I-SAPS
Informing Policies, Reforming Practices

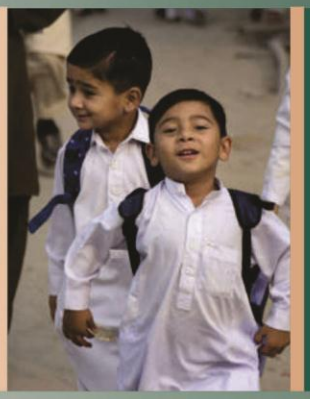
Institute of
Social and Policy Sciences

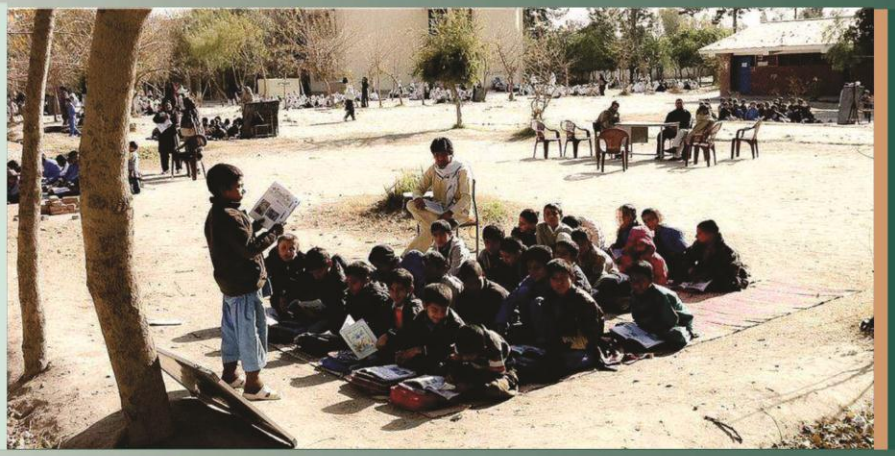
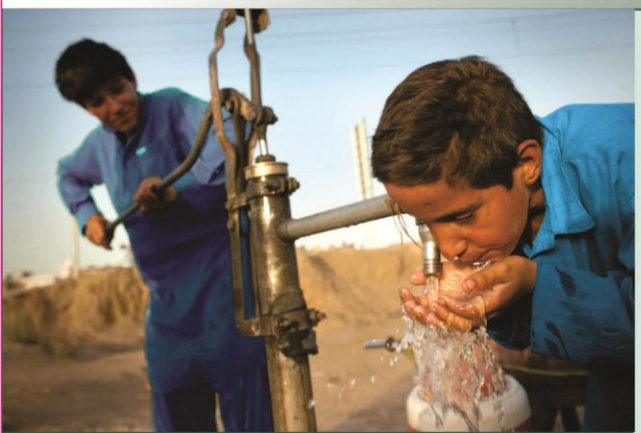
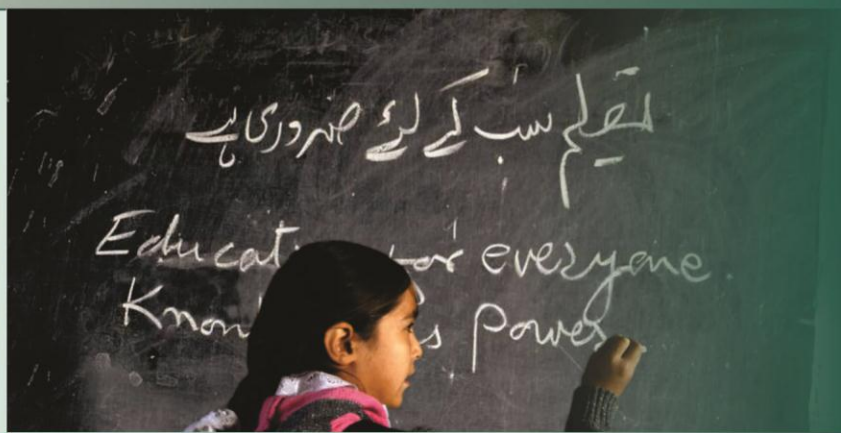
ilm IDEAS
ADVOCACY AND INNOVATION FUNDS
FOR EDUCATION IN PAKISTAN

UKaid
from the British people

District Education Plan

District Rahim Yar Khan
2013 - 2018



District Education Plan

District Rahim Yar Khan

2013-2018

District Education Plan
District Rahim Yar Khan
2013 - 2018

Published by:
Institute of Social and Policy Sciences (I-SAPS)
House 13, Street 1, G-6/3, P.O. Box: 1379, Islamabad, Pakistan
UAN: 0092-51-111739739; Fax: 0092-51-2825336
E-mail: info@i-saps.org; Website: www.i-saps.org
In collaboration with:
Ilm Ideas

ISBN: 978-969-9393-11-2
© 2013 I-SAPS, Islamabad

The information and interpretations of the facts expressed in the study are those of I-SAPS and do not necessarily reflect the views of Ilm Ideas or any other organization. Reproduction is authorized for non-commercial purposes, provided the source is acknowledged.

Contents

Acronyms v
List of Tables..... vii
List of Charts..... ix
Chapter 1: Introduction and Methodology..... 3
1. Introduction..... 3
1.1 Setting the Context..... 3
1.2 District Education Plan (DEP)..... 5
1.3 Methodology for Preparing DEP..... 5
1.4 Audience of the District Education Plan..... 6
1.5 Limitations of the Plan..... 7
1.6 Scheme of the Plan..... 7
Chapter 2: Minimum Standards Planning (MSP): Concept and Methodology..... 11
2.1 Conceptual Understanding..... 12
2.2 Significance of MSP Tool..... 12
2.3 Objectives of MSP..... 13
2.4 Methodology of Minimum Standards Planning..... 13
Chapter 3: Minimum Standards Planning for District Rahim Yar Khan..... 21
3.1 Step One: Situation Analysis..... 21
3.1.1 Profile of District Rahim Yar Khan 21
3.1.2 Education Statistics of District Rahim Yar Khan 21
3.1.2.1 Literacy Rate (10+ Population)..... 22
3.1.2.2 Enrolment..... 22
3.1.2.3 Gross Enrolment Rate (GER)..... 23
3.1.2.4 Number of Schools..... 24
3.1.2.5 Number of Teachers..... 25
3.1.2.6 Learning Outcomes..... 25
3.1.2.7 Schools without Basic Facilities..... 27
3.1.3 Education Budget of District Rahim Yar Khan..... 27
3.2 Step Two: Priority Setting..... 29
3.3 Step Three: Target Setting and Planning based on Minimum Standards..... 30
3.4 Step Four: Budget Required for Achieving the Targets..... 35
Annexure I..... 36
Annexure II..... 37
Annexure III..... 41
Annexure IV..... 44
Annexure V..... 46
Annexure VI..... 51
Annexure VII..... 58
Annexure VIII..... 62

Acronyms

CSO	Civil Society Organization
DEP	District Education Plan
DMO	District Monitoring Officer
EMIS	Education Management Information System
GER	Gross Enrolment Rate
I-SAPS	Institute of Social and Policy Sciences
MSP	Minimum Standards Planning
NCHD	National Commission for Human Development
NEC	National Education Census
NER	Net Enrolment Rate
PMIU	Program Monitoring and Implementation Unit
SBB	School Based Budgeting
SDP	School Development Plan
SCR	Student-Classroom Ratio
STR	Student-Teacher Ratio

List of Tables

Table 1: Enrolment and Out of School Children……..... 22
Table 2: Number of Public Sector Schools……... 24
Table 3: Missing Facilities Provided in 2012-13 (Number of Schools)……27
Table 4: Education Budget of District Rahim Yar Khan (2011-12) (Rs. Million)……28
Table 5: Current Education Budget of District Rahim Yar Khan (2011-12) (Rs. Million)…….. 28
Table 6: Development Education Budget of District Rahim Yar Khan (2011-12) (Rs. Million)…… 29
Table 7: Enrolment by Stage (2017-18)…… 31
Table 8: Number of Institutions – Target (2017-18)……... 32
Table 9: Year-wise Target for Number of Additional Institutions……... 33
Table 10: Number of School Teachers…….……... 33
Table 11: Education Level-wise Target for Additional School Teachers…… 33
Table 12: Year-wise Target for Number of Classrooms required at each Education Level…… 35
Table 13: Budget Required to Achieve the Targets Envisaged in the Plan (2013-18)…… 35

List of Charts

Chart 1: Enrolment in District Rahim Yar Khan…….. 22
Chart 2: Enrolment in Public and Private Sectors District Rahim Yar Khan……23
Chart 3: Gross Enrolment Rate (GER)…… 24
Chart 4: Number of Teachers at Each Education Level……25
Chart 5: Student Learning Outcome: District Mean on Six Subjects……25
Chart 6: Student Learning Outcome: Urban vs Rural and Boys vs Girls…….. 26
Chart 7: Student Learning Outcome: Public vs Private…… 26
Chart 8: Schools without Basic Facilities…… 27
Chart 9: Composition of District Budget (Education Institutions and Administration)……29
Chart 10: Gross Enrolment Rate (GER) Targets…….. 32
Chart 11: Target for Increasing Number of Classrooms…….. 34

CHAPTER I

Introduction and Methodology

Introduction and Methodology

1. Introduction

The research conducted on public financing of education, at federal, provincial and district levels, informs that budgets are managed and utilized ineffectively mainly because they are often delinked from the actual needs demonstrated by education data.[1] Disconnect between available government data and resource allocation ultimately leads to mismatch between actual needs of the sector and priorities set in the budget especially at district level. This mismatch results in inequitable distribution and ineffective utilization of resources.

In this context, Institute of Social and Policy Sciences (I-SAPS) has developed District Education Plan (DEP) for Rahim Yar Khan (RYK) using Minimum Standards Planning (MSP) technique. The plan is envisaged to serve as a tool for evidence and research-based planning and budgeting at district level. It will help ensure effective utilization of available financial resources to improve education indicators in the district. DEP has been prepared under the project titled *"Improving Access to and Quality of Education through Political Voice at District and Constituency Levels"*. The project is being implemented with the assistance of 'Ilm Ideas Education Voice and Accountability Fund'. It aims to promote increased role of political leadership for greater accountability and transparency in the education sector in the district thus contributing towards improved education governance and service delivery.

1.1 Setting the Context

An overview of Pakistan's education system and its education statistics highlight that the country still faces large number of issues in the education sector and there is huge potential for education development in the country. System of Education in Pakistan faces low participation and retention rates especially for females, and learning outcomes of the students are disappointing.[2] According to a report published by the Pakistan Education Task Force in 2011, roughly one in every ten children who are out of primary school worldwide lives in Pakistan, placing the country second in the global ranking of out-of-school children.[3] According to UNESCO Institute of Statistics, nearly 12 million children are not attending primary and lower secondary schools in Pakistan.

Keeping in view the situation of education, when one takes a look at the role of the Government, it is evident that education has remained higher on Government's priority in Pakistan since independence and has also been acknowledged as a basic human right in all constitutions of Pakistan. With insertion of Article 25-A in the eighteenth constitutional amendment, free and compulsory education for children of 5-16 years of age group has been accepted as a statutory fundamental right. Pakistan has also participated

[1] See Institute of Social and Policy Sciences (I-SAPS), *Public Financing of Education in Pakistan: Analysis of Federal and Provincial Education Budgets, (*reports 2009 till 2013); I-SAPS, 2011, *Education Data and Budget of Lahore District: An Analysis,* Islamabad; I-SAPS, 2012, *Education Data and Budget of Peshawar District: An Analysis,* Islamabad; and Oxfam & I-SAPS, 2010, *Education Budget Analysis: Five Districts of Southern Punjab.*

[2] Data sources include (i) National Education Management Information System (NEMIS), (ii) Pakistan Social Living and Standards Measurement (PSLM) Survey, (iii) National Education Census (NEC), 2005, (iv) Program Monitoring and Implementation Unit (PMIU), etc.

[3] PETF [Pakistan Education Task Force] (2011), *Education Emergency Pakistan,* Islamabad.

in various regional and international forums and agreed upon the development initiatives to improve the provision of education in the country. A number of policies, plans and strategies have also been developed and are being implemented at various levels. In addition, Federal, Provincial and District Governments spend huge amounts of money every year in the development and non-development heads on the education sector. Despite these initiatives and investments, why education sector has not yielded the desired outcomes and what needs to be done are two important questions that need to be answered.

There are a number of reasons that continuously contribute to the low ranking of the country on education indicators. A growing evidence suggests that it is essential to intervene at service delivery level in order to improve access and quality of education at national level. District education administration is the unit directly responsible for improvement of access to and quality of education at service delivery level in all regions of Pakistan. This devolved administrative set-up is directly linked to the schools in their jurisdiction however they lack proper communication mechanisms to convey the needs of individual schools in a timely manner. On the other hand, information systems and databases are available at the provincial level that can inform about challenges faced by the schools of each district. However, usually during annual planning and budgeting at district level these information systems and data sets are hardly utilized to identify needs and set targets to address these needs in a strategic manner. As a result of this missing link between needs and targets the challenges faced by a district remain partially or completely unaddressed despite planning and budgeting over the years. At district level, incremental budgeting is often carried out on annual basis and the development schemes are approved and implemented under political influence without providing any evidence for the need of a particular scheme.

Various research studies inform that strong linkages between policy, planning and budgeting are essential for effective and efficient utilization of limited resources at national, provincial and district levels.[4] With meager resources at their disposal for education sector, the management at district level faces the challenge of weighing up various needs and deciding how to allocate the available resources in most effective manner. Challenge faced by district management is to maintain a balance between "needs" and "availabilities" more effectively. During this process, on one hand the finance departments at district and provincial levels stress upon the "availability" (the revenues it expects to be forthcoming), whereas education and other departments persist on preparing budget proposals based upon "needs" (identified through data-sets). This strife between needs and availabilities results in negative-sum budget process that undermines effectiveness of resource planning and budget utilization.

This highlights the need for developing a system that creates organic connections between education data, policy priorities and available finances. The organic connection between policy, planning and budgeting processes is fundamentally about having programs and interventions that are driven by policy priorities and disciplined by budget realities. In the above context, I-SAPS has developed this five-year Education Plan for District Rahim Yar Khan. The plan has been prepared using Minimum Standards Planning (MSP) technique which helps create the desired organic connection between data-based needs, policy priorities and available resources. The Plan identifies the issues and challenges faced by the district

[4] For reference see studies conducted by Institute of Social and Policy Sciences (I-SAPS), 2011 and 2012. Islamabad.; Oxfam & I-SAPS, 2010.; Renzio, Paolo de and Samantha Smith, (June, 2005), *Linking Policies and Budgets: Implementing Medium Term Expenditure Frameworks in a PRSP Context*, Briefing Paper, Overseas Development Institute (ODI), London; and The World Bank, (1998), *Public Expenditure Management Handbook*, Washington DC – Accessible at: http://www1.worldbank.org/publicsector/pe/handbook/pem98.pdf

regarding access to and quality of education. It aims to facilitate that all children of school going age in District Rahim Yar Khan have improved access to quality education. The plan identifies the needs of the individual schools, prioritizes these needs against a certain criterion and sets the targets for the District Government so that they are able to address the challenges over a specific period of time.

1.2 District Education Plan (DEP)

Education planning is the process of making decisions and plans, involving aims and objectives, realistic targets, and resources required to achieve the objectives of the plan, ultimately contributing to development of education sector. Generally, education plans around the world include data-based needs to be addressed and timeline in which they should be completed in order to achieve a given end. The instrument of education planning is important as it helps focus on education policies and their implementation through evidence- and research-based planning and budgeting, maximum resources mobilization and their effective utilization. However, in Pakistan, situation is quite opposite largely owing to disconnect between policies, data needs, and financing.

Realizing the importance of education, the Federal and Provincial Governments have introduced number of education policies and plans in the past. However, outcome of these initiatives did not yield the desired results due to weak implementation mechanisms, lack of political will and deficiencies in the planning process. The District Education Plans (DEPs) earlier prepared by district education managers and various local organizations were more like wish list having little or no link to the available financial space within the district. With insertion of Article 25-A in the Constitution of Pakistan provinces are challenged, and so are districts, to undertake their own comprehensive planning and target to provide free and compulsory education to all children of 5-16 years in Pakistan.
In this context, cautious preparation of DEPs, with accurate and carefully collected data and budget information, is vital as it will eventually feed into Provincial Education Plan (PEP). Thus, contributing to the achievement of education targets at provincial and national levels. Considering significance of research-based DEP, I-SAPS has prepared plans for Rahim Yar Khan, Lodhran and Muzzaffargarh. These plans are different than the earlier work done in Pakistan as they set to assess and address the gravity of issues in education sector of each district by using Minimum Standards Plan (MSP). Details about the concept and methodology of MSP are provided in the following sections of this DEP.

