



# **PERFORMANCE MANAGEMENT TOOL FOR EDUCATION (PMT)**

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## Rationale

Performance Management is a system for regularly collecting the results (outcomes) of public sector programs, organizations, or individuals and using this information in policy making, resource allocation and service delivery. Performance information can be used to determine the achievement of goals and communicate whether department or organizational objectives have been achieved. This guide book serves as an introduction to the design, implementation and monitoring of a Performance Management System to improve quality education in schools. It is based on work initiated by the Districts That Works project, funded by the US Agency for International Development and implemented by the Urban Institute, Washington, D.C. in Pakistan from August 2006 to March 2010. The process includes selecting performance indicators and establishing targets for improvement; using specific Performance Management Tools (PMTs), developing District and School Action Plans (DAPs and SAPs), and reporting progress.

The benefits of implementing a performance management system include:-

- ✓ Improving the performance of low performance schools.
- ✓ Focusing on and using performance indicators already established by National/Provincial Education Policy.
- ✓ Increasing accountability mechanisms at the District and Provincial level.
- ✓ Helping district governments in monitoring the performance of schools.
- ✓ Providing quality education through the development of School Action Plans (SAPs).
- ✓ Assessing the performance of individual schools and seeing whether they are aligned with the objectives of the National Educational Policy and Education Management Information System (EMIS).
- ✓ Motivating head teachers and Parent Teacher Committee (PTC) members to excel in performance.
- ✓ Improving decision making through an evidence-based system.
- ✓ Improving resource allocation and justifying educational budgets.
- ✓ Making public agencies accountable for results to senior management and the public.
- ✓ Increasing the citizens' trust in the public institutions; and
- ✓ Making work more interesting and satisfying for Head teachers, Supervisors and Educationist.

Application of the PMTs in 10 districts of North West Frontier Province led to the identification of 261 low performing schools (based on high repetition rates). One year of implementing and monitoring the district and school action plans resulted in:

- ✓ Reduction in the number of low performing schools from 261 to 29, a 89% improvement.
- ✓ Realization of 70% of the district action plan.
- ✓ Improvement in school infrastructure with 66% of low performing schools now having electricity; 72% getting water; 67% having a boundary wall.

- ✓ Activation of the Parent-Teacher Council in 92% of low performing schools.

This Guide will assist in answering the questions such as: “Which school objectives are not being met?” “How can these objectives be improved?” “How to manage schools, and administrative units?” “How to improve the performance of public sector education program?”

### **Who is the Guidebook for?**

This guidebook can be used as a reference guide for policy makers, decision makers, education managers, and education officials working at the Provincial as well as the District level to improve service delivery in schools. It provides information on using performance management in the education sector, how District Education Offices can develop a performance management system, selecting performance indicators, using and implementing Performance Management Tools (PMTs) developed by DTW, and monitoring of performance activities particularly related to the management of schools.

This guide book will greatly help head teachers and District education officials directly or indirectly related to schools and its management. It will facilitate the development and implementation of performance management strategies which in turn can assist in increasing the enrolment and promotion rate, or reducing the dropout and repetition rate in low performing schools.

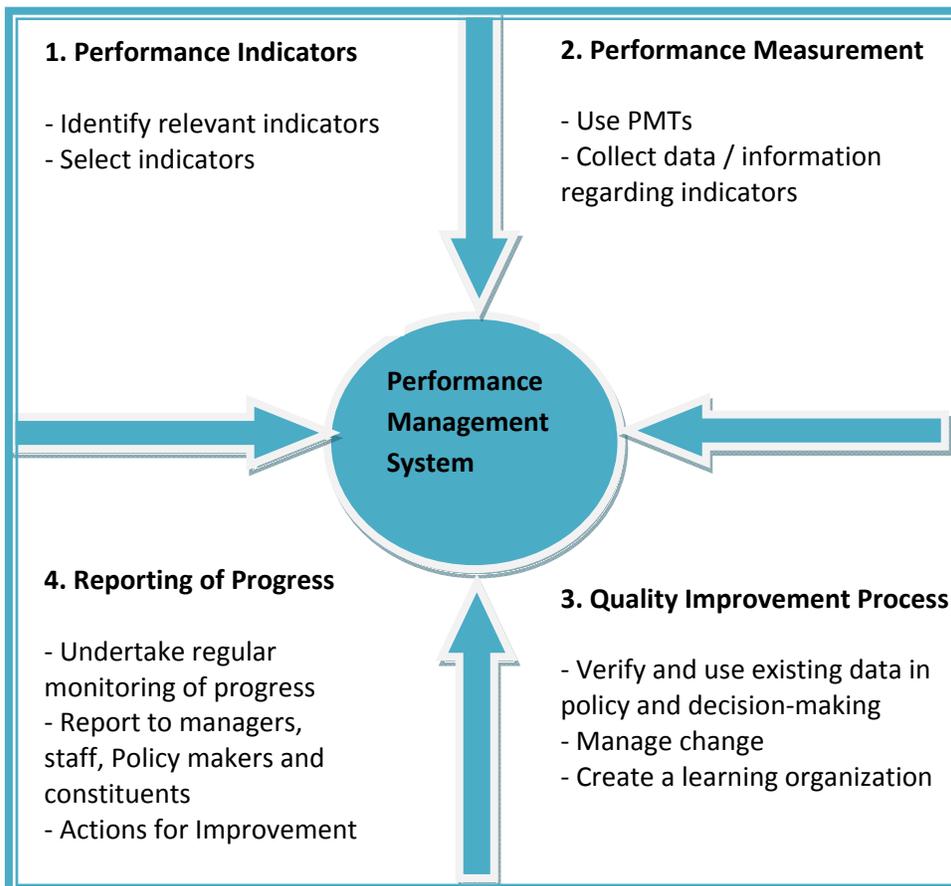
Although the application of PMTs has only been used in primary schools in Pakistan with the support of the Districts That Work (DTW) Project, this innovative tool can also be applied to Middle, Secondary and Higher Secondary schools. Each province or district using the PMTs is encouraged to make changes to the tool based on their own needs and circumstances. This can involve using different indicators, making changes to the provincial annual census data, etc.

## Chapter No: 1 Performance Management System

### 1.1 Introduction

A performance management system can help organizations achieve their strategic goals and desired objectives. A Performance management system regularly collects the results (outcomes) of public sector programs, organizations, or individuals and uses this information in policy making, resource allocation and improved service delivery. Performance management can also be used to prioritize and allocate resources; to inform managers about needed adjustments or changes in policy or program directions to meet goals; to prepare reports on the success or challenges in meeting performance goals; and to improve the quality of services. Sometimes it is referred as “governing for results.” DTW used the following Performance Management Framework in the education sector. Details and steps are provided in Chapter 3: Performance Management Cycle.

Figure 1.1: Performance Management Framework



## 1.2 Why Performance Management

Performance Management can help organizations assess the progress in achieving predetermined outputs and outcomes, rather than focusing primarily on inputs (costs) and activities. When identifying desirable outputs or outcomes it is critical to start with service objectives and think about what are the intended benefits and beneficiaries. In the education sector, for example, objectives include better schools, provision of missing facilities, allocation of additional funds for PTCs / SMCs, quality education, improved access to education, greater retention of girls in school, etc.

## 1.3 Why do we need to set indicators?

A performance management system regularly collects various types of information about a service. These include inputs (costs), the quantity of service provided (outputs), the benefits of the service to citizens (outcomes), and efficiency (the ratio of inputs to outputs or outcomes). To measure progress towards achieving desired outputs or outcomes, indicators are developed, usually starting with the words “number of” or “percent of.” In some cases both the absolute number and percent will be relevant and useful information for the indicator. The definition of indicators and some examples for the education sector are provided below. Indicators can measure quantitative (raw data, comparable numbers) as well as qualitative (opinions, values, yes/no) information. Indicators can be used to serve as benchmarks, comparing results across time, or across different population groups, localities, types of schools, gender, etc.

### **Box 1: Performance Information, Definitions and Examples of Indicators**

#### ***Inputs: Resources used to produce outputs and outcomes.***

- Number of full-time staff/person-years spent on the program
- Program expenditures

#### ***Outputs: Products and services delivered.***

- Number of students enrolled in class 8 in Khanewal district
- Number of 2-room primary schools in Sukkur district
- Total number of girls enrolled in class 4 across North West Frontier Province
- Percent of accredited colleges in Sindh in 2006
- Number of special education courses available for disabled students in Lahore colleges

#### ***Outcomes: Results and accomplishments of the service provided.***

- Number of students in class 5 obtaining Grade A in final exams.
- Number of students who graduated from primary schools of District Swat
- Number of in-service teacher training courses that are rated “good” by the teachers

- Number of students graduating at the first attempt in class 8 in District Badin of Sindh
- Dropout rate per year from the adult literacy program by each district in Punjab

**Efficiency and Productivity:** The amount of input to the amount of output (or outcome). The ratio of the amount of input to the amount of output (or outcome) is labeled “efficiency.” The inverse, the ratio of the amount of output (or outcome) to the amount of input, is labeled “productivity.”

- Total cost per student enrolled by each class in primary schools (output)
- Cost per primary school rated acceptable or better by the standards set by the Government (outcome)

Source: DTW

#### **1.4 Millennium Development Goals, and Core Indicators for Education**

In 2000 world leaders from 189 nations established The Millennium Development Goals (MDGs) pledging to reduce poverty, hunger, literacy, and disease with specific targets to be achieved by 2015. There are 7 broad goals, 11 targets, and 32 indicators to monitor progress in achieving the goals. The goal, target and indicators dealing with education are as bellow:

**Goal 2:** Achieve Universal Primary Education

**Target 3:** Ensure that, by 2015, children everywhere boys and girls alike, will be able to complete a full course of primary schooling

##### **Indicators**

- I. Net enrolment ratio in primary education
- II. Proportion of pupils starting grade 1 who reach grade 5
- III. Literacy rate of 15-24 year-olds

In addition, the Ministry of Education, Government of Pakistan has established several core education indicators. These indicators have been developed by the Policy and Planning Wing of the Ministry of Education and are reflected in all policy documents including Education For All (EFA), Education Sector Reforms (ESR) and Poverty Reduction Strategy Paper (PRSP) of the GOP.

1. Gross Intake Rate (GIR) in Primary Education
2. Net Intake Rate (NIR) in Primary Education
3. Gross Enrollment Rate (GER) in Primary Education and Secondary Education

4. Net Enrollment Rate (NER) in Primary Education and Secondary Education
- 5. Repetition Rates (RR) by Grade in Primary Education**
6. Survival Rate to Grade 5
7. Transition rate (TR) to Secondary Education
- 8. Drop Out Rate**
9. Percentage of Trained Teachers at Primary Education
10. Pupil-Teacher Ratio at Primary Education
11. Public Expenditure on Primary Education as a Per cent of Total Public Expenditure on Education
12. Gender Parity Index for GER and NER in Primary and Secondary Education.
- 13. Promotion rate by grade in primary and secondary**
14. Gender Parity Index for Survival Rate to Grade 5
15. Gender Parity Index for Transition rate (TR) to Secondary Education
16. Percentage of FEMALE enrolment in Primary and Secondary Education
17. Percentage of FEMALE teachers in Primary and Secondary Education
- 18. Repetition Rates (RR) of girls and boys in Primary and Secondary Education**

Data on several of the above 18 indicators are collected annually for all public schools in the country via a questionnaire. Each province has its own annual census data retained in a Provincial Education Management Information System (see below). DTW used 4 of the above indicators (number 5, 8, 13, and 18) in developing the PMTs for education.

### **1.5 The Education Management Information System (EMIS)**

Established in late 1980 Pakistan's Education Management Information System (EMIS) is a system for collecting, integrating, processing, maintaining and disseminating data and information, and using this to support decision making, policy-analysis and formulation, planning, and management at all levels of government. Each province has its own EMIS questionnaire/annual census form, comprising of input, output, and outcome information and the school remains the main source for collecting information for most of the required data.

## 1.6 Key Performance Indicators (KPIs)

Key Performance Indicators (KPIs) can include project inputs, outputs or outcomes that are being regularly monitored during project implementation to assess progress toward objectives.

When initiating a performance management system for the first time, it may be best for schools to focus on using KPIs that are already being collected via the EMIS, and that overlap with the core education performance indicators specified by the Government of Pakistan, and the MDGs. The KPIs that meet this criterion and have been recognized nationally as well as internationally are as follows:

1. **Promotion rate:** the proportion of pupils who have successfully completed a grade and proceeded to the next grade the following year.
2. **Repetition rate:** the proportion of pupils who repeat a grade once or twice. The repetition rate of grade  $g$ , year  $y$  is obtained by dividing repeaters of grade  $g$ , year  $y+1$ , by enrolment in grade  $g$ , year  $y$ .
3. **Drop-out rate:** the proportion of pupils who leave the system without completing a given grade in a given school year.
4. **Percentage of repeaters:** Percentage of repeaters at a particular grade.

A school may focus on one or all the indicators while initiating the Performance Management System.

## Chapter No: 2 Role of Educational Management Information System (EMIS) in Education

The Educational Management Information Systems is a data collection, storage, retrieval, processing and dissemination system, specifically designed for use by decision makers and administrators to plan and administer the education sector more efficiently and effectively.

### Purpose of EMIS

- Improve the quality and integrity of data and information.
- Systematize the identification of data as well as data collection, processing, generation, dissemination and evaluation.
- Strengthen the capability to manage, plan, and control the flow of information within and outside of the organization.
- Provide mechanisms to meet the increasing demand for data and information.
- Produce up-to-date data bulletins, status reports, brochures and other statistics needed for management activities/function.
- Provide baseline data and information to generate performance indicators as measuring tools in the attainment of educational objectives and policies, and in setting targets for the sector.

EMIS units (Provincial and national) regularly generate and provide information on the education sector to officials within the department of education's well as to:

- Ministries, departments and government agencies at national, provincial and local level
- Legislative and constituent bodies
- Regulatory bodies
- Civil Society Organizations (CSOs)
- Local and international agencies
- Learners, educators and community groups including school and college governing bodies
- Businesses and the private sector
- Unions and other partners in the education community

## **2.1 Administration of Education Services**

The Federal Ministry of Education has overall responsibility for the formulation of education sector policy, planning, and the development of curriculum. However, delivery of education and implementation of plans have been devolved to provincial and district levels. The main role of provincial education authorities are coordinating and supporting the provision of education services and implementation of education plans at the district level. The provincial Education Departments are headed by their respective Provincial Education Ministers. The provinces are further divided into districts as administrative units.

The head of the Education Department in a district is the Executive District Officer (EDO) Education, and head of the Literacy Department (in case of Punjab and Sindh only) is the Executive District Officer Literacy (EDO Literacy). In the Provinces of NWFP and Balochistan, literacy is part of the Education Department. The EDO Education is followed by the District Education Officer, Sub-district Education Officer, and Supervisors or Assistant Sub-district Education Officers. At the local level i.e. the union council level, Learning Coordinators (LCs) provide academic guidance as well as supervise the schools.

Generally the district level education offices oversee and monitor elementary (classes 1 - 5), secondary (classes 6 - 10) and higher secondary education (classes 11 - 12). In the primary classes, examinations are conducted by the respective schools. However, at the end of the fifth year a public examination is held by the Education Department for promotion to the next grade. Similarly, the examinations in Middle Schools are held by the individual schools but there is a public examination at the end of grade eight conducted by the Education Department. Public examinations are also held by the respective Provincial Examination Boards of secondary and intermediate at the end of grades nine to twelve, to ensure the quality of education.

## **2.2 Provincial Level EMIS**

Each province has its own EMIS unit under the provincial education authorities to administer the annual school census. However, responsibility and authority as well as practices and mechanism of data collection, coverage, and scope of the sub-education sectors vary among them.

### **Responsibilities of Provincial EMIS Cell Include:**

- Preparation and distribution of questionnaires for the school census;
- Provision of technical support and training of district and sub-district staff on EMIS activities;
- As necessary, data entry and processing of school census forms of some districts;
- Final validation and consolidation of district level data to produce the provincial

school census database;

- Maintenance of the provincial annual school census database;
- Production and publication of the annual yearbook;
- Responding to ad-hoc users' requests on education statistics.

