

**Study of the
Management Structure of the
Education Department
Government of Balochistan**

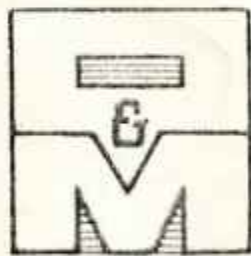
**By
Fazal Hussain Choudhry
Dr R. A. Farooq**

**O&M Division
Cabinet Secretariat
Government of Pakistan**

1984



STUDY OF THE MANAGEMENT STRUCTURE
OF THE EDUCATION DEPARTMENT
GOVERNMENT OF BALUCHISTAN



O & M DIVISION
CABINET SECRETARIAT
GOVERNMENT OF PAKISTAN

STUDY OF THE MANAGEMENT STRUCTURE
OF THE EDUCATION DEPARTMENT
GOVERNMENT OF BALUCHISTAN

Study conducted by:

1. Mr. Fazal Hussain Choudhry,
Director, O and M Division.
2. Dr. R. A. Farooq,
Academy of Educational
Planning and Management,
Ministry of Education.

Liaison Officer.

Mr. Ijaz Ahmad Malik,
Deputy Director (Schools),
Government of Baluchistan.

Islamabad, August, 1984.

TABLE OF CONTENTS

<u>S.No.</u>	<u>Issue</u>	<u>Para(s)</u>	<u>Page</u>
1.	Introduction.	1	1
2.	Terms of Reference.	2	1
3.	Methodology followed in collection of data.	3-6	2
4.	Limitations of the study.	7-8	3
5.	Educational set up at Secretariat level.	9-13	4
6.	Directorate of Education (Schools).	14-20	7
7.	Absence of Educational Research.	21-23	11
8.	Execution of Development Schemes	24-27	13
9.	Directorate of Education (Colleges).	28-30	15
10.	Teacher Training	31-49	17
11.	Shortage of Primary School Teachers.	36-37	21
12.	Shortage of Science Teachers.	38-42	22
13.	Career Planning of S.A.V. Teachers.	43-45	24
14.	Training of College Teachers and Administrators.	46-47	25
15.	Quality of Teacher Training.	48-49	26

ANNEXURES

- I. Organization Chart of the Education Department of the Government of Baluchistan.
- II. Charter of duties of the functionaries at provincial level.
- III. Provincial Rules of Business.
- IV. Proposed delegation of Administrative Powers to officers of the Education Department, Government of Baluchistan.
- V. Delegation of Disciplinary powers to officers of the Education Department.
- VI. Organization Chart of the Directorate of Education (Schools).
- VII. Statement showing districtwise number of schools with enrolment.
- VIII. List of institutions visited by the team.
- IX. List of tentative areas for empirical research in education.
- X. Statement showing the complaints received from various quarters.
- XI. Statement showing districtwise number of high schools (with enrolment in Class-X) and number of colleges (Inter and Degree).
- XII. Organization Chart of the Directorate of Education (Colleges).
- XIII. Break up of the courses of PTC (Sandwich Programme).
- XIV. List of high schools where training units can be added.
- XV. Organization Chart of the Bureau of Curriculum and Extension Centre.

A C K N O W L E D G E M E N T

The Study Team is grateful to the Secretary, Education Department, Government of Baluchistan; Director Education (Colleges); Director Education (Schools); Director, Bureau of Curriculum and Extension Centre; Chairman, Department of Education, University of Baluchistan; Project Director, 4th Primary Education Project; Deputy Director Schools (Planning); and Heads and Staff of the educational institutions visited by the Team, for extending their full cooperation in carrying out the study.

SUMMARY OF RECOMMENDATIONS

1. In order to ensure the effectiveness of the functioning of the Education Department the powers of appointment, posting, transfer and disciplinary cases may be delegated to the officers at different levels both in the provincial secretariat as well as the field.
(para-10)
2. The powers to deal with the cases of relaxation of age and admission in Engineering Colleges in other provinces may also be delegated to different officers as shown in Annexure-IV.
(para-11)
3. Keeping in view the justification, the post of Section Officer(Academic) may be created in consultation with the Finance Department.
(para-13)
4. In order to improve the quality of supervision in the field of education two Regional Directors in BPS-19 may be provided in the province.
(para-16)
5. Educational institutions may, in future, be opened keeping in view the educational needs of the population of each district.
(para-18)
6. In order to encourage female education in the province greater emphasis may, in future, be laid on opening mosque schools which are quite popular among the girls and quite economical to run.
(para-18)
7. A Research Cell may be created within the Directorate of Education(Schools)to undertake empirical research, and the post of Deputy Director(Implementation) be converted into that of Deputy Director(Research).
(para-22)

8. The Research Cell may, in future, be made responsible to maintain statistics necessary for proper educational planning.
(para-23)
9. The inspection of execution of development schemes may be entrusted to C and W Department to ensure proper supervision of development schemes at different stages of construction.
(para-27)
10. Colleges may, in future, be opened keeping in view the number of feeder schools, specially the number of students likely to pass the Secondary School Certificate Examination in the subsequent year.
(para-29)
11. Higher education of girls in the province be given due importance and more colleges for girls may be opened at places where they are otherwise justified.
(para-29)
12. In order to meet the shortage of primary school teachers, it is recommended that:
 - (i) the annual intake of training institutions be increased;
 - (ii) the sandwich programme(3+3+3) be introduced in the training institutions; and
 - (iii) ten training units be added to selected high schools to run the sandwich programme.
(para-37)
13. To meet the shortage of Science Teachers, the annual intake of S.A.V. programme may be increased from 35 to 85.
(para-37)
14. Keeping in view the limited time at the disposal of the trainees, the course outline of S.A.V. may be revised.
(para-42)

- 15 In the interest of S.A.V. teachers as well as the Education Department, these teachers might be encouraged and helped to earn B.Ed. degree while being on duty. The collaboration of either University of Baluchistan or Allama Iqbal Open University may be sought to obtain this objective.

(para-44)

16. Academy of Educational Planning and Management, Islamabad may be approached to impart training to principals and prospective principals of colleges in the province.

(para-47)

17. To improve the quality of teacher education the teacher training institutions be upgraded as Colleges of Education and staffed with persons holding Master's degree in Education as well as content area.

(para-48)

18. Research in Teacher Education be encouraged in order to improve the quality of education.

(para-48)

- 19 Frequency of in-service courses be increased and every D.E.O. be made responsible to arrange these courses at places easily accessible to the teachers.

(para-48)

Introduction

During the Fifth Inter-Provincial Education Minister's Conference (held at Hyderabad on 4th February, 1984) the Education Secretary, Government of Baluchistan, requested the Ministry of Education to get the existing organizational structure of the Education Department, Government of Baluchistan, examined. The Ministry of Education approached the O and M Division to undertake this study. A study team comprising an officer each of the O and M Division, the Ministry of Education and the Education Department of Government of Baluchistan was constituted for the purpose.

Terms of Reference

2. The terms of reference of the study, as indicated by the Government of Baluchistan, included:-

- a. Organization at Secretariat, Directorate and District level.
- b. Strengthening the supervision especially of primary and mosque schools.
- c. Improving the quality of education.
- d. Teachers training.
- e. Charting out the duties of each functionary.
- f. Make office and officers responsive to public grievances and demands.

Methodology followed
in collection of data

3. Prior to visiting the Education Department of the Government of Baluchistan the members of the team visited the NWFP with a view to apprising themselves of the structure and working of the Education Department of that province which had a number of similarities with the physical features and educational needs of the Government of Baluchistan. Since the Provincial Education Secretary was out of station, discussions were held with the Deputy Secretary and Divisional Director of Education (Schools), Peshawar. Necessary data with regard to the functioning of the Education Department of Government of Sind were also obtained through correspondence.

4. The study team then proceeded to Baluchistan. To start with, the team had a brief session with the Secretary Education. This was followed by detailed discussions with the Director of Education (Schools), Director of Education (Colleges), Director, Bureau of Curriculum and Extension Centre, Project Director, 4th Primary Education Project and Chairman, Department of Education, University of Baluchistan.

5. The following educational institutions were also visited:-

- a. Government College of Education for Elementary Teachers (Male), Quetta.
- b. Government College of Education for Elementary Teachers (Female) Pishin.

- c. Government High School for Boys, Pishin.
- d. Government High School for Boys, Kawas, District Sibi.
- e. Government Middle School for Boys, Zindra, District Sibi.
- f. Government Primary School for Boys, Killi Faizabad, District Pishin.
- g. Government Primary School for Girls, Killi Faizabad, District Pishin.
- h. Government Primary School for Boys, Tandwani, District Loralai.
- i. Mosque School, Cheena Charbi, District Sibi

6. During the visit to the above mentioned educational institutions, discussions were held with the heads of the institutions as well as the staff. The quality of education was also tested. A group of teachers also met the members of the team on the 15th July, 1984 to apprise the members of the team of the educational problems obtaining in the province. Necessary data were also collected from the Directorates of Education (Schools and Colleges) and Bureau of Curriculum and Extension centre.

Limitations of the study.

7. The sample study of Colleges and Schools carried out by the team was confined to areas observing winter vacations. The areas observing summer vacations viz: Ch. i, Nasirabad, Kohlu, Marri Bugti, Kachhi, Khuzdar, Kharan, Bela, Turbat,

Punjgur and Gawadar were not visited by the members of the team. The data supplied by the Education Department were not subjected to any verification. It was accepted on its face value. In some cases crucial data like the number of un-trained teachers at various levels and in various categories were not available with the Education Department. Similarly, data regarding student-teacher ratio at different levels, participation rate at different levels and number of teachers(categorywise) required upto 1988 were not available.

