

An Assessment of Education Policies & Its Implementation at Primary School Level: A Case Study of Tehsil Kabirwala 2010- 2015

Gohar Ali Iftikhar

Ph.D. Scholar

Department of History & Civilization Studies

Bahauddin Zakariya University, Multan

Lecturer

Department of Pakistan Studies

Ali Trust College, Islamabad.

Abstract

The present study examines the two aspects of the education system at the primary school level. Firstly, it analyzes educational policies, particularly at the provincial level. Secondly, it deals with implementing these policies at the primary school level. Moreover, it also explains the hierarchy and working within the education departments. The study aims to highlight the teacher's perspective, the central workforce, and stakeholders at this level of education on implementing education policies at the primary school level, including MDG 2, funds allocation and core issues at the grassroots level. To understand and explore the implementation of education policies, the tehsil Kabirwala of Punjab province is taken as a case study. The study utilized educational statistical data to examine the policies from a broader perspective. Furthermore, the study analyzes the working mechanism of Farogh-e-Taleem fund. Lastly, the study has suggestions based on the questionnaires and interviews with teachers to implement educational policies effectively.

Keywords: Education Policies, implementation of policies, Kabirwala, Primary schools, Teacher's perspective.

Introduction

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

A Brief Introduction of Kabirwala

Kabirwala is a tehsil of district Khanewal of Punjab, Pakistan. Khanewal got the status of district in 1985. Khanewal shares borders with Multan, Sahiwal, Toba-Tek Singh, Lodhran, and Vehari. According to the census 2017, the district population is 2,920,233 and total area is 4,349 SQ KM.¹ Further, Kabirwala's population was 958,596.² The total area of the community is 1,804 SQ KM. The percentage of Urban population Kabirwala is 15.61% and rural population is 84.39.

Methodology

In the present study, the descriptive and analytical methodology is adopted. Further, qualitative methods are also used to support the argument. The study is divided into two major parts. The first part is related to the library and archival research, including official and unofficial reports, documents, and policy papers of government departments and non-governmental organizations. The second part purely deals with field research. Firstly, it includes open-ended interviews of five school teachers and officials who deal with the education sector. Secondly, it comprises a questionnaire specifically from the teachers currently teaching at the primary level. The questionnaires include ten closed-ended questions. The names of teachers are kept confidential for privacy purposes. Fifty respondents filled out the questionnaire. The questionnaire given to the participants was in Urdu because it was more convenient for them due to their better understanding of Urdu. The original questionnaire is in English, but it was translated into Urdu, and both questionnaires are given in the appendixes.

Education and Constitution of Pakistan

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

i) Pre 18th amendment scenario

Before the 18th amendment, Article 37 of the constitution deals with the subject article 37 of the form reads:

- (a) 'Promote, with special care, the educational and economic interest of backward classes or areas.'
- (b) 'Remove illiteracy and provide free and compulsory secondary education within minimum possible period.'³

The Concurrent list deals with the following areas:

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

ii) Post 18th amendment scenario

The Concurrent List was abolished after the 18th amendment in the constitution of 1973. Subjects of the Concurrent list have been transferred to the provincial government. Article 25 (Equality of Citizen) has been added to the body of Pakistan. Specifically, 25A deals with the subject of education. It states: "The state shall provide free and compulsory education to all children of the age of five to sixteen in such a manner as may be determined by law."⁴

Budget allocation for education

It is acknowledged that education is an essential tool to eliminate poverty. Education plays a significant role in the development of society in all aspects. In South Asia, it is regrettable that Pakistan is spending the lowest GDP in the public expenditure on education. Pakistan is spending 2% of GDP for the last decade.⁵ On the other side, Bangladesh is spending 2.1 percent, Bhutan is spending 4.9 percent, India is spending 3.2 percent, and Iran is spending 8 percent.⁶

Provincial Annual Development Programs (ADPs) 2014-15 Punjab

In the fiscal year 2014-15, the government of Punjab has allocated Rs.48.31 billion for education.⁷ The breakup of Rs.48.31 billion includes Rs.28.10 billion for School education, Rs.14.05 billion for Higher education, Rs.2.40 billion for Literacy, and Rs.2.96 billion for Sports and Youth Affairs.