The plan at hand has been prepared for district Rahim Yar Khan. It envisages materializing the commitments made by the government through a research-based planning and budgeting exercise for next five-years. Keeping in view the government's policy for promoting girls' education, priority list of schools in this plan has been prepared for provision of classrooms, basic facilities and other infrastructure to girls' schools first. Basic idea behind preparation of this plan is to promote needs-based and decentralized planning instead of making decisions on political basis or a wish-list of various stakeholders. In this plan financial cost of achieving the targets has also been worked out on yearly-basis.

1.3 Methodology for Preparing DEP

For the purpose of this planning document an EMIS based district education planning and budgeting exercise was carried out. The Plan was prepared to set year-wise targets for increasing access and quality

of education. The plan was prepared after conducting situation analysis of district on various education indicators and resources. A comprehensive review of the secondary information and data gathered from government sources was carried out. Main data sources reviewed and used for analysis include: District education budget books of the District Rahim Yar Khan; data available with the Program Management and Implementation Unit (PMIU), Punjab; Pakistan Social and Living Standards Measurement Survey (PSLM) data; National Education Census (NEC) 2005; and data collected from District Education Department.

In addition to the situation analysis, the team adopted a consultative process to identify priorities and to set the targets for the education plan of the district. Individual meetings and briefings were also held with key stakeholders of education services which included but were not limited to District education managers, school council members, representatives of citizen groups, officials of civil society groups and bar council members. Perspectives and preferences of these stakeholders were collected to identify priorities and set targets for the district.

Other than individual meetings, a visioning/consultation exercise with the key stakeholders was also carried out after completing the situation analysis. Following were invited in this consultation exercise:

- District Education Department officials.
- Members of school councils.
- Bar council members.
- Civil society groups.
- Other development partners working on education issues in the District.

Key findings of the situation analysis were shared during stakeholders' consultation and the participants were asked to prioritize the targets to be included in the DEP.

Following the completion of the situation analysis and taking inputs from the stakeholders, education plan was developed. This plan is different from other education plans developed in Pakistan as this assesses the gravity of issues in education sector of the District and conducts planning using Minimum Standards Plan (MSP) tool (methodology explained in the next section). The plan sets yearly targets for the districts taking into account the policy priorities and decisions of the government besides considering available resource limit.

1.4 Audience of the District Education Plan

The main audience of this plan is the District Education Department, Rahim Yar Khan and the same is mainly responsible for its implementation. DEP is a planning tool and the district government can update this on annual basis. Monitoring and evaluation role while implementing the plan can be performed by the District Monitoring Officer (DMO) and PMIU. Other main audiences of the plan include:

- **Political Leadership:** who can use the evidence provided in education plan for prioritizing the investment of resources in the most deprived schools and areas of the District. They can also use the plan to assess and monitor performance of the District Education Management.

- **Other Development Partners working in the District:** Development partners working at the local levels in the District, for example National Commission for Human Development (NCHD), donors and INGOs can use the plan for synchronizing their interventions and investments thus ensuring aid effectiveness.

- **Parents and Citizens:** Local communities by using the evidence provided in this plan can raise their voices to improve the education budgeting and service delivery. They can also use the plan to track the budget allocations and utilizations. Besides, the targets set in the plan will help ensure transparency and accountability in the system.

- **Civil Society Organizations:** CSOs can work with the District Government to mobilize communities and to bring out of school children into the education system. They can also use the plan to assess and monitor performance of the District Education Management besides tracking budget allocation and utilization at district level.

1.5 Limitations of the Plan

The plan aims to address the issues that fall within the jurisdiction of the District Education Management and where the District Government can directly influence and take actions to improve access to and quality of education. It does not include targets and agenda regarding the areas and sub-sectors such as curriculum, teacher training and medium of instruction, etc. that are not within the control and responsibilities of the District Education Management.

1.6 Scheme of the Plan

There are four sections in the plan. First section introduces the plan and briefly explains the background and the process of developing the plan. Section two explains the Minimum Standards Planning concept and detailed approach and methodology adopted for setting targets for the District. Section three provides detailed situation analysis of District Rahim Yar Khan whereas the last section, i.e., section four, sets the five year targets and related planning for District Rahim Yar Khan using MSP.

CHAPTER 2

Minimum Standards Planning (MSP): Concept and Methodology

Minimum Standards Planning (MSP): Concept and Methodology

Planning is a basic management function which has been defined as a process involving formulation of action agenda to achieve optimum balance of needs and demands with the available resources.[5] The process involves identification of needs and goals, formulating strategies and allocating resources to achieve the targets in a strategic manner. In education sector, like many other sectors in the country, planning is carried out at national, provincial and district levels. District education planning is called devolved planning or bottom up planning as ideally it emerges from bottom and engages individuals and organizations at grass-root levels in preparation of agenda for education development.

Generally around the world, education planning at devolved level is considered a participatory process, as it ensures public participation in decision making and creates sense of belonging for the plan in local people and society, which contributes to the successful implementation of the plan. On the contrary, in Pakistan devolved education planning is not a participatory process. District Education Plans (DEPs) are usually prepared by the district education managers without any involvement of or contribution from the stakeholders. The plans are also devoid of connection with the data-based needs of education sector.

It is important to note that there are two major challenges with regard to school and district level planning and budgeting experimented by development partners in Pakistan. In the first case where government has set specifications and standards for setting-up a primary and secondary school it becomes highly difficult to identify and address varying needs of each school and region. Earlier research in this regard informs that standard package of establishing a school results in inefficiencies and lack of rationalization as it neither provides solutions for schools requiring additional resources nor gives an alternate plan for schools with low enrolment.[6]

In contrast to the standard package suggested by the government, the development partners have also applied a strategy of bottom up planning through School Based Budgeting (SBB) and School Development Plans (SDPs). SDPs are prepared at school level which inform about all needs of the respective schools. It is envisaged that the needs identified in SDPs of each school would be aggregated at district level and then resources would be allocated to all schools accordingly. But this in reality aggravates challenges for the district management, who are already constrained by the meager financial resources available at hand. Since this planning lacks coherence and consultation therefore it results in a long wish list coming from schools without considering available resource envelope. As a result the district education management is challenged to maintain balance between needs/wish list of schools and available budgets. In the context of Pakistan, SDPs and SBB is considered as unrealistic and impractical planning and budgeting exercise because it does not gel well with the existing district level education planning and budgeting system.

In order to improve education planning and budgeting process especially at district level in Pakistan, Minimum Standards Planning (MSP) can be employed as an effective tool. MSP is based on the concept of effectiveness to be gained by strengthening linkages between education data, policy and financing.

[5] http://www.businessdictionary.com/definition/planning.html#ixzz2icelyLnM
[6] Mitchell, Jonathan. (January 2008). *How Information-Based Planning can flourish Where traditional Politics Reign: An Example from Pakistan.* Journal of Education for International Development, 3:2.

Concept of MSP along with its objectives, significance, processes and step by step methodology are discussed in detail in this chapter.

2.1 Conceptual Understanding

Minimum Standards Planning is a tool used for defining minimum standards and setting realistic targets to be achieved in a certain timeframe keeping in view the baseline data. As regards education sector, the planning is generally done to increase access to education, reduce gender gaps, and promote quality education by engaging community members, school teachers, district education officials, etc. Moreover, it can also be used to achieve the policy targets set by government in a specific legislation.

MSP is used to develop viable education reform agenda by creating organic connections between education data, policy and budgeting so that they support each other and help address most pressing needs of the education system on priority basis. A district education plan based on MSP is fundamentally about having a reform agenda that is driven by policy priorities[7] of the government, aligned with data-based needs of the sector and disciplined by budget realities of the district.

Under MSP resources are calculated on the basis of actual needs of schools coming from education information systems and data-sets of the government which are then aggregated at the district level. Such approach is in line with the planning processes of the government and puts a demand for transparent allocation and utilization of resources. MSP is employed with an aim to produce technically sound and politically owned education reform agenda in a given district. Since the priorities and targets set using MSP are linked to the policy priorities, they dovetail with the on-going reform agenda of the provinces and districts. The policy priorities and reform agenda of the government serve as a coordinating vector to rally the support of all relevant stakeholders for evidence based education planning using MSP tool. After identifying issues and needs of schools, a consultative process is conducted to prioritize needs, set targets and allocate resource against minimum standards. The minimum standards of provisions to schools are determined on the basis of national standards determined and approved by the government.

2.2 Significance of MSP Tool

Importance of minimum standards planning cannot be overlooked in order to achieve targets (short-term, medium-term, and long-term) set by any government/organization in any sector. Inadequate access, poor quality of education, and gender disparity are some of the serious issues facing the education sector of Pakistan. For that reason, main areas of concern for education managers are minimizing gender disparities, providing basic facilities, and providing access to continuous quality education to children, especially to girls, at an approachable distance.

Achievement of long-term and short-term targets rests on effective implementation of a DEP developed using MSP. In education sector, well-timed initiation and effective implementation of a DEP, developed

[7] The policies that are given the most resources are often called policy priorities. These priorities reflect the goals to which a government is most committed – and they will be reflected in its budget. When a policy is not allocated enough government resources, it is unlikely to have the desired impact. For example, if a policy for improved quality of education does not allocate sufficient resources to increasing the number of teachers, teacher training, and learning materials, then it is unlikely that the quality of education will improve.

using MSP, would help reduce gender gaps, increase enrolment, and lay foundation for development in education sector. This would also assist general public to watch against their interests if needs of their children are not being met properly in schools and if resources are not properly allocated and utilized. Greater involvement of local people in planning and its implementation would make citizen's voice more effective and strong at District and constituency levels.

MSP instrument works as the evidence-base tool that makes district education planning and budgeting more transparent and responsive to local needs. Such planning greatly influences the decision making by ensuring its buy-in and effective implementation through participation of all stakeholders.

In the absence of MSP the budgets, policies and information systems are delinked which ultimately results in weak planning, poor expenditure control, inadequate funding for operations and maintenance, besides poor management and underutilization of available resources. On the other hand, benefits of MSP include: rational allocation of resources to sectors and sub-sectors; equitable distribution of resources to different education levels and functional categories; reduced misappropriation of funds; and effective utilization of available resources. Since the decisions for budget allocations are based on policy priorities and data sources, the tool also contributes to improved transparency and accountability of resources for education.

Another factor, which adds to the importance of MSP, is proper utilization of public finance, which can be done in a more planned way by prioritizing the education issues in a district. MSP is not only a planning but advocacy and accountability tool as well. Prioritization of issues, planned use of public financing, and citizen's oversight helps promote the culture of transparency and accountability in the functioning of district education department.

2.3 Objectives of MSP

The main objective of the MSP is to link education data, policy and budgets in such a manner that the resources are allocated on the basis of clear policy choices to achieve strategic objectives or national goals. District education plans prepared using MSP are aimed to:

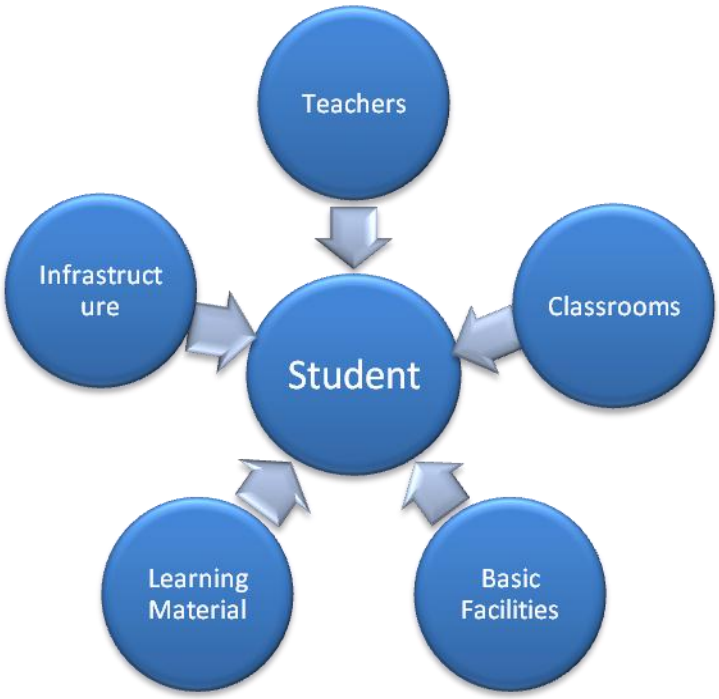
i) improve the access to continuing education/additional facilities at an approachable distance by setting the annual minimum standard according to the available/ likely to be available resources;
ii) materialize the national and international commitments made by the government such as Education for All (EFA) goals and Millennium Development Goals (MDGs);
iii) minimize the existing gender/ rural and urban disparity in GER;
iv) make optimum use of existing education facilities; and
v) improve the rate of admission and retention at school level education by providing basic facilities in schools on priority basis.

2.4 Methodology of Minimum Standards Planning

MSP is a student-centered planning technique. All the targets and minimum standards set under MSP are aimed to improve students' access to quality education. Such planning is carried out to ensure that the

minimum standards of quality education set by the government are maintained while devising the agenda to achieve Education for All (EFA) goals. Realizing that students are at the center of all educational inputs and processes, MSP aims to ensure that teaching staff, infrastructure, basic facilities and learning materials are sufficient to enroll and retain all children of school-going age in a district or region.

Figure 1: Student: Basic Unit for MSP



In order to measure sufficiency and adequacy of resources and facilities, the minimum standards and ratios set at the national and provincial level are used during MSP.

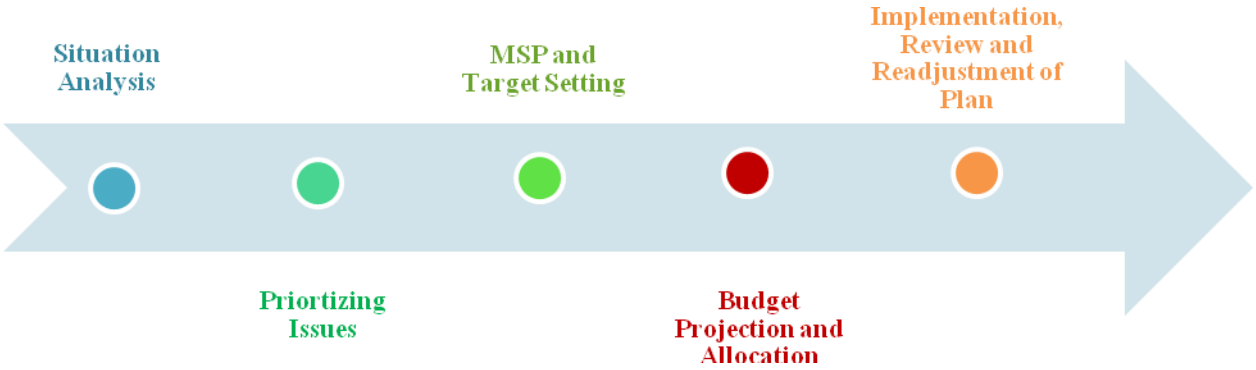
For the DEP at hand, students enrolled in schools of district Rahim Yar Khan are the basic unit for setting minimum standard. The plan mainly aims to improve GER in the district.[8] In order to set targets under the plan, student-teacher and student-classroom ratios set by the government have been used as minimum standards.

For district education managers, MSP is a process followed to develop effective DEP which would achieve optimum balance of needs and demands with the available resources. MSP is not a one-time planning activity; rather it is a continuous process of planning, monitoring and re-adjustment of priorities, targets and resources.

The steps involved in MSP include: situation analysis, prioritizing issues, setting minimum standards and targets, budget projection and allocations, as well as implementation of the plan. (Fig.1).

[8] The plan at hand mainly aims to improve Gross Enrolment Rate (GER) at the district level. All the calculations in the plan revolve around this aim. If the main target or aim of plan is changed from GER to NER or in terms of percentage targets then the calculations and related goal would be different.

