

## **UNIT-8**

# **ADMINISTRATIVE AND SUPERVISORY STRUCTURE IN PAKISTAN**

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## **Introduction**

As per constitution of 1973, educations on the concurrent list therefore, federal government is responsible for the formulation of policies and plans in consultation with Education departments of Provinces. The Provinces have sole power to implement the National Education policies but under the devolution Power Programme the education has become the subject of District Governments.

Pakistan is a Federal State. At the centre there is Federal Government which comprise of several Ministers and Divisions. Each Ministry or Division is headed by a Secretary who in turn is responsible to Minister. Ministers make up the Cabinet which is headed by the Prime Minister of Pakistan.

Almost a similar pattern of administrative structure exists at the Provincial level. A large number of ministries at the centre have their counterparts in provinces which are known as departments. Each Provincial Department is headed by a secretary who is in case of Centre is responsible to a Minister.

For the purpose of administration the Provinces are divided into a number of administrative Districts. A District is headed by District Nazim. Districts are further divided into Tehsils. Administration of education in the country is generally organized according to the above administration headed either at the Provincial or district levels. The medium and lower educational administrators are also placed at District and Tehsils levels.

The system Government is centralized as decision making of higher levels concentrates at the Federal and Provincial levels.

The structure and the role of Minister depends upon the sectors. Tasks common to most ministers include preparation of policy statements for the sector; preparation of natal lines, standards, task targets etc.; preparation of the national plans and annual development and recurring budget in cooperation with the Planning Commission and the Ministry of Finance. They also have liaison with districts in relations with appropriate para-statal or quasi-Government bodies; matters of purely sectoral nature but of national importance.

## **Objectives**

After studying this Unit of the course, students should be able to:

1. Have has a clearer picture of the administrative structure of education at Federal, Provincial and District levels.
2. Identify the major functions and responsibilities of various types of educational administration.
3. To visualize the jobs and positions of different levels of education personnel individually as well as in relation to others in the wings of the Ministry of Education.
4. Compare the functions and responsibilities of the Federal Ministry of Education and Provincial Education Departments.
5. Appreciate and evaluate the roles of the various positions in Education system.
6. Evaluate the effectiveness of the roles of various positions in Education system.
7. Identify the training and professional requirements for various jobs in educational administration.

## **1.1 Ministry of Education**

The Ministry of Education is the head of central organization for formulating National Education Policies and work for the co-ordination of the functions of the provincial Education Departments.

The Ministry of Education is headed by the federal minister for Education who is a member of the cabinet, lie represents Ministry of the parliament or similar bodies at the federal level submits cases to the Prime minister for approval of important matters and keep him informed of the developments in national education. His office is in the Education secretariat. The education Secretariat consists of the office of Education Secretary and a number of sections usually known as Wings or Cells.

## **1.2 Education Secretariat**

The Federal Education Secretary is the Chief Executive of the Education Secretariat. He is also responsible for the administration of the Education Secretariat and for implementation of government's decisions and policies relating to education. In the performance of his duties the Education Secretary is assisted by a number of Joint Secretaries/Joint Education Advisers, each one of them is a head of certain wing of the Ministry of Education. Depending upon the needs of the Secretariat and government's policies about education. At present the Education Secretariat comprises on the following Wings.

### **i. Administrative Wing**

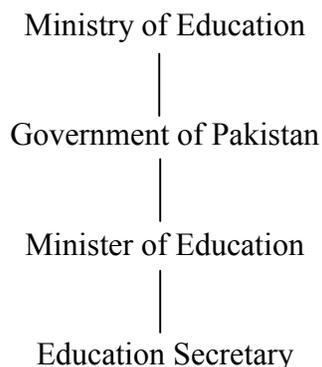
The Administration wing is responsible for general administration of the Education Secretariat, Its functions include: recruitments and management of personnel; rules and regulations of Secretariat; maintenance of personal accounts and other records. The wing is also responsible for major areas, problems and requirements of other sections and matters relating to educational staff in Pakistan missions-abroad.

### **ii. Planning and Development Wing**

The Planning and development wing is concerned with matters relating to planning of education at all levels. Its major functions are in the areas of project identification and appraisal: preparation of prospective and Five Year Plan; annual development programme processing of educational schemes and analysis of educational data, implementation, monitoring and evaluation of development' plans and projects. The autonomous body looked after by this wing is the Academy of Educational Planning and Management, Islamabad.

**iii. Primary and Non-formal Education Wing**

Primary and Non-formal Education Wing is responsible for evaluation of national educational projects and keeps liaison with research institution in the country. The wing is also responsible for implementation and monitoring of educational projects such as third education project and Pakistan primary education project. Chief Executive’s Literacy Commission which is authorized to this wing is working to increase literacy rate and provide facilities for basic education of adult literates.



