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Standardization of Questionnaire

A Synthesis of Provincial Questionnaires

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Standardization of Questionnaire NEMIS Project, AEPAM

Questionnaire: Its designing, role and importance

It is obvious that the quantitative statistical approach is of the utmost importance in educational planning. The dimensions of the future educational system have direct significant implications; hence all projects for the improvement and expansion of the education system must be properly designed and costed before putting it before the decision-makers for final decisions. The reliability of such plans depends on the adequacy and accuracy of the data collected and the statistical skill and competence displayed in analyzing the data and making future projections.

It is, therefore, extremely necessary that all possible efforts should be made to broaden and improve the basic statistical information to be used for educational planning and to develop and refine the methodology in this attempt. A prerequisite for improving administrative and planning capacities in education is often to improve their capacities to collect and analyze data for diagnostic purposes. The lack of information on key aspects of education development and often the poor quality of available information have become growing concerns for both producers and users of education data.

Education statistics are no end in themselves. They are the tools, which help to monitor current developments in education as well as to understand how this complex sector works in order to be able to plan for the future. Therefore, the importance of educational planning, evaluation and research is, however, well recognized and the urgency of establishing the database becoming more and more important. To establish such a base will require both new sets of data for different programmes e.g. Education for All (EFA), Early Childhood Education (ECE), Education Sector Reforms (ESR), Poverty Reduction Strategy Paper (PRSP) and by other International Agencies etc and that existing data collected mainly for decision-making purposes be reorganized to serve the purpose. Presently, the major problem being faced by the planners during the preparation of plans is the unavailability of essential data needed for planning e.g. repeaters by grade, enrolment by single age, functional schools, physical facilities and trained and untrained teachers etc.



Pre- Testing of the questionnaire

Once the questionnaire is designed, it should be tested in the field to test its validity on a small scale. The pre-testing of the questionnaire will enable the researcher to make improvements in the questionnaire on the basis of suggestions and criticisms made during the pilot survey. The redrafted and modified questionnaire will result in accurate and prompt responses from respondents. Thus, the pre-testing of the questionnaire is beneficial because it results in better responses. The job of testing the questionnaire should be entrusted to highly specialized persons who possess complete knowledge of the study.

This conceptual paper relates to one of the above-mentioned basic and important aspects, namely **Standardization of NEMIS National Questionnaire** needed for educational planning. An attempt has been made to synthesize the provincial questionnaires being administered in each provincial EMIS Unit. Based on the synthesized questionnaire it was identified that what different parameters are being collected in each Prov. EMIS Unit and what particular parameters are being collected in all EMISs. Further, on the basis of this attempt a variety of possible indicators with their purposes were also indicated in this presentation for ready reference.

The main purpose of this presentation was to develop a NEMIS Standardized Questionnaire wherein core parameters might be included which are required by various agencies.

This paper is comprised of the following aspects:

1. Synthesis of questionnaire used in the provinces
2. Core indicators
3. Public Sector Core Education Parameters and Indicators (ECE, EFA, ESR and PRSP)
4. Some Indicators requested by different agencies
5. Proposed Questionnaire for its Standardization

Synthesis of Questionnaires Used in Provinces

Synthesis of Questionnaires Used in Provinces

Brief instruction	Punjab, NWFP and Balochistan
2.School computer code	Punjab, and ICT
○ Serial Number	Balochistan
○ Code/ID	Sindh,NWFP, AJK, FANA
3. District/Tehsil/ Markaz	Punjab,Sindh ,NWFP, Balochistan AJK,FANA, FATA,
Electoral unit /Union level	
4.School name and address	Punjab Sindh,NWFP,Balochistan AJK, FANA, FATA, ICT
5.School.	
a. Location Urban/Rural	Punjab, NWFP, Sindh Balochistan, AJK
b. Status	Punjab Sindh NWFP AJK , FANA, FATA, ICT
○ Functional	
○ Non-functional	Punjab, AJK, FATA, ICT
○ Denotified	Punjab
○ Merged	Punjab
○ Decentralized	Punjab
○ Closed (Permanent)	Sindh, ICT

Closed (Temporary)