Figure 2: Steps Involved in Minimum Standards Planning (MSP)



Following are the major steps involved in MSP for preparing a district education plan:

i. Situation Analysis to Identify Needs

The very first step in MSP is to identify challenges and needs of schools in the district. These needs can be identified by analyzing the information systems and data-set available with the government. In Pakistan Education Management Information Systems (EMIS) at national, provincial and district levels provide detailed information regarding the facilities, infrastructure and human resources in the schools of each district and region. EMIS and Education Census are the main data sources for education facilities and access related indicators. The data regarding quality related indicators can be accessed from education assessment systems and related departments at provincial and district levels. Situation analysis is an important step as it will help extract useful information from the statistical data which would be vital for setting priorities and targets during consultative planning.

ii. Determine Financial Resource-base

The next step in this planning is to define the total quantum of available financial resources. At provincial level this would include resources available to the sector from revenue at provincial level and donor assistance especially the budgetary support. At district level this would relate to the resource envelop of district education management and education development budget at provincial level. Mapping of financial resources will help determine the availability of funds and keep the planning process realistic.

iii. Prioritization of Challenges and Needs: Consultation and Consensus among Stakeholders

This is the most crucial step and this is where data and policies would feed into target setting and resource allocation. The education sector always faces the challenge of prioritizing competing claims on available scarce resources. Generally, politicized prioritization is a common practice in Pakistan. This is evident from the fact that at provincial level during election years there is a trend of making allocations in the form of block grants. These block grants are neither transparently used nor they can be tracked or assessed for their effective utilization. At district levels the politicians influence decisions regarding transfer and posting of teachers as well as schemes for the provision

of missing facilities and up-gradation of schools. Politicians set priorities and allocate grants and resources to ensure maximum benefit for their key constituencies thus generally ignoring the deprived and under-served areas.

Under MSP, prioritization is based on the needs and priorities identified through available data sources. The priorities are set through a consultative process and policy priorities are used as basis for setting the planning priorities. The policy principles or objectives provide guidance and criteria for prioritizing the schools for allocating resources. This helps address the needs and challenges in a strategic manner thus reducing the duplication or wastage of resources.

iv. Setting the Targets

After setting the priorities the targets to be achieved against each priority are set during the consultative process. The targets for each indicator are set to achieve the main objective of the DEP that is improvement in GER for the plan at hand.

v. Resource Allocation and Utilization

After determining resource envelop, assigning priorities and setting targets, the next step is to allocate financial resources and budgets in a transparent and systematic manner. For example, financial resource-base for provision of missing facilities, such as toilets, in a district informs that the available funds are sufficient for constructing only 100 toilets. In this situation, the policy priorities and available datasets would help in setting the criteria for prioritizing 100 schools for allocating these funds. The policy priority in Pakistan for instance is emphasizing promotion of girls' education. If the data informs that out of total 500 schools with missing toilet facility in a particular district 300 schools are for girls then according to the policy priority these girls' schools will be given priority for allocation.

The stakeholders and policy community can either opt for allocating 100 percent resources to girl schools or they might set ratio of 60 percent and 40 percent for girl schools and boys schools respectively. If 100 percent allocations are made for girls' schools then in the next step, it would be crucial to decide which 100 schools out of these 300 should be given priority. At this stage the data-base and information system can inform about the 100 schools with highest enrolment rate out of these 300 schools. The remaining schools would be accordingly prioritized during planning over the next 3 to 5 years.

In this manner both the policy priorities and information system would be inter-linked and associated with the budgetary process in order to make informed and transparent allocations.

vi. Review and Re-adjustment of Resources according to Changing Policy

Since planning is a continuous process, therefore, priority setting and allocations should be reviewed and re-adjusted during annual budgetary and planning cycle. Tracking of resource utilization and review are essential to ensure timely release and effective utilization of resources. The re-adjustment of priorities and resource allocation is also inevitable if there are significant

changes in the policy priorities or in case an urgent need arises for shifting or re-allocating resources especially in view of emergencies or disasters.

CHAPTER 3

Minimum Standards Planning for District Rahim Yar Khan

Minimum Standards Planning for District Rahim Yar Khan

Keeping in view the importance of MSP, a plan has been prepared for education sector of district Rahim Yar Khan. Detailed step-wise description of plan is given below:

3.1 Step One: Situation Analysis

The first step involved in MSP is situation analysis. The situation analysis includes three main areas i.e. i) profile of the district; ii) education statistics and data (access and quality related indicators); and iii) education budget. For district Rahim Yar Khan, detailed situation analysis for education sector has been carried out and various issues have been identified. Identification of issues has been done against indicators of access, quality and equity like number of schools, enrolment (including GER), number of teachers, basic facilities, etc. Details are given below:

3.1.1 Profile of District Rahim Yar Khan

The total area of District Rahim Yar Khan is 11,880 square kilometers (km) with average population density of 399 persons per square kilometer (sq. km). The district comprises four tehsils namely Rahim Yar Khan, Sadiqabad, Liaquatpur and Khanpur, having 122 union councils, three municipal committees and five town committees. It has an estimated population of 4.74 million including 2.3 million females, which are 48.5% of total population.

Out of total population, 1.48 million (31% of the total population) are children of 5-16 years of age in the district, which comprises 51.5% male and 48.5% female population.

As regards out of school children, it is discouraging to note that out of 1.48 million children, 58% children of 5-16 are out of school where number of girls is more than number of boys. In the context of article 25-A[9] of the constitution of Pakistan, it is responsibility of the provincial government to ensure provision of free and compulsory education to all children of 5-16 years age in District Rahim Yar Khan.

3.1.2 Education Statistics of Rahim Yar Khan

Detailed analysis of education statistics of District Rahim Yar Khan is given here which highlights major issues and challenges in the education sector of the district:

[9] The Article 25-A states: "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."

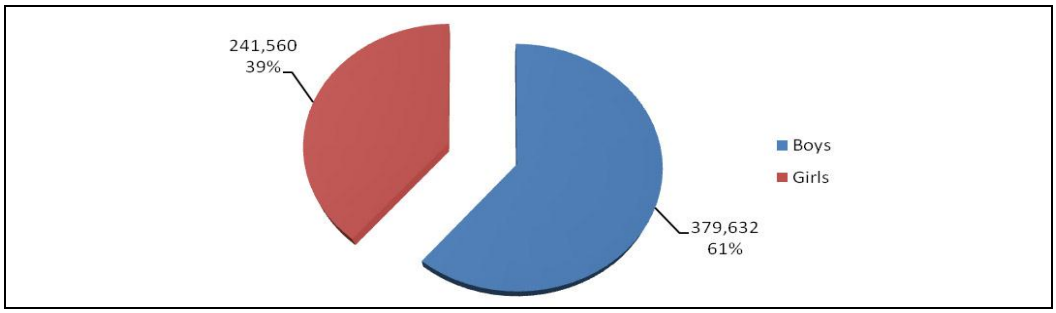
3.1.2.1 Literacy Rate (10+ Population)

In 2010-11, District Rahim Yar Khan has 46% literacy rate as compared to 40% literacy in previous year.[10] Statistics indicate that literacy rate in urban areas is higher than rural areas with visible gender disparity in favour of boys.

3.1.2.2 Enrolment

In District Rahim Yar Khan, out of 1,482,672 children of 5-16 years, 42% children are enrolled in public and private sector schools, where boys outnumber girls' enrolment. See Chart 1 below.

Chart 1: Enrolment in District Rahim Yar Khan



Note: These figures do not include enrolment in katchi class

However, the fact that 861,480 (58%) children of 5-16 years are out of school in the district is most daunting. (Table 1) Gender disaggregation of statistics indicates that out of 861,480 children, 55% girls and 45% boys are out of school, which need to be brought in the education system by providing free and compulsory education.

Table 1: Enrolment and Out of School Children

	Boys	Girls	Total
Enrolment 5-16	379,632	241,560	621,192[11]
Out of School 5-16	383,944	477,536	861,480

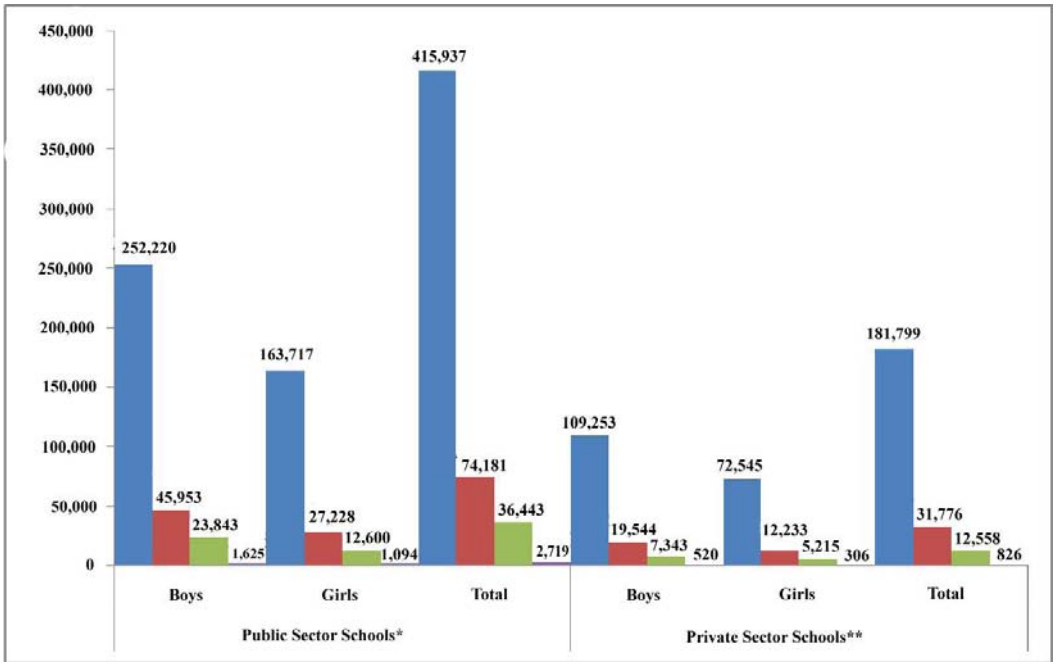
Source: District Education Department

In total, 7, 56,239[12] children are enrolled in public and private sector schools at all levels of education. Out of total enrolment, 70% enrolment is in public sector and 30% enrolment is in private sector schools. In both public and private sector schools, boys outnumber girls in terms of enrolment.

[10] Pakistan Social and Living Standards Measurement (PSLM) Survey 2010-11
[11] Excluding higher secondary schools
[12] Including higher secondary school

Out of total 5, 29,280 children enrolled in public sector schools, 61% are boys and 39% are girls. Highest (79%) enrolment is in primary schools, followed by 14% in middle schools, 7% in secondary schools, and 1% in higher secondary schools (Chart 2).

Chart 2: Public and Private Sectors Enrolment in District Rahim Yar Khan



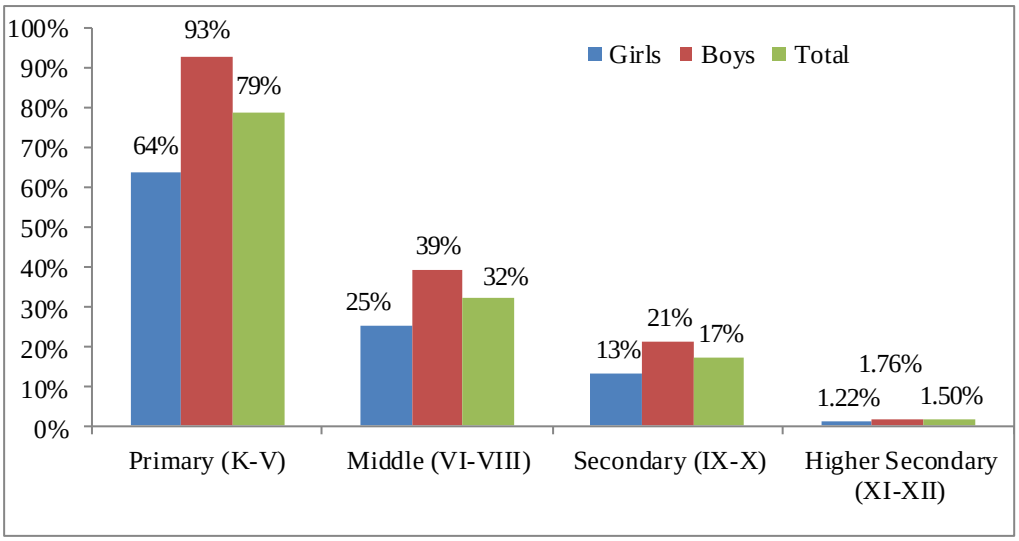
*Source: * District Education Department and ** (Estimated form NEC 2005)*

3.1.2.3 Gross Enrolment Rate (GER)

In District Rahim Yar Khan, Gross Enrolment Rate (GER)[13] is 79% at primary (K-V), 32% at middle (VI-VIII), 17% at secondary (IX-X) and 1.50% at higher secondary (XI-XII) (Chart 1). This also indicates that level-wise drop-out rate is high. Gender disaggregated data shows that wider gender gap is visible in level-wise GER, which is in favour of boys.

[13] **GER Definition:** Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year**.**

Chart 3: Gross Enrolment Rate (GER)



Source: Program Monitoring and Implementation Unit (PMIU) – Punjab

3.1.2.4 Number of Schools

Overall, number of public sector schools is 3,225 in District Rahim Yar Khan, which comprises 53% boys' school and 47% girls' schools. Education level-wise data informs that maximum (83.8%) schools are for primary, followed by 10.8%, 5.1%, and 0.3% schools at middle/elementary, secondary and higher secondary schools, respectively (Table 2). At all levels of education, more schools are available for boys in comparison with girls.

Table 2: Number of Public Sector Schools

Level	Number of Public Sector Schools			
	Boys	Girls	Mix	Total
Primary	1,406	1,296	-	2,702
Middle/Elementary	189	158	-	347
Secondary	115	50		165
Higher Secondary	6	5	-	11
Total	**1,716**	**1,509**	**-**	**3,225**

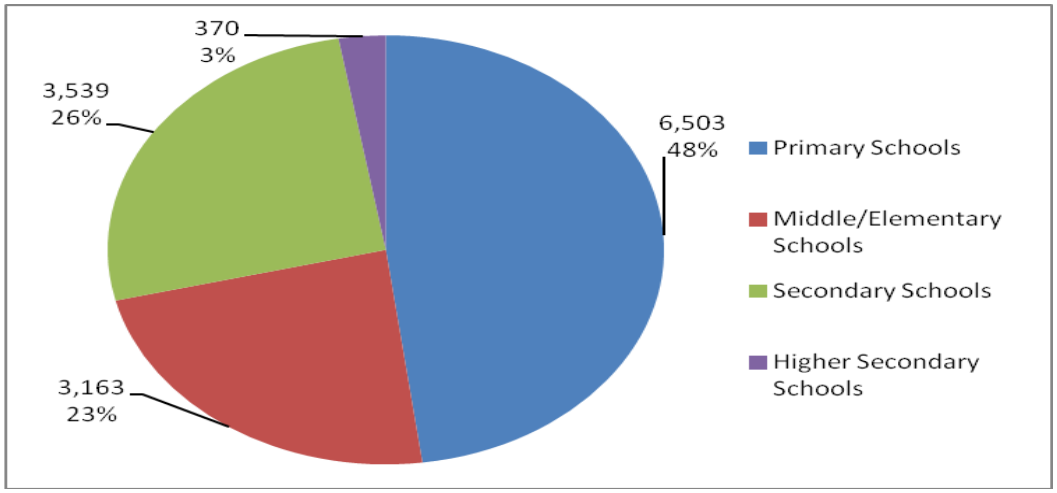
Source: Program Monitoring and Implementation Unit (PMIU)– Punjab

The gender gap increases at higher levels of education especially secondary level where share of girls' schools is 30% only.

3.1.2.5 Number of Teachers

The entire teaching force in District Rahim Yar Khan is 13,575. Out of total teachers, majority (48%) are primary school teachers. This is followed 26% teachers at secondary schools, 23% middle/elementary schools and 3% at higher secondary schools (Chart 4).

