

District Education Plan

MARDAN 2015-2020



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2015 – 2020

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Acronyms

ASER	Annual Status of Education Report
CSO	Civil Society Organization
DEA	District Education Agenda
DED	District Education Department
DEP	District Education Plan
EMIS	Education Management Information System
ESED	Elementary and Secondary Education Department
FGD	Focus Group Discussion
FY	Fiscal Year
GER	Gross Enrollment Rate
I-SAPS	Institute of Social and Policy Sciences
MNA	Member of National Assembly
MPA	Member of Provincial Assembly
MSP	Minimum Standards Planning
NEC	National Education Census
NEMIS	National Education Management Information System

ODI	Overseas Development Institute
PMIU	Programme Monitoring and Implementation Unit
PSLM	Pakistan Social and Living Standards Measurement
PTC	Parent Teacher Council
SBB	School Based Budget
SCR	Student Classroom Ratio
SDP	School Development Plan
STR	Student Teacher Ratio

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CHAPTER 1

Introduction and Methodology



CHAPTER 1

Introduction and Methodology

1. Introduction

Research on the public financing of education in Pakistan reveals a disconnect between the actual needs demonstrated by the education data¹ and the budgetary allocations. The detachment between needs and allocations is reflected in the priorities set under the budget, which are seldom in accordance with the sector-wide priorities or communities' aspirations, especially at the 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 District Mardan using Minimum Standards Planning (MSP). The plan sets precedence for need- and evidence-based planning and budgeting at the district level. Moreover, the plan attempts to reconcile the aspirations of stakeholders, mainly the residents of the district; fiscal realities, especially at the district tier; and a range of commitments on Education by the Government of Pakistan on various International forums.

The plan will facilitate effective utilization of available financial resources in an attempt to improve education indicators in the district. The 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 the increased role of political leadership for greater accountability and transparency in the education sector in the district; thus contributing towards improved education governance and service delivery.

1 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 2014); 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*.

1.1 Setting the Context

Education system in Pakistan is fraught with challenges relating to access, quality and equity. Roughly, for every 10 children out of primary school across the globe, one lives in Pakistan²; placing the country second in the global ranking of out-of-school children. An estimated 20 million children of school-going age are out of school in the country³, where girls outnumber boys. Literacy rate for population 10 years of age or above is a mere 60 percent with wide gaps across male-female and urban-rural divides; whereas the net enrollment rate for primary level is 61 percent and 54 percent for boys and girls respectively⁴. Transition rates fall drastically from primary to elementary, elementary to secondary and then to higher secondary levels. Girls here again outnumber boys in dropping out of the education system, exhibiting a poor trend for transition. With such a profile, the state of education sector in Pakistan is not satisfactory.

The poor state of education has persisted in Pakistan despite that education has remained higher on Government's priority since independence, and has also been acknowledged as a basic human right in all constitutions of Pakistan. In fact, provision of free and compulsory education to children of 5-16 years of age has been acknowledged as a statutory fundamental right through the insertion of Article 25-A in the constitution⁵ of Islamic Republic of Pakistan. Pakistan is also a signatory to various regional and international covenants and declarations on ensuring equitable access to quality education. Moreover, a number of policies, plans and strategies have also been developed and are being implemented at various levels to attain this end. Federal, Provincial and District Governments have been allocating and utilizing increasing portions of their annual budgets on a range of development and non-development schemes. However, the state of education has recorded only marginal improvement despite these initiatives and resource allocations. It has left the policy makers and the civil society pondering over two significant questions: a) why has the education sector not yielded the desired outcomes despite tremendous financial and human resource allocation, and b) how can the available fiscal space be utilized to attain optimum results.

Review of recent literature available on education research informs that planning for interventions aimed to improve the access and quality of education must be devolved to the level of service delivery with broad based participation from the local community. In Pakistan, the service delivery and planning of education is carried out at the district level across all the provinces. Where the intent of the policy is to make the planning process participatory in effect, education planning is largely carried out in reality by the district education managers without significant inputs from the community.

Another significant aspect of the devolved planning in Pakistan is its detachment from the evidence and specific needs of the community and the education apparatus at district level. Policy

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

3 I-SAPS Estimates

4 Pakistan Social and Living Standards Survey, 2012-13

5 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."

priorities and budgetary allocations for the development schemes are decided under political influence with little relevance to the needs highlighted by the data maintained in the Education Management Information Systems (EMIS). A related fact that contributes to the absence of EMIS data as significant criteria for resource allocation is that the data is maintained at the provincial level and informs largely the education planning at this tier alone. The annual planning and budgeting at district level hardly utilizes these information systems and data sets in identifying needs and setting targets to address the challenges in a strategic manner. As a result of the missing link between needs and targets, the challenges faced by a district remain partially or completely unaddressed despite planning and budgeting over the years.

Creating the linkage between needs and targets must go hand in hand with a nuanced appreciation of the budget realities and available fiscal space⁶. It is important to realize here that even if the district education management aligns the targets with the needs and policy priorities, the implementation of such an education plan will terminally depend upon the depth of available financial resources. The dichotomy between the resource availability and a needs-driven plan necessitates prioritization criteria for resource allocation, along with the need for transparency and accountability in resource utilization.

This highlights the need for developing robust linkage between education data, policy priorities and available finances. The organic connection between policy, planning and budgeting processes is fundamentally about having programs and interventions that are driven by policy priorities and disciplined by budget realities. In this context, I-SAPS has developed this five-year Education Plan for District Mardan. The plan has been prepared using Minimum Standards Planning (MSP) technique which helps create desired linkage between data-based needs, policy priorities and available resources. The Plan identifies the issues and challenges faced by the district regarding equitable access to quality education. It identifies the needs of individual schools, prioritizes these needs against an objective criterion and sets the targets for the District Education Management so that challenges are addressed successfully over a specific period of time.

1.2 District Education Plan and its Significance

Education planning aims to achieve specific targets and objectives within available resources, ultimately contributing to the overall development of education sector in the country. The instrument of education planning is important as it helps focus on education policies and their implementation through evidence- and research-based planning, effective budgeting, and its transparent utilization. Education plans, like planning for other sectors, are designed across the developed world around data-based needs, and in accordance with the local fiscal realities. However, as mentioned earlier, the

⁶ 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>

case in Pakistan is different – here exists disconnect between the data, policy and the budget.

This disconnect manifests itself even in the numerous attempts in the past, largely by the civil society organizations and international development partners to devise education plans aimed at service delivery levels. These plans found little support for being either too ambitious in terms of required resources, or for being at odds with the reform agenda of the government. More often, however, the plans proposed failed to rally behind them a negotiated support from one or all the major stakeholders such as district education management, local communities, and local political leaders etc.

For meaningful and result-oriented education planning at the service delivery level, it is important to understand that education planning in Pakistan is presently devolved to the District Education Management – first line of contact between the public education apparatus in the district and the local communities. The rationale behind devolution is to make education planning more participatory and consultative in nature. However, district education managers invite little input from the community – parents, local civil society members and organization – in the development and implementation of education plans. In absence of wide ownership of the plan, there arise concerns related to transparency and accountability in the implementation of plans. Also, priorities of the communities as regards the education of their children and the utilization of available resources remain outside the planning process.

The inability to carry out evidence-based planning that brings together data, policy and budget assume greater significance when viewed from the lens of Free and Compulsory Education, where under the Article 25-A of Constitution of Pakistan, the government is obligated to provide compulsory education to all the children between 5-16 years of age. The obligation cannot be fulfilled in the absence of robust participative planning, that reconciles priorities of local communities and reform agenda from the government, alongside setting realistic targets for equitable access to quality education with a nuanced appreciation for the budget realities.

It is in this context that Institute of Social and Policy Sciences (I-SAPS) has prepared District Education Plan for Mardan District. As discussed earlier, the plan is based on robust linkage between policy, data and the budget. It is among the series of District Education Plans (DEPs) that I-SAPS has prepared for Rahim Yar Khan, Lodhran and Muzaffargarh districts. It is important to note that the plan, like its predecessors, has been developed using the Minimum Standards Planning (MSP) technique. The concept of MSP and the methodology adopted for preparation of this plan are presented below.

1.3 Methodology for Preparing DEP

The plan and its subsequent budgeting is based primarily on EMIS data for District Mardan. Incremental targets for a range of indicators relating to the equitable access of quality education have been set for five years (2015-20). The targets are set in accordance with the policy priorities and decisions of the government besides factoring in the available fiscal space.

The plan starts with a comprehensive exercise on situation analysis on various education indicators and resource allocations. Secondary information and data gathered from government

sources was thoroughly reviewed in this regard. Major sources reviewed and used for the Situation Analysis include the data available with the Annual Status of Education Report (ASER); District Education Budget books of the District Mardan; Pakistan Social and Living Standards Measurement Survey (PSLM) data; 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 targets for the district education plan at hand. It is important to note that the process around priorities and target setting was participatory in nature. Major findings of the situation analysis were extensively shared with the local stakeholders in order to elicit informed feedback to set priorities and targets for the district education apparatus. In this regard, one-to-one meetings, briefings and focus group discussions were held with the key stakeholders at district level. Participants in these exercises included District education managers, members of Parent Teacher Council (PTCs), and representatives of citizen groups, officials of civil society groups, bar council members, and other development partners working on education issues in the district.

The District Education Department is primarily responsible for the implementation of the Plan. They will have the ownership of the Plan as they provided key inputs for development of this education plan. Using this document, the education department can plan for the educational needs of the system in the years to come and can plan its resources accordingly. Members of PTCs and representatives of civil society present the voice of the local population and will help create a demand for implementation of the Plan.

1.4 Audience of the District Education Plan

The District Education Department, Mardan, will potentially be responsible for the implementation of the plan; hence it is largely aimed at the department as the major audience. The plan or any part thereof can be subjected to amendment or revision by the department on periodic basis. In addition to the District Education Department, the audience of the plan includes:

District Political Leadership: These include the public representatives – such as MNAs and MPAs – and the district party leaders of mainstream political parties who may utilize the evidence presented in the plan to prioritize allocation of resources to the most deprived schools and areas of the District. Additionally, the political leadership will be able to gauge the performance of District Education Management in terms of ensuring access to quality education in their district.

Parents and Citizens: The plan will help strength communities' voice for the provision of equitable access to education for their children in the district. As mentioned earlier, it will result in higher transparency and accountability in the implementation of plan with greater involvement of parents and community at large. Parents, who previously were aware only to the extent that their children's schools were lacking in basic facilities, will now be able to engage with the district administration and district education authorities in a meaningful and result-oriented manner. The plan will also empower them to track the allocation of resources in their districts in terms of current and development expenses.

Civil Society Organizations: Numerous civil society organizations working within the district will also be able to use the plan in order to mobilize the communities aiming at reducing the incidence of out-of-school children. They too will be able to engage meaningfully with the education managers in order to universalize the access to education alongside tracking the allocation of financial resources over an extended period of time.

Miscellaneous Development Partners working in the District: Although the District Education Plan is intended primarily for the District Education Management, local development partners working within and around the district can also make effective use of the plan in assisting the education managers. In addition to assistance and technical backstopping, the development partners can also build effective linkages between the education management and the local communities. Alongside raising a sense of ownership, the linkages will also strengthen the accountability and transparency in the processes leading up to the achievement of targets and successful implementation of the plan.

1.5 Limitations of the Plan

The plan concerns itself only with the aspects of access to quality education that fall within the purview of District Education Management. These include increasing enrollment, gender parity, provision of missing facilities in existing schools, and addressing student-teacher ratio imbalance etc. The plan does not include areas which are out of influence for the education management at the district level such as curriculum, teacher training, medium of instruction and etc. This dichotomy has been maintained deliberately in order to render the plan more practical and realistic for the education managers at the district level.

1.6 Scheme of the Plan

The plan consists of four sections. First section provides a brief introduction of the plan and the context in which it is prepared. Second section describes the Minimum Standards Planning as a concept and approach, and at length discusses the methodology adopted in setting priorities and targets for the district. Third section sketches a detailed narrative on the state of education in District Mardan. It provides evidence-based analysis on a range of indicators related to the access and quality of education. Finally, section four sets the priorities and targets to be attained against these indicators over the period of next five years (2015-20).

CHAPTER 2

Minimum Standards Planning (MSP): Concept and Methodology



CHAPTER 2

Minimum Standards Planning (MSP): Concept and Methodology

Planning is a basic management function. It is a process that entails formulation of goals and development of strategies to optimally satisfy needs and demands within the available resources. Effective planning is carried out at different levels of administration following a range of approaches. Top-down, bottom-up, collaborative - the selection of approach depends upon the goal to be attained through the planning.

Education planning in Pakistan is carried out at three levels: federal, provincial and district. Planning at the district level, owing to its bottom-up character, is called devolved planning. In theory, the District Education Agenda is formulated with a broad-based collaboration at the grassroots. The agenda, or more aptly the result of education planning, informed by the district specific needs and devised with the public participation creates ownership of the plan among the locals, which contributes to the successful implementation of the plan. However, in reality, the District Education Plans are developed by the district education managers with little participation and involvement of the public. The plans also have inadequate connection with the data-based needs of education sector.

It is pertinent here to present and discuss two major set of experiences related to the school and district level planning and budgeting experimented by development partners in Pakistan. In the first instance, the government decreed a set of specifications and standards in order to setup primary and secondary schools in different areas. The standard package of guidelines proved ineffective as it failed to identify and address unique needs of each school and its corresponding area. 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 enrollment⁷.

⁷ 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.

In the second instance, the development partners in collaboration with the government came up with a bottom-up mechanism to develop School Based Budgets (SBB) and School Development Plans (SDPs). The plans and budgets were prepared at the school level and promised to project school-specific needs for resources. It envisaged identifying the needs of each school, which would then be aggregated at the district level and then the resources would be allocated to all schools accordingly. Since this planning lacked consultation and a clear connection with budgetary realities, it resulted in a long wish list instead of a viable plan at the district levels. It in fact aggravated the problem for the district management, who had already been constrained by the tight fiscal space. In the context of Pakistan, SDPs and SBB proved to be unrealistic and impractical approaches to planning and budgeting as they did not reconcile with the existing district level education planning and budgeting system.

Education planning and budgeting process can be improved, especially at district level in Pakistan, by introducing a mechanism that brings together the policy, budget and the education data. Minimum Standards Planning (MSP) – that allows the planners to set priorities based upon the evidence and available fiscal space - can be employed as an effective tool in this regard. The concept is discussed in detail in this chapter alongside a reference to the scope it offers to the District Education Managers for Education Planning.

2.1 Conceptual Understanding

Minimum Standards Planning (MSP) is a planning tool that helps to define minimum standards and realistic targets to be attained within specific time-frame. MSP can be particularly useful when time-bound goals are pursued within minimum resources, as is the case for Education planning in Pakistan. The approach allows setting a reform agenda that has a robust connection between education data, policy and budgeting so that the most pressing needs of the education sector can be addressed on priority basis.

Resource allocation for each school under the MSP is informed by the education management information systems (EMIS) maintained by the government. District wide data is aggregated and targets are set in terms of enrollment, GER, number of classrooms, missing facilities and etc for each school. The minimum standards of provisions to schools against these targets comply with the national standards determined and approved by the government. Moreover, the targets under the MSP are set in accordance with a) available fiscal space with the district government, b) reform agenda for education formulated at the provincial level, and c) needs highlighted by the data collected and maintained under the EMIS. It is important to note that the target setting under MSP is preceded by prioritizing allocation of resources in order to bridge gap between the needs and provision are established through broad-based participation of the public. Reform Agenda arrived at through MSP is, therefore, politically owned and technically sound. Since the priorities and targets set using MSP are linked to the policy priorities, they dovetail with the on-going reform agenda of the province 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.

Minimum Standards Planning alongside introducing a considerable extent of responsiveness to local needs also ensures accountability and transparency in the implementation of District Plans. Since the planning exercise includes broad-based participation of the public in setting targets and priorities; resulting mass-ownership and oversight enhances the prospects of successful implementation of Education Plans and promotes a culture of transparency and accountability in the functioning of district education department.

2.2 Objectives of MSP

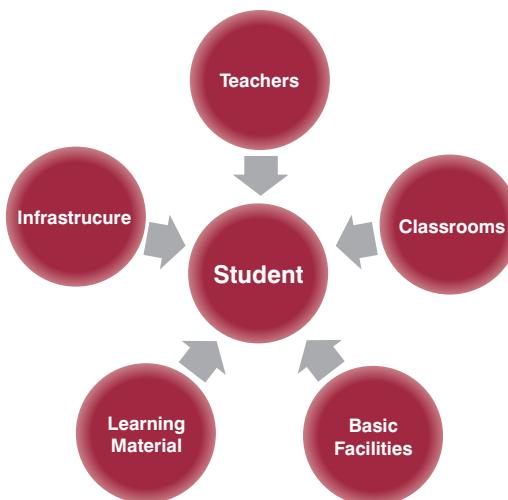
The objective of MSP is to establish an organic link between policy, education data and budget so that resource allocation is based on clear reform agenda in line with actual needs and popular support. District Education Plans devised using the MSP tools are further aimed to:

- a) Improve the access to continuing education/additional facilities at an approachable distance by setting the annual minimum standards according to the available/ likely to be available resources;
- b) Materialize the national and international commitments made by the Government of Pakistan at various International Forums;
- c) Minimize the existing gender/rural and urban disparity in GER;
- d) Make optimum use of existing education facilities; and
- e) Improve the rate of admission and retention at school level education by providing basic facilities in schools on priority basis.

2.3 Methodology of Minimum Standards Planning

Students are at the center of District Education Plans devised through Minimum Standards Planning.

Figure 1: Student: Basic Unit for MSP



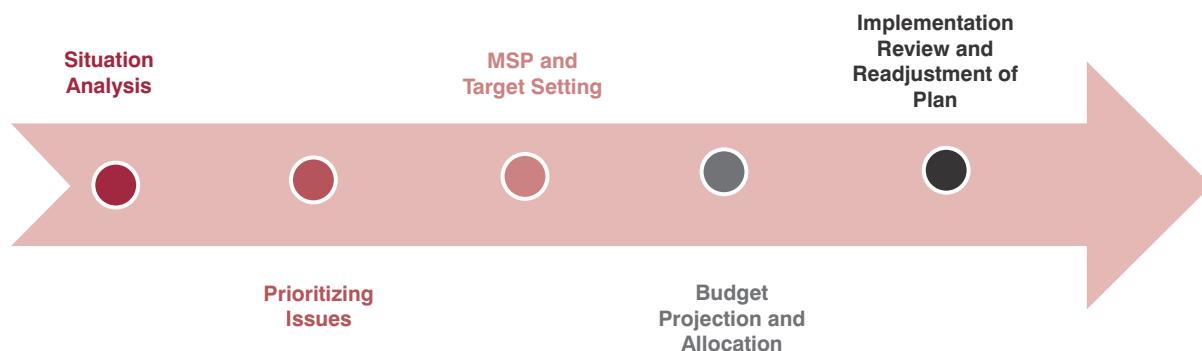
The targets and minimum standards set under the DEP are aimed at increasing the access to quality education to the children in District Mardan. The plan, therefore, envisages to raise standards for various inputs in schools from the number of teachers to the number of classrooms; from the provision of missing facilities to improving gender-parity in schools and etc.