Millennium Development Goals (MDGs)

As a member of the United Nations, Pakistan is a signatory of MDGs. MDGs are the eight international development goals that the UN adopted at the Millennium Declaration in 2000. Seven goals deal with the different aspects of society. Specifically, Goal 2: To Achieve Universal Primary Education (UPE) is related to the present work.

Indicators for Universal Primary Education (UPE)

i) **Net Primary Enrolment ratio**

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

ii) **Completion/ Survival Rate grade1 to 5**

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

iii) **Literacy rate**

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

Table 1: MGD 2 Universal Primary Education at National level⁸

Indicator	2010-11	2011-12	2012-13	2013-14	2014-15	MDG Target 2015
Net Primary Enrolment Ratio (5-9 Years)	56	57	57	57	57	100

Completion/Survival rate Grade 1 to 5	49	50	-	-	-	100
Literacy rate (%) 10 years and above	58	58	60	58	60	88

The table 1 sought to explain the progress of MGD 2 at the National level in 2014. The table provides a comparison between the target and the progress. The target of the first indication is to achieve a 100% enrolment ratio primary level till 2015, but by the end of 2014, the country has only completed 57%. Almost there is the same condition in indicators two and three; the nation is standing far ahead of the targets.

Table 2: MGD 2 (Province Wise and Gender Wise)⁹

Indicator	National	Punjab	Sindh	KPK	Baluchistan
Net Primary Enrolment Ratio (%) (5-9 Years)	Total: 57 Male: 60 Female: 53	Total: 61 Male: 63 Female: 59	Total: 51 Male: 55 Female: 46	Total: 56 Male: 61 Female: 51	Total:4 6 Male:51 Female: 35
Completion/Survival rate Grade 1 to 5	-	-	-	-	-
Literacy rate (%) 10 years and above	Total: 60 Male: 70	Total: 63 Male: 71	Total: 60 Male: 63	Total: 53 Male: 71	Total:4 4 Male:61

	Femal e:49	Femal e:55	Femal e:49	Femal e:35	Female: 25
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Explaining Table 2:

The table 2 is indicating about status of primary education according to the bench mark of MGD 2 (To Achieve Universal Primary Education (UPE) by 2015. According to MGD 2 there are three indicators to achieve MGD 2:

- i) 100% enrolment at primary school level
- ii) 100% students should complete education from 1 to 5 grades.
- iii) Overall Literacy rate should be 88%.

The stats mentioned in the table 2 are taken from government’s document. By 2015 there should be 100% enrolment at primary school level but it is 57%. Second, all the student should complete education from 1 to 5 grades but data is not available. Lastly, overall literacy should be 88% but it is 60%. Therefore, it can be concluded that MGD 2 has been achieved.

Departments dealing with Primary Education

- i) **School Education Department, Government of Punjab**

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

Functions and Hierarchy of School Education Department

The School Education Department has five primary functions.

- a) **Legislation, Policy formulation, and Planning**
All levels of legislation, policy formulation, and planning for primary, secondary, and higher secondary education are made here.
- b) **Maintaining Standard of Education**
It includes the making of curriculum and syllabus for primary, secondary, and higher secondary levels. The production and publication of the textbooks are also part of its authority

c) **Monitoring and evaluation system**

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

d) **Promotion of quality in education**

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

e) **Staff Development**

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

Lastly, other important functions of the School Education Department include formulating of regulatory policies for private schools. It is also responsible to ensure compulsory and free education to all aged between 1 to 16 years.¹⁰ Preparing the budgets and accounts also fall under the authority of the department.

Autonomous Bodies affiliated with the School Education Department

a) Punjab Textbook board

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

b) Punjab examination commission (PEC)

Punjab examination commission is a self-governing body and it came into existence under the Punjab examination commission Act XI of 2012.¹¹ Its prime functions are to check on the quality of examination paper, analysis of examination, paper setting, and marks scheme. Lastly, the PEC also addresses the problems related to the exam paper.

c) Punjab education foundation

Punjab education foundation is an autonomous body and its objective is to promote education in private sector schools which are working on a non-profit basis. Its main function is to provide financial assistance for the development and up-gradation of

educational institutes.¹² Its other important function is to encourage public-private partnership and to provide support for enhancing the capacity.