Sindh, NWFP, AJK, FATA

Without SNE

Sindh

Unauthorized

NEMIS

Reasons of School Closure

No. Teacher

Punjab

Zero Enrolment

Punjab

Unauthorized Possession

Punjab

Disputed

Punjab

No access to school

Punjab

Merged

Punjab

Shifted to other School

Punjab

c. Shifts

Morning

Evening

Punjab, Sindh, AJK ,FATA, ICT

Both

AJK, ICT

d. Gender of School

Male

Female

Punjab, Sindh NWFP, Balochistan, AJK, FANA, FATA, ICT

Mixed/
Co-Education

Sindh, Punjab ,AJK , FANA ,
ICT

e. Level of School.

o Masjid

Punjab, NWFP, Balochistan, AJK, FATA

o Primary/ Elementary

Sindh, Punjab, NWFP, Balochistan, AJK, FANA , FATA, ICT

o Middle

Punjab, Punjab, NWFP, Balochistan, AJK, FANA , FATA, ICT

o High

Sindh, Punjab, NWFP, Balochistan, AJK, FANA , FATA, ICT

o High Secondary

Sindh, Punjab, NWFP, Balochistan, AJK, FANA , FATA, ICT

o Community Model School

NWFP, AJK

o Girls Community School

Punjab

o Jr Model School

Punjab

o Pilot Secondary School

Punjab

o Comprehensive School

Punjab

o Technical & Voc School

Punjab, ICT

o Central Model School

Punjab

o M.C (Local govt School)

Punjab, AJK

○ Model School

Punjab, ICT

○ F.G College

ICT

f. School by Management/ Cadre

○ General Cadre

Punjab

○ Nationalized Cadre

Punjab

○ Provincialized
Cadre

Punjab, Balochistan, AJK, FATA

○ Federal

Balochistan, AJK, FATA

○ Private

Balochistan

g. Type of School

○ Formal

FATA, ICT

○ Non Formal

FATA, ICT

h. Establishment of school

Punjab, Sindh, NWFP, AJK, FANA, FATA, ICT

○ Year of up gradation

Punjab, AJK, ICT

○ Date of additional
Construction (latest)

NWFP, Punjab

6. a. School Building

- Rented Punjab, Sindh, NWFP, ICT, AJK, FANA, FATA, BALOC
- Gifted by community Punjab, Sindh, ICT, AJK, FANA, FANA, (AKESP) BALO
- Municipal Punjab
- SMC Punjab
- Mosque Punjab, NWFP
- Govt / owned Sindh, NWFP, Balochistan, ICT, AJK, FANA, FATA PAN
- District Council Sindh
- Auqaf NWFP
- Foundation ICT
- NGO FANA
- Shelterless Sindh, NWFP, ICT, FANA, AJK, FATA,
- In other's School Sindh, NWFP

b. School Building by Construction

- Kachi Punjab, Sindh, AJK, FATA, ICT, BAL
- Pakki Punjab, Sindh, AJK, FATA, ICT, B
- Mixed/ both Punjab, Sindh, AJK, FATA, ICT, BAL

c. School Building by Condition

- Satisfactory Punjab, Sindh, AJK
- Needs minor repairs Punjab, Sindh, FANA, AJK
- Needs full repairs Punjab
- Dangerous Punjab, Sindh, AJK, FANA

d. Total area of School

- Punjab, AJK, FATA, ICT
- Constructed Punjab, AJK, ICT
- Un covered Punjab

e. Number of Classrooms

- Punjab, Sindh, NWFP, AJK, FANA, FATA, ICT, BAL
- No of classes in open air Punjab, ICT
- No of class rooms which needs repairs NWFP, Balochistan, FANA, ICT
- No of bed condition class rooms Punjab