The unit of analysis for the District Education Plan at hand is students. Most of the inputs for quality education, if not all, have children between 5 to 16 years of age as the common divisor. Planning is carried out not only for the children of the said age-group enrolled in the public schools already, but also for the children who will enter the public schools by 2019-20.

It is important to note that the target standards for various inputs, such as Student-Teacher ratio, Student-Classroom ratio, number of toilets in the schools and etc, projected in the plan are in accordance with the standards prescribed and used by the government. Therefore, plans developed through MSP offer the District Education Managers an opportunity to pursue the goal of quality education for all the children in district Mardan without concern for any administrative backlash.

It is worth mentioning here that Minimum Standards Planning is not a one-time exercise. It is rather a continuous process that involves planning, monitoring and re-adjustment of priorities, targets and resources. MSP include following steps: situation analysis, prioritizing issues, setting minimum standards and targets, budget projection and allocations, as well as implementation of the plan.

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



i. Situation Analysis to Identify Needs

Analyzing the situation surrounding education sector in the district is the first step of Minimum Standards Planning. It is only after a thorough analysis that we may arrive at actual needs at the schools across the district. These needs can be identified by studying the information systems and data-set maintained by the government. Education Management Information Systems at the national, provincial and district levels provide detailed information regarding the facilities, infrastructure and human resources at schools across districts in the province. The data hence collected for the situation analysis is of critical importance for setting priorities and targets during consultative planning.

ii. Determine Financial Resource-base

The second step in Minimum Standards Planning is to determine the total fiscal space available to pursue reforms. Net financial resources available to schools across the district come from one of the two levels – provincial and district. At provincial level this includes resources available to the sector from revenue at provincial level and donor assistance, especially the budgetary support. At district level this relates a) to the funds at the disposal of district education management, and b) to the education development budget at provincial level. It is imperative that the available resource-base at both the levels is fully mapped so target setting under the MSP is carried out in accordance with the fiscal realities.

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

Under the Minimum Standards Planning, resources are allocated for the achievement of targets based upon certain prioritization criteria. The education sector always faces the challenge of prioritizing competing claims on available scarce resources. Generally, politicized prioritization is a common practice in Pakistan. However, the MSP envisages a broad-based participation in deciding the prioritization criteria. For the purpose of Minimum Standards Planning for District Mardan, numerous FGDs were conducted with the local residents. Criteria for prioritization of schools for provision of missing facilities, additional recruitment, additional classroom and etc. were thoroughly discussed in these discussions. It was decided that in terms of resource allocation, girls' schools will take precedence over that of boys with similar enrollment. From the competition of resources among same gender schools, the ones with higher enrollment will receive higher priority. In terms of provision of missing facility, the resources will first be spent on build toilets, followed by boundary walls, drinking water and electricity respectively.

iv. Setting the Targets

After the determination of criteria for prioritization, the targets are set for the various indicators related to the access and quality of education in district Mardan. Target setting has been geared to improve the state of education in the district within five years between the baseline and target year i.e., 2015-20.

v. Resource Allocation and Utilization

Once the fiscal space is mapped, next step under the plan is to identify the maximum utility within the available resources. In this regards, the data-based needs of the district Mardan were viewed through the lens of available resource envelop and the policy priorities. Two major policy priorities defines the resource allocation under this plan: a) ensuring equal access to education for girls, and b) universalizing free access to quality education for all the children between 5-16 years of age. Policy priorities and information system have thus been inter-linked with the budgetary process in order to make informed and transparent allocations.

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

Planning is a continuous process. Feedback in the wake of implementation readjusts priorities and

targets. Any change in the reform agenda by the government immediately affects the priorities accorded to various aspects of access and quality of education. Similarly, emergencies or disasters may warrant a complete overhaul of set targets and priorities, and may even send the planners back to the drawing board. Annual budgetary and planning cycle must, therefore, be fully responsive to these changes. In case of the plan at hand, review is an on-going activity whereby the data collected by the government will allow continuous comparison with the set-benchmarks and milestones, and allow the education managers to steer the district to universal enrollment and gender parity in access to education.

CHAPTER 3

Minimum Standards Planning for District Mardan



CHAPTER 3

Minimum Standards Planning for District Mardan

Taking into account the importance of MSP, a plan has been primed for education sector of district Mardan. Systematic step-wise description of plan is specified below:

3.1 Step One: Situation Analysis

The paramount step of MSP is the situational analysis. The situation analysis considers three foremost areas i.e.

- i) Profile of the district;
- ii) Education statistics and data (access and quality related indicators); and
- iii) Education budget.

For district Mardan, a comprehensive situational analysis for education sector has been carried out and a number of problems have been identified. Identification of issues has been done in conjunction with indicators of access, quality and equity for instance number of schools, enrolment (including GER), number of teachers, basic facilities, etc. Details are given below:

3.1.1 Profile of District Mardan

In the year 2013-14, the population of Mardan District was 2,335,000. The male population was 1,205,000 and female population was 1,130,000⁸.

The estimated area of the district 1,632 Sq.Kms. The district comprises of three tehsils: (i) Mardan (ii) Katlang and (iii) Takht Bhai.

⁸ Bureau of Statistics, Government of Khyber Pakhtunkhwa.

Out of the total population of District Mardan, 843,531 children fall under the age bracket of 5-16 years. Out of the population, 363,250 are girls and male children are 402,290 in total. The data shows that approximately 36 percent of total population of the district is of children aged 5-16 years. Additionally, the data analysis indicates that approximately 51 percent of the children aged 5-16 years are out of school, which is a worrying state of affairs and needs to be tackled at earliest.

3.1.2 Education Statistics of Mardan

A comprehensive examination of education statistics of District Mardan is given below, which lays emphasis on the most important issues and challenges in the education sector of the district:

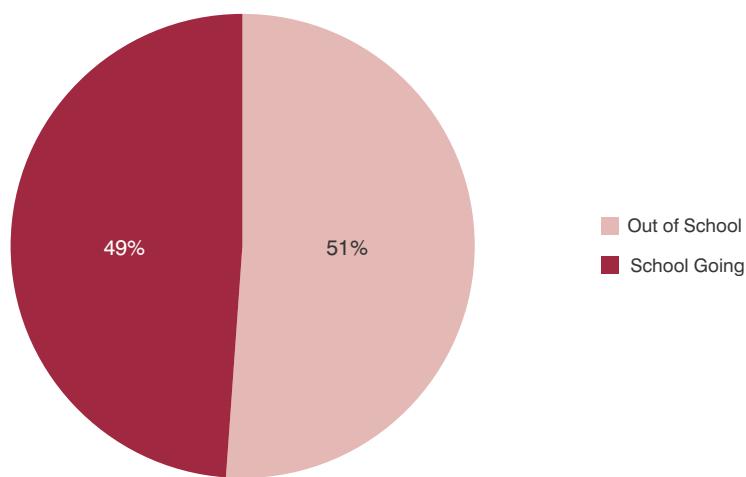
3.1.2.1 Literacy Rate (10+ Population)

In keeping with the Pakistan Social and Living Standard Measurement Survey (PSLM) 2012-13, literacy rate in District Mardan is 48 percent. This poses a dismal picture and also reports that there exist huge gender inequalities as well as rural and urban divide.

3.1.2.2 Enrollment

The number of enrolled children of 5-16 years age in public and private schools combined is 416,947. Figure 3 below informs that approximately half of the children of age 5-16 years are not enrolled in schools. Public schools carry the major influx of students in comparison to the private sector. In case of both the public and private schools, at primary and secondary levels, the number of boys enrolled is 251,904 and the number of girls enrolled is 165,043. This postulates that 40 percent of girls are in

Figure 3: Enrollment: District Mardan



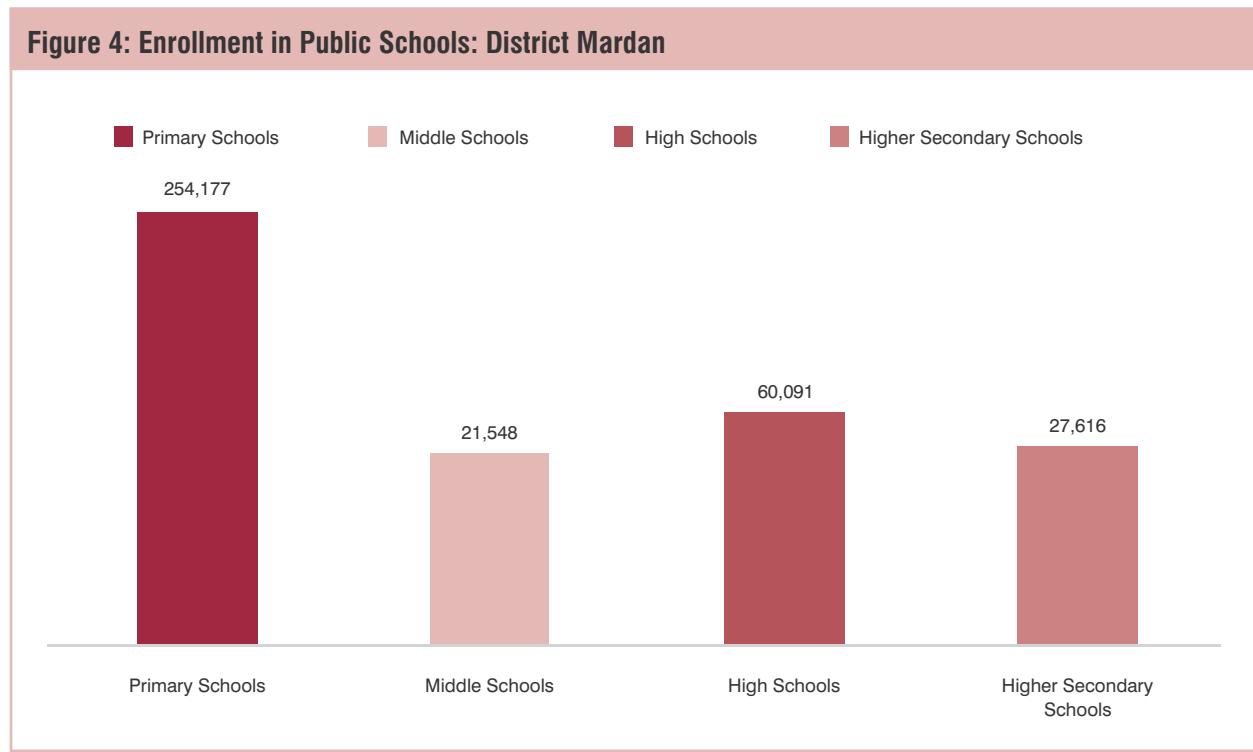
Source: Elementary and Secondary Education Department (ESED), Government of Khyber Pakhtunkhwa Data for Enrollment in Public Schools and I-SAPS Estimations for Private Schools.

schools as compared to 60 percent boys, thus demonstrating a large incongruence in case of the gender enrollment patterns.

An important caution here is that the private schools fall out of the preview of this plan. Only the enrollment and related indicators in government schools will form the basis of debate here. This is due to the fact that the private schools carry out their operations independently, and that the interventions proposed under this plan are required to be launched by the District Education Management for public schools in the district.

Figure 4 shows the enrollment statistics against corresponding levels of education. The largest number of students is enrolled in primary schools followed by higher secondary schools, high schools and middle schools.

Figure 4: Enrollment in Public Schools: District Mardan

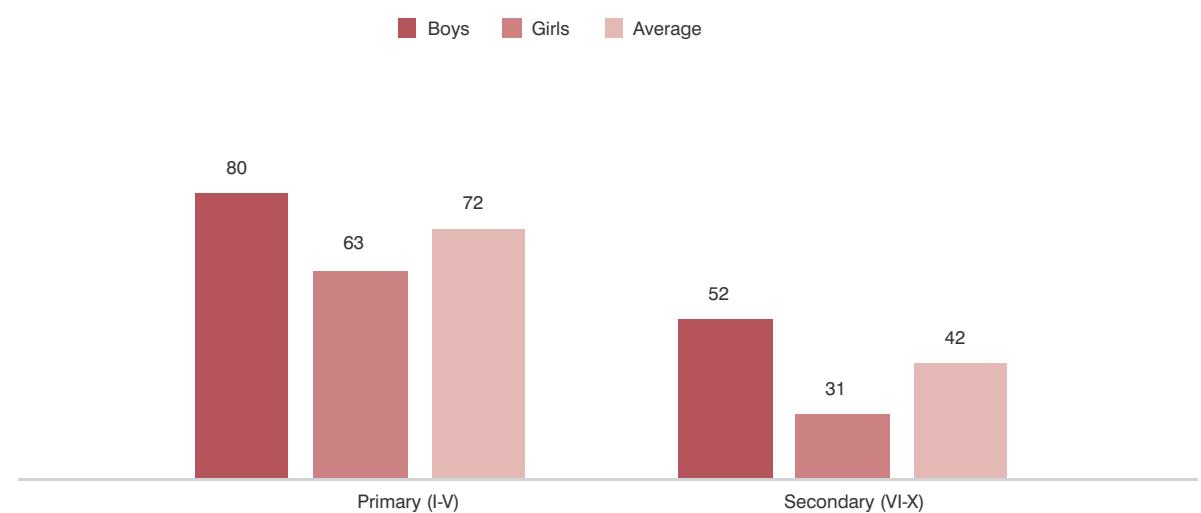


Source: ESED, Government of Khyber Pakhtunkhwa

3.1.2.3 Gross Enrollment Rate (GER)⁹

In District Mardan, Gross Enrolment Rate (GER) is 72 percent at primary level and 42 percent at secondary level. This means that the drop-out rate increases with a rise in education level. In Figure 5, the gender gap is evident by looking at level-wise GER. The number of boys registered is comparatively higher as compared to the girls virtually at all levels of education.

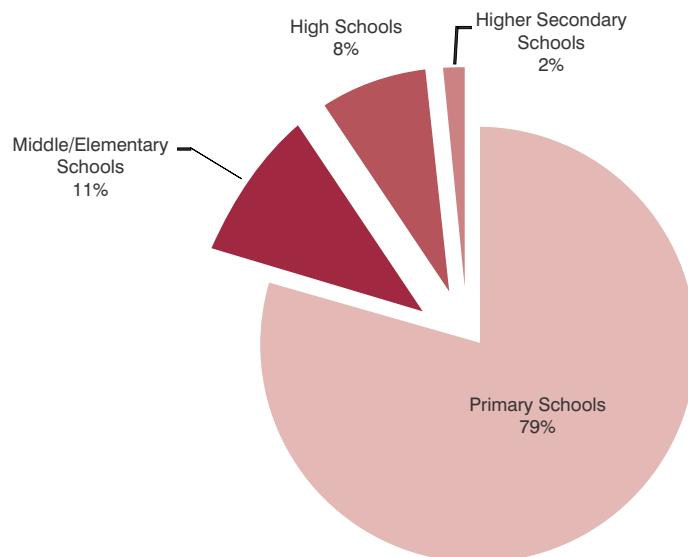
⁹ GER Definition: Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

Figure 5: Gross Enrollment Rate - District Mardan

Source: I-SAPS Calculations

3.1.2.4 Number of Schools and Classrooms

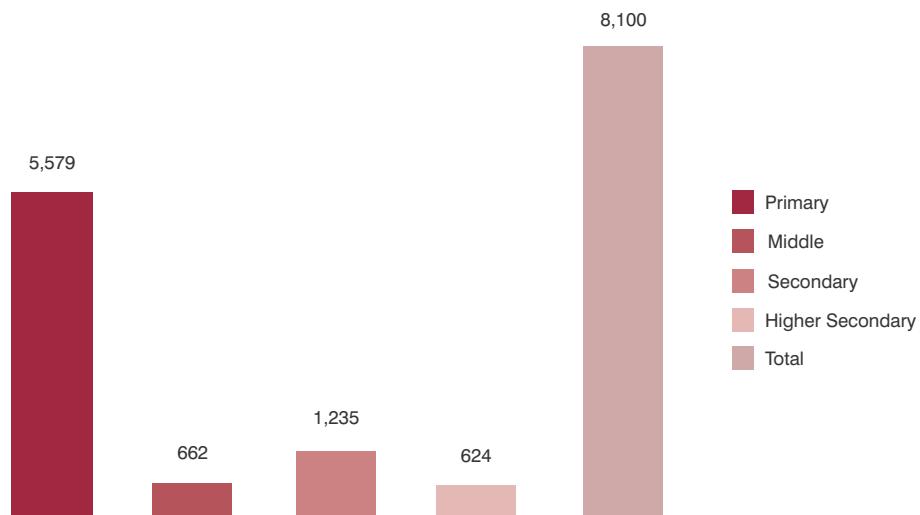
In District Mardan, the total number of public schools is 1,774; out of which, 1,410 are primary schools, 197 are middle/elementary schools, 138 are secondary schools and 29 are higher secondary schools. This shows that 79 percent of the public schools in District Mardan are of primary level followed by

Figure 6: Distribution of Schools: District Mardan

Source: ESED, Government of Khyber Pakhtunkhwa

middle/elementary schools (11 percent), secondary schools (8 percent), and higher secondary schools (2 percent). The data further postulates that the number of boys' schools is higher than the girls' schools at all levels of education.

Figure 7: Classroom Distribution Across Levels: District Mardan



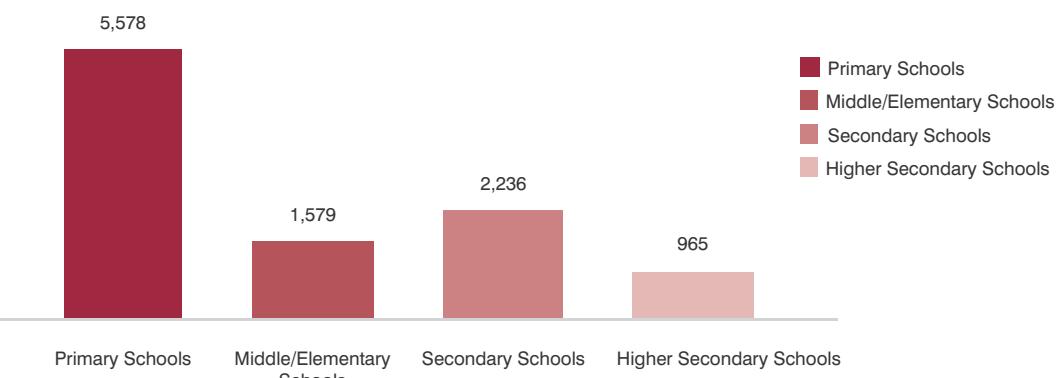
Source: ESED, Government of Khyber Pakhtunkhwa

In case of District Mardan, at present there are 8,100 classrooms in total. The level-wise data analysis reports that the maximum number of classrooms is in primary schools followed by secondary schools, middle schools and higher secondary schools.