Education at District Level

A Glance at education in Punjab

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

Table 3: Statistics of Education in Punjab Province

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

Explaining Table 3: Primary Education in Punjab

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

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

An overview of education in Khanewal

In district ranking, Khanewal is at 47th number.¹³ (Asif Saeed Memon 2015) At the district level, there are more than 351,000

students are enrolled. The total numbers of schools in Khanewal are 4,593; the number of the teaching staff at all levels of school is 10,472. Some essential facts and figures regarding schools in Khanewal are:

- Enrolment rate at primary school:72%
- Enrolment rate at middle school:33%
- Enrolment rate at high school:20%¹⁴
- Availability of water:30%
- Availability of toilet:34%
- Availability of electricity:34%
- Availability of boundary wall:83% ¹⁵ (Asif Saeed Memon 2015)

Table 4: Statistics for District Khanewal School-level¹⁶

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

Explaining Table 4: Primary Education in Khanewal

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

- Class 5 students who cannot read a story in Urdu (text of class 2):33%

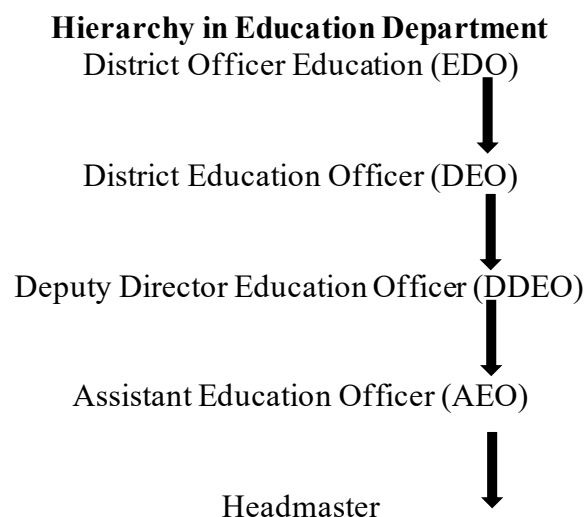
- Class 5 students who cannot read a sentence in English (text of class 2):23%
- Class 5 students who cannot do class 3 level two-digit division:32%
- Dropout rate at primary level:34%
- Schools with single teacher primary level:12%
- Schools with single classroom primary level:2%
- Pupil-teacher ratio primary level:24:1
- Teacher school ratio primary level:2:1
- Classroom school ratio primary level: 2:1.¹⁷

Hierarchy of Education Department and its Working at District level

Executive District Officer Education (EDO) education is the head of the education department at the district level, and he is an officer of grade 20. EDO is responsible for implementing government policies and controlling the whole department's administration. There are two branches under EDO. The first branch deals with boys' education at all school levels, and District Education Officer (DEO) is the in-charge of this branch. DEO is the grade 19 officer, and the entire district falls under his domain. There is a separate DEO for elementary and secondary level education. The second branch deals with the girls' education at all school levels. There is a separate DEO for elementary and secondary education for girls' education.¹⁸

Administration of Education Department at Tehsil level

Next to DEO is Deputy Director Education Officer (DDEO), and DDEO is the grade 18 official. DDEO is the head of at tehsil level. There are two branches under DDEO for boys' education and DDEO for girls' education. Next in the hierarchy is Assistant Education Officer (AEO). AEO is a grade 16 officer, and he is the head of *Markaz*.¹⁹ Furthermore, most AEOs are school teachers. Primarily, AEO deals with primary education. Last in the hierarchy is the headmaster of the school. The headmaster is the administrative head of the school, and he has a team of teachers under him. There are schools in peripheral areas where there is one teacher. He has to perform both administrative and teaching duties.²⁰



Allocation of funds at the primary school level

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

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

1. Non-salary fund

The non-salary fund is allocated from the Executive District Officer Finance (EDO) but through a long and complex process. If a school headmaster needs some funds for the school, he has to forward his demand to AEO, and the demand will proceed from AEO to the EDO (education).²¹ At every level of the hierarchy, the demand will be scrutinized by these officials. If they find the demand justified, then it will proceed to EDO (education), or otherwise, the demand will be rejected. In a final step, the EDO (education) will forward the accepted demand to EDO (Finance) to release the fund.²²

2. *Farogh-e-Taleem* Fund (FTF)

The *Farogh-e-Taleem* Fund (FTF) is established at the school level, and the school council ran it. The members of the council include the headmaster, locals, parents, or any stakeholder. Every school council has its own bank account so that accountability can be ensured.²³ In FTF, Rs 20 is collected from every student every month, and it is the authority of the school council to utilize this fund.²⁴ Mainly, this fund is used to provide the uniform for the students.