○ No of classrooms needs up gradation

NWFP, FANA, FATA

○ Satisfactory

ICT

7. Meduuum of Instruction

○ Urdu

Sindh, NWFP, AJK, FANA, FATA, ICT

○ English

Sindh, NWFP, AJK, FANA, FATA, ICT

○ Sindhi

Sindh

○ Pushto

NWFP

○ Regional language

FATA

○ Mixed

Sindh

8.a. Basic facilities

○ Drinking water

Punjab, Sindh, NWFP, Bal AJK, FANA, FATA,ICT

○ Electricity

Punjab, Sindh, NWFP, Balo, AJK, FANA, FATA,ICT

○ Latrine

Punjab, Sindh, NWFP, Balo, AJK, FANA, FATA,ICT

○ Boundary wall

Punjab, Sindh, NWFP, Balo, AJK, FANA, FATA,ICT

○ Main gate

Punjab, Balo, ICT

o Library	Punjab, Sindh, NWFP, Balo, AJK, FANA, FATA, ICT
o Play ground	Punjab, Sindh, NWFP, Balo, AJK, FANA, FATA, ICT
o Types of games	Punjab
o Laboratories (Phy, bio, chem, Homeeco, Gensci)	Punjab, Sindh, NWFP, Bolo, AJK, FANA, FATA, ICT
o Computer lab	Balo, ICT, AJK
o Voc and Tech, lab	ICT, FANA, FATA
o Canteen	AJK, ICT
o Girls common Room	AJK
o Boy common room	AJK,
o Staff Room	AJK, ICT, FANA
o Verandah	FANA

b. Other Facilities

o Black Board	Sindh
o Student Chair	Sindh, Punjab, AJK, FATA, FANA, ICT
o Student Benches	Sindh, Punjab, AJK, FANA, FATA, ICT
o Teacher Table	Sindh, Punjab, AJK, FANA, FATA, ICT
o Teacher Chair	Sindh, Punjab, AJK, FANA, FATA, ICT
o Electric Fan	Sindh, AJK
o Computers	Sindh, FANA
o Tat	Punjab, AJK

- Telephone
- Hostel
- Chalk
- Duster
- Printer
- VCR
- TV
- Charts
- Maps
- Hall
- Photocopier
- V- Aids
- Store/ scout

9. Enrolment

a. Enrolment by grades
(Un admitted, I- XII classes)

b. Enrolment by group

(Computer sc, Industry, Agri etc, middle, high and high sec. schools)

c. Enrolment by subjects

d. No of repeaters by grade

e. Annual droupout by grade

f. Enrolment by single age

Grade	Age	Punjab	Sindh	NWFP	Balochistan	ICT	FATA+AJK	FANA
Unadmitted	Less than 3 3-4 Greater than 4	-	-	3+	-	5-9 10+ 14+	Less than 4 4-5 Greater than 5	- 3+
Kachi	Less than 4 4-5 Greater than 5	-	-	4+	-	Above 4 less 5 Above 5	Less than 4 4-5 Greater than 5	- 4+
I	Less than 5 5-6 Greater than 6	Less than 5 5 Greater than 5	Less than 5 5 Greater than 5	5+	4	Above 5 less 6 Above 6	Less than 5 5-6 Greater than 6	- 5+
II	Less than 6 6-7 Greater than 7	Less than 6 6 Greater than 6	Less than 6 6 Greater than 6	6+	5	Above 6 less 7 Above 7	Less than 6 6-7 Greater than 7	- 6+
III	Less than 7 7-8 Greater than 8	Less than 7 7 Greater than 7	Less than 7 7 Greater than 7	7+	6	Above 7 less 8 Above 8	Less than 7 7-8 Greater than 8	- 7+
IV	Less than 8 8-9 Greater than 9	Less than 8 8 Greater than 8	Less than 8 8 Greater than 8	8+	7	Above 8 less 9 Above 9	Less than 8 8-9 Greater than 9	- 8+
V	Less than 9 9-10 Greater than 10	Less than 9 9 Greater than 9	Less than 9 9 Greater than 9	9+	8	Above 9 less 10 Above 10	Less than 9 9-10 Greater than 10	- 9+
VI	Less than 10 10-11 Greater than 11	Less than 10 10 Greater than 10	Less than 10 10 Greater than 10	10+	9	Above 10 less 11 Above 11	Less than 10 10-11 Greater than 11	- 10+