Administrative Wing	Primary & Non-Formal Education Wing	Higher Education & Research Wing	Learned Bodies Sports, Welfare Wing	Science & Technical Education Wing
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Federal Institution Wing	Planning & Development Wing	Curriculum Wing	International Cooperation Wing
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**iv. Federal Institution Wing**

Responsibilities of the Institutions Wings relate to the Federal Government Educational Institutions located within the country and abroad except those located in cantonments and army garrisons. The wing also concerns itself with the administrative matters of attached departments, i.e., (i) Federal Directorate of Education, Islamabad and (ii) Department of Libraries, subordinate office, i.e. Federal College of Education, Islamabad, and autonomous bodies like Federal Board of Intermediate and Secondary Education, Islamabad, Sindh Madrassh-tul-Islam Karachi, and Inter-Board Committee of Chairmen, Islamabad.

**v. Learned Bodies, Sports and Welfare Wing**

The Learned Bodies, Sports and Welfare, wing has responsibilities in the areas of scouting and Girl-Guides sectors and sports sector. The specific functions of this Wing include: scout and girl-guide programmes, students and teachers welfare, awards such as special medals, scholarships,

development and supervisions of sports programmes and activities at federal and at provincial levels. The wing also deals with autonomous bodies like Iqbal Academy, National Book Foundation, Urdu Science Board Lahore and Pakistan Academy of Letters, Islamabad, etc.

**vi. Curriculum Wing:**

The Curriculum Wing is the national agency responsible for matters relating to national curriculum policy (Curriculum Planning and Implementation) from class I to 12 and teachers training. The Wing is also concerned with the development of text-books in the country and coordinates the in-service teacher education and training programmes.

**vii. Science and Technical Education Wing**

The Science and Technical Education Wing's functions include development, construction and maintenance of Federal Government Educational Institutions concerned with teaching of science and technology like National Institute of Science and Technical Education, who is responsible for the promotion of science education and 'training, Planning and monitoring science and technology programme from Grade-I to Ph.D. level, preparation of programmes and guidelines for improvement of science and technical education, coordinator of the work of provincial education departments in the areas of technical and vocational education and technical teacher training. Institutions and bodies under science and technical education wing include National teachers training institute, Islamabad, Polyphonic Institute for Women, Islamabad, National museum of Science and technology, Lahore and National educational equipment centre, Lahore.

**viii. International Cooperation Wing**

The international cooperation (IC) wing deals with matters relating to admission of foreign students in Pakistan and Pakistani students studying abroad, scholarship exchange programme, training of Pakistan is abroad, liaising with international educational and cultural organization foreign assistance consultancy and fellowship, cooperation and implementation of UNESCO programme concerning to Pakistan. Pakistan National Commission for UNESCO works in close liaison with IC Wing.

**a) Higher Education and Research Wing**

The higher education and research wing deals with matters concerning University Grants commission and Universities in the country and research at institutions of higher learning. Other institutions under the umbrella of higher education include; centres of excellence in various

fields, Pakistan study centres at various universities, and area study centres at universities.

As stated earlier each of the above wings or cells are headed by Joint educational advisor who is responsible to the Secretary Education. A number of Deputy Secretaries each of whom is responsible for certain specific jobs within a cell assist the Joint Educational advisor in the performance of his functions, whereas deputy education advisors are assisted by assistant educational advisors and other subordinate staff. Number of deputy educational advisors attached with a Joint Educational advisor vary from wing to wing depending upon the responsibilities of each attached with each deputy educational advisor.

### **1.3 Provincial Development of Education**

Pakistan is a Federation of four Provinces-Punjab, Sindh, Khyber Pakhtunkhwa and Baluchistan. According to the constitution, education is on concurrent list, therefore policies are formulated at national level i.e. Federal level and implemented at provincial level but under devolution of power programme, education has become the subject of district government and provincial government is only responsible to facilitate and coordinate the district government for effective implementation of national and provincial education policies and programme respectively.

The Provincial Departments of education are counterparts of the Federal Ministry of Education. In provinces, ministers for education are in charge of the Provincial Ministries of Education. Within a province the Minister for Education is responsible for policy matters concerning the department. He conducts the business of the department in the Provincial Assembly, submits cases to the Chief Minister for seeking his approval on important decisions. The minister keeps the provincial Governor informed about important developments in the field of education.

#### **Secretariats of Education**

The Provincial Secretariats of Education serve as counterparts of the federal Ministry of Education. Within each province, respective Education Department functions include.

- i. Promotion of the cause of general, technical and scientific education.
- ii. Formulation of educational policies and coordination of educational activities for the province
- iii. Implementation of the educational policies, formulated by the Federal Government

Although in essence the purpose and functions of Departments of Education are more or less similar in all the provinces, but depending upon the local conditions and needs they differ to some extent and vary from each other in organization and management structures. In the following pages organizational management structure of the Departments of Education of each of the four provinces are given separately.