8. Due to the time constraint the team could not attend to items (e) and (f) of the terms of reference spelled out in para 2 and the reluctance of teachers to move to rural areas, especially the female teachers.

Educational set up
at Secretariat level

9. The existing organizational set up of the Department is given in Annexure-I. The charter of duties of the functionaries at the provincial level is shown vide Annexure-II. The review of the working of the Deputy Secretary(Admn) revealed that in accordance with the amendment dated 24-4-1982 to Schedule VIII of Provincial Rules of Business (Annexure-III) all cases relating to appointments, transfers, promotions, confirmations, acceptance of resignation, grant of all kinds of leaves (including Ex-Pakistan leave, study leave and special disability leave) and disciplinary action against and sanction for prosecution of

- 5 -

officers holding posts in BPS-16 and above and equivalent status including Chairman and Members of Statutory Corporations/ Autonomous Bodies in the provincial government are required to be submitted by the department to the Governor through the Services and General Administration Department. Even imposition of minor penalty on officers in BPS-16 and above needs the approval of the Governor. This means that neither the Secretary, Education Department, nor the Heads of Education Directorates and the Bureau etc., who are in BPS-20, have any power in the aforesaid areas. This over-centralization of administrative powers at the level of the Governor has resulted in red tape and slowing down the decision making process. It is causing bottlenecks in the smooth running of educational institutions. It also generates avoidable work both in the office of the Education Secretary as well as in the Services and General Administration Department. Things are delayed because of the pre-occupation of the Governor whose multifarious activities warrant his remaining out of the province frequently.

10. There is thus dire need for delegation of administrative powers to officers at various levels to ensure that the day to day functioning of the Directorates and educational institutions is not interrupted due to the delay in finalizing cases of appointments, promotions, transfers, disciplinary matters etc. of officers in BPS-16 and above. It is, therefore, recommended that the powers of appointment, posting,

transfer and disciplinary cases may be delegated to the officers at different levels both in the provincial secretariat as well as the field. The proposed delegation of administrative powers is shown vide Annexures-IV and V.

11. Similarly, every case of relaxation of age and admission in Engineering Colleges in other provinces needs the approval of the Governor. Here again powers can be delegated quite conveniently to different officers as shown in Annexure-IV. It may be stated that in the case of admission to Engineering Colleges located in other provinces there is a committee comprising senior officers of the province who scrutinise cases of admission to the Engineering Colleges. The recommendations of the committee are then submitted to the Governor for approval. The recommendations of the committee are approved by the Governor without exception. Things are sometimes delayed because of the pre-occupation of the Governor to attend to such cases. This creates problems because definite dates are prescribed for the receipt of nominations for admission to the Engineering Colleges.

12 The proposed delegation of powers would reduce the quantum of work at Governor level. It will speed up decision making, improve the working of the educational institutions, alleviate the hardships and sufferings of the teaching staff and make the officers of Department of Education more effective.

13. The post of S.O.(Academic), which is being utilized in the Department of Education in lieu of the post of Subject Specialist (Social Studies) in Government Comprehensive High School Quetta, is justified on the basis of functions assigned to it. A new post of S.O.(Academics) may, therefore, be created in consultation with the Finance Department. It is understood that the matter is already being pursued. Once the post of S.O.(Academics) is created the post of Subject Specialist (Social Studies) may be transferred back to the Government Comprehensive High School, Quetta.

Directorate of Education
(Schools).

14. The organogram of the Directorate of Education (Schools) may be seen vide Annexure-VI. It will be seen that there are three levels of supervision in the field viz: Assistant District Education Officer(BPS-15/17), District Education Officer (BPS-18) and Director of Education (Schools) BPS-20. There are 17 District Education Officers one for each district. The number of Assistant District Education Officers in each district varies from district to district. In respect of educational institutions meant for female the number of levels of supervision is also three. Their composition is, however, slightly different. In case of female educational institutions there is one Divisional Education Officer (BPS-18) to provide middle level supervision instead of District Education Officers.

15. The Director of Education has, therefore, 21 grade-18 officers working in the field directly under him. In view of the vastness of the Baluchistan area, its topography and poor means of communication the span of control of the Director of Education (Schools) is too wide and quite un-manageable. The structure of education in NWFP and the Punjab provides a Divisional Director in-between the Director of Education and the District Education Officers. In Sind there are two Regional Directors in BPS-20 one for Karachi and the other for Hyderabad.

16. In order to improve the quality of supervision in the field of education it is recommended that two Regional Directors in BPS-19 may be provided in Baluchistan. The two regions may comprise of the following districts:-

- a. Northern Region. Quetta, Pishin, Zohb, Loralai, Sibi, Chagai, Dera Bugti, Kohlu and Nasirabad.
- b. Southern Region. Kachhi, Khuzdar, Kalat, Lasbella, Kharan, Turbat, Panjgur and Gawadar.

The proposed arrangement besides improving the quality of supervision over the working of the Educational Institutions will also ensure proper career planning of officers within the Education Department which is at present not quite satisfactory due to the absence of any post in BPS-19. Seventeen District Education Officers and four Divisional Education Officers, who are in Grade-18 can thus look for their promotion to the two posts of

Regional Directors. The prevailing frustration among these officers will thus be removed.

17. The total population of the Province is about 43 lacs. Out of this the school going population (5 - 9 years) is 8.60 lacs. The number of educational institutions for each level for males and females together with the extent of enrolment is given in the statement at Annexure-VII. A careful study of the statement reveals the following facts:-

- a. The number of educational institutions in each district is not directly proportional to its population. The number of primary and middle schools (for boys) in Quetta, Pishin, Loralai, Zhob and Nasirabad districts substantiates this inference. The number of high schools in these districts has no relevance to their population.
- b. Although the female population in Baluchistan is slightly over 50% the number of female institutions in the province is 16%, 13% and 25% of the total primary, middle and high school level respectively.
- c. The rate of enrolment in the case of boys per school is 45, 146 and 405 in respect of primary, middle and high schools respectively. This rate in the case of females is 42, 161 and 598.
- d. The percentage of girls attending primary schools in the province is 15. This percentage in the case of mosque schools is 24.

18. To remove these anomalies the following recommendations are made:-

- a. Educational Institutions may, in

future, be opened keeping in view the educational needs of the population which are directly proportional to the population of a district.

- b. There is dire need to open more educational institutions for girls in view of their population and also their rate of enrolment in Primary, Middle and High Schools which is definitely higher than that of boys.
- c. In order to encourage female education in the province greater emphasis may, in future, be laid on opening mosque schools which are quite popular among the girls and quite economical to run.

19. In order to judge the efficacy of the educational efforts in the province, a number of educational institutions in the districts of Pishin, Sibi and Loralai were visited. They included four primary, one middle and two high schools. The list of these institutions is given vide Annexure-VIII. The review of their working revealed the following facts:-

- a. Teacher absenteeism in single teacher and two teacher schools.
- b. One of the primary schools visited was found locked and the students were loitering about in the vicinity of the school with their satchels.
- c. The primary teachers were not conversant with the use of teaching kit provided to them. In one case the teaching kit was missing. No use, whatsoever, was being made of the teaching kit, where available.
- d. Keeping in view the conditions prevailing in the province, the quality of education was found to be by and large satisfactory. This statement is only valid in respect of educational institutions observing vacations in winter.

- e. The quality of construction of school buildings etc. was found far from satisfactory in some cases.

20. The above drawbacks in the educational structure of the province can be attributed directly to the lack of proper supervision of educational institutions in the districts both from the point of academic as well as physical facilities. It is, therefore, quite necessary to improve the quality of supervision at the district level.

Absence of Educational Research.

21. The visit of the aforesaid educational institutions also revealed certain areas of weakness in the educational system in the province which deserve immediate attention. These areas include high rate of drop-outs after class-I, wide variation in the pass percentage in public examinations viz: middle and high schools and under-utilization of the capacity of educational institutions in certain cases. In view of the fact that the province will be spending about Rs.350,000,000 in the year 1984-85 on education, it is imperative to ensure that the resources diverted towards education yield maximum results. This can partly be achieved if due emphasis is put on research in the field of education. At present, this important activity is conspicuous by its absence. No serious study appears to have been under-taken in the province to solve these problems.

22. It is recommended that a Research Cell may be created within the Directorate of Education (Schools). This Cell may undertake research in education with a view to solve real problems in the field whether they relate to school or college education. The research should be empirical in nature. Some of the prominent areas of research which deserve immediate attention are listed vide Annexure-IX. This Cell can be created by converting the post of Deputy Director (Implementation) into that of Deputy Director (Research). The job requirements for the post of Deputy Director (Research) may include:-

- (a) M.A. Education/M.Ed. in First Divn.
- (b) Five years experience of conducting/ guiding research in the field of education.

He may have the support of a Statistical Officer and a Research Officer (in BPS-17), who may be M.Ed/M.A. Education in First Divn. The post of Statistical Officer already exists. A new post of Research Officer (BPS-17) may be created.

23. The following statistics which are so vital for proper educational planning are not being maintained in the Directorate:-

- (a) School age population at each level district-wise.
- (b) Student-teacher ratio at each level district-wise.
- (c) Number of trained and untrained teachers category-wise and district-wise.
- (d) Year-wise and category-wise drainage of teachers with reasons.

