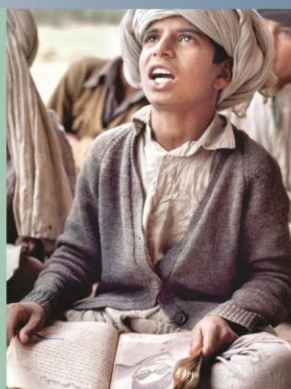


District Education Plan

District Muzaffargarh
2013 - 2018



Name of vegetables		Name of fruit	
Ginger		Banana	
okra		Orange	
onion		Grapes	
Tomatoes		Dates	
Potatoes			
Peas			



District Education Plan

District Muzaffargarh
2013-2018

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District Muzaffargarh
2013 - 2018

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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
STR	Student-Teacher Ratio
SCR	Student-Classroom Ratio

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CHAPTER I

Introduction and Methodology

Introduction and Methodology

1. Introduction

The research conducted on public financing of education, at federal, provincial and district levels, in Pakistan 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 Muzaffargarh 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 district 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 highlights that the country still faces large number of issues in the education sector and there is a huge potential for education development in the country if these issues are addressed. 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 and the role of the Government, it is evident that education has remained high on Government’s priority in Pakistan since independence and education has been acknowledged as a basic human right in all constitutions of Pakistan. With insertion of Article 25-A in the constitution through eighteenth constitutional amendment, free and compulsory education for children of 5-16 years of age has been accepted as a statutory fundamental right. Pakistan has also participated in

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.

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 the 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, there are information systems and databases 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 several years. At district level, usually incremental budgeting is carried out on annual basis and the development schemes are approved and implemented under political influence without providing any evidence for the need of that 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 on 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 programmes 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 Muzaffargarh. The plan has been prepared using Minimum Standards Planning (MSP) technique which helps create the desired organic connection between data-based needs, policy priorities

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>

and available resources. The Plan identifies the issues and challenges faced by the district regarding access to and quality of education. It aims to facilitate improved access of all children, of school going age, in District Muzaffargarh 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, outcomes 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 lists 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 age 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 the significance of research-based DEP, I-SAPS has prepared plans for Rahim Yar Khan, Lodhran and Muzaffargarh. 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 Muzaffargarh. It envisages materializing the commitments made by the government through a research-based planning and budgeting exercise for the 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 the 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 District Muzaffargarh; data available with the Programme 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 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) (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, Muzaffargarh which 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, detailed approach and methodology adopted for setting targets for the district. Section three provides detailed situation analysis of District Muzaffargarh whereas the last section, i.e., section four, sets the five year targets and related planning for District Muzaffargarh 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. However, 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 envelop. 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 priorities⁷ 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.

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.

However, 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 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 being allocated and utilized properly. 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.

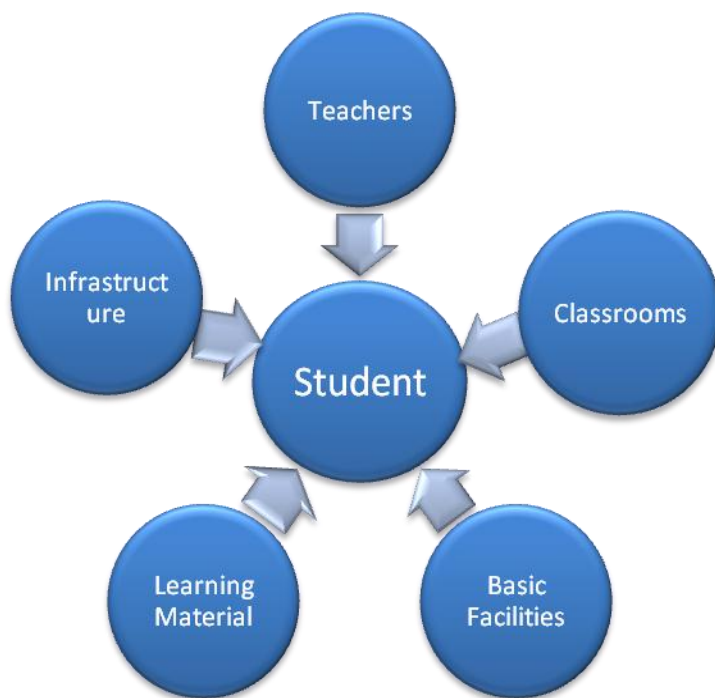
2.4 Methodology of Minimum Standards Planning

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.

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 Muzaffargarh are the basic unit for setting minimum standard (Figure 1). 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.

Figure 1: Student: Basic Unit for MSP



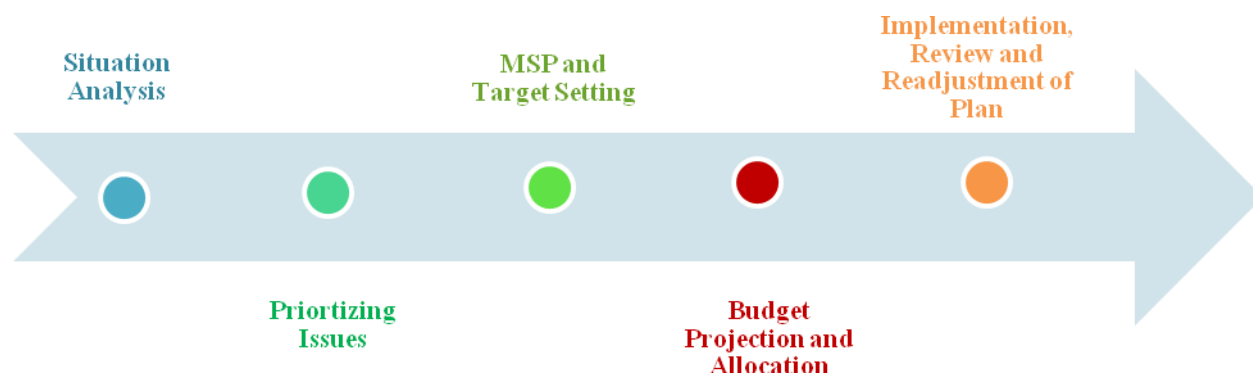
For district education managers, MSP is a process followed to develop effective DEP which would achieve optimum balance of needs and demands with the available resources. MSP is not a one-time

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.

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. (Figure 2).

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 if 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 enrollment 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 Muzaffargarh

Minimum Standards Planning for District Muzaffargarh

Keeping in view the importance of MSP, a plan has been prepared for education sector of district Muzaffargarh. 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 Muzaffargarh, 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, enrollment (including GER), number of teachers, basic facilities, etc. Details are given below:

3.1.1 Profile of District Muzaffargarh

Total area of district Muzaffargarh is 8,435 square kilometers (km²) with population density of 454 persons per square km. The district comprises four tehsils namely Alipur, Jatoi, Kot Adu, and Muzaffargarh, having 93 union councils. It has an estimated population of 3.83 million including 1.86 million females (49% of total population).

Out of total population, 1.17 million (29% of the total population) are children of 5-16 years of age in the district, which comprises 51% male and 49% female population.

It is important to note that out of 1.17 million children, 57% children of 5-16 are out of school where girls out-number boys. In the context of article 25-A⁹ 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 Muzaffargarh.

3.1.2 Education Statistics of District Muzaffargarh

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

3.1.2.1 Literacy Rate (10+ Population)

In 2010-11, District Muzaffargarh had 43% literacy rate.¹⁰ Statistics indicate that literacy rate in urban areas is higher than rural areas with visible gender disparity in favour of boys.

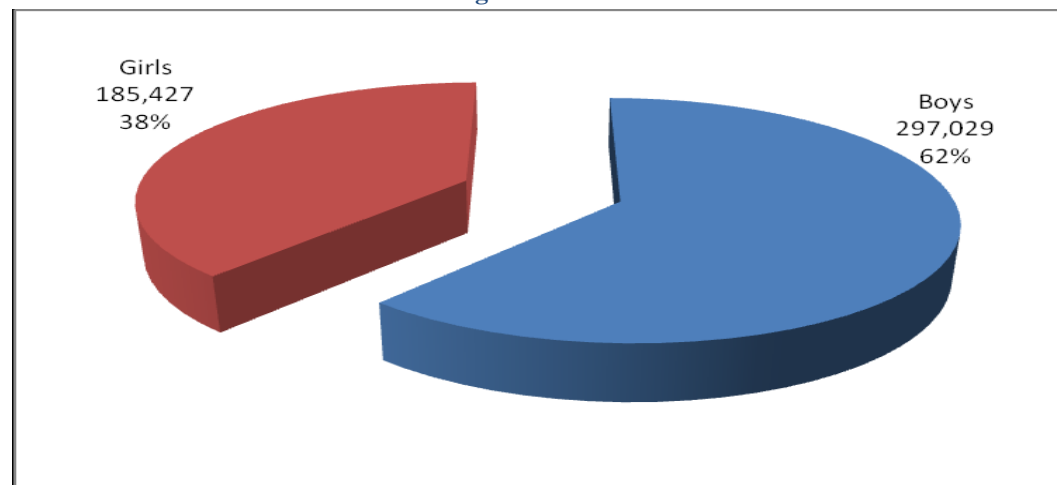
⁹ The Article 25-A states: "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."

¹⁰ Pakistan Social and Living Standards Measurement (PSLM) Survey 2010-11

3.1.2.2 Enrolment

In District Muzaffargarh, out of 1.17 million children of 5-16 years only 43% children are enrolled in public and private sector schools. Enrolment data informs that boys outnumber girls in the district. See chart 1.

Chart 1: Enrolment in District Muzaffargarh



Note: These figures do not include enrolment in katchi class

The challenge that requires immediate attention of District Education Management is to bring 57% out of school children of 5-16 years in the education system. Out-of-school children comprise of 44% boys and 56% girls. See table 1 given hereunder.

Table 1: Enrolment and Out of School Children: 2011-12

	Boys	Girls	Total
Enrolment 5-16	297,029	185,427	482,456 ¹¹
Out of School 5-16	278,325	356,411	634,736

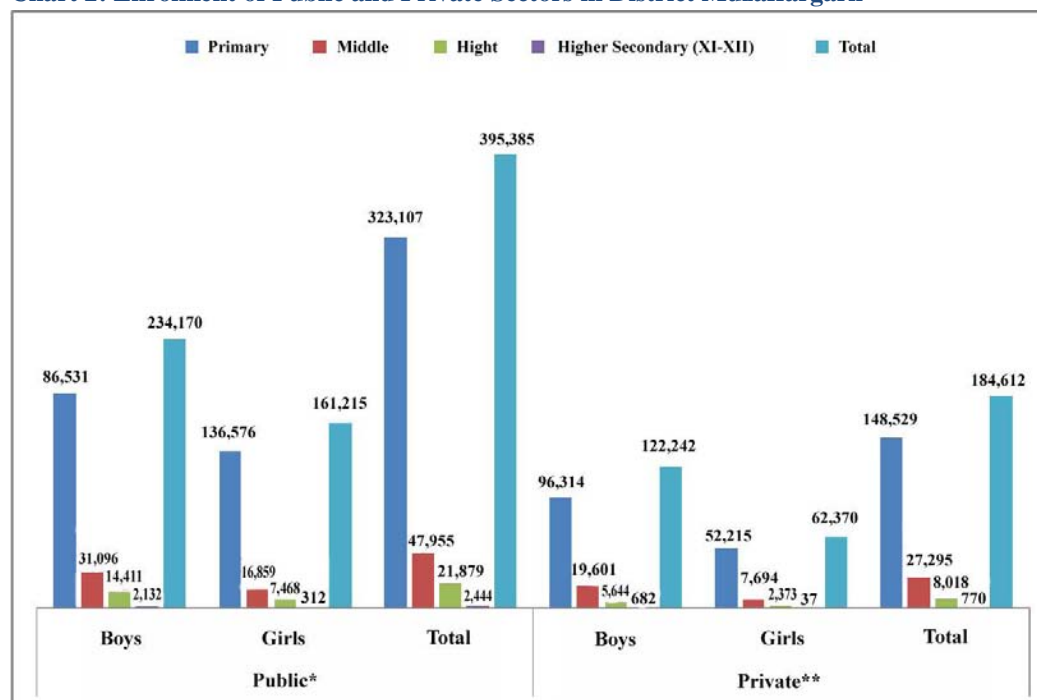
Source: District Education Department

Out of the total enrolment, 68% students are in public sector schools while 32% students are in private sector schools. In both public and private sector schools, boys outnumber girls in terms of enrolment at all levels of education except higher secondary level.

