (not computers). At the beginning of the project, data was entered at the Agriculture Development Bank (ADB) in Islamabad. MUST collected the data and entry was made at ADB. 8" diskettes with raw data were given back to MUST and the MUST personnel processed this data when they received their "computers" (an IBM 5285 machine and accompanying 5281 terminal connected to the 5285 which were primarily designed for data entry purposes). They had only 64K memory and were upgraded to 96K (64K on page one; 32K on the second page). Their capability is limited. Data are stored on 8" diskettes. The language is in DERPG (Data Entry Report Program Generator).

Data from Mardan was collected and updated again the following year in 1982. At present, updating of data is done annually. The MUST experiment was expanded (but not the objective of UNDP) to the district of Peshawar in 1983. In 1984, they began collecting and processing data for another division: D.I. Khan, which includes two districts -- Bannu and D.I. Khan). In 1985, they collected and updated the data for the Peshawar and D.I. Khan divisions. (The Peshawar division included Peshawar and Mardan districts. The districts of Mardan and Peshawar started out as one division. Now they are separate divisions. There are six division).

Around 1986, for the first time, MUST processed data for the whole province on an experimental basis. Data was obtained from the Directorate of Education (Schools). From 1986 onwards, MUST collected data from the field and processed the data. Data entry continues to today.

2.9.1 Process of Organizing Data Collection and the Historical Evolution/Background of Data Collection Forms

In 1985-1986, MUST requested data for the entire province from the Directorate of Education (Schools) because they wanted

to determine whether they had the capacity to process data for the entire province. They used the same data collection instrument that they had been using for Mardan and Peshawar districts but also used the data collection instrument of the Directorate of Education (Schools) for the other districts. They obtained the data from the Directorate of Education (Schools) and processed it. Once they proved to themselves that they could process data for the entire province, they started collecting data throughout the entire province using their own data collection instrument.

2.9.2 Data Collection Campaign

The province has one Directorate of Education (Schools) and six Divisional Directorates of Education (Schools), one for each division. Under the divisional directorates are the District Education Officers (DEO), then the Sub-Division Education Officers (SDEO), and then the Pay Centers In Charge (PCIC). Pay Centers In Charge are head teachers of schools from which 20-30 other schools draw their pay. One teacher is in charge of the pay center and he/she draws the pay for the teachers of the 20-40 schools from the SDEO.

MUST used to chart out a program and send it to DEOs, SDEOs, and PCICs. The program gave the following information: 1) the dates when MUST personnel would come to an area to collect data, 2) the focal points where they would collect the data, and 3) the names of pay centers.

The focal points were the schools in which MUST held meetings of certain Pay Centers In Charge. MUST gathered the head teachers at that focal point which was comprised of 2-3 Pay Centers In Charge. Their team would go to the focal point on a particular date and explain the questionnaires to head teachers. In the presence of that team, the head teachers filled in the questionnaires on that day. If a school was newly established, MUST gave the head teacher a baseline questionnaire; if it was an already established school, MUST gave the head teacher an update questionnaire.

At the focal point, their team would list the non-responses (i.e., the head teachers who did not attend the meeting). MUST would invite 40-60 head teachers, but not all of them would necessarily come. The head teachers who were the Pay Centers In Charge knew MUST's schedule of meetings and would tell those head teachers where to go to attend the next focal point meeting. MUST paid 20-40 rupees to each head teacher to help defray the expenses of going to this meeting.

This was a quick procedure and worked well but had several disadvantages. First, it involved significant finances. Second, it required vehicles and a number of teams. Third, it took 10-

15 days to cover one division. MUST used to send about 3-4 teams consisting of 3 members to each focal point. One vehicle would drop off the teams and then pick them up. MUST discarded this method because in order to cover the whole province, MUST needed more vehicles, personnel and money than was realistically feasible. Each team covered one focal point a day and there are 50-60 focal points in each division. The maximum distance from each focal point was 10 kilometers and usually no more than 5 kilometers.

Previous to using focal points, MUST used to send Data Collection Officers (DCOs) hired by MUST to have the first questionnaire filled out. They received training from MUST. DCOs were supposed to go to each school with motorcycles in Mardan. There were about 20 DCOs. Actually, the DCOs were teachers who MUST would remunerate (funding was provided by UNDP). DCOs taught at the same time. Later, MUST found out that DCOs were cooking the data. Therefore, MUST discarded this system because the DCOs filled out the questionnaires in their homes at their leisure instead of going to the schools. MUST used sample surveys and cross-checks to verify that the data was being cooked. That's why MUST started to invite head teachers to the focal points.

The data collection instrument was designed so that they could be used for the entire province. Every year, MUST called on the users of data -- primarily the Director of Education (Schools) and Planning & Development Officers. MUST would go to their offices and interview them. Then these officers would have meetings with their subordinate officers in order to suggest revisions of the questionnaires. This resulted in a standardization of the questionnaires so that they would be used by the users.

Currently, MUST hold meetings at the divisional level at each divisional headquarters. DEO's and SDEO's attend this meeting (or the assistant in their office responsible for data collection). The purposes of these meetings are: 1) to deliver questionnaires (blank) to DEO's and SDEO's; 2) to explain the procedures for filling in the questionnaires; and 3) to clarify any questions about the questionnaires. MUST gives them the date for returning the questionnaires and a computerized/standardized list of schools that existed the year before. This list includes the name of the schools, their code number, and the head teacher's name.

The purpose for giving the list to the DEOs and SDEOs is that it indicates the type of school for which the questionnaire is to be used. The list allows MUST, the DEOs and SDEOs to keep track of the number of non-responses.. The meeting is in September because October 31 has been declared School Statistics Day. When the head teachers from the Pay Centers In Charge go to

the SDEO's to pick up the teachers' salaries at the beginning of October, they receive the questionnaires and an explanation of how to fill it out. When the head teachers come to the Pay Centers In Charge at the beginning of October to pick up their pay, they receive the questionnaires and are told by the PCICs how to fill them out. During the first week of November, when they come back to the PCIC, they return the filled out questionnaires.

In November, when the PCICs collect the questionnaires, they give them to the SDEOs who collect all the questionnaires from the PCICs. The SDEO directly supply the questionnaires to MUST through special messenger and follow up on non-responses. Then MUST take these questionnaires and inputs them. MUST also has a list of the names of schools which they use for cross-checking purposes and to determine the number of non-responses to questionnaires. MUST also checks to make sure the questionnaires are correctly filled out with no blanks. If there are blanks, MUST tells the SDEOs that responses are missing and the SDEOs try to get the answers if possible (sometimes they can't get the response simply because it doesn't apply). MUST also checks for missing information and the accuracy of the responses to the questions. MUST has built-in checks (e.g., number of teachers is asked three times so MUST can check consistency and accuracy. Even the school code -- which is printed on the form -- is asked for).

Data processing is accomplished by 4 data entry operators - 2 to input the data into the computer and 2 to do the manual checking. Data entry takes about 3 months for approximately 15,000 schools, including primary, middle, high schools, higher secondary schools, technical schools and colleges.

Through this method, MUST has eliminated the problems with the focal points (i.e., vehicles, manpower and money). Even if MUST had had the resources to continue the focal points, that method would still not have been advisable because it is too difficult to go to the field to collect all the data. It's less expensive and logistically easier for MUST to get head teachers to fill out the questionnaires.

2.9.3 Reports

Programs have already been written for the yearly reports. Sometimes the Planning & Development Department will ask for other reports. This will sometimes take a day to make. MUST collects data from all the different types of schools. To produce the annual reports after data is entered takes about a week. MUST produces two types of annual reports: provincial reports and divisional reports.

Divisional reports are sent to all 6 divisional

headquarters. MUST sends copies to the divisional director and school directors. MUST makes a stencil of the report which is called the Yearbook which are sent to all offices (e.g., provincial, technical education, college, primary, etc.).

MUST made a modification in reporting this year. MUST sent a summary of the data to the DEOs and SDEOs so that they could give it to people who request it (heads of districts, etc.).

2.9.4 LIMITATIONS

The reason given why MUST has never been integrated into the Directorate of Education (Schools) is because of money. MUST was initially funded by UNDP and now the Finance Department funds them yearly. Therefore, it is argued that they aren't a permanent liability to the government (although most of them are from the educational cadre system). MUST is still a project. They collect data through field officers of the directorate of education but these officers are not responsible to the director of MUST, but to the director of education (schools). It is one of their limitations and one of the reasons not to build on MUST. If a head teacher or administrator doesn't want to supply data, MUST has to ask the provincial director to leverage her powers to get the data. Right now, data is given to MUST out of courtesy.

3.0 Inventory of Data/Information Availability at Various Functional Units

The following is an inventory of information that is available at each of the functional units. The list begins at the school level, which contains the most "raw data" of any of the functional units. As can be seen by the list, there is some information that never leaves the school.

While historical data, in the form of records and reports, was available at each level, it was rarely utilized. Rarely was there any need to utilize such data.

3.1 School Level

a. Students

Names of Students
Admissions # of Student
Date of Admission
Date of Birth
Father's name
Nationality
Serial #
Daily Attendance per student per class
Average Attendance per student per class
per month per year
Date of Admission
Date of Discharge
Exam Results
Sex of the Student
Serial Number of Student
Status of Student - Repeater or Re-enrolled

b. Teachers

Name
Qualification
Address
Designation
Grade
Date of Award of Present Grade
Date of Birth
Date of Joining Service
Date of Appointment After Getting Professional Degree
Date of Taking Charge in Present School
Name of the School from where transferred to this school
Casual Leaves Up to Last Month
Casual Leaves During Present Month
Present Salary

c. Enrollment

Number of students per class
Number of repeaters o

d. School Building

Nature of Building Construction
Number of Classrooms
Rented or Rent Free
Year of Construction of School Building
Space Available for Construction of Additional Classrooms
Playgrounds Available
School Starting Year (primary, lower middle, middle)

e. Detail of Sanctioned Posts

Name of Posts Sanctioned

f. Registers

1) Monthly Staff Statement

This statement contains information on school identification, enrollment, teaching staff, school building information and a detail of sanctioned posts.

2) Daily Student Attendance Register

This register includes admission and serial numbers of students and attendance.

3) Admissions/Withdrawal Register

A record is created for each student upon being admitted or upon withdrawal. Information required at admission includes name, father's name, caste (i.e. Pathan), father's profession, class in which student entered, serial number of student and official number of student.

4) Daily Staff Attendance Register

This register is signed by teachers when they arrive, and when they leave the school every school day.

5) Monthly Staff Pay Register

This records the amount that each teacher receives, information on the teacher, and the teachers signature that pay has been received for that month.

6) Exam Results Register

This records the results of students who sat for exams, and whether or not they passed.

7) Daily Diary of Teachers

Includes year long scheme of study, and daily notes as to progress.

- 8) **Record Register**
This is a record of all proformas the head-teacher gives to ASDEO, SDEO or Center-In-Charge, with the signature of the person receiving the form.
- 9) **Stock Register (High School)**
In this register is a list of all stationary et al that the school receives from the SDEO office, and the quantities of the items.
- 11) **Logbook**
This is a record of all the visits that educational officers make to the schools, and their comments upon inspection.
- 10) **Funds Register**
Some schools collected 2 rupees for students for extra-curricular activities. When the rupees are collected, the student's name is marked in this record.

Note: Historical data is available in many cases, as most schools have these registers dating from the time the school was built.

3.2 Sub-Division Level

a. Students

Number of Students per class
Number of girls and boys per class

b. Teachers

Name
Qualification
Address
Designation
Grade
Date of Award of Present Grade
Date of Birth
Date of Joining Service
Date of Appointment After Getting Professional Degree
Date of Taking Charge in Present School
Name of the School from where transferred to this school
Casual Leaves Up to Last Month
Casual Leaves During Present Month
Present Salary

c. School Building

Nature of Building Construction

Number of Classrooms
Rented or Rent Free
Year of Construction of School Building
Space Available for Construction of Additional Classrooms

Playgrounds Available
School Starting Year (primary, lower middle, middle)

d. Detail of Sanctioned Posts
Name of Posts Sanctioned

The above information is contained primarily in the monthly staff statements and the statistical data. This annual statistical data contains information on enrollment, qualification of teachers and building information. It is the only document produced in the SDEO office that has information on each and every school in the subdivision. It is also the only document which organizes the schools by union council. The monthly staff statement contains information on school identification, enrollment, teaching staff, school building information and a detail of sanctioned posts.

These documents are under the supervision of the ASDEO/Inspection, Additional information regarding budgets is kept with the ASDEO Accounts and information regarding the ADP is controlled by the ASDEO/P&D.

3.3 District Level

a. Students
Number of Students per class
Number of girls and boys per class

b. Teachers
Name
Qualification
Address
Designation
Grade
Date of Award of Present Grade
Date of Birth
Date of Jawing Service
Date of Appointment After Getting Professional Degree
Date of Taking Charge in Present School
Name of the School from where transferred to this school
Casual Leaves Up to Last Month
Casual Leaves During Present Month
Present Salary

c. School Building
Nature of Building Construction

Number of Classrooms
Rented or Rent Free
Year of Construction of School Building
Space Available for Construction of Additional Classrooms
Playgrounds Available
School Starting Year (primary, lower middle, middle)

e. Detail of Sanctioned Posts
Name of Posts Sanctioned

As in the case of the SDEO, this information is available from the monthly staff statements and the statistical data.

3.4 Divisional Level

a. students

of students on district level

b. teachers

of teachers on divisional level

c. school buildings

and condition of buildings on district level

The divisional level's information regarding primary schools is that which is contained in the statistical data and within the ADP proformas. The documents are located in the office of the Assistant Divisional Director for Planning and Development with the Divisional Directorate.

3.5 Directorate of Education, NWF

Annual Statistics

Directorate of Education Statistical Yearbook

The statistical yearbook is produced by the statistical cell of the Directorate of Education. The information is based upon the Annual Statistics that each district and subdivision has collected from the schools, and sent to the Directorate.

The yearbook includes organizational charts on the administrative structure at the directorate. It also includes information on all levels of the establishment from teachers to the directorate, including grade level, in every district of the country. This document includes information on budget and grants and development schemes.

The statistical portion of the yearbook includes population, number of schools, teaching staff, class-wise enrollment (male and female) and enrollment rate and ratio (overall), facilities available (i.e. electricity water, and size of buildings). This data has been aggregated on the district level.

3.6 MUST

School Identification Information

Head teacher name:
School name:
Salary center:
Tehsil (sub district):
District:
Date:

Enrollment

Number of girls per grade per school
Number of boys per grade per school
Number of 1st time repeaters per grade per school
Number of 2nd time repeaters per grade per school
Language grade is taught in per grade per school
Number of non-muslims per grade
Enrolment by subject in grades 11 and 12

Teacher information

Number of teachers per academic qualifications

Examination

Total # of students appearing for examination per school
Total # of student passed per school
Total % of students passed per school

Misc.