Source: DTW

### 2.3 District Level EMIS

Provincial EMIS units usually collect data through their district EMIS cells. Previously, the tasks of EMIS cells in the district education offices was mainly to collect and compile the data from schools, and then, forward it to the provincial EMIS unit. If there was a data processing facility at the district level, it processed the data and sent the data files to the provincial EMIS unit to update the provincial EMIS database and produce the annual statistical yearbook. In some cases district facilities produced summary statistics tables for various reports using Excel. There is very little evidence of validation and analysis of the data using the computer at this level.

The 2001 devolution plan subsequently encouraged management and decision making at the local level. To improve education service delivery at the grassroots level, district offices are required to develop annual development plan and monitor the education service in the district. They are also required to prepare education budgets and expenditure for their districts. As a result, districts are playing a key role in managing and providing education services; and the database provided by the EMIS can help increase the efficiency and effectiveness of the districts.

#### **Responsibilities of the District EMIS Unit after Devolution**

- Distribution and collection of annual school census forms
- Orientation and explanation of school census forms to sub-district and school principals
- Follow-up and validation of completed school census forms
- Data entry and processing of school census forms to update the district level database
- Incorporation and linkage of other relevant socio-economic data to the district EMIS database
- Transmission and forwarding of district level statistics to the provincial EMIS unit
- Provision of required data and information (ad-hoc and regular basis) to the district

education offices and other relevant offices at district level

- Assistance and organization of EMIS related training activities.

Source: DTW

## **2.4 Institutional (School) Level**

In all provinces, it is mandatory for a school to submit a school annual census form/questionnaire annually. However, enforcement and observance of this mandatory task vary among the districts. Moreover, it applies only to the government schools under the district education authorities, and inclusion of other private and religious schools in this process varies in each province.

Government schools are required to submit not only school statistics but also financial information to the district education offices. In addition, upon request, the schools are obliged to provide the requested data to various authorities.

## Chapter No: 3 Performance Management Cycle

### 3.1 Managing Performance at the District Level

The performance management system suggested in this guidebook is aimed at helping districts and provinces accomplish their goals for the education sector, by making use of existing information, monitoring their own performance and using the information to improve service delivery. The performance management cycle can be grouped into three phases comprising of the following steps:

#### Phase 1:

1. Conduct a situational analysis of the schools
2. Select the Key Performance Indicators (KPIs) from Provincial EMIS data
3. Use Performance Management Tools (PMTs)
  - a. Use the “Performance Rating Tool” (PMT # 1) to conduct queries on the Provincial Annual Census Data of the last 2-3 years and identify the 30 lowest performing schools from each district.
  - b. Use the "Performance Planning Tool" (PMT # 2) to choose common indicators from the EMIS data and identify the root causes / reasons for low performance of the identified schools.
  - c. Use the “ School Scorecard Rating Tool” (PMT # 3) to re-rank the selected schools: first assign weights to the different indicators; give ranking values / scores to each indicator; obtain the cumulative weight and use the total weight score to assign a performance result of poor, below average, average, good, or excellent.
4. Develop District Action Plans (DAPs)

#### Phase 2:

5. Validate data on schools
6. Train master trainers on developing School Action Plans (SAPs).
7. Develop School Action Plans (SAPs) in consultation with Head Teachers and PTC Members

#### Phase 3:

8. Implement and monitor DAPs & SAPs

## 9. Report annually and take actions for Improvement

PMTs are Excel files/templates that can be used to run queries in the EMIS data to rank the school, examine the school and monitor the school. Each of the three templates has user-friendly instructions and should be used in combination with this guidebook.



# PERFORMANCE MANAGEMENT SYSTEM

## PHASE-1

DESIGNING OF PERFORMANCE MANAGEMENT TOOLS (PMTs)

Performance Management System are as follows:

### Step-1: Conduct a Situational Analysis of the Schools

#### Step-1:

Conduct a situational analysis of the schools.

#### Step-2:

Select the Key Performance Indicators (KPIs) from Provincial EMIS data.

#### Step-3:

##### Use of PMTs

a. Use PMT Tool#1 titled "Performance Rating Tool" by conducting specific queries on the Annual Census Data of the last 2-3 years and select the 30 lowest performing schools from each District.

b. Design Performance Tool#2 titled "Performance Planning tool" by choosing common indicators from the data to identify the root causes / reasons for low performance schools.

c. Design Performance Management Tool#3 "School Scorecard Report" by re-ranking the selected schools through allocating score against each indicator / existing facility and calculate the cumulative weightage for each indicator of school by the application of this user friendly access tool.

#### Step-4:

Develop District Action Plans (DAPs)

a. Use the "Performance Rating Tool" (PMT #1) to queries on Annual Census Data of the last 2-3 years and identify the 30 lowest performing schools in each District.

## PHASE-2

IMPLEMENTATION OF PMT IN DISTRICTS & SCHOOLS

### Step-2: Select the Key Performance Indicators (KPIs)

#### Step-5:

Validate data on schools

#### Step-6:

Train master trainers on development of School Action Plans (SAPs).

#### Step-7:

Develop School Action Plans (SAPs) in District Education Management Teams (DEMTs) in consultation with Head Teachers and PTC Members

## PHASE-3

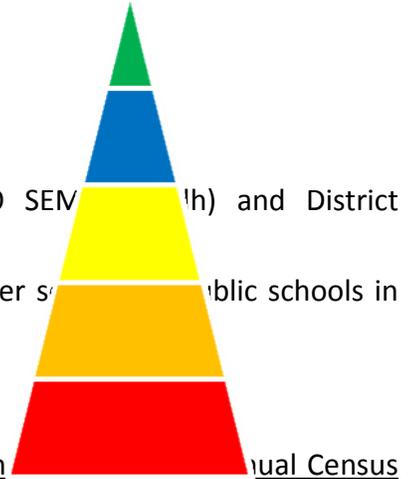
MONITORING OF PMT IN DISTRICTS & SCHOOLS

#### Step-8:

Implement and Monitor DAPs & SAPs

Step-9: Report Annually & Actions for Improvement

ANNUAL QUARTERLY REVIEW REPORTING OF PROGRESS ACTIVITIES BASED ON PMTs



The initial selection of low performing schools in a district can be based on any of the four key performance indicators i.e., promotion rate, dropout rate, repetition rate, and percentage of repeaters obtained from the existing EMIS data (a further ranking will be done when using the PMT #3). The

following guidelines are suggested to select the performance indicators for ranking the lowest performing schools in the district:

- Select completed, accurate, and approved three years Provincial Annual Census Data for the KPIs from the EMIS.
- Obtain information for all levels of education such as primary, secondary, and higher secondary schools.
- Obtain Information for all the KPIs.
- By comparing the KPIs for schools across the districts it will be possible to select the lowest performing schools. The Excel template for PMT#1 arranges schools in descending order with the highest KPIs score (for example, repetition rate) on the top. The top thirty schools having the highest Repetition Rate / Dropout Rate / Percent of Repeaters should be selected from each district. If the district is considering two or more KPIs, identify the lowest performing schools based on each KPI, and then select only the common schools which fall among the lowest performing schools for each indicator.

b. Use the “Performance Planning Tool” (PMT #2) to choose common indicators from the EMIS data and identify the root causes / reasons for low performance of the identified schools.

Once the KPIs are selected and low performance schools acknowledged, identify the issues and problems that may be responsible for the low performance of the schools through in depth analysis of EMIS data pertaining to the schools. Select common factors / indicators (about 15-20) that may either directly or indirectly be causing low performance. Examples of common performance indicators include:

- Teacher student ratio
- Number of PTC meetings held in a year
- Number of missing facilities lacking in the school
- Availability of teachers in the classroom

Only those indicator should be selected which are already existing in the Provincial Annual Census data or the EMIS.

c. Use the “School Scorecard Rating Tool” (PMT #3) to re-rank the selected schools: first assign weights to the different indicators; give ranking values / scores to each indicator; obtain the cumulative weight; and use the total weight score to assign a performance result of poor, below average, average, good, and excellent.

The School Scorecard Rating Tool (PMT #3) is used to rank each low performing school into more specific categories such as poor, below average, average, good, and excellent, based on the 10-15 common performance indicators (selected during a brainstorming session of the stakeholders), and the key performance indicators. Each indicator is assigned a weight. The weights should sum to 1.00 (100%) irrespective of the number of indicators. The tool gives a ranking value / score of 5 for good performance and 1 for poor performance of the KPIs; other KPIs such as missing facilities i.e. existence of electricity, water availability etc have the following ranking score: “yes”= 5, “no” = 1, “not reported” = 1. The table below indicates the ranking score depending on the indicator.

Sr. No.	Value Range <sup>1</sup>	Ranking Score		
		Repetition Rate	Promotion Rate	Average Dropout Rate
1	0%	5	1	5
2	01% - 10%	4	2	4
3	11% - 20%	3	3	3
4	21% - 30%	2	4	2
5	31% & above	1	5	1

The following should be kept in mind as each district applies this tool:

- Each indicator is given a “Weight.” The weights should sum to 1.00.
- Each indicator is given a “Ranking Value / Score.”
- The range of values for the ranking score can be different for each of the KPIs. However, once determined they need to be used uniformly across the district.
- The ranking score for each indicator is multiplied with its weight to calculate the "Cumulative Weight".
- The cumulative weights are summed to calculate the "Total Weight".

The total weight, which has a value between 1 and 5 is matched with the following performance categories:

**Performance Result**

	1.0-1.9 = Poor
	2.0-2.9 = Below Average
	3.0-3.9 = Average
	4.0-4.9 = Good
	5.0 = Excellent

The result is displayed automatically matching the final score / total weight with a performance category:

<b>Result:</b>	<b>Below Average</b>
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This tool is designed in simple Microsoft Software using Microsoft Excel, and a sample school ranking scorecard is provided in Annex I.

#### **Step 4: Develop District Action Plans (DAPs) for Improving the Low Performing Schools in the District**

On completion of the school scorecard, the district generates “District Action Plans” which includes a report on the lowest performing schools; targets for improvement; and an action plan to implement and monitor improvements in the school and achieve the targets.

The report and all updates should regularly be available to managers and leaders, staff, supervisors and policy makers, public stakeholders or partners, and the media. The EDO Education is accountable for reporting on the low performing schools and implementation of the District Action Plans. A sample DAP is provided in Annex II.

## Phase-2:

#### **Step-5: Validate Data on Schools**

The preparation of a School Action Plan is an approach, which requires not only specific skills, but also the availability of reliable and relevant information, which reflects the exact situation and statistics of

the school. School census data from the EMIS is used as a benchmark to obtain information about the school. The EMIS data should also be checked by the schools to ensure that there are no outliers, missing data, or incomplete forms. For unexpected data schools should seek explanatory information to explain why performance is better or worse than expected.

Schools can analyze the result by comparing the factors responsible for low performance of schools identified by the district to actual data. If each school identifies more common performance indicators, these can be added to the list and targets set for the next year. A sample school validation form is in Annex III.

#### **Step-6: Train Master Trainers on Developing School Action Plans (SAPs)**

Select one male and one female Assistant District Officer (ADO), usually responsible for supervising schools, as master trainers for the districts. With appropriate training of trainers these officers can help assist the low performing schools in developing as well as monitoring their School Action Plans (SAPs).

#### **Step 7: Develop School Action Plans (SAPs)**

The SAP is a roadmap for achieving the objectives and improvement targets set by the school in consultation with the district education office. It involves the administration, supervisors, head teachers, students and community members, to determine what the targets are and how to get there. This activity will not only enhance the capacity of the Head Teachers and PTC members on using the Performance Management Tools and developing action plans; it will also help improve the KPIs chosen by the district.

Each low performing school should prepare a SAP and submit a copy to the EDO Education to monitor progress at the District level. Some indicators such as drop-out rate, number of PTC meetings in a year, etc. can be monitored on a quarterly basis. Others however, such as promotion rate or repetition rate can be monitored / updated only annually.

Key stake holders who benefit from the School Action Plan include:

- Provincial and district government officials
- Supervisors and department heads
- Head of institutions
- Parents and local communities
- Non government organizations and local CBOs

- Local citizens

A sample school action plan is provided in Annex III. The SAP requires schools to:

- Define realistic targets for improvement of the KPIs/outcome indicators relative to the baseline data as per the table below. More details are provided in Annex IV and V.

Outcome	Indicator	Data Source	Baseline (January 2009)	Target (January 2010)	Explanatory Information
Dropout rate	% of students who drop out	EMIS	20%	15%	

- Develop targets for each common performance indicator using the following template.

EMIS Code: _____			School : _____				
Objective / Target: _____							
A Actions to Achieve Targets	B Responsibility	C Resources Required	D Source of Funding	E Collaboration / Participation	F Timeline		G Remarks
					Start Time	Completion Time	
1.							
2.							
3.							
4.							
5.							

- Set targets to improve the rank of the school. For example if the school falls in the "Poor" category, a target of "Below Average" or "Average" may be set for the next year.

### Phase-3:

#### Step-8: Implement and Monitor District and School Action Plans

Implement the action plans by assigning responsibility and allocating proper resources identified in the action plan through participatory approaches. Pay careful attention to the development of need based but comprehensive SAPs particularly with respect to target setting, and the roles and responsibilities of all stakeholders.

Effective monitoring of School Action Plans is key to improving the performance of the schools through planning and allocating resources, and demonstrating results (being accountable to key stakeholders). Use the School Scorecard Rating Tool to rank the school again after the completion of one academic session. If targets have been achieved, use the same tool and re-rank the school. If the desired targets could not be met, identify problems and take corrective measures for improvement. Although monitoring is the systematic collection, analysis, and use of information and is an ongoing process, information on the KPIs could be collected after completion of one academic session of the students; the CPIs can be collected and monitored more frequently. Monitoring the SAP can help identify high performance, highlight areas for career development, and identify training needs for all teaching staff.

More details on monitoring the action plan and the roles and responsibilities of stakeholders in provided in the following chapter.

### **Step-9: Report Annually and Take Actions for Improvements**

The ongoing monitoring as well as the annual update of the district and school action plan should be shared with all stakeholders. Reports updating the status of the lowest performing schools, and highlighting those schools that have moved up in terms of performance categories and showed tangible results, can keep stakeholders aware of improvements in the school system.

## **Chapter No: 4. Monitoring of School Action Plans**

### **4.1 What is Monitoring?**

Monitoring is the systematic collection and analysis of information to enable stakeholders to determine whether key activities are being carried out as planned and achieving desired results. Human and financial resources are usually considered as the basic inputs necessary for carrying out plans. However, the availability of these inputs is not sufficient to ensure that activities will be carried out as planned. Monitoring provides feedback to the management, which can be used to improve operational plans and to take corrective action.

All organizations keep records and notes, and discuss what they are doing. This becomes monitoring when information is collected routinely and systematically against a plan. The information might be about activities undertaken, service quality or access, user satisfaction, or about external factors affecting the organization or service delivery.

Monitoring information is collected at specific times: daily, monthly, quarterly, bi-annually, or annually, depending on the type of indicator being monitored. It is necessary to combine and analyze this information so that it can help organizations that provide services answer questions such as:

- How well are we doing?
- Are we doing the right things?
- What difference are we making?

### **4.2 Monitoring of School Action Plans**

Monitoring the implementation of SAP helps to identify gaps between planned and actual timelines and assist the management in exploring alternatives in getting the plan back on schedule. If the target(s) are being achieved, schools can revise their action plans and set higher targets. Else schools need to identify reasons causing delays in implementation of activities and take corrective actions.

### **4.3 Performance Management through Parent Teacher Councils (PTC's) and other Stakeholders**

The School Action Plan is a collaborative process that draws the entire school community together in improving the school. It can involve: SMCs / PTAs / Board of Management, head teacher / principal, teaching staff, support staff, parents, students, and the local community.