Highest (82%) enrolment is in primary schools, followed by 12% in middle schools, 6% in secondary schools, and 1% in higher secondary schools. Details are given in Chart 2.

¹¹ Excluding higher secondary schools

Chart 2: Enrolment of Public and Private Sectors in District Muzaffargarh



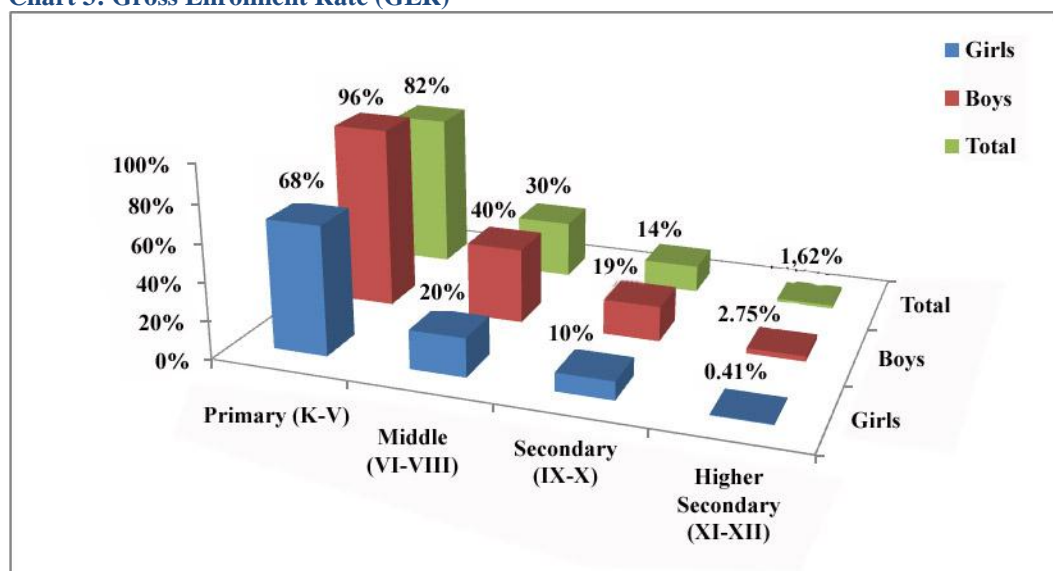
Source: * District Education Department and ** (Estimated form NEC 2005)

3.1.2.3 Gross Enrolment Rate (GER)

In district Muzaffargarh, Gross Enrolment Rate (GER)¹² is 82% at primary (K-V), 30% at middle (VI-VIII), 14% at secondary (IX-X) and 1.62% at higher secondary (XI-XII) levels. (Chart 3) This also indicates that level-wise drop-out rate is high at higher levels. Gender disaggregated data informs that wider gender gap is visible in level wise GER, which is in favour of boys.

The trend of declining GER from primary onwards is not much encouraging and it points towards issues of high drop-out rate and low retention at all education levels.

¹² 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 2,233 in district Muzaffargarh, which comprises 55% boys' schools and 45% girls' schools. Education level-wise data informs that maximum (86%) schools are for primary level, followed by 9.5%, 4%, and 0.5% schools at middle/elementary, secondary and higher secondary levels, 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

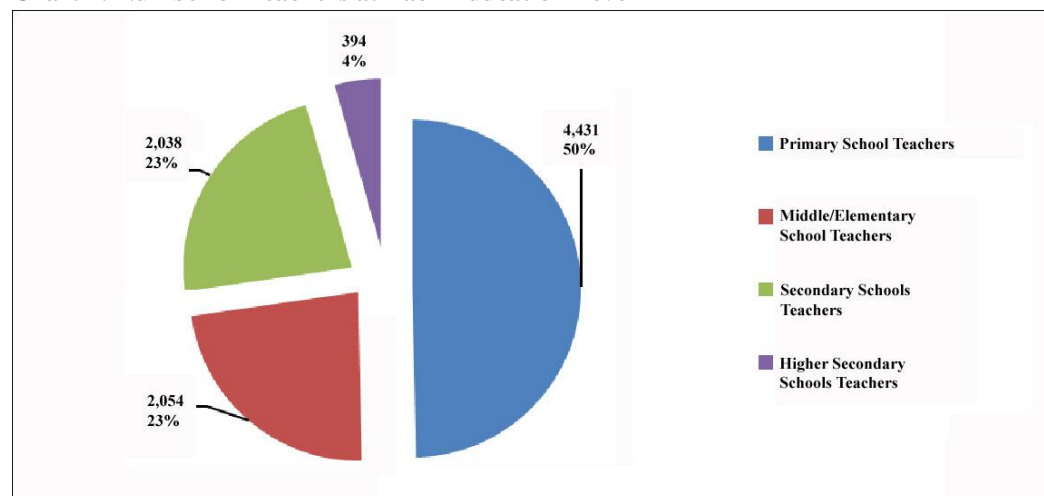
Level	Number of Public Sector Schools			
	Boys	Girls	Mix	Total
Primary	1,027	884	-	1,911
Middle/Elementary	115	97	-	212
Secondary	75	24	-	99
Higher Secondary	7	4	-	11
Total	1,224	1,009	-	2,233

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

3.1.2.5 Number of Teachers

The entire teaching force in district Muzaffargarh is 8,917. Out of total teachers, majority (50%) are primary school teachers. This is followed 23% teachers at middle/elementary schools, 23% are secondary school teachers and 4% teachers are employed in higher secondary schools (Chart 4).

Chart 4: Number of Teachers at Each Education Level

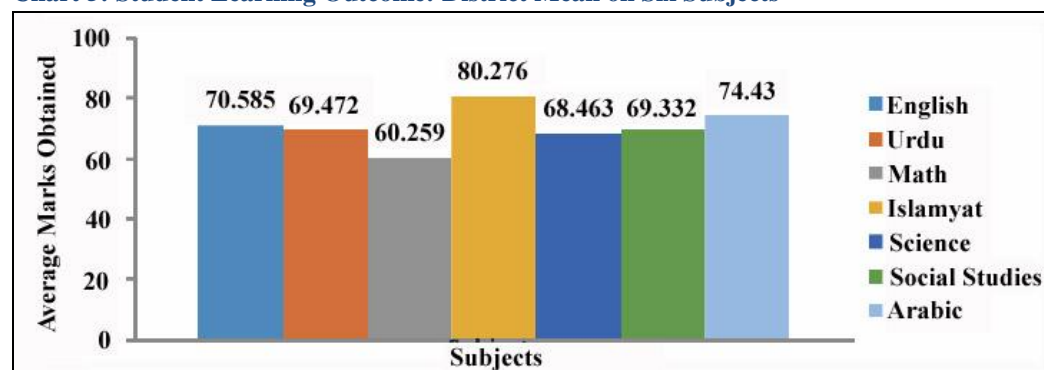


Source: Program Monitoring and Implementation Unit (PMIU) – Punjab

3.1.2.6 Learning Outcomes

In district Muzaffargarh, results of 8th class examination conducted by Punjab Examination Commission (PEC) in 2011, showed that students performed above average in all six subjects (Chart 5).

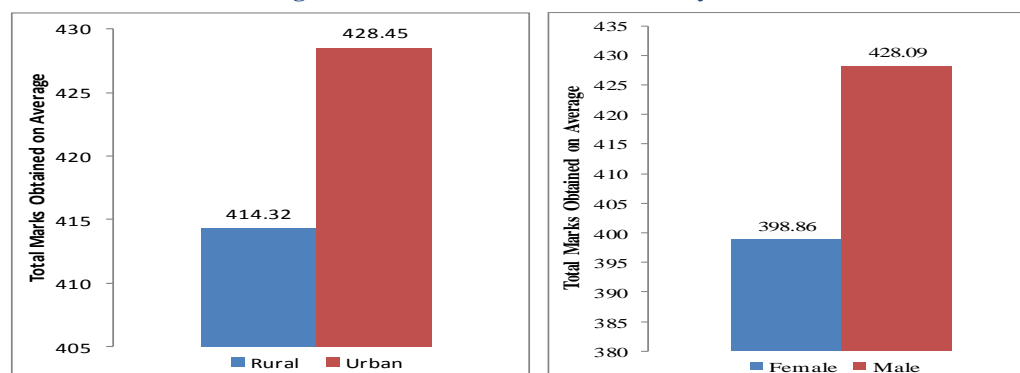
Chart 5: Student Learning Outcome: District Mean on Six Subjects



Rural-urban disaggregated data highlights considerable difference 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 the data shows that students from urban areas obtained

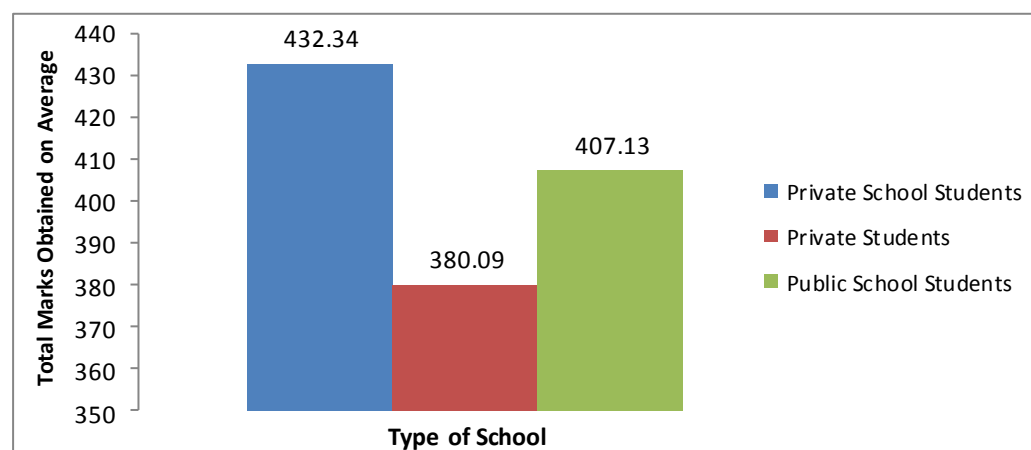
comparatively better marks compared to students from rural areas. Similarly, gender disaggregated data shows that on average boys scored better than girls.

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.

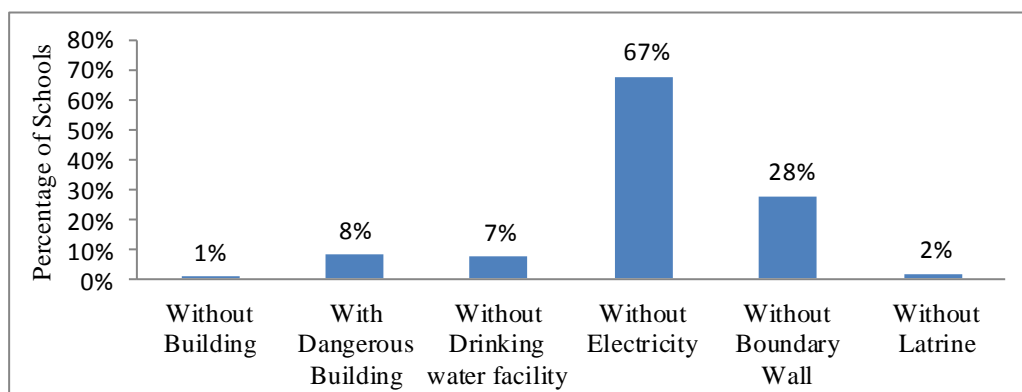
Chart 7: Student Learning Outcome: Public vs Private



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 the enrolment.