Participation of students in different games
Total Number of Staff
Total temporary staff (including Pesh Imam)
Total staff of Basic Pay Scale (BPS) 1 to 4
Details of scholarships awarded during month June-July
by funding agency

Building

Ownership of the institution building
Construction year of institution building
Number of classrooms in institution
Number of Science Labs in institution
Number of Technical Workshops
Number of Mechanical Workshop Sheds
Number of classes sitting outside due to unavailability of
classrooms.

Detail of each room in the institution:

1. Physical condition
2. Year of construction
3. Size
4. Type of construction (mud/bricks)

Detail of physical facilities available in the institution

Name of institution
Gender of institution
Ownership of institution
Level of institution (Mosque, primary, middle etc.)
Year institution was upgraded
Space available for prayer
Year of construction of school building
Number of stories
Source of drinking water
Playground or open space for students for play
Free space that can be used for the construction of additional classrooms
Whether institution has enough rooms of all classes
Hostel facility available
Library available in the institution
#Books in the library (reference, text, and other books)
First aid available
Total area of the institution
Total classrooms in the institution

All of this information is available through the questionnaires that MUST sends out and collects from the schools every year. All of the above information is in the computer at the MUST headquarters. With this information MUST publishes a document titled the Educational Yearbook. The information is now presented on a district-wise level.

3.7 Secretariat Level

The Secretariat is provided with the MUST and Directorate of Education yearbooks. The Chief Planning Officer also receives the PCI from the DEOs.

4.0 Map of Data Flow

Below are descriptions of basic models. In each case, there is some variation in the models. These variations are verbally noted but are not always noted in the model diagrams. A point which should be kept in mind concerns language. The official language at the school level and SDEO level is Urdu. All proformas and questionnaires which go to the school level are in Urdu. At the SDEO, these proformas and questionnaires are translated into English. At the DEO and above, the official language is English.

4.1 Monthly Staff Statements and Acquittance Rolls

There are two ways in which the monthly staff statements and acquittance rolls of primary schools are provided by the head teachers to the Sub-Divisional Education Officer through the Pay Center In Charge. Each month, either the ASDEO/Inspection brings the pay of the teachers to the PCIC or the PCIC goes to the SDEO office to pick up the pay of the teachers. The PCIC, in turn, hands over the Monthly Staff Statement of each primary school and their Acquittance Rolls from the previous month. The Monthly Staff Statement contains detailed information on students, teachers, and buildings. The Acquittance Roll contains the signatures of teachers, indicating that they received their pay from the previous month.

The PCIC then disburses the pay of the teachers to each head teachers of the primary schools who, in turn, provide the PCIC with the latest Monthly Staff Statements and Acquittance Rolls.

For example, in the first week of March, the PCIC meets with the ASDEO/Inspection. The ASDEO/Inspection gives the PCIC the pay of the teachers for the month of February which he got from the ASDEO/Accounts. In turn, the PCIC gives the ASDEO/Inspection the Monthly Staff Statement for the month of January and the Acquittance Roll for the month of December. Then the PCIC disburses the pay of the teachers to the head teachers who give the PCIC the Monthly Staff Statement for the month of February and the Acquittance Roll acknowledging receipt of payment for the month of January which the teachers received in the first week of February.

At this point, variation enters into the model. For example, in "far flung" rural areas, the SDEO doesn't maintain the Monthly Staff Statements. They are maintained at the PCIC. The SDEO will get copies of the Monthly Staff Statement only when a request is made from above or when a teacher requests a transfer. In semi-rural areas, the SDEO maintains the Monthly Staff Statement but only gives a copy of it to the DEO upon request. In semi-urban areas, the DEO is given a copy of the Monthly Staff Statement. In urban areas, both the DEO and

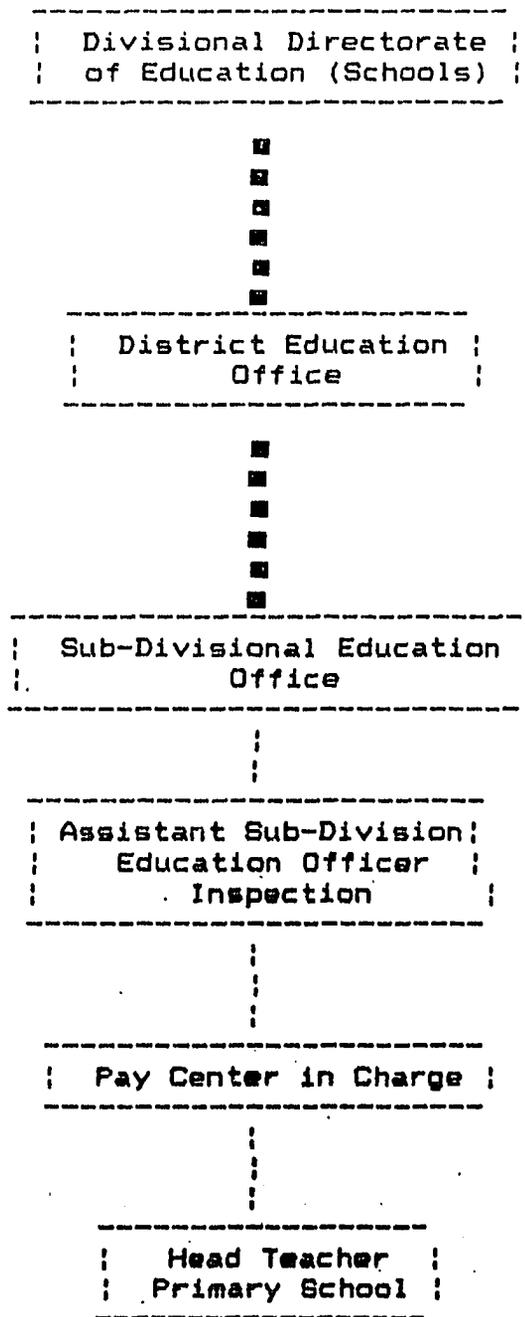
Divisional Director receive copies of the Monthly Staff Statement.

The SDEO uses the monthly staff statement for transfers and to indicate to the Curriculum, Development and Expansion Center those teachers who are ready for in-service training. The DEO uses them for appointments. The Divisional Director uses them rarely if ever. He uses them only if a special request is made from the provincial directorate for information concerning a particular school. But in reality, if he receives a request for data on a particular primary school, he will send the request to the DEO who, in turn, will send it to the SDEO. Otherwise, the Divisional Director only uses Monthly Staff Statements from middle, high, and higher secondary schools and uses them almost exclusively for appointments and transfers of teachers.

Finally, neither Monthly Staff Statements or Acquittance Rolls flow up to the provincial directorate.

Diagram 4.1

Model of Monthly Staff Statement and Acquittance
Roll Data Flow for Primary Schools



4.2 The Collection and Processing of Annual Statistics for the Directorate of Education (Schools)

Usually in September, the Statistical Officer of the Provincial Directorate of Education (Schools) holds meetings at all 6 Divisional Directorates. (In recent years, he has gone at the same time as the MUST representative in an effort to improve the consistency of data flow). The Statistical Officer calls all the DEOs, SDEOs and their assistants (normally the P&D and Accounts assistants) to this divisional level meeting. At this meeting, he clarifies any changes in the proformas which need to be collected. For example, in order to make the data he collects more in line with the data the MUST Project collects, they have added class 0. (Previously, those in class 0 were counted as being in class 1, which created a large discrepancy with the data which MUST collects).

During the months of September and October, the ASDEOs for Inspection visit the primary schools. In most cases, they do not send the proformas to the head teachers through the Pay Centers In Charge. The ASDEOs/Inspection record all the data required for the annual statistics proformas in their diaries. They return to the SDEO office and fill out the proformas where they also consult the monthly staff statements. Normally, the SDEO follows the same procedure for the middle schools.

Once all the data is collected at the SDEO level, the SDEO and the ASDEOs complete all the proformas. They take the general guideline for the proformas which the Statistics Officer described to them and create their own proformas. Each proforma contains information about every school in the subdivision. The data is also consolidated by Union Council. This consolidation usually takes two weeks.

Once the SDEO finishes consolidating the data, he/she sends between 15 to 25 copies up the hierarchy. Normally, the majority of the copies goes to the DEO. The Divisional Directorate and the Provincial Directorate usually receive one copy each.

Once at the DEO level, the DEO takes the proformas of the sub-divisions in his/her district and "compiles" them. That is, the proformas are placed one on top of the other and a summary sheet of the data district-wise is placed on top of the stack. This usually takes a day or two.

Once the DEO has done this and includes the proformas he/she has consolidated for the high schools, several copies of the information is sent to the divisional level and one copy is sent to the provincial level.

At the divisional level, they "compile" the information from the districts in the division and put a divisional summary sheet

on top of that. They also include information in raw and consolidated form from the higher secondary schools and colleges. All of this information is then sent to the Statistical Officer in the Provincial Directorate of Education (Schools).

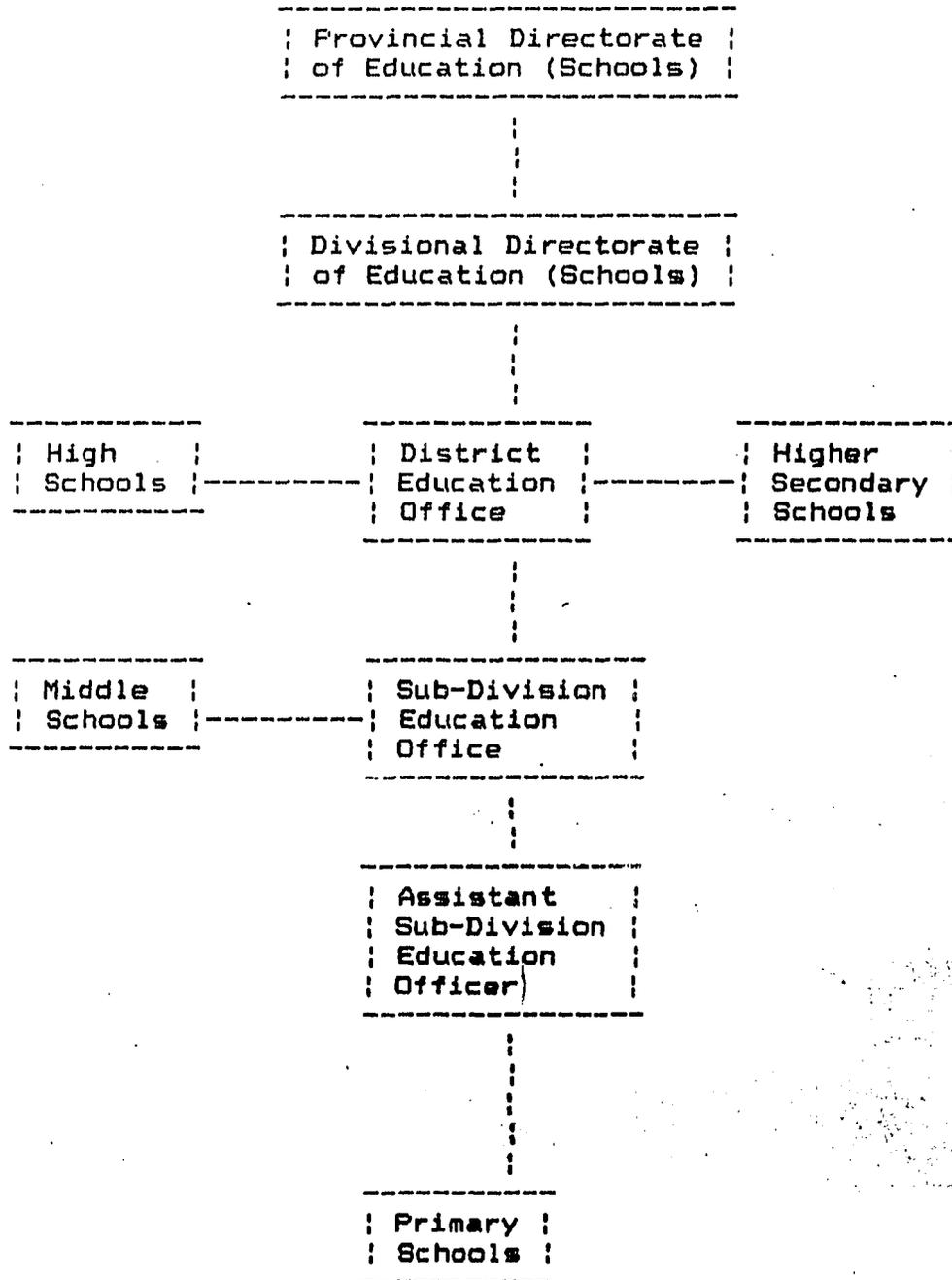
From the time in September when the Statistical Officer goes to the divisions to meet with DEOs, SDEOs and their assistants, it takes 4-6 months before all the data is submitted to the Statistical Officer. Since the various officers at the different levels provide various summaries and the raw data along with summaries, the Statistical Officer can check these summaries with the raw data. When he is sure this data is authentic and complete in all respects, he sends the officer who has submitted the data a certificate acknowledging that the data is complete in all respects. If it is incomplete, he sends the data back with observations to this effect.

Once all the data are complete for a given area (sub-division, district, division) he compiles the data. Then he carries out his analysis. For example, the participation rate school-wise and gender-wise. It takes one month to do the total analysis (It should be noted that this analysis is really the development of descriptive statistics. After the Statistical Yearbook is published, it is distributed to the various education offices and any offices concerned with the development of education in NWFP.

The Statistical Office also compares his statistics with the MUST statistics. According to the Statistical Officer, the comparison of MUST and the department data has been fruitful because the "defaulters" have been identified. In other words, when he identifies differences in statistics for a particular level (e.g., a sub-division), he asks the officer concerned to rectify the discrepancy. If only one agency were collecting the data, it would not be possible to determine the reliability of the data being collected. Since the systems are parallel, they can easily determine accuracy. Now the directorate can warn the people who they know are providing different data to be more careful. Having a parallel system has helped improve the reliability of the data being collected.