**i. Department of Education, Government of Punjab**

The subject allocated to the Education department, Government of the Punjab include:

- i) School, College and university education,
- ii) Coordination of schemes for higher studies abroad
- iii) Grant of scholarships,
- iv) Education of handicaps,
- v) Promotion of scientific research, art and literature,
- vi) Production and distribution of education and scientific films,
- viii) Libraries,
- viii) Service matters, except those entrusted to services and General Administration Department and district Governments.

See organizational chart of the Department of Education, Government of the Punjab.

**i) Director Public Instruction (Colleges) Secondary Education and Elementary Education.**

- a) They advise the Provincial Government in the formulation of education policies relating to college education secondary school education and elementary education respectively and also see that the approved policies are implemented in their true sense and spirit.
- b) They assess the need of the masses in respect to opening of new colleges, secondary schools elementary and primary schools and improvement of existing institutions in the province. They also direct for the preparation of development schemes/plans for approval of the Government.
- c) They also direct for the preparation of annual budget regarding expenditure of college, school education and ensure that they are carefully and economically operated.
- d) They guide the heads of subordinate offices and institutions by paying personal visits for the removal of defects and bottlenecks in the smooth administration and functioning of the institutions.

- e) They are responsible for the effective enforcement of administrative, financial and discipline rules in institutions and their subordinate offices.

**ii) Director Curriculum Research & Development Centre**

His responsibilities are as follows:

- a) Control and supervision of the Curriculum Research and Development Centre.
- b) Planning of research projects.
- c) Planning of curriculum development
- d) Supervision of research projects, curriculum formulation and development by Deputy Directors and Research Associates.
- e) Planning and control of the financial aspects of the Curriculum Research and Development Centre.
- f) Planning and control of the financial aspects of the Curriculum Research and Development Centre
- g) Liaison with Ministry of Education. Provincial Curriculum centres. Universities, Boards of Secondary Education Directorate of staff development, Provincial Institute of Teacher Education, Text-Book Board, UNICEF and Punjab Education Department.
- h) Administration of the curriculum Research and Development Centre.

**iii) Autonomous Bodies**

Following are the autonomous Bodies which are under the Department of Education:

- i) There are Six universities in the provinces plus there are four general universities like the University of the Punjab, Lahore; the Bahauddin Zakarya. University, Multan, The Islamia University, Bahawalpur, Fatima Jinnah Women University, Rawalpindi and two professional universities. The University of Engineering & Technology Lahore and Texila Rawalpindi. These Universities function as autonomous bodies of higher learning in tile province.
- ii) Boards of Intermediate & Secondary Education  
At present there, are eight Boards of Intermediate and Secondary Education at Rawalpindi, Sargodha, Gujranwala, Lahore, Multan, Faisalabad, Dera Ghazi Khan and Bahawalpur. The exclusive function of the Baard of Intermediate and Secondary Education is to hold Secondary School Certificate and Intermediate Examination and award certificates. They also hold

examinations from Adeeb, Aalim and Faazil certificates in Urdu, Persian and Arabic languages.

Following are functions of the Boards of Education and other autonomous bodies as reflected in the responsibilities of heads of these organizations:

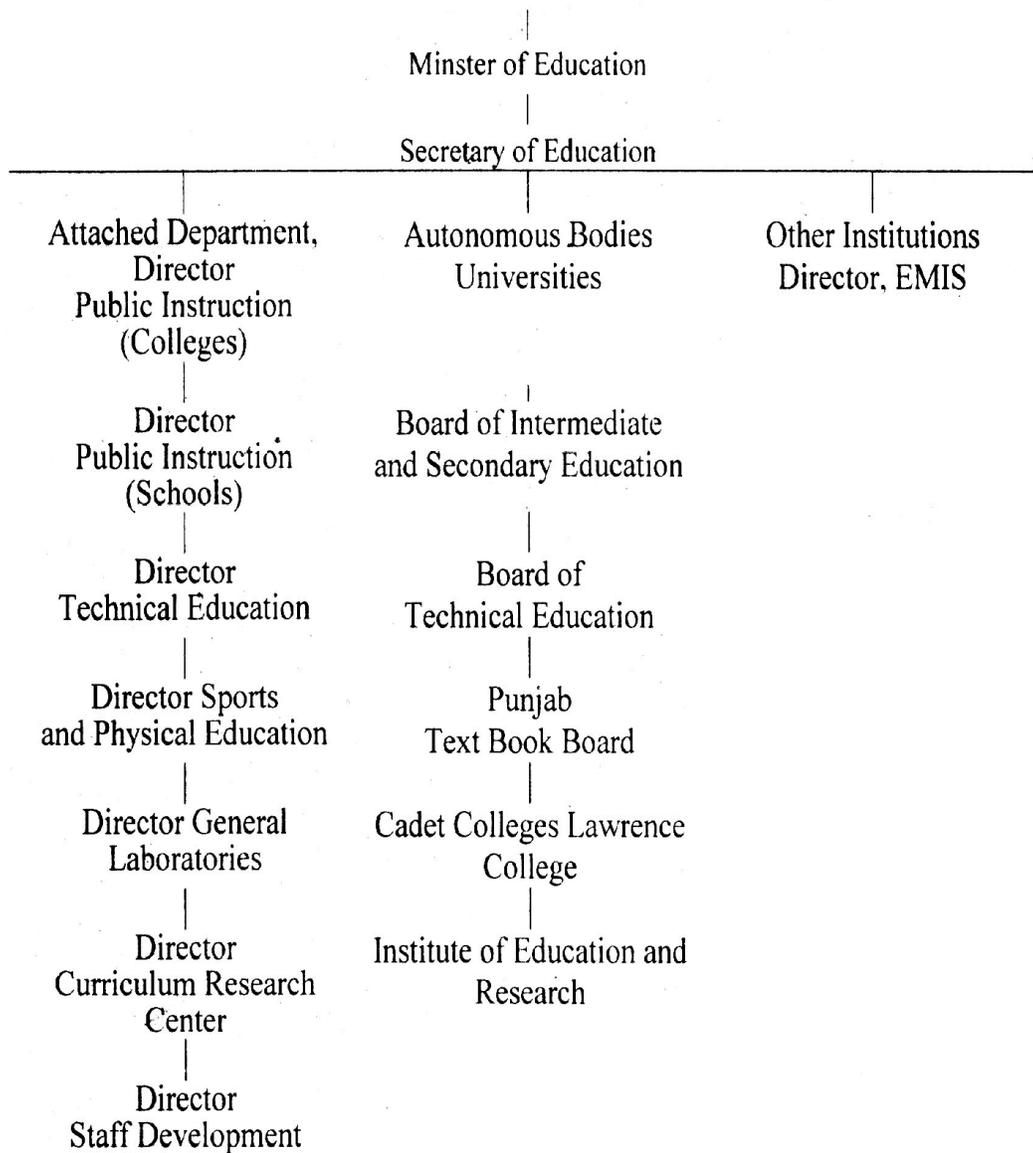
- iii) **Board of Technical Education**  
There is one Board of Technical Education in the Punjab. Its main responsibility is to hold examination for the associate engineers, diplomas in various technologies and SSC Examination. It also formulates curriculum for these examinations.
- iv) **Text-Book Board**  
The Punjab text book Board is responsible for the printing of text books for class 1-I
- v) **District Education Officers (Male-Female)**
  - a) Duties of Drawing and disbursing Officer in respect of his/her own office.
  - b) Financial control of the budget of primary, Middle and High Schools in the District.
  - c) Planning and development work of the district.
  - d) To assist/guide the department in respect of the academic matters.
  - e) To attend all other matter as District Head of the education sector i.e. college education secondary education and elementary education respectively.
- vi) **Deputy Education Officers**  
They assist the District Education officers in all matters and inspection of schools.
- vii) **Assistant Education Officer**  
They perform the following duties: inspection, supervision, and guidance of primary Schools.
- viii) **Director Staff Development**  
He arranges refresher courses for guiding the teachers in the new methods of teaching. He is an appointing authority in respect of incumbents in NPS-1 to NPS-15 in respect of his office. He controls

the teaching staff in elementary colleges. He also arranges training programmes for the heads of institutions and district and Tehsils heads of education department.

**ix) Deputy Director (Audio Visual Aids)**

To help promote the cause of Education through Audio Visual Aid.

Organizational Chart of Department of Education in Punjab



## **ii) Department of Education Government of Sindh**

### **i) Secretary Education**

In Principle, the functions of Secretary of Education and Government of Sind are same as that of Punjab or any other provinces of the country. However, depending upon the structure and peculiar needs and traditions of the province, the Secretary's responsibilities would be laid down as follow:

#### **i) Administrative Matters**

As chief executive of education secretariat this administrative functions include; meetings with Deputy Secretaries, attending to the matters relating to accounts, staff, development projects, and policies etc.

#### **ii) Professional Matters**

As professional leader of Directorates, Boards and Bureaus, the Secretary holds meetings with Directors of Education, heads of the Boards and Bureaus. Principals of Colleges, Vice Chancellors etc. on issues relating to academic facilities and services of the institutions.

#### **iii) Ceremonial/Political Matters.**

As representative of the Governor of the province and head of the entire educational system in the province, the secretary has the responsibilities of meetings with Governor, Chief Secretary and other Secretaries, external visitors, of crucial interest to education and attending functions and ceremonies.