Statistics indicate that, out of total public sector schools, majority (67%) of schools are without electricity. This is followed by 28% of schools without boundary walls and 8% of schools are being run in dangerous buildings. 7% of schools are without drinking water facility, 2% of schools are without toilets and 1% schools are being run without a building. (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, boundary walls were built in 92 schools whereas 13 schools were renovated. Apart from this, additional classrooms and new buildings were provided in 10 schools and 6 schools, respectively. However, no school was provided electricity and water facility. (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
13	92	7	0	10	6	0

Source: Program Monitoring and Implementation Unit (PMIU) Punjab

3.1.3 Education Budget of District Muzaffargarh

Total education budget of district Muzaffargarh was Rs. 4.5 billion in 2011-12, which includes amount upto Rs. 419.46 million from provincial government. Total budget comprised 90% current budget and 10% development budget (Table 4). This indicates that lesser amount has 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 Muzaffargarh (2011-12) (Rs. Million)

Total Education Budget	4,506.41
Current Education Budget	4,050.90
Development Education Budget	455.51

Source: District Education Budget Books (2011-12)

3.1.3.1 Current Education Budget

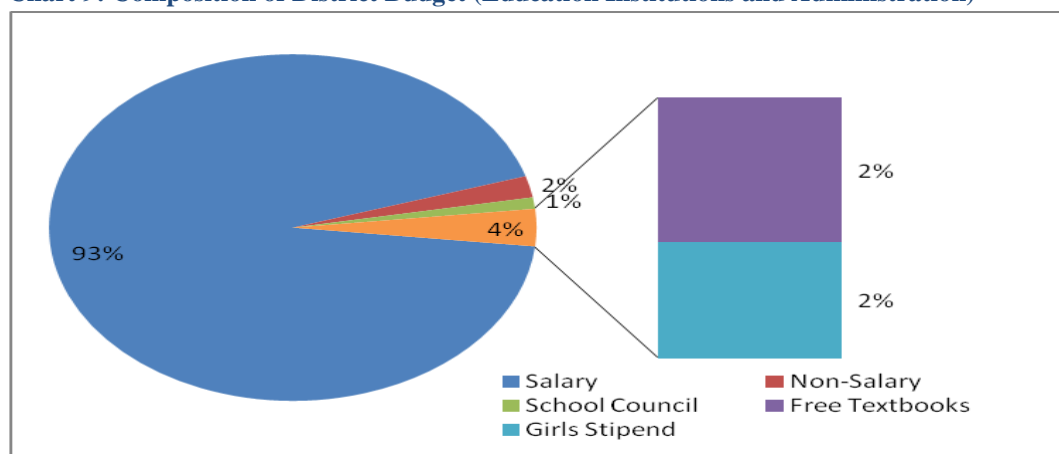
In total, Rs. 4.05 billion had been allocated for education under current budget. This included Rs. 183.90 million grants from provincial government. Out of total district current education budget (Rs. 3.86 billion), major chunk (Rs. 3.78 billion) went to salaries, i.e. 98% of the current district education budget. The share of non-salary budget should be at least 12% of the total current budget.¹³ However, the amount allocated for non-salary costs is only 2% of the current district education budget in Muzaffargarh (Table 5).

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

District School Education (Current Budget)	3,867.00
Salary	3,786.00
Non-Salary	81.00
School Council	43.36
Free Textbooks	78.36
Girls Stipend	62.18
Total Current Budget (Educational Institutions and Administration)	4,050.90

Source: District Education Budget Book (2011-12)

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



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)

¹³ Medium Term Development Framework (MTDF)

As regards share of budget from provincial government, Rs. 62.18 million are for girls' stipend, Rs. 78.36 million for free textbooks, and Rs. 43.36 million for school councils (Table 5 and Chart 9).

3.1.3.2 Development Education Budget

Total development budget of the district is Rs. 455.51 million, which includes Rs. 235.56 million from provincial government. The district development budget is only Rs. 219.95 million (Table 6).

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

Development (District Budget)	219.95
Development (Provincial Budget)	235.56
Total Development Budget (Provincial + District)	455.51

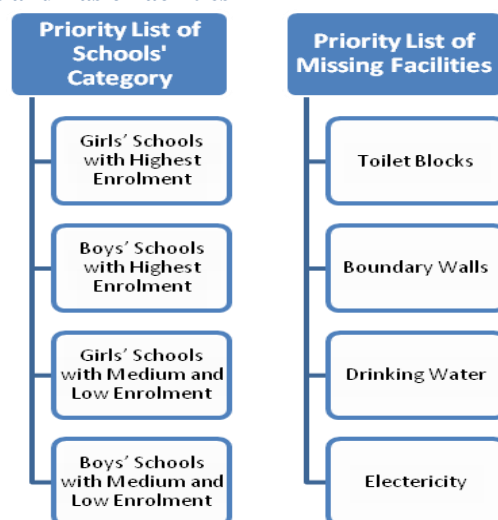
Source: District Education Budget Books (2011-12)

3.2 Step Two: Priority Setting

In order to set the priorities, a consultative meeting was conducted with education sector stakeholders at district Muzaffargarh. Participants of the consultative meeting included officials from District Education Department Muzaffargarh, members of school councils, representatives of local CSOs as well as representatives and workers of political parties. During the consultative meeting, situation of education indicators and budgets was shared with the stakeholders. Participants of the meeting enlisted provision of classroom 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 Muzaffargarh 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 Muzaffargarh over the 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 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 which would ultimately contribute 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 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 STR 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 901,309 children in public and private schools at all levels of education by 2017-18. The target has been set against the baseline of 672,850 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.

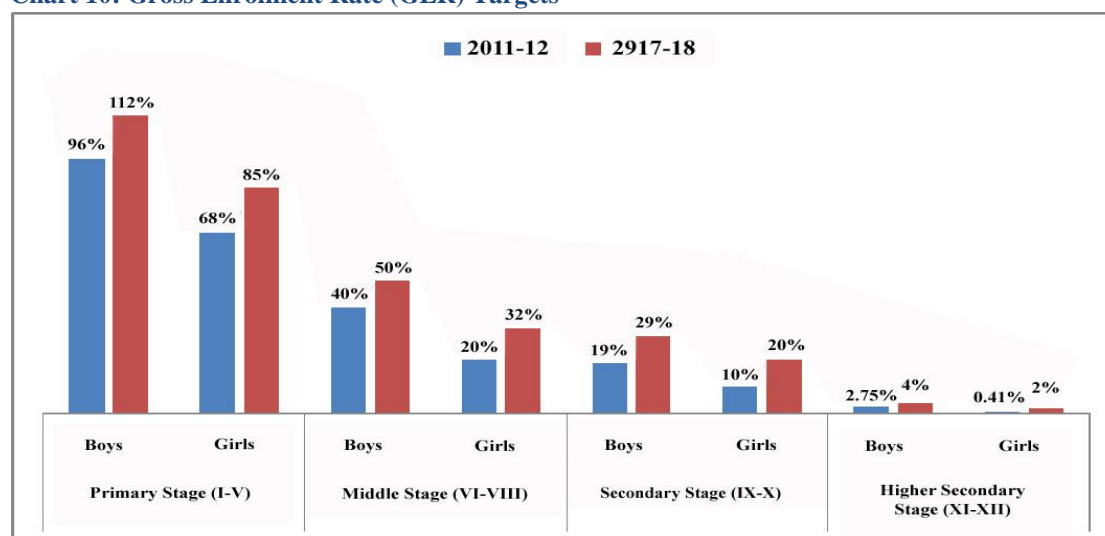
Table 7: Enrolment by Stage (2017-18)

Total Enrolment	901,309
Primary Stage (Total)	698,930
Boys	404,200
Girls	294,730
Middle Stage (Total)	129,513
Boys	80,199
Girls	49,314
Secondary Stage (Total)	65,521
Boys	39,409
Girls	26,113
Higher Secondary Stage	7,345
Boys	4,990
Girls	2,354

The enrolment baseline (672,850) and planned target (901,309) include children of 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 (698,930) enrolment has been targeted at primary stage, followed by middle, secondary, and higher secondary stages (See Table 6 above). Detailed year-wise targets are provided in Annexure I.

In district Muzaffargarh, target has been set to achieve 99% GER (against baseline of 82%) at primary stage by 2017-18. For middle and secondary stages, the target is 41% (against baseline of 30%) and 25% (against baseline of 14%), respectively. Gender disaggregated baseline and targets are given in Chart 10.

Chart 10: Gross Enrolment Rate (GER) Targets

3.3.2 Number of Schools

In order to achieve the target of 99% GER, district Muzaffargarh needs 2,421 schools by 2017-18. Details of targets at each education level are given below in Table 8.

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

	2011-12	2017-18
Primary School	1,911	1,977
Boys	1,027	1,027
Girls	884	950
Elementary/Middle School (Total)	212	272
Boys	115	155
Girls	97	117
Secondary School (Total)	99	154
Boys	75	100
Girls	24	54
Higher Secondary School (Total)	11	18
Boys	7	10
Girls	4	8
Total Public Sector Educational Institutions	2,233	2,421
Boys	1,224	1,292
Girls	1,009	1,129

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 given below.

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

	2013-14	2014-15	2015-16	2016-17	2017-18	Total
Primary Schools	13	13	13	13	14	67
Middle Schools	12	12	12	12	12	60
Secondary Schools	11	11	11	11	11	55
Higher Secondary Schools	1	1	1	2	2	7
Grand Total	37	37	37	38	39	189

Highest number of schools (67) would be required at primary level, followed by 60 schools at elementary/middle level, 55 secondary schools, and 7 higher secondary schools. On the whole, 189 additional schools will be required till 2017-18.

3.3.3 Number of Teachers

In order to meet the above mentioned enrolment targets set for district Muzaffargarh, in total 15,415 teachers will be required by 2017-18. In baseline year, i.e. 2011-12 there were 8,917 teachers in district Muzaffargarh and in order to achieve target set for year 2017-18, there is a

need to induct 1,066 more teachers in the system over the next five years. Year-wise target for the induction of teachers is given in Table 10.

Table 10: Number of School Teachers

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Target for Total School Teachers Each Year	10,522	11,414	12,348	13,327	14,349	15,415
Additional Teachers Required Each Year	1,605	891	935	978	1,022	1,066

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 Number of School Teachers

	2013-14	2014-15	2015-16	2016-17	2017-18
Primary School	406	658	602	927	796
Middle School	167	78	176	-27	70
High School	288	166	168	88	167
Higher Secondary	32	33	33	33	34
Total	893	934	979	1021	1066

3.3.4 Basic Facilities

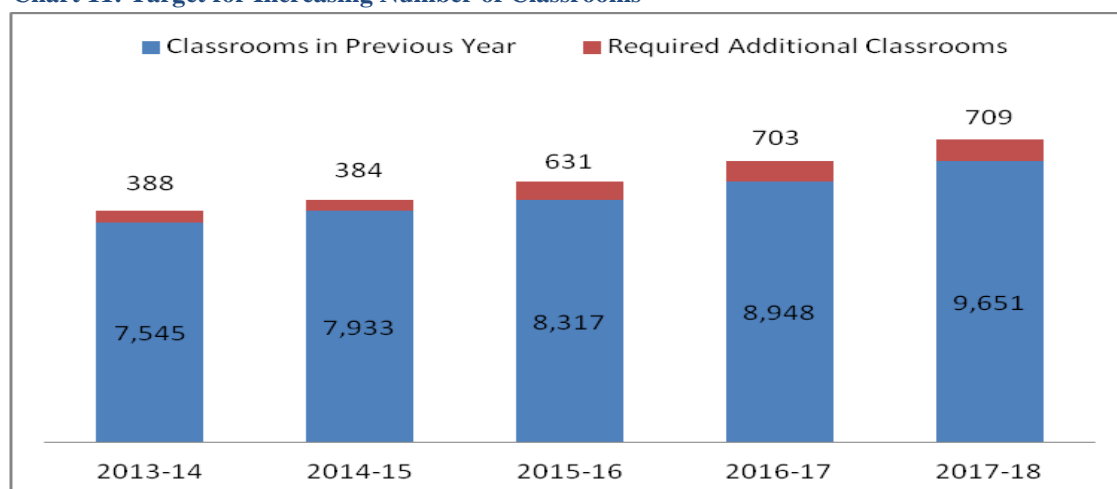
During the target setting exercise, education sector stakeholders and district education managers of Muzaffargarh assigned priority to two basic facilities i.e. boundary walls and toilet blocks for minimizing the backlog of missing facilities in the public sector schools of the district. The criterion 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 missing facilities in 33 schools during first year i.e. 2013-14. List of schools selected according to predetermined criteria, is given in Annexure II. For record and transparency, Education Management Information System (EMIS) codes and names of selected schools are also mentioned in the list. Planning has also been carried out to provide all basic facilities in all schools of the district in a period of five years from the baseline.

3.3.5 Provision of Classrooms

In district Muzaffargarh, a significant number of schools have Student-Classroom Ratio (SCR) above 150. In order to address the issue of high SCR a total of 2,814 additional classrooms will be required till 2017-18. In the year 2012-13, there were 7,545 classrooms in all public schools of district Muzaffargarh. In order to improve SCR a total of 10,359 classrooms will be required

in all schools of the district 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:

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. At primary level, 34 schools with SCR above 150:1 have been selected for provision of additional classrooms. In total, 132 classrooms will be required in 34 primary schools during 2013-14.