Diagram 4.2

Model of The Collection and Processing of Annual
Statistics for the Directorate of Education
(Schools)



4.3 The MUST Questionnaires

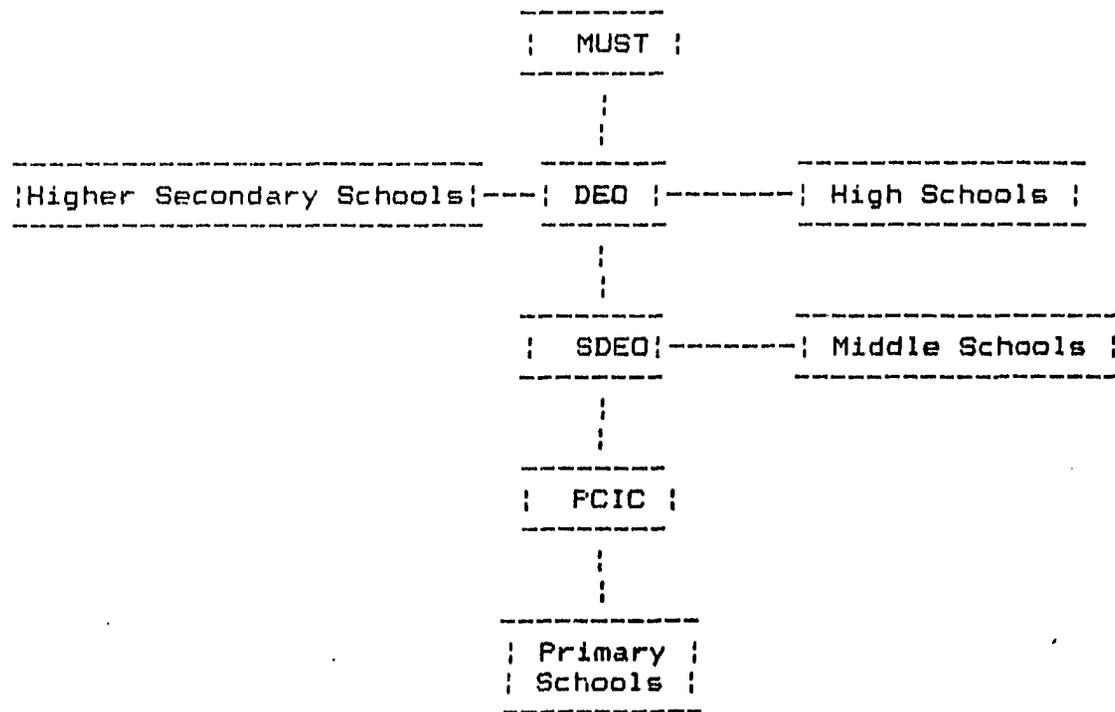
MUST data is collected once a year from all primary, middle, and high schools. Each year in late September a meeting is held at the Divisional Directorate. A representative from MUST, and the DEOs (male and female) and SDEOs (male and female) attend the meeting. The MUST representative explains how to fill out the questionnaires (including differences in baseline and update forms, and allot new code numbers for baseline schools).

The DEOs take the questionnaires back with them to their offices and give one to each of the high schools. The rest are given to the SDEOs. The SDEOs distribute the questionnaires to the Pay-Centers-In-Charge either through the ASDEOs/Inspection or when the PCICs come to the SDEO office (whichever method is used).

When the head teachers go to the PCIC to collect their teachers' pay, the PCIC gives the questionnaires to the head teachers. Then in November the PCIC takes the filled out questionnaires and gives the head teachers their pay (in some cases, the PCIC won't give the head teacher the teachers' pay until they submit the MUST questionnaire). The PCIC brings the completed questionnaires to the SDEO. The SDEO office checks the questionnaire. On the first page there is a column for the signatures of the SDEO, the PCIC, and the head teacher. The SDEO signs them to verify that they've been filled out, collects them all, and has a representative deliver the questionnaires to MUST. The head clerk delivers the questionnaires to MUST, so that if something is missing, then the SDEO's office representative will be able to figure out the missing data.

Likewise, when the DEO receives the filled out MUST questionnaires from the high school headmasters and headmistresses, he/she sends them directly to MUST by special messenger or one of his officers or clerks.

Diagram 4.3 Flow of MUST Questionnaires



4.4 Annual Development Plan

The flow of information for the development of the Annual Development Plan begins at the SDEO level who proposes development schemes for the primary level. The SDEO and the ASDEOs identify potential sites for the construction of new primary schools, primary schools which need additional classrooms, and primary schools which are ready to be upgraded to middle schools in the sub-division (see Appendix 2 for the detailed criteria required for each scheme as well as a thorough explanation of how the ADP works). Once the proposal for the scheme has been submitted in PC1 proforma, then it is passed up to the DEO. The DEO also proposes schemes for upgrading middle schools to high schools. The DEO is responsible for all schemes.

Once the DEO has all the proposed schemes, they are sent to the Planning & Development Branch of the Planning & Statistics Cell at the Provincial Directorate of Education (Schools) through the Divisional Directorates. This office reviews the proposed schemes for accuracy and ascertains whether they meet the specific criteria laid down for each type of scheme. If they are satisfied, then they send the proposed schemes to the Chief Planning Officer of the Secretariat of Education. Once they have reviewed the proposed schemes, then they are sent to the Chief of Section of Health & Education in the Planning & Development Department.

Once the Chief of Section of Health & Education in the Planning & Development Department is satisfied that the schemes are possible, he determines the total cost of all the proposed schemes and compares that to the amount of funds which the Finance Department can provide for recurrent costs and the funds which the federal government will provide for capital costs. Based on this analysis, the Chief of Section of Health & Education determines the total number of schemes which can be implemented by type of scheme.

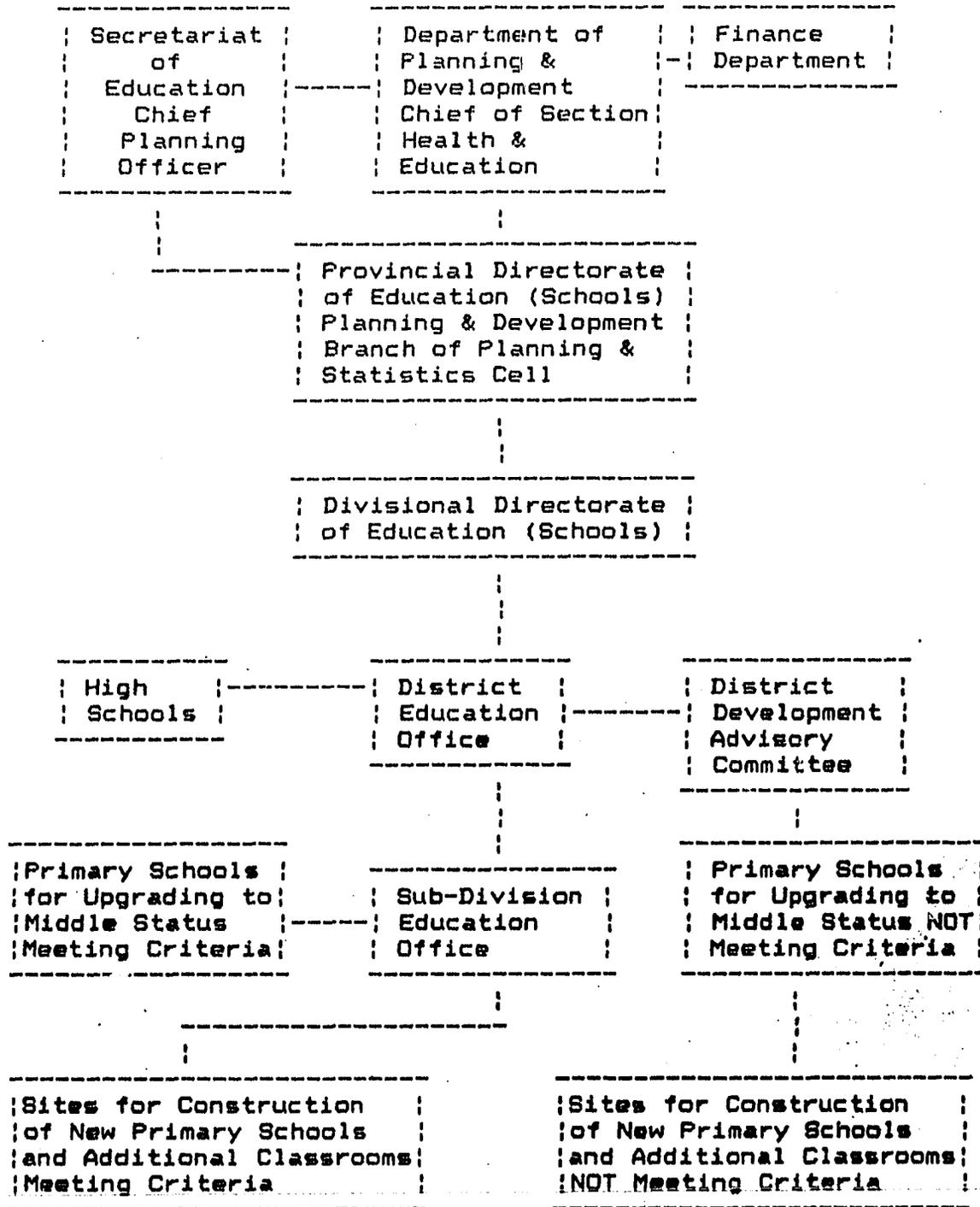
Once this process is completed, then the Annual Development Plan is finalized by the Department of Planning & Development and sent to the Provincial Assembly for approval. Once the ADP is approved, the Department of Planning & Development informs the Chief Planning Officer of the Secretariat of Education of the total number of schemes which they can implement. Based on their own criteria, they distribute the number of schemes which each district can implement.

At this point, each DEO receives a certain number of schemes for the construction of new primary schools, construction of additional classrooms, and upgrading of primary to middle schools. At this point, the DEO informs the District Development Advisory Committee concerning the total number of schemes which they can implement. The MPAs on the committee then divide the

number of schemes among themselves. They tell the DEOs where they want the schemes implemented and the DEOs, with the aid of the SDEOs, write new PCIs which go through the hierarchy up to the Chief Planning Officer at the Secretariat of Education for his approval.

It should be noted that in most districts, the gap between the schemes initially proposed by the SDEOs and DEOs according to the specific criteria set by the government and the schemes which the MPAs demand is very wide. In most cases, the criteria reported by the DEOs and SDEOs used to support the MPAs' schemes is inaccurate. However, in most cases, the DEOs have no choice in the matter. If they do not follow the wishes of the MPAs, they risk being reprimanded by the MPAs who can complain to the Secretary of Education that the DEO is not doing his job in a responsible manner. In such cases, the DEO risks being transferred to a "far flung" rural area. It should be remembered that a DEO and a headmaster both have the same BPS grade. Therefore, a DEO is considered a more powerful position and not one which most DEOs are willing to give up in order to remain ethically correct in their actions. Therefore, it appears that those areas which meet the specified criteria are not being served and those areas which do not meet the specified criteria are benefitting through political leverage.

Diagram 4.4 Flow of information for the Annual Development Plan (ADP).



5. Inventory of Data Collection Instruments

Below is a list of the instruments used to gather information at the sub-divisional, district, and provincial level. The actual forms are in Appendix 4, in the order listed.

1. MUST QUESTIONNAIRE An Urdu update proforma has been attached, with the English translation. Also included is an English Translation of the baseline proforma. These proformas are developed by MUST, filled out by teachers, and checked by the ASDEOs.
2. PAY SALARIES PROFORMA This is the proforma on the school level that the head teacher fills out, and the teachers sign when they have received their pay.
3. MONTHLY STAFF STATEMENT This staff statement is filled out every month. It includes information on enrollment, teachers, and building facilities. Included is an English translation of the statement, with notations on variations of the form.
4. INSPECTION PROFORMA Proforma used for surprise visits by the divisional director, and given to the Assistant Director for Planning and Development.
5. LEAVE CERTIFICATE Certificate completed when student leaves school. Includes information on admission, withdrawal and examination status.
6. LIST OF QUARTERLY EXAM Includes information on name of student, and marks received in each subject. This document is sent from the headmaster to the ASDEO.
7. MONTHLY EXPEND. STATEMENT See DEO(f) Mansehra Interview
- #8 - 14 Are Proformas filled out for the P&D by the SDEO or DEO
8. MONTHLY PROGRESS REPORT OF DEVELOPMENT SCHEMES This details the progress of ADP Schemes, by school.
9. ESTABLISHMENT OF Requires information on the

- PRIMARY SCHOOLS
- proximity of other schools, population, etc. Sent with PC1. Used when proposing the building of a primary school.
10. RECONSTRUCTION OF PRIMARY SCHOOLS
- Information on enrollment, staffing free of cost land, population. Accompanies PC1.
11. FEASIBILITY REPORT RE: ROOMS IN EXIST. SCHOOLS
- Information on school, incl. date of establishment, enrollment, land availability. This proforma is used when requesting extra rooms to be built in an existing school. Accompanies PC1.
12. UPGRADATION PROFORMA
- Includes enrollment, building and location considerations. This proforma is used when proposing an upgradation of an existing school. (primary to middle, middle to high) Accompanies PC1.
13. SCHEDULE OF NEW EXPENDITURES
- This is an example an explanation the SNE requesting additional teachers for an existing school.
14. EXAMPLE OF PC1
- For any ADP request, a PC1 such as this must be filled out and sent along with the appropriate proforma, i.e. upgradation proforma, reconstruction report.
- P&D - 1 FORM WITH C&W
15. C&W PROGRESS REPORT/REVIEW
- This is in the office of the Executive Engineer for the Construction and Works Department. It gives the progress of the schools which the C&W department is either constructing or upgrading for the education department.
16. ANNUAL STATISTICS PROFORMAS
- These proformas are provided by the Directorate of Education to the DEOs and SDEOs. This is the format that is to be followed when recording the annual statistics as they stood on October 31st. This includes information on teaching staff, enrollment and building conditions tehsil-wise

(subdivision- wise) and by union council.

17. STATS DATA QUESTIONNAIRE FOR DISTRICT ABBOTTABAD This is the Abbottabad version of the annual statistical data proforma. This is used in place of the provincial proforma.
18. COMPLETED ANNUAL STATISTICS AT SDEO LEVEL It is on the basis of this information, provides by the SDEOs and DEOs that the statistics cell of the Directorate of Education compiles the Yearbook.
19. BUDGET PROFORMA Budget proforma completed annually by the DEO.

6. Identifitation of Key Administrative, Planning, and Policy Activities that will be facilitated by the introduction of a computer-based EMIS

In very broad terms, a computer-based EMIS in NWFP will facilitate the implementation and monitoring of the Annual Development Plan, the Schedule of New Expenditures, the collection, processing and reporting of Annual Statistics, the Monthly Staff Statements, and maintaining the Acquittance Rolls. As one key administrator stated;

"We want a system where we can readily get the information we need when we need it. I think the computer should be used for the development of schemes, school mapping, budgets, and other information we need, such as the bio-datas of teachers and administrators we need to send for training."