#### **iv) Directors of Education (School Education and College Education,)**

There are two Directors of Education (Schools) and (Colleges) education respectively in the province, each one of them is administrative head of a region. Each director has the responsibilities for (lie direction, dimension and quality of primary, middle and high school education as well as adult literacy and rural education programmes. The director is acceptable to the secretary Education and the provincial government for overall development of school education in his region.

The job of the director of school education focuses on the following.

- a) Provision, promotion and maintenance of good quality school education in the region.
- b) Ensuring proper development of all persons (pupils and stall) in school education in the region irrespective of sex, social background of creed.
- c) Promotion of adult community literacy in the region

- d) Overall control of school education and college education, technical education respectively
- e) General administration of the services and facilities for school education.
- f) Supervision of personnel instruction and facilities improvement in school and college education.

**v) District Education Officer**

Within region the District Education Officer (D.E.O) is responsible for the administration of school education in a District. There are separate district Education Officers for boys and girls schools, but their functions are identical.

The D.E.O is about the almost focal and strategic post in respect of primary, middle and high school education in the district. He is responsible to the Director of School education of the Region for the effective organization and a demonstration of the District education office and for development of primary, middle and high schools in the district. In addition, the D.E.O is responsible for supervision and control of all staff in the district as well as for the effective utilization of all resources (funds, personnel, equipment, buildings, lands, educational programmes etc.), available or provided for school education in the District.

**vi) Deputy District Education Officer**

The Primary functions of a Deputy District Education Officer (D.D.E.O) depend to a large extent on the specific duties assigned to him/her by the D.E.O. There may be more than one D.D.E.O in a District.

**vii) Sub-Divisional Education Officer**

Within each District there are number of Sub-Divisional Education Officers (S.D.E.Os). The S.D.E.Os are responsible within their respective sub-division for instructional and staff supervision in the schools. His/her supervisory powers extend to the middle and high school as D.E.O directs. In addition, S.D.E.O. has the full responsibility for administration and management of sub-divisional education officers. The S.D.E.O assists the D.E.O on all matters pertaining to the promotion of school education in the district of which his/her sub-division is a part.

### **iii) Department of Education Government of Khyber Pakhtunkhwa**

#### **Introduction**

As it is in case of other provinces the secretary Education is the administrative head of the provincial Education Department. In the performance of his functions he is assisted by two additional secretaries. Deputy Secretaries, Chief Planning Officer and a number of Section Officers.

The organizational chart of the Department of Education, Government of Khyber Pakhtunkhwa shows the administrative jurisdiction and scope of the Department of Education.

Unlike Punjab and Sindh, the Directors of education of school and college education are responsible for the organization of the public instructions and their supervision in the whole province. Each of the Director of Education is the head of his respective Department i.e. School Education or College Education. He is responsible to the Government of Khyber Pakhtunkhwa through Education Secretary.

#### **1. Director of Education (College)**

The Director of Education (Colleges) is responsible for overall administrative control of the Directorate of College Education and institutions in the Province. In the performance of his job the Director is assisted by a Deputy Director of Colleges. The Deputy Director (Colleges) assists him in the matters of administration and planning concerning the colleges in the province.

#### **2. Director of Education (School)**

The Director of Education (Schools) as it is evident from the organizational chart, the Directorate of School Education has a wider jurisdiction. In the performance of his duties, the Director is assisted by Executive District Officer Education and a number of other officers.

#### **3. District Education Officer**

The District Education Officers are responsible for the efficient operation of the District Education Office and for the success of the supervisory programmes. Their authority shall extend over the secondary schools and the sub-divisional education officers of their District.