The Research Cell may in future maintain these statistics besides other statistics at present being maintained. Work pertaining to extension of duration of temporary posts, which is at present handled by DD(Imp), may be transferred to DD(Admn) under the Director Education (Schools).

Execution of Development Schemes.

24. The Directorate spent Rs.38,998 million and Rs.42.320 millions in 1982-83 and 1983-84 respectively on development schemes in the education sector. Construction works worth Rs.24.688 millions and 31.608 millions in the said years were executed by the Local Government Department through the District Councils on behalf of the Education Department. Construction works worth Rs.14.310 million and Rs.11.712 million were executed by the C and W Department on behalf of the Education Department. Any scheme worth more than Rs.500,000.00 is entrusted to the C and W Department for execution. All other schemes are executed by the Local Government Department through District Councils.

25. There were complaints from many quarters about the poor quality of construction works pertaining to educational institutions. A delegation of teachers who met the members of the Team on the 15th July, 1984 pointed out how money was being wasted on construction of schools etc. The officers of the Education Department were also quite vocal about this issue. The heads of educational institutions had been constantly registering their complaints with the Director Education(Schools)

about the poor quality of construction work. A statement of such complaints pertaining to the years 1983 and 1984 may be seen vide Annexure-X. The members of the team also witnessed serious defects and poor quality of construction during their visit to some educational institutions in the districts of Pishin, Sibi and Loralai. Whereas there was alround consciousness of this all pervading evil in the province but strangely enough no tangible measure had been taken to combat this menace.

26. Some of the causes for poor quality of construction are:

- a. Lack of adequate construction expertise at district level.
- b. Most of the works are executed by members of the district councillors themselves or their near relatives or friends.
- c. The Local Government Department has only one Overseer available at district level to supervise the construction work executed by the contractors. The Overseer, in fact, lacks the expertise necessary to supervise the construction works during their execution.
- d. There is only one DD(Tech), who is equivalent to an Executive Engineer, to supervise all construction works in the province whether they pertain to education or health.
- e. The Education Department has no engineering expertise available with them to supervise the projects under execution especially at the crucial stages. Even if the Education Department want to acquire this expertise by engaging a few civil engineers as Assistant Engineers or Executive Engineers the Department is not likely to succeed in acquiring their services in the absence of any career planning opportunities for limited number of engineers.

27. To effect proper supervision over the execution of development schemes by District Councils/Local Government Department it is recommended that their inspection might be entrusted to the C and W Department. The inspections may correspond with the following stages of construction:-

- a. Plinth level.
- b. Beam level.
- c. Roof level.
- d. Completion of structure.
- e. Final finish.

Release of funds to the District Councils may be linked with each stage mentioned above and subject to satisfactory inspection report by the C and W Department of each stage. This procedure may first be tried on experimental basis in one district for one year. If the experiment produces healthy results it may be extended to rest of the districts. Otherwise, any defect detected in the proposed procedure may first be rectified and then the modified scheme extended to other districts.

Directorate of Education
(Colleges).

28. It has already been pointed out in para 17(a) that the number of educational institutions in each district is not proportional to its population. This is strongly supported by the districtwise number of colleges alongwith number of high schools (with enrolment in 10th class), given in the statement

at Annexure-XI. This statement reveals the following facts:

- a. Number of colleges functioning in some districts has no relevance to the number of feeder schools. It is supported by the non-functioning of two Intermediate Colleges (one each for boys and girls) in Kalat due to the shortage of students.
- b. There is one Intermediate College in Kharan district for 3 feeder schools with 36 students in 10th class, whereas Gawadar district is without College inspite of having 5 high schools with 74 students in 10th class.
- c. Many districts lack proper arrangements for education of girls at college level.

29. In the light of these facts it is recommended that:

- a. Colleges may, in future, be opened keeping in view the number of feeder schools, especially the number of students likely to pass the secondary school certificate examination. To avoid wastage of scarce resources, political pressure for opening new colleges, where they are not otherwise justified, may, in future, be resisted.
- b. Higher education of girls be given due importance. More colleges for girls may be opened for the purpose at places where they are otherwise justified.

30. There are only 29 colleges (11 degree and 18 intermediate), both for boys and girls, in the province. Keeping in view the small number of the institutions, no further change is recommended in the organisational structure of the Directorate. The organogram of the Directorate of Education (Colleges) may be seen vide Annexure-XII.

TEACHER TRAINING

31. The success of any educational system depends on the competence of teachers. Poor teachers bring about poor standards of education. To have efficient and well trained teachers is a major problem the Baluchistan Government is facing ; and will, perhaps, continue to face during years ahead unless an effective and workable plan of action is followed for their training.

32. In the absence of data with respect to exact number of trained and untrained teachers working in the field the team had to depend on information obtained through discussions with Director, Bureau of Curriculum and Extension Centre, Director of Education(Schools) and Deputy Director(Schools). The discussions with the above mentioned officers and data whatsoever were available, revealed the following facts:-

- a. The sanctioned posts of teachers in different categories, upto 1-4-1984 were found as per table below:

TABLE-I: Categorywise sanctioned posts of teachers as on 1-4-1984.

Category	PTC	PTI	DM	CT	JET(Tech)	SET(Tech)	SET
No. of Posts	7179	423	437	1615	144	77	1426

- b. The training institutions of Baluchistan could provide training(by the end of 1983) to different categories

of teachers as per Table below:

TABLE-II: Categorywise number of teachers trained upto 1983.

Nature of training	PTC	CT	DM	PTI	Agro.Tech.	B.Ed
No of trainees	4000	750	157	122	244	950

In addition to the above mentioned training programmes the Education Department, Government of Baluchistan, introduced a Crash Programme (S.A.V.) for the training of Science Teachers and about 60 teachers were trained under this Programme:

- c. It was reported by the authorities, during the discussions, that additional teachers required during the Sixth Five Year Plan would be as follows:

PTC	2000	Approx (1,000 posts have already been sanctioned).
CT	330	
SET	250	
SET (Science)	84	

- d. Sixth Five Year Plan of Baluchistan Government revealed that annual intake of the training institutions

would be as per Table below:

TABLE-III: Categorywise annual intake of teacher training institutions.

Nature of Training.	Regular Intake.	Private seats for Girls.	Total
PTC	395	45	440
CT	120	20	140
DTC (DM)	50 (including 10 girls)	-	50
PTI	50 (including 10 girls)	-	50
Agro. Tech	50 (including 10 girls)	-	50
B. Ed.	100 (including 15 girls)	-	100
Total	765	65	830

- e. During discussion, the Director, Bureau of Curriculum and Extension Centre, pointed out that increase in the intake of the training institutions had been sanctioned and in future the annual intake would be as under:-

<u>Nature of training</u>	<u>Annual Intake</u>
PTC	600
CT	120 (including 20 girls)
DM	100 (including 20 girls)
PTI	100 (including 20 girls)
Agro. Tech.	50 (including 10 girls)
B. Ed.	100 (including 15 girls)
Total	1070

In the case of girls the facility of appearing as private candidate in PTC and CT examinations would continue.

33. The following teacher training institutions were found functioning in the province:-

- a. Government College of Education for Elementary Teachers (Men), Quetta.
- b. Government College of Education for Elementary Teachers (Men), Mastung.
- c. Government College of Education for Elementary Teachers (Women), Pishin.
- d. Government Teachers Training School, Punjgur.
- e. Government Teachers Training School, Uthal.
- f. Government Agro-Technical Teachers Training Centre, Quetta.
- g. Department of Education, University of Baluchistan, Quetta (B.Ed. and M.Ed.).

34. The team visited Government College of Education for Elementary Teachers(Men) Quetta and Government College of Education for Elementary Teachers(Women) Pishin. The team observed that there were only two posts of Subject Specialists(BPS-17); rest of the posts were those of SETs(BPS-15) in each of three Colleges of Education for Elementary Teachers. As the Subject Specialists hold Master's degree in the respective disciplines they are more useful as compared to SETs who generally hold Bachelor's degrees. It is, therefore, recommended that the posts of SETs in these institutions may be replaced by Subject Specialists. This is the practice prevalent in other provinces. The SETs to be replaced by the Subject Specialists could be absorbed in the general cadre where there is persistent shortage.

35. The Director, Bureau of Curriculum, intimated that teacher training institutions were self-sufficient for the training of teachers other than Primary Schools Teachers and Science Teachers. He pointed out that approximately 200 graduates were working against the posts of Junior English Teachers.

Shortage of Primary
School Teachers.

36. As earlier pointed out, the shortage of trained teachers was found more acute in the case of Primary School Teachers and Science Teachers in High Schools than other categories of teachers. Out of 8000 teachers required upto 1988 for primary schools in the province (including Mosque Schools) only 4000 were found to be trained. 400 teachers, at present enrolled in various Teacher Training Institutions, would become available by the end of 1984. Remaining 3600 teachers were required to be trained during the 6th Five Year Plan period.

38. The following plan of action is recommended to meet the shortage of primary school teachers:

- a. As the annual intake of PTC of the training institutions was reported to have been increased from 400 to 600 these institutions would be able to training 2400 teachers upto 1988 at the rate of 600 teachers per year.
- b. Under Sandwitch Programme (3+3+3) additional 400 teachers would be trained by the teacher training institutions upto 1987. The Sandwitch Programme would be spread over three years in three instalments of three months each to be arranged in summer/ winter vacations every year. The break up of the courses is appended as Annexure-XIII.
- c. Ten training units might be added to the selected high schools to train 500 un-trained teachers under Sandwitch Programme (50 trainees for each unit). List of the selected high schools is appended as Annexure-XIV.
- d. Total number of teachers to be trained under Sandwitch Programme upto 1987 would be 900.