~~the~~
word for
secretariat /
planning

Essentially, NWFP is in a position to computerize its database which is currently operating within the Directorate of Education (Schools) on a manual basis and at the MUST Project on a "computerized" basis. All of the key administrative, planning and policy activities which have been described in this report would benefit from a computerized EMIS because it would increase the efficient flow of an information system which already exists and would make raw data available for analysis at the district, divisional, provincial and secretariat levels. This would have the impact of making the data more accessible to policy makers and, in turn, increase the effective utilization of disaggregate data.

The first step in developing a computerized EMIS in NWFP is to learn from past mistakes. As one administrator informed me,

"Actually, data collected by MUST is not being used by the users. When we need information, we go to the districts and collect the information from the DEOs."

Although MUST was able to successfully create a computerized database, it remained physically and administratively outside the organization of the on-line education administrators most of whom did not take advantage of its capability to collect, process and report data. It was meant for use by on-line administrators and policy makers. But its autonomy alienated it from the organizational system it was meant to serve. Since it wasn't part of the bureaucracy, it was not accountable to it. Thus the bureaucrats who were supposed to benefit from it distrusted it since they had no control over it.

Indeed, even if data is available at upper levels and even in the offices using data for planning purposes have access to data, the administrators prefer to request the data directly from

the source -- which is usually the DEO. Two reasons why this occurs is due to the following: 1) an inadequate manual data archive system (once the data has been used for its initial purpose, it's "stored" in a file which cannot be located in less time than it takes to ask the DEO to send the data again); and 2) the data is "old." This is particularly true in terms of transfers and appointments which occur on a monthly basis. As new schools are built, new staff are requested through the Schedule of New Expenditures. Teachers request transfers to localities closer in proximity to their hometowns. With a computerized information system, this information could be transferred from the grassroots level to the provincial level on a monthly basis and be used for maintaining records of movement of personnel.

The idea that the data is outmoded is especially true in terms of the annual statistical data collected by both MUST and the Directorate of Education (Schools). In both cases, data which is supposed to be a snapshot of schools, teachers, students and buildings "as they stood on October 31," takes 6 months to process and it's available only in aggregate form district-wise. With a computerized system, it would be possible to have such information available on a monthly basis in disaggregate form at the school level.

But computerizing the EMIS means more than simply providing computers and training administrators in computerized database management. It will also be necessary to train people in data collection procedures. For example, on the Monthly Staff Statement, the teacher's name, father's name, permanent address, academic qualification, professional experience in education, and classes taught are requested every month. With a computerized EMIS, it will not be necessary to collect this data every month since it can be put in a database once and changed only when the teacher's characteristics change. As one head teacher told me,

"Information on teachers changes at the earliest once in 6 months and many times not for 10 years."

There is experience concerning data collection practices already in the system thanks to the MUST project which has learned to separate "baseline" data from "update" data. It would not be difficult to use this knowledge to modify data which is collected on a monthly basis and which takes up an enormous amount of time just to input on a large form. The time it takes to do this depends on the size and type of school and can take from 3-10 days of an administrator's time.

*Somewhat
congr. electing*

6.1 Primary School Level

6.1.1 Head Teacher of Primary School

Head teachers are responsible for maintaining several registers which contain a plethora of untapped data which could be used for planning and policy making activities. These include the following:

1. Daily Attendance Register (of students)
2. Teachers (Attendance) Register
3. Stock Register
4. Log Book
5. Admission/Withdrawal Register
6. Correspondence Register
7. Funds Register
8. Order Book

For example, the Log Book contains information about students who have passed or failed the annual examination by the ASDEO. The names of the students who have failed are recorded in this register. Their names are also recorded in the Admission/Withdrawal Register for the same class while the names of those who have passed are recorded in the next class level. This kind of information could be used for traditional planning purposes (i.e., calculation of promotion, repetition and dropout rates). But it isn't used because it isn't collected. If this data were made available as part of the introduction to a computerized EMIS, it would be possible for planners to gauge the efficiency of the education system. All the other registers maintained at the school level could be taken advantage of in the same way.

Handwritten note:
+ sent up the log book

6.1.2 Pay Center In Charge (PCIC)

The primary function of the Pay Center In Charge (PCIC) is to collect the monthly pay of the teachers in the primary schools in their area from the SDEO or an ASDEO/Inspection. As the system is already in operation, it would be possible either to use the same data collection instruments or slightly modified ones to collect data (such as the Monthly Staff Statement) which would flow through this coordinating body to the SDEO office.

6.2 Sub-Divisional Education Office

The Sub-Divisional Education Officer is supposed to spread his/her time taking care of administration, planning, pedagogy (guidance), inspection (supervision), and accounts or budgeting. But the majority of this officer's time is supposed to be spent providing supervision. The ASDEOs spend a lot of the time they're out in the field collecting data and not providing supervision to teachers. The reason why this happens, according to many of the

administrators I interviewed, is because the SDEO office is constantly inundated with requests for information which has already been sent to higher level offices in the hierarchy. Consequently, less time is spent by the administrators performing their primary function and more time is spent gathering data which has already been gathered but which cannot be located by the office requesting the data.

The introduction of a computerized EMIS would make the need to continuously re-supply raw data to users unnecessary since it would be stored in a computer in disaggregate form. The office of the SDEO could simply send the data it receives from the schools in disaggregate form to the DEO level and just continue to send disaggregate data to the DEO on a monthly basis.

6.3 The District Education Office

The District Education Office is a pivotal position in the educational administrative hierarchy since it is very close to the grassroots level and provides information to the higher levels of the administration. It is the main office which provides all types of information on all types of schools, from primary to high school. A computerized EMIS could take advantage of this office by placing a computer here. Data which is gathered from the school level could be processed at this level. The office could provide data to the schools to confirm its accuracy and at the same time send disaggregate data to the higher levels of the bureaucracy. Since the DEO is responsible for all appointments of primary school teachers, he/she would have access to information made available by the SDEO to quickly determine which vacancies need to be filled.

Also, since the Directorate of Education (Schools) will probably be bifurcated into a directorate of primary or elementary education and another directorate of secondary education, this office would be in a position to benefit the most from a computerized EMIS since it will need to have ready access to data to make decisions necessary for the anticipated rapid growth of the primary or elementary system.

Since there already exists an ADEO for Planning & Development which is occupied with the collection and transmission of data, it would be possible to train these people in the use of computers. The only problem which I can foresee at this point is the fact that there are two DEO offices: one male and one female. Since female enrollment is targeted to increase 200% over the next 10 years, an argument could be made that the PED Program is a vehicle for the empowerment of women. Therefore, it would seem to be a moot point concerning in which office to put the computer if only one were to be put at the district level.

However, I would suggest that a computer be placed in both DEO offices. One of the reasons is cultural/social. Men and women do not work together normally. To place the computer in only one of the offices would mean that the other office would not have access to data processing, reporting and analysis. If the computer were not placed in the male DEO's office, then they would probably not react favorably, which could have some repercussions for the smooth functioning of the PED Program. Therefore, the ideal situation would be to place a computer in both offices.

6.4 Divisional Directorate of Education

The way that the Directorate of Education (Schools) is currently structured, the Divisional Directorate does not make any decisions regarding primary education and does not do anything substantial with data. Therefore, it would not make sense to put a computer at the divisional level unless the districts within a division didn't have the appropriate environment to support a computer. In other words, there are some "far flung" districts like Kohistan where it is uncertain that they can maintain an environment favorable to a computerized EMIS. In such a case, it would make sense to have a computer at the Divisional level until such time that the district had the capacity to support an environment favorable to a computerized EMIS.

6.5 Provincial Directorate of Education

Since it still has not been decided what form the Provincial Directorate will take, it is difficult to say where computers should be located at this level. However, what is certain is that this should be the central location of the EMIS. In fact, if the newly created organizational structure wants to have a new name for data collection and processing, then I would suggest that there be a cell called the Education Management Information System (EMIS) Cell or the Computer Help and Information Processing Systems (CHIPS) Cell. Essentially, this office would be responsible for maintaining the raw data for the province and providing access to the data to other users as well as provide services in analysis and reporting of data. This office would be responsible for providing information to any other offices which would request data within the provincial directorate and to the secretariat of education. A link would also be established with the Departments of Planning & Development and Finance to streamline the monitoring and implementation of ADP schemes.

7. Qualifications of people responsible for the different administrative and planning activities.

Primary School Head Teacher:

The head teacher of a primary school must hold a primary teaching certificate. This is the first certificate attained after matriculation.

Sub-Divisional Officer:

The SDEO must hold a B.Ed. (In order to obtain a B.Ed the candidate must have matriculated, and have completed a B.A.). In addition to the educational qualification, the SDEO candidate normally has 12 years in the education service. Most often during the prior years of education service the SDEO has taught in a high school, then become a headmistress or headmaster (also grade 17).

District Education Officer:

The DEO is a grade 18, and must have attained the M.Ed and have a minimum of 7 years experience. Most DEO's have closer to 14-15 years of education service before becoming a DEO. We found that most DEO's have first served as a SDEO.

Divisional Director of Education:

The Divisional Director of Education must have a M.Ed and a minimum of 12 years of educational service. This post is a grade 19, the highest post at the divisional level, and there are only six such posts in the province - and seniority in the service a factor in attaining such a post. The average years of service are 20. Below is an example of the career of a divisional director, which is meant to give an idea of the progression from PTC to Divisional Director. This divisional director had 37 years of service before becoming a divisional director.

Year	Title	Grade
87-Present	Divisional Director of D.I. Khan	19
1982-87	Principal of Training College	18
1980-82	District Education Officer,	18
1977-80	Sub-Divisional Education Officer, Swat	17
1973-77	Lecturer in Math	17
1960-73	Headmaster in High School	17
1955-60	In college - received M.Sc. in Math	17
1953-54	CT Teacher	
1950-52	PTC Teacher	7

Appendix 1. Administrative Structure of Directorate of Education (Schools)

Under the provincial Directorate of Education (Schools) are 6 Divisional Directorates of Education (Schools): Peshawar, Mardan, Kohat, D.I.Khan, Hazara, and Malakand. Each Divisional Directorate has between two to four District Education Offices (DEOs) which, in turn, are divided into one to four Sub-Division Education Offices (SDEOs). At present there are 15 male DEOs, 14 female DEOs, 33 male SDEOs, and 23 female SDEOs. There are no female divisional directors.

<u>Division Directorates of Education (Schools)</u>	<u>District Education Offices</u>	<u>Sub-Division Education Offices</u>
1. Peshawar	1. Peshawar	1. Peshawar
	2. Charsadda	2. Nowshera
2. Mardan	1. Mardan	1. Charsadda
	2. Swabi	2. Tangi
3. Kohat	1. Kohat	1. Mardan
	2. Karak	2. Takht Bhai
4. D.I.Khan	1. D.I.Khan	1. Swabi
	2. Bannu	2. Lahor
5. Hazara	1. Abbottabad	1. Kohat
	2. Mansehra	2. Hangu
	3. Kohistan (Male only)	1. Karak
6. Malakand	1. Swat	2. B.D.Shah
	2. Dir	1. D.I.Khan
	3. Chitral	2. Tank
	4. Malakand	3. Kulachi
		1. Bannu
		2. Lakki
		1. Abbottabad
		2. Haripur
		1. Mansehra
		2. Battagram
		1. Kohistan
		1. Swat
		2. Daggar
		3. Alpurai
		1. Dir
		2. Wari
		3. Timargarah
		4. Samar Bagh
		1. Chitral
		2. Mastuj
		1. Sam R.Z.
		2. Swat R.Z.

Appendix 2. Information Flow of the Process for Developing the Annual Development Plan (ADP)

Financial and physical targets called schemes (i.e., development projects) are conveyed to the districts through the Annual Development Plan (ADP) which is passed by the Provincial Assembly.

SCHEMES FOR PRIMARY EDUCATION (CLASSES 1-5): There are four types of schemes.

Scheme 1: Establishment of New Primary Schools. Criteria are the following:

- 1) Catchment area = 1.5 kms (e.g., the next nearest primary school should be at least 1.5 kms away);
- 2) Total population = 1,000 persons for catchment area (i.e., primary school age population is 80 to 100);
- 3) At least 2 canals (1 canal = 1/8 acre, therefore 1/4 acre) of free of cost land to build the schools.

Scheme 2: Establishment of Mosque Schools where land cannot be provided. This is in settlements with low populations. Criteria are the following: At least 25 primary school-age children (both boys and girls). Usually, one Primary Teaching Certificate (PTC) teacher is assigned and some allowance is given to the "Peché Imam" (150 rupees/month).

Scheme 3: Provision of Additional Rooms in existing primary schools where enrollment is high and the accommodation is inadequate (1 room for 50 students at the primary level; 40 students for middle and high schools).

Scheme 4: Reconstruction of Primary Schools. This means that buildings which are in a dilapidated condition (i.e., beyond the scope of repair) are reconstructed through the ADP. This depends on the condition of the building. A certificate is given by the Communications & Works Department (C&W) confirming the state of the building.

SCHEMES FOR SECONDARY EDUCATION (CLASSES 6-10):

Scheme 1: Upgrading of Primary to Middle Schools for both boys and girls.

The criteria are the following:

- 1) There should be at least 15 students in the school proposed for upgrading;

- 2) At the same time, they should get at least 20 students from the feeder primary schools so that the class of 35 students will be accommodated in the next year's class. In the case of girls, this number is reduced to 28 because girls' education is less developed so the rules are relaxed.
- 3) Distance of the nearest middle school should be 6 kms from the proposed school to prevent overlapping.

Scheme 2: Upgrading Middle to High Schools. The criteria is the similar to those for scheme 1 above.

Scheme 3: Addition of Rooms to Middle and High Schools

These are schemes for which funds are provided for construction. At the same time, information is required for the provision of staff. It's a recurring expenditure sanctioned by the finance department (which is not part of the ADP).

Allocation of Funds

Funds are allocated to districts on the basis of population by the Planning & Development Department. This is reflected in the Annual Development Plan or ADP (i.e, the money and physical targets). For instance, there was a scheme for the establishment of 70 primary schools for 1989-90. This target and the necessary amount goes to the districts. At the district level, there is a District Development Advisory Committee (DDAC) consisting of all the Members of the Provincial Assembly (MPAs) of that district. The Chairman of DDAC is also a Member of the Provincial Assembly. The district officers (male & female) of the different departments (health, education, etc.) are also members of DDAC. The District Education Officer (DEO) prepares and presents his/her targets to the DDAC. He/she proposes the schemes based on the criteria for each scheme (as described above) to the DDAC. DEOs process their schemes. They advise the committee regarding the feasibility of the schemes, keeping in mind the requirements and the norms which need to be followed. This is described in a document called a PCI. For the proposal of any scheme, a PCI must be prepared.