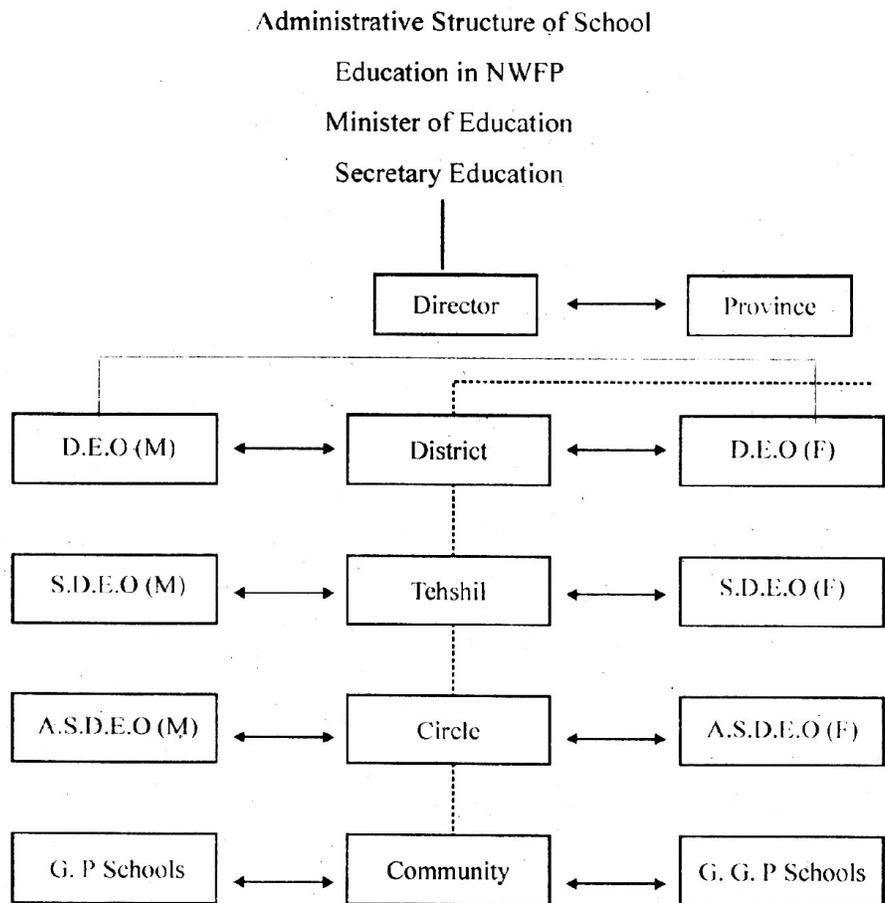
The District Education Officer is responsible for the effective delegation of responsibilities so that administrative duties are carried out by DDEO,

ADEO, and ministerial staff. They pay attention to only essential paper work and most of the time they spend on the supervision and providing professional guidance to the teachers.

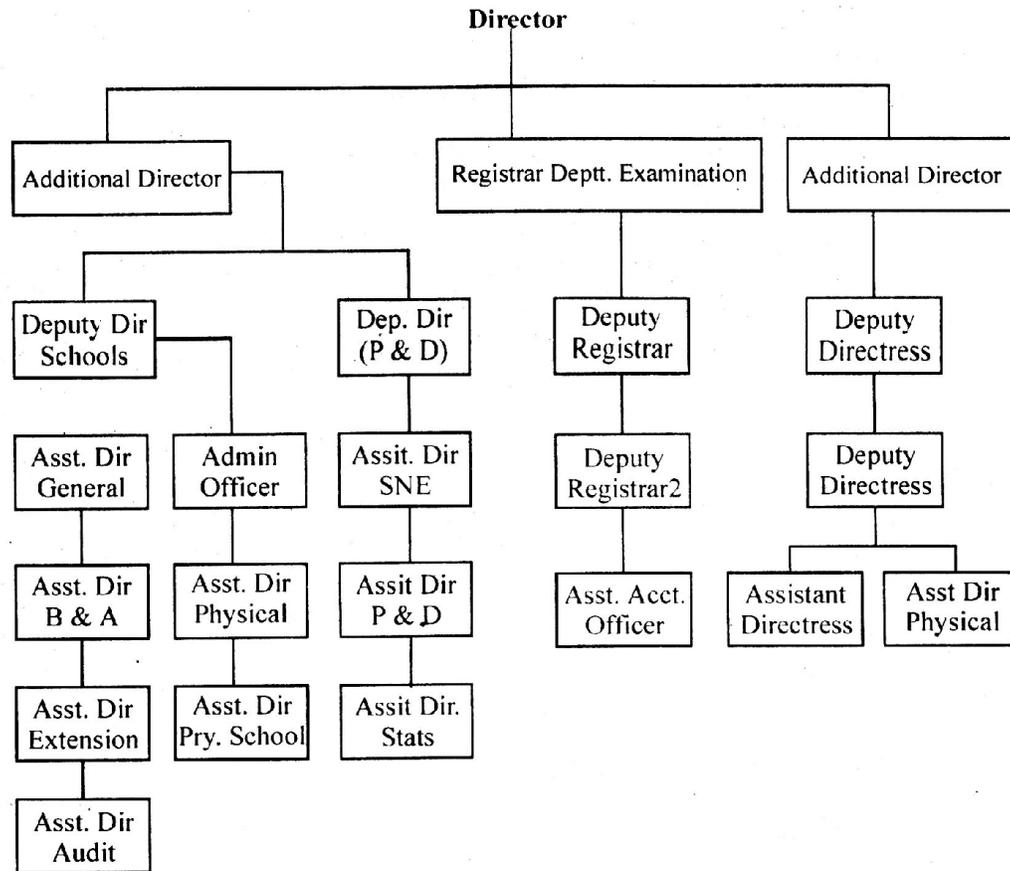
The District Education Officer normally visits the schools for minimum 3-days out of 6 days each week when the schools are in operation. The remaining three days should be sufficient to attend to the duties in the office if delegation of responsibilities is effectively carried out.