#### **4.3.1 Role of PTCs / SMCs in School Management and Monitoring**

Most primary schools have PTCs / SMCs comprising of five members. In 2005-06 approximately 29,000 SMCs were trained by the Provincial Education Department in record keeping and planning. PTCs / SMCs have a particular responsibility for the ethos and status of the school and for matters requiring capital and or development expenditure. Therefore, they must be consulted on topics that pertain to these issues. It is the responsibility of PTCs / SMCs to approve the needs identified in the planning process. The PTCs / SMCs also

have primarily responsibility for the preparation of the SAP, and to ensure that it is implemented, regularly reviewed and updated. Most of the work involved in implementing the plan will be delegated to the head teacher and teaching staff, who will keep the PTCs / SMCs informed on progress. The statutory and legally defined roles and responsibilities of PTCs / SMCs for NWFP, and Sindh are in Annex VI.

The following Do's and Don'ts are suggested for the monitoring committees so that they do not transgress legal boundaries; yet at the same time achieve the objectives assigned to them.

Do:	Don't:
<ul style="list-style-type: none"> <li>• Seek information as part of the monitoring process.</li> <li>• Identify basic problems.</li> <li>• Aim at improving the delivery of services.</li> <li>• Be courteous, friendly, polite and patient.</li> <li>• Act as a facilitator.</li> <li>• Prepare for monitoring visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't interfere in the work of offices or service providers.</li> <li>• Don't harass the functionaries.</li> <li>• Don't create friction or problems.</li> <li>• Don't force yourself on others.</li> <li>• Avoid unplanned monitoring visits.</li> </ul>

#### 4.3.2 Role and Responsibilities of Key Stake Holders

- **The Head Teacher / Principal**

The head teacher plays a prominent role in the leadership and implementation of the SAP. Some of the responsibilities are shared with the PTC / SMC, while others may be delegated to members of the teaching staff through the in-school management structure or through the establishment of planning teams. The head teacher has the following responsibilities under the direction of the PTC / SMC and in collaboration with the teaching staff:

- Initiation of the planning process
- Creation of a climate conducive to collaboration
- Motivation of the staff
- Establishment of the planning infrastructure
- Organization of activities and resources
- Arrangement of consultation, communication and approval procedures

- Management of the plan's implementation and monitoring.

- **The Teaching Staff**

The sincere participation of the teaching staff is crucial to the success of the planning process. The whole staff should be actively involved in the clarification of the school's mission, and objectives; in the review of the school's current situation; and in the establishment of development priorities. The process should be designed to enable all members of the staff to participate in discussion and decision-making-making.

A staff Steering Group may be established to oversee the entire process – the development of the SAP as well as its implementation and monitoring. A Steering Group could be constituted in a number of ways: for instance, it could be drawn largely from the in-school management team, or it could be established on a broadly representative basis across all staff, to include a range of interests and skills. Ad\_hoc and smaller staff teams may also be established, to undertake tasks related to formulation, implementation or monitoring of the SAP. Such teams represent one possible model of staff participation in development planning, and ideally they should be constituted on the basis of interest and expertise. They provide a professional peer support structure within which teachers can share ideas, work collaboratively, and learn from each other. Thus they can also play a major role in staff development. Over a period of time, every teacher should have the opportunity to work on an ad-hoc team.

Some schools may wish to integrate ad-hoc teams with the in-school management structure by appointing members of the in-school management team to the ad-hoc team. It is essential that all staff are kept informed of the work of all SAP teams.

- **The Support Staff**

It is advisable to consult support staff during the review process on aspects of school life that are relevant to their work. They should also be kept informed of the SAP.

- **Parents**

As much as possible, involve parents in the SAP process, either through their representation on the Board of Management and/or through the PTCs / SMCs, if established.

- **Students**

The commitment to the Convention on the Rights of the Child by member states of UNESCO provides for consultation with students in the preparation of the school plans. The review procedure may include a Student's Questionnaire or a Group Discussion of representatives to ascertain the views of students on aspects of school life. Where a Students' Council has been established, mostly in senior

schools, it can be consulted in the preparation of the SAP and can be invited to participate in the dissemination of relevant sections of the school plan to the student body. Students should also be kept informed of relevant outcomes of the planning process.

- **Local Community**

The local community can be involved in the planning process in a number of ways. A key focus of SAP is to encourage inclusive policy decisions that reflect and address citizen concerns in terms of improved service delivery. The local community can be involved in the planning process in a number of ways. Focus Group Discussions (FGDs) is an tool which provides an effective way to assess multiple perspectives on issues and to interpret the significance of the way people talk about these issues (their impressions, experiences, assumptions and evidence etc.) in order to identify the problems and further plan the strategies. These FGDs are particularly well suited for gaining insight into what instructional issues are most important for potential respondents through determining their thoughts, feelings, attitudes and ideas on certain subject/topic. After receiving input from FGDs the data can be segregated and analyzed. It can be then grouped into thematic areas and included in the SAPs. The representatives of the local community could be asked to participate in SAPs.



Indicator # & Detail	Ranking Values & Score
i. Toilet Functional	
ii. Boundary Wall	Yes = 5
iii. Electricity	No= 1
iv. Water Availability	Not Reported =1
v. SMC Functional	
vi. Student-Teacher Ratio	(1-14) to 1 =1 (55&above) to 1=1 Not Reported=1
vii. Student-Classroom Ratio	(15-29) to 1 = 3 (41-54) to 1= 3 (30-40) to 1= 5

**Step-2:** Then score against each indicator is multiplied with "Weightage" to calculate "Cumulative Weightage".

**Step-3:** Values in "Cumulative Weightage" are added to calculate "Total Weightage".

**Step-4:** "Total Weightage" is compared with result.

**Example 1:**

If "Electricity" is "Yes", "5" score is given to that school which is multiplied with "Weightage" that is "0.15". So in case of Electricity, following would be calculation:

$$\text{Cumulative Weightage} = 0.15 \times 5 = 0.25$$

**Example 2:**

If "Student-Teacher Ratio" is "42:1" then "3" score is given to that school which is multiplied with "Weightage" that is "0.20". So in case of Electricity, following would be calculation:

$$\text{Cumulative Weightage} = 0.20 \times 3 = 0.60$$

## ANNEX II: DISTRICT ACTION PLAN

Name of Officer: _____				Designation: _____			
Contact #: _____				Signatures: _____			
District EMIS Code: _____				District: _____			
Outcome: Repetition Rate		Data Source: EMIS		Baseline: (March, 2009)		Target: (Date)	
<b>Output 1:</b>							
A Activities / Actions to Achieve this Output	B Responsibility	C Resources Required	D Source of Funding	E Collaboration / Participation	F Timeline		G Remarks
					Start Time	Completion Time	
1.							
2.							
3.							
4.							
5.							
<b>Output 2:</b>							
A Activities / Actions to Achieve this Output	B Responsibility	C Resources Required	D Source of Funding	E Collaboration / Participation	F Timeline		G Remarks
					Start Time	Completion Time	
1.							
2.							
3.							
4.							
5.							
<b>Output 3:</b>							
A Activities / Actions to Achieve this Output	B Responsibility	C Resources Required	D Source of Funding	E Collaboration / Participation	F Timeline		G Remarks
					Start Time	Completion Time	
1.							
2.							
3.							

4.							
5.							

**Output 4:**

A Activities / Actions to Achieve this Output	B Responsibility	C Resources Required	D Source of Funding	E Collaboration / Participation	F Timeline		G Remarks
					Start Time	Completion Time	
1.							
2.							
3.							
4.							
5.							

**Output 5:**

A Activities / Actions to Achieve this Output	B Responsibility	C Resources Required	D Source of Funding	E Collaboration / Participation	F Timeline		G Remarks
					Start Time	Completion Time	
6.							
7.							
8.							
9.							
10.							

**ANNEX III: SCHOOL VALIDATION FORM**

**1. General Information**

Name of School: \_\_\_\_\_

Location/ Address: \_\_\_\_\_

District: \_\_\_\_\_ Tehsil: \_\_\_\_\_ Union Council: \_\_\_\_\_

Name of the Head of the School \_\_\_\_\_

Date of Establishment \_\_\_\_\_

Type of School  Govt.  Private  Community

Level of School  Primary  Middle  High

**Detailed Information about Enrolment**

What is the number of students and teachers at the primary, middle and the higher level/Section?

Description	# of Students			# of Teacher		
	Girls	Boys	Total	Females	Males	Total
Primary						
Middle						
Higher						
<b>Total</b>						

What is the average class-size (average number of students per class) in:-

- (1) Primary Section \_\_\_\_\_
- (2) Middle Section \_\_\_\_\_
- (3) Secondary Section \_\_\_\_\_

What is the class-wise enrollment in the Primary, Middle and Higher classes?

Details	Class-wise Enrollment										
	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
Girls											
Boys											
Total											

Please provide the information on the district academic results for the last four years:

Grade/ Class	Examination Results							
	Academic Year 2004		Academic Year 2005		Academic Year 2006		Academic Year 2007	
	% Pass	% Fail	% Pass	% Fail	% Pass	% Fail	% Pass	% Fail
Grade V								
Grade VIII								
Grade X								

Please indicate the drop out rate of the students during the last 5 years:

Class	2004	2005	2006	2007	2008	Average
I						
II						
III						
IV						
V						
Total						

2. Information about Teachers

Detail	Present Record		
	Sanctioned Post	Filled posts	Vacant posts
Regular			
Contract			

Total No. of Teachers	Gender		Academic Qualification				Professional Qualification			
	M	F	Matric	FA	BA	MA	M.Ed	B.Ed	CT	PTC
Primary										
Middle										
High										

3. Information about Facilities

Building

No. of rooms	Veranda	Condition of Rooms	No. of Rooms unused	Rented	Hired	Donated

### Classrooms

Classes	No. of Students	No. of Rooms	Existing Status	Repair/renovation	Construction of additional Rooms	Estimated Cost
Kachi						
Class 1						
Class 2						
Class 3						
Class 4						
Class 5						
Class 6						
Class 7						
Class 8						
Class 9						
Class 10						

### Status of Basic Necessary Facilities:

Description	Status		Condition		Repair	Amount
	Yes	No	Satisfactory	Unsatisfactory		
Principal Office						
Staff Room						
Boundary Wall						
Toilets						
Science Laboratory						
Computer Lab						
Library						
Tuck-shop						
Play Ground						
Hand Pump						
Electric Motor						
Electricity						
Clean Drinking Water						
Main Gate Tube lights						
Fans						

### Details of Furniture

Description	Status		Quantity	Quality	Required	Estimated Amount
	Yes	No				
Students Chairs						
Students Table						
Teachers Chairs						
Teachers Table						
Office Chairs						
Cupboards						
Sofa Set						
Computer Tables						
Computer Chairs						
Library Tables						
Library Chairs						
Furniture for Labs						

### Teaching Learning Facilities

Description	Status			
Black Board				
Text Books				
Charts & Maps				
Library Books				
Science equipment				
Computers				
Flash Cards				
Teaching methods				
Audio Visual Aid				
State				

**4. About School Management Councils**

Is the SMC/PTA functional?  Yes  No

If yes please indicate the date of establishment

---

Is the SMC effective?  Yes  No

If yes, are they actively performing the following roles and responsibilities?

a. Supervision  Yes  No

b. Increase of enrollment Yes  No

c. Provision of facilities required such as:

Teachers	Water Supply	Supply of Books	Financial Help

d. Financial Management  Yes  No

e. Handling of day to day Affairs  Yes  No

f. Administrative Management  Yes  No

g. Is there a bank account operated by the SMC  Yes  No

If yes, then specify: SMC Acct  Students Fund Acc

S  
C  
H  
O  
O  
L  
  
A  
C  
T  
I  
O  
N  
  
P  
L  
A  
N

ANNEX IV: SCHOOL ACTION PLAN

**Achieving Excellence in Quality Education**

through

**School Action Plan (SAP)**

EMIS Code: \_\_\_\_\_

School: \_\_\_\_\_

Union Council: \_\_\_\_\_

Tehsil/Taluka: \_\_\_\_\_

District: \_\_\_\_\_



# School Action Plan

## Section No. 1: Present Status of Enrolment and Repetition / Dropout Rate

### a. Enrolment

	Class-wise Enrollment																					
	I		II		III		IV		V		VI		VII		VIII		IX		X		Total	
B-Boys G-Girls	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
2006																						
2007																						
2008																						

### b. Repetition Rate

$$\frac{\text{Repeater in Current Year} \times 100}{\text{Enrollment in Last Year}}$$

Class	2007	2008	Average
I			
II			
III			
IV			
V			
Total			

### c. Dropout Rate

$$100 - (\text{Promotion Rate} + \text{Repetition Rate})$$

Class	2007	2008	Average
I			
II			
III			
IV			
V			
Total			

## Section No. 2: Data Analysis and target setting

Outcome	Indicator	Data Source	Baseline (March 2009)	Target (March 2010)	Remarks
Decrease Repetition Rate	% of students who repeat the class	School Record/ EMIS			
Decrease Dropout Rate	% of students who drop out from school	School Record/ EMIS			



		Renovation									
Drinking Water		New Provision									
		Repair									
Electricity		New Construction									
		Renovation									

**iii. Repair & Maintenance of Equipment and Furniture**

A Details	B Current Status / No.	C Targets	D		E Responsibility	F Resources Required	G Source of Funding	H Collaboration	I Timeline		J Remarks
		Category	Quantity	Sub-Activities					Start Time	Completion Time	
Equipment & Furniture		Provision to Teachers									
		Provision to Students									

**iv. Teaching Staff**

A Details	B Current Status / No.	C Targets	D		E Responsibility	F Resources Required	G Source of Funding	H Collaboration	I Timeline		J Remarks
		Category	Quantity	Sub-Activities					Start Time	Completion Time	
Teachers		New Appointment									
		Rationalization									

**v.SMC Activation**



## Acknowledgement/ Declaration

- a. Name: \_\_\_\_\_
- b. Designation: \_\_\_\_\_
- c. Office: \_\_\_\_\_
- d. Residence: \_\_\_\_\_
- e. Mobile#: \_\_\_\_\_
- f. E mail: \_\_\_\_\_

**Thank you for your cooperation!**

## ANNEX V: SCHOOL IMPROVEMENT PLAN

### School Improvement Plan, Sindh

Date: \_\_\_\_\_

<b>Name of School</b>		<b>SEMIS ID</b>		<b>SMC Bank Account #</b>	
<b>UC</b>		<b>Taluka</b>		<b>District</b>	

Needs	Task	Personnel		Cost Funding	Success Criteria	Target Date	Review
		Lead	Others				
What does the school need to be a good school? (1)	What will we need to do to meet our objective of an improved school? (2)	Who will be responsible? (3)	Who will be involved and how? (4)	How much? Which budget? (5)	How will we measure the effectiveness of this activity? (6)	Deadline? (7)	How Successful were we? (8)

\_\_\_\_\_  
Signature SMC Chairperson  
Name:  
NIC #:

\_\_\_\_\_  
Signature SMC General Secretary/Head teacher  
Name:  
NIC #:

**The School Improvement Process (SIP)** is lead by the Executive Committee members of the School Management Committee (SMC). Therefore in this document the word SMC refers to the Executive Committee of the SMC. However the cooperation and support of the General Body and Education department, specifically the Assistant District Officers (ADOs), is critical for the implementation of the SIP.

**Release of GoS funds:** The annual GoS funds are disbursed to the SMCs once the ADO submits a copy of the previous year's SMC fund utilization report in the form of a School Improvement Plan. For the year 2008-2009 the ADOs were required to provide complete information on SMCs for input into a centralized SMC database.

**Vision of a good school:** The school improvement process begins with a visioning exercise of 'what a good school is'. This entails asking the stakeholders i.e. General Body what their vision is. Team work and participation of the community as prime stakeholders for implementing the school improvement process is important. The visioning and need identification exercise (the next step), take place in a General Body meeting of the SMC.

**Need identification:** The needs of the school are identified by the SMC through a physical verification process. The needs of the school are listed into physical and non physical categories, and then prioritized based on urgency and resource constraint.