For example, DEOs provide information in the PCI with supporting facts and figures for the establishment of primary schools and list the villages where education facilities have not yet been built. The same procedure is similarly followed for other schemes (e.g., to justify upgrading, etc.).

However, it should be noted that this is not how the process works in reality. In practice, the MPAs divide the number of schools allotted for construction in the ADP among themselves and then choose school sites for their districts regardless of the

information provided by the DEOs.

Once the Chairman of the DDAC and the DEO have signed the proforma, it goes to the provincial directorate for the various schemes which reaches the office of the Director of Education (Schools). Then the Planning & Development branch of the Planning & Statistics Cell examines the schemes in terms of their financial and physical criteria. There are two functions within P&D: 1) Monitoring & Implementation of the development schemes (through the ADP); and 2) Staffing for those buildings which have been completed or upgraded (SNE -- Schedule of New Expenditures). The Planning & Statistics Cell is responsible overall for these functions.

Levels of Delegated Financial Powers to the Various Offices:

Level 1

The Planning & Development Cell examines the proformas (but doesn't revise them). If they're in order, they take the necessary action (up to 1 million rupees for any one scheme). The scheme is processed and issued by the directorate. If it's more than 1 million rupees, then it's sent to the Secretary of Education.

Level 2

Up to 1.5 million rupees, the Secretary of Education is authorized to approve schemes.

Level 3

The Departmental Subcommittee of which the Secretary of Education is the chairman. This committee consists of the members from the following departments: Planning & Development (P&D), Finance, Communications & Works (C&W), and the Director of Education (Schools). This committee examines the schemes in a joint meeting and approves schemes which cost up to 7.5 million rupees (i.e., from 1.5 to 7.5 million rupees).

Level 4

Schemes from 7.5 to 30 million rupees goes up to the Provincial Development Working Party (PDWP). This is headed by the Additional Chief Secretary, the Finance department and other concerned departments.

Level 5

Above 30 million rupees, it goes to the federal level to the Central Development Working Party (CDWP) and Exact Committee of National Economic Council (ECNEC). For example, the USAID PED

program is approved at this level.

Each scheme is separately indicated in the ADP. A PCI is a scheme and each scheme is prepared in this standard format.

MONITORING PROGRESS OF SCHEMES

The Planning & Development Cell gives targets to districts which are sent through the divisional directorate. At the divisional level, there's an Assistant Divisional Director of Education (Schools) responsible for Planning & Development (grade 17). At the district level, there's an Assistant District Education Officer (ASDEO) for P&D (grade 16). At the sub-divisional (tehsil) level, there's an Assistant Sub-Divisional Education Officer (ASDEO) for P&D. This is the structure in the NWFP. In this way information flows directly from the grassroots level. The ASDEO monitors the progress of the development schemes at this level (e.g., the quality of work, financial expenditures, etc.).

After each quarter, a review meeting is held at each divisional headquarter where the various field officers present progress reports of the schemes. The Director of Education (Schools) goes to the divisional level meetings assisted by the Deputy Director of the Planning & Statistics Cell. It is also attended by the Executive Engineers of the C&W Department who are responsible for the construction work.

At the provincial level, information is coordinated at a meeting between the Director of Education (Schools) and Chief Engineer of the C&W Department. Then a progress report is submitted to the Secretary of Education for his signature and sent to the Planning & Development Department for their examination.

At the secretariat level, the meeting is attended by the secretaries. Progress is examined and problems are sorted out.

Procedure:

- 1) Submit Quarterly Report from DEO to Additional Secretary and then sent to the federal government (quarterly -- second quarter is the "Mid-Year Report")
- 2) Annual Review - the 4th quarterly review (30 June). The Fiscal Year is 1 July to 30 June)

The schemes are monitored and reviewed at each level and information comes from the grassroots level. The Executive Engineer of the District is responsible for construction.

Money for construction of schemes is directly given to the C&W department (this is the capital side of schemes). Money for

buying equipment, etc., is given directly to the DEOs (this is the "revenue" side of schemes). When the building is complete, DEOs purchase equipment and provide the staff. Teachers are appointed by the DEO for primary schools.

For new schools, there is a "Lump Sum Provision." Since it is not known which new schools will be completed by the upcoming school year, the Finance Department keeps a "Lump Sum Provision" according to the demands of the education department. Funds are released when a completion report is filed (i.e., that the school has been built and is ready to be staffed) by the C&W department.

Important Dates in Development of ADP

<u>Activity</u>	<u>Date</u>
1. DEO makes draft ADP	July - October
2. DEO sends draft ADP to Planning & Statistics Cell in Secretariat of Education via Directorate of Education (Schools)	November
3. Planning & Statistics Cell examines demands. Those demands which are feasible are included in draft ADP	December
4. Submission of first draft ADP to Planning & Development Department, Chief of Section, Health & Education	January
5. P&D Department examines and indicates amount allotted to education sector in ADP	February
6. Planning & Statistics Cell re-examines ADP schemes. Adjustments are made to schemes (deletions and additions)	February - May
7. After Third Quarter meeting, ADP is finalized	May
8. ADP is sent to P&D Dept for printing	May
9. Printed ADP is sent to administrators	June
10. ADP schemes begin implementation	July

NOTE: ADP is examined in light of one year old school data. Current data is needed in November and again in February to May.

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Appendix 3: Copies of Data Collection Instruments

1. Inspection Report (used for surprise visits by Assistant Director/P&D, D.I.Khan (2 pages).
2. List of Quarterly Examination, 1988-89 (from Government Primary School to Sub-Divisional Education Officer (M) Peshawar - 1 page).
3. Expenditure Statement (DEO (F) Manserha - 2 pages).
4. Monthly Progress Report of Development Schemes ADP 1989-90 (DEO (F) Kohat - 1 page).
5. Proforma for Establishment of Primary Schools (Proforma which accompanies ADP Schemes for the Chief Planning Officer, Secretariat of Education - 1 page).
6. Proforma for Reconstruction of Primary Schools (1 page).
7. Feasibility Report Regarding Additional Rooms in Existing Primary Schools (1 page).
8. Proforma Regarding Upgradation of Primary School to Middle School (1 page).
9. Proforma Regarding Upgradation of Middle to High Status (1 page).
10. Proforma for the Collection of Statistical Data for the Year 1989-1989 as Stood on 31 - 10 - 1989 (this is sent by the Statistical Officer of the Directorate of Education (Schools) to SDEOs throughout the province to create the proformas which are given to the primary school head teachers. 2 pages).
11. Statistical Data for the Year 1989-90 (Questionnaire for Data Collection). A proforma prepared and designed by the ASDEO/P&D in Abbottabad - 1 page).
12. SWAT. Proforma - 1. Classwise Enrollment & Staff of Primary, Mosque & Mohallah Schools Session 1988-89 (as stood on 31.10.1988). (from SDEO in SWAT district - 1 page).
13. SWAT. Proforma - 2. Existing of Schools of Ownership of Buildings & Other Available Facilities in Primary, Elementary, Mosque & Mohallah Schools Session 1988-89 (as stood on 31.10.1988). (from SDEO in SWAT district - 1 page).
14. SWAT. Proforma - 3. Classwise & Subjectwise Enrollment of Middle and Lower Middle Schools Session 1988-89 (as stood on

- 31.10.1988). (from SDEO in SWAT district - 1 page).
15. SWAT. Proformas - 4 & 5. Teaching Staff and IV-Servants in Middle and Lower Middle Schools Session 1988-89 (as stood on 31.10.1988). (from SDEO in SWAT district - 1 page).
 16. SWAT. Proforma - 6. Summary of Classwise Enrollment, No. of Classrooms, Stores, Offices Session 1988-89 (as stood on 31.10.1988). (from SDEO in SWAT district - 1 page).
 17. SWAT. Proforma - 7. Summary of the Teaching Staff and IV-Servants Session 1988-89 (as stood on 31.10.1988). (from SDEO in SWAT district - 1 page).
 18. SWAT. Proforma - 8. Summary of the Schools Buildings with respect to Ownership and Available Facilities, Session 1988-89 (as stood on 31.10.1988). (from SDEO in SWAT district - 1 page).
 19. SWAT. Proformas - 9 & 10. Summary of the Schools Union Councilwise, Session 1988-89 (as stood on 31.10.1988). (from SDEO in SWAT district - 1 page).
 20. KOHAT. Proforma No: 1. Union Council-Wise Statistical Data As It Stood on 31/10/88. (from SDEO in KOHAT district - 1 page).
 21. KOHAT. Proforma No: 2. Existing Schools Ownership of Buildings and Other Available Facilities in Primary, Elementary, and Mosque Schools Session 88-89 (as stood on 31/10/89). (from SDEO in KOHAT district - 1 page).
 22. KOHAT. Proforma No:3. Classwise and Subjectwise Enrollment of Middle and Lower Middle Schools Session 1988-1989 (as stood on 31/10/89). (from SDEO in KOHAT district - 1 page).
 23. KOHAT. Proforma No: 4. Teaching Staff and Class IV in Middle and Lower Middle Schools Session 1988-89 (as stood 31/10/89). (from SDEO in KOHAT district - 1 page).
 24. KOHAT. Proforma No: 5. (No Title. Summary data by school. From SDEO in KOHAT district - 1 page).
 25. D.I.KHAN. Proforma=1. Classwise Enrollment & Staff of Primary, Elementary, Mosque & Mohallah Schools as stood on 31/10/1989. (from SDEO in D.I.KHAN district - 1 page).
 26. D.I.KHAN. Proforma=2. Existing Number of Schools with Ownership of Buildings & Other Available Facilities in Primary Schools as stood on 31/10/1989. (from SDEO in D.I.KHAN district - 1 page).

27. D.I.KHAN. Proforma-3. Classwise & Subjectwise Enrollment of Middle and Lower Middle Schools as stood on 31/10/1989). (from SDEO in D.I.KHAN district - 1 page).
28. D.I.KHAN. Proforma-4. Teaching Staff and IV Servants in Middle and Lower Middle Schools as stood on 31/10/1989). (from SDEO in D.I.KHAN district - 1 page).
29. D.I.KHAN. Proforma-5. Existing Number of Schools with Ownership of Buildings and Other Available Facilities in Primary Schools as (as stood on 31/10/1989). (from SDEO in D.I.KHAN district - 1 page). NOTE: THIS IS NOT AN EXACT DUPLICATE OF PROFORMA=2 BUT IT'S VERY SIMILAR.
30. D.I.KHAN. Proforma-6. Summary of Classwise Enrollment, No. of Classrooms, Stores, Offices (as stood on 31/10/1989). (from SDEO in D.I.KHAN district - 1 page).
31. D.I.KHAN. Proforma-7. Summary of the Teaching Staff and IV-Servants (as stood on 31/10/1989). (from SDEO in D.I.KHAN district - 1 page).
32. D.I.KHAN. Proforma-8. Summary of the Schools Buildings with regard at Ownership and Available Facilities (as stood on 31/10/1989). (from SDEO in D.I.KHAN district - 1 page).
33. D.I.KHAN. Proformas-9. Summary of the Schools Union Councilwise (as stood on 31/10/1989). (from SDEO in D.I.KHAN district - 1 page).
34. D.I.KHAN. Proforma-10. Classwise and Subjectwise Enrollment of High Schools (as stood on 31/10/1989). (from DEO in D.I.KHAN district - 1 page).
35. D.I.KHAN. Proforma-11. Teaching, Staff, Ministerial Staff and IV:Servants of High Schools and Higher Secondary Schools (as stood on 31/10/1989). (from DEO in D.I.KHAN district - 1 page).
36. D.I.KHAN. Proforma=12. Existing of Schools Ownership of Buildings and Other Available Facilities in High Schools (as stood on 31/10/1989). (from DEO in D.I.KHAN district - 1 page).
37. D.I.KHAN. Proforma.13. Subjectwise Enrollment of Higher Secondary Schools (as stood on 31/10/1989). (from DEO in D.I.KHAN district - 1 page).
38. D.I.KHAN. Proforma.14. Summary of the Classwise Enrolment of All Kinds of Schools stood on 31/10/1989). (from DEO in D.I.KHAN district - 1 page).

39. D.I.KHAN. Proforma 15. Summary of the Staff (as stood on 31/10/1989). (from DEO in D.I.KHAN district - 1 page).
40. D.I.KHAN. Proforma 16. Summary of the Schools Building with respect to Ownership and Available Facilities Session 1988-89 (as stood on 31/10/1989). (from DEO in D.I.KHAN district - 1 page).
41. Form B.M.-10 (page 1). Statement of detail of provision proposed for pay of officers/establishment for the year 1990-91. (from DEO in -).
42. Form B.M.-10 (page 2). Districtwise Summary of Posts with Provision for the year 1990-91. (from DEO in -).
43. Form B.M.-10 (page 3). Comparative Statement Showing the Sanctioned Budget Estimates 1989-90 and proposed budget for the year 1990-91. (from DEO in -).
44. Form B.M.-10 (page 4). Detail Pay of Officer and Pay of Establishment (Permanent) 1990-91. (from DEO in -).
45. MUST Update Questionnaire (translation from Urdu). (3 pages).
46. MUST Baseline Questionnaire (translation from Urdu). (5 pages).
47. School Leaving Certificate. (1 page).
48. Monthly Staff Statment (translated from URDU). (4 pages).

6. a. BUILDING.

Ownership	No. of Class rooms	Office	Staff Room	Sc. Lab	Other rooms	General condition.
-----------	--------------------	--------	------------	---------	-------------	--------------------

Note: - If rented give the monthly rate of rent.

b. OTHER FACILITIES: LABORATORIES. WATER. PLAYGROUND. POWER.

c. EQUIPMENT.

i. Furniture.

ii. Science equipment.

iii. Library Books.

iv. Sports gear.

9. FEE:	Admission fee (Once far over)	Annual fee (Once far over)	Monthly Fee.	Other funds Sports, Exam etc
---------	-------------------------------	----------------------------	--------------	------------------------------

10. FINANCIAL BUDGET.

i. Total Income (Last year)	Through fee.	Aid sponsoring Agency.	Other means	Total.
-----------------------------	--------------	------------------------	-------------	--------

ii. Total Expenditure.	Salaries.	Rent etc.	Misc.	Total.
------------------------	-----------	-----------	-------	--------

11. Medium of Instruction.

12. Assessment of Instruction, work.

13. General Observation.

13. General Observation.

- Based on info from examination register
22-2-90

6

LIST OF QUARTERLY EXAMINATION, 1988-89 GOVERNMENT PRIMART SCHOOL, KOTLA FEEL BANAN

FROM: THE HEAD MASTER, GOVERNMENT PRIMARY SCHOOL.