**4. Deputy District Education Officer**

If allowed the Deputy District Officer plans programmes for supervision of the schools and carries out the programmes in accompany with A.D.E.O or alone under the guidance of the D.E.O. The DDEO assists the Assistant District Officers in the performance of their office duties.



## Organigram of Directorate of Secondary Education Khyber Pakhtunkhwa



### iv) Department of Education; Government of Balochistan

#### i) Introduction

As compare to other provinces the Department of Balochistan has a comparatively smaller administrative sector. However, the functions of various tiers of educational management in the province are more or less the same as in other provinces. The department of Education comprises of secretariat of education and its components which include Directorate of College Education, Directorate of School Education, Bureau of curriculum and extension centres. The organizational charts of the Department of Education will help the reader to know the administrative setup and organizational functions of the department of education of Balochistan. However, brief description of some important administrative officers is given as follows:

**2. Minister of Education**

Same as for other provinces.

**3. Secretary Education**

Same as for other provinces.

**4. Director of Education (Colleges)**

The Director of Education Colleges is directly under the Secretary Education and is responsible for overall administration and supervision of College Education (male and female) in the province. Technical Education is also being supervised by the Director Colleges. Education development and planning is initiated by the Director colleges which are finalized at the government level. In the Directorate the Director Colleges assisted by a number of Deputy Director and other officers whose offices.

In the field, Colleges are controlled and supervised by their respective principals. They are responsible for academic and overall institutional discipline of their colleges and see that the work of imparting education to the students goes smoothly.

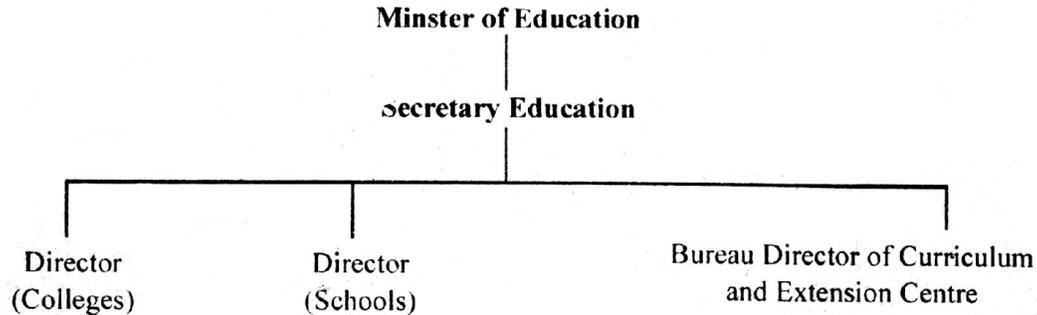
**5. Director of Education (Schools)**

The Director of Education (Schools) is directly under the Secretary Education and is responsible for overall control and supervision of education (male and female). Development programmes are initiated by the Director of Education and finalized at Government level. In the performance of the function of his office he is assisted by Deputy Directors, Assistant Directors, Registrar, and Department of Examination. Accounts Officer, Administrative Offices in the Directorate while District Education Officer, Headmasters, Assistant District Education Officer assist him in the field.

The Deputy Director of the Directorate are responsible for supervision and administration of various branches under them. They are assisted by Assistant Officers in performance of their duties.

In the field, the boys schools from Primary to High Schools in each district are under the control of District Education Officers. For administration and supervision of Girls Schools Divisional Education Officer (Female) have been appointed in each Division. They are responsible for supervision of Primary, Middle and High Schools in their jurisdiction. In the discharging of their duties they are assisted by Assistant District Education Officers.

DEPARTMENT OF EDUCATION  
GOVERNMENT OF BALOCHISTAN



**v) District Government System**

As per devaluation of power programme education is become the subject of district Government who's head is called Zila Nazim.

**1. Functions and powers of the Zila Nazim**

1. The functions and powers of the Zila Nazim shall be to:
  - a) Provide vision for the district-wide development, leadership and direction for efficient functioning of the District Government;
  - b) Develop with the assistance of the District Administration strategies and time frame for accomplishment of the relevant goals approved by the Zila council;
  - c) Perform functions relating to law and order in the district;
  - d) Ensure implementation of the functions decentralized to the District government;
  - e) Oversee formulation and execution of the annual development plan, delivery of services and functioning of the District Government;
  - f) Present proposal to the Zila Council for approval of budget for district Government, Zila council and intra-district fiscal transfers;
  - g) Maintain administrative and financial discipline in the District Government;
  - h) Present tax proposals to the Zila Council;
  - i) Present report on the performance of the District Government in person to the Zila Council at least twice year;
  - j) Preside over the meetings of the Zila Mushawarat Committee;
  - k) Take charge, organize and prepare for relief activities in disasters or natural calamities;

- l) Authorize officers of the District Government to sign documents on its behalf;
- m) Initiate inspections of Tehsil Municipal Administration, Town Municipal Administration and Union Administration in the functions district pursuant to section 135;
- n) Establish and supervise the working of the Internal Audit Office;
- o) Issue executive orders to the District Coordination Officer and Executive District office for discharge to the District Government and to the district Police Officer for law and order;
- p) To represent District Government on public and ceremonial occasions; and
- q) Perform any other function which may be assigned to him by the government.