3.1.2.5 Number of Teachers

In public schools of District Mardan, there is a total of 10,358 teachers. Figure 8 shows that the primary

Figure 8: Number of Teachers: District Mardan



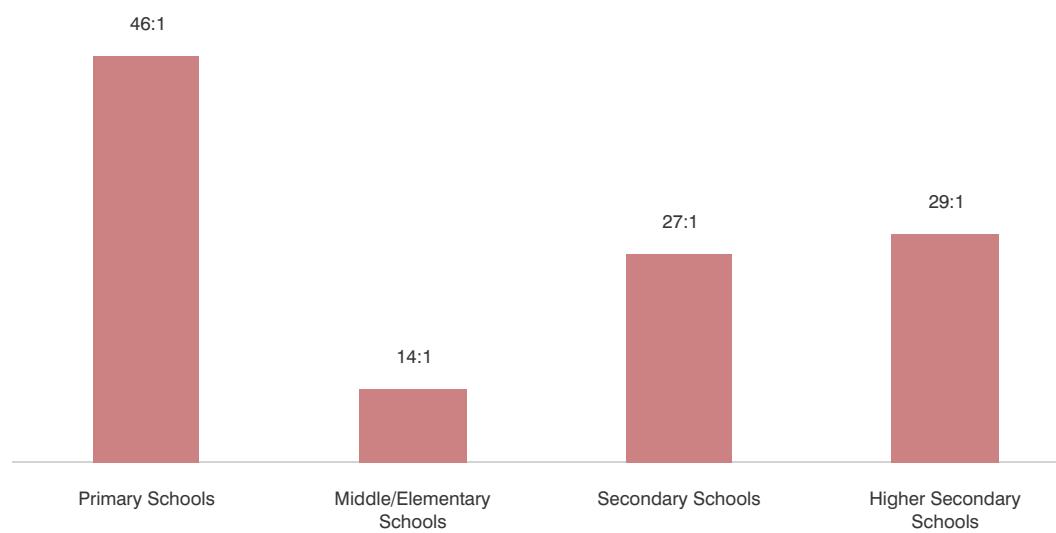
Source: ESED, Government of Khyber Pakhtunkhwa

public schools hold maximum pool of teachers, whereas the higher secondary schools have the minimum number of teachers.

3.1.2.6 Student-Teacher Ratio

The data informs that there are 10,358 teachers in the District Mardan. These teachers are employed to address the educational needs of children enrolled at various levels i.e. primary, middle, secondary and higher secondary. Level-wise disaggregated data tells that there are 5,578 teachers for 254,177 children at primary; 1,579 teachers for 21,548 children at middle; 2,236 teachers for 60,091 children at secondary; and 965 teachers for 27,616 children at the higher secondary levels. Estimated student-teacher ratios for these levels are presented below:

Figure 9: Student-Teacher Ratio: District Mardan

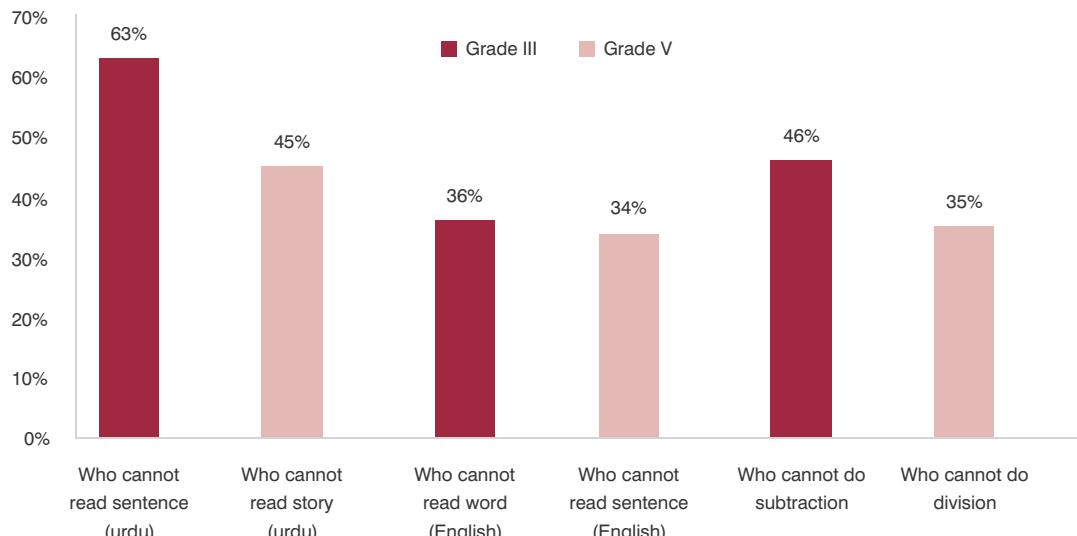


Source: ESED, Government of Khyber Pakhtunkhwa

3.1.2.7 Learning Outcomes

The Annual Status of Education Report (ASER) provides data on learning outcomes of students of Grade III and V against Urdu/ Regional Language, English and Mathematics. The situation of learning outcomes in District Mardan does not pose a very good picture.

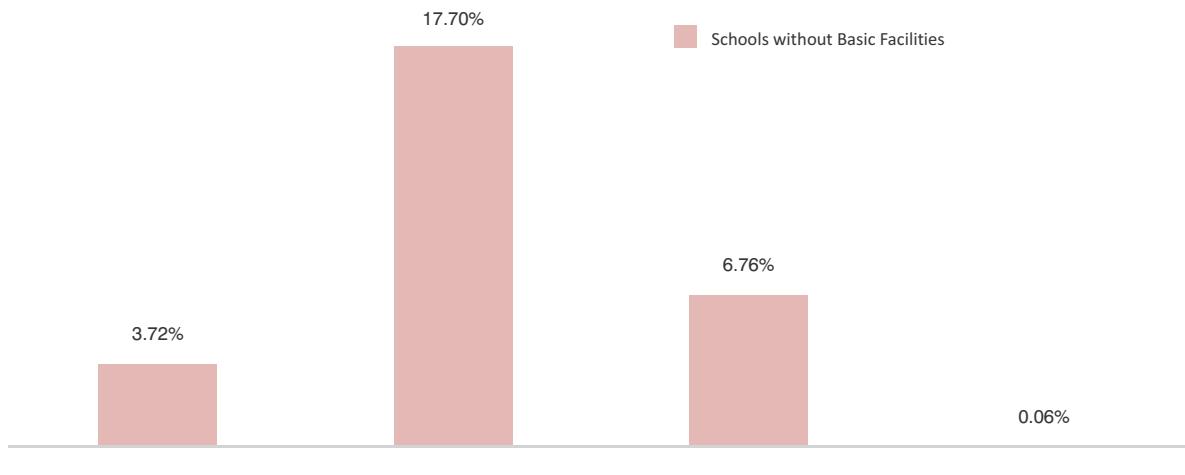
In District Mardan, 37 percent of the students of Grade III can read sentence in Urdu/Pashto while 63.6 percent students of same grade can read a word written in English and 53.7 percent of the students of this grade are able to perform subtraction. However, in case of Grade V, 55 percent of students can read a story written in Urdu/Pashto, whereas 66.2 percent students of same grade can read a sentence written in English and 65.1percent of the students of this grade are able to perform division. This shows that the quality of education being provided in the district is quite low.

Figure 10: Learning Outcomes - Grade III and Grade V: District Mardan

Source: ASER (2014)

3.1.2.8 Schools without Basic Facilities

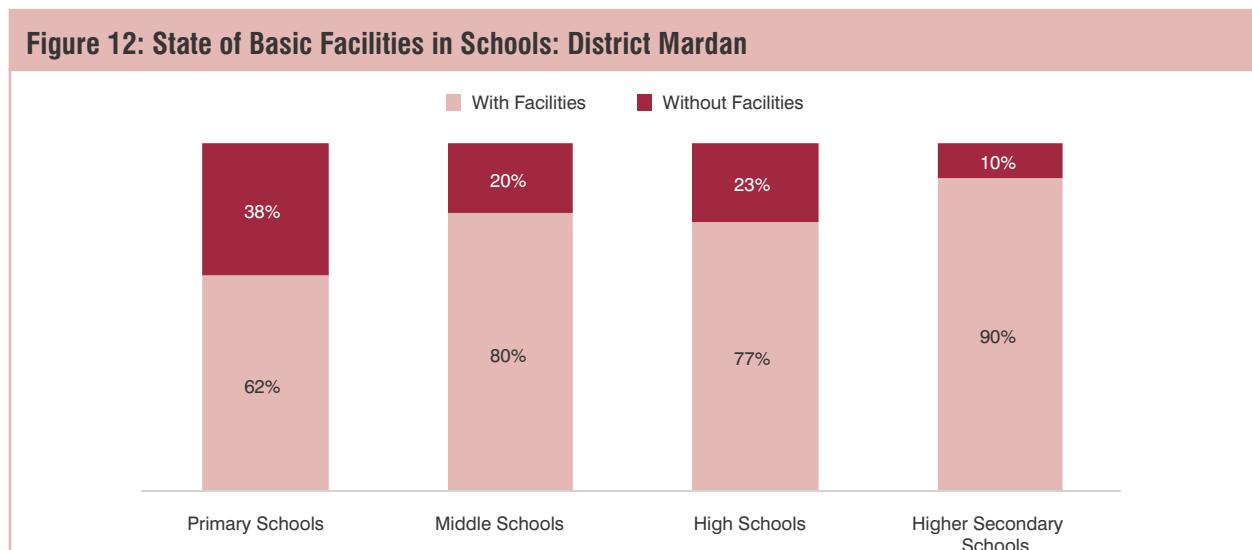
Overall, in the district, 66 schools do not have drinking water facility, whereas there is absence of

Figure 11: Schools without Basic Facilities: District Mardan

Source: ESED, Government of Khyber Pakhtunkhwa

electricity in 314 schools. There is no boundary wall in 1 school and in 120 schools in the district lack toilet facility.

The number of schools that have the four, so called package-facilities i.e. potable water, toilets, boundary walls, and electricity, stand at a mere 1,160 estimated in district Mardan. The following figure presents the percentage of schools with and without basic facilities at various levels of education:



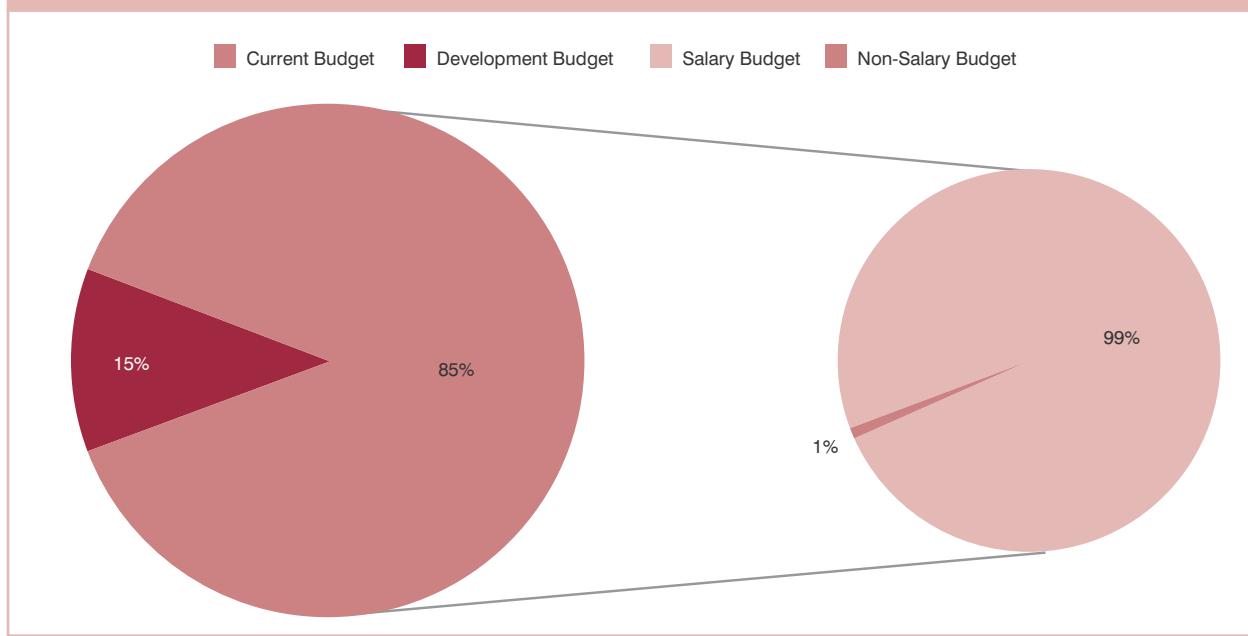
Source: ESED, Government of Khyber Pakhtunkhwa

The number of schools in the district without the above mentioned package-facilities i.e. water, toilet, boundary wall and electricity is 614 schools, where the major chunk is that of primary schools (539 schools), while the remaining share of schools traces to the middle level. It can be carefully specified that out of the total 1,774 schools in District Mardan, 35 percent schools (614 schools) do not meet the basic standards for facilities to provide education.

3.1.3 Education Budget of District Mardan

To meet the educational requirements of district Mardan budget of Rs.5,849 million has been apportioned in the fiscal year 2014-15. 85 percent (Rs. 4,981 million) of the total allocation has been allocated for the current expenses; however, merely 15 percent (Rs. 868 million) has been held in reserve for the development expenditures.

In addition, it is crucial to slice up the amount assigned for the current expenses. Out of the net allocation for current expenses, 99 percent was allocated for salary and related expenses, whereas just 1 percent was allocated for non-salary purposes such as school maintenance, purchase of text-books, learning and teaching aids etc. Budgetary allocations 2014-15 for District Mardan are presented in Figure 13.

Figure 13: Budget Allocations 2014-15: District Mardan

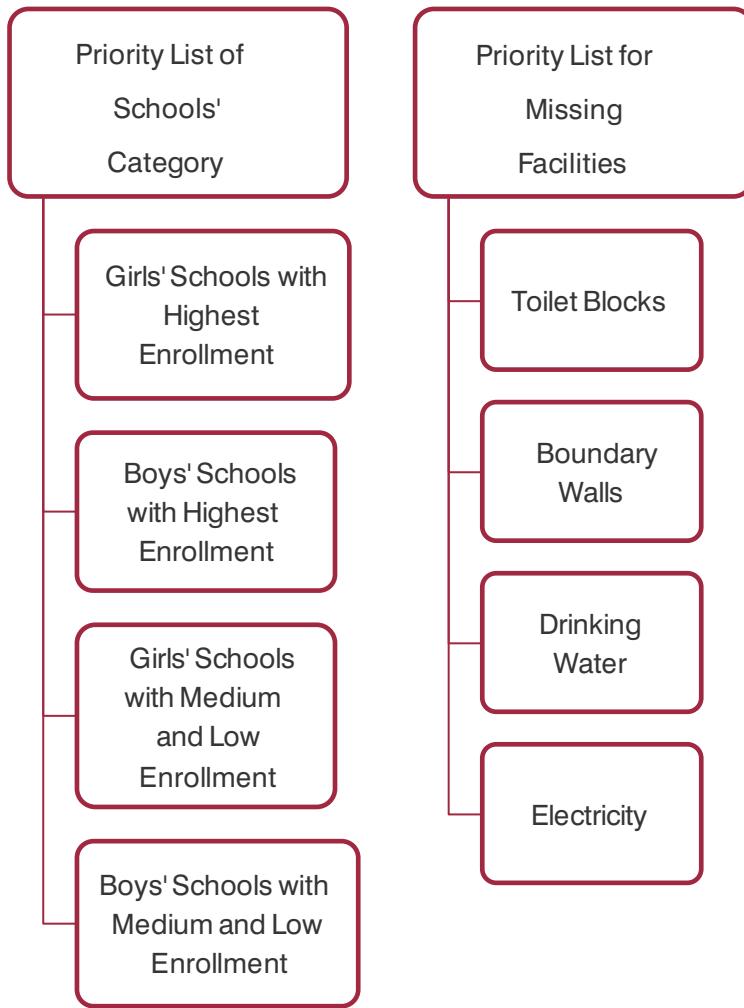
Source: ESED, Government of Khyber Pakhtunkhwa

3.2 Step Two: Priority Setting

A consultative meeting was arranged with various stakeholders in District Mardan in order to set the priorities for allocation of resources towards access to quality education. Participants in the consultation included representatives from District Education Department, Parent Teacher Council, Civil Society Organizations and mainstream political parties. The situation analysis as presented above was shared in detail with the stakeholders. Majority of the participants were of the view that provision of additional classrooms and missing facilities in schools were fundamental requisites for improving enrollment in public schools, especially that of girls.

Provision of missing facilities in the schools alongside building new classrooms in the existing schools were decided as urgent priorities for the district's allocation of financial resources. After setting the priorities, a planning exercise was also carried out to rationalize the allocation of limited resources over a large number of existing schools in the district. It was decided that the girls' schools will take precedence over boys schools as regards the allocation of resources. From among girls' schools, those with higher enrollment will still take precedence over the ones with lesser enrollment.

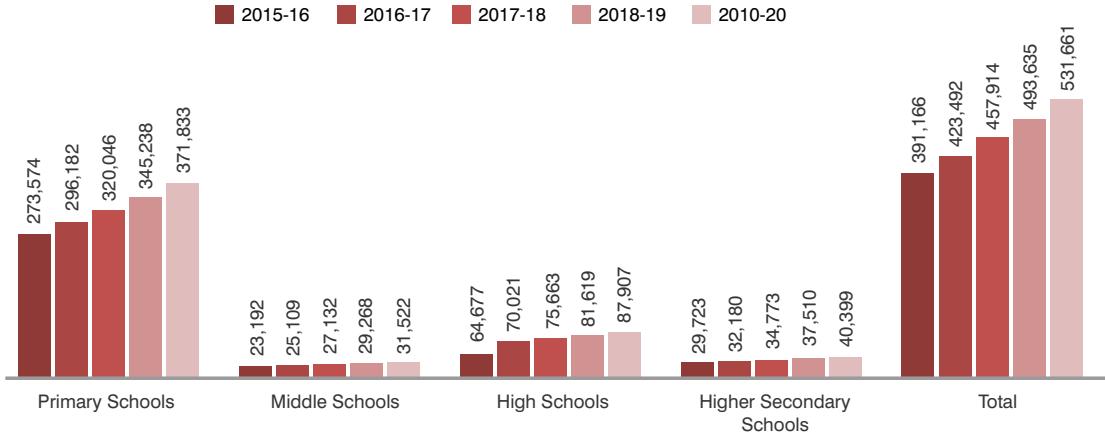
Similar exercise was conducted to set the priority for the provision of missing facilities in schools. It was decided that the financial allocations for toilet blocks will take the highest priority, followed by boundary walls. High priority was accorded to these facilities in view of the cultural and social norms as well as security concerns of the parents. Provision of water and electricity respectively received lower priority by the participants in terms of the allocation of available resources.

Figure 14: Priority List for Schools and Basic Facilities

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

3.3.1 Enrollment

The plan targets to enroll 531,661 children in schools at all levels of education by 2019-20. The target has been set against the baseline of 363,432 children currently enrolled in public sector schools 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. Against the present enrollment of estimated 254,177 children in primary; 21,548 children in middle; 60,091 children in high; and 27,616 children in higher secondary. The plan envision enrollment of 371,833 children at primary level, 31,522 children at middle level, 87,907 children at high level and 40,399 children at higher secondary level. Year-wise distribution of additional enrollments to achieve targeted enrollment by 2019-20 is resented in Figure 15.