To The Sub-Divisional Education Officer(M), Peshawar.

S.No.	Name	Class	Mathes	Urdu	G.K.	English	General Science	Islamic Studies/ Islamiyat	Nazira Quran	Urdu Phara	Pushto	Total Marks.
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												

Copy to: A.S.D.E.O, Peshawar.

HEAD MASTER,
Government Primary School,
Kotla Feel Banan.

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72

EXPENDITURE STATEMENT UNDER HEAD 6-400-S. SERVICES-6-410-EDU:-5-414-SEC: EDU FOR /19

Prof. to
M. S. M. M. M.
C. M. M. M. M.
(7)

Sub-Minor Heads. 1988-8	Budget for 1988-89.	Expenditure This month.	Expdt:Prev: month.	Total up to date.	Balance.	Excesses.	Surd:
000-TOTAL ESTABLISH:CHARGES							
010-TOTAL BASIC SALARY.							
011-Pay of Officers.							
011-Index:Pay of Offic:							
012-Pay of Establish:							
012-Index:Pay of Estt:							
020-TOTAL REGULAR ALLOWANCES.							
022-House Rent Allowance.							
027-Washing Allowance.							
028-Dress Allowance.							
029-Charges Allowance.							
029 Medical Allowance.							
029-U.A.A. Allowance.							
029-Science Teach:Allowance							
030-TOTAL OTHER ALLOWANCE.							
037-Contigent paid staff.							
034-Medical Re-Imburg:							
038-Leave salary.							
039-Study Allowance.							
100-TOTAL PURCHASE OF D/GOOD.							
120-Purchase of Mechin:&Equi:							
130-Purchase of Furniture.							
190-Science Appratus&Cheml:							
190-Jute Tute.							
400-TOTAL REPAIR OF D/G							
410-Transportation							

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24

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Sub-Minor Heads.	Budget for 1988	Expd: This months.	Expd: prev: months.	Total up to date.	Balance.	Excesses.	Surd:
420-Repair of Mech:&Eq:							
430-Repair of Furniture.							
500-TOTAL COMMODITIES.&SER:							
510-TOTAL TRANSPOTATION.							
511-Travelling Allowance.							
512-Transportation of D/G.							
513-P.O.L. Charges.							
520-TOTAL COMMUNICATION.							
521-Postage & Teleg:							
522-Telephone & T/Call.							
530-TOTAL UTILITIES.							
533-Electricity Charges.							
534-Hot & Cold W/Charges.							
540-Stationery Charges.							
550-Printing Charges.							
560-Newspaper & P/Books.							
580-TOTAL RENT RATE & RAYAL:							
581-Rent of Office Build:							
583-Rent of Other Build:							
590-TOTAL OTHER EXPDT:							
595-Publicity and Adver:							
599-Other Contingencies.							
599-Gardening Continges.							
599-Hostel Contingencies.							
GRAND TOTAL:--							
ABDULJALIL* S/C / S.BASHARAT.H.SHAH S/C							

DISTRICT EDUCATION OFFICER
(FEMALE) MANSEHRA.

8

MONTHLY PROGRESS REPORT OF DEVELOPMENT SCHEME AIP 1989-90 PESHAWAR KANAT FOR THE MONTH OF JANUARY, 1990

S.No.	Name of Scheme	Tehsil	Union Council	Name of School	Level of work	Whether taken over or not	Whether staff sanctioned or not	Remarks
1. Establishment of Primary Schools 12 Nos								
		Kohat	U/C Sherkot	3. GGS Sher Sher Ischal	Above window level	--	--	--
		"	U/C B.Kote	2. " Shasheeds Road	-do-	--	--	--
		"	MC Kohat	3. " Behzadi No2	Roof laid	--	--	--
		"	U/C Sadal	4. " Farshad	Upto lintle level	--	--	--
		"	U/C Dori	5. " Jansh	Under completion	--	--	--
		"	U/C Shampur	6. " Alam Ahsd	Upto lintle level	--	--	--
		"	U/C Qasbat	7. " Dhok Akbar Jan	-do-	--	--	--
		"	U/C Shadi Khals	8. " Wanda Khel	Upto window level	--	--	--
		"	U/C Chorleki	9. " Sial	Above PC level	--	--	--
		Bangru	U/C M.Khawaja	10. " Mohd Khawaja No2	Roof laid	--	--	--
		"	U/C Kahl	11. " Kahl No.2	Foundation in progress	--	--	--
		"	U/S Darband	12. " Ranzkuta Darband	Roof laid	--	--	--
2. Const. of Additional Class rooms 2 Nos.								
		Bangru	W.C Bangru	1. GGS Bangru 1Room	Lay out given	--	--	WPA Bangru
		"	U/C Toch Derat	2. " Shinawari 1Room	-do-	--	--	(Shifted from CCA/CCHS Bangru to GGS Shinawari By WPA
3. Upgradation of Primary to Middle 3 Nos								
		Kohat	U/C Dori	1. GGS Chand Bakhtawara	Lay out given	--	--	--
		"	U/C Bilitong	2. " Kote	Roof laid	--	--	--
		"	U/C Sherkot	3. " Narsi Bala	Above window level	--	--	--
4. Upgradation of Middle to High 1 No								
		Kohat	U/C Toch Bala	1. GGS Toch Bala	Above H C Level	--	--	--

for *Mue*
 DISTRICT EDUCATION OFFICER
 (PESHAWAR) KANAT.

High School

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P+D Perform work according ADP

(Received 22.2.90)

9

PROFORMA FOR ESTABLISHMENT OF PRIMARY SCHOOLS

NO.	Name of Place where schools is to be Estt:	Union Council	Tehsil.	Popu-lation of Cat-ment area	Popu-lation of 5-9 years	Name of Nearest Pry:Schools with Total enrolment and No. of Rooms.			Distance from nea-rst Pry: Schools	Availability of land
						Name of Schools	Enrolment	No.of Rooms		

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PROFORMA FOR RECONSTRUCTION OF PRIMARY SCHOOLS

S.NO.	Name of Schools	Sub Div- ision	Population of catchment area	Nature of building	Total Enrolment	Recons Re- quired	Existing Staff	Availability of land size of cost.
-------	-----------------	-------------------	---------------------------------	-----------------------	--------------------	----------------------	-------------------	---------------------------------------

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2/11/

11

FEASIBILITY REPORT REGARDING ADDITIONAL ROOMS IN EXISTING PRIMARY SCHOOLS

No.	Name of School	Tehsil	Date of Establishment	Nature of Building	Classwise Enrolment						No. of Existing room	No. of Rooms Required	Land available									
					Prep	I	II	III	IV	V				Total								

RP

PROFORMA REGARDING UPGRADATION OF PRIMARY SCHOOL TO MIDDLE STATUS

NO. Name of Proposed School	Tehsil	Date of Establishment	Nature of building	Popu- ation	Class-wise Enrolment	No.of Rooms	No.of Staff	Feeder School	Classwise Enrolment	Dist- ance	Nearest Middle/ High School
-----------------------------	--------	-----------------------	--------------------	----------------	-------------------------	----------------	----------------	------------------	------------------------	---------------	--------------------------------------

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PROFORMA REGARDING UPGRADATION OF MIDDLE SCHOOLS TO HIGH STATUS

10. Name of Proposed schools	Tehsil	Date of Estt:	Nature of Bldg:	Classwise Enrolment	No. of Exist- ing Rooms	Existing Staff	Name of Feeder School	Classwise Enrolment
2	3	4	5	6	7	8	9	10

11. Name of Nearest School with distance

12. Whether Water Supply Available

13. Whether Electrification available

14. Land free of cost

15. Justification

11	12	13	14	15
----	----	----	----	----

12

collector
1. PROFORMA FOR THE SUBMISSION OF STATISTICAL DATA FOR THE YEAR 1988 - 89 AS STOOD ON 31 - 10 - 1989

DIRECTORATE OF EDUCATION
 (SCHOOLS) N.W.F.P., PESHAWAR.

1. FOR Primary/Masque/Elem./Mahallah schools

S.No.	Name of school	Year of Establ:	Urban/Rural	Union Council	D	I	II	III	IV	V	TOTAL	P.T.C			F. Inam		Mahall: Mistress
												U.T	Total	B-5	P. Time		

Number of *Number of* *girls (V) 45 available* *to - Give (✓) if available*

Fans	Class Rooms	Office	Store	Staff Rooms	Electricity	Water Supply	Elect: Cooler	Boundary Wall	Play Ground	Space for add: Const:	Ownership of Building

2. FOR MIDDLE AND LOWER MIDDLE SCHOOLS

S.No.	Name of school	Year of Estbl:	Urban/Rural	Union Council	D	I	II	III	IV	V	TOTAL	VI	VII	VIII	TOTAL "	Grand Total

S. E. T			TEACHING STAFF										Subjectwise Classwise Enrolement								
S.c.	Other	Total	C.R.	S.V.	O.T.	D.M	PET	LET	A.T.	QARI	AWI	P.T.C			F. Inam						
												U.T	TOTAL	B-5	P. Time	Arab	AGR	Tech	H. Eco	Pash	

81

3

Number of and give (✓) if available															
Science Labort:	Hall	Work Shop	Workshop shed	Fans	Class Rooms	Office	Store	Staff Room	Elect: Supply	Water	Elect: Cooler	Boandry Wall	Play Ground	Space for Add;Const:	Ownership of the Bulding

Instructions

The SDED's and DED's are requested to collect the data as stood on 31-10-1989 from all types of Educational Institutions falling in their jurisdictions.

They are required to submit 15 copies of the data along with summary as per details given below up to 20-11-1989.

6. Summary

1. No of school by level Rural/Urban, Tehsilwise/Districtwise.
2. No of school by level Union Councilwise.
3. Classwise Enrolment Tehsilwise & Districtwise.
4. Subjectwise Enrolment separate statement of Middle, High & Higher Secondary Schools.
5. No of categorywise teachers separate statement of Primary/Mahallah/Elem:/Masq:/L.Middle/High/Higher Secondary Schools.
6. Physical Facilities separate statement of Primary/Mahallah/Elem:/Masq:/L.Middle/High/Higher Secondary Schools.
7. Ownership of school buildings separate statement of Prim:/Mahallah/Elem:/Masq:/L.Middle/High/Higher Secondary Schools.
8. No of Primary schools with one, two, three teachers Tehsilwise.
9. No. of Primary schools with one, two, three and four rooms, owned by Govt: and others separately.
10. ✓ No. of Primary/Masqu/Elem:/Schools having enrolment of 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, above 100

(ANWAR KHAN ANWAR)
STATISTICAL OFFICER
D.E. (S) NWFP, PESHAWAR.

District Abbottabad

Govt. of N.W.F.P., Education Department

STATISTICAL DATA FOR THE YEAR, 1989 - 90 (QUESTIONNAIRE FOR DATA COLLECTION.)

1. Name of School _____
 2. Name of Union Council _____ 3. Pay Centre _____
 4. Tab: 501441: Abbottabad. 5. Year of Establishment _____
 6. Nature of ownership of bldg: (Govt./Govt.+U/C/Public/Rented/Masjid/No building) _____ No. of C/rooms _____
 8. No. of stores _____ 9. No. of office _____
 10. AVAILABILITY OF FACILITIES (Please write yes or no)
 a) Space for addl: construction _____ b) Playground _____
 c) Electricity _____ d) No. of C/ fans installed _____
 e) Electric Water Cooler _____ f) Water facilities _____
 g) Boundary Wall _____

11. CLASSWISE ENROLMENT.

I	II	III	IV	V	Total	VI	VII	VIII	Total	G/Total

12. SUBJECTWISE ENROLMENT (FOR MIDDLE SCHOOLS ONLY)

ARABIC				AGRICULTURE				TECHNICAL.			
VI	VII	VIII	Total	VI	VII	VIII	Total	VI	VII	VIII	Total

13. TEACHING STAFF FOR MIDDLE SCHOOLS (Please write No: of Teachers)

SEP	C.T.	S.V.	C.T.	D.M.	PET	T.T.	AWI	A.T.	Qari	PTCs		Total
										Tr:	Un Tr:	

14. TEACHING STAFF (FOR PRIMARY/MOSQUE/MAKTAB SCHOOLS)

PTCs		TOTAL	Inam Tr:	P/Inam	G. TOTAL
Trained	Un-Trained		BPS-5	Rs. 150	

15. Class IV SERVANTS (PLEASE WRITE NUMBERS)

Naib Qasid	Bheshti	Sweeper	Chowkidar	Total

NAME OF HEADMASTER/HEAD TEACHER
(IN BLOCK LETTERS) _____

Signature _____
with Stamp

Signature of ASDEO
Beat concerned with stamp _____

Prepared by: _____

M. S. _____

SKA

PROFORMA - 1

SUB DIVISIONAL EDUCATION OFFICE (MALE/FEMALE)

CLASSWISE ENROLMENT & STAFF OF PRIMARY, ELEMENTARY, MOSQUE & MOHALLA SCHOOLS SESSION 1988-89 (AS STOOD ON 31.10.1988).

Sr. No.	Name of School To be added NAME of U/C.	Classwise Enrolment					Teaching Staff.					Mobb- llah Mist- ress.	IV-SERVANTS								
		I	II	III	IV	V	Total	P.T.C.			Faish Imam		Naib Qasid	Bek.	Mali	Swp.	Chow.	Total	Part Time.		
								Trd.	Un.Trd	Total	BPS 5									Part Time.	

(1)

PROFORMA - 4.

SUB DIVISIONAL EDUCATION OFFICE (MALE/FEMALE)

TEACHING STAFF AND IV-SERVANTS IN MIDDLE AND LOWER MIDDLE SCHOOLS SESSION 1988-89 (AS STOOD ON 31.10.1988).

Sr: No.	Name of School	TEACHING STAFF.										IV-SERVANT.										
		SET	CT	SV	CT	DW	PET	TT	AWI	A	P.T.C.	Trd;	U.Trd:	Total	G.Total	N.Qasid	Beh:	Mali	Sweep	Chow	Other	Total

اساتذہ کرام

PROFORMA - 5:

Sr: No.	Name of School	Union-counsil.	Urban/Rural.	Year of Estt:	Nature of owner -ship of Building	No. of		TICK (✓) if available the facilities.														
						Class Room.	Offi -ce.	Store.	Open Space for Const:	Play Ground	Electri -city.	Water Faci.	Elec: Water Cooler	No.of fans.	Work Shop	Work Shop	Bound -ary	Shed	Wall	Ball.		

5

PROFORMA - 6.