- e. Remaining 300 teachers might be trained by training institutions either by increasing their enrolment/intake or by continuing the Sandwich Programme for further three years i.e. 1988-1990.

Shortage of Science Teachers.

38. Similarly, the number of Science Teachers required upto 1988 would be 400. Only 60 teachers were trained under the Crash Programme leading to S.A.V. Certificate. The annual intake of this Crash Programme was reported to be 35. The reported difficulties in increasing the intake were:

- a. Limited facilities for conducting practicals.
- b. Difficulties in arranging teaching practice.

39. This intake does not seem to be sufficient. 340 teachers out of 400 were to be trained upto 1988. It means that annual intake needed to be increased upto 85 per annum. This is quite possible because there is no need for high level practicals/experiments for this crash programme. Similarly, the teaching practice can easily be arranged in different high schools.

40. At present, ^{the} following eleven courses are being offered in S.A.V. Crash Programme:

- a. Teaching of English (Methodology+ Content).
- b. Teaching of Physics (Methodology+ Content).

- c. Teaching of Chemistry (Methodology + Content).
- d. Teaching of Biology (Methodology + Content).
- e. Teaching of Mathematics (Methodology + Content).
- f. Educational Psychology.
- g. School Organization.
- h. History of Education and Community Relations.
- i. General Methods.
- j. Evaluation.
- k. Ideology of Pakistan.

11. A Crash Programme like S.A.V. cannot afford such heavy course outline. It does not look to be rational due to the following reasons:-

- a. Science Teachers are not supposed to teach English hence there is no need for offering "Teaching of English".
- b. Science subjects might be placed in two groups viz (a) Teaching of Chemistry and Biology (b) Teaching of Physics and Mathematics. The trainees might be required to opt any one of these two groups.
- c. History of Education and Community Relations and Ideology of Pakistan could be merged into one course entitled "Perspectives of Education in Pakistan" which might include Philosophical, Historical, Sociological and Ideological perspectives.
- d. There is no justification of offering the course in 'General Methods' when

every trainee was required to select the methods of teaching of the subject of his/her specialization.

42 In the light of these comments and keeping in view the limited time at the disposal of the department as well as trainees and the professional efficiency of teachers needed for the improvement of the quality of education, the following revised outline is recommended for this Crash Programme.

- a. Perspectives of Education in Pakistan.
- b. Human Development and Learning.
- c. School Organization and Management.
- d. Evaluation and Guidance.
- e. Two of the following:
 - i) Methods of Teaching Physics (Methods + Content).
 - ii) Methods of Teaching Mathematics (Methods + Content).
 - iii) Methods of Teaching Chemistry (Methods + Content).
 - iv) Methods of Teaching Biology (Methods + Content).

Career Planning of S.A.V. Teachers.

43. It was learnt from the educational authorities that S.A.V. Certificate had been recognised by the Baluchistan Public Service Commission as equivalent to B.Ed/B.T. Degree. The Chairman, Department of Education, Baluchistan University, however, revealed that S.A.V. Certificate holders were not eligible for admission to M.Ed programme. In the absence of

any career planning opportunities within the Education Department these teachers would, naturally, look for such opportunities outside the Department.

44. In the interest of S.A.V. teachers as well as the Education Department it is recommended that these teachers might be encouraged and helped to earn B.Ed degree while being on duty. There are two alternatives to achieve this objective:

- a. Modules (Self Learning Units) containing the content of B.Ed programme be developed and be given to trainees. After a specific period (May be of one semester duration) the trainees who have already successfully completed the SAV Programme, might be declared eligible to appear in the B.Ed examination of the Baluchistan University as private candidate. This concession might be allowed for a specific period and as a special case.
- b. The above mentioned module would be helpful for the education of the teachers. Allama Iqbal Open University could be approached to get these teachers registered as Correspondence Students of B.Ed Programme, and the SAV Teachers would be able to earn B.Ed degree from Allama Iqbal Open University after a specific period as required by the University.

45. If need be the Academy of Educational Planning and Management could be approached to provide expertise to help develop the modules.

Training of College Teachers
and Administration.

46. It was pointed out that there was dire need for training the principals and prospective principals in the areas of planning, management, filing system, office routine, accounts keeping etc.

47. The requisite training could be imparted to the principals by the Academy of Educational Planning and Management, Islamabad in collaboration with the O and M Division. Similar training for Head Masters/Head Mistresses could be arranged by the Bureau of Curriculum and Extension Centre, Quetta in collaboration with the the Academy of Educational Planning and Management, Islamabad. The training of College Teachers could be arranged in the National Academy of Higher Education established by the University Grants Commission.

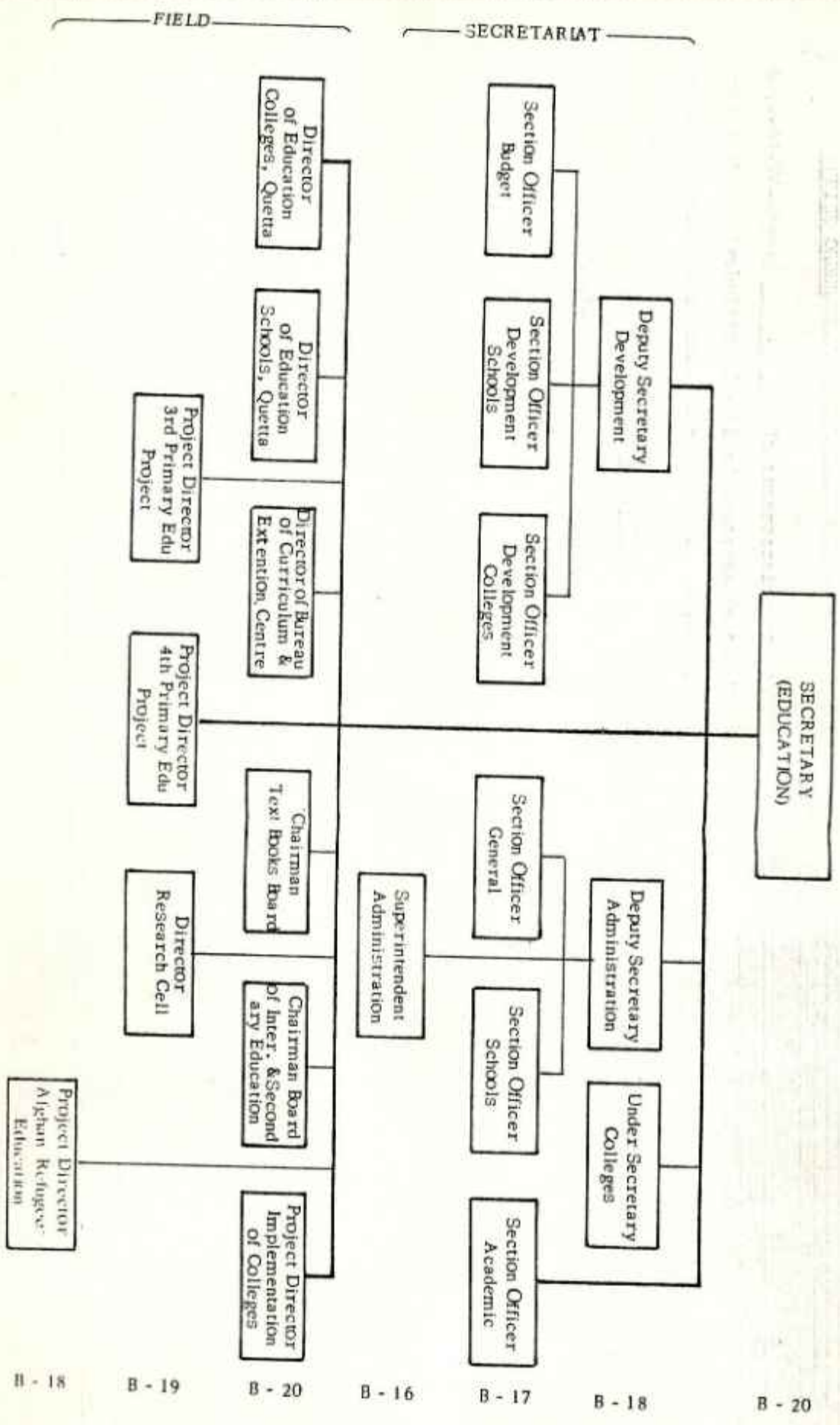
Quality of Teacher Training.

48. To improve the quality of teacher education it is recommended that:-

- a. Teacher Training institutions be upgraded as Colleges of Education for Elementary Teachers and staffed with persons in BPS-17 as in other provinces of Pakistan. The Instructors/Subject Specialists should have Master's degree in Education as well as in content area.
- b. Research in Teacher Education be conducted to improve the methodology of education keeping in view the requirements of the province.
- c. Frequency of inservice courses be increased. Arrangements be made to facilitate every teacher to avail this opportunity every year. Every District Education Officer might be made responsible to arrange these courses in collaboration with the Bureau of Curriculum and Extension Centre. These courses should be arranged at places easily accessible to the teachers in the district.

