

**EDUCATION POLICIES & ITS IMPILEMENTATION AT PRIMARY
SCHOOL LEVEL: A CASE STUDY OF TEHSIL KABIRWALA**



Gohar Ali Iftikhar

DEPARTMENT OF HISTORY

Quaid-I-Azam University

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Candidate's Declaration

I hereby declare that the thesis presently submitted bearing the title “Education Policies & its Implementation at Primary School Level: A Case Study of Tehsil Kabirwala” is the result of my own research and has not been submitted at any other institute for any degree.

Gohar Ali Iftikhar

M.Sc. Candidate

Supervisor's Declaration

I hereby declare that the M.Sc. candidate Gohar Ali Iftikhar has completed his master's essay titled ""Education Policies & its Implementation at Primary School Level: A Case Study of Tehsil Kabirwala" under my supervision. I recommend it for submission in candidacy for the degree of Masters in History.

Dr Farooq Ahmad Dar

Assistant professor

Department of History

If I adore you out of fear of Hell,

Burn me in Hell!

If I adore you out of desire for Paradise,

Lock me out of Paradise.

But if I adore you for Yourself alone,

Do not deny to me Your eternal beauty.

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Nothing is interesting if you are not interested and nothing is motivating if there isn't any motivator. When it comes to name the motivator, the one who really motivated, the one who actually inspired and the one who truly heartened; let it be hidden to the heart and soul.

INTRODUCTION

Statement of the problem

Impregnable foundation is an indispensable component for the genesis of any system and the education sector is no exception in this regard. Primary education is the buttress of the education system. In other words, if primary education is properly working then education sector has a solid foundation to excel. Education is the process of receiving or giving systemic instruction for enlightening the masses. In Pakistan, deterioration in the education sector is one of the major challenges that hinders the progress of the nation.

Basically, the study deals with two aspects of the education system. Firstly, it analyzes educational policies, particularly at the provincial level. Secondly, it deals with the implementation of these policies at primary school level. Moreover, it also tends to explain the hierarchy and working within the education departments. The study aims to elaborate the management at the primary school level. Furthermore, it pens down procedure of allocation and use of funds at these primary schools. To understand and explore the implementation of policies at grass root level, tehsil Kabirwala of Punjab province is taken as a case study.

Significance and Scope

The study is conducted in Kabirwala, a tehsil of Khanewal Southern Punjab. Previously, there is no significant and authentic study conducted at primary school level. Basically, the study emphasizes on the education at grass root level. The study intends to explain the education policies and how these policies are being implemented at the lowest level of hierarchy. The study is an attempt to describe the limitations and loopholes in the system of education. Lastly, it also highlights the teacher's perspective, who are main work force and stake holder at this level of education.

Review of literature

On the topic of education, a lot of literature has been produced both nationally and internationally, but no pertinent literature has been written on the primary schools in Kabirwala. Considering Kabirwala, no effort has ever been made to explore and explain the issues and constraints of education at primary school level.

The Tyranny of Language In Education written by Zubeida Mustafa deals with the role of language in the education. Basically, she wrote the book with Marxist's approach and tried to highlight that how language played a significant role in maintaining a class divide in the society. Furthermore, Mustafa explained the importance of language in the development of education. She also elaborated the role of language in the historical development of Pakistan and attempt to trace out it from the British legacy.

Nazir Tariq in his book *Tareekh e Khanewal*, briefly sheds light over the political, economic, social, agricultural and infrastructural evolution and emergence over time. The concerned part of the book that helped in understanding the historical emergence of education across the district is third chapter of his effort. He, historically includes the indigenous and modern settlements around the district while discussing the towns, villages and the city's historical background. Overall, this book was helpful in developing an unnderstanding of area profile from different aspects.

Methodology

The study is based on facts and statistical figures. Primarily, descriptive and analytical methodology is adopted in conducting the study. Secondly, qualitative methodology is used to support the argument of the study. Basically, the study is divided into two major parts. First part is the library and archival research which includes official and non-official reports, documents and policy papers of government departments, non-governmental organizations and international organizations as well. Second part purely deals with the field

research and primary data. Second part, firstly includes the interviews of teachers and officials which are dealing with the education sector. Secondly, it comprises of research questionnaire that is specifically responded by the teachers who are currently teaching at primary level.

Organization

In addition to the introduction, conclusion, selected bibliography and references, the present study is divided into four chapters.

- Chapter One: History of the Land, provides an historical background of the present study and it also explains how different circumstances influenced the development of Kabirwala. Furthermore, it provides an insight on the politico-socio-economic dynamics of the land and it also elaborates the working of the administration in the land.
- Chapter Two: Education Policies at Provincial Level, describes the status of education in the constitution of Pakistan, Millennium Development Goals (MDGs) and the budget allocation for the education sector. The chapter also examines the educational policies made at the provincial level and it also tends to explain the functions of the departments dealing with the education sectors.
- Chapter Three: Education at District Level, is particularly about district administration of the education department. It provides an overview about primary education at provincial and as well as at district level. The chapter describes the types of funds allocated at the primary school level and how these funds are utilized.
- Chapter Four: Analysis of Questionnaire and Interviews, is about the question wise analysis of questionnaire. It also explains the major findings and opinions in the light of the results of the questionnaire. Moreover, it describes the teacher's perspective on the educational policies and their implementation.

CHAPTER 1

HISTORY OF THE LAND

Kabirwala is a tehsil of district Khanewal of Southern Punjab. Khanewal got the status of District in 1985. Geographically, Khanewal shares borders with Multan, Sahiwal, Toba Tek Singh and Vehari. According to the last censuses the district's population was 237600.¹ The total area of the district is 1,059,630 acres.² The district comprises of four tehsils.

- Khanewal
- Kabirwala
- Mian Channu
- Jahanian



Map of Punjab³

1.1 Historical perspective

Mainly, there are three important areas of Kabirwala which includes, Sarai Sidhu, and Abdul Hakeem and Kabirwala itself. All three areas have their own significance in history.

¹ Government of Punjab. *Punjab Portal*. <http://www.punjab.gov.pk/khanewal> (accessed April 20, 2015).

² Ibid.

³ School Education Department. *Government of Punjab*. <http://schoolportal.punjab.gov.pk/schoolcensusNew.htm> (accessed April 20, 2015).

1.1.1 Kabirwala

Kabirwala was named after the sufi saint Syed Ahmad Kabir.⁴ Bhutta tribe led the foundation of modern day Kabirwala city. After settlement in the area, Syed Kabir used to visit the place frequently and spread the teaching of Islam. Historically, Kabirwala was a part of Multan. The history of the land can trace back from 11th century during the time of Mahmud of Ghaznah. About 35 kilometres away from the city at *Khati Chot* there are remains of the shrine of Harzat Khalid Waleed. He came here with Mahmud of Ghaznah and spend his whole life there. According to oral history, Harzat Khalid Waleed devoted his entire life to Islam. In the end of 12th century during the time of Sultan Shahabuddin Ghori his shrine was build. The architecture of the building is worth-watching and it also reflects the art of that time. Gardezis were one of the earliest settlers of the land and during 13th century Qureshis also settled there.⁵ In the medieval times the area was not densely populated and was not even suitable for agriculture. The earliest settlements of the population were at the bank of Ravi and Chenab.

In 1886, Sidhani canal was constructed by British.⁶ In 1913, Lower Bari Doab canal started functioning. After that a lot of land was irrigated. It also became one of the reasons for the increase in population. As per records, in 1889 police station was in present Kabirwala and Sarai Sidhu.⁷ Records also indicate that before 1899 a dispensary was also established.⁸

1.1.2 Sarai Sidhu

Sarai Sidhu is considered as one of the ancient towns of Kabirwala. It is situated at the meeting point of Ravi and Chenab. After the conquest of Multan, Alexander III of Macedon stayed at Sarai Sidhu.⁹ When Sher Shah Suri was the ruler of India, he appointed his cousin

⁴ Nazir Tariq, *Tareekh e Khanewal* (Lahore: Takhliqat, 1997), 79.

⁵ TMA Kabirwala. *TMA Kabirwala*. . n.d. <http://www.tmakabirwala.com/> (accessed May 1, 2015).

⁶ Tariq, *Tareekh e Khanewal* (Lahore: Takhliqat, 1997), 36.

⁷ Tariq, *Tareekh e Khanewal* (Lahore: Takhliqat, 1997), 79-80.

⁸ *Ibid.*, 80.

⁹ *Ibid.*, 91.

Taj-ud-Din as a governor. During Taj-ud-Din's tenure he constructed a road which connected Shorkot with Multan.¹⁰ Till the time of Jehangir, it remained the part of Talamba but in Shahjehan's reign it was separated from Tulamba. In 1818 Ranjeet Singh conquered Multan and Sarai Sidhu also came under sikh rule. As a result, Tulamba and Sardar Pur were included in Sarai Sidhu and it also got the status of tehsil.

1.1.3 Abdul Hakeem

Abdul Hakeem is one of the important and old areas of Kabirwala. In British India it was a small town with limited population but after the independence its population increased. Ravi is three kilometres away from the main city and Head Sidhnai had been constructed on Ravi.¹¹ Head Sidhnai is a point of tourist attraction. Abdul Hakeem was named after the sufi saint Hazrat Abdul Hakeem. His ancestors came from Makkah and he died at the end of 17th century.¹² Hazrat Abdul Hakeem was considered as earliest settlers of this area. The main tribes of this area are Rajput, Hiraj, Pahore and Arain. Military colony is associated with Abdul Hakeem city. The shrine of sufi saint is situated in the city and its annual celebrations take place every year in the month of June.¹³

1.2 Administration

Kabirwala got the status of tehsil in 1889 during British rule.¹⁴ As the time passed, the demands increased. So, in 1924 the first small town committee was established. Naraine Das became the first secretary, all other members of the committee were also Hindus.¹⁵ After the partition of India, Hindus left the area. In 1947, Muhammad Aslam became the first Muslim secretary of the committee. In 1948, its status was upgraded and it became a town committee. During Yahya Khan's regime, it got the status of sub-division. Tehsil Kabirwala has more

¹⁰ Ibid.

¹¹ Ibid.,101.

¹² Ibid.

¹³ Ibid.,102.

¹⁴ Ibid.,79.

¹⁵ Ibid.

than six hundred thousand population ¹⁶and it is divided into thirty four union councils. The union councils include both urban and rural councils.