Analysis of Questionnaire and Interviews

The questionnaire was distributed among primary school teachers from different areas of Kabirwala. It includes females as well as male teachers who are providing their services at the primary school level. The following criteria of purposive sampling have selected a sample of 50 respondents, and a six interviews were also conducted. (See Appendix I, II & III).

1. Job Experience of Respondents

When respondents were asked that since how long they have been doing this job, 2% of respondents said less than one year, 6% said for 1-5 years, and 66% said they are in this job for more than ten years.²⁵ It shows that most respondents are well-experienced persons in their professional careers, and their opinions are based on their vast experience.

2. Funds Allocation by the Government

When respondents were asked to give their opinion about the funds allocated by the government are sufficient or not, 54% of respondents said yes, and 46% of respondents said no.²⁶ The result reflects that the bulk of the respondents has reservations on the issue of fund allocation.

3. Key Issues at School Level

Respondents were asked to highlight key issues faced by the school, 56 % said missing facilities, 2% said availability of funds, and 42% said lack of authority of teachers.²⁷ The feedback from the respondents highlights two significant issues missing facilities and less authority of the teacher. While having an interview with a retired senior official of the education department who had begun his career as a teacher and ended up as chairman of Multan board, he agreed that there are missing facilities and teacher's authority. Furthermore, Mr. Javed is of the opinion that incompetent persons who have just passed matric with low performance were recruited on a political basis.²⁸ Such teachers even do not bother to visit school, and he raised a question mark on a performance. In other words, Mr. Javed argued that strict

accountability of teachers should be done. In another interview with a senior school teacher, the teacher said that a teacher does not even have the authority to expel the student on attendance. Due to international commitment, the government has to achieve a 100% enrolment rate at the primary level.²⁹ In simple words, if a student once enrolled in the school, he cannot be dropped whether he attends the classes or not.

4. Policies of *Farogh-e-Taleem*³⁰ Committee

When respondents were asked how often the *Farogh-e-Taleem* committee revised their policies according to the current circumstances of the school, 14% said once a year, 40% said twice a year, 6% said once in two years, 40% said more than twice a year.³¹ The *Farogh-e-Taleem* committee is one of the vital bodies at the school level to generate funds. The 40% of the respondents were of the opinion that they have no idea about the revision of the policies of the *Farogh-e-Taleem* committee. First, there can be two interpretations: the *Farogh-e-Taleem* committee is not established in their school and second is that the *Farogh-e-Taleem* committee is not actively working in their school. A teacher, during the interview, believed that the *Farogh-e-Taleem* committee collects Rs 20 per student in a month. Some percent of this amount should be invested so that it would be helpful to overcome the time shortage of the funds.³² The 40% of the respondents were of the view that the *Farogh-e-Taleem* committee revises its policies twice a year. It means that to some extent. These respondents are satisfied with the policies of the *Farogh-e-Taleem* committee.

5. Seeking Advice from the Teachers

Respondents were asked does *Farogh-e-Taleem* committee seeks teachers' advice before policymaking. 52% of respondents said Yes, and 48% said No.³³ On this question, there is somehow mixed response from the respondents. 52% of the respondents agreed that the *Farogh-e-Taleem* committee takes their feedback on the committee's work. Almost half of the respondents share their viewpoint that the *Farogh-e-Taleem* committee

does not take their advice. It means that in almost 50% of schools, the *Farogh-e-Taleem* committee is not functioning appropriately.³⁴

6. Response on the working of *Farogh-e-Taleem* committee

When respondents were asked that they were satisfied with the *Farogh-e-Taleem* committee's role in their school, 72% said yes, and 28% said no.³⁵ The result clearly shows that a significant chunk of the respondents is satisfied with the working of the *Farogh-e-Taleem* committee.

7. Implementation of policies *Farogh-e-Taleem* committee

When respondents were asked that the *Farogh-e-Taleem* committee's opinion policies are easy to exercise, 60% said yes, and 40% said no.³⁶ The bulk of the respondents believes that the policies formulated by the *Farogh-e-Taleem* committee are workable rather than more practical. For the remaining 40% of the respondents, the policies formed by the *Farogh-e-Taleem* committee are impractical somewhat there is more space to improve the implementation of the policies.³⁷

8. Improvement in schools after *Farogh-e-Taleem* committee

The respondents were asked if they saw any difference in students' learning after implementing policies by my *Farogh-e-Taleem* committee; 40% said yes, and the rest of the 60% said no.³⁸ The majority of the respondents claim that the *Farogh-e-Taleem* committee does not make a significant difference for the betterment of the school. The remaining 40% believe that the *Farogh-e-Taleem* committee is a positive step towards improving the school.