Chart 4: Number of Teachers at Each Education Level

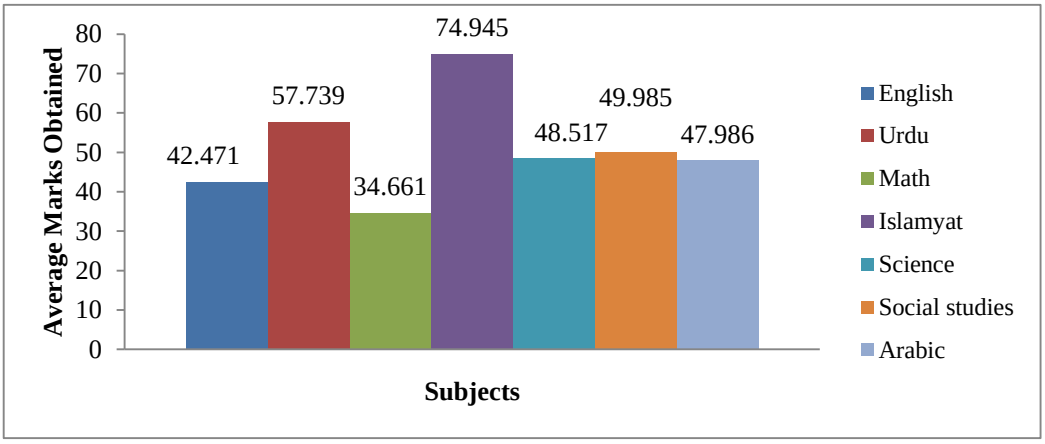


Source: Program Monitoring and Implementation Unit (PMIU) – Punjab

3.1.2.6 Learning Outcomes

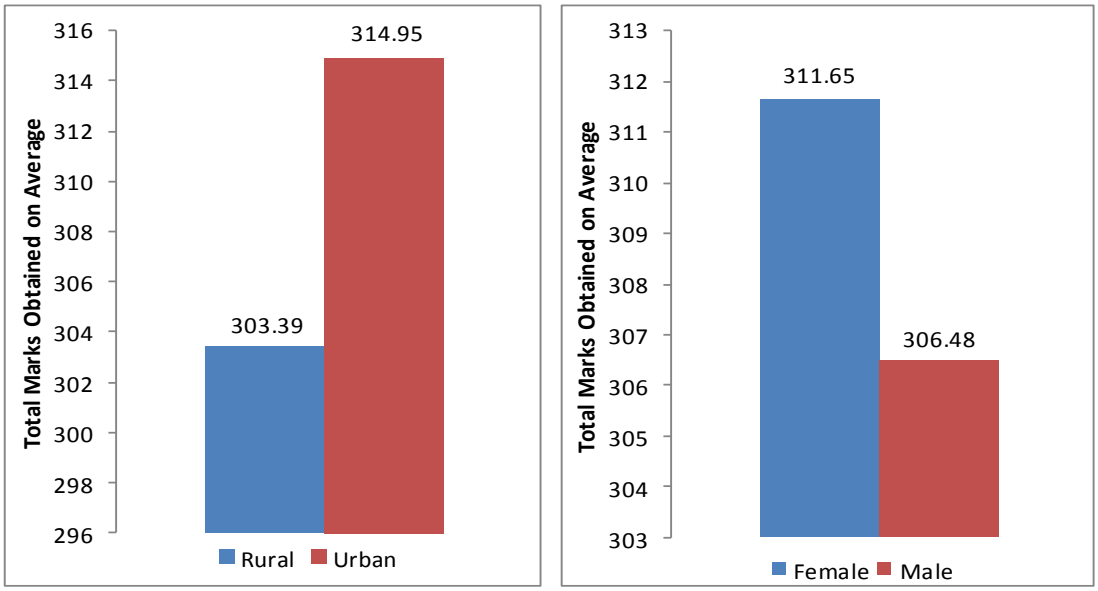
In district Rahim Yar Khan, results of 8th class examination conducted by Punjab Examination Commission (PEC) in 2011, showed that students performed below average in all subjects except Islamyat. The data also indicates that out of total (600) marks in six subjects, (i.e. English, Urdu, Mathematics, Islamyat, Science, Social Studies, and Arabic) students obtained 40-50 marks on average. (Chart 5)

Chart 5: Student Learning Outcome: District Mean on Six Subjects



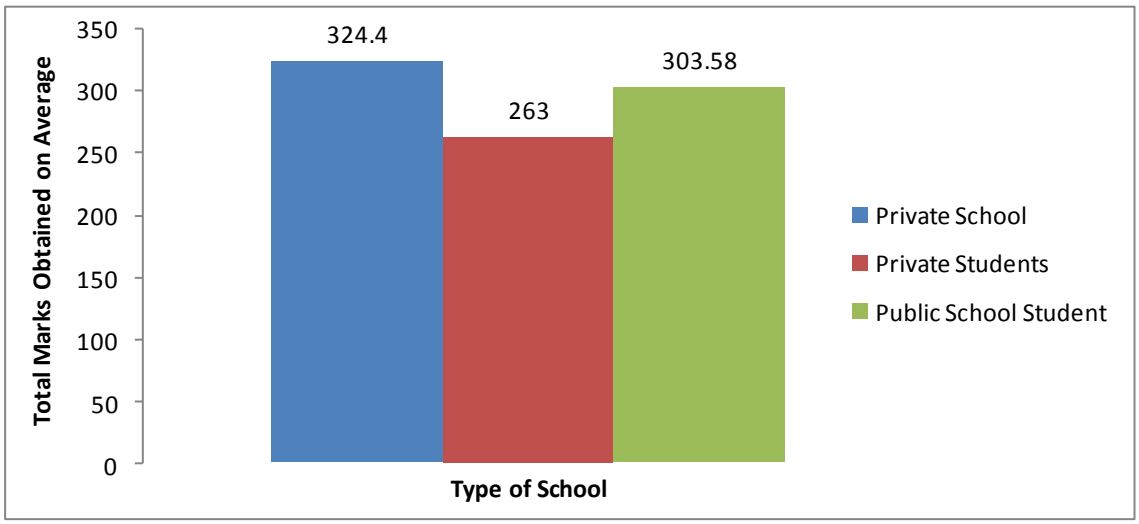
As regards rural-urban divide, a considerable difference can be seen in the total marks obtained by students from rural and urban areas on average (Chart 6). The difference is in favour of urban area as data shows that students from urban areas obtained comparatively better marks compared to students from rural areas. Gender disaggregated data shows that girls scored better than boys on average.

Chart 6: Student Learning Outcome: Urban vs Rural and Boys vs Girls



Data also signifies that students studying in private schools obtained significantly better marks on average than students studying in public schools.

Chart 7: Student Learning Outcome: Public vs Private

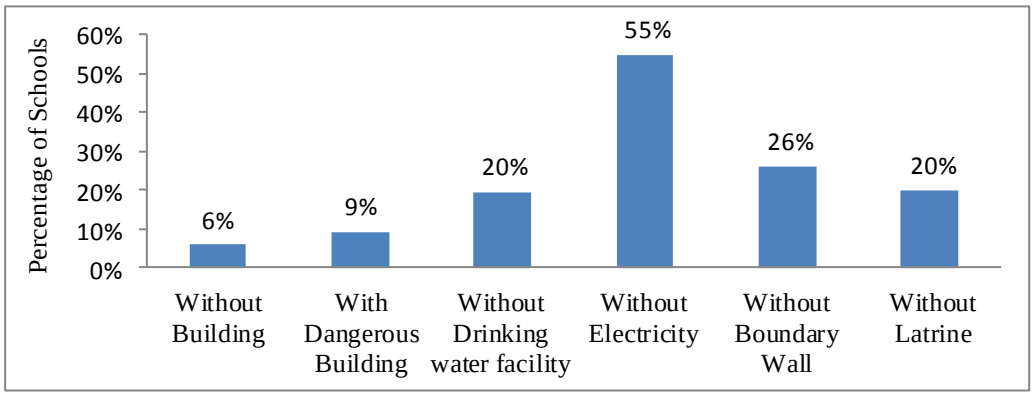


3.1.2.7 Schools without Basic Facilities

Provision of basic amenities, i.e. water, electricity, toilet, boundary walls, fans, and playgrounds, is a pre-requisite for promoting secure and healthy learning environment and increasing enrolment.

Statistics indicate that, out of total public sector schools, majority (55%) of schools are without electricity. This is followed by 26% schools without boundary wall. Almost equal percentage (20%) of schools is without toilet and drinking water facility (Chart 8). Unavailability of basic facilities contributes to low enrolment especially for girls.

Chart 8: Schools without Basic Facilities



Source: Program Monitoring and Implementation Unit (PMIU) – Punjab

During 2012-13, toilet blocks and boundary walls were provided to 16 and 100 schools, respectively, in district Rahim Yar Khan. In addition, 2 additional rooms and 2 new building were also provided besides provision of electricity in one school and provision of water in one school (Table 3).

Table 3: Missing Facilities Provided in 2012-13 (Number of Schools)

Renovation	Boundary Wall	Toilet Block	Water Arrangements	Additional Rooms	New Buildings	Electricity Provision
4	100	16	1	2	2	1

Source: Program Monitoring and Implementation Unit (PMIU) Punjab

3.1.3 Education Budget of District Rahim Yar Khan

Total education budget of district Rahim Yar Khan was Rs. 5,275.87 million in 2011-12, which included amount up-to Rs. 604.51 million from provincial government. Total budget comprised of 92% current budget and 8% development budget. (Table 4) This indicates that fewer amounts have been allocated for development projects like construction of new schools, up-gradation of schools, provision of basic facilities, repair and maintenance of schools, etc.

Table 4: Education Budget of District Rahim Yar Khan (2011-12) (Rs. Million)

Total Education Budget	**5,275.87**
Current Education Budget	4,851.40
Development Education Budget	424.47

Source: District Education Budget Books (2011-12)

3.1.3.1 Current Education Budget

In total, Rs. 4,851 million have been allocated for education under current budget. This includes Rs. 275.04 million grants from provincial government. Out of total district current education budget (Rs. 4,576.36 Million), major chunk (Rs. 4,514.71 million) goes to salaries, i.e. 99% of the current district education budget. The share of non-salary budget should be at least 12% of the total current budget.[14] However, the amount allocated for non-salary costs are only 1% of the current district education budget in Rahim Yar Khan (Table 5).

Table 5: Current Education Budget of District Rahim Yar Khan (2011-12) (Rs. Million)

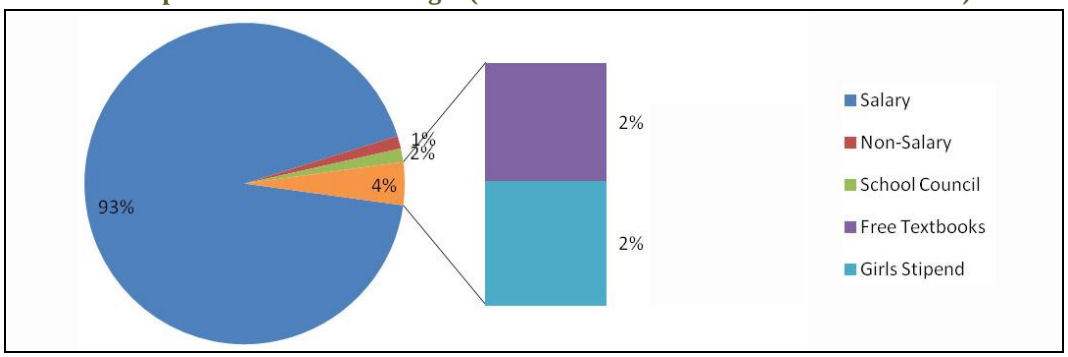
District School Education (Current Budget)	**4,576.36**
Salary	4,514.71
Non-Salary	61.65
School Council	65.52
Free Textbooks	102.91
Girls Stipend	106.61
Total Current Budget (Educational Institutions and Administration)	**4,851.40**

Source: District Education Budget Book (2011-12)

Non-salary budget includes operational costs which are mainly expended on utilities (mainly electricity) leaving negligible amount for teaching-learning activities i.e. classroom consumables, petty repairs, gardening and co-curricular activities. (Table 5)

[14] Medium Term Development Framework (MTDF)

Chart 9: Composition of District Budget (Education Institutions and Administration)



As regards share of budget from provincial government, Rs. 106.61 million is for girls' stipend, Rs. 102.91 million for free textbooks, and Rs. 65.52 million for school councils (Table 5 and Chart 9).

3.1.3.2 Development Education Budget

Total development budget of the district is Rs. 424.47 million, which includes Rs. 329.47 million from provincial government. The district development budget is only Rs. 95 million (Table 6).

Table 6: Development Education Budget of District Rahim Yar Khan (2011-12) (Rs. Million)

Development (District Budget)	95.00
Development (Provincial Budget)	329.47
Total Development Budget (Provincial + District)	**424.47**

Source: District Education Budget Books (2011-12)

3.2 Step Two: Priority Setting

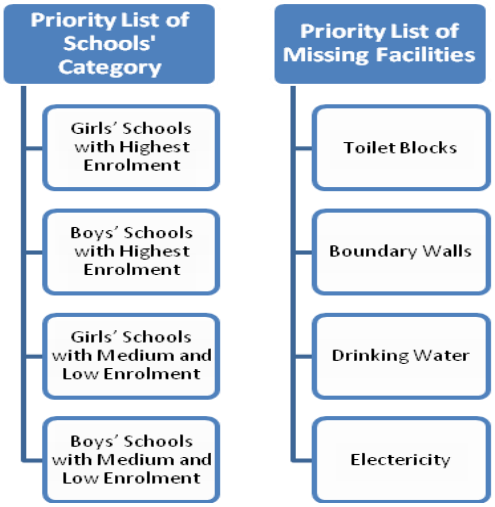
In order to set the priorities a consultative meeting was conducted with education sector stakeholders at District Rahim Yar Khan. Participants of the consultative meeting included officials from District Education Department Rahim Yar Khan, members of school councils, representatives of local CSOs as well as representatives and workers of political parties. During the consultative meeting situation of education indictors and budgets was shared with the stakeholders. Participants of the meeting enlisted provision of classrooms and missing facilities in schools as priority areas to invest for improving enrolment and retention in schools.

Basic facilities are an important factor influencing enrolment especially girls' enrolment. Situation analysis informs that a large number of schools in Rahim Yar Khan are without basic facilities with

limited fiscal space to deal with the issue. Planning exercise during consultative meeting focused on prioritizing the problem in order to provide missing facilities in all schools of District Rahim Yar Khan over next five years. The planning was carried out keeping in view the available fiscal space of the district.

The education data of the district informs that despite availability of more girls' schools, female enrolment in the district is less than boys. In view of the situation and considering that girls' education is a policy priority, the stakeholders during the planning exercise decided to assign priority to girls' schools for provision of classrooms and basic facilities. Within the group of girls' schools priority was assigned to the schools with highest enrolment. While prioritizing the facilities to be provided on urgent basis, it was decided that toilet blocks and boundary walls will be constructed on priority. This priority was assigned in view of the cultural and social barriers as well as security concerns of the parents. It was decided that provision of toilet blocks and boundary walls will be followed by provision of water and electricity facilities.

Figure 3: Priority Lists for Schools and Basic Facilities



3.3 Step Three: Target Setting and Planning based on Minimum Standards

After setting the priorities, realistic and achievable targets were set against each challenge and issue highlighted during situation analysis. The current situation of various indicators and facilities was taken as the baseline against which annual targets were set for provision of schools, teachers, additional classrooms and missing facilities ultimately contributing towards improvement in enrolment and retention in schools.

Planning was carried out to achieve the targets gradually over next five years. In order to set annual targets minimum standards of Student-Teacher Ratio (STR) and Classroom-Student Ratio (SCR) as announced by the government were followed. Student teacher ratio (STR) is one of the most common indicators used in planning.

The ratio is used to measure the level of qualified human resource (teachers) required to meet demands of each grade. If the standard ratio is maintained it helps provide enabling environment for quality education. The ratio also helps identify schools with over-supply and under-supply of teachers thus highlighting system inefficiencies. Similarly, provision of adequate classrooms is also essential to ensure effective learning environment for students.

Details of the targets set for enrolment, number of schools, teachers, classrooms and basic facilities are provided hereunder:

3.3.1 Enrolment Targets and Annual Planning

The plan targets to enroll 1,130,684 children in public and private schools at all levels of education by 2017-18. The target has been set against the baseline of 824,999 children currently enrolled in public and private institutes of the district. Population projection of the district for next five years has also been factored-in while planning and targeting the increase in enrolment.