List of Urban & Rural Union Councils – Kabirwala¹⁷

SR. NO	NAME OF UNION COUNCIL	NOS.	POPULATION
1	Kabirwala	38	57736
2	Kabirwala	39	42272
3	Abdul Hakim	40	20490
4	Abdul Hakim	41	19434
5	Sarai Sidhu	42	13267
6	Mugan Wala	43	17350
7	Ibraheem Pur	44	16117
8	Mankot	45	17312
9	Salarwahin Nao	46	17622
10	Mamdal	47	18176
11	Chak Haidarabad	48	20291
12	Narhal	49	19374
13	Chak Norang Shah	50	17240
14	Marri Sahu	51	17578
15	Hashmat Merali	52	17261
16	Sardar Pur	53	20376
17	Kund Sargana	54	18546
18	Baqir Pur	55	20821
19	Jassu Kanwain	56	18551
20	Okan Wala	57	18913
21	Moola Pur	58	25926
22	Mahni Sial	59	21925
23	Sham Kot	60	22291
24	Kot Bahadar	61	18182
25	Jodh Pur	62	17796
26	Nabbi Pur	63	19718
27	Bagar Sargana	64	17855
28	Daduaana	65	16791
29	Qattal Pur	66	21363
30	Hussain Abad I	67	20878
31	Umeed Garh	68	26864
32	Haweli Koranaga	69	18462
33	Kot Islam	70	18062
34	Darkhana	71	21592

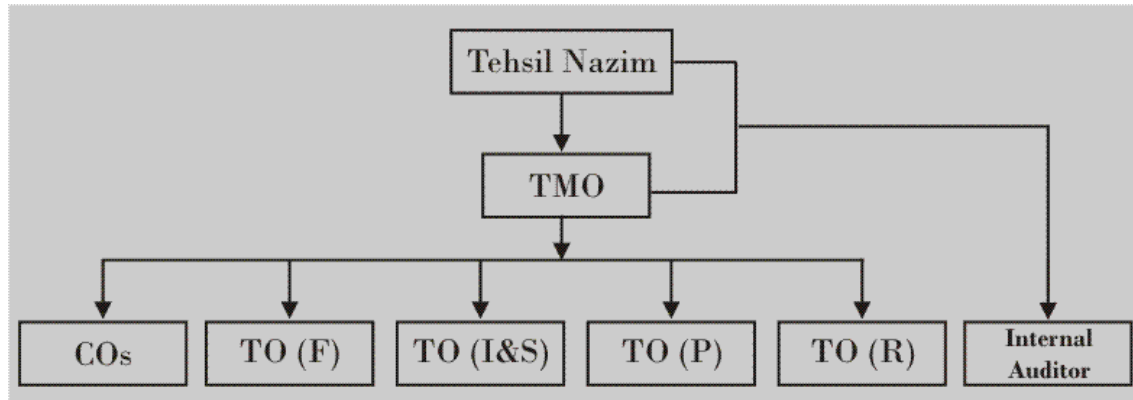
¹⁶ TMA Kabirwala. *TMA Kabirwala*. n.d. <http://www.tmakabirwala.com/Union-Councils.html> (accessed May 1, 2015).

¹⁷ Ibid.

1.2.1 Hierarchy of Administration (TMA)

Tehsil Municipal Administration (TMA) is the main body which involves in planning and decision making. Here is the hierarchy of administration at tehsil level.

TMA Organogram¹⁸



- TMO Tehsil Municipal Officer
- CO Computer Officer
- TO (F) Tehsil Officer (Finance)
- TO (I&S) Tehsil Officer (Infrastructure & Services)
- TO (P) Tehsil Officer (Planning)
- TO (R) Tehsil Officer (Regulation)

Other than these officers there are more than 120 sanitary workers, 40 regular workers and 70 workers on daily wages. In other words, almost more than 200 people are managing the administrative affairs.

1.2.2 Functions and Powers of TMA

As far as the functions and powers of TMA are concerned, The Punjab Local Government Ordinance (PLGO) 2001 delegated authority to TMA¹⁹. Firstly, it deals with planning at grass

¹⁸ TMA Kabirwala. *TMA Kabirwala*. n.d. <http://www.tmakabirwala.com/Organogram.html> (accessed May 1, 2015).

¹⁹ TMA Kabirwala. *TMA Kabirwala*. n.d. <http://www.tmakabirwala.com/Functions.html> (accessed May 1, 2015).

root levels with consultation of the relevant union council. Secondly, it is the duty of local management to implement and monitor the developmental projects. Other important function is to utilize the land for the purpose of public development such as to build markets, parks and to have a check on transport freight. Additionally, to manage and develop infrastructure and to collect taxes at tehsil level is also the core function of TMA.

1.2.3 Annual Budget of TMA²⁰

	Annual (2012-2013)	Revised Estimate (2012-2013)	Annual (2013-2014)	Revised (2013-14)	Annual (2014-15)
Opening Balance on 1st July 2014	21,00,00,000	22,14,48,603	18,00,00,000	182511140	17,00,00,000
Receipts	22,05,74,100	22,05,74,100	21,21,50,000	20,60,67,677	20,81,11,655
Total	43,05,74,100	44,20,22,703	39,21,50,000	38,85,78,817	37,81,11,655
Non Development Expenditure	18,24,58,613	18,24,58,613	20,74,23,000	18,42,89,300	17,97,30,000
Development Expenditure	23,70,86,782	23,35,30,268	16,47,27,000	18,76,45,329	17,67,81,655
Total Expenditure	419545395	41,59,88,881	32,21,50,000	37,19,34,629	35,65,11,655
Closing Balance on 30th June	11028705	2,60,33,822	2,00,00,000	1,66,44,188	2,16,00,000

1.3 Society

The society of Kabirwala is traditional and conservative and it has emotional attachment with the religion. Primarily, caste system has prevailed in the society. The lower caste, *Kammi* can never be considered as equal to landlord, *Zamindar*. The old castes of the area are Hiraj, Sial, Syed, Sargana, Thaheem, Joota, Bhutta, etc.²¹ After the partition, Rajput, Gujjar, Arian, Jat

²⁰ TMA Kabirwala. *TMA Kabirwala*.n.d. <http://www.tmakabirwala.com/Budget.html> (accessed May 1, 2015).

²¹ Tariq, *Tareekh e Khanewal* (Lahore: Takhliqat, 1997),80.

and Kamboh also became significant in the society.²² On societal level, predominantly there is a divide on the basis of *locals* and *muhajir*. *Locals* are those who lived there before the independence and most of them speak Saraiki or Rachnavi. *Muhajirs* are those who settled in the land after the partition of 1947 and most of them speak Punjabi and Urdu. Rangri is spoken by most of the Rajputs. This linguistic factor contributes a lot in local politics.

1.3.1 Educational Institutes

Dar ul Uloom Kabirwala is one the renowned religious institution of Pakistan. It was founded by Molana Abdul Khaliq in 1953.²³ Since its foundation this institute had produced number of religious scholars who have served both within and outside Pakistan. Dar ul Uloom have significant influence on the local affairs.

In 1970, Government College Kabirwala started working in a hired building which was owned by Manzoor Khan Sial. Mian Nazar Hussain Malana was the founder and first principal of this college.²⁴ He himself took this admirable initiative to establish the college for the people of Kabirwala. In initial years, Malana himself fulfilled all the expenses. In 1972, the college was nationalized and was taken over by the government. Later on, the college got the status of Degree College.

1.3.2 Nobel Prize Winner

Hargobind Khorana was born in Raipur on 9th January 1922.²⁵ He was born in a Hindu family. Raipur is a small village situated in Kabirwala. He got his early education from Multan. After that he went to Lahore and from where he did his masters from Punjab

²² Ibid.,80.

²³ Ibid.

²⁴ Ibid.,59.

²⁵ Nobleprize.org. *Nobel Prizes and Laureates*. n.d.
http://www.nobelprize.org/nobel_prizes/medicine/laureates/1968/khorana-bio.html (accessed May 1, 2015).

University. Later on, Khorana did his PhD from England. On December 12, 1968, he was awarded Nobel Prize in Medicine.²⁶

1.4 Politics

The politics of Kabirwala is a classic example of traditional and conservative politics of rural Punjab. Politics of land is a diverse and complex phenomenon. The politics of the land is the amalgamation of multiple factors which includes personality cult, caste, clerics, businessman, landlord, interest-based groups and ideological support bank. All the factors played significant role during the past elections.

1.4.1 Historical background and Analysis of Constituency Politics

In 1970 election NW 81 was the constituency of Kabirwala and during these elections PPP candidate Sajid Abbas Hussain Gardazi won the elections.²⁷ In 1977 the constituency of Kabirwala was NA 111 and Syed Abbas Hussain Shah won these elections. Historically, NA-121 was the constituency of Kabirwala from 1985 till 1997 elections.²⁸ In 1985 non-party elections Syed Fakhar Imam won the national assembly elections from Kabirwala. Later on, in 2002 elections new constituencies were made and from that time NA 156 is the constituency of Kabirwala. On part of provincial assembly PP-212 and PP-213 are the constituencies of Kabirwala. An interesting aspect of Kabirwala's politics is that in the last three elections it did not follow the trend of national politics. In 2002 elections, PML (Q) got majority in both national and provincial assembly but in Kabirwala the PPP candidates won the seat of national assembly and one seat of provincial assembly. The other seat of provincial assembly was won by the candidate of National Alliance.

²⁶ Nobelprize.org. *Nobel Prizes and Laureates*. n.d. http://www.nobelprize.org/nobel_prizes/medicine/laureates/1968/khorana-lecture.html (accessed May 1, 2015).

²⁷ Election Commission of Pakistan. *Election Commission of Pakistan*. <http://ecp.gov.pk/GE/MNAs7297.aspx> (accessed May 1, 2015).

²⁸ Ibid.

Same happened in 2008 elections, Pakistan People Party (PPP) and Pakistan Muslim League (PML) (N) had emerged as majority parties in centre and Punjab respectively, but in NA-156 PML(Q) was victorious. In PP-212 PML (Q) had won and on PP-213 the candidate of PPPP was successful. This MPA from PP-213 and MNA belonged to the Hirajs family but they contested election from different parties. It shows that party ticket doesn't matter; it is the family which matters. Lastly, in 2013 elections PML(N) whitewashed other parties but in Kabirwala one seat of National assembly and two seats of provincial assembly were won by independent candidates. In the last two decades the two families Hirajs and Syeds emerged as the political rivals. It has nothing to do with political party or ideology. If one family contests from one party then other family will contest the election from other party. Moreover, both of these families have their significant support bank in the constituency, the party ticket hardly matters. There are certain pockets of religious support bank which always remain loyal to religious parties. Some famous politicians of Kabirwala are Nobahar Shah, Syed Fakhar Imam, Muhammad Raza Hayat Hiraj, Dr. Syed Khawar Ali Shah, Makhdoom Syed Muhammad Mukhtar Hussain, Hussain Jahanian Gardaizi and Mehr M. Iqbal Hiraj. Syed Fakhar Imam remained as Federal Minister and Speaker of National Assembly. Muhammad Raza Hayat Hiraj also enjoyed two ministries in federal government. During Pervez Elahi tenure Hussain Jahanian Gerdaizi was the part of provincial cabinet.

1.5 Economy of Land

Basically, Kabirwala is an agrarian economy but there is some industry as well. The main crops of the land are wheat, cotton and sugarcane. The land also produces different fruits specially mangoes and citrus fruits. Different seasonal vegetables are the important components of agriculture. Livestock also contributes in the economy. It includes poultry, Cattle, Buffaloes, Sheep, and Goats.

As far as industry is concerned Nestle milk plant is situated in Kabirwala. The other important industries are rice mills, cotton mills, flour mills, Azmat Ghee mill, ginning factory and oil extraction unit. Jadeed Group is one of famous group in Pakistan and Jadeed Hatchery and Feeds is located in Kabirwala. There are fields of natural gas in the areas of Nandpur and Panjpir. OGRA is operational in these areas, Nandpur and Panjpir Development and Production lease area is working with Fauji Kabirwala Power Company Limited.²⁹ All these industries are contributing in local and national economy.

²⁹OGRA. *OGRA*. n.d. http://www.ogra.org.pk/art_desc.php?id=37 (accessed May 1, 2015).

CHAPTER 2

EDUCATION POLICIES AT PROVINCIAL LEVEL

2.1 Education and Constitution of Pakistan

The Constitution of Pakistan provides right of education to every citizen without any discrimination. Basically, article 37 and 25A ensure the fundamental right of education for all citizens of Pakistan.