VII	Less than 11 11 - 12 Greater than 12	Less than 11 11 Greater than 11	-	11 ⁺	10	Above 11 less 12 Above 12	Less than 11 11 - 12 Greater than 12	-	11 ⁺
VIII	Less than 12 12 - 13 Greater than 13	Less than 12 12 Greater than 12	-	12 ⁺	11	Above 12 less 13 Above 13	Less than 12 12 - 13 Greater than 13	-	12 ⁺
IX	Less than 13 13 - 14 Greater than 14		-	13 ⁺	12	Above 13 less 14 Above 14	Less than 13 13 - 14 Greater than 14	-	13 ⁺
X	Less than 14 14 - 15 Greater than 15		-	14 ⁺	13	Above 14 less 15 Above 15	Less than 14 14 - 15 Greater than 15	-	14 ⁺
XI	Less than 15 15 - 16 Greater than 16		-	15 ⁺		Above 15 less 16 Above 16	Less than 15 15 - 16 Greater than 16	-	15 ⁺
XII	Less than 16 16 - 17 Greater than 17		-			Above 16 less 17 Above 17	Less than 16 16 - 17 Greater than 17	-	16 ⁺
XIII			-			Above 17 less 18 Above 18		-	
XIV			-			Above 18 less 19 Above 19		-	
XV			-			Above 19 less 20 Above 20		-	
XVI			-			Above 20 less 21 Above 21		-	

10. Results:

o Result by classes

FANA

11. Teachers

a. Combined (Prof+ Academic)

Punjab, FANA, FATA, ICT

o Professional

Sindh, Balochistan

o Academic

Sindh, Balochistan

o Untrained

Sindh

b. Teacher Profiles

AJK, ICT, NWFP, PUN

C. Teacher by Designation

o Designation

Punjab, Sindh, Balochistan, FANA, FATA, ICT, AJK

a Teaching staff

(sanctioned+ non sanctioned posts)

Punjab, Balochistan, NWFP, FANA, FATA, ICT, AJK

d. Rate of Teachers absenteeism

FANA

e. Non- Teaching Staff

Punjab, Sindh, NWFP, Balochistan, FANA, FATA, ICT, AJK

o Sanctioned posts
Non Sanctioned posts

Punjab, NWFP, Balochistan, FANA, FATA, ICT, AJK

f. Training Received by Teacher

ICT, NWFP

12. School Committees

a. SMC

Sindh, AJK, FANA, BAL

o Members

Sindh, FANA

o Acct. No

Sindh, AJK, FANA

b. PTA

NWFP, FANA, ICT

o Acct. No

NWFP, FANA, ICT

o Last meeting held

NWFP, ICT

c. Name of any School Committee

o Members

ICT, FATA

o Freq. of meeting

FATA

13. Text Book received

Sindh

14. Scholarship (Class wise)

Sindh

15. Verification certificate

Punjab, Sindh, Balochistan, NWFP, FANA, FATA, ICT

**Public Sector Core Education Parameters and Indicators
(ECE, EFA, ESR, and PRSP Programs)**

NATIONAL MIS EDUCATION DATA BANK CLASSIFIED EDUCATION INDICATORS

Note: All indicators are subject to location (urban/ rural), district, Gender (Male/ Female) at each level of education.

1. Demographic characteristics: By Gender and Urban / Rural

- Population by single age
- Population by relevant group (3-5) years: ECE
- Population by relevant age-group (5-9) years: Primary level of Education
- Population by relevant age-group (10-14) years: Secondary level of Education
- Population by relevant age-group (15-19) years: Higher level of Education
- Population by relevant age-group (20-24) years: College and University level

2. Access Indicators

- Percentage of children ever exposed to education, ECE (EFA Indicator 142)
- Apparent Gross Intake Rate, AIR/ GIR (EFA Indicator 3)
- Net Intake Rate, NIR (EFA Indicator 4)
- Gross Enrolment Ratio, GER (EFA Indicator 5)
- Net Enrolment Ratio, NER (EFA Indicator 6)
- Transition Rate
- Retention Rate

3. Resource Indicators

- Percentage share of Education Expenditure in GDP / GNP ((EFA Indicator 7)
- Percentage share of Education Expenditure in National Budget
- Percentage share of Primary Education in total education budget (EFA Indicator 8)
- Percentage of teacher's salary in education expenditure
- Unit cost at Primary and Secondary Education (EFA Indicator 8)

4. Input Indicators

• Teachers

- Pupils – Teacher Ratio (EFA Indicator 11)
- Percentage of teachers with Academic qualification (EFA Indicator 9)
- Percentage of teachers with Professional Qualification (EFA Indicator 10)