Table 7: Enrolment by Stage (2017-18)

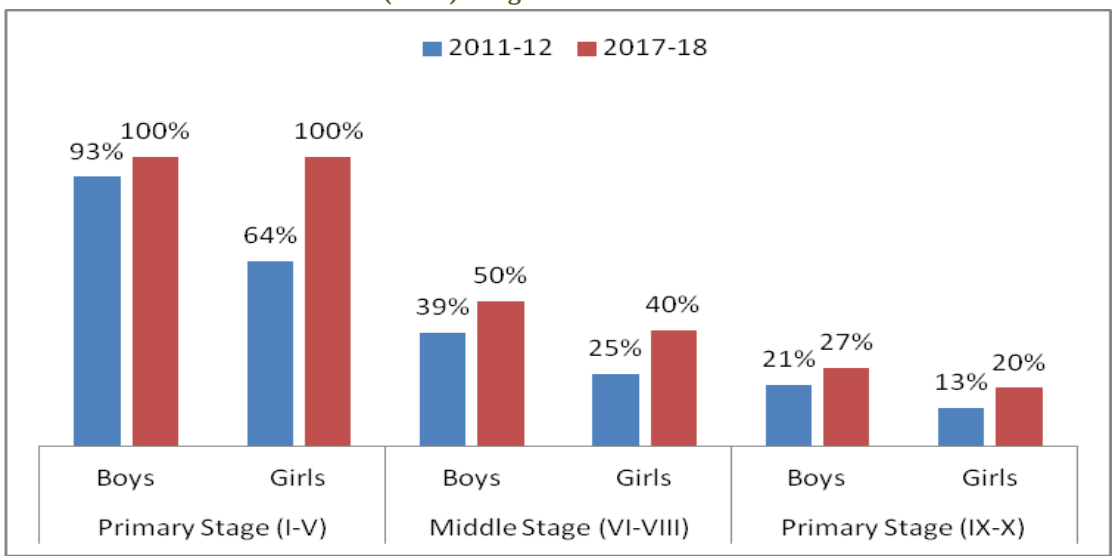
Total Enrolment	**1,130,684**
Primary Stage (Total)	**872,409**
Boys	444,928
Girls	427,480
Middle Stage(Total)	**174,869**
Boys	98,873
Girls	75,996
Secondary Stage(Total)	**77,427**
Boys	45,234
Girls	32,193
Higher Secondary Stage	**5,979**
Boys	3,076
Girls	2,903

The enrolment baseline and planned target (1,130,684) include children of said 5-16 years of age from private, public and other streams of education. The plan, however, provides targets for the additional classrooms, teachers and infrastructure for only the public education and the enrolments in the Public Schools.

Highest (872,409) enrolment has been targeted at primary stage, followed by middle, secondary, and higher secondary stages (Table 7 above). Detailed year-wise targets are provided in the table given as Annexure I.

In district Rahim Yar Khan, target has been set to achieve 100% GER (against baseline of 79%) at primary stage by 2017-18. For middle and secondary stages, the target is 45% (against baseline of 32%) and 24% (against baseline of 17%), respectively (Chart 10).

Chart 10: Gross Enrolment Rate (GER) Targets



3.3.2 Number of Schools

In order to achieve the target of 100% GER, district Rahim Yar Khan needs 3,378 schools by 2017-18. Currently there are 3225 schools in the district and in order to achieve the target there is need to up-grade and include 153 schools till 2017-18. Details of targets at each education level are given in Table 8.

Table 8: Number of Institutions – Target (2017-18)

Primary School	2011-12	2017-18
	2,702	**2,702**
Boys	1,406	1,380
Girls	1,296	1,322
Elementary/Middle School (Total)	**347**	**418**
Boys	189	203
Girls	158	215
Secondary School (Total)	**165**	**240**
Boys	115	150
Girls	50	90
Higher Secondary School (Total)	**11**	**18**
Boys	6	9
Girls	5	9
Total Public Sector Educational Institutions	**3,225**	**3,378**
Boys	1,716	1,742
Girls	1,509	1,636

Year-wise targets for increasing number of school including both new schools and up-graded schools at each education level are provided in the Table 9.

Table 9: Year-wise Target for Number of Additional Institutions

	2013-14	2014-15	2015-16	2016-17	2017-18	Total
Primary Schools	0	0	0	0	0	0
Middle Schools	14	14	14	14	15	**71**
Secondary Schools	15	15	15	15	15	**75**
Higher Secondary Schools	1	1	1	2	2	**7**
Grand Total	**30**	**30**	**30**	**31**	**32**	**153**

Highest number of schools (75) would be required at secondary level, followed by 71 schools at elementary/middle level till 2017-18.

3.3.3 Number of Teachers

In order to meet above mentioned enrolment targets set for district Rahim Yar Khan, 19,772 teachers will be required by 2017-18. In baseline year i.e. 2011-12 there were 14,745 teachers in district Rahim Yar Khan and in order to achieve target set for year 2017-18 there is need to induct 5,032 more teachers in the system over next five years. Year-wise target for the induction of teachers is given in Table 10.

Table 10: Number of School Teachers

		2013-14	2014-15	2015-16	2016-17	2017-18
Target for Total School Teachers Each Year		15,721	16,715	17,722	18,742	19,772
Additional Teachers Required Each Year		976	995	1,008	1,020	1,032

In line with the national standard set for Student-Teacher Ratio (STR), the annual increase under the plan in number of teachers is intended to keep the STR at 40:1. Education level-wise targets for inducting teachers each year are given in Table 11.

Table 11: Education Level-wise Target for Additional School Teachers

	2013-14	2014-15	2015-16	2016-17	2017-18
Primary School	482	511	436	601	445
Middle School	74	170	236	116	237
High School	391	298	306	309	316
Higher Secondary	28	15	30	-6	34
Total	976	995	1008	1020	1032

3.3.4 Basic Facilities

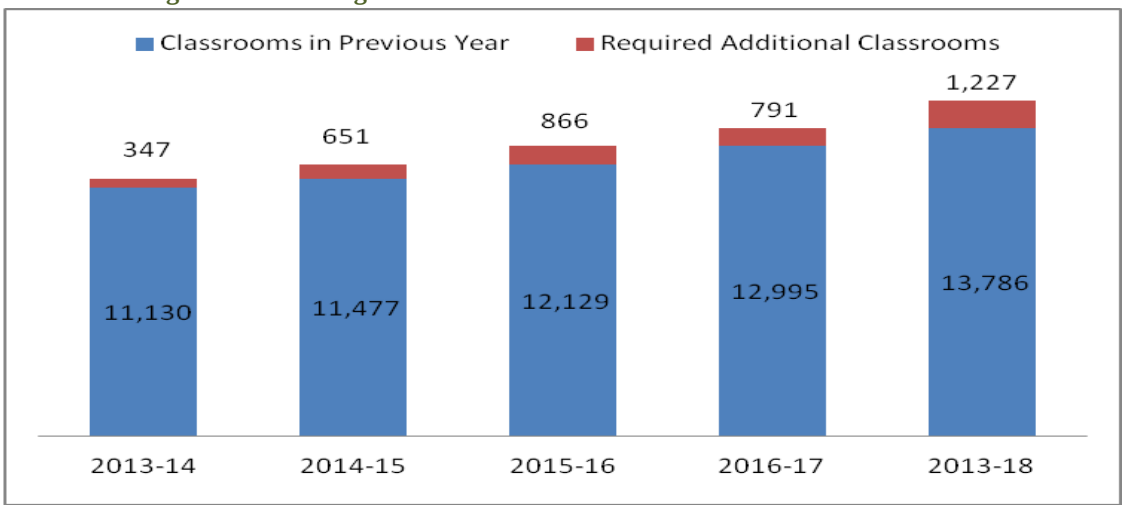
During the target setting exercise education sector stakeholders and district education managers of Rahim Yar Khan assigned priority to two basic facilities i.e. boundary walls and toilet blocks for minimizing the backlog of missing facilities in the public sector schools of the district. The criterion for selection and order of preference of schools for the provision of missing facilities has been primarily geared towards improving girls' access to schools at all levels of education.

Considering the situation of missing facilities and priorities set by stakeholders the plan envisages providing toilet blocks and boundary walls to 38 schools and 39 schools, respectively, in 2013-14. List of schools selected according to predetermined criteria, is give attached with the document from Annex II to Annexure VII. For record and transparency, Education Management Information System (EMIS) codes and names of selected schools are also mentioned in the annexed lists. Planning has also been carried out to provide all basic facilities in all schools of the district in period of five years from the baseline.

3.3.5 Provision of Classrooms

In district Rahim Yar Khan a significant number of schools have Student-Classroom Ratio (SCR) above 135. In order to address the issue of high SCR a total of 3,883 additional classrooms will be required till 2017-18. In the year 2012-13 there were 11,130 classrooms in all public schools of district RahimYar Khan. In order to improve SCR a total of 15,013 classrooms will be required by 2017-18. Planning and target for total number of schools in a year and additional classrooms required next year are described in chart 11 below:

Chart 11: Target for Increasing Number of Classrooms



The plan has been prepared and target set to provide new classrooms in the schools with very high SCR in the district. In total 83 classrooms will be required in primary schools during

2013-14. Year-wise target for provision of additional classrooms at each education level are given below.

Table 12: Year-wise Target for Number of Classrooms required at each Education Level

	2013-14	2014-15	2015-16	2016-17	2017-18
Primary Schools	81	215	119	147	572
Middle Schools	59	59	382	257	261
High Schools	137	353	337	355	361
Higher Secondary	71	23	27	32	33
Total Additional lassrooms	**347**	**651**	**866**	**791**	**1227**

3.4 Step Four: Budget Required for Achieving the Targets

In total, Rs. 48.29 billion are required to achieve the targets set in the minimum standards plan of district Rahim Yar Khan described above. It comprises of 91% current budget and 9% development budget (Table 13).

Table 13: Budget Required to Achieve the Targets Envisaged in the Plan (2013-18)

Required Current Financial Resources 2013-18 (In Rs. million)	41,669.73
Required Developmental Budget	6,622.01
Total Financial Requirement (Current + Development)	**48,291.74**

Detailed year-wise budget projection is attached as Annexure VIII.

Annexure I: Provision of Toilet Blocks to Schools (2013-14)

Public

Stage/Gender	2011-12			2012-13			2013-14			2014-15			2015-16			2016-17			2017-18		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	252,220	163,717	**415,937**	264,582	185,814	**450,396**	273,807	206,585	**480,392**	283,027	228,046	**511,073**	292,222	250,165	**542,387**	301,371	272,903	**574,274**	310,451	296,221	**606,672**
Middle	46,953	27,228	**74,181**	51,718	31,750	**83,468**	55,215	35,633	**90,848**	58,781	39,650	**98,431**	62,408	43,794	**106,202**	66,088	48,059	**114,147**	69,814	52,438	**122,252**
High	23,843	12,600	**36,443**	25,889	14,341	**40,230**	27,573	15,927	**43,500**	29,287	17,566	**46,853**	31,030	19,254	**50,284**	32,797	20,989	**53,786**	34,584	22,769	**57,353**
Total	**323,016**	**203,545**	**526,561**	**342,189**	**231,905**	**574,094**	**356,595**	**258,145**	**614,740**	**371,095**	**285,262**	**656,357**	**385,660**	**313,213**	**698,873**	**400,256**	**341,951**	**742,207**	**414,849**	**371,428**	**786,277**

Private

Stage/Gender	2011-12			2012-13			2013-14			2014-15			2015-16			2016-17			2017-18		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	109,253	72,545	**181,798**	114,608	82,337	**196,945**	118,604	91,540	**210,144**	122,598	101,050	**223,648**	126,581	110,851	**237,432**	130,544	120,927	**251,471**	134,477	131,259	**265,736**
Middle	19,544	12,233	**31,777**	21,527	14,264	**35,791**	22,983	16,009	**38,992**	24,467	17,813	**42,280**	25,977	19,675	**45,652**	27,508	21,591	**49,099**	29,059	23,559	**52,618**
High	7,343	5,215	**12,558**	7,973	5,936	**13,909**	8,491	6,592	**15,083**	9,019	7,271	**16,290**	9,556	7,969	**17,525**	10,100	8,688	**18,788**	10,651	9,424	**20,075**
Total	**136,140**	**89,993**	**226,133**	**144,108**	**102,537**	**246,645**	**150,078**	**114,141**	**264,219**	**156,084**	**126,134**	**282,218**	**162,114**	**138,495**	**300,609**	**168,152**	**151,206**	**319,358**	**174,187**	**164,242**	**338,429**

Public+ Private

Stage/Gender	2011-12			2012-13			2013-14			2014-15			2015-16			2016-17			2017-18		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	361,473	236,262	**597,735**	379,190	268,150	**647,340**	392,411	298,125	**690,536**	405,625	329,096	**734,721**	418,803	361,016	**779,819**	431,915	393,831	**825,746**	444,928	427,480	**872,408**
Middle	66,497	39,461	**105,958**	73,244	46,014	**119,258**	78,198	51,641	**129,839**	83,248	57,463	**140,711**	88,385	63,469	**151,854**	93,597	69,651	**163,248**	98,873	75,996	**174,869**
High	31,186	17,815	**49,001**	33,862	20,277	**54,139**	36,064	22,520	**58,584**	38,307	24,836	**63,143**	40,566	27,223	**67,809**	42,897	29,677	**72,574**	45,234	32,193	**77,427**
Total	**459,156**	**293,538**	**752,694**	**486,296**	**334,441**	**820,737**	**506,673**	**372,286**	**878,959**	**527,180**	**411,395**	**938,575**	**547,774**	**451,708**	**999,482**	**568,409**	**493,159**	**1,061,568**	**589,035**	**535,669**	**1,124,704**

Annexure II: Provision of Boundary Walls to Schools (2013-14)

S. No.	EMIS Code	Name of School	2013-14	Enrollment			Number of Class rooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	Boundary Wall	Water	Electricity	Toilet
1	31330810	GGPS BASTI JAMAL KHAN	RAHIMYAR KHAN	27	99	126	2			0	Yes	Yes	Yes	No
2	31320533	GGPS CHAK NO. 201/1-L	RAHIMYAR KHAN	6	84	90	0			0	Yes	Yes	No	No
3	31330662	GGPS THUL HASSAN KHAN	RAHIMYAR KHAN	0	77	77	2			0	No	No	No	No
4	31320735	GGPS THAROO WALA	RAHIMYAR KHAN	23	70	93	2		1	1	Yes	Yes	No	No
5	31340469	GGPS GARHI DADO QADEEM	RAHIMYAR KHAN	13	70	83				0	No	Yes	No	No
6	31320701	GGPS SAID PUR	RAHIMYAR KHAN	0	64	64	2		1	1	Yes	Yes	No	No
7	31320463	GGPS LOON WALA P/O ALLAH ABAD	RAHIMYAR KHAN	31	63	94	2			0	Yes	Yes	No	No
8	31310428	GGPS BASTI GHULAM SARWAR	RAHIMYAR KHAN	16	61	77	2			0	Yes	No	No	No
9	31320659	GGPS BHEIT BHUTTO	RAHIMYAR KHAN	0	52	52	1		1	1	Yes	Yes	No	No
10	31320682	GGPS BASTI RAHEEM BUKHSH	RAHIMYAR KHAN	4	44	48	2		1	1	Yes	Yes	No	No
11	31310477	GGPS MALIK	RAHIMYAR	10	42	52	2			0	No	No	No	No

S. No.	EMIS Code	Name of School	2013-14	Enrollment			Number of Class rooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	Boundary Wall	Water	Electricity	Toilet
		PUR	KHAN											
12	31330741	GGPS CHAK NO. 85/P	RAHIMYAR KHAN	0	42	42				0	No	No	No	No
13	31310486	GGPS BALHORAN PO CHACHRAN SHARIF	RAHIMYAR KHAN	23	41	64				0	No	Yes	No	No
14	31330743	GGPS CHAK 85/P DERA NISAR	RAHIMYAR KHAN	35	39	74				0	No	No	No	No
15	31330698	GGPS SHAFIQ KHALTI	RAHIMYAR KHAN	17	38	55	2			0	Yes	Yes	Yes	No
16	31310345	GGPS BASTI ABDUL QADIR BTM KHANPUR	RAHIMYAR KHAN	18	37	55				0	No	Yes	No	No
17	31330531	GGPS BASTI NOOR DIN	RAHIMYAR KHAN	52	52	104	2			0	Yes	Yes	Yes	No
18	31310485	GGPS ADA GHULAM QADIR PO CHACHRAN SHARIF	RAHIMYAR KHAN	16	51	67				0	No	Yes	No	No
19	31331231	GGPS MANZOOR NAGAR	RAHIMYAR KHAN	23	36	59	1			0	Yes	No	No	No
20	31320605	GGPS CHAK 124/NP	RAHIMYAR KHAN	0	35	35	2			0	Yes	Yes	No	No
21	31310554	GGPS CHAK NO. 69/P	RAHIMYAR KHAN	0	34	34	0			0	No	Yes	No	No
22	31320688	GGPS BASTI QAZIAN P/O KHANBELA	RAHIMYAR KHAN	0	33	33	1			0	Yes	Yes	No	No
23	31320572	GGPS 67/A	RAHIMYAR	5	32	37	1			0	No	Yes	No	No