2.1.1 Pre 18th amendment scenario

Prior to 18th amendment, Article 37 of the constitution deals with the subject of education.

Article 37 of the constitution reads:

- (a) “Promote, with special care, the educational and economic interest of backward classes or areas.”
- (b) “Remove illiteracy and provide free and compulsory secondary education within minimum possible period.”³⁰

The Concurrent list deals with the following areas:

- a) Curriculum
- b) Syllabus
- c) Planning
- d) Policy
- e) Centre of excellence
- f) Standard of education

2.1.2 Post 18th amendment scenario

The Concurrent list has been abolished after the 18th amendment in the constitution of 1973.

Subjects of Concurrent list have been transferred to the provincial government. Article 25

³⁰ Constitution of Pakistan, article. 37.

(Equality of Citizen) has been added to the constitution of Pakistan. Specifically, 25A deals with the subject of education. It states:

“The state shall provide free and compulsory education to all children of the age of five to sixteen in such a manner as may determined by law.”³¹

2.2 Budget allocation for education

It is an acknowledged fact that education is an important tool to eliminate poverty. Education plays a significant role in the development of society in all aspects. In the context of South Asia it is very unfortunate that Pakistan is spending the lowest amount of GDP in the public expenditure on education. Pakistan is spending 2% of GDP for the last decade.³² On the other, Bangladesh is spending 2.1 percent, Bhutan is spending 4.9 percent, India is spending 3.2 percent and Iran is spending 8 percent.³³

2.2.1 Provincial Annual Development Programs (ADPs) 2014-15

Punjab

In the fiscal year 2014-15, the government of Punjab has allocated RS 48.31 billion for education.³⁴ The breakup of RS 48.31 billion includes Rs 28.10 billion for School education, Rs 14.05 billion for Higher education, Rs 2.40 billion for Literacy and Rs 2.96 billion for Sports and Youth Affairs.

Balochistan

During the last fiscal year 2014-15, Balochistan’s government has allocated Rs 11.52 billion for t education.³⁵ The distribution of Rs 11.52 billion comprises of Rs 2.98 billion for Primary education, Rs 1.62 billion for Elementary education, Rs 1.73 billion for Secondary education, Rs 2.37 billion for College education and Rs 0.97 billion for University education.

³¹ Constitution of Pakistan, article. 25, sec. A.

³² Ministry of Finance, Government of Pakistan, *Pakistan Economic Survey 2014-15*, 179.

³³ Ibid.

³⁴ Ibid.

³⁵ Ibid., 180.

Khyber Pakhtankhwa

In the fiscal year 2014-15, the government of KPK has allocated Rs 12.38 billion for the field of education.³⁶ The breakup of Rs 12.38 billion includes Rs 1.61 billion for primary education, Rs 6.52 billion for secondary education, Rs 0.28 billion for archives and libraries and Rs 3.97 billion for college education.

Sindh

During the last fiscal year 2014-15, the government of Singh has allocated Rs 15.02 billion for education.³⁷ The distribution of Rs 15.02 billion comprises of Rs 0.02 billion for Sindh education foundation , Rs 1.93 billion for Elementary education, Rs 0.15 billion for Teacher education, Rs 7.43 billion for Secondary education, Rs 2.34 billion for College education, Rs 1.61 billion for Higher education, Rs 1.57 billion for Miscellaneous expenditure.

2.3 Millennium Development Goals (MDGs)

As the member of the United Nation, Pakistan is a signatory of MDGs. MDGs are the eight international developmental goals that were adopted by the UN at the time of Millennium Declaration in 2000. Basically, there are seven goals which deal with the different aspects of the society. Specifically, Goal 2: To Achieve Universal Primary Education (UPE) is related to the present work.

2.3.1 Indicators for Universal Primary Education (UPE)

1. Net Primary Enrolment ratio

Children aged 5-9 years attend primary level education that is grade 1 to 5.

2. Completion/ Survival Rate grade1 to 5

The percentage of the student who have completed studies from grade 1 to 5.

3. Literacy rate

The people aged more than 10 years who can read and write.

³⁶Ibid.

³⁷ Ibid., 179.

MGD 2 Universal Primary Education at National level ³⁸

Indicator	1990-91 (Bench Mark)	2001-02	2004-05	2007-08	2010-11	2011-12	2012-13	2013-14	MDG Target 2015
Net Primary Enrolment Ratio (5-9 Years)	46	42	52	55	56	57	57	57	100
Completion/Survival rate Grade 1 to 5	50	57	67	52	49	50	-	-	100
Literacy Rate (%) 10 years and above	35	45	53	56	58	58	60	58	88

The above table seeks to explain the progress of MGD 2 at National level in till 2014. The table provides a comparison between the target and the progress. The target of first indication is to achieve 100% enrolment ratio primary level till 2015 but by the end of 2014 the country has only achieved 57%. Almost there is same condition in indicator two and three, nation is standing far ahead of the targets.

MGD 2 Universal Primary Education at Provincial level ³⁹

Indicator	National	Punjab	Sindh	KPK	Balochistan
Net Primary Enrolment Ratio (5-9 Years)	Total: 57 Male:60 Female:53	Total: 64 Male:66 Female:63	Total:48 Male:53 Female:43	Total:54 Male:62 Female:46	Total:39 Male:46 Female:30
Completion/Survival rate Grade 1 to 5	-	-	-	-	-
Literacy Rate (%) 10 years and above	Total:58 Male:70 Female:47	Total:61 Male:71 Female:52	Total:56 Male:67 Female:43	Total:53 Male:72 Female:36	Total:43 Male:59 Female:25

³⁸ Ibid.,172.

³⁹ Ibid.

After the 18th amendment the power has been delegated to the provincial governments. After that, it is the responsibility of the provincial government to fulfil international commitments like MDGs.

2.4 School Education Department, Government of the Punjab

The School Education Department directly deals with the working of education sector of Punjab.

2.4.1 Functions and Hierarchy of School Education Department

The School Education Department has five major functions.

a) **Legislation, Policy formulation and Planning**

All levels of legislation, policy formulation and planning for primary, secondary and higher secondary education is made here.

b) **Maintaining Standard of Education**

It includes the making of curriculum and syllabus for primary, secondary and higher secondary level. The production and publication of the textbooks are also part of its authority.

c) **Monitoring and evaluation system**

Monitoring and evaluation system deals with the distribution of free books. Another important task is to keep checks and balances on the developmental schemes. It also monitors the efficiency of the teaching and non-teaching staff. Furthermore, it is also responsible to respond to the public complaints.

d) **Promotion of quality in education**

The Punjab education assessment system is the body which deals with the function to award scholarship and it also regulates the terminal examinations.

e) **Staff Development**

Staff Development is related to the professional development and training of the teachers.

Lastly, other important functions of the School Education Department include formulating of regulatory policy for private schools. It is also responsible to ensure compulsory and free education to all aged between 1 to 16 years.⁴⁰ To prepare the budgets and accounts also fall under the under the authority of the department.

Hierarchy of School Education Department⁴¹

ORGANOGRAM OF SCHOOL EDUCATION DEPARTMENT



⁴⁰ School Education Department, Government of Punjab, <http://schools.punjab.gov.pk/?q=ourfunctions>, (accessed 5 June 2015).

⁴¹ School Education Department, Government of Punjab, <http://schools.punjab.gov.pk/?q=organogram>, (accessed 5 June 2015).

2.4.2 Autonomous Bodies affiliated with the School Education Department

a) Punjab Text book board

It deals with the production and publication of textbooks from grade 1 to 12. Other important functions are the production of reference and research books for the matter. Punjab Text book board also conducts research in the field of curriculum, textbooks and other reading material.

b) Punjab examination commission (PEC)

Punjab examination commission is a self-governing body and it came into existence under Punjab examination commission Act XI of 2012.⁴² Its prime functions to check on the quality of examination paper, analysis of examination, paper setting and marks scheme. Lastly, the PEC also addresses the problems related to the exam paper.

c) Punjab education foundation

Punjab education foundation is an autonomous body and its objective is to promote education in private sector schools which are working on the non-profit basis. Its main function is to provide financial assistance for the development and upgradation of educational institutes.⁴³ Its other important function is to encourage public-private partnership and to provide support for enhancing the capacity.

2.5 Literacy & Non Formal Basic Education Department (Literacy & NFBE)

The motto of (Literacy & NFBE) is "Literate, learning & prosperous Punjab"⁴⁴

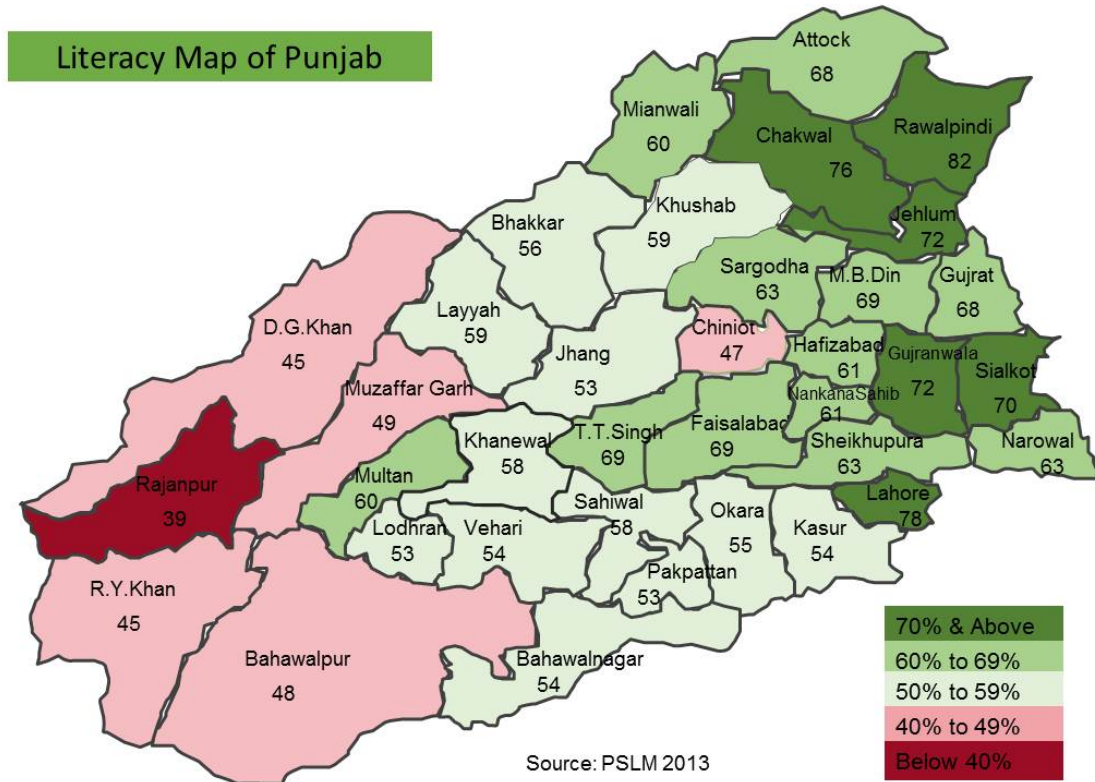
Literacy & Non Formal Basic Education Department has been established by the government of Punjab. Its basic purpose is to resolve the issue of dropout of the students at primary level.

⁴²School Education Department, *Government of the Punjab*, <http://schools.punjab.gov.pk/index.php?q=autonomousbodies>, (accessed 5 June 2015).