**First draft of SIP:** The SMC develops the first draft of the SIP based on the need identification exercise. The needs identified by the SMC should cover both physical (furniture, repair maintenance, construction etc) and non physical (teacher absenteeism, school dropout, quality of education etc) needs. The SMC fills the first 2 columns of the SIP on their own and then shares this with the General body for endorsement.

**Endorsement of SIP:** The first draft of the SIP is shared with the SMC General Body and the rest of the community for endorsement. Their concerns are addressed and changes made to the first two columns of the SIP, as needed. Once the General body is in agreement with the content of the first two columns of the SIP, the remaining columns are filled by mutual agreement of the General Body. The filled SIP form is signed by all Executive Committee members and displayed in the school where it is visible to all.

**Implementation & Monitoring of the SIP:** For the implementation and monitoring of the SIP volunteers from the General Body and community may be sought. The General Body and SMC members need to ensure that listed activities are successfully completed or that reasons for non-completion are understood and measures to rectify this are developed and implemented. They also need to ensure that the cost and deadlines outlined in the SIP are adhered to. For implementation volunteers may be sought for activities such as maintenance, repairs to school etc.

**Evaluation of SIP:** The evaluation of the SIP takes place in the General Body meeting. The SMC Chairperson chairs the event. Column 8 of the SIP, which evaluates the success of initiatives taken to

address each need, is filled via discussion with the General Body. If certain School Need(s) have not been fulfilled they are highlighted and included in the next SIP.

**Submission of SIP to GoS:** The SMC have to share a completed copy of the SIP with the ADO Education. The ADO in turn forwards this to the Provincial Government for review and analysis. This document is one of the main factors for the release of annual GoS funds to the SMC.

ANNEX VI: RESPONSIBILITIES OF PTC/SMC IN SCHOOLS MANAGEMENT: NWFP, AND SINDH

**NWFP**

<p>(9) The General Body of Parents will have to review the performance of PTC in a General Body meeting to be convened by the Chairman/Chairperson after each 6 months.</p>	<p>(9) والدین کی مجلس عاملہ PTC کی کارکردگی مائیکر کے ذریعے اور اس سلسلے میں جنرل باڈی کی میٹنگ بلائی جائے گی جسے چیئرمین یا چیئر پرسن ہر چھ ماہ بعد منعقد کریں گے۔</p>	<p>1) <b>Introduction to PTC.</b> A Parents-Teachers Council shall be constituted for every school, for the purpose of Improvement in the quality of education, timely execution of developmental projects in the school and ensuring the participation and co-operation of the parents &amp; community in the educational activities. The Council shall comprise the teachers, parents and representatives from the local community.</p>	<p>(1) <b>پٹی ٹی سی کا تعارف:-</b> تعلیمی معیار کی بہتری، سکولوں میں ترقیاتی منصوبوں کو بروقت مکمل کرانے، تعلیمی سرگرمیوں میں تمام کی شرکت اور تعاون کو یقینی بنانے کے لیے پٹی ٹی سی کے نام سے، ہر سکول کے لیے ایک کونسل بنائی جائے گی، جس میں سکول کے اساتذہ، والدین اور مقامی آبادی کے نمائندے شامل ہوں گے۔</p>
<p><b>4. Responsibilities of the PTC</b> Every PTC shall perform three types of functions/duties:- (a) Administrative (b) Promotion of Education and Developmental (c) Financial</p>	<p>(4) <b>پٹی ٹی سی کے فرائض:-</b> ہر پٹی ٹی سی کے دو طرح کے فرائض ہوں گے۔ (الف) انتظامی (ب) تعلیمی آگاہی اور ترقیاتی فرائض (ج) مالیاتی فرائض</p>	<p>2) <b>Composition of the Council</b></p>	<p>(2) <b>کونسل کی تشکیل</b></p>
<p>(a) <b>Administrative and Developmental responsibilities.</b></p>	<p>(الف) <b>انتظامی اور ترقیاتی ذمہ داریاں:-</b></p>	<p>(1) Four elected parents, who will elect a Chairman/Chairperson from among them</p>	<p>(1) چار منتخب شدہ والدین ممبران جن میں سے ایک کو چیئرمین/چیئر پرسن منتخب کیا جائے گا۔</p>
<p>(1) Efforts for increase in enrollment and to make sure that all school age children are attending the school.</p>	<p>(1) سکول میں بچوں کی تعداد بڑھانا اور اس بات کو یقینی بنانا کہ سکول میں علاقے کے تمام بچے تعلیم حاصل کر رہے ہیں۔</p>	<p>(2) The Principal / Head Master / Head Mistress / Head Teacher of the school shall be the Secretary-cum-Member of the Council.</p>	<p>(2) سکول کا پرنسپل / ہیڈ ماسٹر / ہیڈ میسٹریس / ہیڈ ٹیچر سکول کا سیکرٹری اور ممبر ہو گا۔</p>
<p>(2) Discourage drop outs, motivate parents regarding education of their children, provide conducive teaching environment and extend full cooperation in this regard.</p>	<p>(2) بچوں کے سکول چھوڑنے کے رجحان کو کم کرنا، والدین کو بچوں کی تعلیم کی طرف راغب کرنا، سکول میں سازگار تعلیمی ماحول فراہم کرنا اور اس سلسلے میں ہر ممکن تعاون کرنا۔</p>	<p>(3) An influential person from the same locality, who will be chosen by the parents.</p>	<p>(3) ایک ممبر، گاؤں کا بارشوخ شخص ہوگا جس کو والدین منتخب کریں گے۔</p>
<p>(3) Create awareness about importance of education &amp; motivate parents to send their children particularly girls to schools.</p>	<p>(3) تعلیمی میں تعلیم عام کرنے کے لئے آگاہی پیدا کرنا تاکہ والدین اپنے بچوں خصوصاً لڑکیوں کو سکول بھیجنے پر راضی ہو سکیں۔</p>	<p>(4) A retired Govt. servant from the same locality / settlement.</p>	<p>(4) ایک ممبر حکومت کا ایک ریٹائرڈ اہلکار ہوگا جو کرایہ گاؤں / محلہ کا باشندہ ہو۔</p>
<p>(4) Organize walks, debates and other activities on the National festivals, so as to encourage the students and propagate the importance of education.</p>	<p>(4) قومی تہواروں پر سکول میں جلسے، واک اور دوسری سرگرمیاں منعقد کروانا تاکہ تعلیم کی اہمیت کو اجاگر کیا جاسکے اور بچوں کی حوصلہ افزائی کی جاسکے۔</p>	<p>(5) A Councilor of the respective gender from the same locality where the school is situated.</p>	<p>(5) ایک منصف کا ایک کونسلر جو اسی علاقے سے متعلق رہتا / رہتی ہو جس میں سکول واقع ہو۔</p>
<p>(5) Provide financial assistance to the poor children especially Intelligent children.</p>	<p>(5) غریب اور ذہین بچوں کی مالی امداد کرنا۔ خصوصاً ذہین بچوں کی تعلیم جاری رکھنے کا بندوبست کرنا۔</p>	<p>(6) If the members at S. No. 4 &amp; 5 are not available, then, from parents members shall be elected in place thereof.</p>	<p>(6) اگر نمبر 4 اور 5 پر دیئے گئے ممبران دستیاب نہ ہوں تو ان کی جگہ والدین ممبران کا چناؤ کیا جائے گا۔</p>
<p>(6) Create an environment of activity based learning in the school.</p>	<p>(6) سکول میں ایسا ماحول پیدا کرنا جس میں اساتذہ بچوں کو سرگرمیوں پر مبنی تعلیم سکھائیں۔</p>	<p>3) <b>Procedure for constitution of the PTC</b></p>	<p>(3) <b>پٹی ٹی سی کی تشکیل کا طریقہ کار:-</b></p>
<p>(7) Make efforts for character building of the students.</p>	<p>(7) بچوں کی کردار سازی کے لئے کوشش کرنا۔</p>	<p>(1) The parent members shall be elected by at least 25% of the General Body of the parents.</p>	<p>(1) پٹی ٹی سی کے والدین اراکین کا انتخاب کم از کم 25% بچوں کے والدین پر مشتمل مجلس عاملہ کرے گی۔</p>
<p>(8) Help the school staff in organizing curricular &amp; co-curricular activities.</p>	<p>(8) اعلیٰ اور ہم نصابی سرگرمیوں کے اہتمام میں سکول کے عملے سے تعاون کرنا۔</p>	<p>(2) The Parents members shall elect a Chairman/Chairperson from among them.</p>	<p>(2) کونسل کے والدین ممبران اپنے میں سے ایک ممبر کو چیئرمین/چیئر پرسن منتخب کریں گے۔</p>
<p>(9) Ensure regular attendance of the teachers and in case of their continuous absence and poor performance, report to the concerned authorities.</p>	<p>(9) اساتذہ کی باقاعدگی کو یقینی بنانا۔ بصورت دیگر ان کی مسلسل غیر حاضری اور ناقص کارکردگی کے بارے میں متعلقہ افسران کو آگاہ کرنا۔</p>	<p>(3) Members of the PTC shall be elected / chosen for a period of three academic years. There after a fresh Council shall be elected.</p>	<p>(3) کونسل کے اراکین کا چناؤ تین تعلیمی سالوں کے لئے ہوگا جس کے بعد نئے اراکین چنے جائیں گے۔</p>
<p>(10) To issue warnings to the teachers for their continuous absence from duty.</p>	<p>(10) اساتذہ کو مسلسل غیر حاضری پر تحریری طور پر سنجیدہ کرنا۔</p>	<p>(4) At least four members (50%) shall constitute the quorum for the Council's meeting.</p>	<p>(4) کونسل کی میٹنگ کے لئے کم از کم چار ممبران (50%) کا موجود ہونا ضروری ہے۔</p>
<p>(11) Make arrangements for the repair and maintenance of the school.</p>	<p>(11) سکول کی تعمیر و مرمت کا بندوبست کرنا۔</p>	<p>(5) A bank account in the name of PTC shall be opened, which will be operated jointly by the Chairman / Chairperson &amp; Secretary of the council.</p>	<p>(5) پٹی ٹی سی کے نام پر بینک میں اکاؤنٹ کھولا جائیگا جو چیئرمین/چیئر پرسن اور سیکرٹری مشترکہ طور پر Operate کریں گے۔</p>
<p>(12) Purchase of furniture, science and other equipment necessary for educational activities in the school.</p>	<p>(12) سکول کے لئے فرنیچر، سائنسی آلات اور دیگر سامان جو تعلیمی سرگرمیوں کے لئے ضروری ہوگی خریداری۔</p>	<p>(6) If the child of a Member parent, leave the school, the parent member shall cease the membership of the Council. The general body of the parents shall elect another parent member in place of him/her within a month.</p>	<p>(6) اگر کسی والدین ممبر کا بچہ / بچی اسی سکول سے فارغ ہو جائے تو وہ پٹی ٹی سی کا ممبر نہیں رہیگا اور اس کے بدلے میں مجلس عاملہ والدین میں سے ایک ماہ کے اندر اندر نیا ممبر چنے گا/گی۔</p>
<p>(13) Make arrangements for provision of basic facilities and monitoring of construction of additional rooms/missing facilities in the school.</p>	<p>(13) سکولوں میں بنیادی سہولتوں کی فراہمی اور انشائی کروانے کی نگرانی کرنا۔</p>	<p>(7) The seat vacated due to any reason shall be filled immediately in the prescribed manner.</p>	<p>(7) خالی ہونے والی سیٹ کو فوری طور پر بے عیب طریقہ کار کے مطابق پُر کیا جائے گا۔</p>
<p>(14) Make arrangements for the repair of furniture in the school.</p>	<p>(14) سکول کے فرنیچر کی مرمت کا بندوبست کرنا۔</p>	<p>(8) PTC for female schools shall consist of female members only. However, PTC for male school shall consist of male &amp; female members.</p>	<p>(8) زنانہ سکولوں میں صرف خواتین ہی کونسل کی ممبرین بن سکتی ہیں۔ تاہم مردانہ سکولوں کے پٹی ٹی سی کے لئے مرد اور خواتین ممبرین بن سکتے ہیں۔</p>
<p>(15) Address problems of students and teachers so that educational activities are not disrupted.</p>	<p>(15) اساتذہ اور طلباء کے تعلیمی مسائل کا بروقت عمل تلاش کرنا تاکہ تعلیمی سرگرمیوں میں رکاوٹ پیدا نہ ہو۔</p>		
<p>(16) Help in maintaining good working relations between the community and governmental and non governmental organizations for the betterment of the school.</p>	<p>(16) سکول سے متعلقہ مسائل کے حل کے لئے کمیونٹی اور دوسرے تعلیمی اور غیر تعلیمی اداروں کے درمیان بہتر تعلقات قائم رکھنے میں مدد دینا۔</p>		