S. No.	EMIS Code	Name of School	2013-14	Enrollment			Number of Class rooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	Boundary Wall	Water	Electricity	Toilet
		QADEEM	KHAN											
24	31320736	GGPS CHAK NO. 115/NP	RAHIMYAR KHAN	11	32	43	1		1	1	Yes	Yes	Yes	No
25	31340489	GGPS BASTI SHAMAS DIN	RAHIMYAR KHAN	24	30	54				0	No	Yes	No	No
26	31320608	GGPS ARIF BALOOCH	RAHIMYAR KHAN	11	26	37	2			0	Yes	Yes	Yes	No
27	31310576	GGPS CHAK NO.104/1-L	RAHIMYAR KHAN	9	19	28	2			0	No	No	No	No
28	31320741	GGPS ALLAH BACHAYA BEHALLA	RAHIMYAR KHAN	23	17	40	2		1	1	Yes	Yes	No	No
29	31321025	GGPS KHACHI QADEEM	RAHIMYAR KHAN	1	17	18	2			0	Yes	Yes	No	No
30	31340432	GGPS CHAK NO.259/P	RAHIMYAR KHAN	0	10	10	2			0	Yes	No	No	No
31	31340468	GGPS JAM JUNDU ANDHAR	RAHIMYAR KHAN	10	9	19			1	1	No	No	No	No
32	31330512	GGPS QAIM PUR NEAR ADDA KHANPUR ROAD	RAHIMYAR KHAN	17	16	33				0	No	No	No	No
33	31340478	GGPS MUMADANI P/O BHONG SHARIF	RAHIMYAR KHAN	22	15	37				0	No	Yes	No	No
34	31330653	GGPS ELAHI BUKHSH DASTI	RAHIMYAR KHAN	12	14	26	2			0	Yes	Yes	No	No
35	31330147	GGES CHAK NO. 99/P	RAHIMYAR KHAN	30	279	309	0	82	82	9		3	3	No
36	31330124	GGES BEHARI	RAHIMYAR	0	194	194	0	105	105	4		1	1	Yes

S. No.	EMIS Code	Name of School	2013-14	Enrollment			Number of Class rooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	Boundary Wall	Water	Electricity	Toilet
		COLONY	KHAN											
37	31330036	GHS ABAD PUR	RAHIMYAR KHAN	372	0	372	145	0	145	112	0	112	11	4
38	31330652	GES BASHEER AHMED SANGHI	RAHIMYAR KHAN	3	74	77	0	6	6	6		1	1	Yes

Annexure III: Provision of Boundary Walls to Schools (2013-14)

S. No.	EMIS Code	Name of School	2013-14	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	B. W	Water	Elect	Toilet
1	31340474	GGPS KOT SANJAR KHAN QADEEM	RAHIMYAR KHAN	32	100	132	2		1	1	No			
2	31330520	GGPS DASTGEER COLONY NO. 1	RAHIMYAR KHAN	49	81	130	2			0	No			
3	31310908	GGPS CHAHTTA ARRIAN	RAHIMYAR KHAN	9	80	89	2			0	No			
4	31331105	GGPS 123 B	RAHIMYAR KHAN	26	79	105	2			0	No			
5	31330662	GGPS THUL HASSAN KHAN	RAHIMYAR KHAN	0	77	77	2			0	No			
6	31310376	GGPS DERA TAJ MUHAMMAD	RAHIMYAR KHAN	1	71	72	2			0	No			
7	31340469	GGPS GARHI DADO QADEEM	RAHIMYAR KHAN	13	70	83				0	No			
8	31310424	GGPS RIAZ COLONY JETHA BHATTA	RAHIMYAR KHAN	52	65	117	2			0	No			
9	31310571	GGPS CHAK NO.112/1-L	RAHIMYAR KHAN	5	59	64	2			0	No			
10	31310498	GGPS DERA DOST MUHAMMAD	RAHIMYAR KHAN	23	59	82	2			0	No			

S. No.	EMIS Code	Name of School	2013-14	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	B. W	Water	Elect	Toilet
11	31340485	GGPS GHULAM AHMAD ABAD	RAHIMYAR KHAN	56	83	139	1			0	No			
12	31320529	GGPS CHAK NO.46/A QADEEM	RAHIMYAR KHAN	13	57	70	2			0	No			
13	31310601	GGPS CHAK NO. 110/1-L	RAHIMYAR KHAN	21	54	75	2			0	No			
14	31310485	GGPS ADA GHULAM QADIR PO CHACHRAN SHARIF	RAHIMYAR KHAN	16	51	67				0	No			
15	31310347	GGPS BASTI ALLAH DITTA	RAHIMYAR KHAN	26	49	75	2			0	No			
16	31320704	GGPS MUHAMMAD BUX BEHLA	RAHIMYAR KHAN	23	49	72	2			0	No			
17	31340461	GGPS 207 P PO 194 P	RAHIMYAR KHAN	15	45	60	2			0	No			
18	31310394	GGPS CHAK 110/NP	RAHIMYAR KHAN	0	43	43	2			0	No			
19	31320569	GGPS CHAK NO 89/A	RAHIMYAR KHAN	5	43	48	2			0	No			
20	31310477	GGPS MALIK PUR	RAHIMYAR KHAN	10	42	52	2			0	No			
21	31330614	GGPS BASTI BINDOOR WALI	RAHIMYAR KHAN	40	42	82	2			0	No			
22	31330741	GGPS CHAK NO. 85/P	RAHIMYAR KHAN	0	42	42				0	No			
23	31310486	GGPS BALHORAN PO CHACHRAN SHARIF	RAHIMYAR KHAN	23	41	64				0	No			
24	31310482	GGPS BOHRAN	RAHIMYAR KHAN	11	44	55	2			0	No	Yes	No	

S. No.	EMIS Code	Name of School	2013-14	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	B.W	Water	Elect	Toilet
25	3131038 1	GGPS HAJI MOHAMMAD NAWAZ KALHORA	RAHIMYAR KHAN	44	39	83	2			0	No	Yes	Yes	
26	3133074 3	GGPS CHAK 85/P DERA NISAR	RAHIMYAR KHAN	35	39	74				0	No	Yes	Yes	
27	3131039 9	GGPS BASTI BHUTIAN	RAHIMYAR KHAN	44	38	82	2			0	No			
28	3132062 5	GGPS ABDUL AZIZ BALOCH	RAHIMYAR KHAN	18	38	56	2			0	No			
29	3131034 5	GGPS BASTI ABDUL QADIR BTM KHANPUR	RAHIMYAR KHAN	18	37	55				0	No			
30	3132043 1	GGPS BASTI HAFIZ GHULAM QADIR	RAHIMYAR KHAN	15	32	47	2		1	1	No			
31	3132057 2	GGPS 67/A QADEEM	RAHIMYAR KHAN	5	32	37	1			0	No			
32	3134048 9	GGPS BASTI SHAMAS DIN	RAHIMYAR KHAN	24	30	54				0	No			
33	3131037 5	GGPS PATAFIAN	RAHIMYAR KHAN	42	34	76	2			0	No	Yes	No	
34	3134052 1	GGPS MUBARAK BHARA	RAHIMYAR KHAN	2	31	33	2			0	No			
35	3131080 7	GGPS JAM MISREE	RAHIMYAR KHAN	12	23	35	2			0	No			
36	3132007 3	GGES CHAK 31/A	RAHIMYAR KHAN	0	139	139	0	122	122	17		2	2	No
37	3133014 7	GGES CHAK NO. 99/P	RAHIMYAR KHAN	30	279	309	0	82	82	9		3	3	No
38	3132007 3	GGES CHAK 31/A	RAHIMYAR KHAN	0	139	139	0	122	122	17		2	2	No
39	3131058 2	GGES 129/1-L	RAHIMYAR KHAN	0	44	44	0	6	6	4		1	1	No

Annexure IV: Provision of Toilet Blocks to Schools (2014-15)

			2014-15	Missing Facility
S. No.	EMIS Code	Name of School	District	Toilet
1	31340187	GPS DERA KHOSA BASTI KHAROR PO KASHMOR	RAHIMYAR KHAN	No
2	31330363	GPS QABOOL WALA	RAHIMYAR KHAN	No
3	31340346	GPS KOT PATHAN	RAHIMYAR KHAN	No
4	31310177	GPS GORGIG PO JAMPUR	RAHIMYAR KHAN	No
5	31320943	GPS BASTI GHULAM AKBAR	RAHIMYAR KHAN	No
6	31330339	GPS KOTLA HAYAT MUHAMMAD	RAHIMYAR KHAN	No
7	31330303	GPS THUL KHAIR MUHAMMAD	RAHIMYAR KHAN	No
8	31320378	GPS BASTI MUHAMMAD AKRAM	RAHIMYAR KHAN	No
9	31340181	GPS MURID ABAD	RAHIMYAR KHAN	No
10	31320112	GPS CHAK 39/A	RAHIMYAR KHAN	No
11	31320148	GPS CHAK 67/A QADEEM	RAHIMYAR KHAN	No
12	31320119	GPS CHAK 35/A	RAHIMYAR KHAN	No
13	31340352	GPS CHAK NO 20/NP PO MUHAMMAD NAWAZ WASA	RAHIMYAR KHAN	No
14	31321003	GPS CHAK NO.194/1-L	RAHIMYAR KHAN	No
15	31330463	GPS TAJ PUR MUREED WALA	RAHIMYAR KHAN	No
16	31330450	GPS QUBA LAL PEER	RAHIMYAR KHAN	No
17	31320134	GPS CHAK 81/A	RAHIMYAR KHAN	No
18	31310158	GPS CHAK NO 43/P	RAHIMYAR KHAN	No
19	31340315	GPS CHAK NO 237/P MERH	RAHIMYAR KHAN	No
20	31320137	GPS 191/1-L	RAHIMYAR KHAN	No
21	31310145	GPS BAHADUR PEER	RAHIMYAR KHAN	No

			2014-15	Missing Facility
S. No.	EMIS Code	Name of School	District	Toilet
22	31340224	GPS MUHAMMAD ALI ARIAN P/O SANJAR PUR	RAHIMYAR KHAN	No
23	31320126	GPS CHAK 88/A JADEED	RAHIMYAR KHAN	No
24	31340308	GPS CHAK NO 261-P	RAHIMYAR KHAN	No
25	31321002	GPS CHAK NO.315	RAHIMYAR KHAN	No
26	31310170	GPS CHAK NO 17/P KHANPUR	RAHIMYAR KHAN	No
27	31310181	GPS HAJI KAREEM BAKHSH	RAHIMYAR KHAN	No
28	31320160	GPS CHAK 54/A	RAHIMYAR KHAN	No
29	31330402	GPS KARIM ABAD	RAHIMYAR KHAN	No
30	31320147	GPS CHAK 201-A/1-L	RAHIMYAR KHAN	No
31	31320797	GPS TANZEEM CHAK NO. 174/7-R	RAHIMYAR KHAN	No
32	31340569	GPS CHAK NO.218/P	RAHIMYAR KHAN	No
33	31310293	GPS BAGH WALA P.O. MARI ALLAH BACHAYA	RAHIMYAR KHAN	No
34	31310150	GPS MONI THAL PO CHAK NO 17 P	RAHIMYAR KHAN	No
35	31320246	GPS GHOOKA	RAHIMYAR KHAN	No
36	31340348	GPS MUHAMMAD BUX CHANDIO PO CHAKE NASIR	RAHIMYAR KHAN	No
37	31320143	GPS CHAK 215 I-L	RAHIMYAR KHAN	No
38	31320123	GPS CHAK 65/A	RAHIMYAR KHAN	No
39	31320370	GPS UMAR WADA GACHAL	RAHIMYAR KHAN	No
40	31310314	GPS ABDULLAH KHAN	RAHIMYAR KHAN	No
41	31320131	GPS CHAK 75/A	RAHIMYAR KHAN	No
42	31320318	GPS SHEHBAAZ PUR P/O ZAFAR ABAD	RAHIMYAR KHAN	No
43	31340131	GPS WAHI PIR BAKHSH	RAHIMYAR KHAN	No
44	31330337	GPS BASTI BARARAN PO RUKAN PUR	RAHIMYAR KHAN	No
45	31320203	GPS CHAK 225/1-L	RAHIMYAR KHAN	No
46	31320314	GPS NO.2 NAWAZ ABAD	RAHIMYAR KHAN	No
47	31330652	GES BASHEER AHMED SANGHI	RAHIMYAR KHAN	No
48	31330036	GHS ABAD PUR	RAHIMYAR KHAN	No

Annexure V: Provision of Boundary Walls to Schools (2014-15)

S. No.	EMIS Code	Name of School	2014-15 District	Missing Facility Boundary Wall
1	31340187	GPS DERA KHOSA BASTI KHAROR PO KASHMOR	RAHIMYAR KHAN	No
2	31340179	GPS 313/P PO MACHKA	RAHIMYAR KHAN	No
3	31330364	GPS CHAK NO.83/NP ASLAM ABAD	RAHIMYAR KHAN	No
4	31320175	GPS HAJI NAZAR MUHAMMAD	RAHIMYAR KHAN	No
5	31330340	GPS KOTLA RAIE QABOOL	RAHIMYAR KHAN	No
6	31310194	GPS GUD PUR	RAHIMYAR KHAN	No
7	31330265	GPS CHAK 133/P	RAHIMYAR KHAN	No
8	31310177	GPS GORGIG PO JAMPUR	RAHIMYAR KHAN	No
9	31310153	GPS MITHA MERANI	RAHIMYAR KHAN	No
10	31340359	GPS CHAK NO 33 NP	RAHIMYAR KHAN	No
11	31330326	GPS JALAL PUR	RAHIMYAR KHAN	No
12	31310217	GPS KLAKAN	RAHIMYAR KHAN	No
13	31340213	GPS MAKAN SHAH	RAHIMYAR KHAN	No
14	31320267	GPS HUSAIN ABAD	RAHIMYAR KHAN	No
15	31340349	GPS GULLAM MUHAMMAD ABAD	RAHIMYAR KHAN	No
16	31330324	GPS CHAK NO. 63/NP P/O SARDAR GARH	RAHIMYAR KHAN	No
17	31320182	GPS RAIS MUHAMMAD BUKHASH	RAHIMYAR KHAN	No
18	31340225	GPS CHAK NO. 32 WEST	RAHIMYAR KHAN	No
19	31320360	GPS NAZAR MUHAMMAD JHULAN	RAHIMYAR KHAN	No
20	31320156	GPS CHAK NO. 13/A	RAHIMYAR KHAN	No
21	31340325	GPS CHAK NO 30/NP CHAK NP CENTER DANDAM	RAHIMYAR KHAN	No
22	31310636	GPS MOADIB GAHANA LAR	RAHIMYAR KHAN	No
23	31330978	GPS CHAK NO. 142/P	RAHIMYAR KHAN	No
24	31340907	GPS CHAK NO. 267/P	RAHIMYAR KHAN	No
25	31320166	GPS MOADIB HAIDER NAGAR	RAHIMYAR KHAN	No
26	31320276	GPS MOADIB PARAN SHARIF	RAHIMYAR KHAN	No