• Instructional/ Teaching Materials

- Percentage of schools having blackboard
- Percentage of schools having teaching aids
- Percentage of teachers having 'teaching guide'

Public Sector Core Education Parameters and Indicators (ECE, EFA, ESR, and PRSP Programs)

S.No.	Program / Item	Parameters	Purpose	Indicators
1.	Early childhood Education (ECE)	<ul style="list-style-type: none"> Number of children ever attended/exposed to education having age 3-5 years. 	<p>It measures the general level of participation of kids in early childhood development programs. Further, it shows a country's efforts to prepare young children as a future prosperous citizen through primary education.</p> <p>It reflects the general level of access of primary education. It also indicates the capacity of the education system to provide access to grade I.</p>	<p>Percentage of children ever attended educational institution having age 3-5 years.</p>
2.	School Education	<ul style="list-style-type: none"> Number of new entrants (total enrolment minus repeaters) in grade I of primary education irrespective of age by gender and location. 	<p>The no. of children of grade I of primary education having specific official entry age yields a more precise measurement of access to primary education who really possess eligible official entry age.</p> <p>It is widely used measure which indicates a general level of participation and capacity of primary education.</p>	<p>Net Intake Rate (NIR)</p> <p>Gross Enrolment Ratio (GER)</p>
	a. Enrolment:	<ul style="list-style-type: none"> Total Number of children enrolled in grades I to V of primary education irrespective of age by gender and location. Total Number of children enrolled in grades I to V of primary education by specific single age enrolments by gender and location. Enrolment by grade, gender and location. 	<p>It is an important measure, which provides degree of achieving UPE.</p> <p>Enrolment of each grade will help in determining the flow rates of pupils with the help of repeaters of the preceding year.</p>	<p>Net Enrolment Ratio (NER).</p> <p>Flow rates:</p> <ul style="list-style-type: none"> Promotion rates Repetition rates Dropout rates

- Number of repeaters by grade, gender and location. - as mentioned above -

- Measure of Coeff. Of efficiency:

b. Learning achievement level:

- No. of students who have achieved certain level of competencies by grade IV by gender and location.

- Indicators of retention by grade.
- Indicators of retention by years of study.
- Indicators of duration of study spent in the cycle.
- Percentage of proportion of wastage due to repetition and dropouts.
- Percentage of students learning achievement level.

c. Teaching Staff:

- No. of teachers having academic qualifications by level, gender and location.

It will provide a picture of how many teachers are possessing minimum academic qualification as compared to those teachers having professional qualification

- Percentage of teachers who possess the minimum required academic qualification.

- No. of teachers having professional qualification by level, gender and location
- Pupils – Teacher Proportion

It gives the picture of trained teachers and helps in planning the new elementary education colleges. It provides the average number of children per teacher in any level of education in a particular year. Further, it indicates burden on a teacher, if a teacher is over loaded with work it will directly affect the quality of education

- Percentage of trained teachers.
- Pupils-Teacher Ratio

d. Building:

- No. of schools having Kachi buildings.
- No. of schools having Paki buildings.
- No. of schools (primary, middle & high) having rented building.
- No. of schools (primary, middle and high) having neither owned nor rented building and students are learning in open air.

It will help to improve the buildings situation to avoid risks. It will indicate the status of schools having Paki building. It will help in determining how may school buildings are on rental basis. It will show a crucial aspect of shelter less schools.

- Percentage of schools with Kachi buildings.
- Percentage of schools with Paki buildings.
- Percentage of schools with rented building.
- Percentage of shelter less schools.