⁴³ Ibid.

⁴⁴ Literacy & Non Formal Basic Education Department, *Government of the Punjab*, http://www.literacy.gop.pk/mission_objective.html,(accessed 7 June 2015).

Moreover, it has collaborated with the UNESCO and JICA. The department has started various projects to attain the goal of 100 percent literacy by 2020.⁴⁵



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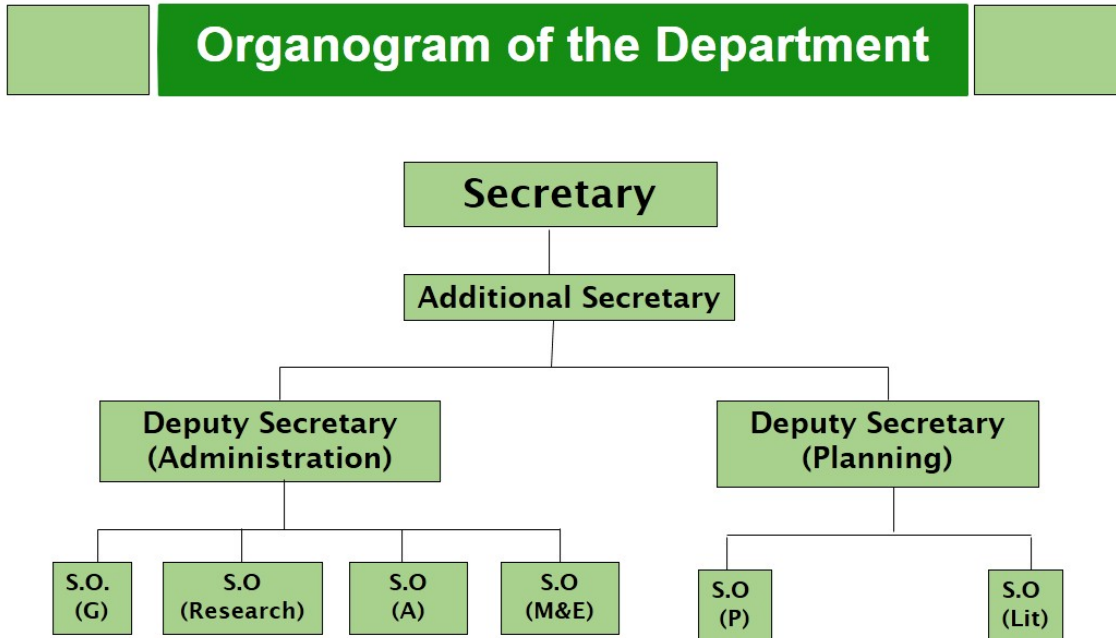
This is the map of Punjab and it explains the district wise literacy rate of the province. This map provides an overview of the literacy rate of the province.

⁴⁵ Literacy & Non Formal Basic Education Department, *Government of the Punjab*, <http://www.literacy.gop.pk/>,(accessed 7 June 2015).

⁴⁶ Literacy & Non Formal Basic Education Department, *Government of the Punjab*, <http://www.literacy.gop.pk/images/downloads/PunjabLiteracyMap14.jpg>,(accessed 7 June 2015).

2.5.1 Hierarchy and Functions and of Literacy & Non Formal Basic Education Department

Hierarchy of Literacy & Non Formal Basic Education Department



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Functions

Literacy & NFBE deals with the updating of reading material for non-formal education.

Lastly, the department handles the program of training, manages the information system and financial matters which include maintenance of accounts, preparation of budgets and audit.

Following are the main functions of Literacy and NFBE⁴⁸

1. Devise and evaluate the policies and planning for the promotion of non-formal education.

⁴⁷ Literacy & Non Formal Basic Education Department, *Government of the Punjab*, http://www.literacy.gop.pk/org_structure.html, (accessed 7 June 2015).

⁴⁸ Government of the Punjab, "Literacy & Non Formal Basic Education Department", (Punjab Government Rules of Business, 2011) <http://www.literacy.gop.pk/functions.html>, (accessed 7 June 2015).

2. To establish the institutes like directorate of literacy and literacy council for the purpose of assistance is part of the duty.
3. To create a smooth working relationship between provincial, national and international institutes.

The set of functions means to motivate and encourage the public-private partnership. The department therefore, aims at developing of equivalency, accreditation and assessment system in the department.⁴⁹

⁴⁹ Ibid.

CHAPTER 3

EDUCATION AT DISTRICT LEVEL

3.1 An overview of education in Punjab

Currently, there are more than 10866000 students are enrolled in Punjab at all the levels of school. The total numbers of the schools at provincial level are 52695 and the number teaching staff more than 300000.

Statistics of Education in Punjab ⁵⁰

School level	Schools	Enrollment	Teachers
Higher Secondary	670	678270	21392
High School	6125	3766160	116451
Middle school	8330	2293505	77505
Primary school	36622	4072416	104374
S.Mosque	948	56582	1342
Total	52695	10866933	321064

3.1.1 Primary Education in Punjab

At primary education level, there are more than 4,072,416 students are enrolled in Punjab. The total numbers of the schools for primary education are 36,622 the number teaching staff at primary school level is 104,374.

- Pupil teacher ratio at primary school level 39:1.
- Teacher school ratio at primary school level 3:1.

⁵⁰ Government of Punjab, "School Education Department", <http://schoolportal.punjab.gov.pk/schoolcensusNew.htm>, (accessed 17 June 2015).

3.1.2 An overview of education in Khanewal

In district ranking Khanewal is at 47th number.⁵¹ At district level, there are more than 351,000 students are enrolled. The total numbers of the schools in Khanewal are 4,593 the number teaching staff at all levels of school is 10,472. Some important facts and figures regarding schools in Khanewal are:

- Enrolment rate at primary school:72%
- Enrolment rate at middle school:33%
- Enrolment rate at high school:20%
- Availability of water:30%
- Availability of toilet:34%
- Availability of electricity:34%
- Availability of boundary wall:83%⁵²

Statistics for District Khanewal⁵³

School level	Schools	Enrollment	Teachers
Higher Secondary	26	19923	662
High School	179	117881	3584
Middle school	3657	107744	3535
Primary school	731	105943	2691
Total	1293	351491	10462

⁵¹ Alif Ailaan, “Alif Ailaan”,(Letter Campaign), http://www.alifailaan.pk/letter_campaign,(accessed 17 June 2015).

⁵² Ibid.

⁵³ Government of Punjab,“School Education Department”,
<http://schoolportal.punjab.gov.pk/schoolinfoNew.asp#> , (accessed 17 June 2015).

3.1.3 Primary Education in Khanewal

At primary education level, there are more than 105,000 students are enrolled in Khanewal. The total numbers of the schools for primary education are 731 and more than 260 schools are situated in Kabirwala.⁵⁴ The number teaching staff at primary school level is 104,374. Some important facts and figures regarding primary education in Khanewal are

- Class 5 students who cannot read a story in Urdu (text of class 2):33%
- Class 5 students who cannot read a sentence in English (text of class 2):23%
- Class 5 students who cannot do class 3 level two digit division:32%
- Dropout rate at primary level:34%
- Schools with single teacher primary level:12%
- Schools with single classroom primary level:2%
- Pupil teacher ratio primary level:24:1
- Teacher school ratio primary level:2:1
- Classroom school ratio primary level: 2:1.⁵⁵

3.2 Hierarchy of Education Department and its Working at District level

Executive District Officer Education (EDO) education is the head of the education department at district level and he is an officer of grade 20. EDO is responsible to implement government policies and also to control the administration of the whole department. There are two branches under EDO. First branch deals with the boys education at all school levels and District Education Officer (DEO) is the in charge of this branch. DEO is the grade 19 officer and the entire district falls under his domain.⁵⁶ There is a separate DEO for elementary and

⁵⁴ Ibid.

⁵⁵ Alif Ailaan, "Alif Ailaan", (Letter Campaign), http://www.alifailaan.pk/letter_campaign, (accessed 17 June 2015).

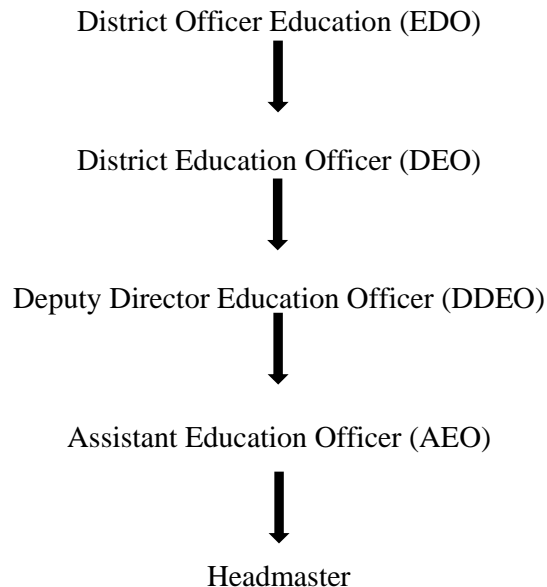
⁵⁶ Nawaz Javed , interview by Gohar Ali Iftikhar. Educational Policies and its Implementation, March 21, 2015.

secondary level education. Second branch deals with the girls education at all school levels. There is a separate DEO for elementary and secondary education for girls education.⁵⁷

3.2.1 Administration of Education Department at Tehsil level

Next to DEO is Deputy Director Dducation Officer (DDEO) and DDEO is the grade 18 official. DDEO is the head of at tehsil level. There are two branches under DDEO for boys education and DDEO for girls education. Next in the hierarchy is Assistant Education Officer (AEO). AEO is a grade 16 officer and he is the head of *markaz*.⁵⁸ *Markaz* is the the administrative division at tehsil level and there are 3 to 4 *markaz* in tehsil. Furthermore, mostly AEO are the school teacher. Primarily, AEO deals with the primary education. Last in the hierarchy is Headmaster of the school.⁵⁹ The headmaster is the administrative head of school and he has team of teachers under him. There are schools in peripheral areas where there is one teacher. He has to perform both administrative and teaching duties.⁶⁰

Hierarchy in Education Department



⁵⁷ Ibid.

⁵⁸ Ibid.

⁵⁹ Ibid.

⁶⁰ Ibid.

3.3 Allocation of funds at primary school level

Mostly, the headmaster is the head of the school. Basically, the headmaster has two types of funds which are:

1. Non-salary fund
2. *Farogh-e-Taleem* Fund (FTF)

3.3.1 Non-salary fund

The non-salary fund is allocated from the Executive District Officer Finance (EDO) but through a long and complex process. If a headmaster of school needs some fund for the school, he has to forward his demand to AEO and the demand will proceed from AEO to the EDO (education).⁶¹ At every level of the hierarchy, the demand will be scrutinized by these officials and if they find the demand justified than it will proceed EDO (education) or otherwise, the demand will be rejected. In a final step, the accepted demand will be forwarded by the EDO (education) to EDO (Finance) to release the fund.⁶²

3.3.2 *Farogh-e-Taleem* Fund (FTF)

The *Farogh-e-Taleem* Fund (FTF) is established at school level and it was run by the school council. The members of the council include headmaster, locals, parents or any stakeholder. Every school council has its own bank account so that accountability can be ensured.⁶³ In FTF Rs 20 is collected from every student on a monthly basis and it is the authority of the school council to utilize this fund.⁶⁴ Mostly, this fund is used to provide the uniform for the students.

⁶¹ Ibid.