			2014-15	Missing Facility
S. No.	EMIS Code	Name of School	District	Boundary Wall
27	31330162	GPS RASHID ABAD	RAHIMYAR KHAN	No
28	31340337	GPS CHAK NO 21/NP	RAHIMYAR KHAN	No
29	31310175	GPS MAIN ABDUL SALAM	RAHIMYAR KHAN	No
30	31340151	GPS CHAK NO 146/P	RAHIMYAR KHAN	No
31	31320181	GPS MIR MUHAMMAD LAR	RAHIMYAR KHAN	No
32	31330433	GPS BASTI MALKAN	RAHIMYAR KHAN	No
33	31330339	GPS KOTLA HAYAT MUHAMMAD	RAHIMYAR KHAN	No
34	31320179	GPS CHAH MEHMOOD KHAN	RAHIMYAR KHAN	No
35	31330268	GPS CHAK 135/PB	RAHIMYAR KHAN	No
36	31310127	GPS KACHI JAMAL KALIM ABAD	RAHIMYAR KHAN	No
37	31340142	GPS CHAK NO. 29/NP	RAHIMYAR KHAN	No
38	31320245	GPS GOTH MAHI	RAHIMYAR KHAN	No
39	31310152	GPS CHAK NO. 91/NP	RAHIMYAR KHAN	No
40	31330270	GPS CHAK 139/P	RAHIMYAR KHAN	No
41	31320183	GPS IHSAN ABAD	RAHIMYAR KHAN	No
42	31340147	GPS CHAK NO 183 PB	RAHIMYAR KHAN	No
43	31340181	GPS MURID ABAD	RAHIMYAR KHAN	No
44	31320112	GPS CHAK 39/A	RAHIMYAR KHAN	No
45	31330186	GPS CHAK NO. 126/P	RAHIMYAR KHAN	No
46	31340144	GPS BASTI BOOHI WAR	RAHIMYAR KHAN	No
47	31310107	GPS LARAN BASTI REHMANIA	RAHIMYAR KHAN	No
48	31310855	GPS NAZAR HUSSAIN DASHTI	RAHIMYAR KHAN	No
49	31320174	GPS RAIS ALLAH DITTA	RAHIMYAR KHAN	No
50	31310247	GPS KOTLA MOAZIZ-UD-DIN	RAHIMYAR KHAN	No
51	31320211	GPS CHAK 47 A	RAHIMYAR KHAN	No
52	31310156	GPS BASTI HIDAYAT ALI	RAHIMYAR KHAN	No
53	31340795	GPS THALLA SHARIF	RAHIMYAR KHAN	No
54	31310123	GPS LALOO WALA	RAHIMYAR KHAN	No
55	31320119	GPS CHAK 35/A	RAHIMYAR KHAN	No
56	31320385	GPS AZIZ ABAD	RAHIMYAR KHAN	No
57	31320361	GPS BHAPLA KACHA	RAHIMYAR KHAN	No
58	31340132	GPS CHAK NO 195/PB	RAHIMYAR KHAN	No
59	31340333	GPS PEERAN BHUTA PO PEERAN	RAHIMYAR KHAN	No
60	31310109	GPS CHAK NO 107 NP	RAHIMYAR KHAN	No

			2014-15	Missing Facility
S. No.	EMIS Code	Name of School	District	Boundary Wall
61	31320362	GPS ALLAH WASAYA SHAH	RAHIMYAR KHAN	No
62	31330210	GPS CHAK NO. 224/P	RAHIMYAR KHAN	No
63	31340156	GPS CHAK NO 238-P	RAHIMYAR KHAN	No
64	31340312	GPS MOZA LUNDAH	RAHIMYAR KHAN	No
65	31340313	GPS CHAK NO 183/P	RAHIMYAR KHAN	No
66	31340352	GPS CHAK NO 20/NP PO MUHAMMAD NAWAZ WASA	RAHIMYAR KHAN	No
67	31330177	GPS CHAK NO.123/P-B	RAHIMYAR KHAN	No
68	31320167	GPS BUPRAN	RAHIMYAR KHAN	No
69	31320379	GPS BASTI GHARA	RAHIMYAR KHAN	No
70	31310309	GPS CHISTI CHIRAHG P.O. BHAGO BAHAR	RAHIMYAR KHAN	No
71	31320109	GPS CHAK 31 A	RAHIMYAR KHAN	No
72	31310122	GPS CHAK NO 101 NP	RAHIMYAR KHAN	No
73	31310306	GPS CHAK NO. 31/P. P.O. BAGHO BEHAR	RAHIMYAR KHAN	No
74	31340248	GPS CHAK NO 239 P POST BOX 211/P	RAHIMYAR KHAN	No
75	31310149	GPS CHAK NO 73/A	RAHIMYAR KHAN	No
76	31321003	GPS CHAK NO.194/1-L	RAHIMYAR KHAN	No
77	31340160	GPS CHAK NO 253/P	RAHIMYAR KHAN	No
78	31340317	GPS CHAK 149/P	RAHIMYAR KHAN	No
79	31310124	GPS BUTTA SHAKHAN MOUZA GHUNIA PO CHAK NO. 7/P	RAHIMYAR KHAN	No
80	31330243	GPS CHAK 53/P	RAHIMYAR KHAN	No
81	31310317	GPS CHAK NO. 100/1-L	RAHIMYAR KHAN	No
82	31320134	GPS CHAK 81/A	RAHIMYAR KHAN	No
83	31320229	GPS GOTH HAYAT	RAHIMYAR KHAN	No
84	31340239	GPS BASTI ILIM DIN P/O KOT SUBZAL	RAHIMYAR KHAN	No
85	31320393	GPS TAYAB BOLOUCH	RAHIMYAR KHAN	No
86	31330226	GPS AZAM ABAD	RAHIMYAR KHAN	No
87	31331070	GTS JAM BALLU	RAHIMYAR KHAN	No
88	31340148	GPS 130/P	RAHIMYAR KHAN	No
89	31321004	GPS CHAK NO.178/7-R	RAHIMYAR KHAN	No
90	31340174	GPS CHAK NO 128/P	RAHIMYAR KHAN	No
91	31330174	GPS CHAK NO. 95/P	RAHIMYAR KHAN	No
92	31310158	GPS CHAK NO 43/P	RAHIMYAR KHAN	No
93	31340169	GPS CHAK NO. 161/P	RAHIMYAR KHAN	No
94	31340315	GPS CHAK NO 237/P MERH	RAHIMYAR KHAN	No

S. No.	EMIS Code	Name of School	2014-15 District	Missing Facility Boundary Wall
95	31310237	GPS MUSU KHAN	RAHIMYAR KHAN	No
96	31320137	GPS 191/1-L	RAHIMYAR KHAN	No
97	31320364	GPS DIN MUHAMMAD LAR	RAHIMYAR KHAN	No
98	31310154	GPS GHENA LAR MOUZA GHOTIA	RAHIMYAR KHAN	No
99	31310842	GPS GHULLAM MUHAMMAD PO HEAD LANGI WAH	RAHIMYAR KHAN	No
100	31310145	GPS BAHADUR PEER	RAHIMYAR KHAN	No
101	31310252	GPS KOT DAYA	RAHIMYAR KHAN	No
102	31320187	GPS QAZI GHULAM NABI	RAHIMYAR KHAN	No
103	31340224	GPS MUHAMMAD ALI ARIAN P/O SANJAR PUR	RAHIMYAR KHAN	No
104	31320106	GPS CHAK 21/A	RAHIMYAR KHAN	No
105	31330258	GPS CHAK 91/P	RAHIMYAR KHAN	No
106	31340113	GPS CHAK 165-P	RAHIMYAR KHAN	No
107	31340308	GPS CHAK NO 261-P	RAHIMYAR KHAN	No
108	31310133	GPS FARID ABAD	RAHIMYAR KHAN	No
109	31320197	GPS CHAK 3/A	RAHIMYAR KHAN	No
110	31320259	GPS CHAK 126 NP	RAHIMYAR KHAN	No
111	31310295	GPS BASTI PATHANA P.O. BHAGO-O-BAHAR	RAHIMYAR KHAN	No
112	31321002	GPS CHAK NO.315	RAHIMYAR KHAN	No
113	31330179	GPS CHAK NO. 97 P	RAHIMYAR KHAN	No
114	31310258	GPS CHAK NO 65 P	RAHIMYAR KHAN	No
115	31310197	GPS THAKNA	RAHIMYAR KHAN	No
116	31330338	GPS MURRAD PUR SNAGI PO SARDAR GARH	RAHIMYAR KHAN	No
117	31340124	GPS GOTH JAHGU	RAHIMYAR KHAN	No
118	31310101	GPS LOW INCOME BASTI WAJID ABAD KHANPUR	RAHIMYAR KHAN	No
119	31320380	GPS BASTI MUHAMMAD MURAD BHATAR	RAHIMYAR KHAN	No
120	31310262	GPS MOUSA WALA	RAHIMYAR KHAN	No
121	31320346	GPS BHALIARAAN	RAHIMYAR KHAN	No
122	31320350	GPS MUHAMMAD ABAD	RAHIMYAR KHAN	No
123	31330220	GPS WAH FAQEERAN	RAHIMYAR KHAN	No
124	31340207	GPS CHAK NO 210 P POST BOX 197/P	RAHIMYAR KHAN	No
125	31310130	GPS CHAK NO. 114/NP	RAHIMYAR KHAN	No
126	31320205	GPS CHAK 27/A	RAHIMYAR KHAN	No
127	31320279	GPS QADU WALI (MOUDIB)	RAHIMYAR KHAN	No
128	31320351	GPS MUHAMMAD BAKHASH DIRIG	RAHIMYAR KHAN	No

S. No.	EMIS Code	Name of School	2014-15 District	Missing Facility Boundary Wall
129	31310113	GPS ISLAM KHAN ABBASI P/O MOEEN ABAD	RAHIMYAR KHAN	No
130	31310315	GPS BASTI MOSANI	RAHIMYAR KHAN	No
131	31320053	GPS NASIR ABAD BASTI KTHRAN	RAHIMYAR KHAN	No
132	31340208	GPS CHAK NO 203/P	RAHIMYAR KHAN	No
133	31320160	GPS CHAK 54/A	RAHIMYAR KHAN	No
134	31320191	GPS KOTLA SHAIR	RAHIMYAR KHAN	No
135	31320348	GPS ZAMEER ABAD	RAHIMYAR KHAN	No
136	31320417	GPS RAQBA PEER MOHSIN SHAH	RAHIMYAR KHAN	No
137	31320147	GPS CHAK 201-A/1-L	RAHIMYAR KHAN	No
138	31320268	GPS HAJI MUHAMMAD ISMAEEL	RAHIMYAR KHAN	No
139	31320797	GPS TANZEEM CHAK NO. 174/7-R	RAHIMYAR KHAN	No
140	31330431	GPS BASTI BARI	RAHIMYAR KHAN	No
141	31330446	GPS AZMAT ABAD	RAHIMYAR KHAN	No
142	31340569	GPS CHAK NO.218/P	RAHIMYAR KHAN	No
143	31320138	GPS 161/7-R	RAHIMYAR KHAN	No
144	31310150	GPS MONI THAL PO CHAK NO 17 P	RAHIMYAR KHAN	No
145	31310303	GPS CHAK NO. 114/1-L	RAHIMYAR KHAN	No
146	31320214	GPS KHACHI JADEED	RAHIMYAR KHAN	No
147	31340353	GPS BASTI KHOKHRAN	RAHIMYAR KHAN	No
148	31310322	GPS MOADIB HANIF ABAD	RAHIMYAR KHAN	No
149	31320100	GPS BASTI BHATTIAN	RAHIMYAR KHAN	No
150	31330269	GPS CHAK NO. 138/P NORTH	RAHIMYAR KHAN	No

Annexure VI: Provision of Boundary Walls to Schools (2015-16)

S. No.	EMIS Code	Name of School	2015-16	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	Boundary Wall			
1	31330275	GPS CHAK NO. 122/P	RAHIMYA R KHAN	49	0	49	3			0	No			
2	31330520	GGPS DASTGEER COLONY NO. 1	RAHIMYA R KHAN	49	81	130	2			0	No			
3	31310129	GPS CHAK NO. 105/NP	RAHIMYA R KHAN	48	23	71	2			0	No			
4	31320159	GPS CHAK 53/A	RAHIMYA R KHAN	48	31	79	3			0	No			
5	31320273	GPS JAGEER SARANI	RAHIMYA R KHAN	48	31	79	4			0	No			
6	31321005	GPS CHAK NO.159/7-L	RAHIMYA R KHAN	48	27	75	2			0	No			
7	31330257	GPS CHAK 90/P	RAHIMYA R KHAN	48	0	48	4			0	No			
8	31340737	GPS MOUDAB BASTI DHUNDI	RAHIMYA R KHAN	48	31	79	1			0	No			
9	31310264	GPS CHAK NO. 30/P	RAHIMYA R KHAN	47	0	47	2			0	No			
10	31320143	GPS CHAK 215 I-L	RAHIMYA R KHAN	47	0	47	4			0	No			
11	31320398	GPS CHAPRY CHATTAN SHAH	RAHIMYA R KHAN	47	19	66	4			0	No			

S. No.	EMIS Code	Name of School	2015-16	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	Boundary Wall			
12	31331061	GPS BASTI MUD GANGO	RAHIMYAR KHAN	47	55	102	2			0	No			
13	31340161	GPS CHAK NO 184/P	RAHIMYAR KHAN	47	0	47	6			0	No			
14	31310142	GPS MOADIB CHAK NO.104/NP NAWAN KOT	RAHIMYAR KHAN	46	0	46	2			0	No			
15	31310843	GPS AOWBHATA	RAHIMYAR KHAN	46	29	75	4			0	No			
16	31340345	GPS CHAK NO 13/NP PO BHUTTA WAHIN	RAHIMYAR KHAN	46	8	54	2			0	No			
17	31340202	GPS CHAK NO 213/P	RAHIMYAR KHAN	45	17	62	2			0	No			
18	31310114	GPS SADIQ PUR	RAHIMYAR KHAN	44	5	49	3			0	No			
19	31310126	GPS ISAM NAGAR	RAHIMYAR KHAN	44	22	66	6			0	No			
20	31320392	GPS HAYAT MACHI	RAHIMYAR KHAN	44	31	75	1			0	No			
21	31340253	GPS RAHMOO	RAHIMYAR KHAN	44	0	44	2			0	No			
22	31320146	GPS CHAK 77/A	RAHIMYAR KHAN	43	1	44	2			0	No			
23	31320850	GPS JAMAL MUHAMMAD NAICH	RAHIMYAR KHAN	43	35	78	1	1		1	No			
24	31310174	GPS CHAK NO 14/P	RAHIMYAR KHAN	42	0	42	2	1		1	No			
25	31320366	GPS CHAKAR KHAN	RAHIMYAR KHAN	42	4	46	2	2		2	No			
26	31310266	GPS CHAK	RAHIMYA	41	0	41	2			0	No			

S. No.	EMIS Code	Name of School	2015-16	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	Boundary Wall			
		NO.105/1-L	R KHAN											
27	31320409	GPS SANGLA	RAHIMYAR KHAN	41	0	41	3			0	No			
28	31320104	GPS 138/A	RAHIMYAR KHAN	40	0	40	2			0	No			
29	31320370	GPS UMAR WADA GACHAL	RAHIMYAR KHAN	40	25	65	2	1		1	No			
30	31330240	GPS 48/P BILAL ABAD	RAHIMYAR KHAN	40	27	67	2			0	No			
31	31331219	GPS MEER HAZAR DRESHAK	RAHIMYAR KHAN	40	52	92	3			0	No			
32	31310314	GPS ABDULLAH KHAN	RAHIMYAR KHAN	39	3	42				0	No			
33	31320218	GPS CHAK NO.125/NP JADEED	RAHIMYAR KHAN	39	0	39	2			0	No			
34	31320272	GPS MUSSA KANJOO	RAHIMYAR KHAN	39	23	62	2			0	No			
35	31330249	GPS CHAK 242/P	RAHIMYAR KHAN	38	2	40	2			0	No			
36	31310837	GPS BASTI GULL MUHAMMAD	RAHIMYAR KHAN	37	17	54	2			0	No			
37	31320131	GPS CHAK 75/A	RAHIMYAR KHAN	37	0	37	2			0	No			
38	31320190	GPS KOTLA DRIGH	RAHIMYAR KHAN	36	1	37	2			0	No			
39	31330250	GPS 244/P	RAHIMYAR KHAN	36	3	39	6		1	1	No			
40	31340212	GPS CHAK 263/P	RAHIMYAR KHAN	36	11	47	6			0	No			

S. No.	EMIS Code	Name of School	2015-16	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	Boundary Wall			
41	31340219	GPS BASTI AMIR BUX P O MACHI GOTH	RAHIMYAR KHAN	36	32	68	3			0	No			
42	31320221	GPS GULAN LAR LIAQAT PUR	RAHIMYAR KHAN	35	23	58	6	1		1	No			
43	31320318	GPS SHEHBAAZ PUR P/O ZAFAR ABAD	RAHIMYAR KHAN	35	0	35	2			0	No			
44	31330253	GPS CHAK 247/P	RAHIMYAR KHAN	35	2	37	2			0	No			
45	31330263	GPS CHAK 108/P	RAHIMYAR KHAN	34	0	34	4			0	No			
46	31340131	GPS WAHI PIR BAKHSH	RAHIMYAR KHAN	34	0	34	2			0	No			
47	31330337	GPS BASTI BARARAN PO RUKAN PUR	RAHIMYAR KHAN	33	15	48				0	No			
48	31310165	GPS CHAH NASRULLAH	RAHIMYAR KHAN	32	23	55	4			0	No			
49	31340474	GGPS KOT SANJAR KHAN QADEEM	RAHIMYAR KHAN	32	100	132	2		1	1	No			
50	31310106	GPS CHAK NO 108/NP	RAHIMYAR KHAN	31	0	31	6	1		1	No			
51	31340195	GPS CHAK NO. 18/NP	RAHIMYAR KHAN	31	0	31	3			0	No			
52	31310155	GPS GHULAM NABI LAR P/O KOTLA PATHAN	RAHIMYAR KHAN	30	39	69		1		1	No			
53	31320314	GPS NO.2 NAWAZ ABAD	RAHIMYAR KHAN	29	16	45	2			0	No			