<p>e. School building by classrooms:</p>	<ul style="list-style-type: none"> No. of primary schools with no class room. No. of primary schools with one classroom. No. of primary school with two or more classrooms. 	<p>It is an important factor for serious considerations relating to shelter less schools. It should also to be taken into serious considerations.</p>	<p>Percentage of primary schools with no classroom. Percentage of primary schools with one classroom. Percentage of primary schools with two or more classrooms.</p>
<p>f. Functional Schools:</p>	<ul style="list-style-type: none"> No. of functional schools as defined under PRSP program by gender and location. 	<p>It is one of the measures, which have been discussed earlier in respect of its definition and application in poverty reduction alleviation program.</p>	<p>Percentage of functional schools.</p>
<p>g. Physical Facilities:</p>	<ul style="list-style-type: none"> No. of schools with drinking water by gender, level and location. 	<p>It has its own importance, which is directly correlated with the student performance, retention of children and quality.</p>	<p>Percentage of schools with drinking water.</p>
	<ul style="list-style-type: none"> No. of schools with boundary walls by gender, level and location. 	<p>-do-</p>	<p>Percentage of schools with boundary walls.</p>
	<ul style="list-style-type: none"> No. of schools with latrine by gender, level and location. 	<p>-do-</p>	<p>Percentage of schools with latrine</p>
	<ul style="list-style-type: none"> No. of schools with electricity by gender, level and location. 	<p>-do-</p>	<p>Percentage of schools with electricity</p>
	<ul style="list-style-type: none"> No. of schools with computer by gender, level and location. 	<p>-do-</p>	<p>Percentage of schools with computer</p>
	<ul style="list-style-type: none"> No. of schools with play grounds by gender, level and location. 	<p>-do-</p>	<p>Percentage of schools with play grounds</p>
	<ul style="list-style-type: none"> No. of schools with sports kits by gender, level and location. 	<p>-do-</p>	<p>Percentage of schools with sports kits</p>
<p>h. Sanctioned posts:</p>	<ul style="list-style-type: none"> No. of sanctioned posts by gender, level and location. 	<p>-do-</p>	<p>Percentage of sanctioned posts</p>
<ul style="list-style-type: none"> Teaching staff Non-teaching staff 	<ul style="list-style-type: none"> No. of filled posts by gender, level and location. 	<p>-do-</p>	<p>Percentage of filled posts.</p>

Other Indicators requested by different agencies

Indicator

Symbol

1. Percentage of people who received education at the age of 15

ED15

2. Percentage of people who received education at the age of 16

ED16

3. Percentage of people who received education at the age of 17

ED17

4. Percentage of people who received education at the age of 18

ED18

5. Percentage of people who received education at the age of 19

ED19

6. Percentage of people who received education at the age of 20

ED20

CORE INDICATORS

7. Percentage of people who received education at the age of 21

ED21

8. Percentage of people who received education at the age of 22

ED22

9. Percentage of people who received education at the age of 23

ED23

10. Percentage of people who received education at the age of 24

ED24

11. Percentage of people who received education at the age of 25

ED25

12. Percentage of people who received education at the age of 26

ED26

13. Percentage of people who received education at the age of 27

ED27

14. Percentage of people who received education at the age of 28

ED28

15. Percentage of people who received education at the age of 29

ED29

16. Percentage of people who received education at the age of 30

ED30

17. Percentage of people who received education at the age of 31

ED31

18. Percentage of people who received education at the age of 32

ED32

19. Percentage of people who received education at the age of 33

ED33

20. Percentage of people who received education at the age of 34

ED34

21. Percentage of people who received education at the age of 35

ED35

		<ul style="list-style-type: none"> > Class > Age > Repeaters 	<ul style="list-style-type: none"> ▪ Class/ grade ▪ Single Age ▪ Repeaters by class/ grade
5.	Teachers	<ul style="list-style-type: none"> ▪ Gender <ul style="list-style-type: none"> ▪ Male ▪ Female > Professional Qualification <ul style="list-style-type: none"> ▪ P.T.C. ▪ C.T. ▪ B.Ed. ▪ M.Ed. ▪ Others (Trained) ▪ Untrained > Academic Qualification <ul style="list-style-type: none"> ▪ Matric ▪ F.A./ F.Sc. ▪ B.A./ B.Sc. ▪ M.A./ M.Sc. ▪ Others 	<ul style="list-style-type: none"> ▪ Gender <ul style="list-style-type: none"> ○ Male ○ Female ▪ Professional Qualification <ul style="list-style-type: none"> ○ P.T.C. ○ C.T. ○ B.Ed. ○ M.Ed. ○ Others (Trained) ○ Untrained ▪ Academic Qualification <ul style="list-style-type: none"> ○ Matric ○ F.A./ F.Sc. ○ B.A./ B.Sc./ B.Com/ B.Cs ○ M.A./ M.Sc./ M.Com/ M.Cs ○ Others