Figure 15: Year-wise Incremental Enrollment: District Mardan

Source: I-SAPS Calculations

3.3.2 Gross Enrollment Ratio

Public schools at primary and secondary levels in the District Mardan currently present an estimated GER of 72 percent and 42 percent respectively. The plan targets to achieve the GER of 90 percent and 53 percent for primary and secondary levels respectively till 2019-20. Statistics on GER in the base year compared with that in the target year on shown in the table below. The target GER accounts for the growth rate in population for subsequent years till 2019-20.

Table 1: Gross Enrollment Rate (GER) Targets

	2014-15	2019-20
Girls		
Primary (I-V)	63%	80%
Secondary (VI-X)	31%	45%
Boys		
Primary (I-V)	80%	100%
Secondary (VI-X)	52%	60%
Total		
Primary (I-V)	72%	90%
Secondary (VI-X)	42%	53%

Source: I-SAPS Calculations

3.3.3 Number of Schools

To achieve the targeted GER, District Mardan needs 1,842 schools in total by 2019-20. Presently, there are 1,774 schools in the district and in order to achieve the target there is need to include 68 additional schools till 2019-20. Details of targets at each education level are given in Table 2.

Table 2: Number of Schools - Target (2019-20)

Level	Base Year 2014-15	Target Year 2019-20
Primary	1,410	1,460
Middle/Elementary	197	197
Secondary	138	150
Higher Secondary	29	35
Total	1,774	1,842

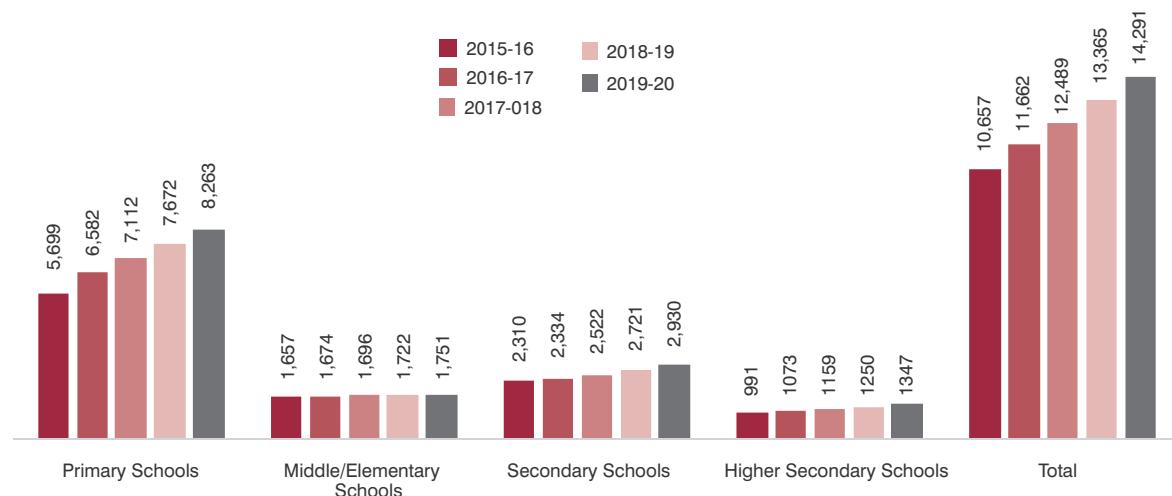
Source: I-SAPS Calculations

As per the data given in the above table by the year 2019-20, 50 more primary schools are needed; 12 additional secondary schools are required and 6 new higher secondary schools are needed. This postulates that maximum number of new schools is required at primary level.

3.3.4 Number of Teachers

In order to meet above mentioned enrollment targets set for district Mardan 14,291 teachers will be required by 2019-20. In the baseline year, there are 10,358 teachers in district Mardan and in order to

Figure 16: Year-wise Incremental Recruitment of Teachers: District Mardan



Source: I-SAPS Calculations

achieve target set for year 2019-20, there is a need to induct 3,933 more teachers in the system over the next five years. Year-wise target for the induction of teachers at various level of education is given in Figure 16.

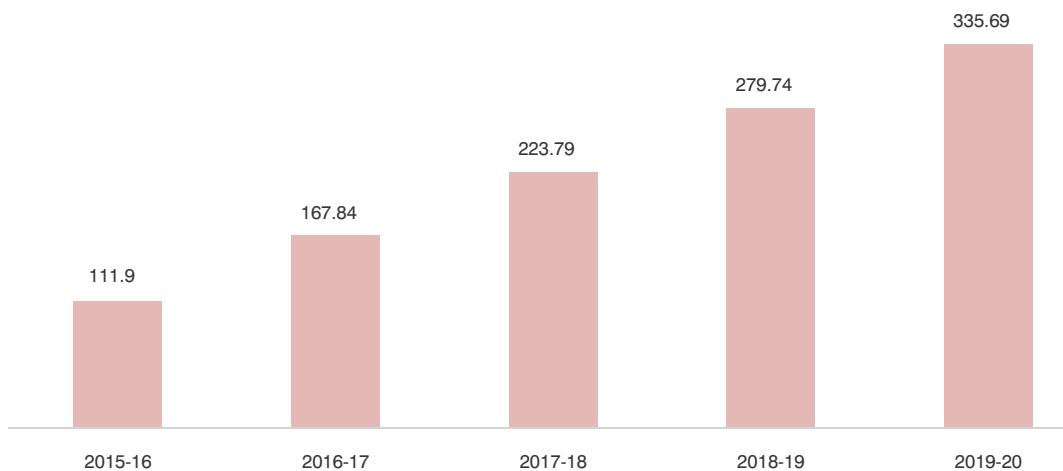
3.3.5 Student Teacher Ratio

Against the current student-teacher ratio of 46:1, 14:1, 27:1 and 29:1 at primary, middle, secondary and higher secondary levels respectively, the plan targets to adjust the ratio to 45,18, 30 and 30 for these level by 2019-20. The adjustment in student-teacher ratio is in proportion to the global best practices and principles of effective use of resources. This would also assist the government in meeting the challenge of universal enrollment under Article 25-A by employing extant resource base.

3.3.6 Basic Facilities

The situation analysis postulates presence of considerable backlog for missing facilities in the existing public schools across District Mardan. To clear the prevalent backlog of missing facilities, Rs.1,118.96 million are needed, spread over the period of next five years. For this plan, during the target setting exercise education sector stakeholders and district education managers of Mardan 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. Figure 17 demonstrates the incremental projection per year for the budgetary allocations to clear the backlog of missing facilities.

Figure 17: Incremental Budgetary Allocations for Missing Facilities (Including Additional Classrooms, etc.) 2015-20: District Mardan (Rs. Million)

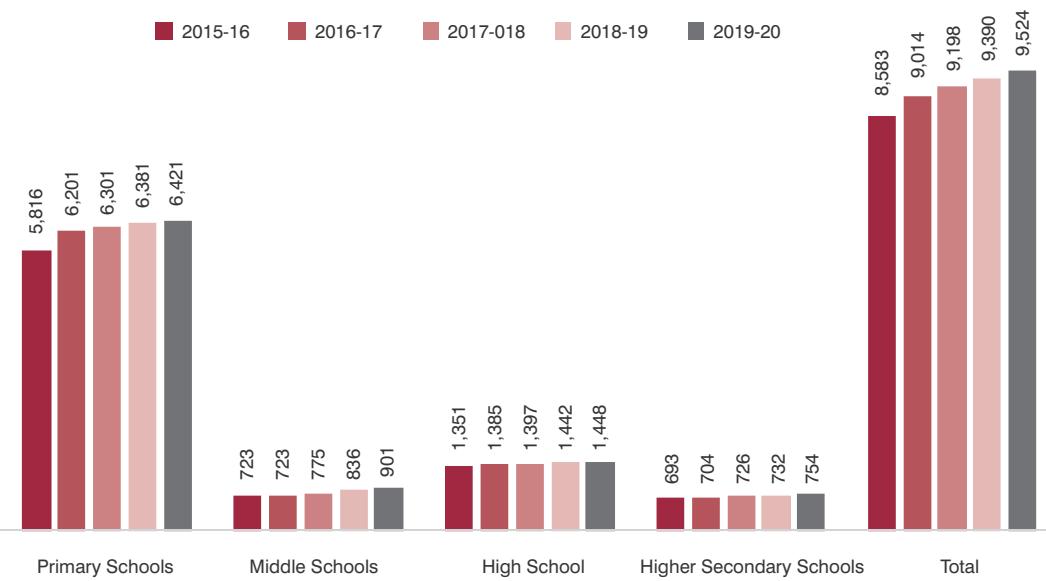


Source: I-SAPS Calculations

3.3.7 Provision of Classrooms

With a view to address the concern of high SCR, it is projected that 1,424 additional classrooms will be needed till 2019-20. As in the baseline year 2014-15, there are 8,100 classrooms in all the public schools of district Mardan; this demands that to improve SCR 9,524 classrooms in total would be required by 2019-20.

Figure 18: Incremental Rise in Number of Classrooms: District Mardan



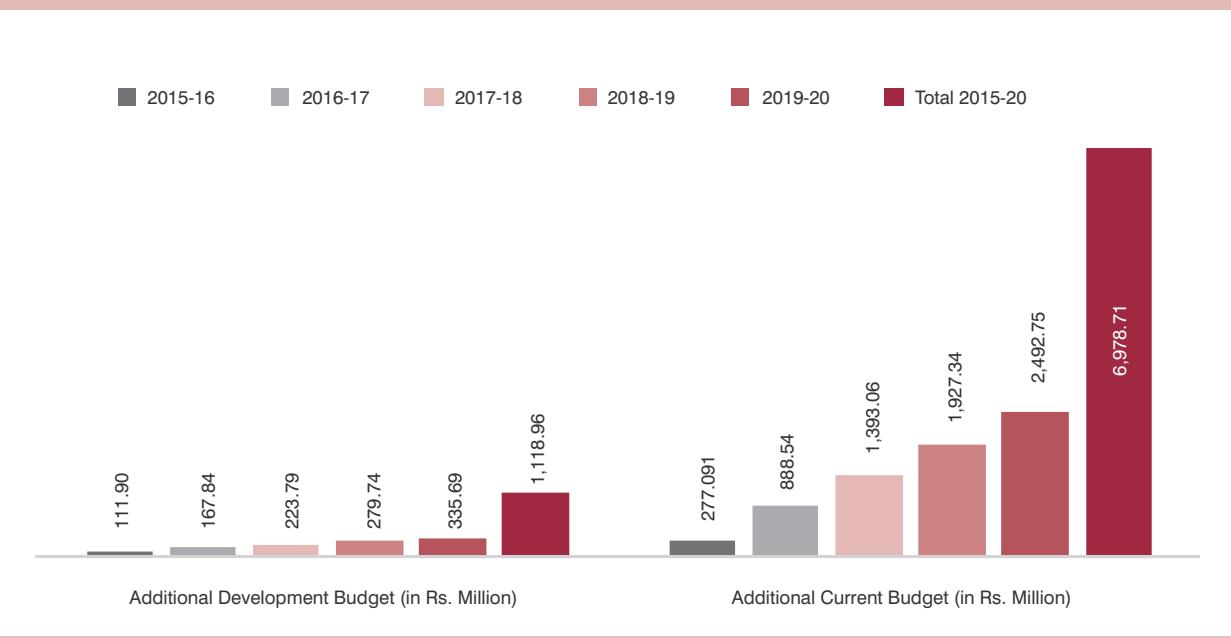
Source: I-SAPS Calculations

The highest number of classroom is needed at the primary level with an additional 842 classrooms; allowed by 239 and 213 more classrooms in middle and high schools as compared to 130 additional classroom in higher secondary schools.

3.4 Step Four: Budget Required for Achieving the Targets

To attain the determined targets in the minimum standards plan of district Mardan explicated above, it is estimated that an additional Rs. 8,097.67 million would be required in the next five years. This would comprise of 86 percent current budget i.e., Rs. 6,979 million and 14 percent development budget i.e., Rs. 1,119 million.

Year-wise distribution of funds required for the plan is given in the figure 19. Thus, it shows the required additional current and development budgets spread over the next five years.

Figure 19: Distribution of Additional Funds Required for the Plan 2015-20: District Mardan (Rs. Million)

Source: I-SAPS Calculations

ANNEXURES

Annexure I: Missing Facilities

Annexure II: Additional Classrooms in 2015-16

Annexure III: Additional Classrooms in 2016-17

Annexure I: Missing Facilities

S.No.	EMIS Code	Level	Name of School	Total Enrollment	No. of Classrooms	Total Teachers	Boundary Walls	Water	Electricity	Toilet
1	18693	Primary	GPS FAQIR BUN	509	4	14	Yes	Yes	Yes	No
2	18694	Primary	GPS FARAM KOROONA	475	3	10	Yes	Yes	No	Yes
3	18705	Primary	GPS MANGAL BAGH	223	2	6	Yes	No	Yes	Yes
4	18725	Primary	GMKS AZIM ABAD	118	2	3	Yes	No	Yes	Yes
5	18726	Primary	GMKS KOCHI ABAD	102	1	2	Yes	Yes	No	No
6	18727	Primary	GPS ABDUL AZAM BANDA	150	2	2	Yes	No	Yes	No
7	18729	Primary	GPS ADEENA DHERI	25	1	2	Yes	No	No	No
8	18732	Primary	GPS AJAB GUL KILLI	104	2	3	Yes	No	No	Yes
9	18735	Primary	GPS AKBAR ABAD (KATLANG)	47	2	3	No	Yes	Yes	No
10	18740	Primary	GPS AMAN KOT	80	2	2	Yes	No	No	No
11	18742	Primary	GPS ANAR BAIG NO.1	125	7	4	Yes	Yes	No	Yes
12	18743	Primary	GPS ANWAR KHAN KILLI	129	10	3	Yes	Yes	No	Yes
13	18744	Primary	GPS ASLAM BANDA	122	4	2	No	Yes	Yes	Yes
14	18747	Primary	GPS AZIM SHAH KILLI	140	2	3	Yes	Yes	No	Yes
15	18752	Primary	GPS BADAM	113	8	4	Yes	No	No	No
16	18754	Primary	GPS BAGHI SHAH BANDA	53	2	2	Yes	Yes	Yes	No
17	18756	Primary	GPS BAGHICHA DHERI NO.2	81	4	3	Yes	Yes	No	Yes
18	18757	Primary	GPS BAGI KHAIL	94	4	4	Yes	Yes	No	No
19	18766	Primary	GPS BARINGAN	192	3	4	Yes	No	Yes	Yes
20	18767	Primary	GPS BAROO BANDA NO.2	120	4	3	Yes	Yes	No	Yes
21	18769	Primary	GPS BEROCH (RUSTAM)	152	4	4	Yes	No	No	Yes
22	18772	Primary	GPS BUT serai NO.2	33	2	2	Yes	Yes	No	No
23	18773	Primary	GPS CHAK TAJA (RUSTAM)	189	4	4	Yes	Yes	No	Yes
24	18775	Primary	GPS CHAM DHERI	147	3	4	Yes	Yes	Yes	No
25	18777	Primary	GPS CHANAKA DHERI (SHAHBAZ GARI)	76	3	2	Yes	Yes	No	Yes

26	18780	Primary	GPS CHAR GUL	72	3	2	Yes	Yes	No	Yes
27	18782	Primary	GPS CHARAGAH	82	2	2	Yes	Yes	No	No
28	18785	Primary	GPS CHICHAR (JAMAL GARHI)	127	4	3	Yes	Yes	Yes	No
29	18787	Primary	GPS DAGGAR (TORU)	93	2	3	Yes	No	Yes	Yes
30	18790	Primary	GPS DHAKKI	24	4	2	Yes	Yes	No	Yes
31	18797	Primary	GPS FIDA MOHAMMAD KHAN (SHERO)	108	2	3	Yes	Yes	Yes	No
32	18799	Primary	GPS GADDAR NO.2	95	2	3	Yes	Yes	No	Yes
33	18806	Primary	GPS GAROO RUSTAM	40	2	2	Yes	No	No	No
34	18812	Primary	GPS GHARIB ABAD KATA KHAT	232	14	7	Yes	Yes	Yes	No
35	18815	Primary	GPS GHULAM SARWAR KOTI	77	8	2	Yes	Yes	Yes	No
36	18817	Primary	GPS GUL ABAD NO.1	36	4	2	Yes	No	Yes	No
37	18821	Primary	GPS GULI BAGH NO.2	59	2	2	Yes	Yes	Yes	No
38	18823	Primary	GPS GUMBAT NO.2	53	2	2	Yes	Yes	No	Yes
39	18828	Primary	GPS HAJI ABAD	38	2	2	Yes	No	Yes	No
40	18831	Primary	GPS HAKIM KHAN BANDA (PAIND KOTY)	37	4	2	Yes	No	No	No
41	18833	Primary	GPS HAMZA KOT	62	8	2	Yes	No	Yes	Yes
42	18834	Primary	GPS HAYAT GUL KOROONA	65	2	2	Yes	Yes	No	Yes
43	18837	Primary	GPS HOSPATAL KOROONA	144	2	4	Yes	Yes	No	Yes
44	18842	Primary	GPS INZAR GAI NO.2	165	3	4	Yes	No	No	No
45	18845	Primary	GPS JALIL NO.1	79	2	2	Yes	No	No	No
46	18846	Primary	GPS JALIL NO.2	70	9	2	No	No	No	Yes
47	18851	Primary	GPS JANGI DHER NO.1	135	4	4	Yes	Yes	No	Yes
48	18852	Primary	GPS JANGI DHER NO.2	64	3	2	Yes	No	Yes	Yes
49	18853	Primary	GPS JAVED ABAD	64	4	2	Yes	No	Yes	Yes
50	18856	Primary	GPS KAKA ABAD	94	2	3	Yes	No	No	No
51	18865	Primary	GPS KARIM ABAD (GARYALA)	94	2	2	Yes	No	No	No
52	18866	Primary	GPS KAS MALANDRAI (BAZAR)	44	2	2	Yes	No	No	No