⁶² Ibid.

⁶³ Ibid.

⁶⁴ Ibid.

CHAPTER 4

ANALYSIS OF QUESTIONNAIRE AND INTERVIEWS

4.1 Question vice Analysis of Questionnaire

The questionnaire was distributed among the primary school teachers from different areas of Kabirwala. It includes females as well as male teachers who are providing their services at primary school level. A sample of 50 respondents has been selected by the following the criteria of purposive sampling and few interviews were also conducted.

4.1.1 Job Experience of Respondents

When respondents were asked that since how long they are doing this job, 2% respondents said less than one year, 6% said for 1-5 years and rest of 66% said they are in this job for more than ten years. It shows that the majority of respondents are well experienced persons in their professional career and their opinions are based on their vast experience.

4.1.2 Funds Allocation by the Government

When respondents were asked to give their opinion about the funds allocated by the government are sufficient or not, 54% respondents said yes and 46% respondents said no. The result reflects that the bulk of the respondents have reservations on the issue of fund allocation.

4.1.3 Key Issues at School Level

Respondents were asked to highlight key issue faced by school, 56 % said missing facilities, 2% said availability of funds and 42% said lack of authority of teachers. The feedback from the respondents highlights two major issues missing facilities and less authority of the teacher. While having an interview with retired senior official of education department who had begun his career as a teacher and ended up as chairman of Multan board, he agreed that there are issues of missing facilities and teacher's authority. Furthermore, Mr Javed argued

that incompetent persons who have just passed matric with 3rd division in were recruited on political bases.⁶⁵ Such teachers even don't bother to visit school and he raised a question mark on a performance. In other words, Mr Javed argued that strict accountability of teachers should be done.⁶⁶ In another interview of senior school teacher, the teacher told that a teacher don't even have the authority to expel the student on the issue of attendance⁶⁷ because due to international commitment government has to achieve 100% enrolment rate at primary level. In simple words, if a student once enrolled in the school, he can't be dropped whether he attends the classes or not.

4.1.4 Policies of *Farogh-e-Taleem* committee

When respondents were asked how often *Farogh-e-Taleem* committee revise their policies according to the current circumstances of school, 14% said once a year, 40% said twice a year, 6% said once in two years and 40% said more than twice a year. The *Farogh-e-Taleem* committee is one the important body at the school level to generate funds. The 40% of the respondents were of the opinion that they have no idea about the revision of the policies of *Farogh-e-Taleem* committee. There can be two interpretations, first is that the *Farogh-e-Taleem* committee is not established in their school and second is that the *Farogh-e-Taleem* committee is not actively working in their school. Mr Javed during the interview was of the opinion that the *Farogh-e-Taleem* committee collects Rs 20 per student in a month, some percent of this amount should be invested⁶⁸ so that it would helpful to overcome during the time shortage of the funds. The 40% of the respondents were of the view that the *Farogh-e-Taleem* committee revises its policies twice in a year. It means that to some extend these respondents are satisfied with the policies of the *Farogh-e-Taleem* committee.

⁶⁵ Nawaz Javed , interview by Gohar Ali Iftikhar. Educational Policies and its Implementation, March 21, 2015.

⁶⁶ Ibid.

⁶⁷ Ibid.

⁶⁸ Ibid.

4.1.5 Seeking Advice from the Teachers

Respondents were asked does Farogh-e-Taleem committee seeks your advice before policy making, 52% respondents said Yes and 48% said No. On this question there is somehow mixed response from the respondents. The 52% of the respondents agreed that the *Farogh-e-Taleem* committee takes their feedback the working of the committee. Almost, half of respondents share their viewpoint that the *Farogh-e-Taleem* committee doesn't take their advice. It means that in almost 50% of schools the *Farogh-e-Taleem* committee is not functioning in an appropriate manner.

4.1.6 Response on the working of *Farogh-e-Taleem* committee

When respondents were asked you they satisfied with role of *Farogh-e-Taleem* committee in their school, 72% said yes and 28% said no. The result clearly shows that major chunk of the respondents are satisfied with the working of the *Farogh-e-Taleem* committee.

4.1.7 Implementation of policies *Farogh-e-Taleem* committee

When respondents were asked in their opinion policies made by *Farogh-e-Taleem* committee are easy to exercise, 60% said yes and 40% said no. The bulk of the respondents believe that the policies formulated by *Farogh-e-Taleem* committee are workable rather more practical. The remaining 40% of the respondents the policies formed by *Farogh-e-Taleem* committee are impractical somewhat there is more space to improve the implementation of the policies.

4.1.8 Improvement in schools after *Farogh-e-Taleem* committee

Responds were asked have they seen any difference in student's learning after implementation of policies my Farogh-e-Taleem committee, 40% said yes and rest of the 60% said no. The majority of the respondents claim that the *Farogh-e-Taleem* committee doesn't make a significant difference for the betterment of the school. The remaining 40% believe that the *Farogh-e-Taleem* committee is a positive step towards the improvement of the school.

4.1.9 Important Steps to Improve Education System

Respondents were asked to give their opinion about which of the following factor will help the most to improve education system, 54% said salary increment, 12% said updated curriculum, 28% said policy implementation and 6% said the proper training workshop will be helpful. The major chunk of respondents is not satisfied with their salary package. Furthermore, it can interpret that the current service structure and salary increment are not sufficient for the teachers to meet their basic needs. The 28% of the argued that implementation of the policy is one main hurdle to improve education sector. On the side, a primary school teacher in his interview agreed that the salary of a school teacher is not sufficient but the system of checks and balances has failed to deliver.⁶⁹ Moreover, he says that there is no differentiation between an efficient and inefficient teacher, the higher official treated the equally.⁷⁰

4.1.10 Teachers Feedback on the Government Policies

Respondents were asked do the government officials take your teacher feedback in policy making, 12% said yes and 88% said no. The overwhelming majority of the respondents express their point of view that the government officials never taken their feedback in policy making. It is ironic from the government side that the teachers basic driving force of the education sector but they were never taken on board. Only 12% of the respondents say that government has taken their feedback on its policies. In an interview with a school teacher, the teacher gave a slightly different perspective. He was of view that something the government official take their feedback as a formality but the policies were made in the air conditioned rooms and order us to implement it.⁷¹ Moreover, these kinds of steps are proven to be

⁶⁹ School teacher , interview by Gohar Ali Iftikhar. Educational Policies and its Implementation, March 20, 2015.

⁷⁰ Ibid.

⁷¹ School teacher , interview by Gohar Ali Iftikhar. Educational Policies and its Implementation, March 22, 2015.

disasters for the education rather education system is functioning as a testing laboratory for every new experiment.

CONCLUSION

When it comes to the condition of education at primary level, no province of the country is exceptional in this regards. Especially when we talk about Punjab there comes many questions to the mind that, why despite of all the efforts and announcements made by the government, the state of education at primary level continued to get worse and worse over years and years? The current descriptive and analytical study was aimed to explore and analyse the causes that are bringing irreparable damages to the scenario. Efforts have been made to answer the research question through field work and library research. The archival part of the study undertook and analysed the government departmental reports, official documents, surveys and reports published by national and international organizations such as Alif-Ailaan, PILDAT and UNESCO. Efforts have been put to bring the emic view of concerned people to the scene, and for this, the views and opinions of 50 purposively selected respondents were recorded. All the respondents were primary school teachers and they were requested to respond to the questionnaire that was translated into Urdu, as per their convenience and to make the queries understandable for them.

There were astonishing, eye-opening and beyond belief answers and findings to the questions, queries and inquiries. Despite of thousands and millions of letters by concerned citizens written to the ministry of finance to increase the education budget to 4 percent of Gross Domestic Product (GDP), ministry didn't pay an ear to this public demand. Hence we witnessed no significant upturn in education related budget. As per Economic Survey of Pakistan, a report published by ministry of finance, Pakistan has not been able to achieve even a single goal out of 3 that were part of Millennium Development Goal-2, to which Pakistan is one among the signatories. Pakistan is far behind to achieve the target of 100 percent net primary enrolment what to say of 100 percent survival and literacy rate.

Having about 400 Assistant Education Officers, more than 130 Deputy Director Education Officer, more than 70 District Education Officers, 36 Executive District Officers, 30 section officers, more than 10 Deputy Secretaries, 5 Additional Secretaries, 2 Provincial Secretaries, many directorates and directors, 2 provincial ministers and 2 fully equipped government departments dealing with primary level education, the province of Punjab failed to ensure 100 percent student enrolment, healthy student survival rate and noteworthy literacy rate. The reasons, the causes speak for themselves, lacking of infrastructure and human resource isn't an excuse, the problem lies somewhere between the systems.

“All is well” is the bottom line of each report submitted to the district and tehsil education office by the respective and concerned officers. The reason is ‘Centralization ‘of the authority. As the Executive District Officer (E.D.O) is the solely authority that has to deal with all the matters ranging from managing, financing, appointing, suspending, transferring, inquiry hearing and accountability. The political appointment of such positions adds more to the responsibilities as the officer is then ought to serve the political purposes. It will not be irrelevant here to take a case study of any district. Let's undertake the example of district Khanewal where the E.D.O is supposed to supervise, monitor and direct 10462 teachers of 1293 schools having a net student enrolment of 351491 students. This burden of responsibilities and load of work increases the distance between the district, the tehsil, the *Markaz* and the schools.

Where on one hand there are established departments, secretariats and directorates to manage and direct the schools and their affairs their on the other hand more than half of primary schools lack the basic facilities. Statistics show that there is only one teacher acting as all in one of each 8th primary school. Many of the respondents shared their reservations regarding the undue exertion of power by the authorities to maximize and maintain the enrolment even if the student has left the school or he/she is performing poorly in his studies. Contrary to the

big promises and assurances, this challenged authority of teacher has worsened the whole scenario. Where inappropriate salary structure is used as a reason to get an escape from the job duties, there who can reform the system? Teachers; who aren't ready to accept their responsibilities, their trainers; who deliver trainings just to fill in the formalities, higher authorities; who are busy with non-productive stuff and are least bothered about performance management.

Where the majority of primary school teachers aren't comfortable with a questionnaire in English, there the government intends to implement English as a medium and mode of teaching and learning. Besides the under-capacity teachers, the learning behaviour of students from lower middle class isn't seemed to be appropriate when it comes to learning in English even when they are troubled with learning in national language Urdu. Society, the parents have their own distresses and reservations in this regards. Putting all together, focusing only on English medium schooling will damage the education not because we don't have enough teachers who cannot speak it but because of the learning attitude and capacity of the students.

Decentralization of power from province to union council and village level is inevitable to retain and sustain the educational development. This will ensure the community's stake that will not only yield retention but the efficacy too. The involvement of locally elected representatives will add more to the effective functionality and improved performance of the school because they are from the community, they will be questioned timely as they would be approachable. Every country has its own unique situation and needs to address its issues with indigenous input from academics sensitive to the needs of education. So, home-grown solutions will be the best cure if we are serious in bringing the enrolment to 100 percent and then retaining it.

Inside out approach must be followed while legislating regarding education and educational institutes. Input and contribution of teachers is the only best way to formulate specific,

measurable, achievable, realistic, and time based policies. In addition to that a comprehensive performance management system is the need of the time to avoid the complexities of the annual confidential report and to ensure a merit based promotion.