49 The Bureau of Curriculum and Extension Centre is responsible for imparting pre-service training to teachers in all categories except the training leading to B.Ed and M.Ed degrees. In-service education of teachers in all categories is arranged by the Bureau. Curriculum development activities of the Bureau are coordinated by the Curriculum Wing, Ministry of Education, Islamabad. Keeping in view the requirements of the province and the structure of Bureaux in other provinces the organisational structure of the Bureau, as shown vide Annexure-XV, may be left unchanged.

ORGANIZATION CHART OF THE EDUCATION DEPARTMENT OF THE GOVERNMENT OF BALUCHISTAN



B - 20

B - 18

B - 17

B - 16

B - 20

B - 19

B - 18

GOVERNMENT OF BALUCHISTAN
EDUCATION DEPARTMENT

Dated Quetta the 10 October, 1983.

OFFICE ORDER

No.2-51/76-Admn:/ _____. In supersession of all previous orders the distribution of work of Sections in the Education Department will be as under with immediate effect till further order:-

DEPUTY SECRETARY (ADMN)

1. SECTION OFFICER(SCHOOLS)MR. ABDUL RASHID KHOSA
 1. School Establishment cases.
 2. Tour Notes of Director Schools.
 3. Cases pertaining to D.E.Os.
 4. School Affairs/Problems.
 5. Ministerial Establishment(Colleges/Schools).
 6. Teachers Association/Teachers Demands.
 7. Baluchistan Text Book Board(Establishment Cases);
 8. Board of Intermediate & Secondary Education (Establishment cases).
 9. Inter Provincial Transfers of Teachers.
 10. Service matters of Mosque School teachers.
 11. Service matters of Afghan Refugees teachers.
 12. CRs of B-17 and 18 of Education Department(Schools).
 13. School Uniforms.
 14. Cases of Unfairness in examination(Schools).
2. UNDER SECRETARY(GENERAL) SYED NIAZ ALI SHAH
 1. Provincial Council(Assembly).
 2. Government Inspection Team.
 3. Admission in Professional Institutions, Cadet Colleges, Engineering Colleges.
 4. Sports, Boy Scouts, Girls Guides.
 5. Seminars/Workshops (NIPA) etc.
 6. Women Guard, Mujahid and NCC training.
 7. Coordination cases.
 8. Cabinet meetings etc.
 9. President/Governor's Directives.
 10. Museum.
 11. Service Rules.
 12. Function of D.D.O.
 13. National Book Foundation/Libraries.
 14. Arts Council/Regional Language Academies.
 15. Social Work Education.
 16. BISE ordinance's composition of its board and Committee.
3. ADMN SECTION(SUPERINTENDENT) HAJI ABDUL JABBAR.
 1. Administration of the office.
 2. Establishment cases of the office.
 3. Civil defence training.
 4. Inland training of teachers etc. in other than Education, Institution.
 5. Secretaries monthly meetings.
 6. Census (all types)
 7. Purchase/Issue of Stationery.
 8. Diary/Despatch work of all Sections.

-: 2 :-

DEPUTY SECRETARY (DEVELOPMENT)

4. SECTION OFFICER(DEV: SCHOOLS)MR. NOOR AHMED MIRZA
1. Preparation finalization all Implementation of ADP Scheme relating to schools, training Institutes and Women Division Programmes.
 2. Release of funds to the executing agencies.
 3. Improvement of Colleges Project 3rd Education Project and Primary Education Project.
 4. Repair of Education Institutions.
 5. ADP review meetings.
 6. Afghan Refugees Schemes.
 7. Nationalisation of Schools.
 8. Supply of Education equipment.
 9. Afghan Refugees Education.
5. SECTION OFFICER(DEV: COLLEGES) MR. RAHIM BASH.
1. Development affairs relating to Colleges.
 2. Education including scrutinizing of Development Schemes.
 3. Processing and disposal of applications relating to Development particularly affairs of Colleges Education.
 4. Student Affairs.
6. SECTION OFFICER(BUDGET)MR. ABDUL MAJID DURRANI.
1. Non-Development Budget of Education Department.
 2. Budget(Continued/New Schemes) and related problems.
 3. Accounts matters and its related correspondances.
 4. Grant in aid to Deeni Madaries and various organizations.
 5. Foreign training abroad nomination for training abroad and its correspondence.
 6. Scholarships.
 7. Fees/Fines in the Education Institutions.
 8. Re
 9. Study tours of teachers/students.
7. UNDER SECRETARY(COLLEGES) PROF: MAJID RAZA JAFFARY.
1. Establishment cases of Colleges/College Directorate/ Polytechnic/Commercial Institutes.
 2. Technical Education/Vocational Training.
 3. College Affairs/Problems.
 4. Tour notes of Director(Colleges).
 5. Lecturers Associations/Demands.
 6. Inter Provincial Transfers of Professor/Lecturers.
 7. Inland training of Lecturer/Asstt.Professor/Professors.
 8. Miscellaneous matters pertaining to Colleges/Polytechnic and Commercial Institutes.
 9. Universities/Syndicate meetings.
 10. Higher Education, Manpower etc.
 11. Cases of Unfairness in Examinations(Colleges).
 12. CRs of B-19 and above of Education Department.
 13. CRs of B-17 and B-18 of College Cadre.

8. SECTION OFFICERS(ACADEMIC)MR. MUHAMMAD ANWAR

1. Education Policy.
2. Curriculum/Tour notes of Director, Bureau of Curriculum.
3. Examinations (General).
4. Academic Assistance through International agencies.
5. Adult Education.
6. Preparation of Text Books.
7. Literacy cases.
8. Provincial Education Council/Mass Education.
9. Education of Handicapped.
10. Education Statistics.
11. Teachers Training.

Sd/-

SYED MUZAFFAR ALI SHAH
SECRETARY EDUCATION

No.2-51/76-Admn:/15607-16. dated Quetta the 10th Oct: 1983.

Copy to:-

1. Deputy Secretary(Admn) Education Department.
2. Deputy Secretary(Development), Education Department.
3. All Section Officers and Under Secretaries Education Department.
4. PS to Secretary, Education Department.

Sd/-

(MAJOR (R) NIAZ ALI)
DEPUTY SECRETARY, (ADMN)

SCHEDULE VIII

(See Rule 39 (1))

(List of cases to be submitted to the Chief Minister for his approval before issue of order)

Serial No.	Cases	Reference to Article.
1.	Rules of Business: Framing and alteration thereof.	139
2.	Minister: (i) their appointment, (ii) removal and resignation and (iii) allocation of Department to them.	132
3.	Removal of difficulties.	267
4.	Framing or alteration of rules for the authentication of orders and other instruments.	139
5.	Presentation of Annual Budget statements to the Assembly and charges thereon.	120
6.	Making demands for grants on the Provincial expenditure	122 (3)
7.	Authentication of the Schedule of Authorised Expenditure.	123
8.	Laying of Supplementary Statement of Expenditure before the Provincial Legislature.	124
9.	Bill or amendment in respect of matters for which the Provincial Legislature has power to enact to be introduced or moved in the Provincial Legislature during the state of emergency.	232
10.	Cases in which Federal Government has issued direction.	149
11.	Complaints to the Council of Common Interests about any executive action or legislation taken or passed or proposed to be taken or passed or the failure of any authority to exercise any of their powers with respect to the use, distribution or control of water from any natural-source of supply:	155
12.	Matters relating to Public Service Commission.	242
13.	Cases regarding the conditions of service or promotion of or disciplinary action against members of Federal Services or holders of appointment normally held by them shall be shown to the Chief Minister both before a reference is made to the Federal Government as well as before final orders are issued.	
14.	Selection of officers of the rank of Secretaries to Government and above for appointment under the Federal Government.	

- 2 -
15. Mercy petitions against sentences of death passed in criminal cases in accordance with the rules to be made by the Government.
 16. Recommendations for the grant of honours and awards.
 17. All cases relating to matters which are liable to involve Government into controversy with the Federal Government or with another Provincial Government.
 18. All cases which may have a bearing on relation with a foreign Government.
 19. All cases relating to personal rights privileges and dignities of ex-Rulers of Former States.
 20. Matters of policy in which a Minister propose to rescind an order passed by his predecessor in office.
 - (i) All cases relating to appointment, transfer, promotion, confirmation, acceptance of resignation, grant of all kinds of leave (including ex-Pakistan leave, study leave and special disability leave) and disciplinary action against and sanction for prosecution of officers holding posts in Grade-17 and above and officers of equivalent status including Chairman and Members of Statutory Corporations under the control of Government shall be submitted by the Department concerned through the Services and General Administration Department (except where exemptions are allowed by the Government in this behalf through an order); and
 - (ii) All cases relating to appointment, promotion, confirmation, acceptance of resignation, grant of all kinds of leave (including ex-Pakistan leave, study leave and special disability leave) and sanction for prosecution of officers holding posts in Grade-16 and officers of equivalent status in Statutory Corporations/Autonomous Bodies under the control of Government shall be submitted by the Department concerned through the S&GAD (except where exemptions are allowed in this behalf by the Government through an order).

Amended vide Notification No. SOR(3)2/S&GAD, dated 24-4-1982.

PART (B)
(See rule 39 (2))

(List of cases to be submitted to the Chief Minister for Information).

1. Report of Committees of enquiry appointed by Government.
2. Press notes issued by the Information Department.

Proposed Delegation of Administrative Powers to Officers of the Education Department Government of Baluchistan.