53	18868	Primary	GPS KATA KHAT	103	12	3	Yes	No	No	No	Yes
54	18873	Primary	GPS KHAN BACHA KOTI	68	3	2	Yes	Yes	No	No	Yes
55	18874	Primary	GPS KHAN PUR	202	8	6	Yes	Yes	Yes	Yes	No
56	18875	Primary	GPS KHAN ZAMIR BANDA	145	5	4	Yes	No	Yes	Yes	Yes
57	18879	Primary	GPS KHAWAJA RASHAKA	147	10	4	Yes	No	Yes	Yes	Yes
58	18881	Primary	GPS KHUDA NOOR KILLI	345	4	8	Yes	Yes	Yes	Yes	No
59	18896	Primary	GPS LANDI	109	5	4	Yes	No	Yes	Yes	Yes
60	18898	Primary	GPS MACHI	349	20	8	Yes	Yes	Yes	Yes	No
61	18904	Primary	GPS MAHO NARI	159	8	4	Yes	Yes	Yes	Yes	No
62	18905	Primary	GPS MAINA BANDA	227	2	5	Yes	Yes	Yes	Yes	No
63	18909	Primary	GPS MANGA NO.2	128	10	3	Yes	Yes	No	Yes	
64	18919	Primary	GPS MIR AKBAR KHAN BANDA	25	2	2	Yes	Yes	No	Yes	
65	18920	Primary	GPS MIR AKBAR KILLI	260	4	7	Yes	Yes	Yes	No	
66	18921	Primary	GPS MIR ZAKI	69	3	2	Yes	No	No	No	
67	18926	Primary	GPS MUNAWAR KHAN BANDA	114	3	3	Yes	Yes	Yes	No	
68	18927	Primary	GPS MUNKARA BANDA	144	2	4	Yes	No	Yes	Yes	
69	18928	Primary	GPS MURAD ABAD GUMBAT	92	2	3	Yes	Yes	No	Yes	
70	18930	Primary	GPS MUSLIM ABAD (MANGA)	151	4	4	Yes	No	Yes	No	
71	18932	Primary	GPS NANG ABAD	211	4	5	Yes	Yes	No	Yes	
72	18937	Primary	GPS BATAGRAM NO.2	13	2	2	Yes	No	Yes	Yes	
73	18941	Primary	GPS PILAGI	161	4	4	Yes	Yes	Yes	No	
74	18945	Primary	GPS PALO DHERI NO.2	90	4	2	Yes	Yes	Yes	No	
75	18949	Primary	GPS PATORAK	194	6	6	Yes	Yes	No	Yes	
76	18954	Primary	GPS PITAWO MALANDRI	136	6	4	Yes	Yes	No	Yes	
77	18961	Primary	GPS QASIM ABAD	129	4	4	Yes	No	No	No	
78	18962	Primary	GPS QASAM NO.3	52	4	2	Yes	Yes	No	Yes	
79	18970	Primary	GPS RAZIQ ABAD	129	2	3	Yes	No	No	No	

80	18971	Primary	GPS SAADUD DIN GUMBAT	209	5	6	Yes	Yes	No	Yes
81	18972	Primary	GPS SADIQ ABAD	137	1	3	Yes	Yes	Yes	No
82	18974	Primary	GPS SAHIB ABAD	24	4	2	Yes	No	Yes	Yes
83	18976	Primary	GPS SAJID AKBAR KILLI	260	2	7	Yes	Yes	No	Yes
84	18983	Primary	GPS SANGAR BABA	55	4	2	Yes	Yes	No	Yes
85	18985	Primary	GPS SARDARA IKRAM PUR	108	2	2	Yes	No	No	Yes
86	18990	Primary	GPS SHAGO KILLI	106	2	2	Yes	Yes	Yes	No
87	18991	Primary	GPS SHAGO WAND	31	2	2	Yes	Yes	No	Yes
88	18992	Primary	GPS SHAH DHAKI	165	2	3	Yes	Yes	No	No
89	18998	Primary	GPS SHAHEED ABAD	95	2	2	Yes	No	No	No
90	19000	Primary	GPS SHAH SAR	67	2	2	Yes	Yes	Yes	No
91	19002	Primary	GPS SHAKAR DHAND	47	2	2	Yes	No	No	Yes
92	19003	Primary	GPS SHAMILAT	60	4	2	Yes	Yes	No	Yes
93	19006	Primary	GPS SHAMSUL ISLAM BANDA	39	2	2	Yes	No	No	No
94	19010	Primary	GPS SHARIF ABAD NO.1	135	6	3	Yes	No	Yes	Yes
95	19011	Primary	GPS SHARIF ABAD KATLANG	141	2	3	Yes	Yes	Yes	No
96	19013	Primary	GPS SHARMAKHAN BAZAR	21	2	2	Yes	No	No	Yes
97	19018	Primary	GPS SHER ABAD JHUNGARE	84	2	2	Yes	Yes	No	Yes
98	19021	Primary	GPS SHERO DHERI	94	4	2	Yes	No	No	No
99	19024	Primary	GPS SOHBAT ABAD	206	3	5	Yes	No	Yes	Yes
100	19026	Primary	GPS SORI MALANDRI	72	2	2	No	Yes	No	Yes
101	19028	Primary	GPS SPIN KHAK	62	3	2	Yes	No	No	No
102	19029	Primary	GPS SREEKH KILLI	78	5	2	Yes	Yes	Yes	No
103	19030	Primary	GPS SUFAID ABAD	158	6	4	Yes	Yes	Yes	No
104	19031	Primary	GPS SUGAR CAN NO.1	99	14	3	Yes	No	Yes	Yes
105	19032	Primary	GPS SUJAWAL BANDA	167	4	4	Yes	No	Yes	Yes
106	19035	Primary	GPS SURKHABI	168	2	4	Yes	Yes	Yes	No

107	19039	Primary	GPS TANAROONA	121	2	2	Yes	No	No	Yes
108	19045	Primary	GPS TORA BAZ KILLI	163	3	4	Yes	Yes	Yes	No
109	19046	Primary	GPS TORA BANDA	40	3	2	Yes	No	No	No
110	19049	Primary	GPS UMER DHERI	33	4	2	No	No	No	Yes
111	19052	Primary	GPS YOUNAS TANGI (IKRAM PUR)	73	2	2	Yes	Yes	Yes	No
112	19054	Primary	GPS ZANDO DHERI NO.2	227	6	6	Yes	Yes	No	Yes
113	19056	Primary	GPS ZARKHITAB BANDA	107	2	3	Yes	Yes	Yes	No
114	19057	Primary	GPS ZOOR ABAD (PALO DEHRI)	206	8	5	Yes	Yes	Yes	No
115	19059	Primary	GMPS ABDUL GHAFOOR MAYAR	201	2	4	Yes	No	Yes	Yes
116	19061	Primary	GMPS BAGH BANAN	36	1	2	Yes	No	No	No
117	19062	Primary	GMPS ESSA KHAN NO.1	150	2	3	Yes	No	No	No
118	19063	Primary	GMPS FAISAL ABAD	77	4	2	Yes	No	No	No
119	19066	Primary	GPS GUL BAHAR	231	3	6	Yes	No	Yes	Yes
120	19069	Primary	GPS NARAY SURANG	227	4	5	Yes	Yes	No	No
121	19070	Primary	GMPS PANDHARI BALA	55	2	2	Yes	Yes	No	No
122	19072	Primary	GMKS SADA BAHAR GUJRAT	63	1	3	Yes	No	Yes	No
123	19075	Primary	GMPS SHAMAND ROZ KILLI	204	2	3	Yes	Yes	No	Yes
124	19079	Primary	GMKS BAHRAM KHAN KILLI	141	3	3	Yes	No	Yes	No
125	19081	Primary	GMKS NAWAN KILLI	176	4	4	Yes	Yes	No	Yes
126	19082	Primary	GGPS BABA KILLI	241	3	6	Yes	Yes	No	Yes
127	19092	Primary	GGPS MUHAMMAD KHEL	108	8	2	Yes	Yes	No	Yes
128	19100	Primary	GGPS YOUSIF KILLI	108	2	2	Yes	Yes	No	Yes
129	19101	Primary	GGPS ALI ASGHAR BANDA	31	2	2	Yes	No	Yes	Yes
130	19103	Primary	GGPS AMIN ABAD	105	6	2	Yes	Yes	No	Yes
131	19105	Primary	GGPS ASLAM KHAN KOROONA	40	8	2	Yes	No	No	Yes

132	19110	Primary	GGPS BAGOOGANDA	66	6	2	Yes	No	No	Yes
133	19115	Primary	GGPS BALA GHARI NO.2	108	4	3	Yes	Yes	No	Yes
134	19117	Primary	GGPS BARINGAN	110	4	2	Yes	No	No	Yes
135	19118	Primary	GGPS BAROO BANDA	64	4	2	Yes	Yes	No	Yes
136	19120	Primary	GGPS BATA GRAM	249	4	9	Yes	No	No	Yes
137	19121	Primary	GGPS BATAIKOROONA	60	2	2	Yes	Yes	No	Yes
138	19124	Primary	GGPS BUT SERI	357	14	9	Yes	Yes	No	Yes
139	19126	Primary	GGPS CHAM DHERI	80	5	2	Yes	Yes	No	Yes
140	19128	Primary	GGPS CHANAKA DHERI	56	3	3	Yes	Yes	No	Yes
141	19130	Primary	GGPS CHAIL BANDA	325	4	6	Yes	Yes	No	Yes
142	19131	Primary	GGPS CHEMBAR	86	2	2	Yes	No	No	No
143	19133	Primary	GGPS DHAKI GUMBAT	101	5	2	Yes	Yes	No	Yes
144	19134	Primary	GGPS DHERI SHER KHAN	48	2	2	Yes	No	Yes	Yes
145	19135	Primary	GGPS DOB MAYAR	113	3	2	Yes	Yes	No	Yes
146	19139	Primary	GGPS GARYALA	364	5	5	Yes	Yes	No	Yes
147	19143	Primary	GGPS GUL ABAD	28	5	2	Yes	Yes	No	Yes
148	19144	Primary	GGPS GUL BAHAR RUSTAM	224	4	4	Yes	Yes	No	Yes
149	19146	Primary	GGPS GUMBAT NO.2	47	2	3	Yes	No	Yes	Yes
150	19150	Primary	GGPS INAM ABAD	66	2	2	Yes	No	No	Yes
151	19151	Primary	GGPS JAMAL GARHI SADIOQ ABAD	301	2	8	Yes	No	No	Yes
152	19152	Primary	GGPS JAMAL GARHI NO.1	478	8	14	Yes	Yes	Yes	No
153	19153	Primary	GGPS JAMAL GARHI NO.3	189	4	6	Yes	Yes	No	Yes
154	19154	Primary	GGPS JAMRA	94	2	2	Yes	Yes	No	Yes
155	19158	Primary	GGPS KALA KHEL	84	4	2	Yes	No	Yes	Yes
156	19161	Primary	GGPS KHADI KILLI	115	2	2	Yes	No	No	Yes
157	19165	Primary	GGPS KHAN PUR	130	6	2	Yes	No	No	Yes
158	19166	Primary	GGPS KHANJAR KILLI	52	4	2	Yes	No	No	Yes
159	19167	Primary	GGPS KHAWAJA RASHAKA	40	3	2	Yes	Yes	No	Yes

160	19168	Primary	GGPS KHAWO BANDA	121	3	2	Yes	No	No	No
161	19170	Primary	GGPS KHORA BANDA	274	4	4	Yes	No	No	Yes
162	19172	Primary	GGPS KODINAKA	116	2	3	Yes	Yes	No	Yes
163	19177	Primary	GGPS LOHARANO KILLI	145	2	2	Yes	Yes	No	Yes
164	19180	Primary	GGPS MALA DHERI	28	2	2	Yes	Yes	No	Yes
165	19181	Primary	GGPS MANGA NO.1	208	8	6	Yes	Yes	No	Yes
166	19182	Primary	GGPS MARGHANO KILLI	73	6	2	Yes	Yes	No	Yes
167	19183	Primary	GGPS MATTÀ SPIN KHAK	110	2	2	Yes	Yes	Yes	No
168	19189	Primary	GGPS MOHABAT ABAD	514	6	12	Yes	No	Yes	Yes
169	19190	Primary	GGPS MOHIB BANDA NO.1	188	2	4	Yes	Yes	No	Yes
170	19192	Primary	GGPS MOHIB BANDA NO.3	380	8	2	Yes	Yes	Yes	No
171	19193	Primary	GGPS MOHIB ULLAH BANDA (MIAN GANO KILLI)	141	2	2	Yes	Yes	No	Yes
172	19196	Primary	GGPS NANG ABAD	62	8	2	Yes	No	No	Yes
173	19199	Primary	GGPS NASIR KILLI	154	2	4	Yes	Yes	No	Yes
174	19209	Primary	GGPS RASHAKA ZANDO	84	3	2	Yes	Yes	No	Yes
175	19210	Primary	GGPS SAEED ABAD	215	4	4	Yes	Yes	No	Yes
176	19212	Primary	GGPS SRA QABROONA	121	2	3	Yes	No	No	Yes
177	19213	Primary	GGPS SARBAND	90	3	2	Yes	Yes	No	Yes
178	19214	Primary	GGPS SARDAR ABAD	9	4	2	Yes	Yes	No	Yes
179	19215	Primary	GGPS SATTAR ABAD	34	8	2	Yes	No	No	Yes
180	19221	Primary	GGPS SHER BAHDAR KOROONA	47	2	2	Yes	No	No	Yes
181	19222	Primary	GGPS SHER PUR MOHABBAT ABAD	170	2	2	Yes	No	No	Yes
182	19227	Primary	GGPS SPINKAI	110	4	2	Yes	No	No	Yes
183	19228	Primary	GGPS SUBIDAR KILLI	58	2	2	Yes	No	Yes	Yes
184	19230	Primary	GGPS SUGAR CANE NO.1	104	3	2	Yes	Yes	No	Yes
185	19231	Primary	GGPS SUGAR CANE NO.2	42	10	2	Yes	Yes	No	Yes

186	19234	Primary	GGPS TALAVIZO	210	2	2	Yes	No	Yes	Yes
187	19239	Primary	GGPS TOOT KILLI	77	4	2	Yes	No	No	Yes
188	19246	Primary	GGPS ZARKHITAB BANDA	141	2	4	Yes	Yes	No	Yes
189	19247	Primary	GGPS ZOR ABAD	133	3	2	Yes	No	No	Yes
190	19249	Primary	GGPMS GUMBAT MARDAN JICA	148	5	4	Yes	No	Yes	Yes
191	19256	Primary	GPS AFZAL ABAD NO.1	145	12	2	Yes	Yes	No	Yes
192	19258	Primary	GPS AKBAR KHAN KILLI	44	2	2	Yes	No	Yes	Yes
193	19262	Primary	GPS ANWAR KHAN KILLI (SERI BEHLOL)	83	6	2	Yes	Yes	No	Yes
194	19264	Primary	GPS ARIF KHAN KILLI	174	3	4	No	Yes	No	Yes
195	19266	Primary	GPS AZAM KHAN KILLI	247	7	7	Yes	No	Yes	No
196	19269	Primary	GPS CHAN CHANO KHAT	222	4	5	Yes	No	No	Yes
197	19274	Primary	GPS DHARA	198	2	5	Yes	Yes	No	Yes
198	19278	Primary	GPS FAZAL ABAD NO.1	143	1	4	Yes	No	No	No
199	19279	Primary	GPS FAZAL ABAD NO.2	169	5	4	Yes	Yes	No	Yes
200	19280	Primary	GPS FAZAL BAD SHAH KILLI	100	4	2	Yes	No	No	Yes
201	19282	Primary	GPS FEROZ PUR	110	2	3	Yes	No	No	Yes
202	19285	Primary	GPS GHAFFAR SERAI	18	2	2	Yes	Yes	No	Yes
203	19290	Primary	GPS GUL ABAD	37	3	2	Yes	Yes	No	No
204	19292	Primary	GPS HABIB NOOR KALLI	141	5	4	Yes	No	Yes	No
205	19294	Primary	GPS HAJI KHAN ZADA KILLI	114	3	3	Yes	Yes	No	Yes
206	19302	Primary	GPS JALIL ABAD	208	3	3	No	Yes	Yes	No
207	19303	Primary	GPS JAMAL ABAD	278	5	7	Yes	Yes	Yes	No
208	19304	Primary	GPS JAMEEL ABAD	103	4	4	Yes	Yes	No	Yes
209	19307	Primary	GPS JEEWAR	124	3	3	Yes	No	No	No
210	19309	Primary	GPS JHONGRA	101	10	3	Yes	Yes	Yes	No
211	19310	Primary	GPS KALPANI	542	18	12	Yes	Yes	No	Yes
212	19313	Primary	GPS KAUDARI BALA	110	2	4	Yes	No	No	Yes

213	19319	Primary	GPS KOT KALI (TAKHT BHAI)	289	8	7	Yes	No	Yes	Yes
214	19320	Primary	GPS KOTKI	155	3	3	Yes	Yes	No	Yes
215	19321	Primary	GPS LALAJAN KILLI	199	2	5	Yes	Yes	Yes	No
216	19323	Primary	GPS LATIF ABAD	365	5	9	Yes	Yes	Yes	No
217	19324	Primary	GPS MAHABAT KHAN KOROONA	213	5	5	Yes	No	No	Yes
218	19329	Primary	GPS MIAN GAND KILLI NO.1	173	4	4	Yes	No	Yes	Yes
219	19335	Primary	GPS NAWAB DHERI	52	6	2	Yes	No	No	No
220	19338	Primary	GPS PIR ABAD NO.1	249	12	5	Yes	No	No	Yes
221	19339	Primary	GPS PIR KILLI	291	3	6	Yes	Yes	No	No
222	19342	Primary	GPS QAMAR ABAD	45	4	2	Yes	Yes	Yes	No
223	19350	Primary	GPS SAID AMIN KILLI NO.2	246	3	5	Yes	Yes	No	Yes
224	19351	Primary	GPS SALARAY KILLI	236	8	6	Yes	Yes	No	Yes
225	19356	Primary	GPS SHAH BAIG	241	3	6	Yes	Yes	Yes	No
226	19357	Primary	GPS SHAH BAT KHEL	236	6	6	Yes	Yes	Yes	No
227	19364	Primary	GPS SHUJA ABAD	108	4	3	Yes	No	No	Yes
228	19365	Primary	GPS SPELANO DHERI	233	6	6	Yes	Yes	Yes	No
229	19375	Primary	GMPS CHAIL BANDA	63	4	3	Yes	No	Yes	Yes
230	19376	Primary	GMPS CHITRAL KILLI	93	3	2	Yes	No	No	Yes
231	19378	Primary	GMPS HABIB GUL KOROONA	113	2	3	Yes	No	No	No
232	19380	Primary	GMPS MOHAMMAD ROZ KILLI	106	2	3	No	Yes	No	No
233	19382	Primary	GPS SHAHID ABAD	237	4	6	Yes	No	No	Yes
234	19386	Primary	GGPS KARAM KHAN BANDA	32	4	2	Yes	Yes	No	Yes
235	19388	Primary	GGPS TAKHAT BHAI WARD NO.1	249	6	10	Yes	No	Yes	Yes
236	19395	Primary	GGPS AHMAD ABAD	46	3	2	Yes	Yes	No	No
237	19397	Primary	GGPS AKO DHERI	64	2	3	Yes	Yes	No	No
238	19398	Primary	GGPS ALO JEWAR	53	2	2	Yes	Yes	No	Yes
239	19400	Primary	GGPS ARABI BANDA	157	4	2	Yes	Yes	No	Yes