SUB DIVISIONAL EDUCATION OFFICER(MALE/FEMALE)

SUMMARY OF CLASSWISE ENROLMENT, NO. OF CLASS ROOMS, STORES, OFFICES SESSION 1988-89 (AS STOOD ON 31.10.1988)

Level of school.	Urban/Rural	No. of Schools	CLASSWISE ENROLMENT.								Total G.Total	66 Number of :-						
			I	II	III	IV	V	Total	VII	VIII		Class Rooms	Store	Office.				
Middle	Urban	1																
	Rural	41																
	Total	41																
Middle	Urban	-																
	Rural	-																
	TOTAL	-																
Primary	Urban																	
	Rural																	
	Total																	
Elementary	Urban																	
	Rural																	
	TOTAL																	
Mosque	Urban																	
	Rural																	
	Total																	
Mohallah	Urban																	
	Rural																	
	TOTAL																	
Total Urban/Rural																		

SP

PROFORMA - 7.

SUB DIVISIONAL EDUCATION OFFICER(MALE/FEMALE)

SUMMARY OF THE TEACHING STAFF AND IV-SERVANTS SESSION 1988-89 (AS STOOD ON 31.10.1988).

Level of School.	Urban/ Rural.	No.of Schools	TEACHING STAFF.										P.T.C.		Peash Grand Inam B-5.	Peash Moha Inam 11ah Part Trd; time	NQ Beh Mali Sw: Chow Oth- er.	Total	Part time	
			SET	GT	SV	OT	DM	PEP	TT	AMI	AT	Tr:	U.Tr:	Total						
Middle	Urban																			
	Rural																			
	Total																			
L/Middle	Urban																			
	Rural																			
	TOTAL																			
Primary	Urban																			
	Rural																			
	Total																			
MAdemy:	Urban																			
	Rural																			
	Total																			
Mosque	Urban																			
	Rural																			
	Total																			
Mohallah	Urban																			
	Rural																			
	Total																			
Total Urban+ Rural																				

88

PROFORMA -8.

SUB DIVISIONAL EDUCATION OFFICE (MALE/FEMALE)

SUMMARY OF THE SCHOOLS BUILDINGS WITH RESPECT TO OWNERSHIP AND AVAILABLE FACILITIES, SESSION 1988-89 (AS STOOD ON 31.10.1988).

Level of Schools.	Urban/Rural.	No. of schools with respect to ownership of the Building.						No. of schools having the following facilities.									No. of Schools with.				
		Govt:	Rented	Eva- cuse	Union Council	Rent Free	Mosque	No. of Buildg:	Total	Office Space for addl; Const;	Play Gro;	Elect ricity	Water Supply	Fans	Boun- dary Wall.	Work shop	Work Shop Shed	Sig- gle Trd:	Two	One	3.X.
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	1	2	3.X.

Two
I. rooms.
4

Middle Urban.
Middle " " " "
inary " " " "
ementary " " " "
Mosque " " " "
Mohallah " " " "

ole Rural
iddle " " " "
inary " " " "
ementary " " " "
Mosque " " " "
Mohalla h " " " "

otal
Total Urban & Rural

90

FORMA - 9.

SUB DIVISIONAL EDUCATION OFFICE(MALE/FEMALE)

SUMMARY OF THE SCHOOLS UNION COUNCILWISE SESSION 1988-89 (AS STOOD ON 31.10.1988).

S.No.	Name of Municipal/Town Committee/Union Council.	Urban/		No. of Schools:						Total.
		Rural.		Middle	1/Middle	Primary	Elementary	Mosque	Mohallah	

91

FORMA -1C.

DISTRICT EDUCATION OFFICE(MALE/FEMALE)

CLASSWISE & SUBJECTWISE ENROLMENT OF HIGH SCHOOLS & HIGHER SECONDARY SCHOOLS SESSION 1988-89 (AS STOOD ON 31.10.1988).

Name of School	Classwise Enrolment.								SUBJECTWISE ENROLMENT.															
	V	Total	VI	VII	VIII	Total	IX	X	Total	Pashto			Arabic			Agriculture			Technical			Science		
										6	7	8	6	7	8	6	7	8	6	7	8	6	7	8

Annual Statistics perqumma used in Kohat

UNION COUNCIL-WISE STATISTICAL DATA FOR THE U/C _____ (KOHAT SUB DIVISION) IN RESPECT OF _____ AS IT STOOD ON 31/10/88.

S.No	Name of School	Date of Establ:	Classwise enrolment					Sanctioned Posts Class IV Servts:	Trained Teachers			Untrained Teachers			V/Post No. if Any	Matro No. Buld: Rec
			I	II	III	IV	V		Tol:	PT	SV	Total:	MA	BA		

Sub Divisional Educati-
Officer, (MaB) Kohat.

PROFORMA No: 2

EXISTING SCHOOLS OWNERSHIP OF BUILDINGS AND OTHER AVAILABLE FACILITIES IN PRY:, ELEM:, AND MOSQUE SCHOOLS SESSION 88-89
(AS STOOD ON 31/10/89)

S.No. Name of School	Union Council	Urban/ Rural	Year of Estbmt:	Nature of ownership of Buildg:	Nature of			Availability of Facilities			water Facils:	No. of Bous: of
					Class Rooms	Store	Office	Space for Addl: Const:	Play Ground	Electricity		

SUB DIVISIONAL EDUCATION
OFFICER, (MALE) KOLKT.

PROFORMA NO. 3

CLASSWISE AND SUBJECTWISE ENROLMENT OF MIDDLE AND LOWER MIDDLE SCHOOLS SESSION 1988-89 (AS STOOD ON 31/10/89)

S.No.	Name of School	Classwise Enrolment							Subjectwise Enrolment																
		I	II	III	IV	V	Total	VI	VII	VIII	Tot:	G.Tot:	Pashto			Arabic			AGFLR:						
														6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th

SDHO
Kohat

SUB DIVISIONAL ED.
OFFICER, (M.E.)

PROFORMA NO. 4

TEACHING STAFF AND CLASS IV IN MIDDLE AND LOWER MIDDLE SCHOOLS SESSION 1988-89 (AS STOOD 31/10/1989)

S.No.	Name of School	Teaching staff								PTC		Class IV Servants.					
		SET	CT	SV	OT	DM	PET	TT	AEI	AT	Trd:	Untrained	Total	G.fols	N/Q	Beh:	Mali

SUB DIVISIONAL EDUCATION
OFFICER, (M.A.E) KOHAT.

D. I. Khan

Complete set of personnel used for annual statistics

PROFORMA-I

SUB DIVISIONAL EDUCATION OFFICER(MALE/FEMALE)

CLASSWISE ENROLMENT & STAFF OF PRIMARY, ELEMENTARY, MOSQUE AND MOHALLAH SCHOOLS AS STOOD ON 31/10/1969.

Sr. No.	Name of School	Classwise Enrolment					Teaching Staff			Pash Imam		IV. SERVANTS(FULL TIME)							
		I	II	III	IV	V	Total	P.T.C	Trd	Un-Trd	Total	IPS	Part Time	N.	Bsh	Mali	Swp	Chow	Total
		Jr.	Pr.											Qasid					

10

FORM- 5.

SUB DIVISIONAL EDUCATION OFFICER (MALE/FEMALE)

EXISTING NO. OF SCHOOLS WITH OWNERSHIP OF BUILDING AND OTHER AVAILABLE FACILITIES IN PRIMARY SCH: AS (AS STOOD ON 31/10/1969).

Sr. No.	Name of School.	M/C, T/C, Year	Nature of Union C.	No. of Class Rm.	Store.	Open space for const.	Facilities available (yes/No.)	Play Ground.	Elect-ricity.	Water Faci.	E/Water Cooler	No. of Work shop.	Soun wall.	Sc. re

PRCFRGA-6.

SUB DIVISIONAL EDUCATION OFFICER (MALE/FEMALE)

SUMMARY OF CLASS-ISE ENROLMENT NO. OF CLASS ROOMS, STORES, OFFICES (AS STCCD CN 31/10/1989)

Level of School	Urban/No. of schools	Classwise enrolment					Total	VI	VII	VIII	Total	G.Total	Physical Facilities				
		I	II	III	IV	V							Class Rooms	Store	Office	Tech. work shop	Sc; Lab.
Middle	Urban																
	Rural																
	Total																
I/Middle	Urban																
	Rural																
	Total																
Primary	Urban																
	Rural																
	Total																
Elementr.	Urban																
	Rural																
	Total																
Mosque.	Urban																
	Rural																
	Total																
Madrassah.	Urban																
	Rural																
	Total																
Total Urban/Rur:																	

102

PROFORMA-7.

SUB-DIVISIONAL EDUCATION OFFICER (MALE/FEMALE)

SUMMARY OF THE TEACHING STAFF AND IV: SERV. ST (AS STCCE CN 31/10/1989)

Level of School.	Urban/Rural	No. of Schools	PLACING STAFF	PTC	Tr:U.Tr:Total	Imam	Grand Total	Pesh	N.	Beh	Mali	SW	Chow	Oth	er.

Middle	Urban														
	Rural														
	Total														
/Middle	Urban														
	Rural														
	Total														
Primary	Urban														
	Rural														
	Total														
Women	Urban														
	Rural														
	Total														
Masque	Urban														
	Rural														
	Total														
Mehallah	Urban														
	Rural														
	Total														
Total Urban+Rural	Trained														
	un; Trad;														
	Total														

W

TRC/PCMA-8.

SUE LIIVL: EDUCATION OFFICER (MALE & FEMALE)

SUMMARY OF THE SCHOOLS BUILDINGS WITH REGARD AT OWNERSHIP AND AVAILABLE FACILITIES; (AS STCCD CN 31/10/1989)

Level of Schools	Urban/Rural	No. of schools with regard to ownership of the Buildings					Total	No. of schools having the following facilities									
		Govt	Rented	Evacuee	Union council	Private		No. of C/Fan	Office Space for Adl;C.	Play Ground	Elect-ricity	Water Supp	Fans	B.W/W/S			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Middle. Urba.

L/Middle. "

Primary. "

Elementary "

Mosque. "

Mohallah. "

Total.

Middle. Rural.

L/Middle. "

Primary. "

Elementary "

Mosque. "

Mohallah. "

Total.

Total Urban & Rural.

104

RCFCMA-9.

SUB-DIVISIONAL EDUCATION OFFICER (MALE & FEMALE)

SUMMARY OF THE SCHOOLS UNDER COUNCIL/JISC (AS STATED ON 31/10/1989)

S.No.	Name of Municipal/Town Committee/Union Council	No. of Schools.						Total.
		Higher	High Secy	Middle/L	Middle	Primary	Elementary	

125

HOFCRM-12.

DISTRICT EDUCATION OFFICER (M.L.S & FEMALE)

STATUS OF SCHOOLS, OWNERSHIP OF BUILDING AND OTHER AVAILABLE FACILITIES IN HIGH SCHOOLS (AS STCD ON 31/10/1989)

No.	Name of school	M/C	Year	Nature of	No. of	T/C of	Ownership	Class	Stores	/Room	Spa	/W/	Hall	Sc	Lab	Play	Elec	Stec	Elec	No.
						U/C	of build	rooms				for	Shop	Lab	ora	Ground	tric	Paci	Water	of
												extent			tory		ity		cool	Pan

8/8

RCPCRA.13.

DISTRICT EDUCATION OFFICER (MALE & FEMALE) _____

SUBJECTWISE ENROLLMENT OF HIGHER SECONDARY SCHOOLS (AS STOOD ON 31/10/1969)

S.No. | Name of School (Urban/ Class. English. Urdu. Isl; (Com) Isl; Cpt; Eccl; Statistic. History.
Rural.

1.

1st; Year. _____

2nd; Year. _____

Total. _____

PROFORMA -14

DISTRICT EDUCATION OFFICER (MALE & FEMALE)

SUMMARY OF THE CLASSWISE ENROLMENT OF ALL KINDS OF SCHOOLS (AS STCCD ON 31/10/1989)

Level of school (Urban/Rural) / No. of schools / Classwise enrolment. (I, II, III, IV, V, Total, VI, VII, VIII, TOTAL, IX, X, TOTAL, I, II, TOTAL, 1st, 2nd, Year-Year)

Higher. Urban

Second: "

High "

Middle. "

L/Middle. "

Primary "

Elemn; "

Mosque. "

Mohallah. "

Total.

Higher. Rural

Second; "

High. "

Middle. "

L/Middle. "

Primary. "

Elemen; "

Mosque. "

Mohallah. "

Total.

G.Total. Urban & Rural.

FORM 15.

DISTRICT EDUCATION OFFICER (MALE & FEMALE)

SUMMARY OF THE STAFF (AS STOOD ON 31/10/1989)

S. No.	Rural	Principal	Sub	SET	CT	SV.	OT.	DM.	PET.	AT.	Ca	WI.	PTC.	Total	MINISTERIAL ST			
															Sr	Jr	Total	To
																Cl	SI	Cl
																ESK		IV

B-16. B.17 spli

DISTRICTWISE SUMMARY OF POSTS WITH PROVISION FOR THE YEAR 1990-91.

Designation	BFS	No. of posts Categorywise	Pay of Officers 01100	Pay of Estt: 01200	Total Regular Allowance 020000	Total Other Allowance. 0300.	Grand Total.
Principals.							
Head Master.							
Subject Specialist.							
Chief Instructor.							
Instructor.							
SET							
CT							
DM							
AWIs.							
FETs.							
FTCs.							
Qaries.							
English Teacher.							
Iman Teacher.							
Islamiyat Teacher.							
T.T.							
Assistant.							
Senior Clerk.							
Junior Clerk.							
Laboratory Atted.							
Naib Qasid.							
Chowkidar.							
Bahishti.							
Mali							
Sweeper,							
Caller.							
Collies.							
Lab:Atted;							
Store Keeper.							
etc:							
TOTAL							

J

COMPARATIVE STATEMENT SHOWING THE SANCTIONED BUDGET ESTIMATES 1989-90 AND PROPOSED BUDGET FOR THE YEAR 1990-91
 DISTRICT EDUCATION OFFICER UNDER HEAD 6-40000-SOCIAL SERVICES-6-41000-EDUCATION-6-*****

0000	Sanctioned Budget for 1989-90.	Proposed Budget Estimate for 1990-91.	Variation.	Reason for variation.
------	-----------------------------------	---	------------	-----------------------

000-Total Estt:Ch:
100-Pay of Officer.

1200-Pay of Establishment.

000-Total Regular Allow:

000-Other Allowance.

000-Total Purchase of D/Good.

000-Total Repair & Maintenance,
of Durable Goods.

50000-Total Commodities & Services.

TOTAL

19

DETAIL PAY OF OFFICER AND PAY OF ESTABLISHMENT (PERMANENT) 1990-91.