9. Important Steps to Improve Education System

Respondents were asked to give their opinion about which of the following factors will help the most improve the education system, 54% said salary increment, 12% said updated curriculum, 28% said policy implementation, and 6% said the proper training workshop would be helpful.³⁹ A significant chunk of

respondents is not satisfied with their salary package. Furthermore, it can interpret that the current service structure and salary increment are insufficient for the teachers to meet their basic needs. 28% of them argued that implementing the policy is one main hurdle to improving the education sector. On the side, all five primary school teachers in their interview agreed that a school teacher's salary is not sufficient. However, the system of checks and balances has failed to deliver.⁴⁰ Moreover, he says that there is no differentiation between an efficient and inefficient teacher.⁴¹ The higher official treated them equally.⁴²

10. Teachers Feedback on the Government Policies

Respondents were asked do the government officials take teachers' feedback in policymaking; 12% said yes, and 88% said no.⁴³ The overwhelming majority of the respondents express their point of view that the government officials have never taken their feedback in policymaking. It is ironic from the government side that the teachers' fundamental driving force of the education sector was never taken on board.⁴⁴ Only 12% of the respondents say that the government has taken their feedback on its policies. In an interview with a school teacher, the teacher gave a slightly different perspective. He was of the view that the government official takes their feedback as a formality.⁴⁵ However, the policies were made in the air-conditioned rooms and ordered us to implement them without knowing the ground realities.⁴⁶ Moreover, these kinds of steps are proven to be disasters for education; rather education system is functioning as a testing laboratory for every new experiment.⁴⁷

Conclusion and Suggestions

When it comes to the condition of education at the primary level, no province of the country is exceptional in this regard. Especially when we talk about Punjab, there come many questions to the mind that, despite all the government's efforts and announcements, the state of education at the primary level continued to get worse and worse over years and years? The

current descriptive and analytical study aimed to explore and analyze the causes that bring irreparable damages to the scenario. Efforts have been made to answer the research question through fieldwork and library research. The archival part of the study undertook and analyzed the government departmental reports, official documents, surveys, and reports published by national and international organizations such as Alif-Ailaan, PILDAT, and UNESCO. Efforts have been put to bring the emic view of concerned people to the scene, and for this, the views and opinions of 50 purposively selected respondents were recorded. All the respondents were primary school teachers. They were requested to respond to the questionnaire that was translated into Urdu, as per their convenience, and to make the queries understandable for them.

There were astonishing, eye-opening, and beyond belief answers and findings to the questions, queries, and inquiries. Despite thousands and millions of letters by concerned citizens written to the ministry of finance to increase the education budget to 5 percent of Gross Domestic Product (G.D.P.), the ministry did not pay an ear to this public demand. Hence, we witnessed no significant upturn in the education-related budget. As per the Economic Survey of Pakistan, a report published by the ministry of finance, Pakistan has not achieved even a single goal out of 3 that were part of Millennium Development Goal-2. Pakistan is one of the signatories. Pakistan is far behind achieving the target of 100 percent net primary enrolment, which is what to say of 100 percent survival and literacy rate.

Having about 400 Assistant Education Officers, more than 130 Deputy Director Education Officer, more than 70 District Education Officers, 36 Executive District Officers, 30 section officers, more than 10 Deputy Secretaries, 5 Additional Secretaries, 2 Provincial Secretaries, many directorates and directors, two provincial ministers and two fully equipped government departments dealing with primary level education, the province of Punjab failed to ensure 100 percent student enrolment, healthy student survival rate and noteworthy literacy rate. The causes speak for themselves. Lack of infrastructure and

human resources is not an excuse. The problem lies somewhere between the systems.