At middle and secondary levels, the schools with SCR more than 80:1 have been selected for provision additional classrooms. During 2013-14, 12 middle schools and 10 secondary schools will require 61 and 84 additional classrooms, respectively. For year 2013-14, a detailed priority list of schools for provision of classrooms is given in Annexure III. Year-wise target for provision of classrooms at each education level in the district is given in Table 12.

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	132	200	332	387	391
Middle Schools	61	80	95	131	132
Secondary Schools	84	74	172	157	158
Higher Secondary	111	31	31	28	28
Total Additional lassrooms	388	384	631	703	709

During 2014-15, 200 classrooms will be required in 101 primary schools, 29 middle schools will require 80 classrooms, and 13 secondary schools will require 84 classrooms. List of schools, along with Education Management Information System (EMIS) codes and names, is given in Annexure IV. The list for provision of classrooms from 2015 to 2018 is given in Annexure V.

3.4 Step Four: Budget Required for Achieving the Targets

In total, Rs. 37.42 billion are required to achieve the targets set in the minimum standards plan of district Muzaffargarh described above. It comprises 91% current budget and 9% development budget (Table 13).

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

Required Current Financial Resources 2013-18	34,045.55
Required Developmental Budget	3,375.60
Total Financial Requirement (Current + Development)	37,421.15

Detailed year-wise budget projection is attached as Annexure VI of this plan.

Annexure I: Year-Wise Enrolment Target (2013-18)

Stage/Gender	Public											
	2011-12			2012-13			2013-14			2014-15		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	186,531	136,576	323,107	212,146	157,943	370,089	222,946	169,625	391,571	233,821	179,523	413,344
Middle	31,096	16,859	47,955	36,819	21,016	57,835	39,235	23,441	62,676	41,688	25,944	67,632
High	14,411	7,488	21,879	17,914	10,033	27,947	19,902	11,858	31,760	21,942	13,754	35,696
Total	232,038	160,903	392,941	266,879	188,992	455,871	282,083	203,924	486,007	297,451	219,221	516,672
Stage/Gender	Private											
	2011-12			2012-13			2013-14			2014-15		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	96,314	52,215	148,529	109,541	60,384	169,925	115,117	64,468	179,585	120,732	68,635	189,367
Middle	19,601	7,694	27,295	23,208	9,591	32,799	24,732	10,698	35,430	26,278	11,840	38,118
High	5,644	2,373	8,017	7,016	3,189	10,205	7,795	3,768	11,563	8,594	4,371	12,965
Total	121,559	62,282	183,841	139,765	73,164	212,929	147,644	78,934	226,578	155,604	84,846	240,450
Stage/Gender	Public+ Private											
	2011-12			2012-13			2013-14			2014-15		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	282,845	188,791	471,636	321,687	218,327	540,014	338,063	233,094	571,157	354,552	248,158	602,710
Middle	50,697	24,553	75,250	60,027	30,607	90,634	63,967	34,139	98,106	67,968	37,785	105,751
High	20,055	9,841	29,896	24,930	13,222	38,152	27,697	15,627	43,324	30,536	18,124	48,660
Total	353,597	223,185	576,782	406,644	262,156	668,800	429,727	282,860	712,587	453,054	304,067	757,121
Stage/Gender	2015-16											
	2015-16			2016-17			2017-18			2018-19		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	282,845	188,791	471,636	321,687	218,327	540,014	338,063	233,094	571,157	354,552	248,158	602,710
Middle	50,697	24,553	75,250	60,027	30,607	90,634	63,967	34,139	98,106	67,968	37,785	105,751
High	20,055	9,841	29,896	24,930	13,222	38,152	27,697	15,627	43,324	30,536	18,124	48,660
Total	353,597	223,185	576,782	406,644	262,156	668,800	429,727	282,860	712,587	453,054	304,067	757,121
Stage/Gender	2019-20											
	2019-20			2020-21			2021-22			2022-23		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	282,845	188,791	471,636	321,687	218,327	540,014	338,063	233,094	571,157	354,552	248,158	602,710
Middle	50,697	24,553	75,250	60,027	30,607	90,634	63,967	34,139	98,106	67,968	37,785	105,751
High	20,055	9,841	29,896	24,930	13,222	38,152	27,697	15,627	43,324	30,536	18,124	48,660
Total	353,597	223,185	576,782	406,644	262,156	668,800	429,727	282,860	712,587	453,054	304,067	757,121

Annexure II: Provision of Basic Facilities to Schools (2013-14)

District Muzaffargarh	Sr. No	EMIS Code	Title of School	Enrollment			No. of Classrooms	No. of Teachers (Including Science Teacher)			Missing Facilities			
				Boys	Girls	Total		Male	Female	Total	B.W	Water	Elect	Toilet
	1	32330770	GGPS MANKA BHUTTA	0	111	111	2			0	No	No	No	No
	2	32320894	GGPS BASTI KHAKHI WALA	6	94	100	3			0	No	No	No	No
	3	32330769	GPS RASHEED PUR	33	53	86	0			0	No	No	No	No
	4	32340334	GGPS PACHAR WALA	20	46	66	0			0	No	No	No	No
	5	32330609	GGPS AALI WALA	4	42	46	2		1	1	No	No	No	No
	6	32340155	GGPS DENAY WALA	23	38	61				0	No	No	No	No
	7	32340176	GGPS REHMAN ABAD	33	37	70			1	1	No	No	No	No
	8	32330782	GPS ASAIR WALA	10	30	40				0	No	No	No	No
	9	32310270	GPS BASTI QURESHI	12	13	25	2	1		1	No	No	No	No
	10	32340344	GGPS BASTI LAGHARI WALA	16	6	22	2		1	1	No	No	No	No
	11	32310273	GPS JUMMA WALI	0	0	0				0	No	No	No	No

District Muzaffargarh	EMIS Code	Title of School	Enrollment			No. of Classrooms	No. of Teachers (Including Science Teacher)		Missing Facilities			
			0	0	0				No	No	No	No
12	32310313	GGPS MUD SONHARAY SHAH	0	0	0			0	No	No	No	No
13	32310319	GGPS AGHRANI	0	0	0			0	No	No	No	No
14	32320602	GGPS SHEIKHU WALA	0	0	0			0	No	No	No	No
15	32320915	GGPS CHAK NO. 596 TDA (NEW)	0	0	0			0	No	No	No	No
16	32320927	GGPS CHAH BASIRA	0	0	0			0	No	No	No	No
17	32320931	GGPS CHAK NO. 578 TDA	0	0	0			0	No	No	No	No
18	32320935	GGPS CHAK NO 651 TDA	0	0	0			0	No	No	No	No
19	32320938	GGPS NOOR MUHAMMAD WALA	0	0	0			0	No	No	No	No
20	32320940	GGPS PULL GUJJAR	0	0	0			0	No	No	No	No
21	32320948	GPS CHAK NO. 129 ML	0	0	0			0	No	No	No	No
22	32320951	GPS CHAK NO. 504 TDA	0	0	0			0	No	No	No	No
23	32320955	GPS CHAK NO. 579 TDA	0	0	0			0	No	No	No	No
24	32330485	GGPS DINGI	0	0	0			0	No	No	No	No
25	32330570	GGPS MOUZA MAITLA	0	0	0			0	No	No	No	No
26	32330738	GGPS MOUZA QURESHI	0	0	0			0	No	No	No	No
27	32330776	GGPS ALI	0	0	0			0	No	No	No	No

District Muzaffargarh	EMIS Code	Title of School	Enrollment			No. of Classrooms	No. of Teachers (Including Science Teacher)			Missing Facilities			
28	32340259	DAHA GGPS CHITT CALROO	0	0	0				0	No	No	No	No
29	32340265	GPS SIDDIQIA SITHARI	0	0	0				0	No	No	No	No
30	32340293	GMMS MISBAH-UL- ULOOM	0	0	0				0	No	No	No	No
31	32340346	GGPS KANDAY WALA	0	0	0				0	No	No	No	No
32	32340347	GGPS NOOR SHAH	0	0	0				0	No	No	No	No
33	32340349	GPS ALLAH DAWAYA LAR	0	0	0				0	No	No	No	No

Annexure III: List of Schools for Classroom Provision (2013-14)

Sr. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
1	32310183	GGPS NIAZI WALA	348	2	174	4
2	32310185	GGPS BASTI GHAGRI	482	3	161	5
3	32310215	GGPS BASTI GABOOL	153	1	153	2
4	32310275	GPS MIRO WALA	170	1	170	2
5	32320148	GPS RAHMOON WALI	432	2	216	5
6	32320225	GPS HASSAM WALA	235	1	235	3
7	32320228	GPS BASTI AMEER SHAH	317	1	317	4
8	32320233	GPS CHAK RODI	189	1	189	2
9	32320240	GPS KHAJJI WALA	332	2	166	4
10	32320268	GPS CHAK NO.575 TDA	155	1	155	2
11	32320520	GGPS ARAIN WALA NO.2	338	2	169	4
12	32320662	GPS TANWRI WALA	305	2	153	3
13	32320666	GPS MULLAN WALA	493	3	164	5
14	32320681	GPS BASTI NOON	318	2	159	3
15	32320691	GPS TEETKY WALA	200	1	200	2
16	32320753	GPS ASHRAF WALA	202	1	202	2
17	32320705	GMMS BUTTI WALA	161	1	161	2
18	32320845	GPS CHAK NO.625 TDA	204	1	204	2
19	32320756	GPS CHAK NO.140 ML	266	2	133	2
20	32330173	GPS BASHIR SINAWAN WALA	1065	2	533	16
21	32330293	GPS PONTA MALANA	510	2	255	7
22	32320900	GGPS HUDDAY WALA	314	2	157	3
23	32330194	GPS BAGH WALA QADEEM	405	2	203	5
24	32330271	GPS KHAN BELA	213	1	213	3
25	32330330	GPS DIN WALA	315	2	158	3
26	32330336	GPS DIARA WADHU	368	2	184	4
27	32330345	GPS QUTUB SHAH	345	1	345	5

Sr. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
28	32330376	GGPS WALLIA PALLIA	464	1	464	7
29	32330545	GGPS HASAN PUR TRAND	297	1	297	4
30	32330549	GGPS QASIM WALA	311	2	156	3
31	32330745	GPS PIPAL WALA (SULTAN MANDOR)	393	2	197	5
32	32340042	GPS ALI MUHAMMAD WALA	346	2	173	4
33	32340115	GPS MUSLIM CHAJRA	324	2	162	3
34	32340271	GPS SHER KHAN	300	2	150	3

Sr. No	EMIS Code	Name of Middle Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
1	32310073	GES AZMAT PUR	661	8	83	7
2	32320040	GES MASHKOOOR NAGAR	188	2	94	2
3	32320051	GES KOT ADU MILLAT	869	10	87	9
4	32320059	GES PRACTISING (ATTACH WITH GCET) KOT ADU	430	5	86	5
5	32320168	GES CHAK NO. 530/TDA	573	5	115	8
6	32320242	GES HAIDER GHAZI	523	6	87	6
7	32320278	GES NOOR SHAH	496	6	83	5
8	32330078	GGES GHAZI GHAT	298	3	99	4
9	32330300	GES MAHAL KUSHAK	270	2	135	4
10	32330343	GES RAMZAN ABAD	445	5	89	5
11	32330740	GGES RAQBA NOOR KHAN	297	3	99	4
12	32340172	GGES BASTI SITHARI	367	4	92	4

Sr. No	EMIS Code	Name of Secondary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
1	32310010	GHS SEET PUR	494	5	99	6
2	32310012	GHS KHANGARH DOMA	481	6	80	5
3	32320037	GGHS SINAWAN	1101	13	85	11
4	32320017	GHS KOHAWAR	920	10	92	10
5	32320076	GGHS SHEIKH UMER	412	5	82	4
6	32330031	GGHS BASIRA	1059	13	81	11
7	32330040	GGHS SHAH JAMAL	876	8	110	11
8	32330067	GHS NACHING	882	11	80	9
9	32340008	GHS MUHAMMAD WALI	458	4	115	6
10	32340016	GGHS SHAHER SULTAN	1014	12	85	11