240	19401	Primary	GGPS ARIF KHAN KILLI	123	4	3	Yes	No	No	Yes
241	19402	Primary	GGPS BAHRAM KHAN KILLI	122	2	3	Yes	Yes	No	Yes
242	19405	Primary	GGPS DEPUTY KILLI	117	3	3	Yes	Yes	No	Yes
243	19406	Primary	GGPS DHUNDIA	105	4	3	Yes	Yes	Yes	No
244	19407	Primary	GGPS DURYAL	75	2	2	Yes	Yes	No	Yes
245	19411	Primary	GGPS FEROZ ABAD	46	4	3	Yes	Yes	No	Yes
246	19412	Primary	GGPS FEROZ PUR	214	3	2	Yes	No	No	Yes
247	19413	Primary	GGPS GHAFAR SERAI	61	3	2	Yes	Yes	No	Yes
248	19415	Primary	GGPS GUL PUR	96	3	4	Yes	No	No	Yes
249	19419	Primary	GGPS HISAR BANDA NO.1	331	2	6	Yes	No	Yes	Yes
250	19422	Primary	GGPS JAMARA ABDUL SATTAR KHAN KILLI	58	2	2	Yes	No	Yes	Yes
251	19425	Primary	GGPS KALO	145	2	4	Yes	No	Yes	Yes
252	19427	Primary	GGPS KAUDARI	68	4	2	Yes	Yes	Yes	No
253	19428	Primary	GGPS KOPPER BANDA	56	2	2	Yes	No	Yes	Yes
254	19430	Primary	GGPS KOT JHUNGARA	184	4	3	Yes	Yes	No	No
255	19441	Primary	GGPS MOMIN KHAN KILLI	204	4	5	Yes	Yes	No	Yes
256	19442	Primary	GGPS MORCHA KHAN BANDA	171	2	4	Yes	Yes	Yes	No
257	19445	Primary	GGPS MUHAMMAD DIN KILLI	61	3	2	Yes	Yes	No	Yes
258	19446	Primary	GGPS MULYANO KILLI DHAND	152	3	4	Yes	No	Yes	Yes
259	19448	Primary	GGPS NAGHARA	81	3	3	Yes	Yes	No	Yes
260	19451	Primary	GGPS NOOR ABAD	110	3	2	Yes	No	Yes	Yes
261	19454	Primary	GGPS PIR ABAD	197	4	7	Yes	No	No	Yes
262	19455	Primary	GGPS PIR SADDI	161	4	10	Yes	Yes	Yes	No
263	19456	Primary	GGPS QAMAR ABAD	110	2	2	Yes	No	No	Yes
264	19457	Primary	GGPS QANDARO SARO SHAH	96	2	2	Yes	Yes	No	Yes
265	19459	Primary	GGPS READY BABA	139	2	4	Yes	Yes	No	Yes
266	19461	Primary	GGPS RIDAWAN	108	2	3	Yes	Yes	No	No

267	19469	Primary	GGPS SANGA	147	3	3	Yes	Yes	No	Yes
268	19477	Primary	GGPS SHER DIL KHAN NO.1	90	2	2	Yes	Yes	No	Yes
269	19480	Primary	GGPS SHER HASAN KILLY	148	3	2	Yes	No	No	Yes
270	19482	Primary	GGPS SHERO SAID FAQIR KILLI	27	2	2	Yes	Yes	No	Yes
271	19483	Primary	GGPS SHUJA ABAD	78	4	2	Yes	No	Yes	Yes
272	19484	Primary	GGPS SIKANDAR KILLI	27	2	2	Yes	No	No	Yes
273	19486	Primary	GGPS TOR GUL BANDA	25	2	2	Yes	No	No	Yes
274	19487	Primary	GGPS UMAR ABAD	96	4	3	Yes	No	No	Yes
275	27624	Primary	GGPS TAJA KOROONA	59	2	2	Yes	Yes	No	Yes
276	27626	Primary	GGPS WAHEED ULLAH BANDA	70	2	2	Yes	No	No	Yes
277	27629	Primary	GGPS WARIS KHAN KILLI	70	2	2	Yes	Yes	No	Yes
278	27636	Primary	GGPS DHERI NO.4	112	2	2	Yes	Yes	No	Yes
279	27652	Primary	GPS ISLAMGUL KOROONA	164	3	5	Yes	Yes	Yes	No
280	27664	Primary	GGPS ABDUL GHANI BANDA	65	2	2	Yes	No	No	Yes
281	27666	Primary	GGPS BABENI	326	4	5	Yes	Yes	No	Yes
282	27667	Primary	GGPS BABOZAI NO.1	215	2	6	Yes	Yes	No	Yes
283	27669	Primary	GGPS BAKRI BANDA	177	2	3	Yes	Yes	No	Yes
284	27673	Primary	GGPS CHAR BANDA	132	2	4	Yes	No	No	No
285	27674	Primary	GMKS GULMIRA	152	2	4	Yes	No	Yes	No
286	27676	Primary	GGPS CHAR CHOOR	115	4	3	Yes	Yes	No	Yes
287	27678	Primary	GGPS CHAR GUL	36	4	1	Yes	Yes	No	Yes
288	27685	Primary	GGPS DHERI LIKPANI	41	2	2	No	No	No	No
289	27686	Primary	GGPS DHERI NO.1	38	2	2	Yes	Yes	No	Yes
290	27694	Primary	GGPS DHERI NO.3	104	3	3	Yes	No	Yes	No
291	27696	Primary	GGPS FATEH ABAD	105	4	2	Yes	Yes	No	Yes
292	27700	Primary	GGPS FATHMA NO.2	136	3	5	Yes	No	No	Yes
293	27814	Primary	GGPS MEHTAR GHUNDI	142	3	4	Yes	Yes	No	Yes

294	27815	Primary	GGPS MASSI GUL KILLI	8	3	2	Yes	No	No	Yes
295	27817	Primary	GGPS MIAN SAHEB KILLI	53	3	3	Yes	Yes	No	Yes
296	27821	Primary	GGPS MIANGANO KILLI	150	4	4	Yes	No	No	Yes
297	27918	Primary	GGPS KATTI KHEL	81	4	3	Yes	Yes	No	Yes
298	27919	Primary	GGPS QASMI NO.1	236	4	8	Yes	Yes	No	Yes
299	27921	Primary	GMKS BAGHICHA DHERI	40	1	1	No	No	No	No
300	27923	Primary	GMPS NEHER ABAD	90	2	3	No	No	No	Yes
301	27924	Primary	GGPS YAQUB KHAN KILLI	61	2	2	Yes	No	Yes	No
302	27925	Primary	GGPS HISAR BANDA NO.2	69	2	2	Yes	No	No	Yes
303	27929	Primary	GPS GHAZI BANDA	34	2	2	Yes	No	No	Yes
304	27939	Primary	GGPS GHARIB ABAD KATLANG	107	2	3	Yes	No	No	Yes
305	27941	Primary	GMPS MIAN ALAM SHAH BABA	33	2	2	Yes	No	No	No
306	27944	Primary	GGPS GHAZI BABA	146	3	2	Yes	No	Yes	Yes
307	27951	Primary	GGPS GUMBAT NO.3	55	4	2	Yes	Yes	No	Yes
308	27953	Primary	GMPS DARUL OLOOM GUJRAT	165	4	4	Yes	Yes	No	No
309	27955	Primary	GGPS DAKO BABA	176	4	2	Yes	No	No	Yes
310	27957	Primary	GGPS AZAM KILLI	147	2	4	Yes	No	No	Yes
311	27959	Primary	GGPS ASIF KHAN KILLI	105	3	2	Yes	No	No	Yes
312	27966	Primary	GPS FAQIR SHAH KOTI	122	2	3	No	No	No	No
313	27968	Primary	GGPS HAJI NAZIR BANDA	79	4	2	Yes	Yes	No	Yes
314	27969	Primary	GGPS ALO NO.1	96	2	3	Yes	No	No	Yes
315	27974	Primary	GGPS HAMZA KHAN	245	5	4	Yes	Yes	No	Yes
316	27998	Primary	GGPS KUNJ	60	2	3	Yes	No	No	Yes
317	28010	Primary	GGPS MAHO NARI	109	2	3	Yes	No	No	Yes
318	28012	Primary	GGPS MATTI JADEED	361	7	10	Yes	No	Yes	Yes
319	28022	Primary	GGPS MORA BANDA	197	4	4	Yes	No	No	Yes
320	28032	Primary	GGPS NARI SURANG	76	4	2	Yes	Yes	No	Yes

321	28049	Primary	GGPS PEELAGI	81	2	2	Yes	No	No	Yes
322	28054	Primary	GGPS PURANA SHERO	67	3	2	Yes	Yes	No	Yes
323	28066	Primary	GGPS QASIM KANDAR	57	4	2	Yes	Yes	No	Yes
324	28069	Primary	GGPS RAMZAN BANDA	52	3	2	Yes	No	No	Yes
325	28070	Primary	GGPS REHMAT ULLAH BANDA	117	3	3	Yes	No	Yes	No
326	28072	Primary	GPS BARA BANDA	73	2	2	No	No	Yes	Yes
327	28075	Primary	GGPS RORYA QADEEM	96	8	3	Yes	Yes	No	Yes
328	28095	Primary	GGPS SAJID ABAD	24	2	3	Yes	Yes	No	Yes
329	28100	Primary	GGPS SHANKAR MAHAL	44	3	2	Yes	Yes	No	Yes
330	28111	Primary	GGPS SURKHABI	41	4	2	Yes	No	No	Yes
331	28250	Primary	GPS NAKHTAR BANDA (BAZAR)	47	4	2	Yes	No	No	No
332	28265	Primary	GPS RASHID ABAD KATA KHAT	34	2	2	Yes	Yes	No	No
333	28271	Primary	GPS SAID FAQIR BANDA	117	2	4	Yes	Yes	No	No
334	28314	Primary	GPS SAID AMIN KILLI	159	3	5	Yes	No	No	Yes
335	28319	Primary	GMPS HADIR KHAN KILLI	117	2	3	Yes	Yes	Yes	No
336	28330	Primary	GMPS WARD NO.1 TAKHT BHAI	32	2	2	Yes	Yes	No	No
337	28356	Primary	GPS AHMED ABAD GARO	55	3	2	Yes	Yes	Yes	No
338	28404	Primary	GPS KALO SHAH	109	5	3	Yes	Yes	No	Yes
339	28450	Primary	GPS MIAN GAND NO.2	151	2	4	Yes	Yes	No	No
340	28552	Primary	GPS SHER GARGH NO.1	269	7	7	Yes	No	Yes	Yes
341	28700	Primary	GGPS EID GAH ROAD	422	4	11	Yes	Yes	No	Yes
342	28926	Primary	GPS ROSHAN ABAD	128	4	3	Yes	No	Yes	Yes
343	28936	Primary	GPS MEHMOTI KATLANG	151	4	3	Yes	No	No	No
344	28947	Primary	GPS LANDAKI	608	18	14	Yes	Yes	No	Yes
345	28954	Primary	GPS GARYALA serai	127	4	3	Yes	Yes	Yes	No
346	29198	Primary	GPS SRA QABROONA	88	4	2	Yes	No	Yes	No
347	29202	Primary	GPS BAKHTAR KILLI	38	2	2	Yes	No	No	Yes

348	29207	Primary	GPS UMAR KHAN KALI	165	2	3	Yes	Yes	No	Yes
349	29217	Primary	GPS DHERI LIKPANI NO.2	72	2	2	Yes	No	Yes	Yes
350	29223	Primary	GPS KARKANI	45	2	2	Yes	Yes	No	Yes
351	29228	Primary	GPS SEREY KOTTI	23	2	2	Yes	No	No	Yes
352	29234	Primary	GPS GHARIB ABAD NO.2	51	2	2	Yes	Yes	No	Yes
353	29240	Primary	GPS JANGA BALA	119	2	4	Yes	No	Yes	Yes
354	29250	Primary	GPS ORYIA	33	4	2	Yes	No	No	No
355	29256	Primary	GPS RASHID ABAD RUSTAM	34	4	2	Yes	No	No	Yes
356	29264	Primary	GPS SHAMANDROZ KILLI	90	4	2	Yes	Yes	No	Yes
357	29265	Primary	GPS JALAL	193	4	6	Yes	Yes	No	No
358	29266	Primary	GPS AKBAR KHAN KORONA	91	2	2	Yes	No	No	Yes
359	29272	Primary	GPS ZUBAIR DHERI	165	2	4	Yes	Yes	No	Yes
360	29279	Primary	GPS SHER ABAD CHURA	85	3	2	Yes	Yes	No	Yes
361	29280	Primary	GPS UMAR ABAD	63	2	2	Yes	No	Yes	No
362	29285	Primary	GMPS MUHAMMAD BAZ KOROONA	12	2	1	No	No	No	No
363	29286	Primary	GPS MOMIN KHAN KALI	18	2	2	No	No	Yes	No
364	29289	Primary	GMPS SAIDA GUL BANDA	10	2	2	Yes	No	No	Yes
365	29294	Primary	GGPS KANDARY NO.1	78	3	2	Yes	No	No	Yes
366	29299	Primary	GGPS FAQIR KILLI (GHALA DHER)	51	2	2	Yes	No	No	Yes
367	29301	Primary	GGPS FATEH KOTI	45	4	2	Yes	No	Yes	Yes
368	29306	Primary	GGPS MUHAMMAD ABAD	131	2	3	Yes	Yes	No	Yes
369	29307	Primary	GGPS QUDARAT KILLI	80	3	3	Yes	No	Yes	Yes
370	29309	Primary	GGPS KANDARY NO.2	75	6	2	Yes	No	Yes	Yes
371	29310	Primary	GGPS AKBAR ABAD	135	2	2	Yes	Yes	No	Yes
372	29313	Primary	GGPS LANDA SHAH	31	3	2	Yes	Yes	No	Yes
373	29317	Primary	GGPS SHAH BAG	80	3	3	Yes	No	No	Yes

374	29322	Primary	GGPS SHIKRAI BABA	118	2	3	Yes	Yes	No	Yes
375	29323	Primary	GGPS MUSLIM ABAD	58	4	2	Yes	Yes	No	Yes
376	29331	Primary	GGPS MIAN GULZARA	122	4	2	Yes	Yes	No	Yes
377	29332	Primary	GGPS ESSA KHAN KILLY	125	2	3	Yes	No	No	Yes
378	29335	Primary	GGPS AKBAR ABAD NO.2	80	2	2	Yes	Yes	No	Yes
379	29337	Primary	GGPS LAL BADSHAH KOROONA	35	4	2	Yes	Yes	No	Yes
380	29339	Primary	GGPS KAZIM KALI	143	2	2	Yes	No	No	Yes
381	29342	Primary	GGPS MOHIB ULLAH BANDA	126	2	3	Yes	No	No	Yes
382	29344	Primary	GGPS PIR SAI	127	2	3	Yes	No	Yes	Yes
383	29356	Primary	GGPS GUMBAT NO.5	208	4	5	Yes	Yes	No	Yes
384	29661	Primary	GMPS CHUWA	100	4	4	Yes	No	No	Yes
385	29669	Primary	GPS AMAN ULLAH BANDA	201	2	2	Yes	Yes	No	Yes
386	29677	Primary	GPS CHEEL BANDA FAZAL ABAD	55	2	2	Yes	Yes	Yes	No
387	29681	Primary	GPS GULREHMAN BANDA	49	2	2	Yes	Yes	No	Yes
388	29719	Primary	GPS SAID RASAN BANDA	75	2	2	Yes	No	Yes	Yes
389	29720	Primary	GGPS CHANOONA	47	2	3	Yes	Yes	No	Yes
390	29721	Primary	GPS SERAI (KORAGH) MARDAN	113	2	4	Yes	No	Yes	Yes
391	29724	Primary	GPS SHER KHAN BANDA	54	2	2	Yes	No	Yes	Yes
392	30114	Primary	GPS SULTAN ABAD TORU	108	8	2	Yes	Yes	No	Yes
393	30118	Primary	GPS ANAR BAIG NO.2	28	2	2	Yes	Yes	No	Yes
394	30152	Primary	GPS ZAMAN KHAN KOTI	67	2	2	Yes	Yes	Yes	No
395	31563	Primary	GPS SHER PUR	211	4	4	Yes	No	No	Yes
396	31578	Primary	GPS MIAN GAN	52	4	2	Yes	No	No	Yes
397	31586	Primary	GPS WANAKHEL	149	4	3	Yes	No	No	Yes
398	31590	Primary	GPS MIR GULAB	59	2	2	Yes	No	No	Yes

399	31591	Primary	GPS DIL ROZ	45	2	2	Yes	No	No	Yes
400	31593	Primary	GMPS AMIR ZADA KILLI	26	1	2	Yes	Yes	Yes	No
401	31595	Primary	GGPS GADBANO KILLI	89	2	3	Yes	Yes	No	Yes
402	31596	Primary	GGPS KHUDAI NOOR KILLI NO.2	10	4	2	Yes	Yes	No	Yes
403	31603	Primary	GGPS HAJI MUHAMMAD KILLI	83	3	2	Yes	Yes	No	Yes
404	31604	Primary	GGPS HAJI SHEWA KHAN BANDA	21	2	3	Yes	Yes	No	Yes
405	31607	Primary	GGPS KORAGH MALIK ABAD	165	6	3	Yes	Yes	No	Yes
406	31608	Primary	GGPS SHER ABAD	57	2	2	Yes	Yes	No	Yes
407	31609	Primary	GGPS SUR PUL	129	4	2	Yes	Yes	No	Yes
408	31611	Primary	GGCMS AZI KHEL MIRA	106	5	4	Yes	Yes	No	Yes
409	31612	Primary	GGPS HAJI ABAD KUNJ	86	2	3	Yes	No	No	Yes
410	31613	Primary	GGPS BABOZAI KATLANG NO.2	190	3	4	Yes	No	Yes	Yes
411	31617	Primary	GGPS GULI BAGH(SAWAL DHER)	161	2	4	Yes	No	Yes	Yes
412	31622	Primary	GGPS MUSLI KHANBANDA	44	4	2	Yes	Yes	No	Yes
413	31633	Primary	GGPS NARI RUSTAM	36	2	2	Yes	Yes	No	Yes
414	31634	Primary	GGPS SHAKAR MORI	57	2	2	Yes	No	Yes	Yes
415	31637	Primary	GGPS SADIO ABAD	133	2	2	Yes	No	Yes	Yes
416	31638	Primary	GGPS SAID MIR KILLI	12	2	2	Yes	No	No	Yes
417	31640	Primary	GGPS ZAZY BANDA	102	2	2	Yes	No	Yes	Yes
418	31644	Primary	GGPS SRY KETHEY	60	2	2	Yes	Yes	No	Yes
419	31646	Primary	GGPS SUHBAT KHAN KILLI	14	2	1	Yes	No	Yes	Yes
420	31649	Primary	GGPS BAIDU KILLI	170	2	2	Yes	Yes	Yes	No
421	31650	Primary	GGPS BAKHTIAR KILLI	45	2	2	Yes	Yes	No	Yes
422	31651	Primary	GGPS DANDAW	21	2	2	Yes	Yes	No	Yes
423	31652	Primary	GGPS GUJRANO KILLI	113	2	2	Yes	No	No	Yes
424	31654	Primary	GGPS GHAZ KILLI	55	2	2	Yes	Yes	No	Yes
425	31655	Primary	GGPS HAIDAR KILLI	4	2	1	Yes	Yes	No	Yes