<p><b>6) Responsibilities of the Chairman/Chairperson</b></p> <p>The Chairman/Chairperson will ensure that:-</p> <ol style="list-style-type: none"> <li>1) To preside all meetings him/herself.</li> <li>2) To give due attention to the views of all members and develop consensus on their suggestions.</li> <li>3) To provide opportunity to all members to express their view point.</li> <li>4) Open bank account for the Council in the nearest bank.</li> <li>5) Work as co-signatory with the Secretary to run the financial business with mutual understanding and maintain record of the transactions.</li> <li>6) Carry out all business with mutual understanding &amp; consensus.</li> <li>7) In case of emergency allow withdrawal of money from the bank account in writing. However approval must be sought in the subsequent meeting of the PTC.</li> </ol>	<p><b>(6) چیئرمین/چیرپرسن کی ذمہ داریاں:-</b> <b>(الف) چیئرمین/چیرپرسن</b></p> <p>چیئرمین/چیرپرسن اس بات کو یقینی بنائے گا/گی کہ:</p> <ol style="list-style-type: none"> <li>1) ہر میٹنگ کی صدارت خود کرے۔</li> <li>2) ہر ممبر کی رائے سنی جائے اور ان کی تجاویز پر باہمی اتفاق رائے پیدا کیا جائے۔</li> <li>3) بحث میں ہر فرد کو شمول کیا جائے اور ہر فرد کو بولنے کا موقع فراہم کیا جائے۔</li> <li>4) پی ٹی سی کے نام کا اکاؤنٹ قریبی بینک میں کھلوا دیا جائے۔</li> <li>5) چیئرمین/چیرپرسن اور سیکرٹری چیئرمین/چیرپرسن کے طور پر مل (co-signatory) کے طور پر مل جل کر مالیاتی لین دین کا حساب رکھیں۔</li> <li>6) تمام کام نوسل کے باہمی مشورے اور اتفاق رائے سے کرائے جائیں۔</li> <li>7) ہرجائی صورت میں بینک سے رقم نکالنے کی تحریری اجازت دیں اور بعد میں اس کی توثیق کونسل کے اجلاس میں کرائی جائے۔</li> </ol>
<p><b>Responsibilities of the Secretary</b></p> <p>The Secretary of the Council shall ensure that:-</p> <ol style="list-style-type: none"> <li>1) Approval has been sought from the council before withdrawal of money from the bank.</li> <li>2) Record of bills, vouchers and other documents has been kept in safe custody</li> <li>3) All such documents have been signed by the Chairman/ Chairperson and the Secretary.</li> <li>4) The income and expenditure statement has been presented in the PTC meeting and signatures of all the Members have been obtained thereon.</li> <li>5) Detail of income and expenditure has been shared with all the PTC members at least on quarterly basis.</li> <li>6) Minutes of the meeting have been recorded in a register, on the day of meeting and have been endorsed in the succeeding meeting. The minutes have been duly signed by all the members.</li> </ol>	<p><b>(ب) سیکرٹری/سربراہ ادارہ کی ذمہ داریاں</b></p> <p>سیکرٹری/سربراہ ادارہ اس بات کو یقینی بنائے گا/گی کہ:-</p> <ol style="list-style-type: none"> <li>1) بینک سے رقم نکالنے سے پہلے کونسل کی میٹنگ میں اس کی اجازت حاصل کرنی چاہئے۔</li> <li>2) آمدن اور اخراجات کی رسیدوں، بلوں اور دیگر کاغذات کا حساب کتاب اور ریکارڈ حفاظت سے رکھا گیا ہے۔</li> <li>3) رسیدات پر چیئرمین/چیرپرسن اور سیکرٹری کے دستخط کرائے گئے ہیں۔</li> <li>4) آمدن اور اخراجات کا گوشوارہ پی ٹی سی کے اجلاس میں جانچ پڑتال کے لئے پیش کیا گیا ہے۔ اور اس پر تمام ممبران کے دستخط کروائے گئے ہیں۔</li> <li>5) آمدن اور اخراجات کی تفصیل تین مہینے میں کم از کم ایک بار تمام ممبران کو بتائی گئی ہے۔</li> <li>6) ہر میٹنگ کی کارروائی اسی دن لکھوائی گئی ہے اور آئندہ میٹنگ میں گذشتہ میٹنگ کی کارروائی کی توثیق تمام ممبران سے کروائی گئی ہے اور رجسٹر کارروائی میں ممبران سے دستخط لیے گئے ہیں۔</li> </ol>
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3) Only those decisions of the meeting shall be effective which have been taken in a meeting participated by 60% of the members.	3) صرف اس میٹنگ کے فیصلوں پر عمل ہو گا جس میں کم از کم نصف ممبران شریک ہوں گے۔	7) Record of the Council has been kept in safe custody, to be provided to the Third Party validation Team and authorities of Schools & Literacy Department.	7) کونسل کا تمام ریکارڈ محفوظ رکھا گیا ہے تاکہ اس کو بوقت ضرورت تھرڈ پارٹی ویلڈیشن ٹیم اور محکمہ مدارس و خواندگی کے حکام کو سہیا کیا جاسکے۔
4) Endorsement of the decisions of the previous meeting.	4) کچھ میٹنگ کی کارروائی کی توثیق۔	8) Meetings of the Council have been regularly convened atleast on quarterly basis.	8) کونسل کی میٹنگ باقاعدگی سے کم از کم ہر سہ ماہی میں بلانی جاتی ہے۔
5) Review of the progress on the decisions taken in the previous meeting.	5) گذشتہ میٹنگ میں کئے گئے فیصلوں پر عمل درآمد کا جائزہ۔	9) Invite Chairman/Chairperson to be present during the Annual Inspection.	9) سالانہ معائنہ کے وقت بی ٹی سی کے چیئرمین/ چیئر پرسن کو موجود رہنے کی دعوت دینا۔
6) Identification of new issues and discussion thereon.	6) نئے مسائل کی نشاندہی، ان پر بحث اور ان پر مشورہ۔	10) All the members have been invited & informed on time for attending the meeting.	10) تمام ممبران کو میٹنگ میں شرکت کی بروقت دعوت دی جاتی ہے۔
7) Preparation of future plan of action.	7) مستقبل میں کے پروگرام کی تیاری۔	11) Minutes of the meetings have been recorded and a copy thereof communicated to the Circle Incharge & EDO concerned.	11) ہر میٹنگ کی کارروائی کا ریکارڈ رکھا گیا ہے اور اس کی کاپی متعلقہ سرکل/محکمہ/ ای ڈی او کو بھیجی جاتی ہے۔
8) Overall review of the Educational activities in the school (Enrollment, Dropouts, teachers attendance and their training and preparation of monthly/quarterly work plan etc.)	8) سکول کے تعلیمی ماحول کا جائزہ (شرح داخلہ اور شرح ترک مدرسہ، اساتذہ کی کارکردگی اور تربیت، مہماندہ/سہ ماہی ورک پلان کی تیاری وغیرہ)۔	12) Approval of the minutes of the previous meeting has been sought in the subsequent meeting.	12) ہر میٹنگ میں گذشتہ میٹنگ کی کارروائی کی توثیق کروائی جاتی ہے۔
9) Review of the physical facilities In the school (building, boundary walls, provision of basic facilities, plantation, gardening & issues related to encroachment etc.)	9) سکول کے ماحول کا جائزہ (عمارت اور چار دیواری کی حالت اور بنیادی سہولیات کی فراہمی، بنیادی سہولیات سے بچاؤ، پھیر کاری اور باغبانی وغیرہ)۔	<b>6) Responsibilities of the Officers of the Schools and Literacy Department.</b>	<b>(6) افسران محکمہ مدارس و خواندگی کی ذمہ داریاں:-</b>
10) Review of financial resources available and make strategy for resource mobilization.	10) مالی وسائل کا جائزہ اور فنڈز حاصل کرنے کی حکمت عملی۔	1) Resolve problems identified/reported by the PTC.	1) بی ٹی سی کی طرف سے جن مسائل کی نشاندہی کی گئی ہو ان کو حل کرنا۔
11) Suggest measures for the promotion of educational & co-curricular activities in the school.	11) نصابی اور ہم نصابی سرگرمیوں کی بہتری کے لئے اقدامات تجویز کرنا۔	2) The ADO Circle or other concerned officers of the District Govt may participate in the PTC meetings whenever possible.	2) اگر ممکن ہو تو بی ٹی سی کی میٹنگ میں شرکت کرنا اور ای ڈی او سرکل یا متعلقہ ضلعی افسران۔
12) Overall review of the performance of the PTC	12) بی ٹی سی کی مجموعی کارکردگی کا جائزہ لینا۔	3) Help in the opening of bank account for the Council.	3) بی ٹی سی کے لئے بینک اکاؤنٹ کھولنے میں مدد کرنا۔
<b>Financial Reforms In respect of PTC:-</b>	<b>مالی اصلاحات متعلق بی ٹی سی:-</b>	4) Monitor the activities, meetings and accounts of the PTC and take timely corrective measures.	4) بی ٹی سی کی سرگرمیوں، اجلاسوں اور مالی معاملات کی نگرانی اور جانچ پڑتال کرتے رہنا اور اصلاح کے لئے بروقت اقدامات کرنا۔
1) The expenditure incurred through PTC has been exempted from Audit, however, in order to ensure transparency in the expenditure process, Third Party Validation audit system is being introduced.	1) بی ٹی سی کے ذریعے اخراجات کو آڈٹ سے مستثنیٰ قرار دیا گیا ہے۔ البتہ اخراجات کے عمل کو شفاف بنانے کے لئے تھرڈ پارٹی آڈٹ کا نظام متعارف کرایا جا رہا ہے۔	5) Bring the situation in the notice of higher authorities for remedy if the PTC fails to resolve problems related to teachers / other staff	5) اگر بی ٹی سی اساتذہ کے خلاف پیدا ہونے والی شکایات کو دور نہ کر سکے تو یہ بات مجاز حکام کے علم میں لانا۔
2) PTC has been empowered to utilize the funds on its discretion on need basis without any bar of spending on any particular item.	2) بی ٹی سی کو یہ اختیار دیا گیا ہے کہ وہ اپنی مرضی اور ضرورت کے مطابق اخراجات کر سکے اور اس صورت میں کسی خاص شے کی خریداری کی کوئی قید لگائیں ہوگی۔	6) Ensure disciplinary action against the teacher/staff within 10 days if the complaint proves correct.	6) شکایت درست ثابت ہونے کی صورت میں دس دن کے اندر متعلقہ استاد کے خلاف ضابطے کے تحت کارروائی کرنا۔
3) PTC shall have the powers to incur expenditure upto Rs. 200,000/- (Rupees two hundred thousands).	3) بی ٹی سی کو دو لاکھ روپے تک غیر ترقیاتی مدد میں خرچ کرنے کا اختیار ہوگا۔	7) Review and approve the recommendations regarding grant of scholarships and appreciation certificates.	7) وظائف اور انعامات کے لئے کی گئی نامزدگیوں کا تجزیہ کرنا اور اس سلسلے میں سفارشات کی منظوری دینا۔
4) The Financial Procedure issued by the Finance Department vide letter No.BOV/FD/3-10/2006-07 dated 9th June, 2007 shall be part of this Guide.	4) بی ٹی سی کو مالیاتی اختیارات دینے کے حوالے سے حکم ترازہ کا جاری کردہ مالیاتی طریقہ کار (Financial Procedure) زیر نمبر No.BOV/FD/3-10/2006-07 مورخہ 9 جون 2007 اس گائیڈ کا حصہ تصور ہوگا۔	8) Ensure implementation of the policies of the Govt:	8) حکومتی پالیسیوں پر عمل درآمد کو یقینی بنانا۔
5) Any other Orders issued by the Govt: from time to time shall become part of this Guide.	5) دیگر احکامات جو اس کے بعد وقتاً فوقتاً جاری کئے جائیں گے اس گائیڈ کا حصہ تصور ہوں گے۔	<b>Meeting of PTC &amp; Its Agenda</b>	<b>(7) بی ٹی سی کی میٹنگ اور اجنڈا:-</b>
6) PTC has been authorized to spend Rs. 250,000/- on addition of class rooms, provision of Boundary walls, Group Latrine and electrification In schools.	6) بی ٹی سی کو ترقیاتی مدد میں اضافی کمروں کی تعمیر، چار دیواری، گروپ لیٹرین، واٹر سپلائی اور بجلی کی فراہمی کے لئے 250,000/- روپے خرچ کرنے کا اختیار حاصل ہے۔	1) Meeting of the PTC shall be convened at least on quarterly basis.	1) ہر سہ ماہی میں کم از کم ایک بار بی ٹی سی کی میٹنگ بلانا ضروری ہوگا۔
		2) Emergency meeting of the Council can be convened on the written request of three members.	2) کونسل کی ہنگامی میٹنگ بلانے کے لیے تین ممبران کی تحریری درخواست ضروری ہوگی۔





# Sindh

## 1.1 Introduction

The School Management Committees in Sindh were created by the Government in order to involve the main stakeholders i.e. parents, teachers and local community in the development of their school. The following guidelines briefly outline the structure and role and responsibilities of SMCs.

## 1.2 Aims and Objectives of SMCs

- Assist in raising and sustaining the quality of learning outcomes for students
- Protect and enhance all existing school assets.
- Sustain and increase school enrollment and reduce drop outs as much as possible.
- Monitor the class room performance and attendance of the teachers.
- Utilization of funds (local and Government) as per the guidelines given below and look for alternative funding sources for the school development initiatives.
- Liaison with Local, District Government and Non-Governmental organization for the development of the school.
- Develop a School Improvement Plan (Format Annexed) with the endorsement of the SMC General Body.
- Disseminate information on, Government related schemes for improving the state of Education especially those to promote girls education, to all parents.
- Facilitate the collection of data for annual school census undertaken by SEMIS or for any other purpose.

## 1.3 Composition of SMCs

SMCs comprise of two parts i) General Body ii) Executive Committee.

### **SMC General Body**

The **General Body** consists of all the parents (Mother & Father) whose children are eligible to go to school. It is responsible for:

- Electing 2 parent members on the SMCs executives committee, i.e. Chairperson and one other member.
- Endorsing the School Improvement Plan

### **SMC Executive Committee Members**

<b>Serial no.</b>	<b>Designation</b>	<b>Description</b>
1	Chairperson	Chairperson of SMC shall be elected by the parents whose children are eligible for being enrolled in school; however SMC chairperson can only be from parents whose children are enrolled in the school.
2	General Secretary	Head teacher shall be the General Secretary of the committee.
3	02 Notables of Area (Community Representative)	These are nominated by the UC Nazim. These persons can be Member of Union Council of the area, retired Personnel, NGOS/CBOS, experienced Educationist interested in education.
4	Parent Member	A member of SMC shall be elected from the General Body as the second representative from the parents and has to be parent of student currently enrolled in the school.

**Note: For girl school SMC the Executive committee should have at least 3 female members.**

#### **1.4 Election Process**

The General Secretary/ Head teacher will arrange for the elections of office bearers of SMCs Executive Committee after every two years.

Ten days before the elections the General Secretary will invite all parents (mothers & fathers) of those children enrolled as well as those eligible for going to school, Union Council members of that area/ NGO/ CBO representative / notables. The respective UC Nazim, ADO and EDO will also be invited.

All those wishing to stand for respective office i.e. the Chairperson and one other parent member, have to be a parent of student **enrolled** in the school and will be required to introduce themselves to the majority of the public.

There are two ways in which voting can take place i) Ballot ii) Show of hands.

In the **Ballot** method the Head teacher will distribute small pieces of paper to all those present. Voting for Chairperson will take place first and once the participants have filled the name of the person they will submit it in a box. The Head teacher will count the votes in front of everyone by reading out a loud

what is written on every slip. Once the chairperson has been selected through this process a ballot of the second parent member will take place in the same way.

The method of **Show of hands** can be used if majority of the parents are illiterate.

The UC Nazim will appoint two people from the community.

Once all executive members have been nominated their names along with NIC number will be submitted to Executive District Officer (EDO) Education for formal Notification of the SMC.

### **1.5 Tenure**

The tenure of Executive Committee shall be two academic years which will be extendable for one more academic session (12 months) by a majority vote of the General Body.

### **1.6 Termination of membership**

- On death.
- In case of parent whose child ceases to be a student.
- On permanent insanity.
- On resignation
- Failure to attend more than three consecutive SMC meetings without valid reason.
- Failure to observe any rules of regulations of the Committee, intentional act to discredit or deceive the SMC, conviction of an offence involving immoral act or controversial activity.

### **1.7 Power and Duties of Executive Committee**

#### **Powers and Duties of Chairperson**

- Convene and preside over monthly Executive committee meetings.
- Approve the agenda and confirm the minutes of all meetings.
- Convene at least an annual meeting with General Body, teachers, students and local community to discuss matters relating to the welfare of the school.
- Promote a learning culture within the school.
- Monitor the performance of teachers and students, assess the same and take the actions in overall interest of school students and community.
- Utilize the funds with the approval of Executive Committee and in accordance with the SMC fiduciary and procurement guidelines
- Develop a School Improvement Plan with the help of the executive committee members get an approval from the General Body and ensure that the Plan is executed and effectively monitored.
- Display School Improvement Plan at a visible place in the school

#### **Powers and Duties of General Secretary**

- Co-signatory on SMC Bank account with Chairperson
- Prepare the budget of the SMC in accordance with the School Improvement Plan.
- Conduct all correspondence, arrange all meetings
- Record and maintain meeting minutes and financial records of SMC.

- Share all the communications before Chairperson as well as Committee members.
- Arrange elections of the office bearers of the SMC.

**Powers and Duties of Committee Members**

- Provide support to the Teachers and Head Teacher in preparing for extracurricular activities.
- Identify those parents whose children are out of schools and develop and implement strategies to get them to enroll their children in school.
- Meet parents on regular basis to hear their issues and update them with the student’s issues.
- Assist in the self evaluation of the development needs of their school
- Monitor the implementation of the School Improvement Plan

**1.8 Meetings & Quorum**

- The Executive Committee will meet on monthly basis while meeting of the General Body has to be convened at least once a year.
- For Executive Committee meeting, the proceedings can only take place, after quorum of at least three members (60%) has been ensured. While the quorum for General Body meeting is 40% of total members.
- Decisions will be made by majority vote of the SMC members present for the meeting, by show of hands.
- The minutes of all meetings will be recorded and (with the exception of items designated confidential by the Committee) will be publicly available within 7 working days after the date of the meeting

**1.9 SMC Bank Account**

- SMC will be required to open a joint bank account operated by Chairperson and General Secretary. The title of SMC account should be in the proper and complete name of the school and should include the school prefix. The Chairperson will be signatory and General Secretary will be co-signatory. All transactions into and out of the SMC funds will be managed through this account.
- Direct grants, donations received from individuals or organizations apart from the Government must be deposited in SMC account and recorded in the financial books.
- The Annual Funds given to each SMC will be **directly deposited** from Acc # 1 to respective SMC account after the District government has confirmed that the account is a joint account of SMC Chairperson and General Secretary.