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

On the one hand, there are established departments, secretariats, and directorates to manage and direct the schools and their affairs; on the other hand, more than half of primary schools lack the basic facilities. Statistics show that only one teacher is acting as all in one of each 8th primary school. Many of the respondents shared their reservations regarding the undue exertion of power by the authorities to maximize and maintain the enrolment even if the student has left the school or he/she is performing poorly in his studies. Contrary to the big promises and assurances, this challenged authority of teachers has worsened the whole scenario. Where inappropriate salary structure is used to get an escape from the job duties, there who can reform the system? Teachers; who are not ready to accept their responsibilities, their trainers; who deliver training to fill in the formalities, higher authorities; who are busy with non-productive stuff and are least bothered about performance management.

The majority of primary school teachers are not comfortable with a questionnaire in English. The government intends to implement English as a medium and mode of teaching and learning. Besides the under-capacity teachers, students' learning

behavior from the lower middle class is not appropriate for learning in English, even when they are troubled with learning in the national language, Urdu. Society, the parents have their own distresses and reservations in this regard. Putting all together, focusing only on English medium schooling will damage the education not because we do not have enough teachers who cannot speak it but because of the learning attitude and capacity of the students.

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

Inside out approach must be followed while legislating regarding education and educational institutes. Input and contribution of teachers is the only best way to formulate specific, measurable, achievable, realistic, and time-based policies. In addition to that, a comprehensive performance management system needs time to avoid the complexities of the annual confidential report and ensure a merit-based promotion.

The output always depends upon the input. So, suppose we need to produce innovative, productive, creative, and excelling graduates at the university level, keeping in view that greener and healthy trees and plants are grown out of healthy seeds. In that case, we must start our work from the grassroots level, that is, the primary school level, and visa-vis the healthy seeds given by the healthy plants. Universities and colleges should promote a research-based study culture to give indigenous remedies to the problems of the education sector and all fields of life. The 'teaching' as a career needs to be promoted to the extent that the

young graduates of universities get attracted to teach either on an internship or on a volunteer basis.

APPENDIXES

APPENDIX I

Education Policies & Its Implementation at Primary School Level: A Case Study of Tehsil Kabirwala Questionnaire (Original)

Age:

Gender:

Designation:

Qualification:

Name of school:

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

- 1- Since how long have you been in this job?
 - a) Less than one year
 - b) 1-5
 - c) 6-10
 - d) More than 10(please specify) _____.
- 2- In your opinion, the funds allocated by the government are sufficient to run the school?
 - a) Yes
 - b) No
- 3- In your opinion, what are the key issues of your school?
 - a) Missing facilities
 - b) Availability of funds
 - c) Lack of accountability
 - d) Lack of authority of the teacher

- 4- How often Farogh-e-Taleem committee revise its policies according to the current circumstances of the school?
 - a) Once a year
 - b) Twice a year
 - c) Once in two years
 - d) More (please specify) _____.
- 5- Does the Farogh-e-Taleem committee seeks your advice before policymaking?
 - a) Yes
 - b) No
- 6- Are you satisfied with the role of the Farogh-e-Taleem committee in your school?
 - a) Yes
 - b) No
- 7- In your opinion policies made by the Farogh-e-Taleem committee are easy to exercise?
 - a) Yes
 - b) No
- 8- Have you seen any difference in students' learning after the implementation of policies by my Farogh-e-Taleem committee?
 - a) Yes
 - b) No
- 9- In your opinion, which of the following factor will help the most to improve the education system?
 - a) Salary increment
 - b) Updated curriculum
 - c) Policy implementation
 - d) Proper training workshops
- 10-Do the government officials take your teacher's feedback in policymaking?
 - a) Yes
 - b) No

Appendix II

Questionnaire (Translated into Urdu)

تعلیمی حکمتِ عملی اور تحصیلِ کبیر والا کے پرائمری سکولوں کی سطح پر
اس کا اطلاق

سوالنامہ:

عمر جنس

عہدہ تعلیمی قابلیت

سکول کا نام

-- آپ کتنے عرصے سے اس ملازمت سے منسلک ہیں؟

(الف) ایک سال سے کم)

(ب) ایک سے پانچ سال)

(ج) چھ سے دس سال)

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

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

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

- (الف) ہاں (کرتی ہے)
(ب) نہیں (نہیں کرتی)

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

- (الف) ہاں
(ب) نہیں

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

- (الف) ہاں
(ب) نہیں

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

- (الف) ہاں
(ب) نہیں

آپ کی رائے میں درج ذیل اصلاحات میں سے کون سا جزو تعلیمی نظام کی بہتری میں سب سے زیادہ ممدو معاون ثابت ہوگا؟