The output always depends upon the input. So, if we need to produce innovative, productive, creative and excelling graduates at university level, keeping in view that greener and healthy trees and plants are grown out of healthy seeds, we must start our work from the grass root level that is primary school level and visa-viz the healthy seeds are given by the healthy plants. Universities and colleges should promote a research based study culture to give indigenous remedies to the problems of not only education sector but of all fields of life. The 'teaching' as a career needs to be promoted to the extent that the young graduates of universities get attracted to teach either on internship or on a volunteer basis.

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APPENDIXES

APPENDIX I

Education policies & its implementation at primary school level: A case study of Tehsil

Kabirwala

Questionnaire

Age:

Gender:

Designation:

Qualification:

Name of school:

Name the areas where you had been posted as a teacher in your service?

1- Since how long you are in this job?

- a) Less than one year
- b) 1-5
- c) 6-10
- d) More than 10(please specify) _____.

- 2- In your opinion the funds allocated by the government are sufficient to run the school?
- a) Yes
 - b) No
- 3- In your opinion, what are key issues of your school?
- a) Missing facilities
 - b) Availability of funds
 - c) Lack of accountability
 - d) Lack of authority of teacher
- 4- How often Farogh-e-Taleem committee revise their policies according to current circumstances of school?
- a) Once a year
 - b) Twice a year
 - c) Once in two years
 - d) More(please specify) _____.
- 5- Does Farogh-e-Taleem committee seeks your advice before policy making?
- a) Yes
 - b) No
- 6- Are you satisfied with role of Farogh-e-Taleem committee in your school?
- a) Yes
 - b) No
- 7- In your opinion policies made by Farogh-e-Taleem committee are easy to exercise?
- a) Yes
 - b) No

- 8- Have you seen any difference in student's learning after implementation of policies my Farogh-e-Taleem committee?
- a) Yes
 - b) No
- 9- In your opinion, which of the following factor will help the most to improve education system?
- a) Salary increment
 - b) Updated curriculum
 - c) Policy implementation
 - d) Proper training workshops
- 10- Do the government officials take your teacher feedback in policy making?
- a) Yes
 - b) No

Appendix II

Translation of Questionnaire into Urdu

تعلیمی حکمت عملی اور تحصیل کبیر والا کے پرائمری سکولوں کی سطح پر
اس کا اطلاق

سوالنامہ:

عمر..... جنس.....

عہدہ..... تعلیمی قابلیت.....

سکول کا نام.....

- آپ کتنے عرصے سے اس ملازمت سے منسلک ہیں؟

(الف) ایک سال سے کم)

(ب) ایک سے پانچ سال)

(ج) چھ سے دس سال)

(د) دس سال سے زائد (برائے مہربانی تفصیل درج کریں.....)

- آپ دورانِ ملازمت بحیثیت اُستاد کون سے علاقوں میں تعینات رہے ہیں؟

.....
.....
.....

آپ کی رائے کے مطابق حکومت کی طرف سے مُختص کئے جانے والے فنڈز سکول چلاتے کیلئے کافی ہیں؟

- (الف) ہاں (کافی ہیں)
(ب) نہیں (کافی نہیں)

- آپ کے فہم میں آپ کے سکول کو درپیش بڑے مسائل کون کن سے ہیں؟

- (الف) سہولیات کا فقدان
(ب) خزانہ (فنڈز) کی دستیابی
(ج) احتساب کا فقدان
(د) استاد کی خود حاکمی حیثیت میں کمی

سکول کے موجودہ حالات کے تناظر میں فروغِ تعلیم کمیٹی کتنی بار اپنی حکمتِ عملی پر نظر ثانی کرتی ہے؟

- (الف) سالانہ بنیادوں پہ (سال میں ایک بار)
(ب) ششماہی بنیادوں پہ (سال میں دو بار)
(ج) دو سال میں ایک بار (ہر دو سال بعد)
(د) زیادہ عرصہ (ازراہ کرم تفصیل تحریر فرمائیں)۔۔۔۔۔

- کیا فروغِ تعلیم کمیٹی اپنی حکمتِ عملی مُرتب کرنے سے پہلے آپ سے تجاویز لیتی اور صلاح مشورہ کرتی ہے؟

(الف) ہاں (کرتی ہے)

(ب) نہیں (نہیں کرتی)

- کیا آپ اپنے سکول میں فروغِ تعلیم کمیٹی کے کردار سے مطمئن ہیں؟

(الف) ہاں

(ب) نہیں

آپ کی رائے میں فروغِ تعلیم کمیٹی کی بنائی گئی حکمتِ عملی کا نفاذ آسانی سے ممکن ہو پاتا ہے؟

(الف) ہاں

(ب) نہیں

- کیا آپ نے فروغِ تعلیم کمیٹی کی بنائی گئی حکمتِ عملی کے نفاذ کے بعد طلباء کی سیکھنے کی استعداد میں کوئی فرق دیکھا یا محسوس کیا؟

(الف) ہاں

(ب) نہیں

آپ كى رائے ميں درج ذيل اصلاحات ميں سے كون سا جزو تعليمى نظام
كى بهترى ميں سب سے زياده ممدو معاون ثابت ہوگا؟

(الف) تنخواہوں ميں اضافہ

(ب) جديد ترين نصابِ تعليم

(ج) حكومتِ عملى كا نفاذ

(د) اساتذہ كى باقاعدہ تربيت اور سدھاوٹ

كيا محكماتہ سركارى اہلكار حكومتِ عملى مرتب كرنے
كے عمل ميں اساتذہ سے سابقہ حكومتِ عملى كے
نتائج سے متعلق رائے ليتے ہيں؟

(الف) ہاں

(ب) نہيں

Appendix III

Results of Questionnaire ((Percentage)

Questions	A	B	C	D
1	2	12	20	66
2	56	46	-	-
3	56	2	-	42
4	14	40	6	40
5	52	48	-	-
6	72	28	-	-
7	60	40	-	-
8	40	60	-	-
9	54	12	28	6
10	12	88	-	-

Appendix IV

THE PUNJAB COMPULSORY PRIMARY EDUCATION ACT, 1994 (IX of 1994)

CONTENTS

- 1 Short title, extent and commencement.
- 2 Definitions.
- 3 Compulsory primary education.
- 4 Reasonable excuse for non-attendance.
- 5 School attendance authority.
- 6 Offences.
- 7 Power to make rules.
- 8 Repeal.

TEXT

THE PUNJAB COMPULSORY PRIMARY EDUCATION ACT, 1994 (IX of 1994)

[5th
Decem
ber,
1994]

An
Act

to provide for compulsory primary education in the Province of the Punjab.

Preamble.— Whereas it is expedient to provide for compulsory primary education in the Punjab.;

It is hereby enacted as follows:

1. Short title, extent and commencement.— (1) This Act may be called the Punjab Compulsory Primary Education Act, 1994.

(2) It shall extend to the whole of the Punjab.

(3) It shall come into force at once.

2. Definitions.— In this Act, unless the context otherwise requires—

(a) 'child' means a child of either sex whose age at the beginning of the school year is not less than five years and not more than ten years;

(b) 'parent' includes a guardian or any other person who has the custody of a child;

(c) 'primary school' means a school in which primary education is

imparted; and

(d) 'primary education' means education pertaining to all or any of the classes I to V in a school.

1 Compulsory primary education.— The parent of a child shall except in the case of a reasonable excuse cause a child to attend a primary school until the child has completed the primary education course.

4. Reasonable excuse for non-attendance.— Reasonable excuse for the purpose of section 3 shall include any of the following cases:-

(a) Where the prescribed authority is satisfied that the child is incapable of attending school by reason of sickness or infirmity or that by reason of the child's mental incapacity it is not desirable that the child should be compelled to carry on his study further;

(b) Where the child is receiving otherwise than in a school, instruction which in the opinion of the prescribed authority, is sufficient; or

(c) Where there is no school within a distance of two kilometers measured according to the nearest route from the residence of the child.

2 School attendance authority.— (1) Government may constitute one or more School Attendance Authorities for the purposes of this Act.

(2) A School Attendance Authority shall ensure that every child required to attend a school under this Act attends a school and for this purpose it shall take such steps as may be considered necessary by the Authority or as may be specified by Government.

(3) Where a School Attendance Authority is satisfied that a parent who is required under the Act to cause a child to attend a school has failed to do so, the Authority, after giving the parent an opportunity of being heard and after such enquiries as it considers necessary, may pass an order directing the parent to cause such child to attend a school on and from a date which shall be specified in the order.

6. Offences.— (1) Any parent who fails to comply with an order issued under subsection (3) of section 5 shall on conviction before a Magistrate, be punishable with fine which may extend to two hundred rupees and with further fine which may extend to twenty rupees for every day after the conviction for which the failure continues or with imprisonment which may extend to one week or with both.

¹This Act was passed by the Punjab Assembly on 21st November, 1994; assented to by the Governor of the Punjab on 2nd December, 1994; and, was published in the Punjab Gazette (Extraordinary), dated 5th December, 1994, Pages 257 to 259.

(2) Any parent of a child or employer of such a child who, after receiving due warning from the School Attendance Authority continues to employ a child whether on remuneration or otherwise required under this Act to attend a School shall, on conviction before a Magistrate, be punishable with fine which may extend to five hundred rupees and with a further fine which may extend to fifty rupees for everyday after the conviction for which the non-attendance at a school continues or with imprisonment which may extend to one month or with both.

(3) No Court shall take cognizance of any offence under this Act except on a complaint in writing made by the School Attendance Authority.

1 Power to make rules.— The Government may make rules for the purpose of

carrying into effect the provisions of this Act.

2 Repeal.— The Punjab Primary Education Ordinance, 1962 (XXIX of 1962) is hereby repealed.

Appendix V

EXTRA ORDINARY ISSUE

REGISTERED No. L-7532



The Punjab Gazette

PUBLISHED BY AUTHORITY

LAHORE MONDAY NOVEMBER 10, 2014

PROVINCIAL ASSEMBLY OF THE PUNJAB NOTIFICATION 10 November 2014

No.PAP/Legis-2(36)/2014/1149. The Punjab Free and Compulsory Education Bill 2014, having been passed by the Provincial Assembly of the Punjab on 27 October 2014, and assented to by the Governor of the Punjab on 08 November 2014, is hereby published as an Act of the Provincial Assembly of the Punjab.

THE PUNJAB FREE AND COMPULSORY EDUCATION ACT 2014 ACT XXVI OF 2014

[First published, after having received the assent of the Governor of the Punjab, in the Gazette of the Punjab (Extraordinary) dated 10 November 2014.]

An
Act

to provide for free and compulsory education to all children of the age of five to sixteen years.

Whereas Article 25A of the Constitution of Islamic Republic of Pakistan enjoins that the State shall provide free and compulsory education to all children of the age of five to sixteen years and, for the purpose, it is expedient to make necessary provisions;

It is enacted as follows:

CHAPTER I PRELIMINARY

1. **Short title, extent and commencement.**—(1) This Act may be cited as the Punjab Free and Compulsory Education Act 2014.
 - (2) It shall extend to whole of the Punjab.
 - (3) It shall come into force on such date as the Government may, by notification, determine and the Government may, in like manner, determine different dates on which the specified provisions of this Act shall come into force.
2. **Definitions.**— In this Act:
 - (a) "child" means a child from the age of five to sixteen years;

4. **Duty to provide education.**—(1) The Government shall:
- (a) provide free and compulsory education to every child in the neighborhood school or the school allocated for the child;
 - (b) ensure good quality education conforming to the standards and norms of quality education; and
 - (c) prepare an annual statement of the children admitted and retained in the educational institutions.
- (2) A local government shall:
- (a) maintain, in the prescribed manner, a record of children up to the age of sixteen years residing within its jurisdiction; and
 - (b) ensure and monitor admission, attendance and completion of education by every child residing within its jurisdiction.