**1.10 Annual Government Fund for SMCs**

Every SMC is entitled to annual grant by the government depending on the level of school. This amount is to be utilized by developing a School Improvement Plan which reflects the needs of the school. The sum allocated for each level is below:

1.	Primary	Rs. 20,000 or as set by GoS
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2.	Middle	Rs. 50,000 or as set by GoS
3.	High/Secondary	Rs. 100,000 or as set by GoS

**Note: SMCs from functional and main schools are entitled to GoS Fund. SMCs from non functional/ branch/ closed schools are not entitled for this fund.**

### **1.11 Minimum Fiduciary & Procurement Requirements**

In order to ensure proper utilization of funds by SMC, every SMC is expected to adhere to the following guidelines:

- a. The signatory and co-signatory operate the SMC Bank account. So every transaction from the account shall bear the two signatures of the Chairperson and General Secretary.
- b. There should be a School Improvement Plan that includes the physical and non physical needs of the school. The final version of the School Improvement Plan should be displayed on the school notice board and adhered to by the SMC. (refer columnar proforma)
- c. For procurement of any item valuing Rs. 5000/- or more the SMC would require minimum of three quotations. A single quotation is only allowed if expenditure does not exceed Rs.5000.
- d. In case of at least three quotations, all the necessary information should be passed on to each of the vendors from whom quotation is sought, such as specifications, quantity, and date of delivery. The request for quotations shall also be posted on the notice board of the school for 7 days.
- e. Information of the selected supplier/contractor as well as progress/completion of the contract shall be posted on the school notice board for a minimum of 15 days. A quarterly summary of the procurements shall be sent to the office of the EDO.
- f. In case of a single quote, all SMC members shall endorse the cost after making sure that the vendor is not taking advantage of the single source selection by checking market price of the same commodity.
- g. All SMC documents shall be maintained for a minimum period of three years.
- h. All physical items purchased/ constructed/ maintained through Government of Sindh SMC fund should bear the following inscription:

*'GoS SMC Fund – Year of Purchase/ construction/ maintenance' E.g. GoS SMC Fund – 2009*

### **1.12 Eligible Expenditure Areas**

- a. Rehabilitation / construction of school building including rooms, rooftops, wall repairs, latrine, library, shelter
- b. Provision of utilities such as electricity, water
- c. Payment of utility bills
- d. Purchase of furniture, stationary and other consumables for the school and any other material or equipment, demonstrating direct benefit to the school and students
- e. Repair and maintenance of school infrastructure/ furniture

- f. Temporary appointment of teacher on voluntary basis with an honorarium that does not exceed Rs. 2000/- per month.
- g. NOT ALLOWED: Any expenditure that demonstrates personal benefit of SMC member is strictly prohibited. Such action will invoke disciplinary action by the concerned authorities

**1.13 Financial Record Keeping:**

The following financial records have to be maintained by the SMCs:

**1. Receipt Memo**

All receipts obtained as consequence of any transaction will be filed by the SMC for record.

**2. Payment Voucher**

All payments made by the SMC will be supported by a Payment Voucher that may be in the format attached. A copy of the Payment voucher has to be maintained by the SMC.

<b>PAYMENT VOUCHER</b>		
Date:	Serial No. :	
Name of School:	Amount	
Through Check/DD/In Cash	Check/DD	
Serial No.	Detail of Expenditure	Rs.
	<b>Total</b>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>_____ Signature General Secretary SMC</p> </div> <div style="width: 45%;"> <p>_____ Signature Chairperson SMC</p> </div> </div> <p><b>Received By:</b></p> <p>Name: _____</p> <p>Signature _____</p>		

### 3. Cash Book

SMCs have to record their income and expenditure in a Cash book.

**CASH BOOK:**

**Month:**

**Year:**

Date	Details of Receipt	Rct. #	Amount	Date	Details of Payment	P. Vr.#	Amount	Balance
			Rs.				Rs.	Rs.

#### 4. Stock/Asset Register

All SMC assets have to be recorded in a Stock Register that should have the following information.

Serial Number	Name of Asset	Quantity	Price	Shop name/ Donor	Order no and date	Date of receipt	Receipt no	Location of asset & User	Remarks
1	2	3	4	5	6	7	8	9	10

SMC should display, on the school notice board, a summary of receipts and payments from cash book and a list of stock items/assets on a monthly basis.

SMC accounts would randomly be subject to audit/third party validation to examine the effectiveness of expenditures and performance of SMC. Furthermore, SMC performance and SMC accounts are subject to review by parents and general community during the annual General Body meeting.

ANNEX VII: PUNJAB EMIS

پنجاب ایجوکیشن سیکٹر ریفرم پروگرام (SMIS School Census Form) برائے تدریسی سال (2008-2009) (برطانیق سکول ریکارڈ مورچہ 31 اکتوبر 2008ء) (یہ فارم ضلعی حکومت کے تمام سرکاری اور ایف ایس اسکولوں کے لیے ہے)

ضروری ہدایات

- 1- بنائے سرکاری تمام معلومات مورچہ 31-10-2008 تک کے سکول ریکارڈ کے مطابق فراہم کریں اور (SMIS SCHOOL CENSUS) فارم پُر کرنے کے لیے نیلا (Blue) ہال پیچن استعمال کریں۔
- 2- صرف ایف ایس اسکول کے متعلقہ معلومات PMIU/PESRP کے ریکارڈ کے مطابق پہلے سے درج کر دی گئی ہیں۔ اگر ان میں کوئی غلطی یا تبدیلی (Red) ہال پیچن سے کاٹ کر درست کر لیں۔
- 3- تمام اطلاعات جن کے نمبر جملہات میں ہیں یا جنہوں میں سے ہیں وہیں صرف درست جواب کے Box کو  کریں۔ وہاں Box کو  نہ لکھیں۔
- 4- وہ تمام اطلاعات جن میں تصاویر کا اضافہ یا ڈیجیٹل فرمز یا دیگر ذرائع کی گئی ہے ان Boxes میں درست معلومات فراہم کریں۔ اسکول کوٹیشن کے ساتھ 2008-06-30 کو جو جیکول رقم [12,995] ڈیجیٹل اسکول کے شعبہ عام کی ایک ڈیجیٹل فرم یا دیگر ذرائع سے حاصل ہوئی ہے اسے اسکول کے ریکارڈ میں مندرجہ ذیل میں درج کرنا ہے۔

سکول کا EMIS Code: \_\_\_\_\_ سکول کا نام: \_\_\_\_\_

ضلع: \_\_\_\_\_ تحصیل: \_\_\_\_\_ مرکز: \_\_\_\_\_ مشین: \_\_\_\_\_

سکول کا نمبر: \_\_\_\_\_ گاؤں/علاقہ کا نام: \_\_\_\_\_

یونین کوٹیشن کا نام: \_\_\_\_\_ زمین کوٹیشن نمبر: \_\_\_\_\_ صوبائی سیکٹریٹ نمبر: \_\_\_\_\_ قومی سیکٹریٹ نمبر: \_\_\_\_\_

سکول سربراہ کا نام: \_\_\_\_\_ سکول کے سربراہ کا کچھ بھی توڑنا ممنوعی کارروائی ہے: \_\_\_\_\_

سکول سربراہ کا پتہ: \_\_\_\_\_ (1) مستقل پتہ (Permanent) (2) اضافی پتہ (Additional Change) (3) حاضری پتہ (Lookafter Change) \_\_\_\_\_ سکول کے سربراہ کا کریڈیٹ کارڈ نمبر (BS) \_\_\_\_\_

سربراہ سکول کی رہائش کا قون نمبر: \_\_\_\_\_ سکول سربراہ کا موبائل نمبر: \_\_\_\_\_ سکول کا فون نمبر: \_\_\_\_\_

(a)-1 (1) سکول کی موجودگی:  کام کر رہا ہے (Functional) (2) حاضری ہو رہی ہے (Non-Functional) (b)-1 (1) اگر Non-Functional ہے تو سکول بند کی تاریخ: \_\_\_\_\_

(c)-1 (1) سکول Non-Functional ہونے کی صورت میں ذمہ داریات DMO صاحب AEO یا DDEO سے پتہ چھوڑ کر دیں۔ مثلاً: \_\_\_\_\_ (2) اساتذہ جنس ہیں۔ \_\_\_\_\_ (3) طلباء جنس ہیں۔ \_\_\_\_\_ (4) بلڈنگ جنس ہے۔ \_\_\_\_\_ (5) سکول ڈھلنگ ہے۔ \_\_\_\_\_ (6) دیگر \_\_\_\_\_

2- سکول کی خدمت: \_\_\_\_\_ (1) صبح کی خدمت \_\_\_\_\_ (2) شام کی خدمت \_\_\_\_\_ (3) دن کی خدمت \_\_\_\_\_

3- سکول کے مطالعے میں جانچ ہے؟ \_\_\_\_\_ (1) شوقی مطالعے میں \_\_\_\_\_ (2) دیگر مطالعے میں \_\_\_\_\_

4- سرکاری طور پر سکول: \_\_\_\_\_ (1) صرف طلبہ کیلئے \_\_\_\_\_ (2) صرف طالبات کیلئے \_\_\_\_\_

5- وہ وقت سکول میں درجیم: \_\_\_\_\_ (1) صرف طلبہ ہیں \_\_\_\_\_ (2) صرف طالبات ہیں \_\_\_\_\_ (3) دونوں ہیں \_\_\_\_\_

6- سکول کا روزہ: \_\_\_\_\_ (1) سوشل سکول \_\_\_\_\_ (2) پرائمری سکول \_\_\_\_\_ (3) ڈال سکول \_\_\_\_\_ (4) پائی سکول \_\_\_\_\_ (5) ہائیئر سیکنڈری سکول \_\_\_\_\_

7- سکول کی قسم: \_\_\_\_\_ (1) کینیڈی ماڈل \_\_\_\_\_ (2) جینرل ماڈل \_\_\_\_\_ (3) پبلک سیکنڈری \_\_\_\_\_ (4) کیریئر ایڈیو \_\_\_\_\_ (5) ٹیکنیکل ہائی \_\_\_\_\_ (6) ماڈل سکول \_\_\_\_\_ (7) ایم ای (سی) اسکول \_\_\_\_\_

8- (a) سکول کس سال قائم ہوا؟ (صرف سال بتائیں۔ 1995) سال: \_\_\_\_\_

(b) سکول کا روزہ چلانے کا سال: \_\_\_\_\_ (1) پندرہویں سکول \_\_\_\_\_ (2) پندرہویں سکول \_\_\_\_\_ (3) پندرہویں سکول \_\_\_\_\_ (4) پندرہویں سکول \_\_\_\_\_

9- کیا اسکول کسی عمارت میں چل رہا ہے؟ \_\_\_\_\_ (a) ہاں \_\_\_\_\_ (b) نہیں \_\_\_\_\_

10- کیا اسکول ایسی جگہ پر چل رہا ہے جہاں یہ سکول سرکاری طور پر قائم ہوا تھا؟ \_\_\_\_\_ (a) ہاں \_\_\_\_\_ (b) نہیں \_\_\_\_\_

11- سکول کی تعمیر کی قسم: \_\_\_\_\_ (a) سکول کی \_\_\_\_\_ (b) سکول کی \_\_\_\_\_ (c) سکول کی \_\_\_\_\_

12- عمارت کی حالت: \_\_\_\_\_ (a) قابل تعلق ہے۔ \_\_\_\_\_ (b) عمارت کا کچھ حصہ مرمت طلب ہے / چھوٹی موٹی مرمت \_\_\_\_\_ (c) پوری عمارت مرمت طلب ہے۔ \_\_\_\_\_ (d) سکول عمارت کی حالت صحیح ہے اور طلبہ اس میں بخانا کھانا کھا رہے ہیں۔ \_\_\_\_\_ (e) عمارت کے کچھ حصے کی حالت صحیح ہے اور طلبہ اس میں بخانا کھانا کھا رہے ہیں۔ \_\_\_\_\_

13- (a) سکول کا کل رقبہ: \_\_\_\_\_ (b) سکول کا کل رقبہ: \_\_\_\_\_ (c) سکول کا کل رقبہ: \_\_\_\_\_

(b) غیر شہر رقبہ: \_\_\_\_\_ (Covered Area in Square Foot) \_\_\_\_\_

(c) سکول کا کل رقبہ: \_\_\_\_\_ (Un-covered Area) \_\_\_\_\_

14- سکول کوٹیشن (BS) کے کوڈنگ: \_\_\_\_\_

1- کوڈنگ: \_\_\_\_\_

2- BS کے نمبر: \_\_\_\_\_

3- BS کے نمبر: \_\_\_\_\_

4- BS کے نمبر: \_\_\_\_\_

5- BS کے نمبر: \_\_\_\_\_

6- BS کے نمبر: \_\_\_\_\_

7- BS کے نمبر: \_\_\_\_\_

8- BS کے نمبر: \_\_\_\_\_

9- BS کے نمبر: \_\_\_\_\_

10- سکول کوٹیشن کے نمبر اور ایجنسی کی تفصیلات: \_\_\_\_\_

11- سکول کوٹیشن کے نمبر اور ایجنسی کی تفصیلات: \_\_\_\_\_

12- سکول کوٹیشن کے نمبر اور ایجنسی کی تفصیلات: \_\_\_\_\_

13- سکول کوٹیشن کے نمبر اور ایجنسی کی تفصیلات: \_\_\_\_\_

14- سکول کوٹیشن کے نمبر اور ایجنسی کی تفصیلات: \_\_\_\_\_

15- آکر کیا ہے تو اس کی تکمیل درج کریں۔

نمبر شمار	کام کی نوعیت	فرائضی اچھے کاموں	لاگت	سائز/پیمانہ	تعداد
6	بچوں کی فرائضی				
7	ادائیگیوں				
8	تدریسی مٹریل				
9	دیگر				
10					

نمبر شمار	کام کی نوعیت	فرائضی اچھے کاموں	لاگت	سائز/پیمانہ	تعداد
1	بلڈنگ کی مرمت				
2	خاکوں پر				
3	لیٹرین				
4	چاندیاری				
5	پینے کے پانی کی سہولت				

**قرودع تعلیم فنڈز**

16- ذیل میں قرودع تعلیم فنڈز سے متعلق معلومات فراہم کریں۔

Rs.	Ps.
	30-06-2007
	30-06-2008
	30-06-2008 to 1-07-2007

1- اسکول کے قرودع تعلیم فنڈ میں کل موجود رقم برطانیہ

2- اسکول کے قرودع تعلیم فنڈ میں کل موجود رقم برطانیہ

3- اسکول کے قرودع تعلیم فنڈ سے 30-06-2008 to 1-07-2007

تھکنگ خرچ شدہ رقم

**BASIC FACILITIES IN SCHOOL** اسکول میں بنیادی سہولیات

15- تعداد کلاسز و کلاس رومز:

1- تدریسی کمرے (Classrooms) کی تعداد

2- اسکول کی تمام کلاسوں کے کل یکشنوں کی تعداد

3- کلاسوں کے یکشنوں کی تعداد جو کلاس روم کی عدم دستیابی کی وجہ سے کل تعداد میں گھٹتی ہیں۔

**(ہاں یا نہیں میں سے صرف ایک درست جواب کو صحیح کریں)**

17- کیا آپ کے اسکول میں مندرجہ ذیل سہولتیں موجود ہیں؟

ہاں	نہیں	1	2	
<input type="checkbox"/>	<input type="checkbox"/>	آگہاں ترقیاتی کرائی کا ورہ: 1- کتبوں 2- چوکھپ 3- اینٹیٹھکنگ جال پھ 4- سرکاری جاکا 5- دیگر	1	2
<input type="checkbox"/>	<input type="checkbox"/>	وجوہات: 1- عدم ادائیگیوں 2- غائب ہارنگ 3- دیگر	3	4
<input type="checkbox"/>	<input type="checkbox"/>	1- کل تعداد 2- تعداد قابل استعمال 3- تعداد قابل مرمت 4- تعداد جو مرمت کے لیے اساتذہ	5	6
<input type="checkbox"/>	<input type="checkbox"/>	آگہاں ترقی: 1- کمرے 2- چوکھپ	7	8
<input type="checkbox"/>	<input type="checkbox"/>	1- آگہاں 2- کتبوں 3- ہاں 4- چوکھپ 5- ادائیگیوں 6- کتبوں 7- دیگر		
<input type="checkbox"/>	<input type="checkbox"/>	10- طلبہ کی تعداد جن کے لیے فرنیچر ہے		