		<ul style="list-style-type: none"> ➤ Sanctioned Posts ➤ Filled in Posts 	<ul style="list-style-type: none"> • Teaching Staff (Male/ Female) <ul style="list-style-type: none"> ○ Total No. of Sanctioned Posts ○ Total Filled in Teaching Staff ○ Total Vacant Teaching Posts
6.	Non-Teaching Staff	-Nil-	<ul style="list-style-type: none"> • Non-Teaching Staff (Male/ Female) <ul style="list-style-type: none"> ○ Total non-teaching Posts ○ Total non-teaching filled in Posts ○ Total Vacant non-Teaching Posts
7.	School Committees in operation	-Nil-	<ul style="list-style-type: none"> • School Committee in Operation <ul style="list-style-type: none"> ○ SMC ○ PTA ○ Any other

8.	Facilities	<ul style="list-style-type: none"> > Building <ul style="list-style-type: none"> ▪ With ▪ Without (Shelterless) > Ownership <ul style="list-style-type: none"> ▪ Govt Building ▪ Rented Building ▪ Others (Building) ▪ No building > Type of Construction <ul style="list-style-type: none"> ▪ Kacha ▪ Pakka ▪ Mixed ▪ No Building > Boundary Wall <ul style="list-style-type: none"> ▪ With ▪ Without > Electricity <ul style="list-style-type: none"> ▪ With ▪ Without > Water <ul style="list-style-type: none"> ▪ With ▪ Without > Latrine for students <ul style="list-style-type: none"> ▪ With ▪ Without > Play Ground <ul style="list-style-type: none"> ▪ -Nil- 	<ul style="list-style-type: none"> ▪ School Housed in <ul style="list-style-type: none"> ○ Govt Building ○ Rented Building ○ Others (Building) ○ No building ▪ Type of Construction <ul style="list-style-type: none"> ○ Kacha ○ Pakka ○ Mixed ○ No Building ▪ Boundary Wall <ul style="list-style-type: none"> ○ With ○ Without ▪ Electricity <ul style="list-style-type: none"> ○ With ○ Without ▪ Water <ul style="list-style-type: none"> ○ With ○ Without ▪ Latrine for students <ul style="list-style-type: none"> ○ With ○ Without ▪ Play Ground <ul style="list-style-type: none"> ○ With ○ Without
9.	Building Condition	-Nil-	<ul style="list-style-type: none"> ▪ Building Condition <ul style="list-style-type: none"> ○ Satisfactory ○ Need minor repair ○ Dangerous
10.	Total no. of Class rooms	-Nil-	<ul style="list-style-type: none"> ▪ Total no. of Class rooms <ul style="list-style-type: none"> ○ Hall ○ Laboratory ○ Library ○ Computer Lab.

12. Teaching Staff

a. Male

Academic Qualif	Number	Professional Qualification						Total
		P.T.C.	C.T.	B.Ed	M.Ed	Other trained	Untrained	
Matriculation								
F.A./ F.Sc								
B.A/B.Sc/B.Com/BCS								
M.A/M.Sc/M.Com/ MCS								
Others								
Total								

b. Female

Matriculation								
F.A./ F.Sc								
B.A/B.Sc/B.Com/BCS								
M.A/M.Sc/M.Com/ MCS								
Others								
Total								

13. Teaching Staff

	Male	Female	Total
(i) Total Teaching Sanctioned Posts	<input type="text"/>	<input type="text"/>	<input type="text"/>
(ii) Total Filled-in Teaching Posts	<input type="text"/>	<input type="text"/>	<input type="text"/>
(iii) Total vacant teaching Posts	<input type="text"/>	<input type="text"/>	<input type="text"/>

14. Non-Teaching

(i) Total non-Teaching Sanctioned Posts	<input type="text"/>	<input type="text"/>	<input type="text"/>
(ii) Total Filled-in non- Teaching Posts	<input type="text"/>	<input type="text"/>	<input type="text"/>
(iii) Total vacant non-teaching Posts	<input type="text"/>	<input type="text"/>	<input type="text"/>

15. Existence of School Committees

(i) PTA / SMC/ PTSMC	Yes <input type="text"/>	No <input type="text"/>
(ii) Whether functional	Yes <input type="text"/>	No <input type="text"/>