S. No.	EMIS Code	Name of School	2015-16	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	Boundary Wall			
54	31310235	GPS ARSHAD ABAD	RAHIMYAR KHAN	28	25	53	2			0	No			
55	31310239	GPS CHAK NO 70 P	RAHIMYAR KHAN	28	0	28	3	1		1	No			
56	31330331	GPS BASTI MEHRAB P/O SADAR GERH	RAHIMYAR KHAN	27	26	53	2			0	No			
57	31330203	GPS BASTI CHACHRAN	RAHIMYAR KHAN	26	17	43	3			0	No			
58	31310921	GES LAB. (ATTACH WITH GCET) KHANPUR	RAHIMYAR KHAN	408	52	460	185	0	185	14		1	1	No
59	31330073	GES AMAN GARH	RAHIMYAR KHAN	396	0	396	159	0	159	14	1	2	3	No
60	31310042	GES PEERA BALUCH	RAHIMYAR KHAN	180	15	195	138	0	138	7	2	1	3	No
61	31330082	GES MUHAMMAD PUR GANGA	RAHIMYAR KHAN	220	24	244	118	9	127	4	1	3	4	No
62	31340139	GES DEENO SHAH AHMED PUR LAMA	RAHIMYAR KHAN	177	0	177	118	1	119	7	3	2	5	No
63	31330066	GES CHAK NO. 111/P	RAHIMYAR KHAN	129	0	129	107	0	107	8		1	1	No
64	31340043	GES CHAK NO 156/P SADIQABAD	RAHIMYAR KHAN	135	0	135	99	0	99	7	1		1	No
65	31330086	GES CHAK 77/NP	RAHIMYAR KHAN	227	0	227	97	0	97	6	2		2	No
66	31320144	GES 225/1-L HEAD FARID	RAHIMYAR KHAN	152	14	166	94	0	94	4	1	1	2	No
67	31340065	GES CHAK NO 119-P	RAHIMYAR KHAN	135	0	135	92	0	92	8		1	1	No

S. No.	EMIS Code	Name of School	2015-16	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
			District	Boys	Girls	Total		Male	Female	Total	Boundary Wall			
68	31310041	GES CHAK NO. 60/P KHANPUR	RAHIMYAR KHAN	302	0	302	88	0	88	9			0	No
69	31310065	GES BASTI KHAN MUHAMMAD	RAHIMYAR KHAN	151	0	151	84	0	84	4	1		1	No
70	31310050	GES BENGLAW NAWAN KOT	RAHIMYAR KHAN	174	0	174	83	0	83	6		2	2	No
71	31330252	GES CHAK 246/P	RAHIMYAR KHAN	140	17	157	80	0	80	6	1	2	3	No
72	31310048	GES TALA WALA	RAHIMYAR KHAN	182	0	182	76	0	76	9	1		1	No
73	31330087	GES GHOUS PUR MACHHIAN	RAHIMYAR KHAN	190	4	194	75	0	75	6	2		2	No
74	31340069	GES KACHA BHUTTA	RAHIMYAR KHAN	163	128	291	73	34	107	7	1		1	No
75	31330089	GES CHAK 78/P PO TARANDA SAWAYA KHAN	RAHIMYAR KHAN	168	8	176	70	0	70	8	2	1	3	No
76	31330097	GES MUD HASSAN	RAHIMYAR KHAN	186	7	193	66	0	66	8	3		3	No
77	31330076	GES CHAK 52/P	RAHIMYAR KHAN	106	0	106	63	0	63	3		2	2	No
78	31340055	GES CHAK NO 164/NP	RAHIMYAR KHAN	64	0	64	59	4	63	6	1		1	No
79	31320141	GES CHAK 148/A	RAHIMYAR KHAN	169	0	169	56	0	56	9	3		3	No
80	31310058	GES JAMPUR	RAHIMYAR KHAN	209	64	273	51	35	86	8			0	No
81	31320142	GES CHAK 181-A/1-L	RAHIMYAR KHAN	164	25	189	51	2	53	9	1		1	No
82	31310059	GES BASTI SHAH	RAHIMYAR KHAN	109	17	126	49	0	49	8	1	1	2	No

S. No.	EMIS Code	2015-16		Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities		
		Name of School	District	Boys	Girls	Total		Male	Female	Total	Boundary Wall		
		MUHAMMAD											
83	31330077	GES SHAH GARH R.Y.KHAN	RAHIMYAR KHAN	141	0	141	49	0	49	6		0	No
84	31340067	GES CHAK NO 153/P	RAHIMYAR KHAN	175	38	213	47	8	55	7		0	No
85	31320060	GES RAFIQ ISLAM PUR P/O THUL HAMZA	RAHIMYAR KHAN	126	74	200	45	4	49	4	3	3	No

Annexure VII: Provision of Water Facility to Schools (2016-17)

S. No.	EMIS Code	Name of School	District	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
				Boys	Girls	Total		Male	Female	Total		Water		
1	31331105	GGPS 123 B	RAHIMYAR KHAN	26	79	105	2			0	No	No	No	Yes
2	31330812	GGPS BASTI JAM KARIM	RAHIMYAR KHAN	26	74	100	6		1	1	Yes	No	No	Yes
3	1	GPS CHAK NO 20/NP PO MUHAMMAD NAWAZ WASA	RAHIMYAR KHAN	89	0	89				0	No	No	No	No
4	31320613	GGPS NAWAB KOTLA NAWAB	RAHIMYAR KHAN	25	61	86	2		1	1	Yes	No	No	Yes
5	31310428	GGPS BASTI GHULAM SARWAR	RAHIMYAR KHAN	16	61	77	2			0	Yes	No	No	No
6	31330662	GGPS THUL HASSAN KHAN	RAHIMYAR KHAN	0	77	77	2			0	No	No	No	No
7	31330743	GGPS CHAK 85/P DERA NISAR	RAHIMYAR KHAN	35	39	74				0	No	No	No	No
8	31331231	GGPS MANZOOR NAGAR	RAHIMYAR KHAN	23	36	59	1			0	Yes	No	No	No
9	31320464	GGPS	RAHIMYAR	24	32	56	2			0	Yes	No	No	Yes

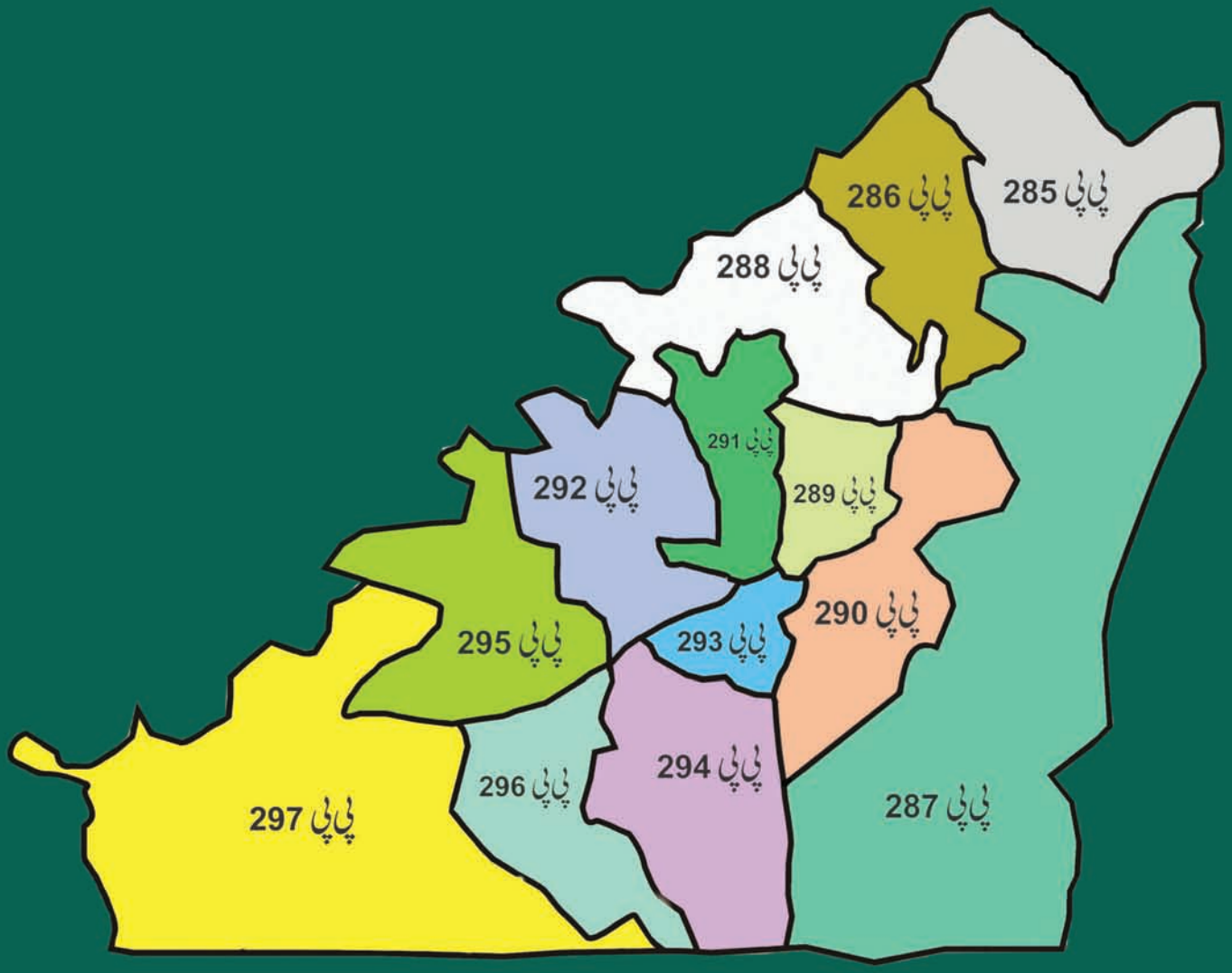
S. No.	EMIS Code	Name of School	District	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
				Boys	Girls	Total		Male	Female	Total		Water		
		GHULAM FAREED MARAL	KHAN											
10	31310477	GGPS MALIK PUR	RAHIMYAR KHAN	10	42	52	2			0	No	No	No	No
11	31330609	GGPS KOT SAHIB DIYAL	RAHIMYAR KHAN	16	35	51	2			0	Yes	No	Yes	Yes
12	31320532	GGPS CHAK NO.2/A	RAHIMYAR KHAN	10	39	49	1			0	Yes	No	Yes	Yes
13	31330725	GGPS CHAK NO.76/NP	RAHIMYAR KHAN	13	32	45	6			0	Yes	No	No	Yes
14	31330217	GGPS CHAK NO. 221/P	RAHIMYAR KHAN	0	44	44	2		1	1	Yes	No	Yes	Yes
15	31310314	GPS ABDULLAH KHAN	RAHIMYAR KHAN	39	3	42				0	No	No	No	No
16	31330741	GGPS CHAK NO. 85/P	RAHIMYAR KHAN	0	42	42				0	No	No	No	No
17	31320155	GPS CHAK 12/A	RAHIMYAR KHAN	38	3	41	2			0	Yes	No	No	Yes
18	31330506	GGPS BAGHDAD COLONY YOUSAF ABAD (MERGE IN GGPS BANDOOR NIAZI)	RAHIMYAR KHAN	8	32	40	1			0	Yes	No	Yes	Yes
19	31330700	GGPS THUL KHAIR MUHAMMAD	RAHIMYAR KHAN	13	27	40	2			0	Yes	No	No	Yes
20	31330191	GPS CHAK NO. 221/P	RAHIMYAR KHAN	38	0	38	2		1	1	Yes	No	No	Yes

S. No.	EMIS Code	Name of School	District	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
				Boys	Girls	Total		Male	Female	Total		Water		
21	31330512	GGPS QAIM PUR NEAR ADDA KHANPUR ROAD	RAHIMYAR KHAN	17	16	33				0	No	No	No	No
22	31320241	GPS SHAHBAZ KHAN ABBASI	RAHIMYAR KHAN	29	3	32	2			0	Yes	No	No	Yes
23	31330597	GGPS 93/P BASTI CHACHRAN	RAHIMYAR KHAN	0	31	31	2			0	Yes	No	No	Yes
24	31310576	GGPS CHAK NO.104/1-L	RAHIMYAR KHAN	9	19	28	2			0	No	No	No	No
25	31330574	GGPS 124/P TALAY WALI	RAHIMYAR KHAN	11	17	28	2			0	No	No	No	Yes
26	31340641	GGPS DINOO SHAH	RAHIMYAR KHAN	2	23	25	2			0	Yes	No	No	Yes
27	31340574	GGPS CHAK NO 213/P	RAHIMYAR KHAN	0	23	23	2		1	1	Yes	No	No	Yes
28	31330288	GPS PATTI PANWARAN	RAHIMYAR KHAN	21	0	21	4			0	Yes	No	No	Yes
29	31320649	GGPS MUHAMMAD ALI KHOHAWAR	RAHIMYAR KHAN	1	18	19	2		1	1	No	No	Yes	Yes
30	31340468	GGPS JAM JUNDU ANDHAR	RAHIMYAR KHAN	10	9	19			1	1	No	No	No	No
31	31330787	GGPS BASTI HASHIM	RAHIMYAR KHAN	9	9	18	1			0	Yes	No	No	Yes
32	31320690	GGPS CHAK NO. 116 NP P.O TRINDA	RAHIMYAR KHAN	4	12	16	2		1	1	No	No	No	Yes

S. No.	EMIS Code	Name of School	District	Enrollment			Number of Classrooms	Number of Teachers (Including Science Teacher)			Missing Facilities			
				Boys	Girls	Total		Male	Female	Total		Water		
		MIR KHAN												
33	31310622	GGPS 96/1-L	RAHIMYAR KHAN	5	6	11	2		1	1	Yes	No	No	Yes
34	31340432	GGPS CHAK NO.259/P	RAHIMYAR KHAN	0	10	10	2			0	Yes	No	No	No
35	31330145	GGES CHAK NO. 78/P	RAHIMYAR KHAN	47	164	211	0	49	49	5		1	1	No
36	31330147	GGES CHAK NO. 99/P	RAHIMYAR KHAN	30	279	309	0	82	82	9		3	3	No
37	31330156	GGES CHAK NO. 142/P	RAHIMYAR KHAN	1	23	24	0	13	13	8		1	1	No

Annexure VIII: Budget Projection (2012 to 2018)

Rahim Yar Khan Budget (In Million Pak.Rs)	2013-14	2014-15	2015-16	2016-17	2017-18	Total (2011-18)
District School Education (Current Budget)	**6,569.47**	**7,213.29**	**7,898.19**	**8,625.29**	**9,395.61**	**39,701.85**
Salary	6,431.96	7,009.29	7,617.65	8,257.41	8,928.85	38,245.16
Non-Salary	137.51	204	280.54	367.88	466.76	1,456.69
School Council	76.54	81.72	87.02	92.41	97.9	435.59
Free Textbooks	120.21	128.35	136.67	145.15	153.77	684.15
Girls Stipened	138.32	153.51	169.18	185.3	201.84	848.15
Total Educational Institutions and Administration Current Budget (Rs. In Million)	**6,904.54**	**7,576.87**	**8,291.05**	**9,048.15**	**9,849.12**	**41,669.73**
District Budget (Development)	-	-	-	-	-	**-**
Provincial Allocations (Development)	1,041.32	1,211.05	1,361.27	1,371.76	1,636.61	6,622.01
Total Development Budget (Provincial + District)	**1,041.32**	**1,211.05**	**1,361.27**	**1,371.76**	**1,636.61**	**6,622.01**
Total Budget (Current + Development)	**7,945.86**	**8,787.92**	**9,652.32**	**10,419.91**	**11,485.73**	**48,291.74**



ISBN: 978-969-9393-11-2

I-SAPS
Institute of
Social and Policy Sciences

Institute of Social and Policy Sciences (I-SAPS)
House 13, Street 1, G-6/3, P.O.Box: 1379, Islamabad, Pakistan
UAN: 0092-51-111739739; Fax: 0092-51-2825336
E-mail: info@i-saps.org; Website: www.i-saps.org