18- (a) کیا اسکول میں لائبریری موجود ہے؟ (1) ہاں (2) نہیں (b) اگر ہاں ہے: (1) باقاعدہ لائبریری روم ہے (2) چھوٹا روم ہے (3) کوئی دوسرا انتظام ہے (c) اسکول لائبریری میں کتابوں کی کل تعداد

19- (a) لبریری/آگہاں ترقی کا پیمانہ:

1	2	3	4	5
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

1- ٹیبلٹ ریڈنگ (طبیعیات) لبریری

2- ٹیبلٹ ریڈنگ (جیولوجی) لبریری

3- ٹیبلٹ ریڈنگ (کیمیا) لبریری

4- روم آف کانس

5- سائنس مٹریل کے لیے ایک ہی مشورہ کر لیا ہے

20- (a) کیا کمپیوٹر لبریری موجود ہے؟ (ریگولر کلاسز کے لیے) (1) ہاں (2) نہیں (b) اگر ہے تو کمپیوٹرز کی کل تعداد

20- (c) قابل استعمال کمپیوٹرز کی کل تعداد

21- (a) کیا ہارڈ ویئر/سافٹ ویئر ریگولر کلاسز کے لیے کمپیوٹر لبریری موجود ہے؟ (1) ہاں (2) نہیں (b) ہارڈ ویئر/سافٹ ویئر ریگولر کلاسز میں کمپیوٹر ریٹنگ مینٹیننس حاصل کرنے والوں کی تعداد

**اسکول میں داخل شدہ طلبہ کے کوائف (برطانیہ اسکول ریکارڈز مورچہ 131 اکتوبر 2008ء)**

22- ذیل میں دیے گئے سوالات میں طلبہ کی تعداد درج کریں۔

کلاس 6	کلاس 7	کلاس 8	کلاس 9	کلاس 10
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				

1- انگلش میڈیم طلبہ اور طالبات کی تعداد ہر کلاس:

2- کمپیوٹر سائنس مضمون پڑھنے والے طلبہ اور طالبات کی تعداد:

3- جیولوجی مضمون پڑھنے والے طلبہ اور طالبات کی تعداد:

4- جیولوجی مضمون پڑھنے والے طلبہ اور طالبات کی تعداد:

5- کیمیکل مضمون پڑھنے والے طلبہ اور طالبات کی تعداد:

6- فزکس مضمون پڑھنے والے طلبہ اور طالبات کی تعداد:

7- کیمسٹری مضمون پڑھنے والے طلبہ اور طالبات کی تعداد:







## ANNEX VIII: SINDH EMIS

SINDH-EMIS - Reform Support Unit  
Education & Literacy Department - Government of Sindh

SEMIS CODE

1. Union Council	2. Tappa	3. Deh
4. Taluka/Town	5. NA	6. PS
7. School Name		
Address		
Village/Mohalla		Phone:

Question	Responses	Code
8. Location	1=Urban; 2=Rural	
9. Status	1=Functional; 2=Temporary Closed; 3=Permanent Closed; 4= On	
<b>9a. If Temporary or Permanent closed then mention the reason</b>		
9a(i). Building is possessed by someone else	1=Yes; 2=No	
9a(ii). School is merged in some other school	1=Yes; 2=No	
9a(iii). Non availability of Teacher	1=Yes; 2=No	
9a(iv). No Population / Population Migrated	1=Yes; 2=No	
9a(v). Other	If Other then Specify	
10. Level	1=Primary; 2=Middle; 3=Elementary; 4=Secondary; 5=Higher Sec	
11. Gender (Sex)	1=Boys School; 2=Girls School; 3 = Mixed School	
12. Medium [Multi Tick Allowed]	1 =Urdu <input type="checkbox"/> 2=Sindhi <input type="checkbox"/> 3 =English <input type="checkbox"/>	
13. Shift	1 = Morning; 2 = Afternoon	
14. Is this a Branch School ?	1=Yes; 2=No	
If Q# 14 response is "YES", write SEMIS Code and name of Main School	<b>SEMIS Code</b>	<b>Name of Main School</b>
15. Year of establishment of School		

<b>16. Building</b>		
a. Schools building is	1=Government School Building; 2=Other Government School Building (Shared); 3=Rented; 4=Other Building; 5=No Building	
b. If Q#16a response is "2=Other Government School Building (Shared)", then write the SEMIS code of the school that owns th		
c. If Q#16a response is "5=No Building", then school is plac	1=Under tree; 2=Under Chapra; 3=Hut	
d. If Q#16a response is "1" OR "2" OR "3" OR "4" then fill the following details		
d(i). Construction type of building	1= Pakka; 2= Kacha; 3= Mixed	
d(ii). Condition of the Building	1=Satisfactory; 2=Needs Repair; 3= Dangerous	
d(iii). Year of Construction of building		
d(iv). Write total number of rooms (Include every room in school)		
d(v). Write total number of rooms used as classrooms		
d(vi). Is there staff room available	1=Yes; 2=No	
d(vii). Is there BOUNDARY WALL around the school	1=Yes; 2=No	
If Q#16d(vii) response is "YES", then mention its condition	1=Satisfactory; 2=Needs Repair; 3= Dangerous	
<b>16c. Are there TOILETS available</b>		
If Q#16c response is "YES", then write number of toilets:	No. of Functional	No. of Non Functional
<b>16d. Is there DRINKING WATER available</b>		
If Q#16d response is "YES", then what source	1=Water Supply; 2=Well/Hand Pump; 3=Other	
<b>16e. Is there ELECTRICITY available</b>		
If Q#16e response is "Yes", then Write Meter Num	Meter No.	mount due up to 31st October 2009

17. Enrollment											
17A. Elementary Enrollment											
Class	Unadmit	Kachi	i	ii	iii	iv	v	vi	vii	viii	Total
Boys											
Girls											

17B. Secondary Enrollment											
Class	IX					X					Total
	Group	Arts / General	Science		Commerce	Other	Arts / General	Science		Commerce	
Computer			Biology	Computer				Biology			
Boys											
Girls											

17C. Higher Secondary Enrollment											
Class	XI					XII					Total
	Group	Arts / General	Science			Commerce	Other	Arts / General	Science		
Computer			Medical	Engineering	Computer				Medical	Engineering	
Boys											
Girls											

Head of the School	ADO/DDO/DO (Education)
Signature	Signature
Name	Name
CNIC No.	CNIC No.
Contact No.	Contact No.

In case you want to share more information or clarify given information then please contact to Sindh EMIS Office, Reform Support Unit; Contacts:021-32765769, 021-32775771  
Email Address: feedbackrsu@gmail.com

## 18. Repeaters

Class	i	ii	iii	iv	v	vi	vii	viii	ix	x	xi	xii	Total
Boys													
Girls													

## 19. Permanent Absent

Class	i	ii	iii	iv	v	vi	vii	viii	ix	x	xi	xii	Total
Boys													
Girls													

## 20. Number of Teachers by Designation

Post	Gender	PST	JST	HST	SS	SLT	OT	PTI	WIT	HM	Non Govt	Other	Total
Sanctioned													
Working	Male												
	Female												
Vacant													

## 21. Write Total No. of facilities available in School

Items	Working	Repairable
a. Black Board		
b. Student Chair		
c. Student Desks		
d. Student Benches		
e. Teacher Chairs		
f. Teacher Tables		
g. Electric Fan		
h. Almirah		
i. Computers		

## 22. Which of the following facilities are available in School

Question	Responses	Code
a. Computer Lab	1=Yes; 2=No	
b. Physics Lab	1=Yes; 2=No	
c. Chemistry Lab	1=Yes; 2=No	
d. Biology Lab	1=Yes; 2=No	
e. Home Economics Lab	1=Yes; 2=No	
f. Library	1=Yes; 2=No	
g. Play Ground	1=Yes; 2=No	

## 23. School Management Committee (SMC)

Question	Responses	Code
a. Is SMC Functional?	1=Yes; 2=No	
b. Received "Guidelines for School Management Committee 2009-10"	1=Yes; 2=No	
c. A/C Title		
d. A/C No:		
e. Bank Name		
f. SMC bank account balance as of first day (1st April 2009) of 2009-10 academic year	Amount:	
g. SMC bank account balance as of 31/10/2009	Amount:	
h. Total Expenditures from the SMC account in this academic year (2009-10) as of 31/10/2009	Amount:	

## 24. Free Text Books

Question	Responses	Code
a. Did the school receive free textbooks in academic year 2009-10?	1=Yes; 2=No	
IF Q#24a is filled as "Yes" then Fill the following		
b. When did the school receive textbooks for academic year 2009-10?	Month	Year
c. Textbooks received in full, according to medium and enrollment (if 1=Yes, skip to "24f")	1=Yes; 2=No	
d. Some books missing in sets	1=Yes; 2=No	
e. Some full sets missing	1=Yes; 2=No	
f. Surplus sets were received	1=Yes; 2=No	
g. Medium changed	1=Yes; 2=No	

## 25. Construction Works

Question	Responses	Code	
a. Received construction works this past academic year (2008-09)?	1=Yes; 2=No		
If Q#25a is filled as "Yes" then fill the following			
b. What works were received? [Multi Tick Allowed]	1. Construction of shelterless school <input type="checkbox"/>	4. Toilet(s) <input type="checkbox"/>	7. Electricity <input type="checkbox"/>
	2. Reconstruction of dangerous building <input type="checkbox"/>	5. Boundary Wall <input type="checkbox"/>	8. Structural Repair <input type="checkbox"/>
	3. Additional Classroom(s) <input type="checkbox"/>	6. Water Source <input type="checkbox"/>	9. other <input type="checkbox"/>
c. Were construction works completed?	1=Yes; 2=No		
d. If yes, when were construction works completed?	Month	Year	
e. Were all construction works fully completed?	1=Yes; 2=No		

## 26. Girls Stipends (Answer only if school has girls enrollments from class 6-10)

Question	Responses	Code	
a. Was Stipend received in last academic year 2008-09?	1=Yes; 2=No		
If Q# 26a. is "Yes" then fill the details of stipends.			
Last Academic Year (2008-09)			
b. Total no. of students who received Stipend	vi	vii	viii
c. If students received stipend, when was stipend received?	Month		Year
	Current Academic Year (2009-10)		
27a. Total eligible students (girls in 6-10)			
27b. Did you submit the Student Attendance Pro Forma or SAP form?	1=Yes; 2=No		



School Name:

Page - 3  
SEMIS Code

District:

Taluka/Town:

UC:

Supervisor Name:

**28. Teachers (Write details of teachers who are working in this school.)**

S.No.	Full Name and ONIC Number	Gender 1-Male 2-Female	Personnel Number from AG office	Date of Birth		Place of Domicile	Desig Code	BFS	Date of Entry in this Government Service			Professional Training Code	On Detainment 1-Yes, 2-No	Received In-service training times: 2-a,b	In-Service Training duration in days	In-Service Training duration in Training By
				DD	MM				YY	DD	MM					
1																
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																

This portion is to be filled for TEACHING STAFF ONLY. For Details of Code See Code List. Do not write about teachers who are gone to other school on detainment. Do not write Desig. Code, BFS, Date of entry & Date of Joining for teacher who are not govt teachers

**Instructions sheet for coding scheme**

Write School Name in the box provided

Write SEMIS Code in the box provided

Column 2: Write clearly Full Name of staff members with their CNIC Numbers, If CNIC is not available then write old NIC and indicate with a "X" in the S# Column. (Column 1).

Column 3: Write 1 for male, 2 for female

Column 4: Write Personnel Number from Accountant General (AG) office

Column 5: Write date of birth in dd/mm/yy format.

Column 6: Write Place of domicile

Column 7: Write a designation code from the given list

Column 8: Write Basic Pay Scale e.g. 12, 17 etc

Column 9: Write the Date on which first government job was joined

Column 10: Write the Date on which current job was joined

Column 11: Write the code of type of post from the table

Column 12: Write highest level of qualification codes from the table given

Column 13: Write highest Professional Training Codes from the table given

Column 14: Write 1 if teacher in on detailment in this school, 2 if he/she is not.

Column 15: Write for training received in academic year 2009-10

Column 16: Write total training period in days

Column 17: Write name of agency who provided the training

**Designation Code  
(Column 7)**

- 1 PST
- 2 JST
- 3 HST
- 4 SS
- 5 SLT
- 6 OT
- 7 PTI
- 8 WIT
- 9 HM
- 10 Other

**Type of Post (Column 11)**

- 1 Government (Regular)
- 2 Government (Contract)
- 3 SMC
- 4 NCHD
- 5 ESRA/USAid
- 6 UNICEF
- 7 Other Donor
- 8 Volunteer

**Codes for highest level of  
Professional Training (Column  
13)**

- 1 PTC
- 2 CT
- 3 B.Ed
- 4 M.Ed
- 5 Other
- 6 Untrained

**Codes for Highest level Academic Qualification (column 12)**

Qualification		Codes
Doctorate	Ph.D	101
	M.Phil	102
Post Graduate	MA	201
	M.Sc	202
	M.Com	203
	MCS	204
	MS	205
	MBA	206
Graduate	Other	207
	B.A	301
	B.Sc	302
	B.Com	303
	BCS	304
	BBA	305
	LLB	306
	B.E	307
	B.Tech	308
	Other	309
Under Graduate	Inter (Arts)	401
	Inter (Science)	402
	Inter (Commerce)	403
	DAE	404
	Other	405
Matric	Matric (Arts)	501
	Matric (Science)	502
	Matric(Commerce)	503
	Matric (Technical)	504
	Other	505
Under Matric	Middle	601
	Primary Level Certificate	602
	Other	603

## ANNEX IX: NWFP EMIS

**Education Management Information System Schools & Literacy, Department.**  
**Government of N.-W.F.P.**  
**Phone No. 091-9214092**

**Annual Schools Census Questionnaire of Middle, High & Higher Secondary Schools for Academic Year 2007-08**

**Part-I: School Information**

1. School Code       2. School Name (In Capital letters) \_\_\_\_\_
3. Present Status:  (1-Functional,  2-Non-Functional,  3- Closed (Permanently)
4. i. If School is closed then write Notification No. \_\_\_\_\_ date of closure \_\_\_\_/\_\_\_\_/\_\_\_\_  
 ii. Reason of Closure: \_\_\_\_\_
5. Category: (1- Male, 2- Female)  6. Location (1- Urban, 2- Rural)   
 (1. Urban: Area in the jurisdiction of Municipal or Town Committee. 2. Rural: Not in the jurisdiction of Municipal or Town Committee)
7. Village/City Name: \_\_\_\_\_ 8. Post Office \_\_\_\_\_
9. Phone No. of School \_\_\_\_\_ 10. Email Address \_\_\_\_\_
11. Union Council Name \_\_\_\_\_ 12. UC No. \_\_\_\_\_
13. Nazim Name (U/C) \_\_\_\_\_ 14. Circle Name: \_\_\_\_\_
15. Tehsil: \_\_\_\_\_ 16. District \_\_\_\_\_
17. Provincial Constituency No. PF \_\_\_\_\_ 18. National Constituency No. NA \_\_\_\_\_
19. School Level: (1- Middle, 2- High, 3- H/Secondary)  20. Shift: (1-Morning, 2- Evening)
21. Is any Public Private Collaboration (PPC) Organization working in the School? (1. Yes 2. No)
22. Medium of Instruction: (1. Urdu 2. English)