5. **Special provisions for education.**— If a child above five years of age has not been admitted in any school or after admission, could not complete education, the local government shall, in the prescribed manner, develop a mechanism to ensure admission of the child in a school according to age, previous class and other circumstances.

6. **Transfer to other school.**— (1) Where in a school, there is no provision for completion of the prescribed education, a child or a parent may opt for transfer of the child to any other school for completing his education.

(2) Where a child is required to move from one area to another, for any reason, such child shall continue to have a right to complete his education in such other area.

(3) For purposes of admission in another school, the incharge of the school where the child was last admitted, shall immediately issue the transfer certificate or school leaving certificate.

CHAPTER III

DUTIES OF GOVERNMENT, LOCAL AUTHORITY AND PARENTS

7. **Sharing of financial and other responsibilities.**— (1) The Government and local authority shall have concurrent responsibility for providing funds for carrying out the purposes of this Act.

(2) The Government may approach the Federal Government to provide as grants-in-aid such percentage of expenditure for education as may be determined with mutual consultation.

8. **Establishment of schools.**— (1) For carrying out the purposes of this Act, a local authority shall make arrangements for the requisite number of schools, within such area as may be prescribed.

(2) The Government shall devise a scheme for using the schools in the evening hours for providing education to the children and for making arrangements for providing non-formal education to the children in other educational institutions.

(3) The Government and a local authority may encourage enterprises, institutions and other segments of civil society, by granting exemption or rebate in taxes and offering incentives for those who establish, maintain or run schools for provision of free and compulsory education to children.

(4) The Government and a local authority shall devise a system of grants-in-aid to encourage admission of a child in a school and to support the school attendance of a disadvantaged child.

9. **Duty of parent.**— (1) A parent shall admit or cause to be admitted the child for education in a school or, as the case may be, in the school allocated for the child.

(2) The parent shall, except in the case of a reasonable excuse, cause the child to attend a school in the neighborhood or the allocated school until the said child has completed the education provided and contemplated for him.

(3) If a parent fails to admit and keep the child in a school, he may not be

local authority, subject the child or his parent to any screening procedure.

- (1),-
- (2) Any school or person who, in contravention of the provisions of subsection
- (a) receives capitation fee, shall be punishable with fine which may extend to twenty times the capitation fee charged in the first instance and fifty thousand rupees for each subsequent instance of the contravention; or
 - (b) subjects a child or parent to screening procedure, shall be punishable with fine which may extend to fifty thousand rupees in the first instance and one hundred thousand rupees for each subsequent instance of contravention.

15. Proof of age for admission.— (1) For purposes of admission to a school, the age of a child shall be determined on the basis of the birth certificate or such other document as may be prescribed but a child shall not be denied admission in a school for lack of proof of age.

(2) If a child is admitted in a school without producing the birth certificate, the incharge of the school shall send, in writing, the particulars of the child to the local authority responsible for birth registration of the child.

16. Admission, expulsion and corporal punishment.— (1) Subject to such exceptions as may be prescribed, a school shall admit children at the commencement of every academic year.

(2) Subject to the provisions of sections 3 and 6, a school shall not transfer or expel a child admitted in the school till the completion of the prescribed education until:

- (a) arrangement is made for transfer of the child to any other school in the prescribed manner;
- (b) the child has been assessed in two consecutive annual examinations as being below the educational standard of the school;
- (c) a reasoned judgment has been passed by the disciplinary committee of the school that further retention of the child in such school shall be detrimental to the discipline of the school; or
- (d) the child or parent fails to fulfill any prescribed condition including non-payment of fee of a private school.

(3) If a child is expelled from a school under subsection (2), the incharge of the school shall immediately inform the local government and to such officer as the Government may authorize to receive such communication.

(4) The teacher or incharge of a school shall ensure that a child studying in the school is not subjected to corporal punishment or harassment.

(5) A person who contravenes any provision of this section shall be guilty of gross misconduct and shall be liable to disciplinary action under the law or contract of service of such person.

17. Duties of teachers.— (1) The incharge of a school shall effectively carry out his functions and shall enforce discipline amongst the teachers and the students.

- (2) A teacher including the incharge shall:
- (a) maintain regularity and punctuality in attending the school, classes, curricular and co-curricular activities;
 - (b) complete the curriculum within the specified time;
 - (c) assess the learning abilities of every child and impart additional instructions, if required;
 - (d) try for all round development of the child;
 - (e) build up child's knowledge, potential and talent;
 - (f) adopt learning through activities, discovery and exploration in a child-friendly and child-centered manner;
 - (g) keep the child free of fear, trauma and anxiety and help the child to express his views freely;

(2) The Court shall conduct the summary trial of an offence under the Act in accordance with the provisions of Chapter XXII of the Code of Criminal Procedure 1898 (*V of 1898*) relating to the summary trials.

(3) If the Court is of opinion that the nature of the offence does justify summary trial, it may conduct proceedings in accordance with the provisions of Chapter XX of the Code of Criminal Procedure 1898 (*V of 1898*).

23. Protection of action taken in good faith.— No suit or other legal proceeding shall lie against the Government, the prescribed authority, a local authority or any other person, in respect of anything which is in good faith done under this Act, the rules or any order made under the Act.

24. Power to make rules.— (1) The Government may, by notification, make rules for carrying out the purposes of this Act.

(2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for any of the following matters:

- (a) manner of maintenance of records of children;
- (b) criteria for determination of disadvantage children or payment of vouchers;
- (c) the area or limits for establishment of a neighbourhood school;
- (d) extended period for admission of a child and the manner of completing study by the child if admitted after the extended period;
- (e) academic calendar;
- (f) duties to be performed by the teachers;
- (g) the manner of redressing grievances of teachers, students or any other person;
- (h) the manner of giving opportunity of hearing under this Act;
- (i) receipt of contribution, utilization and withdrawal of money from the Taleem Fund; and
- (j) maintenance and audit of accounts.

25. Act to override other laws.— Notwithstanding anything contained in any other law, this Act shall have overriding effect and all such other laws shall be brought in conformity with the scheme and the objectives of this Act within a period of five years.

26. Repeal.— The Punjab Compulsory Primary Education Act, 1994 (IX of 1994) and the Punjab Free and Compulsory Education Ordinance 2014 (V of 2014) are hereby repealed.

Rai Mumtaz Hussain Babar
Secretary

Appendix VI

EXTRA ORDINARY ISSUE

REGISTERED No. L-7532



The Punjab Gazette

PUBLISHED BY AUTHORITY

LAHORE TUESDAY MAY 13, 2014

GOVERNMENT OF THE PUNJAB LAW AND PARLIAMENTARY AFFAIRS DEPARTMENT

NOTIFICATION

13th May 2014

No.Legis:13-133/2012 (P-III): The following Ordinance promulgated by Governor of the Punjab is hereby published for general information:

THE PUNJAB FREE AND COMPULSORY EDUCATION ORDINANCE 2014

(V OF 2014)

AN ORDINANCE

to provide for free and compulsory education to all children of the age of five to sixteen years.

Whereas Article 25A of the Constitution of Islamic Republic of Pakistan enjoins that the State shall provide free and compulsory education to all children of the age of five to sixteen years and, for the purpose, it is expedient to make necessary provisions;

And whereas Provincial Assembly of the Punjab is not in session and Governor of the Punjab is satisfied that the circumstances exist which render it necessary to take immediate action;

Now, therefore, in exercise of powers conferred under clause (1) of Article 128 of the Constitution of the Islamic Republic of Pakistan, Governor of the Punjab is pleased to make and promulgate the following Ordinance:

**CHAPTER I
PRELIMINARY**

1. Short title, extent and commencement.—(1) This Ordinance may be cited as the Punjab Free and Compulsory Education Ordinance 2014.

(2) It shall extend to whole of the Punjab.

(3) It shall come into force on such date as the Government may, by notification, determine and the Government may, in like manner, determine different dates on which the specified provisions of this Ordinance shall come into force.

2. Definitions.— In this Ordinance:

- (a) "child" means a child of any or no gender from the age of five to sixteen years;
- (b) "capitation fee" means any kind of donation or contribution or payment, by whatever name, other than the fee notified by the Government or the local authority;
- (c) "disadvantaged child" means a child who belongs to a socially and economically disadvantaged class, or to any other group having disadvantage owing to social, cultural, gender or such other reasons or who belongs to such a parent whose annual income is less than the limit which the Government may, by notification, specify;
- (d) "education" means teaching and training of mind and character by attendance in regular school education, madrassa education, vocational training and special education in the class room and school setting, or non-formal education or the education prescribed for a child or category of children by the Government;
- (e) "free education" implies that the Government or a local authority shall not charge any fee or expense for providing education and shall endeavour to remove financial barriers that may prevent a child from completing ten years' education;
- (f) "Government" means Government of the Punjab;
- (g) "local authority" means a local government or an autonomous or statutory body of the Government exercising administrative control over a school;
- (h) "parent" includes a person having the care and custody of a child or a guardian appointed by a court;
- (i) "prescribed" means prescribed by rules;
- (j) "rules" means the rules framed under the Ordinance;
- (k) "school" means an educational institution imparting elementary or secondary education to the children and includes:
 - (i) a school owned or controlled by the Government or a local authority;
 - (ii) a school receiving aid or grant to meet whole or part of its expenses from the Government, Federal Government or a local authority;
 - (iii) an un-aided school not receiving any kind of aid or grant to meet its expenses from the Government, Federal Government or a local authority; and
 - (iv) a Deeni Madrassa or any school providing religious education recognized by the Government;

- (l) "screening procedure" means the method of selection for admission of a child, in preference to another, other than a random method; and
- (m) "vocational education" includes the training of skills to prepare trainees for jobs and careers at various levels from trade to a craft or a position in engineering, accounting, nursing, healing arts or architecture.

CHAPTER II

RIGHT TO FREE AND COMPULSORY EDUCATION

3. Right to free and compulsory education.— (1) Every child shall have a right to free and compulsory education from class one to ten, non-formal education, vocational education or a combination of all or any of the two as notified by the Government considering the needs, capability and age of the child so as to ensure completion of education or specified education in a school in the neighborhood or the school allocated for the child.

(2) The Government shall prescribe academic calendar for class one to class ten and for non-formal education, vocational education and special education.

(3) For purposes of subsection (1), a child or parent shall not be liable to pay any kind of fee or charges or expenses for completing the education in a school mentioned in sub-clause (i) of clause (k) of section 2.

(4) The Government shall, in the prescribed manner, provide or cause to be provided suitable education to a child suffering from disability or a special child.

4. Duty to provide education.—(1) The Government shall:

- (a) provide free and compulsory education to every child in the neighborhood school or the school allocated for the child;
- (b) ensure good quality education conforming to the standards and norms of quality education; and
- (c) prepare an annual statement of the children admitted and retained in the educational institutions.

(2) A local government shall:

- (a) maintain, in the prescribed manner, a record of children up to the age of sixteen years residing within its jurisdiction; and
- (b) ensure and monitor admission, attendance and completion of education by every child residing within its jurisdiction.

5. Special provisions for education.— If a child above five years of age has not been admitted in any school or after admission, could not complete education, the local government shall, in the prescribed manner, develop a mechanism to ensure admission of the child in a school according to age, previous class and other circumstances.