Sr. No.	EMIS Code	Name of Higher Secondary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
1	32310014	GGHSS SEET PUR	564	14	40	2
2	32320001	GHSS CHOWK SARWAR SHAHEED	1185	23	52	11
3	32320004	GGHSS CHOWK SARWAR SHAHEED	1237	30	41	5
4	32320014	GHSS GHAZI GHAT	493	14	35	0
5	32320018	GHSS BUDH	1030	16	64	13
6	32320028	GHSS SINAWAN	750	21	36	0
7	32320030	GGHSS D.D. PANNAH	899	14	64	12
8	32330001	GHSS ROHILLAN WALI	1129	27	42	5
9	32330002	GHSS SHAH JAMAL	1349	17	79	22
10	32330039	GGHSS ROHILLAN WALI	1015	17	60	12
11	32340001	GHS SHEHAR SULTAN	1394	12	116	28

Annexure IV: List of Schools for Classroom Provision (2014-15)

Sr. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
1	32310066	GPS BAIT MULLAN WALI	104	1	104	1
2	32310130	GPS BUDHWANI	277	2	139	3
3	32310135	GPS KUNDRA	294	2	147	3
4	32310139	GPS GHAGHRI	238	2	119	2
5	32310156	GGPS GHATTI NAHAR	213	2	107	2
6	32310178	GGPS BASTI KHIARI	100	1	100	1
7	32310186	GGPS KHAN GARH DOMA	214	2	107	2
8	32310191	GGPS SHAHI WALA NO.2	146	1	146	1
9	32310197	GGPS ALIPUR NO. 2	241	2	121	2
10	32310213	GGPS SAKKER WALA	226	2	113	2
11	32310261	GMMS BASTI NAMBERDAR	107	1	107	1
12	32310263	GPS KOTLA BAKHSH	286	2	143	3
13	32320115	GPS SUNARAY WALA	239	2	120	2
14	32320119	GPS IBRAHIM WALA	212	2	106	2
15	32320131	GPS MOCHI WALA	241	2	121	2
16	32320174	GPS CHAK NO.132/ML	111	1	111	1
17	32320175	GPS AHMAD BAKHSH WALA	212	2	106	2
18	32320186	GPS CHANDIA WALA	275	2	138	3
19	32320193	GPS PATTI GHULAM ALI	249	2	125	2
20	32320205	GPS PATTI DAYA CHOKHA	204	2	102	1
21	32320217	GPS SAMUNDARY JADEED	214	2	107	2
22	32320221	GPS SANJRANI WALA	330	3	110	3
23	32320226	GPS KHUDA BAKHASH KHAN WALA	290	2	145	3
24	32320227	GPS FATOHAL WALA	117	1	117	1
25	32320239	GPS SHEIKHU WALA	250	2	125	2
26	32320249	GPS CHAK NO.607 TDA	216	2	108	2
27	32320251	GPS MIR PUR	215	2	108	2
28	32320258	GPS DIRKHAN WALA	121	1	121	1

Sr. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
29	32320286	GPS CHAK NO.540 TDA	123	1	123	1
30	32320297	GPS CHAK NO. 534/TDA	134	1	134	1
31	32320305	GPS PATTI SULTAN MAHMOOD	146	1	146	1
32	32320323	GPS CHAK NO.639 TDA	115	1	115	1
33	32320356	GGPS BALA SAIR WALA	250	2	125	2
34	32320365	GGPS KOHAWAR	203	2	102	1
35	32320369	GGPS IBRAHIM KHAN WALA	220	2	110	2
36	32320374	GGPS AHMAD WALA NO. 2	119	1	119	1
37	32320376	GGPS SALEEM ABAD	236	2	118	2
38	32320380	GGPS JAMAL WALA	225	2	113	2
39	32320459	GGPS JHANEER DURAJA	276	2	138	3
40	32320467	GGPS JADEED TAPPAY WALA	148	1	148	1
41	32320497	GGPS BASTI MALOOK	537	4	134	5
42	32320503	GGPS HUSSAIN WALA	283	2	142	3
43	32320507	GGPS HOOT WALA	313	3	104	2
44	32320600	GGPS TIBBI WALA	220	2	110	2
45	32320607	GGPS SARANG WALA	199	2	100	1
46	32320610	GGPS MUHAMMAD WALA	324	3	108	2
47	32320612	GGPS TAUNSA BAIRAGE	265	2	133	2
48	32320619	GGPS KOLACHI WALA	287	2	144	3
49	32320665	GPS JADAY WALA	211	2	106	2
50	32320675	GPS KHAGAY WALI	213	2	107	2
51	32320683	GPS SHUJA ABAD	580	5	116	5
52	32320751	GPS FATEH WALA	212	2	106	2
53	32320763	GPS ALLAH WALI	304	3	101	2
54	32320777	GPS SONAY WALA	359	3	120	3
55	32320789	GPS SULTAN WALA	333	3	111	3
56	32320797	GPS MATWANI WALA GHARBI	118	1	118	1
57	32320803	GPS CHAK NO. 149/ML (FAZIL WALA)	243	2	122	2
58	32320819	GPS KOUSAR ABAD	132	1	132	1
59	32320834	GPS CHAK NO.643/TDA	120	1	120	1
60	32320857	GPS SULTAN MEHMOOD WALA	223	2	112	2
61	32320962	GPS SAJJAD BOHRA	246	2	123	2
62	32330121	GPS JADA CHANDIA	226	2	113	2

Sr. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
63	32330146	GPS JARIEN	202	2	101	1
64	32330153	GPS BAGH WALA JADEED	337	3	112	3
65	32330160	GPS KHALID ABAD NO 2	307	3	102	2
66	32330167	GPS JALIL WALA	135	1	135	1
67	32330172	GPS GAREY WAHIN	272	2	136	3
68	32330183	GPS PATNI NO. 1	246	2	123	2
69	32330185	GPS GURAM BAGRAON	433	4	108	3
70	32330287	GPS GUD PUR	201	2	101	1
71	32330289	GPS CHAK NAHI	613	6	102	4
72	32330290	GPS GONDAL WALA	247	2	124	2
73	32330297	GPS JHOKE BHUTTA	361	3	120	3
74	32330310	GPS SALT I	234	2	117	2
75	32330323	GPS BASTI KORAI	218	2	109	2
76	32330328	GPS AZIZ KHOKHAR WALA	242	2	121	2
77	32330341	GPS RAQBA SARKAR	284	2	142	3
78	32330389	GGPS BASTI NAWAN	201	2	101	1
79	32330392	GGPS QURESHI WALA	234	2	117	2
80	32330399	GGPS GULL WALA	483	4	121	4
81	32330402	GGPS MUNDA PEER	256	2	128	2
82	32330409	GGPS FATEH SUHRANI	224	2	112	2
83	32330434	GGPS SHAH WALA	170	1	170	2
84	32330478	GGPS GADARA	203	2	102	1
85	32330553	GGPS KACHI WALI	413	4	103	3
86	32330569	GGPS TAHIR WALI	228	2	114	2
87	32330580	GGPS JANG WALA	300	2	150	3
88	32330613	GGPS QAZI WALA	274	2	137	3
89	32330624	GGPS SAADAT ABAD	495	4	124	4
90	32330681	GPS HASSAN WALA	199	2	100	1
91	32330686	GPS CHAK NO. 4/4 R	118	1	118	1
92	32330703	GPS AKBAR WALA	211	2	106	2
93	32330761	GPS KAMAL WALA	325	3	108	2

Sr. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
94	32330791	GPS HAIDER KARAR WALA	115	1	115	1
95	32340064	GPS BAKAINI	230	2	115	2
96	32340067	GPS FAQIR AHMAD WALA	374	3	125	3
97	32340130	GPS DINGA KORAI	273	2	137	3
98	32340134	GPS BASTI ZOHAR	210	2	105	2
99	32340142	GPS JANGLA	202	2	101	1
100	32340254	GGPS JAFFER WALA	116	1	116	1
101	32340291	GPS BASTI PANOOHAN	244	2	122	2

Sr. No.	EMIS Code	Name of Middle Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
1	32320045	GES BASTI PATHANAN	301	4	75	3
2	32320049	GES GULLAN WALA	379	6	63	2
3	32320052	GES KAHIRI SINAWAN	421	7	60	2
4	32320055	GES MUBARAK WALA	321	4	80	3
5	32320072	GGES GOHAR WALA	384	5	77	4
6	32320082	GGES MALIK ARAIN WALA	407	6	68	3
7	32320608	GGES NAZIR WALA	460	7	66	3
8	32320628	GGES BHAI DAN WALI	477	6	80	5
9	32320358	GGES MONDAY SHAH	309	4	77	3
10	32330048	GES AJAB WALA	241	4	60	1
11	32330052	GES PACCA GHALWAN	600	9	67	4
12	32330053	GES CHUHAR PUR	444	7	63	3
13	32330075	GES KAHIRI	378	6	63	2
14	32330081	GGES BASTI GAZRAN	268	4	67	2
15	32330082	GGES BHUTTA PUR	483	7	69	4
16	32330098	GGES BASTI DARIGH	355	5	71	3
17	32330099	GGES KALLAR WALA	319	4	80	3
18	32330100	GGES THATHA QURESHI	216	3	72	2
19	32330155	GES BASTI MOND	445	7	64	3
20	32330398	GGES NOOR KUBRA	288	4	72	2
21	32330444	GGES THATHA SIALAN	266	4	67	2
22	32330466	GGES LANGAR SARAI	357	6	60	2
23	32330739	GGES BAIT QAIM SHAH	310	4	78	3
24	32330752	GES KHAN WALA	402	6	67	3
25	32340019	GES SITHARI	638	9	71	5
26	32340050	GES KHAROS	315	5	63	2
27	32310019	GES THERI	210	3	70	2
28	32310020	GES KUNDAL	201	3	67	1
29	32310046	GES TIBBI ARAIN	235	3	78	2

Sr. No.	EMIS Code	Name of Secondary Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom
1	32310004	GHS ALI WALI	447	64	3
2	32310006	GHS MARIAN	468	67	3
3	32310009	GHS BARA	783	78	7
4	32310023	GGHS KHAIRPUR SADAT	644	64	4
5	32320011	GHS EHSAN PUR	976	61	6
6	32320019	GHS KOT ADU NO. 1	1342	64	9
7	32320032	GGHS GURMANI	609	61	4
8	32320024	GHS WANDAR	480	69	4
9	32320026	GHS LASOORI	397	66	3
10	32330024	GHS BRAHAM WALI	745	68	6
11	32330033	GGHS MC MUZAFFAR GARH	454	76	4
12	32330036	GGHS NORMAL M.GARH	1813	73	15
13	32340002	GHS JATOI	1211	61	7

Annexure V: List of Schools for Classroom Provision (2015-18)

S. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
1	32310060	GPS BAHAREIN WALI	237	3	79	1
2	32310067	GPS BHANRAIN WALI	175	2	88	1
3	32310075	GPS BAZ WALA	208	3	69	1
4	32310088	GPS BAIT DEWAN	74	1	74	0
5	32310090	GPS PIRHAR WALA	85	1	85	1
6	32310095	GPS YOUSUF WALA	180	2	90	1
7	32310101	GPS MURAD PUR JANUBI	134	2	67	0
8	32310115	GPS TIBBA	171	2	86	1
9	32310116	GPS GHATTI NAHAR	209	3	70	1
10	32310123	GPS KOTHAY WALA	170	2	85	1
11	32310124	GPS BHAMBHRI	130	2	65	0
12	32310131	GPS PHULL WALA	159	2	80	1
13	32310134	GPS AZEEM SHAH	137	2	69	0
14	32310138	GPS KOTLA BAKHSH	277	3	92	2
15	32310140	GPS MALIK ARAIN	260	3	87	2
16	32310141	GPS KOTLA GHULAM SHAH	264	3	88	2
17	32310145	GPS TIBBA BURARA	170	2	85	1
18	32310147	GPS SARKI	160	2	80	1
19	32310154	GGPS NABI PUR NO.2	121	2	61	0
20	32310168	GGPS YARAY WALI	85	1	85	1
21	32310177	GGPS SULTAN PUR NO. 3	162	2	81	1
22	32310184	GGPS BASTI RASOOL BAKHSH	177	2	89	1
23	32310187	GGPS BASTI BARBRA	178	2	89	1
24	32310188	GGPS HAZOOR BAKHSH	152	2	76	1
25	32310192	GGPS GHARIB ABAD	148	2	74	1

S. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
26	32310200	GGPS GULSHAIR WALA	120	2	60	0
27	32310219	GGPS GHALWAN	206	3	69	1
28	32310220	GGPS BASTI DOGRAN	174	2	87	1
29	32310223	GGPS TIBBI ARAIN	119	2	60	0
30	32310224	GGPS SHIKRANI	169	2	85	1
31	32310227	GGPS MARIAN	123	2	62	0
32	32310228	GGPS BASTI DEAT	119	2	60	0
33	32310229	GGPS BAHAR KHAN/ GOPANG	130	2	65	0
34	32310234	GGPS BAHARAY WALA	195	2	98	2
35	32310236	GGPS SARDAR KOURY KHAN	169	2	85	1
36	32310239	GGPS BASTI KANJIN WALI	243	4	61	0
37	32310251	GPS BAKHSAN WALA	260	3	87	2
38	32310259	GPS SHAMS UL ULOOM	236	3	79	1
39	32310274	GPS MACHI WALA	154	2	77	1
40	32310309	GGPS BASTI GOPANG	122	2	61	0
41	32310310	GPS BASTI KHATANI	119	2	60	0
42	32320087	GPS BHARYOG	346	5	69	1
43	32320090	GPS ARI KHAIRI	327	4	82	2
44	32320091	GPS GHAREEB ABAD	166	2	83	1
45	32320093	GPS SAGHIR AB AD	147	2	74	1
46	32320095	GPS BAIT RANOOJA	251	4	63	1
47	32320107	GPS PATAY WALA	241	4	60	0
48	32320109	GPS BASTI JHANDEER	148	2	74	1
49	32320111	GPS FAROOQ GURMANI	137	2	69	0
50	32320112	GPS SULTAN AHMAD WALA	155	2	78	1
51	32320114	GPS JILANI WALA	336	4	84	2
52	32320116	GPS KALA BAGRAY WALA	119	2	60	0
53	32320121	GPS SAIDAY WALA	163	2	82	1
54	32320124	GPS GHAZI GHAT	585	7	84	4

S. No.	EMIS Code	Name of Primary Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
55	32320127	GPS KALEEM ABAD	142	2	71	1
56	32320128	GPS KHAWAS WALA	119	2	60	0
57	32320129	GPS BASTI ZOUR	213	3	71	1
58	32320132	GPS BAPA	177	2	89	1
59	32320133	GPS BASTI BISHARAT WALA	149	2	75	1
60	32320139	GPS KOT ADU NO. 1	380	6	63	1
61	32320143	GPS KHALID ABAD	129	2	65	0
62	32320146	GPS LASHARI WALA	216	3	72	1
63	32320149	GPS KHIRKI WALA	221	3	74	1
64	32320159	GPS SHAIKH UMER	147	2	74	1
65	32320164	GPS LODHI FARM	205	3	68	1
66	32320166	GPS MADIL WALA	197	2	99	2
67	32320173	GPS VAJLA	138	2	69	1
68	32320177	GPS MUSTAFA ABAD	127	2	64	0
69	32320179	GPS LANGER WALA	135	2	68	0
70	32320183	GPS RUSTAM WALA	183	3	61	0
71	32320184	GPS CHAK NO. 138/MIL	62	1	62	0
72	32320188	GPS CHAK MUNDA	96	1	96	1
73	32320192	GPS BEHLOL WALA	192	2	96	1
74	32320199	GPS IQBAL ABAD	178	2	89	1
75	32320201	GPS HASO WALA	187	3	62	0
76	32320202	GPS DHORI	297	4	74	1
77	32320204	GPS ALLAH BAKHSH KHAN WALA	164	2	82	1
78	32320209	GPS CHAK NO. 608/TDA	92	1	92	1
79	32320219	GPS CHAK NO. 151/MIL	248	3	83	2
80	32320222	GPS USMAN KHAN WALA	157	2	79	1
81	32320223	GPS BAHADAR WALA	125	2	63	0
82	32320229	GPS PATTAL KOT ADU	186	3	62	0
83	32320232	GPS WALOO WALA	160	2	80	1

S. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
84	32320257	GPS JADEED BAHADUR WALA	180	3	60	0
85	32320263	GPS CHAK NO.565 TDA	62	1	62	0
86	32320276	GPS BANGLA HUNJRAI	250	4	63	1
87	32320282	GPS KHARKIN	276	3	92	2
88	32320283	GPS CHAK NO.503 TDA	139	2	70	1
89	32320293	GPS PIR ZADA	265	4	66	1
90	32320296	GPS CHAK NO. 536/TDA	79	1	79	0
91	32320298	GPS NAZAR ABAD	148	2	74	1
92	32320302	GPS ADIL ABAD	132	2	66	0
93	32320310	GPS CHAUDRY WALA	136	2	68	0
94	32320314	GPS CHAK NO. 578/B / CHAK NO. 622/TDA	128	2	64	0
95	32320316	GPS CHAK NO.645/TDA	138	2	69	1
96	32320318	GPS CHAK NO. 620/TDA	143	2	72	1
97	32320319	GPS CHAK NO. 618 TDA	90	1	90	1
98	32320321	GPS CHAK NO. 641 TDA	143	2	72	1
99	32320332	GGPS SOHAIL ABAD	124	2	62	0
100	32320338	GGPS KHAJI WALA	212	3	71	1
101	32320345	GGPS HAJI SHAH	137	2	69	0
102	32320346	GGPS CHAK BODLA	154	2	77	1
103	32320349	GGPS HABIB WALA	155	2	78	1
104	32320351	GGPS SHAHEED ABAD	235	3	78	1
105	32320352	GGPS SARWIN WALA	122	2	61	0
106	32320353	GGPS ZAHID WALA	175	2	88	1
107	32320354	GGPS BASTI JANGLA	131	2	66	0
108	32320355	GGPS LIAQAT ABAD	140	2	70	1
109	32320361	GGPS DOABA HANS	198	2	99	2
110	32320362	GGPS CHAWOND WALI	192	2	96	1
111	32320363	GGPS NASEEM IJAZ WALA	239	3	80	1
112	32320372	GGPS MIRAN WALI	136	2	68	0

S. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
113	32320375	GGPS GAT GHARBI	179	3	60	0
114	32320382	GGPS SAMANDARI	120	2	60	0
115	32320384	GGPS JAHAN KHAN	179	2	90	1
116	32320387	GGPS JAT WALA	95	1	95	1
117	32320388	GGPS BASTI ZOUR	157	2	79	1
118	32320395	GGPS AWAN WALA	153	2	77	1
119	32320396	GGPS BASHARAT WALA	119	2	60	0
120	32320397	GGPS ABBAS WALA	176	2	88	1
121	32320410	GGPS CHAK NO. 571 TDA	143	2	72	1
122	32320420	GGPS CHAK NO. 531/TDA (DERA KHURSHID ABAD)	63	1	63	0
123	32320422	GGPS CHAK NO. 652/TDA	92	1	92	1
124	32320429	GGPS CHAK NO. 590 TDA	70	1	70	0
125	32320439	GGPS JADEED KAHEERI	138	2	69	1
126	32320440	GGPS RAHIM ABAD CHAK NO. 524/TDA	138	2	69	1
127	32320442	GGPS HAFIZ ABAD	128	2	64	0
128	32320451	GGPS TAPPAY WALA	162	2	81	1
129	32320453	GGPS GHULAM MUHAMMAD WALA	146	2	73	1
130	32320463	GGPS MALIK WALA	97	1	97	1
131	32320464	GGPS SAREEN WALA	172	2	86	1
132	32320475	GGPS BASTI SAIDAN	138	2	69	1
133	32320481	GGPS MACHNI WALA	125	2	63	0
134	32320485	GGPS HAJI PUR	157	2	79	1
135	32320487	GGPS NADEEM ABAD	143	2	72	1
136	32320489	GGPS JIW ANDAY WALA	228	3	76	1
137	32320494	GGPS BASTI JALAL	135	2	68	0
138	32320498	GGPS CANAL COLONY	479	8	60	1
139	32320499	GGPS NOORAY WALA	165	2	83	1
140	32320500	GGPS AKHTER ABAD	166	2	83	1
141	32320502	GGPS TAL WALA	120	2	60	0

S. No.	EMIS Code	Name of Primary Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
142	32320505	GGPS MOHIB WALA	150	2	75	1
143	32320506	GGPS JOGI WALA	140	2	70	1
144	32320510	GGPS BASTI TEHAI	127	2	64	0
145	32320512	GGPS CENTRE KOT ADU NO. 1	134	2	67	0
146	32320513	GGPS HAFIZ ABAD	150	2	75	1
147	32320515	GGPS JINNAH ABADI	246	3	82	1
148	32320516	GGPS ASIF WALA	140	2	70	1
149	32320518	GGPS GHAREEB ABAD	143	2	72	1
150	32320519	GGPS SHAHZADAY WALA	125	2	63	0
151	32320521	GGPS MOTI WALA	292	4	73	1
152	32320525	GGPS GARHI QURESHI	119	2	60	0
153	32320526	GGPS DHOLAY WALA	199	3	66	1
154	32320528	GGPS SHAHZAD WALA	147	2	74	1
155	32320531	GGPS DARI NO. 9	151	2	76	1
156	32320532	GGPS DOST ALI WALA	173	2	87	1
157	32320533	GGPS BASTI SAJHOO WALA	143	2	72	1
158	32320535	GGPS SAMAY WALA	136	2	68	0
159	32320538	GGPS CHAK NO. 528/TDA	120	2	60	0
160	32320539	GGPS WALOO WALA	68	1	68	0
161	32320540	GGPS KARWANI WALA	171	2	86	1
162	32320541	GGPS LOHAN MOCHI WALA	197	2	99	2
163	32320543	GGPS BANGLA SHAH JAMAL	195	2	98	2
164	32320548	GGPS PAWLI WALA	165	2	83	1
165	32320551	GGPS AKHTER ABBAS WALA	135	2	68	0
166	32320552	GGPS MACHAR WALA	159	2	80	1
167	32320555	GGPS GAJI WALA	180	3	60	0
168	32320556	GGPS SADIQ WALA	254	4	64	1
169	32320572	GGPS CHAK NO. 522 TDA	150	2	75	1
170	32320581	GGPS CHAK NO. 516 TDA	119	2	60	0

S. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
171	32320584	GGPS CHAK NO. 147 ML	120	2	60	0
172	32320592	GGPS BASTI NOON JADEED	164	2	82	1
173	32320593	GGPS BASTI ARA	143	2	72	1
174	32320594	GGPS RAZZAQ ABAD	419	6	70	2
175	32320597	GGPS PANWAR WALA	168	2	84	1
176	32320598	GGPS SALEH WALA	140	2	70	1
177	32320611	GGPS AHMAD YAR WALA	124	2	62	0
178	32320613	GGPS MALIK WALA	151	2	76	1
179	32320618	GGPS SAMUNDRI	232	3	77	1
180	32320621	GGPS DADRAY WALA	150	2	75	1
181	32320622	GGPS DAWOOD WALA	187	3	62	0
182	32320623	GGPS MANJOTHAY WALA	156	2	78	1
183	32320624	GGPS NAZAR PURA	155	2	78	1
184	32320636	GGPS BAIT CHAJRAY WALA	123	2	62	0
185	32320641	GPS BASTI SAMUNDRI	139	2	70	1
186	32320650	GPS NOOR PUR BODLA	370	6	62	1
187	32320664	GPS PIR DERGAI SHAH	270	4	68	1
188	32320667	GPS CHAJRAY WALA	161	2	81	1
189	32320669	GPS BASTI BHATTI	125	2	63	0
190	32320674	GMMS HAMID NOON WALA	158	2	79	1
191	32320687	GPS GHAREEB ABAD	490	5	98	4
192	32320700	GPS FAQIR WALA JADEED	473	6	79	3
193	32320706	GPS SIKHANI WALA	176	2	88	1
194	32320707	GPS GHAON WALA	167	2	84	1
195	32320713	GMMS AAJRY WALA	143	2	72	1
196	32320725	GPS QURESHI WALA	163	2	82	1
197	32320734	GMMS GHULAM QADIR	121	2	61	0
198	32320736	GPS BASTI BUKHI	121	2	61	0
199	32320741	GPS DOGAR WALA	142	2	71	1