**Part-II: Building Information**

23. Year of Construction as: 1.Primary 2.Middle 3. High 4. H/Secondary
24. Year of Establishment as:
25. Nature of Construction:
- | Nature of Construction | No. of Class Rooms  | No. of Other Rooms  |
|------------------------|---|---|
| Pakka                  | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| Kacha                  | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
26. Year of Upgradation as: Middle High H/Secondary  
 Block 1     Block 2     Block 3
- (Note: For Middle Block 1, for High Block 1 & 2 and for Higher Secondary all the three Blocks 1, 2 & 3 should be filled in.)
27. Type of Upgradation (1. Developmental, 2. Non Developmental)
28. Ownership of the Building (1-Govt, 2- Rented, 3- Rent Free, 4-Running in other School, 5-Donated, 6-Other)
29. If Rented, Monthly Rent in Rs. \_\_\_\_\_ 30. Date of Rental \_\_\_\_/\_\_\_\_/\_\_\_\_
31. If running in other School then write its Name: \_\_\_\_\_ Code:
32. Whether the following exist? (1. Yes, 2. No)
- |                        |              |   |
|------------------------|--------------|---|
| i. Library             | ii. Workshop | iii. Workshop Shed <input type="checkbox"/> |
| iv. Drawing Room       | v. Office    | vi. Computer Lab <input type="checkbox"/>   |
| vii. Science Lab       | viii. Store  | ix. Maths Resource Room                     |
| x. Home Economics Lab. | xi. Hall     | xii. Others _____                           |

33. If Computer Lab: Exists in the School. Whether Established by (1. Government 2. Private Firm)

34. If established by a Private Firm then write Name of the Firm \_\_\_\_\_

35. If Computer Lab. exists in the School, then write No. of Computers in the Lab.

36. Science Equipment: (1. Sufficient, 2. Appropriate, 3. Deficient, 4. Not Available)

**37. Condition of the Building**

**(i) Class Rooms**

a. No of Classrooms requiring Rehabilitation  b. No. of Classrooms requiring Major repair

c. No. of Classrooms requiring Minor repair

d. Average Cost of Major repair Rs. \_\_\_\_\_ e. Average cost of Minor repair Rs. \_\_\_\_\_

**f. Rehabilitation /Major Repair undertaken last time**

1. Year \_\_\_\_\_ 2. No of Class Rooms  3. Cost of repair Rs. \_\_\_\_\_

**(ii) Other Rooms**

a. . No of Classrooms requiring Rehabilitation  b. No. of Other Rooms requiring Major repair

c. No. of Other Rooms requiring Minor repair

d. Average Cost of Major repair Rs. \_\_\_\_\_ e. Average cost of Minor repair Rs. \_\_\_\_\_

**f. Rehabilitation /Major Repair undertaken last time**

1. Year \_\_\_\_\_ 2. No. of Other Rooms  3. Cost of repair Rs. \_\_\_\_\_

38. i. Whether certificate obtained by W&S for satisfactory Repair. (Y/N)  ii. If Not. Whether reported to high ups (Y/N)

*(Note:- Minor repair can be made from schools' own petty cash/account. While major repair can't be made from schools' funds and where engineering work is involved.)*

39. Total Area of the School (In Square Feet)

40. Total Covered Area of the Building (In Square Feet)

41. Total Area available for Additional Construction excluding Play Ground (In Square Feet)

42. If area is available for additional construction, it is (1-Within Premises, 2-Adjacent, 3-Away from the School)

If away from the School, then write distance in meters \_\_\_\_\_

43. School Building is (1-Single Storey, 2-Double Storey, 3-Trippl Storey)

44. No. of Rooms on (i) Ground Floor  (ii) 1<sup>st</sup> Floor (iii) 2<sup>nd</sup> Floor

**45. Basic Facilities** (1-Yes, 2- No)

i. Electricity  ii. Water | iii. Boundary Wall | iv. Toilet |

v. If "YES" then write total number of Toilets  vi. and write total number of usable Toilets

**46. Other Facilities** (1-Yes, 2- No)

i. Gas  ii. Play Ground  iii. Canteen  iv. Hostel

v. If Hostel exist then write total capacity  vi. No of Boarders

**Part-III: Students' Information** (Total enrolment of section wise tables and age wise tables must be same.)

**47. Enrolment by Section (Class 6<sup>th</sup> to 8<sup>th</sup>)**

Classes	Boys						Girls						Total
	Section_												
6 <sup>th</sup>													
7 <sup>th</sup>													
8 <sup>th</sup>													

**48. Repeaters (Failed) by Section (Class 6<sup>th</sup> to 8<sup>th</sup>)**

Classes	Boys						Girls						Total
	Section_												
6 <sup>th</sup>													
7 <sup>th</sup>													
8 <sup>th</sup>													

**49. Enrolment by Group & Section (Class 9<sup>th</sup> and 10<sup>th</sup>)**

Classes	Gender	Science Group						Arts Group						Matri c Tech	Comput er Science	Total
		Sec_ A	Sec_ B	Sec_ C	Sec_ D	Sec_ E	Sec_ F	Sec_ A	Sec_ B	Sec_ C	Sec_ D	Sec_ E	Sec_ F			
9 <sup>th</sup>	Boys															
	Girls															
10 <sup>th</sup>	Boys															
	Girls															

**50. Boys Repeaters (Failed) by Group & Section (Class 9<sup>th</sup>)**

Classes	Science Group						Arts Group						Matri c Tech Group	Comput er Science	Total
	Sec_ A	Sec_ B	Sec_ C	Sec_ D	Sec_ E	Sec_ F	Sec_ A	Sec_ B	Sec_ C	Sec_ D	Sec_ E	Sec_ F			
9 <sup>th</sup>															
9 <sup>th</sup>															

**51. Total Enrolment in Class 11<sup>th</sup> and 12<sup>th</sup> (in Higher Secondary Schools)**

Class	Pre Medical	Pre Engineering	F.Sc Computer Science	Arts	Inter Science	Total
11 <sup>th</sup>						
12 <sup>th</sup>						

**52. Students' by Age Group (Boys & Girls)**

Age	Classes-Boys							Classes-Girls						
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
10+														
11+														
12+														
13+														
14+														
15+														
16+														
17+														
18+														
19+														
20+														
>=21														
Total														

(Note: For example age 10+ means "equal to or greater than 10 but less than 11 years", similarly for 11+, 12+, ..... and so on.)

53. Result of Middle (Annual) Examination 2007

Class	Gender	Total No of Students appeared	No of Passed Students in Grades					Failed
			A-1	A	B	C	D	
Class 6 <sup>th</sup>	Boys							
	Girls							
Class 7 <sup>th</sup>	Boys							
	Girls							
Class 8 <sup>th</sup>	Boys							
	Girls							

(Note: Grades A-1: 80% or more marks, A : 70% or more but less than 80% marks, B: 60% or more but less than 70% marks, C: 50% or more but less than 60% marks, D : 40% or more but less than 50% marks, Failed: less than 40% marks)

54. Result of SSC (Annual) Examination 2007

Class	Gender	Total No of Students appeared	No of Passed Students in Grades					Failed
			A-1	A	B	C	D	
Class 9 <sup>th</sup> Arts	Boys							
	Girls							
Class 10 <sup>th</sup> Arts	Boys							
	Girls							
Class 9 <sup>th</sup> Science	Boys							
	Girls							
Class 10 <sup>th</sup> Science	Boys							
	Girls							

55. Result of Intermediate (Annual) Examination 2007

Class	Gender	Total No of Students appeared	No of Passed Students in Grades					Failed
			A-1	A	B	C	D	
Class 11 <sup>th</sup> Science	Boys							
	Girls							
Class 11 <sup>th</sup> Arts	Boys							
	Girls							
Class 12 <sup>th</sup> Science	Boys							
	Girls							
Class 12 <sup>th</sup> Arts	Boys							
	Girls							

56. Subject wise Enrolment in Class 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>

(This enrolment will be especially used for distribution of free-text books and should be same as reflected in the Student Information Section)

S/No	Subject	Class-6	Class-7	Class-8	S/No	Subject	Class-6	Class-7	Class-8
1	Tree Plantation/Manual Work				8	Industrial Arts			
2	Drawing/Arts				9	Out Line of Home Eco.			
3	Computer Science				10	Moral Education			
4	Persian				11	Heath & Physical Edu.			
5	Pashto				12				
6	Arabic				13				
7	Agriculture				14				

57. Whether free books provided to Class 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> during academic year 207-08 (1=Yes 2=No)

58. Subject wise Enrolment in Class 9<sup>th</sup> and 10<sup>th</sup>

S/No	Subject	Class-9	Class-10	S/No	Subject	Class-9	Class-10
1	Computer Science			20	Ethics (for non Muslims)		
2	Chemistry			21	Clothing & Textile		
3	Biology			22	Military Science		
4	Physics			23	Environmental Studies		
5	Islamic Studies			24	Food & Nutrition		
6	Islamic History			25	Music		
7	Persian Literature			26	Related Arts		
8	Pashto Literature			27	Geology		
9	Punjabi Literature			28	General Science		
10	Urdu Literature			29	Geography		
11	English Literature			30	Commercial Geography		
12	Arabic Literature			31	Physiology & Hygiene		
13	History of Indo Pak Sub Continent			32	Pakistani Culture		
14	House Hold Accounts & Related Problems			33	Arts & Model Drawing		
15	Geometrical & Technical Drawing			34	Management for Better Home		
16	Child Development & Family Living			35	Health & Physical Education		
17	Astronomy & Space Science			36	Civics		
18	Economics			37			
19	Elements of Home Economics			38			

59. Whether free books provided to Class 9<sup>th</sup> and 10<sup>th</sup> during a ca demic year 207-08 (1=Yes 2=No)

60. Subject wise Enrolment in Class 11<sup>th</sup> and 12<sup>th</sup>

S/No	Subject	Class 11	Class 12	S/No	Subject	Class 11	Class 12
1	Maths			16	Psychology		
2	Biology (Botany)			17	Geography		
3	Biology (Zoology)			18	Education		
4	Chemistry			19	Economics		
5	Physics			20	Home Economics		
6	Civics			21	Home Management		
7	Statistics			22	Philosophy		
8	Computer Science			23	Library Science		
9	Urdu Advanced			24	Archaeology		
10	English Advanced			25	Pashto		
11	Food & Nutrition			26	Arabic		
12	Islamic History			27	Persian		
13	Islamic Studies			28			
14	Heath & Physical Education			29			
15	History			30			

**Note:** Efforts have been made to cover all the optional subjects which are being taught at higher secondary level classes but there may be some exceptional cases. Please mention those subjects along with Enrolment in the blank rows not covered in the list.

**Part-IV: Teaching and Non Teaching Staff**

**61. Teaching Staff (Write Number)**

Designation	Sanctioned	Working		Designation	Sanctioned	Working	
		Regular	Contract			Regular	Contract
Principal B-19				C.T. (General)			
Principal B-18				C.T.(Agro Tech)			
Vice Principal B-18				C.T. (Home Economics)			
Head Master/Mistress B-17				C.T. (Industrial. Arts)			
Head Master/Mistress B-16				C.T. ((Agriculture)			
Subject Specialist B-17				C.T. (Technical)			
Subject Specialist B-16				D.M.			
S.E.T. (General)				A.T.			
S.E.T. (Science)				T.T.			
S.E.T. (Technical)				Qari/Qaria			
S.E.T. (Agriculture)				Sr. IT Teacher (B-17)			
S.E.T. (Commerce)				IT Teacher (B-16)			
D.P.E				IT Teacher (B-15)			
P.E.T.				Others			

**62. Non-Teaching Staff (Write Number)**

Designation	Sanctioned	Working		Designation	Sanctioned	Working		Designation	Sanctioned	Working	
		Regular	Contract /			Regular	Contract / Fixed			Regular	Contract / Fixed
Assistant				Naib Qasid				Librarian			
Hostel Supdt.				Mai/Caller				Lab: Attendant			
Asstt. S/Keeper				Chowkidar				Lab: Assistant			
S/Clerk				Mali				Comp:Lab : Incharge			
J/Clerk				Cook				Others			
Driver				Bearer							
Baheshti				Sweeper							

**63. Highest Academic/Professional Qualification of Teachers**

Academic/ Professional	Ph.D	M.Phil	Master (Post Graduate)		Graduation		Intermediate		Matriculation		Others
			Science	Arts	Science	Arts	Science	Arts	Science	Arts	
M.Phil Education											
M.Education											
MA Edu.											
B.Ed.											
SDPE											
JDPE											
Diploma in Education											
CT											
DM											
PTC											
Untrained											
Others											
Total											

*(Note: Total of Working Teachers in Table 61 must be equal to the total of Teachers in Table 63.)*

64. Highest Religious and Formal Education (Only for AT, TT and Qari/Qaria)

Academic/ Religious Qualification	Ph.D	M.Phil	MA/M.Sc	BA/B.Sc	FA/F.Sc	Matric	Middle	Lower Middle	Others
Almia									
Aalia									
Khassa									
Aama									
Mutawassita									
Hifz- O-Tajweed									
Others									

65. Number of Teaching and Non-Teaching Staff (Write Number)

a. Teaching Staff

Teaching Staff by BPS	Number
7-10	
11-14	
15-16	
17 and above	

b. Non-Teaching Staff

Non-Teaching Staff by BPS	Number
1-4	
5-8	
9-10	
11-14	
15-16	
17 and above	

66. Over All attendance of Teachers during the last Academic

Year 2006-07 \_\_\_\_\_%

Part-V:

67. Commodities (Write Numbers & Estimated Unit Cost)

S.No	Name of Commodities	Available (Write Number)		Number of New Required	Estimated Cost Per Unit
		Useable	Un-Useable		
1	Office Chairs				
2	Office Tables				
3	Teacher Tables				
4	Teacher Chairs				
5	Students Desks (Two Seats)				
6	Students Desks (Three Seats)				
7	Students Benches				
8	Students Chairs				
9	Students Stools				
10	Tablet Chairs				
11	Computer Tables				
12	Computer Chairs				
13	Jute Tats				
14	Plastic Mats				
15	Black/Green Board				
16	Wooden Almirah				
17	Steel Almirah				
18	Teaching Kits & equipment				
19	Teaching Guides and Hand Books				
20	Teaching Aids				
21	Maps/Charts				
22	Reference Books				
23	Fans				

**Part-VI: Financial Information****68. Expenditure Incurred during the last Financial Year 2006-07**

S.No	Items	Expenditure RS
1	Purchases of Office Stationery	
2	Sports gears	
3	Repair of Furniture	
4	Purchases of Books for Library	
5	Annual Day	
6	Gardening	
7	Home Economics Material	
8	Pay & Allowances of Teaching Staff	
9	Pay & Allowances of Non Teaching Staff	
10	Purchases of Equipment	
11	Travelling/POL/Transport	
12	Repair and Maintenance of Machinery & Equipment	
13	Purchases of Science Equipment	
14	Purchases of Lab. Consumables	
15	Computer Lab. Consumables	
16	Rent of Building	
17	Repair and Maintenance of Building	
18	Financial Aid to Students	
19	Hot & Cold Weather Charges	
20	Special Messenger	
21	Utilities	
	1. Electricity,	
	2 .Gas	
	3. Water	
	4. Postage	
22	5. Telephone	
23	Other expenditures (Not elsewhere classified)	

**Part-VII:****69. Parents Teachers Council (PTC)**

i. Is PTC established? (1=Yes, 2=No)

ii. Date of establishment: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

iii. Name of the PTC's Chairperson: \_\_\_\_\_

iv. Bank Name/Bank Branch: \_\_\_\_\_ v. Bank Account No. \_\_\_\_\_

vi. Balance Amount up to 31<sup>st</sup> Oct. 2007. Rs.

vii. Amount Received this year Rs.

viii. No. of PTC meetings held during the Academic Year 2006-07

70. No. of Sports Competitions held during the Academic Year 2006-07

71. No. of Debating Sessions held during the Academic Year 2006-07

Filled by:

Checked and Verified by:

\_\_\_\_\_  
Name & Signature of Principal/H. Master/H. Mistress

\_\_\_\_\_  
District Officer (M/F)

Dated: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Dated: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Counter Signed by EDO S&L:

\_\_\_\_\_

Dated: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Special Instructions for Data Entry Operators**

*Data entry operator will write his name and signature along with date after complete entry of the questionnaire as per prescribed software at D-EMIS Computer Cell.*

\_\_\_\_\_  
Name & Signature of Data Entry Operator

Dated: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Warning:** All parts of this questionnaire must be properly filled, checked and verified. Correct data entry will be the responsibility of Data Entry Operator and soft data will be properly checked and cleansed under the supervision of DO concerned, otherwise the persons who have filled in, entered, checked & verified the data will be held responsible and treated under Removal from Service ordinance 2001.