6. Transfer to other school.— (1) Where in a school, there is no provision for completion of the prescribed education, a child or a parent may opt for transfer of the child to any other school for completing his education.

(2) Where a child is required to move from one school to another, for any reason, such child shall continue to have a right to completing his education in such other school.

(3) For purposes of admission in another school, the in-charge of the school where the child was last admitted, shall immediately issue the transfer certificate or school leaving certificate.

CHAPTER III
DUTIES OF GOVERNMENT, LOCAL AUTHORITY AND PARENTS

7. Sharing of financial and other responsibilities.— (1) The Government and local authority shall have concurrent responsibility for providing funds for carrying out the purposes of this Ordinance.

(2) The Government may approach the Federal Government to provide as grants-in-aid such percentage of expenditure for education as may be determined with mutual consultation.

8. Establishment of schools.— (1) For carrying out the purposes of this Ordinance, a local authority shall establish the requisite number of schools, within such area as may be prescribed.

(2) The Government shall devise a scheme for using the schools in the evening hours for providing education to the children and for making arrangements for providing non-formal education to the children in other educational institutions.

(3) The Government and a local authority may encourage enterprises, institutions and other segments of civil society, by granting exemption or rebate in taxes and offering incentives for those who establish, maintain or run schools for provision of free and compulsory education to children.

(4) The Government and a local authority shall devise a system of grants-in-aid to encourage admission of a child in a school and to support the school attendance of a disadvantaged child.

9. Duty of parent.— (1) A parent shall admit or cause to be admitted the child for education in a school or, as the case may be, in the school allocated for the child.

(2) The parent shall, except in the case of a reasonable excuse, cause the child to attend a school in the neighborhood or the allocated school until the said child has completed the education provided and contemplated for him.

(3) If a parent fails to admit and keep the child in a school, he may not be entitled to any subsidy or poverty targeted support of the Government and the Government may recommend such a measure to the Federal Government or any other body providing such subsidy or support.

Explanation: Reasonable excuse for purposes of this section shall include any of the following cases:

- (a) where the school management body is satisfied that the child is incapable of attending school by reason of sickness or infirmity or that by reason of the child's mental incapacity it is not desirable that the child should be compelled to attend a school or carry on his study further;
- (b) where the child is receiving, otherwise than in a school, education or instructions which in the opinion of the school management body, is sufficient; or
- (c) where there is no school within a distance of two kilometers measured according to the nearest route from the residence of the child.

10. Pre-school education.— The Government or the local authority may establish a kindergarten school or childcare centre in a local area or consolidate or merge such schools or centres for providing free pre-school education and early childhood care for the children above the age of three years until they join a school for education.

11. Management of schools.— The Government or the local authority shall establish a school management body consisting of such persons and confer on it the prescribed powers in relation to the school.

12. Farogh-e-Taleem Fund.— (1) The Government may permit a school management body to establish, in the prescribed manner, a Farogh-e-Taleem Fund for the school.

(2) All voluntary contributions from the philanthropists, alumni, students and parents shall be credited to the Farogh-e-Taleem Fund, maintained at a scheduled Bank.

(3) The Fund shall be utilized for the welfare of the students of the school in the prescribed manner.

(4) All moneys from the Fund shall be withdrawn in the prescribed manner jointly by at least two members of the school management body.

CHAPTER IV

RESPONSIBILITIES OF SCHOOLS AND TEACHERS

13. Responsibility of private school for free education.— For purposes of this Ordinance, a private sector school:

- (a) specified in sub-clause (ii) of clause (k) of section 2, shall provide free education to such proportion of children admitted therein as its annual aid or grant so received bears to its annual recurring expenses;
- (b) specified in sub-clauses (iii) and (iv) of clause (k) of section 2, shall admit in class one and then in every class, ten percent of the strength of that class, children, including disadvantaged children of the neighbourhood or other children as may be determined by the Government, and shall provide free and compulsory education to such children;
- (c) shall provide the information pertaining to the students admitted under clauses (a) and (b) to the Government, the local authority or any other prescribed authority; and
- (d) shall not require a parent to purchase textbooks, uniform or other material from a particular vendor or provider and shall not charge any amount other than tuition fee, admission fee or prescribed security in the name and style of building fund or under any other name or style.

14. Capitation fee and screening procedure.—(1) A school or person shall not, while admitting a child in the school, collect any capitation fee or, in case of schools owned by the Government or a local authority other than the prescribed schools, subject the child or his parent to any screening procedure.

(2) Any school or person who, in contravention of the provisions of subsection (1),-

- (a) receives capitation fee, shall be punishable with fine which may extend to twenty times the capitation fee charged in the first instance and fifty thousand rupees for each subsequent instance of the contravention; or
- (b) subjects a child or parent to screening procedure, shall be punishable with fine which may extend to fifty thousand rupees in the first instance and one hundred thousand rupees for each subsequent instance of contravention.

15. Proof of age for admission.— (1) For purposes of admission to a school, the age of a child shall be determined on the basis of the birth certificate or such other document as may be prescribed but a child

shall not be denied admission in a school for lack of proof of age.

(2) If a child is admitted in a school without producing the birth certificate, the incharge of the school shall send, in writing, the particulars of the child to the local authority responsible for birth registration of the child.

16. Admission, expulsion and corporal punishment.— (1) Subject to such exceptions as may be prescribed, a school shall admit children at the commencement of every academic year.

(2) Subject to the provisions of sections 3 and 6, a school shall not expel a child admitted in the school till the completion of the prescribed education until:

- (a) arrangement is made for transfer of the child to any other school;
- (b) the child has been assessed in two consecutive annual examinations as being below the educational standard of the school;
- (c) a reasoned judgment has been passed by the disciplinary committee of the school that further retention of the child in such school shall be detrimental to the discipline of the school; or
- (d) the child or parent fails to fulfill any prescribed condition including non-payment of fee of a private school.

(3) If a child is expelled from a school under subsection (2), the incharge of the school shall immediately inform the local government and to such officer as the Government may authorize to receive such communication.

(4) The incharge of a school shall ensure that a child studying in the school is not subjected to corporal punishment or harassment.

(5) A person who contravenes any provision of this section shall be guilty of gross misconduct and shall be liable to disciplinary action under the law or contract of service of such person.

17. Duties of teachers.— (1) The incharge of a school shall effectively carry out his functions and shall enforce discipline amongst the teachers and the students.

(2) A teacher including the incharge shall:

- (a) maintain regularity and punctuality in attending the school, classes, curricular and co-curricular activities;
- (b) complete the curriculum within the specified time;
- (c) assess the learning abilities of every child and impart additional instructions, if required;
- (d) try for all round development of the child;
- (e) build up child's knowledge, potentiality and talent;
- (f) adopt learning through activities, discovery and exploration in a child-friendly and child-centered manner;
- (g) keep the child free of fear, trauma and anxiety and help the child to express his views freely;
- (h) hold regular meetings with parents and share with them the relevant information about the child; and
- (i) perform such other duties as may be prescribed.

(2) A teacher who fails to perform the duties specified in subsection (1) in a satisfactory manner shall be liable to disciplinary action under the relevant service laws.

CHAPTER V**PROTECTION OF RIGHT OF CHILDREN**

- 18. Monitoring of right to education.**— (1) The Government shall:
- (a) take all necessary measures for the effective implementation of this Ordinance; and
 - (b) inquire into complaints relating to right to education and take appropriate action.
- (2) Any person having any grievance relating to the rights of a child to education may make a written complaint to the Government or to the prescribed authority.
- (3) On receipt the complaint under subsection (2), the Government or the prescribed authority shall decide the matter within the period of thirty days after affording a reasonable opportunity of being heard to the parties.
- (4) Any order passed under this section shall be final and the administration of the school shall implement such order.

**CHAPTER VI
MISCELLANEOUS**

19. Inspections and directions.— (1) In addition to the routine quality assurance of the schools and education of different levels, the prescribed authority shall inspect or cause to be inspected a school for purposes of ascertaining that this Ordinance and the rules have been and are being complied with.

(2) The Government may issue such guidelines and give such directions to a local authority, as it deems fit, for effective implementation of this Ordinance.

(3) A school shall provide such information as the Government or the prescribed authority may require.

20. Residuary penalty and liability of corporations.— (1) Unless otherwise provided, if a person contravenes any order made under this Ordinance, he shall be punished with imprisonment for a term which may extend to six months or with fine which may extend to fifty thousand rupees or with both.

(2) If the person contravening an order made under this Ordinance or any penal provision of the Ordinance is a Company or other body corporate, every director, manager, secretary or other officer or agent thereof shall, unless he proves that the contravention took place without his knowledge or that he exercised all due diligence to prevent such contravention, be deemed to be guilty of such contravention.

21. Prosecution and compounding of the offences.— (1) No Court shall take cognizance of any offence under this Ordinance except on a complaint in writing made by the prescribed authority.

(2) An offence under this Ordinance shall be bailable and compoundable.

(3) An officer so authorized by the prescribed authority may, in the prescribed manner, compound any offence punishable under this Ordinance on payment, within such time as may be specified in the order, of specified sum of money which shall not exceed fifty percent of the amount of the maximum fine to which the person would have been liable if he had been convicted of the offence.

22. Summary trial.— (1) Notwithstanding anything contained in the Code of Criminal Procedure 1898 (V of 1898) but subject to subsection (3), the Court shall summarily try an offence punishable under this Ordinance on the basis of a complaint submitted by the an authorized officer of the prescribed authority and impose punishment of imprisonment for a term not exceeding six months or fine not

exceeding fifty thousand rupees.

(2) The Court shall conduct the summary trial of an offence under the Ordinance in accordance with the provisions of Chapter XXII of the Code of Criminal Procedure 1898 (*V of 1898*) relating to the summary trials.

(3) If the Court is of opinion that the nature of the offence does justify summary trial, it may conduct proceedings in accordance with the provisions of Chapter XX of the Code of Criminal Procedure 1898 (*V of 1898*).

23. Protection of action taken in good faith.— No suit or other legal proceeding shall lie against the Government, the prescribed authority, a local authority or any other person, in respect of anything which is in good faith done under this Ordinance, the rules or any order made under the Ordinance.

24. Power to make rules.— The Government may, by notification, make rules for carrying out the purposes of this Ordinance.

(2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for any of the following matters:

- (a) manner of maintenance of records of children;
- (b) manner of giving special training and the duration of such trainings;
- (c) the area or limits for establishment of a neighbourhood school;
- (d) extended period for admission of a child and the manner of completing study by the child if admitted after the extended period;
- (e) academic calendar;
- (f) duties to be performed by the teachers;
- (g) the manner of redressing grievances of teachers, students or any other person;
- (h) the manner of giving opportunity of hearing under this Ordinance;
- (i) receipt of contribution, utilization and withdrawal of money from the Farogh-e-Taleem Fund; and
- (j) maintenance and audit of accounts.

25. Ordinance to override other laws.— Notwithstanding anything contained in any other law, this Ordinance shall have overriding effect and all such other laws shall be brought in conformity with the scheme and the objectives of this Ordinance within a period of five years.

26. Repeal.— The Punjab Compulsory Primary Education Act, 1994 (*IX of 1994*) is hereby repealed.

(MOHAMMAD SARWAR)
GOVERNOR OF THE PUNJAB

Dated: 08/5/2014

DR SYED ABUL HASSAN NAJMEE
Secretary
Government of the Punjab
Law and Parliamentary Affairs
Department