426	31656	Primary	GGPS ISLAM GUL KOROONA	51	2	2	Yes	Yes	No	Yes
427	31657	Primary	GGPS KHAN GARHI	150	2	2	Yes	Yes	No	Yes
428	31659	Primary	GGPS CHANCHANO KHAT	27	3	2	Yes	No	Yes	Yes
429	32809	Primary	GGPS KATLANG NO.1	292	3	9	Yes	Yes	No	Yes
430	32810	Primary	GGPS KALO SHAH NO.2	94	3	4	Yes	No	Yes	Yes
431	33021	Primary	GPS BAHDER KHAN KILLI	58	3	2	Yes	Yes	No	Yes
432	33022	Primary	GPS SHEIKH MALTHOON NO.2	24	2	2	Yes	Yes	No	Yes
433	33023	Primary	GPS SAR DAR ABAD	10	4	2	Yes	No	No	Yes
434	33024	Primary	GPS SADA BAHAR	53	2	2	Yes	Yes	No	No
435	37234	Primary	GPS KHAT KILI PIR SADDI	112	2	3	Yes	No	No	Yes
436	37235	Primary	GPS HASHTNAGHRO KILLI	140	2	2	Yes	Yes	No	Yes
437	37236	Primary	GPS BALA GARHI NO.2	97	2	2	Yes	No	No	Yes
438	37239	Primary	GPS SHAH KILI	52	4	2	Yes	No	Yes	Yes
439	37240	Primary	GPS KODINAKA GUMBAT	29	2	2	Yes	Yes	No	Yes
440	37294	Primary	GGPS JALAL	90	2	2	Yes	No	Yes	Yes
441	37295	Primary	GGPS BARA BANDA	42	2	3	Yes	Yes	No	Yes
442	37296	Primary	GGPS HAJI AKBAR KILLI GUMBAT	90	2	2	Yes	No	Yes	Yes
443	37986	Primary	GGPS MIR BAZ GHAZ	17	2	1	Yes	Yes	Yes	No
444	37987	Primary	GGPS MANGA DHERI	127	4	2	Yes	No	No	Yes
445	37998	Primary	GPS PEPAL NO.2	82	2	3	Yes	Yes	No	Yes
446	37999	Primary	GPS ZAHIR ABAD	123	2	2	Yes	No	No	No
447	38000	Primary	GPS BAKRI BANDA NO.2	110	6	3	Yes	No	Yes	No
448	38002	Primary	GPS SHARIF MALIK KILLI	173	2	3	Yes	No	No	Yes
449	38004	Primary	GPS HALKI KANDARI	41	3	2	Yes	No	No	Yes
450	38366	Primary	GPS NO.2 ALD	318	11	7	Yes	Yes	No	Yes

451	38370	Primary	GPS SPIN JUMAT SHERO	24	2	2	Yes	No	Yes	Yes
452	38372	Primary	GGPS BEHRAM KHAN KILLI	146	2	2	Yes	Yes	No	Yes
453	38575	Primary	GGPS SHEIKH YOUSAF	47	3	2	Yes	No	No	Yes
454	38577	Primary	GGPS BUNERO KILLI	78	4	1	Yes	No	No	Yes
455	38579	Primary	GPS JANAI	110	4	3	Yes	No	Yes	Yes
456	38580	Primary	GPS KORAGH NO.2	42	2	2	Yes	Yes	No	Yes
457	38703	Primary	GPS BABA KILLI JEEWAR	28	2	2	Yes	No	No	Yes
458	38705	Primary	GGPS SERAI KORAGH	60	2	2	Yes	No	No	Yes
459	38712	Primary	GPS KOTI SHAH SHAMOZAI KATLANG	28	2	2	Yes	No	No	No
460	90423	Primary	GGPS SARWAR ABAD JALALA	32	2	2	Yes	Yes	No	No
461	90424	Primary	GGPS SALAK	111	4	2	Yes	No	Yes	Yes
462	90425	Primary	GGPS AKRAM ABAD SHERO	55	2	2	Yes	No	No	Yes
463	90426	Primary	GGPS SHAMOZAI NO. 2	30	2	2	Yes	No	No	Yes
464	33539	Middle	GMS Bari Cham	154	4	6	Yes	Yes	Yes	No
465	33545	Middle	GMS Babani	135	5	5	Yes	Yes	Yes	No
466	33546	Middle	GMS Badam	61	3	4	Yes	No	Yes	No
467	33551	Middle	GMS But Seri	207	3	6	Yes	Yes	Yes	No
468	33558	Middle	GMS Ghala	123	6	5	No	Yes	No	Yes
469	33560	Middle	GMS GUMBAT	85	4	5	No	No	No	Yes
470	33561	Middle	GMS Hamza Khan	241	3	5	No	Yes	Yes	Yes
471	33564	Middle	GMS Khan Pur	124	3	6	Yes	Yes	Yes	No
472	33570	Middle	GMS Nawan Killi	200	7	5	No	Yes	Yes	Yes
473	33576	Middle	GMS Shawa Banda	91	3	6	Yes	Yes	No	Yes
474	33577	Middle	GMS Suri Malandari	52	3	4	Yes	Yes	Yes	No
475	33578	Middle	GMS Suhbat Abad	182	5	7	No	Yes	Yes	Yes
476	33580	Middle	GMS Surkhabi	159	3	7	Yes	No	Yes	No
477	33583	Middle	GMS Zor Abad	100	3	4	Yes	Yes	Yes	No
478	33584	Middle	GMS Afzal Abad	50	3	3	Yes	No	No	No

479	33595	Middle	GMS KOTKI	223	4	5	No	Yes	Yes	Yes	
480	33601	Middle	GMS Mahtar Ghundai	95	3	6	Yes	Yes	No	Yes	
481	33606	Middle	GMS Sadiq Abad	122	3	6	Yes	Yes	Yes	No	
482	34682	Middle	GGMS Charn Dheri	59	3	4	Yes	No	No	Yes	
483	34685	Middle	GGMS Fatma	135	5	5	Yes	Yes	Yes	No	
484	34708	Middle	GGMS Akbar Abad	164	4	6	Yes	No	Yes	Yes	
485	34709	Middle	GGMS Bagh Killy	50	3	5	Yes	No	No	No	
486	35580	High	GHS Babozai	566	10	13	Yes	No	Yes	Yes	
487	35582	High	GHS Dakki	24	11	3	Yes	Yes	Yes	No	
488	35583	High	GHS Fatma	600	15	11	Yes	No	Yes	Yes	
489	35590	High	GHS Ibrahim Khan Killi	144	6	10	No	Yes	Yes	Yes	
490	35623	High	GHS Toru Mera	437	30	7	No	Yes	Yes	Yes	
491	36993	Middle	GGMS BABA KILLI	54	4	3	Yes	Yes	No	Yes	
492	37004	Middle	GGMS SUBIDAR KILI	29	3	5	Yes	No	No	Yes	
493	37016	Middle	GGMS SHEIKH MALTOON	50	5	5	Yes	No	No	Yes	
494	38014	Middle	GGMS ALI RUSTAM	54	3	2	Yes	Yes	No	No	
495	38016	Middle	GGMS ZANDO DHERI	121	3	3	Yes	Yes	No	Yes	
496	38572	Middle	GGMS KALA KHEL(TORU)	42	7	4	Yes	Yes	No	Yes	
497	38818	Middle	GGMS MIAN GULZARA	44	3	6	Yes	Yes	Yes	No	
498	38821	Middle	GGMS SHAMILAT JALALA	67	3	4	Yes	Yes	No	Yes	
499	38822	Middle	GGMS CHAIL ASLAM KILLI	25	4	5	Yes	No	Yes	No	
500	90434	Middle	GGMS QUDRAT KILLI	19	3	5	Yes	Yes	No	Yes	
501	90435	Middle	GGMS LANDAI GUJRAT	43	3	3	Yes	Yes	No	Yes	
502	91137	Middle	GGMS SARFRAZ KILLI	94	1	3	Yes	No	No	Yes	

Annexure II: Additional Classrooms in 2015-16

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/ C. Room	FOL	Number of Addl C.R
Primary Schools												
1	18690	Primary	GPS CIVIL COLONY NO.1	MARDAN	MUSLIM ABAD	538	0	538	6	90	50	11
2	18696	Primary	GPS GULI BAGH HOTI	MARDAN	GULI BAGH	340	8	348	8	44	50	7
3	18698	Primary	GPS HOTI	MARDAN	BARI CHAM	321	0	321	13	25	50	6
4	18701	Primary	GPS KARWAN ROAD	MARDAN	MUSLIM ABAD	115	0	115	5	23	50	2
5	18713	Primary	GPS NOORMAN KHEL NO.2	MARDAN	SIKANDARI PURDAL ABAD	240	0	240	4	60	50	5
6	18715	Primary	GPS PURANA HOTI (CHAMAN ABAD)	MARDAN	HOTI	388	0	388	13	30	50	8
7	18716	Primary	GPS RAILWAY STATION	MARDAN	BAGHE HARAM	109	60	169	9	19	50	3
8	18718	Primary	GPS SHAH DHAND NO.1	MARDAN	PAR HOTI	153	19	172	8	22	50	3
9	18719	Primary	GPS SHARQI HOTI	MARDAN	PAR HOTI	280	0	280	24	12	50	6
10	18720	Primary	GPS SIKANDARI KOROONA MARDAN	MARDAN	SIKANDARI PURDAL ABAD	143	0	143	10	14	50	3
11	18911	Primary	GPS MAYAR NO.1	MARDAN	MAYAR	509	0	509	10	51	50	10
12	18922	Primary	GPS MOHAMMAD WALI KILLI	MARDAN	SHAMAT PUR	475	0	475	3	158	50	10
13	18939	Primary	GPS NODEH TORU	MARDAN	TORU	100	0	100	17	6	50	2
14	18964	Primary	GPS QAYUM ABAD TORU	MARDAN	SHAMAT PUR	428	0	428	5	86	50	9
15	19005	Primary	GPS SHAMSHEAD ABAD	MARDAN	TORU	388	0	388	9	43	50	8
16	19047	Primary	GPS TORU	MARDAN	TORU	280	0	280	17	16	50	6
17	19085	Primary	GGPS BICKET GUNJ	MARDAN	BICKET GUNJ	280	0	280	8	35	50	6
18	19087	Primary	GGPS DAGAI SHAH	MARDAN	DAGAI	331	0	331	4	83	50	7
19	19122	Primary	GGPS BAZAR	MARDAN	BAZAR	92	0	92	4	23	50	2
20	19218	Primary	GGPS SHAH BAZ GHARI NO.1	MARDAN	SHAHBAZ GARHI	236	0	236	12	20	50	5
21	19229	Primary	GGPS SUFAID ABAD	MARDAN	KANDAR	618	4	622	3	207	50	12
22	19253	Primary	GPS TAKHT BHAI NO.2	TAKHT BHAI	PAT BABA	223	0	223	10	22	50	4

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/C.Room	FOL	Number of Addt C.R
23	19289	Primary	GPS GUJAR GARHI	TAKHT BHAI	GUJAR GARHI	398	6	404	16	25	50	8
24	19349	Primary	GPS SAID ABAD	TAKHT BHAI	KOT JUNGARA	518	0	518	6	86	50	10
25	19367	Primary	GPS TAKHT BHAI NO.1	TAKHT BHAI	PAT BABA	182	0	182	11	17	50	4
26	27679	Primary	GGPS CHAR GULI	MARDAN	CHAR GULLI	236	0	236	6	39	50	5
27	27815	Primary	GGPS MASSI GUL KILLI	TAKHT BHAI	MANGA	130	35	165	3	55	50	3
28	27960	Primary	GGPS HAJI ABAD RUSTAM	MARDAN	RUSTAM	414	0	414	6	69	50	8
29	28082	Primary	GGPS RUSTAM	MARDAN	RUSTAM	90	0	90	4	23	50	2
30	28632	Primary	GGPS SAEED ABAD KAS KOROONA	MARDAN	KASS KOROONA	175	0	175	4	44	50	4
31	28652	Primary	GGPS KHAKSAR MANZIL	MARDAN	BICKET GUNJ	620	7	627	5	125	50	13
32	28674	Primary	GGPS BUGHDADA NO.2	MARDAN	BAGHDADA	530	0	530	12	44	50	11
33	28680	Primary	GGPS BUGHDADA NO.1	MARDAN	BAGHDADA	363	0	363	4	91	50	7
34	28687	Primary	GGPS CITY NO.2	MARDAN	MARDAN KHASS	433	0	433	11	39	50	9
35	28940	Primary	GPS MIRWAS	MARDAN	RURAL MARDAN	535	7	542	6	90	50	11
36	31562	Primary	GPS CHAMTAR	MARDAN	CHAMTAR	462	13	475	10	48	50	10
Total Additional Classrooms											297	
Middle Schools												
1	91137	Middle	GGMS SARFRAZ KILLI	MARDAN	JAMAL GARHI	162	0	162	1	162	40	3
2	33591	Middle	GMS Janga	TAKHT BHAI	MIAN ESSA	275	0	275	3	92	40	4
3	33607	Middle	GMS Said Abad	TAKHT BHAI	KOT JUNGARA	273	0	273	3	91	40	4
4	33543	Middle	GMS Purana Hoti	MARDAN	PAR HOTI	269	0	269	3	90	40	4
5	33608	Middle	GMS Shamoona Killi	TAKHT BHAI	PIR SADDI	263	0	263	3	88	40	4
6	37012	Middle	GGMS KOTKEY	MARDAN	DHERI LEKPANI	260	0	260	3	87	40	4
7	38570	Middle	GGMS NOORMAN KHEL HOTI	MARDAN	HOTI	0	256	256	3	85	40	3

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/C. Room	FOL	Number of Addl C.R
8	33603	Middle	GMS Muhammad Din Kily	TAKHT BHAI	MADAY BABA	241	0	241	3	80	40	3
9	33580	Middle	GMS Surkhabi	MARDAN	BAZAR	223	0	223	3	74	40	3
10	37146	Middle	GMS KUNJ	KATLANG	KATLANG 2	223	0	223	3	74	40	3
11	38016	Middle	GGMS ZANDO DHERI	MARDAN	MOHIB BANDA	0	214	214	3	71	40	2
12	38821	Middle	GGMS SHAMILAT JALALA	TAKHT BHAI	JALALA	0	214	214	3	71	40	2
13	33566	Middle	GMS Kot Ismail Zai	MARDAN	KOT DAULAT ZAI	211	0	211	3	70	40	2
14	33579	Middle	GMS Surkh Dheri (CHAR GULLI)	MARDAN	CHAR GULLI	207	0	207	3	69	40	2
15	34730	Middle	GGMS Sanga	TAKHT BHAI	LUND KHWAR	199	0	199	3	66	40	2
16	37631	Middle	GGMS Kazim Killi	TAKHT BHAI	PARKHO DHERI	199	0	199	3	66	40	2
17	33594	Middle	GMS Kopar Banda	TAKHT BHAI	KOT JUNGARA	196	0	196	3	65	40	2
18	37142	Middle	GMS TAMBULAK	MARDAN	BAGHE HARAM	193	0	193	3	64	40	2
19	34684	Middle	GGMS DHERI KATLANG	KATLANG	DHERI LEKPANI	192	0	192	3	64	40	2
20	33581	Middle	GMS Tariq Abad	MARDAN	KATA KHAT	183	0	183	3	61	40	2
21	34683	Middle	GGMS DHERI LEKPANI	KATLANG	DHERI LEKPANI	0	243	243	4	61	40	2
22	34712	Middle	GGMS Ganji	TAKHT BHAI	TAKKAR	182	0	182	3	61	40	2
23	34672	Middle	GGMS Sarai Koroona	MARDAN	SERI BEHLOL	180	0	180	3	60	40	2
24	34693	Middle	GGMS KOT ISMAIL ZAI	MARDAN	KOT DAULAT ZAI	178	0	178	3	59	40	1
25	90434	Middle	GGMS QUDRAT KILLI	MARDAN	MARDAN KHASS	178	0	178	3	59	40	1

Total Additional Classrooms

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High Schools

1	35603	High	GHS Lund Khawar	TAKHT BHAI	LUND KHWAR	1772	0	1772	33	54	50	18
2	35617	High	GHS Sher Garh	TAKHT BHAI	SHER GARH	706	0	706	7	101	50	7
3	36360	High	GGHS Mayar	MARDAN	MAYAR	0	777	777	9	86	50	7
4	34666	High	GGHS Bughdada NO.1	MARDAN	BAGHDADA	0	588	588	7	84	50	5

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/ C.Room	FQI	Number of Addl C.R
5	34691	High	GGHS Jamal Garhi	KATLANG	JAMAL GARHI	0	492	492	6	82	50	4
6	35610	High	GHS Pir Abad	TAKHT BHAI	PARKHO DHERI	554	0	554	7	79	50	4
7	36356	High	GGHS Ghari Daulat Zai	MARDAN	GARHI DAULAT ZAI	0	393	393	5	79	50	3
8	36349	High	GGHS Hoti No.2	MARDAN	HOTI	0	1111	1111	15	74	50	7
9	36361	High	GGHS Qasmi	KATLANG	QASMI	0	437	437	6	73	50	3
10	33548	High	GHS Bala Garhi	MARDAN	BALA GARHI	426	0	426	6	71	50	3
11	36350	High	GGHS Kas Koroona	MARDAN	KASS KOROONA	0	628	628	9	70	50	4
12	35608	High	GHS Naseer Killy	MARDAN	BABENI	1043	0	1043	15	70	50	6
13	36348	High	GGCMHS Bicket Ganj CANAL ROAD	MARDAN	BICKET GUNJ	0	969	969	14	69	50	5
14	37143	High	GHS PARK TAKHT BHAI	MARDAN	PAT BABA	335	0	335	5	67	50	2
15	36364	High	GGHS Shankar Mahal	MARDAN	BABENI	0	455	455	7	65	50	2
16	35564	High	GHS Bicket Ganj No.2	MARDAN	BICKET GUNJ	580	0	580	9	64	50	3
17	34725	High	GGHS Pirsaddi	TAKHT BHAI	PIR SADDI	0	385	385	6	64	50	2
18	33540	High	GHS Faram Koroona	MARDAN	DAGAI	381	0	381	6	64	50	2
19	35584	High	GHS Gaddar	MARDAN	FATHMA	623	0	623	10	62	50	2
20	35596	High	GHS Katlang Babozai	KATLANG	SAWAL DHER	369	0	369	6	62	50	1
21	37017	High	GGHS TAKHT BHAI WARD NO. 4	TAKHT BHAI	DAMANE KOH	0	858	858	14	61	50	3
22	35586	High	GHS Galyara	MARDAN	GARYALA	304	0	304	5	61	50	1
23	35618	High	GHS Sowaryan	MARDAN	SHAMAT PUR	304	0	304	5	61	50	1
24	36355	High	GGHS Char Gulli	MARDAN	CHAR GULLI	0	423	423	7	60	50	1
25	36367	High	GGHS Jalala	TAKHT BHAI	JALALA	0	603	603	10	60	50	2
26	35595	High	GHS Jehangir Abad	TAKHT BHAI	JEHANGIR ABAD	300	0	300	5	60	50	1
27	35570	High	GCMHS No.3 Mardan	MARDAN	MARDAN KHASS	1198	0	1198	20	60	50	4
28	35575	High	GHS Pati Kalan	TAKHT BHAI	PAT BABA	295	0	295	5	59	50	1