Annexure-IV

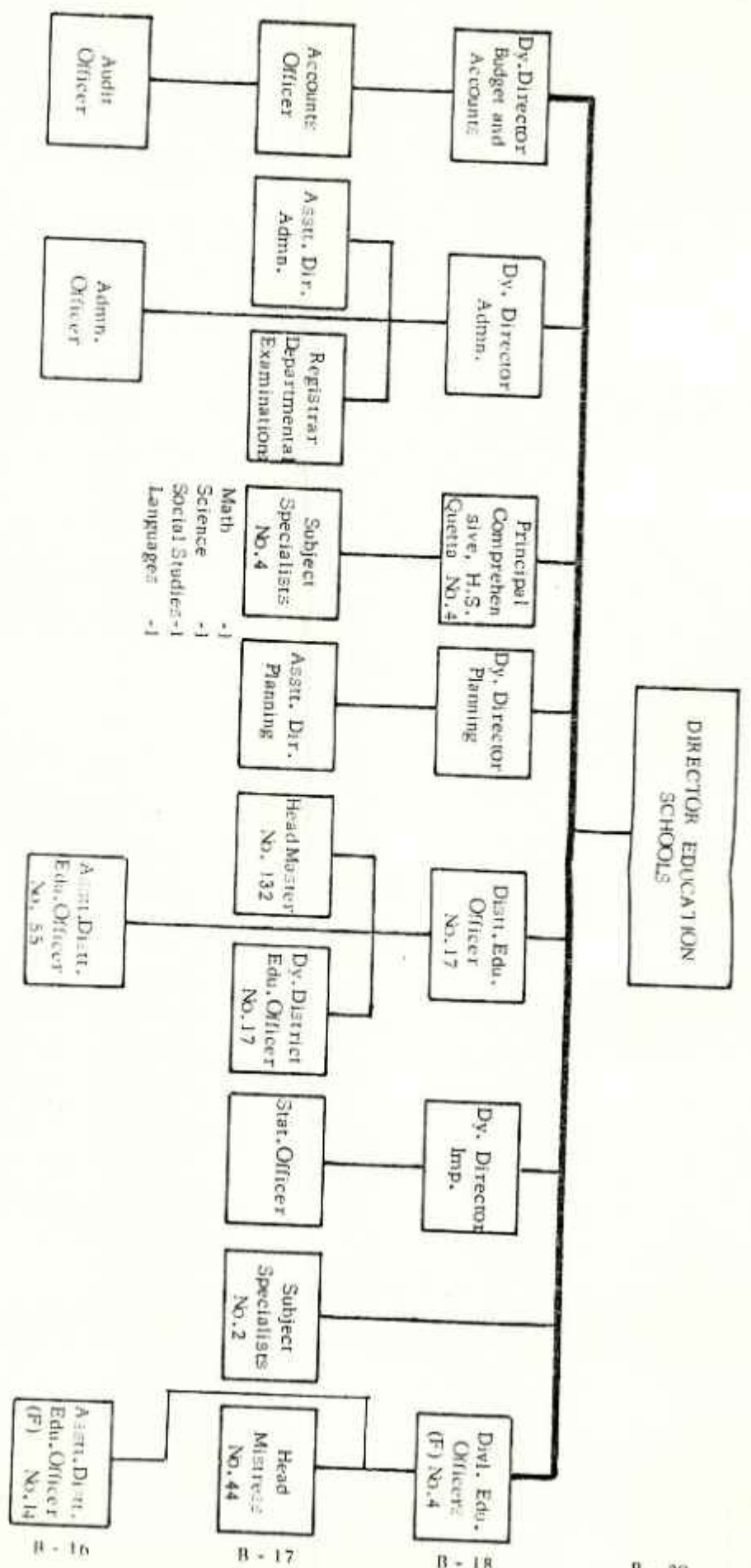
<u>Nature of Power</u>	<u>Extent of delegation</u>	<u>Officer to whom delegated</u>
1. Appointment	To posts in BPS 20	Governor
	" " " BPS 17-19	Chief Secretary
	" " " BPS 16	Secretary Education.
2. Postings & Transfers	Officers in BPS 20	Governor
	" " " " 19	Education Secretary
	" " " " 16-18	Director of Education
	" " " " 7-15	Regional Director
	" " " " 7-15	Director of Education
	" " " " 7-15	District Education Officer
3. Relaxation of Age	" " " " 19 & above	Governor
	" " " " 16-18	Chief Secretary
	" " " " Rest	Education Secretary.
4. Admission to Engg. Colleges in other Provinces	All cases	Chief Secretary.

Delegation of disciplinary powers to officers of the Education Department

ANNEXURE-V

<u>Status of Officer</u>	<u>Authority</u>	<u>Authorised Officer</u>
Officers in BPS-19 & 20	Governor	Chief Secretary
Officers in BPS-16 - 18	Chief Secretary	Education Secretary
Officers in BPS-8 - 15	Education Secretary	Director Education
Officers in BPS-1-7	Director Education	District Education Officer

ORGANIZATION CHART OF THE DIRECTORATE OF EDUCATION (SCHOOLS)



STATEMENT SHOWING DISTRICT-WISE NUMBER
OF SCHOOLS WITH ENROLLMENT

CLASS 2000-01

S.No.	Name of District	S.Q. K.M.	Population	No. of Schools			Enrollment		
				Male	Female	Total	Male	Female	Total
1.	Quetta	2653	381566	126	90	216	19166	10916	30082
2.	Fishin	11112	378597	227	50	277	12399	4398	13797
3.	Loralai	10071	387898	248	47	295	12881	465	13346
4.	Zhab	27129	361647	230	36	266	5950	678	6528
5.	Chagat	50545	120455	91	18	109	1635	535	2170
6.	Sibi	9285	130678	95	37	132	3775	1197	4972
7.	Nasirabad	5832	394454	220	22	242	5946	409	6445
8.	Kohlu	17770	125090	140	15	155	4922	371	5294
9.	Kachhi	11114	305215	159	24	183	8052	417	8469
10.	Kalat	12517	341193	157	31	198	6037	500	7527
11.	Khuzdar	64891	386802	169	17	196	7028	114	7142
12.	Kharan	48051	128040	85	10	95	4200	50	4250
13.	Lasbella	12574	188139	136	17	153	3943	291	4234
14.	Turbat	22539	379467	142	22	164	942	937	5879
15.	Punjabar	16891	160850	42	10	52	2064	249	2313
16.	Gawadar	15216	112385	50	2	52	1483	31	1514
	Total	347190	4282276	2317	448	2765	105223	18739	123962

	Middle Schools			Enrollment			High Schools			Enrollment			Mosque Schools		
	No. of Schools	Male	Female	Total	Male	Female	Total	No. of Schools	Male	Female	Total	No. of Schools	Male	Female	Total
19	17	36	6553	4305	10858	19	13	32	21248	19985	41233	62	763	130	893
29	1	30	5190	138	5328	13	4	17	3697	1017	4714	81	1295	312	1607
27	5	32	3453	510	3963	10	3	13	2459	697	3156	92	838	53	891
28	-	28	3900	88	3988	6	3	9	1534	890	2424	77	2147	345	2492
19	3	22	2327	334	2661	4	2	6	1485	348	1533	26	260	104	364
14	2	16	2692	544	3236	7	3	10	2206	756	2962	32	195	15	210
21	1	22	4095	45	4140	9	3	12	2665	418	3083	85	801	176	977
17	1	18	1547	93	1640	6	1	7	2126	58	2184	58	139	62	201
22	7	29	2134	459	2593	12	2	14	3191	287	3478	64	721	451	1172
26	6	32	2723	706	3429	7	4	11	1692	834	2526	69	594	220	814
19	1	20	2184	62	2246	9	1	10	1972	327	2299	65	624	458	1082
18	-	18	1861	-	1861	3	1	4	672	42	714	27	223	78	301
19	2	21	1494	167	1661	8	2	10	1807	393	2200	48	386	98	484
23	-	23	3905	-	3905	10	1	11	3132	105	3238	53	289	256	545
13	1	14	2276	242	2518	4	1	5	1569	184	1753	36	358	201	255
7	2	9	833	222	1055	5	-	5	2338	-	2338	25	67	143	210
321	49	370	47167	7915	55082	132	44	176	53404	26341	79835	910	9710	3102	11802

List of Institutions visited
by the Team.

1. Government Girls Primary School, Killi Faizabad, district Pishin.
2. Government Primary School, Killi Faizabad, district Pishin.
3. Mosque School Charbi Cheena, district Sibi.
4. Government Primary School Tandwani, district Loralai.
5. Government Middle School Zindra, district Sibi.
6. Government High School, Pishin.
7. Government High School, Kawas.