Designation	Form BM I BPS Grade	No. of permanent posts for 1990-91.
Principal	18	
Head Master.	17	
Subject Specialist.	17	
W.I. Selection Grade	16	
SET	17	
TOTAL PAY OF OFFICER		
SETs	15	
CTs	9	
AWIs	8	
FETs	9	
SVs/OTs.	9	
T.Ts.	7	
PTCs.	7	
Qaries	7	
Islamiyat Teacher	7	
Arabic Teacher.	9	
Pesh Imam.	6	
Total Cost.		
Junior Clerks.	5	
Senior Clerks.	7	
Assistant	11	
Total Ministerial Staff.		
Naib Q. sid.	1	
Chowkidar	1	
Bahishti.	1	
Malies	1	
Sweeper	1	
Bearer	1	
Cook.	1	
Caller	1	
Coolies	1	
Laboratory Attendent	1	
LoL Attendent	1	
Sheld Attendent	1	
Total Class IV.		
Grand Total		

MUST UPDATE QUESTIONNAIRE (TRANSLATION FROM URDU)

Front page

School Code: _____

Note: in this questionnaire provide statistics of October, 1988

Head teacher name:

School name:

Salary center:

Tehsil (sub-district):

District:

Date:

Signature of: Head master

ASDEO

SDE/DEO

Q1. Number of employees in the institutions:

1. Total teaching staff (including head teacher not Pesh Imam of mosque school)
2. supporting staff (clerk, lab assistant, storekeeper, etc)
3. Total temporary staff (including Pesh Imam)
4. Total staff of Basic Pay Scale (BPS) 1 to 4

Q2. a) Start year of institution

b) When institution was upgraded

1. From Primary to Middle school
2. From Middle to High school
3. From High to Higher Secondary school

Q3. Detail of current year examination:

Examination

Total students appeared

Total students Passed

Result(%)

1. Annual Middle Standard

2. Annual Matric

3. First Year

NYS

117

4. Second year

Q4. Ownership of the institution building

- | | |
|--------------------------|-------------------------|
| 1. Federal government | 8. |
| 2. Provincial government | 9. |
| 3. Local government | 10. Local community |
| 4. | 11. Private (rent free) |
| 5. | 12. Private (rented) |
| 6. | 13. No building |
| 7. | 14. Mosque |

Q5. Construction year of institution building

Q6. Any playground or open space for students for play

- | | |
|------------------------|--------------------------------|
| 1. Inside institution | 3. Both inside and outside |
| 2. Outside institution | 4. No playground or free space |

Q7. Any free space (except mention in Q6) that can be used for the construction of additional classrooms

- | | |
|----------------------------|--|
| 1. Inside institution | 3. Both inside and adjacent to institution |
| 2. Adjacent to institution | 4. No free space |

Q8. Size of free space

Q9. Ownership of free space:

- | | |
|--------------------------|--------------------|
| 1. Federal government | 5. |
| 2. Provincial government | 6. Local community |
| 3. Local bodies | 7. Private |
| 4. | |

Q10. Number of following facilities in institution:

- | | |
|------------------------|-----------------------------|
| 1. Classrooms | 2. Science labs |
| 3. Technical workshops | 4. Mechanical workshop shed |

Q11. How many classes sitting outside due to unavailability of classrooms.

Q12. Describe the detail of scholarships awarded during month June-July

Funding agency Total amount Amount utilized #students awarded

1. Federal government (President scholarship)

2. Provincial scholarship (merit scholarship)

3. Local government
4. Institution
5. Armed forces foundation
6. Tribal agencies
7. Zaqat

Q13. Detail of each room in the institution:

1. Physical condition
2. Year of construction
3. Size
4. Type of construction (mud/bricks)

Q14. Detail of teaching staff

<u>Designation</u>	<u>Sanctioned posts</u>	<u>Trained teachers</u>	<u>Untrained teachers</u>	<u>Vacant Posts</u>
--------------------	-------------------------	-------------------------	---------------------------	---------------------

Q15. Total number of M.ED/M.A Education teachers (including headmaster)

Q16. Number of teachers according to academic qualification

<u>Qualification</u>	<u>Number of teachers</u>
----------------------	---------------------------

1. M.A
2. M.SC
4. B.A
5. B.SC
6. F.A
7. F.SC
8. Matric
9. Below matric

Q17. Detail of enrolment

<u>Grade</u>	<u>#Boys</u>	<u>#Girls</u>	<u>Non muslim</u>	<u>Language</u>	<u>Repeaters</u>	
					<u>1st time</u>	<u>2nd time</u>

Q18. Enrolment by subject in grades 11 and 12

Q19. Detail of physical facilities available in the institution

<u>Item Name</u>	<u>Total #Items</u>	<u>#Items in good condition</u>	<u>#items reparable</u>	<u>Additional #items required</u>
------------------	---------------------	---------------------------------	-------------------------	-----------------------------------

MUST BASELINE QUESTIONNAIRE (TRANSLATED FROM URDU)

Front page

School Code: _____

Note: in this questionnaire provide statistics of October, 1989

Head teacher name:

School name:

Salary center:

Tehsil (subdistrict):

District:

Date:

Signature of: Headmaster

ASDEO

SDE/DEO

Q1. Number of employees in the institutions:

1. Total teaching staff (including head teacher not Pesh Imam of mosque school)

2. supporting staff (clerk, lab assistant, storekeeper, etc)

3. Total temporary staff (including Pesh Imam)

4. Total staff of Basic Pay Scale (BPS) 1 to 4

Q4. Ownership of the institution building

- | | |
|--------------------------|-------------------------|
| 1. Federal government | 8. |
| 2. Provincial government | 9. |
| 3. Local government | 10. Local community |
| 4. | 11. Private (rent free) |
| 5. | 12. Private (rented) |
| 6. | 13. No building |
| 7. | 14. Mosque |

Q5. Construction year of institution building

Q10. Number of following facilities in institution:

- | | |
|------------------------|-----------------------------|
| 1. Classrooms | 2. Science labs |
| 3. Technical workshops | 4. Mechanical workshop shed |

Q11. How many classes sitting outside due to unavailability of classrooms.

MA

Q12. Describe the detail of scholarships awarded during month June-July

Funding agency Total amount Amount utilized #students awarded

1. Federal government (President scholarship)
2. Provincial scholarship (merit scholarship)
3. Local government
4. Institution
5. Armed forces foundation
6. Tribal agencies
7. Zaqat

Q13. Detail of each room in the institution:

1. Physical condition
2. Year of construction
3. Size
4. Type of construction (mud/bricks)

Q14. Detail of teaching staff

Designation Sanctioned posts Trained teachers Untrained teachers Vacant posts

Q15. Total number of M.ED/M.A Education teachers (including headmaster)

Q16. Number of teachers according to academic qualification

Qualification Number of teachers

1. M.A
2. M.SC
4. B.A
5. B.SC
6. F.A
7. F.SC
8. Metric
9. Below metric

Q17. Detail of enrolment

Grade #Boys #Girls Non muslim Language Repeaters

1st time 2nd time

Q18. Enrolment by subject in grades 11 and 12

Q19. Detail of physical facilities available in the institution

<u>Item Name</u>	<u>Total #Items</u>	<u>#Items in good condition</u>	<u>#items reparable</u>	<u>Additional #items required</u>
------------------	---------------------	---------------------------------	-------------------------	-----------------------------------

Q1. Name of institution

Q2. Gender of institution

Q3. Ownership of institution

1. Federal government
2. Provincial government
3. Semi government
4. Local government
5. Cantonment board
6. Private (donated)
7. Private registered
8. Private un-registered

Q4. Level of institution (Mosque, primary, middle etc.)

Q5. Total staff in the institution

1. Teaching staff
2. Helping staff
3. Temporary staff
4. Staff BPS 1 to 4

Q6. During April-March period, how many times inspectors visited the school

1. Surprise visit
2. Annual visit

Q7(a). School start year

Q7(b). When institution was upgraded:

1. From Primary to Middle school
2. From Middle to High school
3. From High to Higher Secondary school

Q8. Detail of current year examination:

<u>Examination Result (%)</u>	<u>Total students appeared</u>	<u>Total students Passed</u>
-------------------------------	--------------------------------	------------------------------

[Handwritten mark]

1. Annual Middle Standard

2. Annual Metric

3. First Year

4. Second year

Q9. Participation of students in different games

Q10. Any Space available for prayer

Q12. Ownership of institution

Q13. Year of construction of school building

Q14. Number of stories

Q15. Facilities available in the institution

1. Electricity 2. Gas 3. Telephone
4. Telephone 5. None

Q16. Source of drinking water

Q17. Any playground or open space for students for play

1. Inside institution 3. Both inside and outside
2. Outside institution 4. No playground or free space

Q18. Any free space (except mention in Q6) that can be used for the construction of additional classrooms

1. Inside institution 3. Both inside and adjacent to institution
2. Adjacent to institution 4. No free space

Q19. Size of free space

Q20. Ownership of free space:

1. Federal government 5.
2. Provincial government 6. Local community
3. Local bodies 7. Private
4.

Q21. If playground outside the institution building, than ownership of playground

~~123~~

123

Q22. Area of the playground

Q23. Does institution have classrooms for all classes

Q24. Hostel facility available

Q25. #rooms in hostel

Q27. Library available in the institution

Q28. #Books in the library (reference, text, and other books)

Q29. First aid available

Q30. Total area of the institution

Q31. Total classrooms in the institution

APPENDIX XX (Chapter VII 28)

To be issued
in duplicate

School, _____ Recognised
Un-recognised

DISTRICT _____

LEAVING CERTIFICATE

Pupil's Name _____ File No. _____

Date of Birth _____ Grade of Fee _____

No. in Admission Register _____ Agr., Non. Agr or Zamindar _____

CERTIFIED that _____ son of _____ attended this school upto the _____ has paid all sums due to the school, and was allowed on the above date to withdraw his name. He was reading in the _____ Class _____ Department and PASSED /FAILED in the Examination for promotion to the _____ Class.

The following particulars are certified to be correct, according to the registers of this school and the certificates produced from previous schools attended during the school year.

No.	School	Date of admission	Date of withdrawal	Period of attendance during the current school year		Possible attendances during the current school year	Actual attendances during the current school year	Leave taken during the current school year
				From	To			
1	(a) This School .. (b) This Class .. (c) This Deptt. ..							
2								
3								
4								
Total ..								

Date of issue

Principal/Head Master.

FOR SCHOLARSHIP-HOLDERS ONLY.

Kind of scholarship..... Value

Year of award..... Date up to which drawn.....

By whom payable..... Leave taken at each school.....

- 1.....
- 2.....
- 3.....
- 4.....

CERTIFIED that _____ son of _____ and

a student of the _____ Class, who left the _____ School _____

District _____ with Transfer Certificate No. _____ dated _____ has joined the _____

Class of _____ School _____ District _____ on _____

His date of birth as entered in the Transfer Certificate is.....

Principal/Head Master.

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MONTHLY STAFF STATEMENT

[The following proforma is collected from all primary schools every month. Each month, the head teachers of primary schools send this proforma (in Urdu) to the Pay Center In Charge who gives it to the SDEO.]

Although all the districts request a lot of the same data, there is some inter-district variation in the data collected. Questions unique to certain districts are noted at the end of the five sections which are included in all monthly staff statements. These five sections include:

- 1) School Identification
- 2) Enrollment
- 3) Teaching Staff
- 4) School Building
- 5) Detail of Sanctioned Post]

[TRANSLATION FROM URDU]

MONTHLY STAFF STATEMENT

I. SCHOOL IDENTIFICATION

- A. School Name
- B. Sub-Division
- C. District
- D. Month
- E. Year

II. ENROLLMENT (AS IN ATTENDANCE REGISTER)

CLASS	BOYS	GIRLS	TOTAL
I. Junior			
I. Senior			
II.			
III.			
IV.			
V.			

[Handwritten signature]
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NUMBER OF GRADE 4 EMPLOYEES;

III. TEACHING STAFF [THIS DATA IS REQUESTED FOR EACH TEACHER]

1. Name
2. Qualification (Academic and General)
3. Address
4. Designation
5. Grade
6. Date of Award of Present Grade
7. Date of Birth
8. Date of Joining Service
9. Date of Appointment after getting Professional Degree
10. Date of Taking Charge in Present School
11. Name of School from where transferred to this school
12. Casual Leaves up to last month
13. Present Salary

IV. SCHOOL BUILDING

1. Nature of Building Construction
2. Number of Classrooms
3. Rented or Rent Free
4. Year of Construction of School Building
5. Space Available for Construction of Additional Classrooms
6. Playground Available (Yes/No)
7. School Starting Year
 1. Primary
 2. Lower Middle
 3. Middle

V. DETAIL OF SANCTIONED POSTS

SERIAL	NAME OF POST	NUMBER OF SANCTIONED POSTS	REMARKS
1.	B.Ed.		
2.	C.T.		
3.	P.E.T.		
4.	Islamiat Teacher		
5.	Drawing Teacher		
6.	S.V.		
7.	P.T.C.		
8.	Peon		
9.	Watchman		
10.	Waterman		
11.	Gardener		
12.	Calar		

NOTE: FILL THIS PROFORMA WITH CARE AND CLEANLY AND IT SHOULD

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BEST AVAILABLE COPY

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REACH THE EDUCATION OFFICER BY THE FIFTH OF EVERY MONTH. THE HEAD TEACHER WILL BE COMPLETELY RESPONSIBLE IN CASE OF WRONG INFORMATION.

SIGNATURE OF HEAD TEACHER _____

SCHOOL STAMP

NO. _____ DATE _____

[The following data elements are asked for in addition to the above elements according to particular districts.]

Additional Items DISTRICTS: D.I.KHAN and MANSEHRA

1. Average Attendance by Class
2. New Admission During the Month
3. Withdrawals During the Month
4. Muslim Students
5. Non-Muslim Students
6. Distance form Teachers Residence to School
7. Teacher Signature

Additional Items DISTRICT: PESHAWAR

1. Ownership of Building
2. Source of Building Rent
3. Monthly Rent
4. Measurement of Room, Court Yard, Terrace
5. Electricity Available
6. Drinking Water Available
7. Amount of Funds at the Beginning of the Year
8. Any Amount Reserved
9. Equipment Needed
10. Name of Councillor and MPA
11. TEACHER
 1. Trained/Untrained
 2. Date of Retirement
 3. G.P. Fund Number and Deduction Amount
 4. Personnel Salary Number
 5. Identity Card Number

Additional Items DISTRICT: ABBOTTABAD and MANSEHRA

BUILDING

1. Area of Playground
2. Detail of Teacher Residence

BEST AVAILABLE