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/C. Room	FOL	Number of Addl C.R
29	36368	High	GGHS Lund Khawar	TAKHT BHAI	LUND KHWAR	0	1345	1345	23	58	50	4
30	34728	High	GGHS Saro Shah	TAKHT BHAI	SARO SHAH	0	408	408	7	58	50	1
31	36369	High	GGHS Takkar	TAKHT BHAI	TAKKAR	0	628	628	11	57	50	2
32	35580	High	GHS Babozai	KATLANG	BABOZAI	566	0	566	10	57	50	1
33	36358	High	GGHS Ikram Pur	TAKHT BHAI	IKRAM PUR	0	509	509	9	57	50	1
34	35569	High	GCMHS Mardan	MARDAN	MARDAN KHASS	959	0	959	17	56	50	2
35	35598	High	GHS Kati Garhi	MARDAM	KATTI GARHI	548	0	548	10	55	50	1
36	35565	High	GHS Hoti Landaki	MARDAN	GULI BAGH	382	0	382	7	55	50	1
Total Additional Classrooms											118	
Higher Secondary Schools												
1	36363	Higher Sec	GGHSS Shahbaz Garhi	MARDAN	SHAHBAZ GARHI	829	0	829	10	83	50	7
2	35581	Higher Sec	GHSS Chamtar	MARDAN	CHAMTAR	1109	0	1109	13	85	50	9
3	36705	Higher Sec	GGHSS Gujrat	MARDAN	GUJRAT	930	0	930	17	55	50	2
4	33569	Higher Sec	GHSS Manga	MARDAN	MANGA	0	1288	1288	14	92	50	12
5	36704	Higher Sec	GGHSS Takht Bhai	TAKHT BHAI	DAMANE KOH	1609	0	1609	22	73	50	10
6	36706	Higher Sec	GGHSS Toru	MARDAN	TORU	1244	0	1244	21	59	50	4
7	36584	Higher Sec	GHSS DHERI LIKPANI	KATLANG	KATLANG 2	1382	0	1382	15	92	50	13
8	34705	Higher Sec	GGHSS SAWAL DHER	MARDAN	SAWAL DHER	1311	0	1311	15	87	50	11
9	36583	Higher Sec	GHSS Baghicha Dheri	MARDAN	BAGHICHA DHERI	951	0	951	18	53	50	1
10	36594	Higher Sec	GHSS Shahbaz Garhi	MARDAN	SHAHBAZ GARHI	0	1189	1189	23	52	50	1
Total Additional Classrooms											69	

Annexure III: Additional Classrooms in 2016-17

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/ C. Room	FOL	Number of Addl C.R
Primary Schools												
1	18729	Primary	GPS ADEENA DHERI	MARDAN	CHAR GULLI	361	0	361	1	361	40	8
2	19334	Primary	GPS MUSLIM ABAD MIAN ESSA	TAKHT BHAI	MIAN ESSA	389	0	389	2	195	40	8
3	19018	Primary	GPS SHER ABAD JHUNGARE	MARDAN	GUJRAT	291	0	291	2	146	40	5
4	27911	Primary	GMKS KACHKOL ABAD	MARDAN	BAGHE HARAM	368	1	369	1	369	40	8
5	18993	Primary	GPS SHAGAI NO.1	MARDAN	BABENI	137	68	205	2	103	40	3
6	19072	Primary	GMKS SADA BAHAR GUJRAT	MARDAN	GUJRAT	118	0	118	1	118	40	2
7	38004	Primary	GPS HALKI KANDARI	TAKHT BHAI	SERI BEHLOL	134	0	134	3	45	40	2
8	19423	Primary	GGPS JANGA MIAN ESSA	TAKHT BHAI	MIAN ESSA	291	152	443	2	222	40	9
9	19274	Primary	GPS DHARA	TAKHT BHAI	LUND KHWAR	197	2	199	2	100	40	3
10	28072	Primary	GPS BARA BANDA	MARDAN	CHAK HOTI	207	30	237	2	119	40	5
11	27962	Primary	GPS DAMAN	MARDAN	RORYA	234	0	234	2	117	40	4
12	28450	Primary	GPS MIAN GANO NO.2	TAKHT BHAI	MIAN ESSA	176	56	232	2	116	40	4
13	27921	Primary	GMKS BAGHICHA DHERI	MARDAN	BAGHICHA DHERI	251	3	254	1	254	40	5
14	27928	Primary	GGPS JUMA KHAN KILLI	TAKHT BHAI	JALALA	553	3	556	2	278	40	12
15	33024	Primary	GPS SADA BAHAR	MARDAN	GUJRAT	224	0	224	2	112	40	4
16	19061	Primary	GMPS BAGH BANAN	MARDAN	BAKHSHALI	649	0	649	1	649	40	15
17	19030	Primary	GPS SUFAID ABAD	MARDAN	KANDAR	311	18	329	6	55	40	5
18	38709	Primary	GPS WAHID ABAD GUMBAT	MARDAN	GUMBAT	177	89	266	2	133	40	5
19	18735	Primary	GPS AKBAR ABAD (KATLANG)	MARDAN	KATLANG 1	238	90	328	2	164	40	6
20	29724	Primary	GPS SHER KHAN BANDA	MARDAN	QASMI	520	0	520	2	260	40	11

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/C.Room	FOL	Number of Addl C.R
21	31655	Primary	GGPS HAIDAR KILLI	TAKHT BHAI	SARO SHAH	293	144	437	2	219	40	9
22	29290	Primary	GGPS QASMI NO.2	TAKHT BHAI	QASMI	373	0	373	2	187	40	7
23	27967	Primary	GGPS GROTY SAHA	TAKHT BHAI	PARKHO DHERI	142	98	240	2	120	40	4
24	27915	Primary	GMKS MATA KHAS	KATLANG	SHAMOZAI	312	123	435	2	218	40	9
25	19036	Primary	GPS TAJA	MARDAN	MACHI	219	33	252	2	126	40	4
26	18705	Primary	GPS MANGAL BAGH	MARDAN	BIJLI GHAR	321	0	321	2	161	40	6
27	19131	Primary	GGPS CHEMBAR	MARDAN	GUMBAT	333	155	488	2	244	40	10
28	38373	Primary	GGPS MEHARDIL BANDA	MARDAN	KATTI GARHI	263	0	263	2	132	40	5
29	19067	Primary	GPS MADINA MASJID	MARDAN	GUMBAT	214	5	219	2	110	40	3
30	19278	Primary	GPS FAZAL ABAD NO.1	TAKHT BHAI	NARAI	185	47	232	1	232	40	5
31	31569	Primary	GPS KOZ JUMAT	MARDAN	BALA GARHI	185	33	218	2	109	40	3
32	18979	Primary	GPS SALIM SHAH BANDA	MARDAN	QASMI	631	0	631	2	316	40	14
33	19470	Primary	GGPS SARO SHAH NO.2	TAKHT BHAI	SARO SHAH	178	54	232	2	116	40	4
34	29681	Primary	GPS GULREHMAN BANDA	TAKHT BHAI	MADAY BABA	242	0	242	2	121	40	4
35	18845	Primary	GPS JALIL NO.1	MARDAN	PALO DHERI	278	0	278	2	139	40	6
36	29311	Primary	GGPS ASHRAF ABAD (KATA KHAT)	MARDAN	KATA KHAT	206	34	240	2	120	40	4
37	19154	Primary	GGPS JAMRA	MARDAN	GUJRAT	207	0	207	2	104	40	3
38	19342	Primary	GPS QAMAR ABAD	TAKHT BHAI	PARKHO DHERI	285	0	285	4	71	40	5
39	28663	Primary	GGPS JAN ABAD	MARDAN	BIJLI GHAR	399	18	417	4	104	40	8
40	18953	Primary	GPS PESH KAND	MARDAN	CHAR GULLI	267	5	272	2	136	40	5
41	27652	Primary	GPS ISLAMGUL KOROONA	TAKHT BHAI	MIAN ESSA	130	14	144	3	48	40	3
42	18761	Primary	GPS BAKHSHALI	MARDAN	BAKHSHALI	311	0	311	10	31	40	5
43	29322	Primary	GGPS SHIKRAI BABA	MARDAN	KATLANG 2	159	95	254	2	127	40	4
44	31626	Primary	GGPS TAJA RUSTAM	MARDAN	MACHI	552	32	584	2	292	40	13

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/ C.Room	FOL	Number of Addl C.R
45	19158	Primary	GGPS KALA KHEL	MARDAN	TORU	454	0	454	4	114	40	9
46	31634	Primary	GGPS SHAKAR MORI	TAKHT BHAI	GUJAR GARHI	208	80	288	2	144	40	5
47	19397	Primary	GGPS AKO DHERI	TAKHT BHAI	LUND KHWAR	224	0	224	2	112	40	4
48	19258	Primary	GPS AKBAR KHAN KILLI	TAKHT BHAI	NARAI	285	0	285	2	143	40	5
49	28305	Primary	GPS WAKEEL ABAD	MARDAN	MOHIB BANDA	213	143	356	2	178	40	7
50	30132	Primary	GPS MUNAWAR KHAN BANDA ALO	KATLANG	ALO	224	31	255	2	128	40	4
51	27715	Primary	GGPS GHALA DHER	MARDAN	GHALA DHER	404	0	404	4	101	40	6
52	28265	Primary	GPS RASHID ABAD KATA KHAT	MARDAN	KATA KHAT	294	22	316	2	158	40	6
53	29345	Primary	GGPS SHAKAR DHAND	MARDAN	BABENI	279	0	279	2	140	40	5
54	29706	Primary	GPS MIANGANO BADRAGO	TAKHT BHAI	LUND KHWAR	217	128	345	2	173	40	7
55	37994	Primary	GGPS JABBA MAYAR	MARDAN	MAYAR	227	0	227	2	114	40	4
56	19199	Primary	GGPS NASIR KILLI	MARDAN	BABENI	504	7	511	2	256	40	11
57	29239	Primary	GPS MALO SHAH	TAKHT BHAI	MIAN ESSA	313	0	313	2	157	40	6
58	31640	Primary	GGPS ZAZY BANDA	TAKHT BHAI	MIAN ESSA	367	0	367	2	184	40	7
59	29226	Primary	GPS GHALA DHER NO.2	MARDAN	GHALA DHER	196	66	262	4	66	40	5
60	18821	Primary	GPS GULI BAGH NO.2	KATLANG	SAWAL DHER	490	0	490	2	245	40	10
61	18981	Primary	GPS SANDIMAR TURU	MARDAN	TORU	613	189	802	6	134	40	17

Total Additional Classrooms

385

Middle Schools

1	37147	Middle	GMS BAHADAR KHAN KOTI	MARDAN	KANDAR	174	0	174	3	58	35	2
2	33606	Middle	GMS Sadiq Abad	TAKHT BHAI	NARAI	172	0	172	3	57	35	2
3	34709	Middle	GGMS Bagh Killy	TAKHT BHAI	SERI BEHLOL	172	0	172	3	57	35	2
4	33597	Middle	GMS Musafar Khan Killi	TAKHT BHAI	MIAN ESSA	169	0	169	3	56	35	2

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/C.Room	FOL	Number of Addt C.R
5	33574	Middle	GMS Sarband	MARDAN	MAHO DHERI	169	0	169	3	56	35	2
6	37151	Middle	GMS SOKAI	MARDAN	GHALA DHER	168	0	168	3	56	35	2
7	33563	Middle	GMS Kandar	MARDAN	KANDAR	223	0	223	4	56	35	2
8	33546	Middle	GMS Badam	MARDAN	BAZAR	165	0	165	3	55	35	2
9	33601	Middle	GMS Mehtar Ghundai	TAKHT BHAI	NARAI	0	164	164	3	55	35	2
10	90430	Middle	GGMS JEEWAR	TAKHT BHAI	MAKORI	160	0	160	3	53	35	2
11	37985	Middle	GGMS BAHAI KHAN	MARDAN	GARYALA	159	0	159	3	53	35	2
12	36997	Middle	GGMS TORA BAZ KILI	MARDAN	JAMAL GARHI	0	155	155	3	52	35	1
13	34676	Middle	GGMS Bakhshali	MARDAN	BAKHSHALI	154	0	154	3	51	35	1
14	37013	Middle	GGMS MORCH KHAN KILI	TAKHT BHAI	SHER GARH	154	0	154	3	51	35	1
15	34706	Middle	GGMS Surkh Dheri	MARDAN	CHAR GULLI	0	154	154	3	51	35	1
16	34668	Middle	GGMS Eid Gah	MARDAN	BARI CHAM	0	201	201	4	50	35	2
17	37984	Middle	GMS SPELANO DHERI	TAKHT BHAI	MAKORI	200	0	200	4	50	35	2
18	34715	Middle	GGMS Kot Takht Bhai	TAKHT BHAI	KOT JUNGARA	0	150	150	3	50	35	1
19	38012	Middle	GGMS GULI BAGH	KATLANG	SAWAL DHER	148	0	148	3	49	35	1
20	34681	Middle	GGMS Bakrl Banda	MARDAN	MAHO DHERI	0	148	148	3	49	35	1
21	37002	Middle	GGMS PIPAL	KATLANG	ALO	0	143	143	3	48	35	1
22	37637	Middle	GMS Sher Abad	MARDAN	PALO DHERI	190	0	190	4	48	35	1
23	37027	Middle	GGMS MOHIB BANDA	MOHIB BANDA	MOHIB BANDA	0	142	142	3	47	35	1
24	33585	Middle	GMS Baido Killi	TAKHT BHAI	SARO SHAH	139	0	139	3	46	35	1
25	33582	Middle	GMS Zando Dheri	MARDAN	PAR HOTI	184	0	184	4	46	35	1
26	37015	Middle	GGMS SHEIKHANO BANDA	TAKHT BHAI	MIAN ESSA	137	0	137	3	46	35	1
27	38014	Middle	GGMS ALI RUSTAM	MARDAN	RUSTAM	0	137	137	3	46	35	1
28	37010	Middle	GGMS QAZI ABAD	MARDAN	PAT BABA	0	136	136	3	45	35	1

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/C.Room	FOL	Number of Addl C.R
29	33551	Middle	GMS But Seri	MARDAN	BAGHICHA DHERI	135	0	135	3	45	35	1
30	38011	Middle	GMS RAILWAY STATION	MARDAN	MUSLIM ABAD	0	135	135	3	45	35	1
31	37636	Middle	GGMS Qutab Garh	TAKHT BHAI	SARO SHAH	134	0	134	3	45	35	1
32	33592	Middle	GMS Kalpani	MARDAN	JEHANGIR ABAD	218	0	218	5	44	35	1
33	33587	Middle	GMS Chiragh Din Killi	TAKHT BHAI	MADAY BABA	171	0	171	4	43	35	1
34	33561	Middle	GMS Hamza Khan	MARDAN	FATHMA	128	0	128	3	43	35	1
35	33565	Middle	GMS Khura Banda	MARDAN	RORYA	128	0	128	3	43	35	1
36	33554	Middle	GMS Cham Dheri	MARDAN	BALA GARHI	126	0	126	3	42	35	1
37	33595	Middle	GMS KOTKI	MARDAN	DHERI LEKPANI	167	0	167	4	42	35	1
38	33552	Middle	GMS Baro Banda	MARDAN	BAGHICHA DHERI	167	0	167	4	42	35	1
39	33596	Middle	GMS Lund Khawar	TAKHT BHAI	LUND KHWAR	125	0	125	3	42	35	1
40	34714	Middle	GGMS Kot Jungara	TAKHT BHAI	KOT JUNGARA	0	125	125	3	42	35	1
41	34724	Middle	GGMS Pir Abad	TAKHT BHAI	SERI BEHLOL	125	0	125	3	42	35	1
42	37145	Middle	GMS KOT JHUNGARA TAKHT BHAI	TAKHT BHAI	KOT JUNGARA	124	0	124	3	41	35	1
43	34710	Middle	GGMS Feroz Pur	TAKHT BHAI	SARO SHAH	0	124	124	3	41	35	1
44	90428	Middle	GMS ANWAR KHAN KILLI	TAKHT BHAI	SERI BEHLOL	123	0	123	3	41	35	1

Total Additional Classrooms

53

High Schools

1	35620	High	GHS Shamozai	KATLANG	SHAMOZAI	163	0	163	3	54	40	1
2	35601	High	GHS Kot Takht Bhai	TAKHT BHAI	KOT JUNGARA	320	0	320	6	53	40	2
3	35606	High	GHS Mohib Banda	MARDAN	MOHIB BANDA	426	0	426	8	53	40	3

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/C.Room	FOL	Number of Addt C.R
4	35602	High	GHS Khadi Killy	TAKHT BHAI	NARAI	312	0	312	6	52	40	2
5	35574	High	GHS Mazdoor Abad	TAKHT BHAI	DAMANE KOH	415	0	415	8	51	40	2
6	35614	High	GHS Saro Shah	TAKHT BHAI	SARO SHAH	508	0	508	10	50	40	3
7	35566	High	GHS Labour Colony	MARDAN	BICKET GUNJ	404	0	404	8	50	40	2
8	35616	High	GHS Sawal Dher	MARDAN	SAWAL DHER	694	0	694	14	49	40	3
9	34686	High	GGHS Garhi Ismail Zai	MARDAN	GARHI ISMAIL ZAI	0	295	295	6	49	40	1
10	35621	High	GHS Tor Dher	TAKHT BHAI	PIR SADDI	436	0	436	9	48	40	2
11	35600	High	GHS Khanjar	MARDAN	MAHO DHERI	523	0	523	11	47	40	2
12	34727	High	GGHS PARKHO DHERI (MEHMOOD ABAD)	TAKHT BHAI	PARKHO DHERI	0	185	185	4	46	40	1
13	35577	High	GHS Badar Banda	KATLANG	SHAMOZAI	368	0	368	8	46	40	1
14	36586	High	GHS Garhi Kapoora	MARDAN	GARHI DAULAT ZAI	1233	0	1233	32	38	40	4
15	35591	High	GHS Ikram Pur	KATLANG	IKRAM PUR	631	0	631	14	45	40	2
16	35594	High	GHS Jewar	TAKHT BHAI	MAKORI	268	0	268	6	44	40	1
17	34697	High	GGHS Katli Garhi	MARDAN	KATTI GARHI	0	310	310	7	44	40	1
18	35593	High	GHS Jalala	TAKHT BHAI	JALALA	610	0	610	14	43	40	1
19	34677	High	GGHS Babozai	MARDAN	BABOZAI	0	344	344	8	43	40	1
Total Additional Classrooms											34	
Higher Secondary Schools												
1	36706	Higher Secondary	GGHSS Toru	MARDAN	TORU	1244	0	1244	40	31	50	15
2	36584	Higher Secondary	GHSS DHERI LIKPANI	KATLANG	KATLANG 2	1382	0	1382	40	34	50	12
3	34705	Higher Secondary	GGHSS SAWAL DHER	MARDAN	SAWAL DHER	1311	0	1311	40	32	50	14

S. No	EMIS Code	Level	Name of School	Tehsil	UC Name	Boys Enrollment	Girls Enrollment	Total	No. of Classrooms	Students/ C. Room	FOL	Number of Addl C.R
4	36583	Higher Seconda ry	GHSS Baghicha Dheri	MARDAN	BAGHICHA DHERI	951	0	951	40	23	50	21
5	36594	Higher Seconda ry	GHSS Shahbaz Garhi	MARDAN	SHAHBAZ GARHI	0	1189	1189	40	29	50	16
Total Additional Classrooms:												78

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