List of tentative areas for
empirical research in
education

1. Extent of drop-outs in various classes of primary level, its causes and remedies.
2. High rate of failure/drop-outs in the 9th class in certain schools.
3. The impact of supervision over the working of the educational institutions.
4. Comparative study of the performance of Mosque Schools and single teachers primary schools.
5. Effectiveness of Mosque Schools in the female education.
6. Follow up of remarks recorded in the log-books by the supervisory staff during inspection of educational institutions.
7. Attitude of teachers towards their profession.
8. Causes of frustration among teachers.
9. Analysis of fluctuating pass percentage of public examinations in some educational institutions.
10. Cost effectiveness of education at each level of education viz: primary, middle, high school, intermediate and degree levels.
11. Comparative cost effectiveness of primary schools and mosque schools.
12. Cases studies in respect of:-
 - (a) Sharp decline in the enrolment of students in different classes of primary, middle and high schools.
 - (b). Low enrolment of certain primary, middle and high schools.
 - (c) Statistic enrolment of students in certain educational institutions over a period of time despite increase in population the locality concerned.
 - (d) Feasibility studies for opening new educational institutions keeping in view factors like

STATEMENT SHOWING THE COMPLAINTS
RECEIVED FROM VARIOUS QUARTERS

1983-84

Name of District	No. of complaint of execution and Development Scheme	Nature of complaint	Action taken
QUETTA	1. No. 251-52 dated 12.10.1983	The headmaster Govt. Girls H/S Killa Kansil reported for the miserable condition of the Building i.e cracks in the walls and necessary repairs.	The name of this schools has been included in the list of special repair programme for 1984-85.
	2. No. 1193/94/Spl. Quetta.	The headmaster Govt. Special H/Schools Quetta had intimated that the newly constructed workshop of this school have many defects i.e. use of sub-standard material on floors and provision of electrification.	The Chairman District Council Quetta was asked to remove all the defects vide this Directorate Memo No. 114-Edn/72217/qta/PB dated 24th Nov:1983.
	3. 9736-39/DEO, QTA. dated 29th November, 1983.	The D. E. O. Quetta reported this Directorate of non-completion of newly constructed quarter for headmaster Govt. High school, Panjpal.	The Chairman District Council Quetta was asked to take immediate steps for completion of the said building vide this Directorate letter No. 114-Edn(QTA)/73062/PB dated 21st December 1983 who in the month of March 1984 had intimated that he residential quarter has been completed.
	4. No. 69-74/12-EB dated 3.5.84.	The headmaster Govt. High School, Muslimbad, Quetta had reported that repair work of the school is not carried satisfactory by the local Govt.	The Director Local Government Quetta was requested to take immediate necessary action.
	5. No. 106-108/31-Building dated 6th May 1984.	The Headmaster Govt. Serdeman H/S Quetta had reported this Directorate that beams of newly constructed the rooms have been cracked and the construction work is not satisfactory.	The Director Local Govt. Quetta was requested to remove all the defects explained by the headmaster vide this Directorate Memorandum No. 114-Edn(Qta)/2885-86/PB at 16th May, 1984.
	6. No. 242-47/6-5B at 2nd April, 1984.	The headmaster Girls H/S Railway Colony reported this Directorate that construction work of newly constructed rooms is not satisfactory and there	The Executive Officer Engineer Maintenance Division Quetta was asked vide this Directorate Memo No. 114-Edn(Qta)/3007-E/84 at 17.5.84 to take immediate action.

Quetta.

7. 1-Camp/Police Lane dated 18th April, 1984.

The D.E.O. Quetta reported for defective construction of Govt P/S Police Lane.

The Director Local Govt. was requested to take steps for removal the defects and completion of remaining works vide this Directorate No. 114-Edn/2895-97/25 dated 15th May, 1984.

8. 2333-35/DEO-QTA dated 7th April, 1984.

The DEO Quetta reported that well at Govt.H/S Kuchlak has not been completed by the Local Government for which Rs.20000/-were released by the Government.

The Director Local Government was asked to complete the well vide this Directorate Memo No. 114-Gen/2898-99/PB dated 16th May 1984.

9. No.1205-6/9-GB dated 21st May, 1984.

The Headmaster Govt.H/S Keach Balg reported that construction work of newly 2 rooms is not satisfactory and defective.

The Director Local Govt. was asked to remove the defects and payment may not be made to the contractor until a satisfactory certificate is issued by the headmaster.

10. No.4225 dated 6th June 1984.

The DEO Quetta reported that construction of P/S Mian Khan Zai (Halqa Panjtal) is defective.

The Chairman District Council was requested to intimate action taken against the person responsible for this highly defective construction.

PISHIN

11. No.241-14 dated 22.8.83

The Headmaster Govt.High School Grishman had reported for improper and defective construction of Govt.Girls Primary School Grishman. VIDE:XXM.

The Chairman District Council Pishin was requested to remove the defects and assure that the work will properly be carried out by the contractor according to the approved line plan.

LOTAIAI

CHANDAI

12. No. 294-295/E3 dated 5th Oct:83

The Headmaster H/C Reported for non-completion of Science Room in his school.

The Chairman, Town Committee Lornai has requested vide his Directorate Memo No. 114-Edu/71428/PS dated 20th Nov. 83 to complete the work.

KHARAN

13. No. 1430-32 dated 13th May, 84

The D. E. O. Kharan reported that construction work of M/S Topan is not satisfactory and defective.

The Director Local Govt. Quetta was requested to remove all the defects vide No. 114-Edn(Khuvan)3064-65/PS

14. No. 76-80 dated 30th May, 83

The D. E. O. Kharan had reported for improper and highly defective construction of Govt. High School, Ialgaashit.

The matter was taken up with the Secretary Education vide his Directorate Memo No. 114-Edn/40614/PS who further advised the Local Government authority to remove the defects vide No. 5-3/79-E-IV/1945-50 dated 25-6-1983. A lengthy correspondence between concerned departments was made and after-wards the Director Local Government Department vide his letter No. 180-RD/PSV/Vol-1/5301 dated 10th April, 1984 agreed with all the defects but said that as the building has been completed the defects cannot be removed.

15. No. 114-20 dated 26th May, 84

Headmaster Govt. High School had reported that repair of residential quarters of Teachers is not being carried out properly by the contractor.

16. No. 145-164/G3 dated 6.5.84

The Headmaster Govt. High School Khairan reported for non-completion of the work.

The D. E. O. Khairan was directed to initiate action vide his Directorate Memorandum No. 114-Edn(Khuvan)3057-58 dated 7th May, 1984.

MASIHARABAD

KALAT. 1770.593M-35/3-GB dated 29.9.83

The D.E.O. Kalat reported for sub-standard use of material in construction work of P/S Gunche Dori.

The Chairman District Council Kalat was asked to remove the defects explained by the D.E.O. Vide this Directorate Memo. No. 114-Kal-12829/P3 dated 14th Oct:83.

18. No. 7650-51/3-GB dated 20.10.1983.

The DBO Kalat reported for improper construction, use of sub-standard material at Govt. Middle School Moughalzai.

Memorandum No. 66063/P3 dated 30th Oct:1983.

19. No. 2881-82 dated 25.4.84

The DBO Kalat reported for defective construction at Govt. Middle School Killi Pasand Khan.

The Director Local Govt. Quetta vide this Directorate Memo No. 114-EDM(Kalat)2871-72 PB dated 12th May, 1984 was requested to take immediate action for removal of the defects.

SEIA -

GOVERNMENT -

MINISTERS -

ZACHRI DISTRICT. 20. No. 1698-1702/3B dated 25-3-1984.

D. E. C. Mughal reported for improper construction of Govt. Girls P/S Rind Ali.

The Director Local Government Rural Development Department, Quetta was requested vide this Directorate No. 114-EDM/2330-31/P3 dated 10th Apr 71, 1984 for removal the defects explained by the D.E.O.

21. No. 17-20/30-Burda dated 21.1.1984.

The in-charge Govt. H/S Bagh has reported for defective construction.

The case was referred to Director Local Govt. vide this Directorate Memo No. 114-Kal-3035-37/P3 dated 23rd May, 1984 who further advised the Deputy Director Local Govt. Sibi Division Ziarat to look into the matter and fix responsibility for defective construction and rectify the defects.

22.No.88/4 dated 21st April, 1984.

(5)

The Headmistress reported this Directorate that the building of Govt.Girls High School, Muslimbag is incomplete for many years.

23.No.605-10/GS dated 30th May, 1984.

The Headmistress Govt.Girls High School, Zhob reported this Directorate for non-completion of hall of her school.

The Chairman District Council was requested through telegram bearing No.114-EDM/Zhob/3269-70 dated 30th May 1984 to complete the building immediately against the funds already placed at his disposal. He was also requested to complete the construction work of Govt.High School, Appozai. The Director Local Government Department and Rural Development and Agro Villages Department Quetta vide our Memo No.114-Edn: (Zhob)3710-11/PB dated 11th June, 1984 was asked to take immediate steps for its completion.

24.No.93-98/Building dated 10th June 1984.

The Headmaster Govt.High School, Muslimbagh (Zhob) reported this Directorate that repair work of High School, Muslimbagh is still not completed and the ~~Director~~ B&R-authority is in a try to change the scope of work. The repair work is also not satisfactory.

The D.E.O.Zhob was directed vide this Directorate Memorandum No.114-EDM(Zhob) 4256/PB dated 4th June, 1984 to contact the ~~Director~~ B&R and ask him that no change in scope of work will be accepted, moreover the work should be completed satisfactory.

25.No.424-28 dated 24.6.84

The headmaster Govt.H/S Grishman reported the Chairman District Council Pishin that the repair work has not been completed by the contractor while Rs.40,000/-were kept at the disposal of Chairman for repair of this school in 1982-83.

The Chairman was asked vide this Directorate Memorandum No.114-EDM/Zhob/4259-63/PA/PB dated 4th July, 1984 was requested to intimate action taken on this report.

SIBI

26. 9591-92/3 GB dated 26th July, 1983.

(6)
The Divisional Education Officer (Female) reported that the boundary wall of Govt. Girls P/S recently constructed have been fallen with the storm.