S. No.	EMIS Code	Name of Primary Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
200	32320744	GPS KHAIRAY WALA	184	3	61	0
201	32320745	GMMS IZAFI BASTI	120	2	60	0
202	32320771	GMMS DADRAY WALA NO. 1	165	2	83	1
203	32320782	GMMS AHMAD KHAN WALA	191	2	96	1
204	32320791	GPS ASLAM WALA	170	2	85	1
205	32320837	GPS CHAK NO.652 TDA	139	2	70	1
206	32320838	GMMS CHAK NO.648 TDA	200	3	67	1
207	32320846	GGPS KEWAL WALA	119	2	60	0
208	32320858	GPS PIRHAR MUNDA GHARBI	160	2	80	1
209	32320859	GPS RAFIA ABAD	173	2	87	1
210	32320890	GGPS BASTI ABBAS ABAD	136	2	68	0
211	32320903	GGPS KACHA PATTAL MUSTAQIL	158	2	79	1
212	32320939	GGPS PATHAN WALA	190	2	95	1
213	32320944	GPS CHAK HAJI WALA	163	2	82	1
214	32320953	GPS CHAK NO. 508 TDA	142	2	71	1
215	32320954	GPS CHAK NO. 526 TDA	131	2	66	0
216	32320956	GPS CHAK NO. 583 TDA	132	2	66	0
217	32320961	GPS PULL ARAIN WALA (ABBAS MINOR)	120	2	60	0
218	32320963	GPS SURMAY DANI	123	2	62	0
219	32330106	GPS MASSU WALA	296	4	74	1
220	32330112	GPS FAIZ ABAD	144	2	72	1
221	32330116	GPS SABZO JAT	457	6	76	2
222	32330117	GPS SONHANRA SHAH NO.2	127	2	64	0
223	32330119	GPS ALI WALA	305	4	76	2
224	32330124	GPS BASHIR WALA	86	1	86	1
225	32330125	GPS SAWAN WALA	50	2	25	-1
226	32330126	GPS KHARI	122	2	61	0
227	32330129	GPS BASTI RUG	500	8	63	1
228	32330131	GPS KAMAL WALA	129	2	65	0

S. No.	EMIS Code	Name of Primary Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
229	32330134	GPS HANEEF ABAD	222	3	74	1
230	32330140	GPS RODAN WALA	253	4	63	1
231	32330141	GPS WALIA PALIA	350	5	70	1
232	32330142	GPS JAL WALA	266	4	67	1
233	32330144	GPS BASIRA	637	7	91	5
234	32330149	GPS SAGHAR ABAD	135	2	68	0
235	32330152	GPS PATTI FAQIR WALI	338	4	85	2
236	32330154	GPS CHUNNAR JADEED	145	2	73	1
237	32330157	GPS PATTI DRIGH JADEED	162	2	81	1
238	32330158	GPS BASTI KANDH	355	4	89	2
239	32330159	GPS BASTI SANDILA	67	1	67	0
240	32330163	GPS SHAKKAR BELA	152	2	76	1
241	32330164	GPS GAJJO WAHIN	328	4	82	2
242	32330166	GPS SHEIKH PUR NO. 2	179	2	90	1
243	32330168	GPS AMMAN PUR	258	3	86	2
244	32330169	GPS BASTI AWAN	300	5	60	0
245	32330171	GPS MONDKA	413	5	83	3
246	32330174	GPS BASTI KHARAK	336	5	67	1
247	32330177	GPS BASTI CHANDIA	202	3	67	1
248	32330178	GPS SHAH GARH	242	4	61	0
249	32330188	GPS QASBA JUNOBI	154	2	77	1
250	32330190	GPS SYED PUR	132	2	66	0
251	32330192	GPS BASTI HAJANA	158	2	79	1
252	32330195	GPS BELY JANUBI	256	3	85	2
253	32330210	GPS BASTI RAN	155	2	78	1
254	32330218	GPS KHANGIN SHUMALI	187	3	62	0
255	32330219	GPS KHOKHAR WALA	120	2	60	0
256	32330229	GPS CHAK CHCHARA	183	2	92	1
257	32330240	GPS KUNNAL SUNDELA	120	2	60	0

S. No.	EMIS Code	Name of Primary Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
258	32330241	GPS BILOO SANDILA	122	2	61	0
259	32330245	GPS JIWANA BANGLA	192	3	64	0
260	32330256	GPS CHABUTRA KAMAL	148	2	74	1
261	32330257	GPS BERAHAM PUR	140	2	70	1
262	32330258	GPS SAMTI	91	1	91	1
263	32330263	GPS CHAK NO.7/4-R	131	2	66	0
264	32330266	GPS BAIT UMER PUR	407	5	81	2
265	32330269	GPS PIR WALA	130	2	65	0
266	32330274	GPS BHINDAY WALI	139	2	70	1
267	32330278	GPS KARIM WALA	370	5	74	2
268	32330283	GPS BILAL WALA	251	4	63	1
269	32330284	GPS AHMAD KHAN WALA	190	3	63	0
270	32330285	GPS BASTI MUNDHERA	206	3	69	1
271	32330292	GPS BASTI JALAL	190	3	63	0
272	32330295	GPS ROHILLAN WALI NO. 2	167	2	84	1
273	32330296	GPS KORAI WALA	334	5	67	1
274	32330311	GPS NOORAN ABRIEND	291	3	97	2
275	32330312	GPS BITHARAY WALA	129	2	65	0
276	32330316	GPS WALI DAD KHULANG	133	2	67	0
277	32330320	GPS SHAH JAMAL	266	4	67	1
278	32330325	GPS PAHAR PUR	130	2	65	0
279	32330326	GPS PATTI ISHAQ MOHANA	282	3	94	2
280	32330329	GPS BASTI LUNDA	447	5	89	3
281	32330331	GPS TIBBI NONARI	196	3	65	1
282	32330333	GPS KOT SHAH	131	2	66	0
283	32330335	GPS MANKA BHUTTA	179	3	60	0
284	32330338	GPS BAIT RAILY	155	2	78	1
285	32330349	GPS CHOHAN WALA	267	4	67	1
286	32330350	GPS MONDHI WALA	143	2	72	1

S. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
287	32330353	GPS KUMHAR WALA	168	2	84	1
288	32330355	GPS SHABBIR NADIR WALA	126	2	63	0
289	32330363	GGPS CHAK GODAR	159	2	80	1
290	32330366	GGPS BAIR WALA	179	2	90	1
291	32330373	GGPS MUHAMMAD MUSA	139	2	70	1
292	32330374	GGPS BASTI JARAIN	137	2	69	0
293	32330377	GGPS BASTI RUG	272	3	91	2
294	32330381	GGPS MAHBOOB WALA	123	2	62	0
295	32330401	GGPS GULAB WALA	431	5	86	3
296	32330404	GGPS SHAH MUHAMMAD JANUBI	171	2	86	1
297	32330405	GGPS KOTLA LAGHARI	237	3	79	1
298	32330408	GGPS TIBBI LAL SHAH	126	2	63	0
299	32330411	GGPS GAMOON WALA	282	3	94	2
300	32330412	GGPS HASSAN SHAH WALA	128	2	64	0
301	32330414	GGPS AHMAD WALA	250	4	63	1
302	32330417	GGCMS AL-IMRAN	165	2	83	1
303	32330418	GGCMS ALI WALA	408	5	82	2
304	32330422	GGPS SAWAN WALA	125	2	63	0
305	32330423	GGPS SALEH WALA	89	1	89	1
306	32330433	GGMPS FARID COLONY	209	3	70	1
307	32330435	GGPS CHAK NO. 116 MUZAFFARGARH	120	2	60	0
308	32330456	GGPS ABBAS ABAD	288	4	72	1
309	32330471	GGPS KHUDAI	132	2	66	0
310	32330495	GGPS KOT DADAN	337	4	84	2
311	32330506	GGPS GINDI KHAKHI	123	2	62	0
312	32330507	GGPS PONTA MALANA	125	2	63	0
313	32330511	GGPS IFTIKHAR WALA	137	2	69	0
314	32330513	GGPS HARPALO	160	2	80	1
315	32330517	GGPS KACHI PAKI	125	2	63	0

S. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
316	32330519	GGPS KHAJI WALA	137	2	69	0
317	32330520	GGPS DEDHAY LAL	247	3	82	1
318	32330522	GGPS UMER PUR JANUBI	135	2	68	0
319	32330528	GGPS CHAK NAHI	193	2	97	2
320	32330532	GGPS MOZA MALANA	140	2	70	1
321	32330533	GGPS TIBBA	135	2	68	0
322	32330542	GGPS MEHAR PUR	204	3	68	1
323	32330555	GGPS KOT SHAH	196	2	98	2
324	32330559	GGPS KAMAL KORAI	134	2	67	0
325	32330574	GGPS TAL JAL WALA	158	2	79	1
326	32330578	GGPS SAIR WALA	157	2	79	1
327	32330587	GGPS SHAIKH WALA	143	2	72	1
328	32330590	GGPS MEHRAJ WALA	128	2	64	0
329	32330595	GGPS CHAK ALAM SHAH	130	2	65	0
330	32330610	GGPS SHEIKH PUR	122	2	61	0
331	32330614	GGPS KAMAL PUR PATNI	161	2	81	1
332	32330632	GGPS KHAN WALA	182	3	61	0
333	32330637	GGPS PATTI LOHAR WALI	122	2	61	0
334	32330655	GMMS TARIQ ABAD	124	2	62	0
335	32330667	GPS CHOHR PUR	200	3	67	1
336	32330671	GMMS DARBAR MOHIB JANIAN	157	2	79	1
337	32330679	GPS SADAT KALONY	178	2	89	1
338	32330687	GPS CHARGH BELA	136	2	68	0
339	32330693	GPS REHMAN ABAD	195	2	98	2
340	32330698	GPS WIG	99	1	99	1
341	32330699	GPS THALLA NOOR MUHAMMAD	154	2	77	1
342	32330709	GMMS MIR HAJI	119	2	60	0
343	32330736	GGPS BHUTTA	92	1	92	1
344	32330757	GGPS MAKHNEY WALA	130	2	65	0

S. No.	EMIS Code	Name of Primary Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
345	32330765	GPS KASHIF NAGAR	160	2	80	1
346	32330778	GGPS BASTI RAIY ALI	155	2	78	1
347	32330781	GPS SANDILA JAWIT WALA	140	2	70	1
348	32330786	GPS CHABUTRA ADHA	162	2	81	1
349	32330792	GPS HAMMER	165	2	83	1
350	32340033	GPS HAJI WALA	131	2	66	0
351	32340043	GPS VIDAD VAINS	261	4	65	1
352	32340044	GPS WAPDA COLONY	127	2	64	0
353	32340047	GPS BAGRA	132	2	66	0
354	32340049	GPS SHAHEED MARD GHAZI	127	2	64	0
355	32340056	GPS HAIDER WALA	120	2	60	0
356	32340058	GPS MOCHI WALA	179	3	60	0
357	32340065	GPS ABRIEND WALA	271	4	68	1
358	32340066	GPS ASEER WALA	175	2	88	1
359	32340068	GPS BASTI MOHANA	190	3	63	0
360	32340072	GPS AZIZ ABAD	80	1	80	0
361	32340076	GPS ELAHI BAKHSH WALA	152	2	76	1
362	32340077	GPS ATHER WALI	137	2	69	0
363	32340080	GPS LUNDI PITAFI	279	4	70	1
364	32340084	GPS BAIT SHAHIL KHAN	180	2	90	1
365	32340086	GPS KOTLA MEHAR ALI	184	3	61	0
366	32340093	GPS MIR HAZAR KHAN	207	3	69	1
367	32340097	GPS SHAHER SULTAN NO. 3	133	2	67	0
368	32340098	GPS SHAHER SULTAN NO. 4	153	2	77	1
369	32340100	GPS KACHI MIRAN PUR	189	3	63	0
370	32340103	GPS KOTHAY WALA	165	2	83	1
371	32340109	GPS JOIA WALA	197	2	99	2
372	32340112	GPS SHAH WALA	158	2	79	1
373	32340118	GPS FIAZ PUR	143	2	72	1

S. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
374	32340120	GPS KALLAR WALI NO.1	217	3	72	1
375	32340131	GPS BIBI PUR DAMMER	119	2	60	0
376	32340135	GPS MASOO WALA	254	4	64	1
377	32340136	GPS KHANQAH KHAN PIR	163	2	82	1
378	32340147	GPS BAIT HAZARI	391	6	65	1
379	32340148	GPS BASTI SHUMAR	344	5	69	1
380	32340149	GGPS BASTI GHAZLANI	178	2	89	1
381	32340153	GGPS NASEER ABAD	154	2	77	1
382	32340154	GGPS BASTI KHAROOS	90	1	90	1
383	32340156	GGPS SABAY WALA	169	2	85	1
384	32340158	GGPS JAHAN PUR	135	2	68	0
385	32340184	GGPS RAFIQ ABAD	156	2	78	1
386	32340193	GGPS BASTI GHULAM ALI WALA	140	2	70	1
387	32340200	GGPS BINDA MEHARBAN	133	2	67	0
388	32340210	GGPS BASTI ARAIN	189	2	95	1
389	32340216	GGPS MANZOOOR HAMZA	276	4	69	1
390	32340219	GGPS BATOOL WALA	136	2	68	0
391	32340223	GGPS MASOO SHAH	123	2	62	0
392	32340225	GGPS MISKEEN PUR	132	2	66	0
393	32340226	GGPS NO.2 GOPANG	95	1	95	1
394	32340231	GGPS KHAR WALA	119	2	60	0
395	32340232	GGPS SHEIKH ALI	72	1	72	0
396	32340235	GGPS BILOO SANDILLA	139	2	70	1
397	32340242	GGPS CHITT WALA	85	1	85	1
398	32340256	GGPS SONTRAY WALA	146	2	73	1
399	32340257	GGPS BINDA ISHAQ	242	3	81	1
400	32340266	GPS ALLAH BAKHSH GOPANG	182	2	91	1
401	32340269	GPS JHALARIEN (NEW)	128	2	64	0
402	32340276	GPS HASIL WALA	195	2	98	2

S. No.	EMIS Code	Name of Primary Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom	Classrooms required
403	32340278	GPS JAMIL-UL-ULOOM	85	1	85	1
404	32340285	GPS KACHI PACKI	121	2	61	0
405	32340286	GPS BASTI MOCHI PACHAR	155	2	78	1
406	32340302	GGPS NAZAR MUHAMMAD WALA	122	2	61	0
407	32340304	GGPS FAYYAZ ABAD NO.2	88	1	88	1
408	32340309	GGPS BULLAY WALA	142	2	71	1
409	32340312	GGPS HAKEEM ALLAH WASAYA	128	2	64	0
410	32340318	GGPS CHUNOO ABAD	125	2	63	0
411	32340320	GGPS BASTI ARIF	153	2	77	1
412	32340321	GGPS HAFIZ RASOOL BAKHSH	76	2	38	-1
413	32340323	GPS KUTANA	195	2	98	2
414	32340324	GGPS ALLAH DIEWAYA LAR	134	2	67	0
415	32340325	GPS BASTI SIKHANI	158	2	79	1
416	32340326	GPS JINNAH COLONY	141	2	71	1

Sr. No.	EMIS Code	Name of Middle Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom
1	32310084	GES SIAL	377	54	2
2	32310218	GGES CHOWKI GABOOL	236	59	2
3	32310300	GGES RAHIM ABAD KHANANI	205	51	1
4	32320061	GES ABDUL REHMAN WALA	96	48	0
5	32320062	GES CHAK NO.521 TDA	386	55	3
6	32320068	GGES DOUNA	233	58	2
7	32320070	GGES ALMANI WALA	292	58	2
8	32320073	GGES CHAK NO. 507 TDA	168	42	0
9	32320075	GGES LANGER WALA	352	59	3
10	32320077	GGES DOGER KLASRA	314	45	1
11	32320078	GGES DAYA CHOKHA	395	44	1
12	32320080	GGES MODEL KOT ADU DOUBLE SHIFT	779	43	1
13	32320081	GGES MARI WALA	430	54	3
14	32320084	GGES CHAK NO. 521/TDA	310	52	2
15	32320085	GGES TIBBA QAZIA	484	44	1
16	32320086	GGES JANNU MUSTAQIL	193	48	1
17	32320089	GES ARA AKBAR SHAH	373	41	0
18	32320147	GES PIRHAR GHARBI MUSTAQIL	238	48	1
19	32320200	GES SINAWAN	666	51	4
20	32320237	GES HABIB WALA (CHAK NO. 145/ML)	255	43	0
21	32320244	GES SHAH WALA JADEED	340	49	2
22	32320294	GES CHAK NO.531 TDA	163	41	0
23	32320328	GGES BASTI LASOORI	168	42	0
24	32320476	GGES MANHAN (ARAIN WALA)	190	48	1
25	32320856	GES CHAK NO. 130/ML	327	55	2
26	32320925	GGES CHAKAR DARI	194	49	1
27	32330044	GES GOHAR ABAD	471	52	3
28	32330045	GES WAN PITAFI	279	35	-1
29	32330046	GES BASTI KHARA	300	50	2
30	32330049	GES MODEL KHAN GARH	482	44	1

Sr. No.	EMIS Code	Name of Middle Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom
31	32330050	GES KALAR WALA	390	56	3
32	32330054	GES JAGAT PUR	313	52	2
33	32330060	GES SUNAKKI	221	44	1
34	32330061	GES RANA WAHIN	274	46	1
35	32330064	GES DEDHAY LAL	274	55	2
36	32330068	GES KHALID ABAD	518	52	3
37	32330069	GES GIRWAN WALA	451	56	3
38	32330070	GES HASSAN PUR TARUND	520	58	4
39	32330071	GES MEHAR PUR	580	58	5
40	32330073	GES FATEH MUHAMMAD ABRIEND	316	40	0
41	32330076	GGES WAN PITAFI	361	45	1
42	32330079	GGES BASTI ARSALAN	238	40	0
43	32330080	GGES JADA CHANDIA	199	50	1
44	32330094	GGES USMAN KORIA	304	51	2
45	32330096	GGES BASTI MOND	216	54	1
46	32330147	GES ISHAQ WALA	251	42	0
47	32330193	GES KAMAL PUR	265	53	2
48	32330213	GES GUNJAIRAH	238	40	0
49	32330267	GES JHANGAR MAHRA	389	56	3
50	32330358	GES GHEHAL PUR	314	52	2
51	32330572	GGES AHMAD MOHANA NO.2	255	43	0
52	32330617	GGES KAMAL PUR	209	52	1
53	32340018	GES JAHAN PUR	402	45	1
54	32340020	GES JHALARIN JANUBI	275	46	1
55	32340021	GGES RAM PUR JADEED (MAHI WAL NAGAR)	229	46	1
56	32340028	GGES DAMMAR WALA SHUMALI NO. 1	205	51	1
57	32340034	GES QAISER GHAZLANI	228	46	1
58	32340040	GES RAM PUR	204	41	0
59	32340081	GES BHINDI KORAI	358	51	2
60	32340087	GES KAANDH SHARIF	321	40	0

Sr. No.	EMIS Code	Name of Middle Schools	Total Enrolment	No. of Classrooms	Average No. of Students/ Classroom
61	32340113	GES ALI SHAH	316	53	2
62	32340141	GES LASKANI WALA	374	47	1
63	32340319	GGES DAMMAR WALA SHUMALI NO. 2	220	55	2
64	32310018	GES GABBER ARAIN	311	44	1
65	32310027	GGES TARAT	287	48	1
66	32310031	GGES MUD WALA	244	41	0
67	32310032	GGES THAHEEM WALA	569	52	3
68	32310033	GGES BAZ WALA	408	51	2
69	32310044	GES PUNJNAD	195	49	1

Sr. No.	EMIS Code	Name of Secondary Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom
1	32310001	GHS ALI PUR	1013	53	6
2	32310005	GHS THAHEEM WALA	689	46	2
3	32310007	GHS SULTAN PUR	624	52	4
4	32310011	GHS URLA	481	44	1
5	32310029	GGHS PHULLAN SHARIF	233	58	2
6	32320005	GHS D.D.PANAH	856	48	3
7	32320006	GHS SALEH WALA	349	50	2
8	32320007	GHS YARAY WALA	410	46	1
9	32320008	GHS GHULAM HUSSAIN WALA	397	40	0
10	32320009	GHS KHAR GHARBI	383	48	2
11	32320010	GHS CHAK NO.518 TDA	772	59	6
12	32320012	GHS FAIZ ABAD CHAK NO.550/TDA	210	53	1
13	32320013	GHS TAUNSA BERAJ	609	55	4
14	32320015	GHS HAJI SHAH	459	46	1
15	32320016	GHS DOUNA	483	40	0
16	32320020	GHS KOT ADU	1530	59	12
17	32320022	GHS RAKH THAL WALI	438	44	1
18	32320025	GHS SHEIKH UMER	834	56	6
19	32320027	GHS GURMANI	586	59	5
20	32320031	GGHS PATTAL KOT ADU	655	50	3
21	32320034	GGHS MAHMOOD KOT STATION	552	55	4
22	32320035	GGHS MAHMOOD KOT CITY	708	54	5
23	32320047	GHS CHAN WALA	634	40	0
24	32320053	GHS DOST ALI WALA	500	45	2
25	32320056	GHS DHARAM PUR	494	55	3
26	32320057	GHS ABDUL TAWAB WALA	478	43	1
27	32320079	GGHS MOCHI WALA	818	45	2
28	32320910	GGHS GUJRAT	763	48	3
29	32330003	GHS KARAM DAD QURESHI	447	45	1
30	32330004	GHS BADLAY WALA	450	50	2

Sr. No.	EMIS Code	Name of Secondary Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom
31	32330005	GHS BASIRA	1031	52	6
32	32330006	GHS KHAN GARH	1010	51	5
33	32330008	GHS BASTI DRIGH	599	46	2
34	32330012	GHS BHUTTA PUR	535	45	1
35	32330014	GHS BANGUL WALI	514	57	4
36	32330015	GHS KHAN PUR BAGGA SHER	532	44	1
37	32330016	GHS MURAD ABAD	545	50	3
38	32330017	GHS BASTI CHEENA	320	46	1
39	32330019	GHS KAUDI WAL	396	50	2
40	32330022	GHS RANG PUR	410	41	0
41	32330025	GHS MAHRA	807	54	5
42	32330027	GHS GULATI	579	58	4
43	32330029	GHS DEWALA	469	43	1
44	32330030	GHS USMAN KORJA	580	53	4
45	32330032	GGHS KHAN GARH	712	59	6
46	32330035	GGHS LUTKRAN	677	48	3
47	32330037	GGHS KHANPUR BAGGA SHER	666	48	3
48	32330063	GHS ALODAY WALI (AGRO TECHNICAL)	560	43	1
49	32330074	GHS MIRAN PUR	317	45	1
50	32330085	GGHS MURAD ABAD	507	46	2
51	32330087	GGHS KHANGAN SHUMALI	492	45	1
52	32330091	GGHS MAHRA	405	51	2
53	32330092	GGHS MIAN WALA	358	45	1
54	32330093	GGHS SHARIF CHAJRA	441	55	3
55	32340004	GHS JHUGGI WALA	634	42	1
56	32340005	GHS DAMMER WALA SHUMALI	524	48	2
57	32340006	GHS BELA Y WALA	653	50	3
58	32340007	GHS MIR HAZAR KHAN	715	48	3
59	32340010	GHS BINDA ISHAQ	627	52	4
60	32340011	GHS BAIR BAND	452	57	3
61	32340012	GHS KALLAR WALA	420	42	1

Sr. No.	EMIS Code	Name of Secondary Schools	Total Enrollment	No. of Classrooms	Average No. of Students/ Classroom
62	32340014	GGHS JATOI	841	42	1
63	32340015	GGHS MIR HAZAR KHAN	562	56	4
64	32340179	GGHS BELAY WALA	380	54	3

Annexure VI: Annual Budget Projection (2013-14)

Muzaffargarh Budget (In Million Pak.Rs)	2013-14	2014-15	2015-16	2016-17	2017-18	Total (2011-18)
District School Education (Current Budget)	5224.52	5820.58	6468.57	7171.67	7933.20	32618.54
Salary	5091.32	5645.96	6245.62	6892.76	7589.89	31465.54
Non-Salary	133.20	174.63	222.95	278.91	343.31	1153.00
School Council	53.69	57.11	60.57	64.08	67.62	303.07
Free Textbooks	97.03	103.20	109.47	115.81	122.20	547.70
Girls Stipend	91.08	102.81	114.91	127.35	140.10	576.25
Total Educational Institutions and Administration Current Budget (Rs. In Million)	5466.32	6083.70	6753.51	7478.91	8263.11	34045.55
District Budget (Development)	0.02	0.00	0.00	0.00	0.00	0.02
Provincial Allocations (Development)	505.03	549.99	722.44	787.08	811.06	3375.60
Total Development Budget (Provincial + District)	505.06	549.99	722.44	787.08	811.06	3375.62
Total Budget (Current + Development)	5971.37	6633.68	7475.96	8265.99	9074.17	37421.17



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