S.No.		2. Proposed
i.	Schools	<p>2.1 Administrative Control</p> <ul style="list-style-type: none"> • Federal • Provincial • Non Formal (NFBC) • Community • Other <p>2.2 District</p> <p>2.3 Tehsil</p> <p>2.4 Location</p> <ul style="list-style-type: none"> • Urban • Rural <p>2.5 Level</p> <ul style="list-style-type: none"> • Mosque • Primary • Middle • High • High Sec. • Inter/ Degree college <p>2.6 Status of Schools</p> <ul style="list-style-type: none"> • Functional • Non-Functional • Closed • Unauthorized/ SNE not approved <p>2.7 Gender of Schools by Enrolment</p> <ul style="list-style-type: none"> • Boys • Girls • Co-Edu. /Mixed <p>2.8 Medium of Instruction</p> <ul style="list-style-type: none"> • Urdu • English • Regional • All <p>2.9 PTA/SMC/PTSMC</p> <ul style="list-style-type: none"> • Yes • No
ii.	Enrolment	<p>2.10 Gender</p> <ul style="list-style-type: none"> • Boys • Girls <p>2.11 Class</p> <p>2.12 Single Age</p> <p>2.13 Repeaters by class</p>
iii.	Teachers	<p>2.14 Gender</p> <ul style="list-style-type: none"> • Male • Female <p>2.15 Professional Qualification</p> <ul style="list-style-type: none"> • P.T.C. • C.T. • B.Ed. • M.Ed. • Others (Trained) • Untrained <p>2.16 Academic Qualification</p> <ul style="list-style-type: none"> • Matric • F.A./ F.Sc. • B.A./ B.Sc./ B.Com/ B.CS • M.A./ M.Sc./ M.Com/ M.CS • Others

Part II: Core EFA Indicators

Indicator 1	<i>Gross enrolment in early childhood development programmes, including public, private, and community programmes, expressed as a percentage of the official age-group concerned, if any, otherwise the age-group 3 to 5.</i>
Indicator 2	<i>Percentage of new entrants to primary grade 1 who have attended some form of organized early childhood development programme.</i>
Indicator 3	<i>Apparent (gross) intake rate: new entrants in primary grade 1 as a percentage of the population of official entry age.</i>
Indicator 4	<i>Net intake rate: new entrants to primary grade 1 who are of the official primary school-entrance age as a percentage of the corresponding population.</i>
Indicator 5	<i>Gross enrolment ratio.</i>
Indicator 6	<i>Net enrolment ratio.</i>
Indicator 7	<i>Public current expenditure on primary education a) as a percentage of GNP; and b) per pupil, as a percentage of GNP per capita.</i>
Indicator 8	<i>Public expenditure on primary education as a percentage of total public expenditure on education.</i>
Indicator 9	<i>Percentage of primary school teachers having the required academic qualifications.</i>
Indicator 10	<i>Percentage of primary school teachers who are certified to teach according to national standards.</i>
Indicator 11	<i>Pupil-teacher ratio.</i>
Indicator 12	<i>Repetition rates by grade.</i>
Indicator 13	<i>Survival rate to grade 5 (percentage of a pupil cohort actually reaching grade 5)</i>
Indicator 14	<i>Coefficient of efficiency (ideal number of pupil years needed for a cohort to complete the primary cycle, expressed as a percentage of the actual number of pupil-years).</i>
Indicator 15	<i>Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies.</i>
Indicator 16	<i>Literacy rate of 15-24 year olds.</i>
Indicator 17	<i>Adult literacy rate: percentage of the population aged 15+ that is literate.</i>
Indicator 18	<i>Literacy Gender Parity Index: ratio of female to male literacy rates.</i>

Early Childhood Care and Development

Expansion of early childhood care and developmental activities, including family and community interventions,

Core EFA Indicators

- Indicator 1** Gross enrolment in early childhood development programmes, including public, private, and community programmes, expressed as a percentage of the official age-group concerned, if any, otherwise the age-group 3 to 5.
- Indicator 2** Percentage of new entrants to primary grade 1 who have attended some form of organized early childhood development programme.
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- Indicator 4** Net intake rate: new entrants to primary grade 1 who are of the official primary school-entrance age as a percentage of the corresponding population.
- Indicator 5** Gross enrolment ratio.
- Indicator 6** Net enrolment ratio.
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