The Chairman District Council Sibi was requested vide this Directorate Memo No. 114-EDN/54667/PB dated 1st Sept:1983 to re-construct the boundary wall.

27. No. 115-18 at 10th Sept: 1983.

The Headmaster reported this Directorate that Rs.10,000/- were kept at the disposal of Chairman Town Committee Harnai. The repair work is unsatisfactory. The material used is of substandard.

The Case was taken up with the Government vide this Directorate Memo No. 114-EDN/59445/PB dated 28th September, 1983 with the request that the Local Govt. authority may be asked for early rectification of the defects. The Govt. further requested the Secretary Local Govt. vide No. 4-7/76-E-IV/116448-52 at 18th Oct., 1983.

28. No. 114-Edn(Sibi)61026/Pn. dated 13th Sept:1983.

(F)Sibi
The D. E. O. Reported for defective construction of Girls primary school Dephal Knurd.

The Chairman District Council Sibi was requested to rectify all the defects explained by the DEO(F) Sibi.

29. ~~XXXXXXXXXXXXXXXXXXXX~~
~~XXXXXXXXXXXXXXXXXXXX~~

The DE(S) visited Govt. High School Talli on 13-10-1983 and found the floor of newly constructed Block of the school is cracked and damaged very badly.

The Assistant Director Local Govt. Department Sibi vide this Directorate No. 66344/PA/PB dated 21st October 1983 was requested to arrange re-laying of floor against the funds already released to him last year. On receipt of a written complaint from D. E. O. Sibi vide his No. 7221-23 dated 25th October 1983 the Director Local Govt. vide this Directorate Memo No. 114-Edn:/Sibi/71426/PB dated 20th November 1983 was also requested to move the executing agency/contractor to rectify all the defects.

SIBI

30. No.1086-88 dated 11th February, 1984.

(7)

The DEO reported improper construction of M/S Murgasani. He also complained for use of sub-standard material.

The case was taken up with the Chairman District Council Sibi requesting him to remove all the defects. vide this Directorate Memo No.14-Edn/Sibi/1587-88/PB dated 10th March, 84. The Secretary to Government of Baluchistan Education Department was also requested vide this Directorate Memo No.14-Edn(Sibi)1631-32/PB dated 14th March, 1984 to further take up the matter with Secretary Local Government.

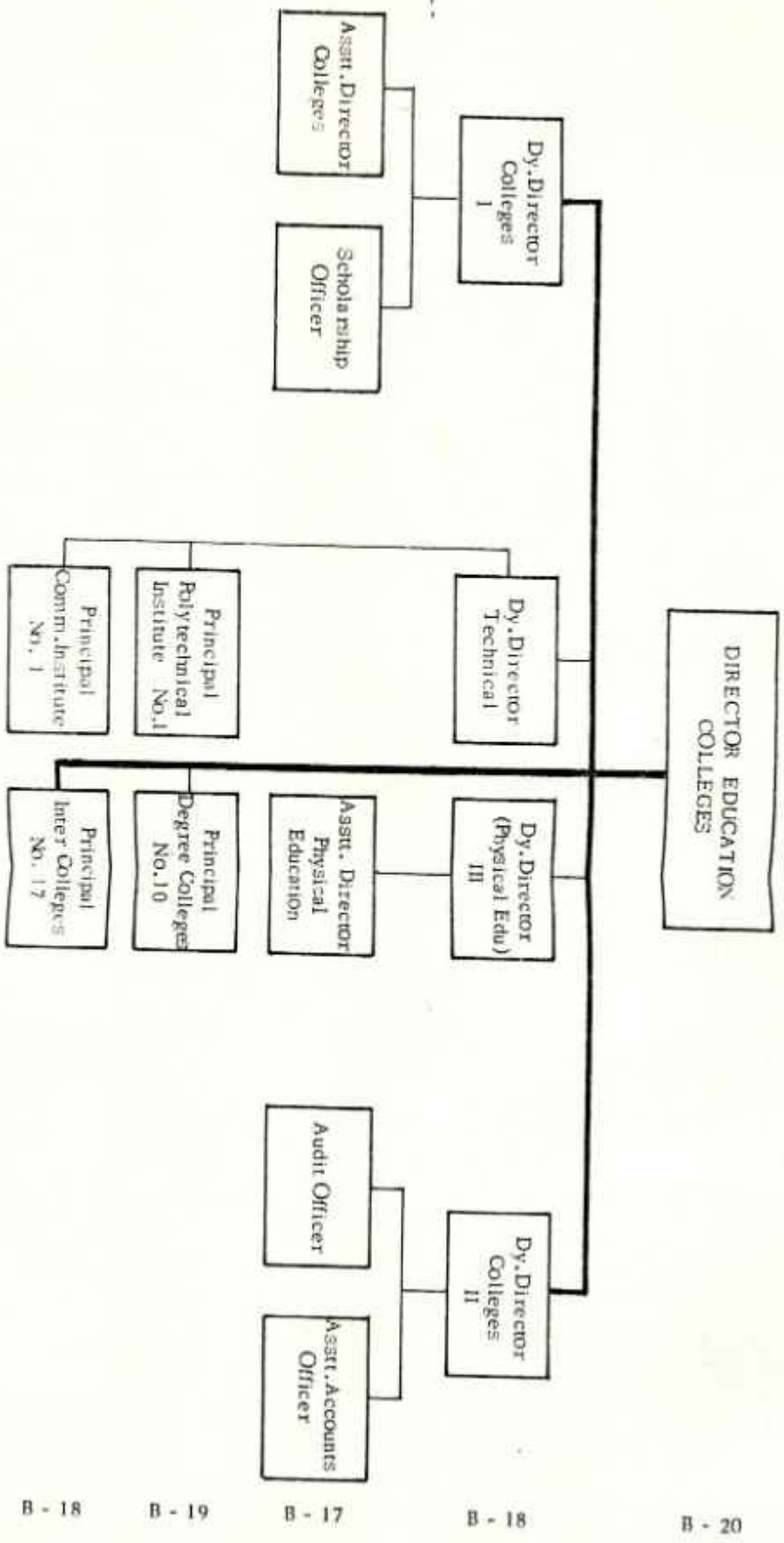
Annexure-XI

STATEMENT SHOWING DISTRICT-WISE NUMBER OF HIGH SCHOOLS
WITH ENROLMENT IN CLASS X AND NUMBER OF COLLEGES
(INTER & DEGREE).

S.No.	Name of District	Population	Number of High Schools			Enrolment in Class X			Number of Inter Colleges.			Number of Degree Colleges		
			M	F	T	M	F	M	M	F	T	M	F	T
1.	Quetta	381566	19	13	32	1460	856	2266	1	-	1	3	1	4
2.	Pishin	378597	13	4	17	222	23	245	2	-	2	-	-	
3.	Loralai	387898	10	3	13	206	35	241	2	1	3	1	1	
4.	Zhab	361647	6	3	9	160	26	186	-	-	-	1	1	
5.	Chagat	120455	4	2	6	101	12	113	1	-	1	-	-	
6.	Sibt	130678	7	3	10	198	23	221	1	1	2	1	1	
7.	Nasirabad	394454	9	3	12	237	4	241	-	-	-	1	1	
8.	Murree Bugtl		-	-	-	59	-	59	1	-	1	-	-	
9.	Kohlu	125090	6	1	7	60	-	60	1	-	1	-	-	
10.	Kachhi	305215	12	2	14	198	12	210	2	-	2	1	-	
11.	Kalat	341193	7	4	11	90	30	120	1	1	2	-	-	
12.	Khasdar	386802	9	1	10	92	2	94	-	-	-	1	-	
13.	Lasbela	188139	8	2	10	107	7	114	1	-	1	-	-	
14.	Kharan	128040	3	1	4	36	-	36	1	-	1	-	1	
15.	Turbat	379467	10	1	11	156	-	156	-	-	-	1	-	
16.	Panjkurr	160750	4	1	5	78	-	78	1	-	1	-	-	
17.	Gawdar	112385	5	-	5	74	-	74	-	-	-	-	-	
			132	44	176	3534	960	4514	15	3	18	10	1	11

1 Intermediate college (Boys & girls) not functioning.

ORGANIZATION CHART OF THE DIRECTORATE OF EDUCATION (COLLEGES)



Break up of the Courses of PTC
(Sandwich Programme)

First Year (3 months during vacations).

1. Principles of Education & Methods of Teaching.
2. Child Development & Counselling.
3. Mathematics and Methods of Teaching.
4. Language and Methods of Teaching.

Second Year (3 months during vacations).

RE

5. School Organization & Classroom Management.
6. Health & Physical Education.
7. Science and Methods of Teaching.
8. Social Studies and Methods of Teaching.

Third Year (3 months during vacations).

9. Islamiyat/Islamic History & Methods of Teaching.
10. Arts and Practical Arts & Methods of Teaching.
11. Teaching Practice ---- One month duration.

Two months duration.

N.B. Teaching practice will be arranged where schools are open.

TAN

List of High Schools where Training
Units can be added.

1. Government High School Chaman.
2. Government High School Gulistan
3. Government High School Zhob
4. Government High School Loralai
5. Government High School Turbat
6. Government High School Khuzdar
7. Government High School Sui
8. Government High School Gawadar
9. Government High School Bela
10. Government Girls High School Bela.

RE

TAN

ORGANIZATION CHART OF THE BUREAU OF CURRICULUM & EXTENSION CENTRE

Annexure - XV