- (الف) تنخواہوں میں اضافہ
- (ب) جدید ترین نصابِ تعلیم
- (ج) حکمتِ عملی کا نفاذ
- (د) اساتذہ کی باقاعدہ تربیت اور سدھاوٹ

کیا محکمانہ سرکاری اہلکار حکمتِ عملی مرتب کرنے کے عمل میں اساتذہ سے سابقہ حکمتِ عملی کے نتائج سے متعلق رائے لیتے ہیں؟

- (الف) ہاں
- (ب) نہیں

Appendix III

Results of Questionnaire (Percentage)

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

References

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<https://www.pbs.gov.pk/sites/default/files/population/2017/results/07201.pdf> , (accessed May 18, 2022).
- ² Ibid.
- ³ The Constitution of the Islamic Republic of Pakistan, Article. 37, 18.
- ⁴ The Constitution of the Islamic Republic of Pakistan, Article 25A (Right to Education), 15.
Provincial Assembly of the Punjab. “The Punjab Free and Compulsory Education Act 2014.” *The Punjab Free and Compulsory Education Act 2014*. Lahore, 10 November 2014.
- ⁵ Ministry of Finance, Government of Pakistan, *Pakistan Economic Survey 2014-15*, 179.
- ⁶ Ibid.
- ⁷ Ibid.
- ⁸ Ibid., 172.
- ⁹ Ibid.
- ¹⁰ Government of Punjab, *School Education Department*, <http://schools.punjab.gov.pk/?q=ourfunctions> , ((accessed April 15, 2020).
- ¹¹ Government of Punjab, *School Education Department*, <http://schools.punjab.gov.pk/index.php?q=autonomousbodies>, (accessed April 9, 2020).
- ¹² Ibid.
- ¹³ Asif Saeed Memon and Saman Naz, “Alif Ailaan Pakistan District Education Rankings 2015, Islamabad”: *Alif Ailaan*, 2015, 19.
- ¹⁴ Ibid.
- ¹⁵ Ibid., 32.
- ¹⁶ Government of Punjab, “School Education Department”, <http://schoolportal.punjab.gov.pk/schoolinfoNew.asp#> (accessed April 25, 2020).
- ¹⁷ Asif Saeed Memon and Saman Naz, “Alif Ailaan Pakistan District Education Rankings”, 2015, 19.
- ¹⁸ Nawaz Javed , interview by Gohar Ali Iftikhar. Educational Policies and its Implementation, 28th March, 2020.

- 19 Markaz is the administrative division at the tehsil level, and there are 3 to 4 Markaz in the tehsil.
- 20 Nawaz Javed , interview by Gohar Ali Iftikhar
- 21 Ibid.
- 22 Ibid.
- 23 Teacher (1), interview by Gohar Iftikhar. Education Policies & Its Implementation at Primary School Level 10th June, 2020.
- 24 Teacher (2), interview by Gohar Iftikhar. Education Policies & Its Implementation at Primary School Level. 15th July 2020.
- 25 See Appendix I and III.
- 26 Ibid.
- 27 Ibid.
- 28 Nawaz Javed , interview by Gohar Ali Iftikhar
- 29 Teacher (3), interview by Gohar Iftikhar. Education Policies & Its Implementation at Primary School Level, 20th May, 2020.
- 30 Farogh-e-Taleem is a term of Urdu language. It is campaign to promote education.
- 31 See Appendix I and III.
- 32 Teacher (4), interview by Gohar Iftikhar. Education Policies & Its Implementation at Primary School Level, 4th June, 2020.
- 33 See Appendix I and III.
- 34 Teacher (3), interview by Gohar Iftikhar.
- 35 See Appendix I and III.
- 36 Ibid.
- 37 Teacher (5), interview by Gohar Iftikhar. Education Policies & Its Implementation at Primary School Level, 30th June, 2020.
- 38 See Appendix I and III.
- 39 Ibid.
- 40 Teacher (2), interview by Gohar Iftikhar.
- 41 Teacher (4), interview by Gohar Iftikhar.
- 42 Teacher (5), interview by Gohar Iftikhar.
- 43 See Appendix I and III.
- 44 Teacher (1), interview by Gohar Iftikhar.
- 45 Teacher (3), interview by Gohar Iftikhar.
- 46 Teacher (2), interview by Gohar Iftikhar.
- 47 Teacher (1), interview by Gohar Iftikhar.