## **2. District Coordination Officer**

In every district, the Government shall appoint a District Coordination Officer who shall be civil servant of the Federation or of the Province, as far as possible in Basic Scale 20.

Provided that in a city district, the District Coordination Officer may be a civil servant of the federation of province in Basic Scale 21.

The District coordination office shall be coordinating head of the district administration and shall:

- a) Ensure that the business of the district coordination group of offices is carried out in accordance with the laws for the time being in force.
- b) Co-ordinate the activities of the groups of offices for coherent planning, synergistic development, effective and efficient functioning of the district administration;
- c) Exercise general supervision over programmes, projects, services and activities of the District Administration
- d) Coordinate flow of information required by the Zila Council for performance of its functions under this ordinance.
- e) Act as principal accounting officer of the district government and be responsible to the public accounts committee of the provincial assembly.
- f) act and perform functions of collector under sections 54, 68, 70(2), 71, 72, 92. 93 rule I of order XXI, order XL and for similar other provinces of the code of civil procedure 1908 (Act V of 1908);
- (g) Assist the Zila Nazim in accomplishment of administrative and financial discipline and efficiency in the discharge of the functions

- assigned to district administration;
- h) Prepare a report on the implementation of development plans of the district government for presentation to the Zila Council in its annual budget session; and
  - i) Initiate the performance evaluation reports of the executive district officers and should be countersigning officer of such reports of the district officers initiated by the executive district officer.

Explanation: For the purpose of this section, the expression coordinating head means the authority to call for review and assess the performance of the groups of offices individually or collectively, and give directions for taking actions or measures for improving efficiency, service delivery and achievement of goals assigned in the approved plans of the district Government.

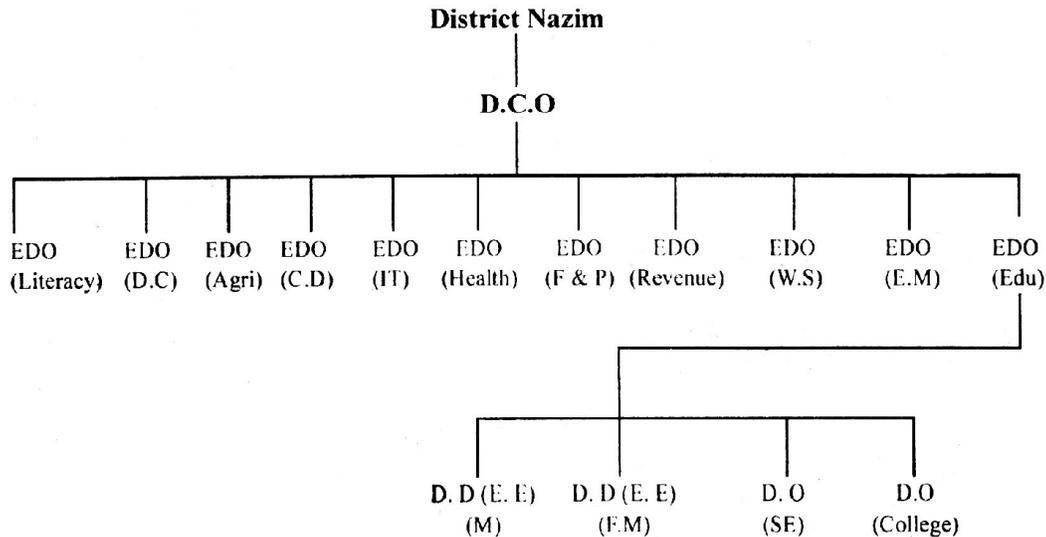
Where in, the opinion of a district coordination officer an order of the Zila Nazim is motivated or unlawful, he may seek recourse in writing to the Local Government Commission with a copy thereof to the Zila Nazim, and the decision of the commission in the matter shall be final and binding.

#### **4. Functions and Powers of Executive District Officer:**

The functions and powers of the executive district officer shall be to:

- a) Ensure that the business of the group of offices under his administrative control is carried out in accordance with law and the rules and the human and material resources placed at his disposal are optimally utilized to improve governance;
- b) Coordinate and supervise the activities of the offices and ensure efficient service delivery by the functionaries under his administrative control;
- c) Supply information to the Monitoring Committees of the 'Zila Council and Union Councils.
- d) Take appropriate corrective actions based on the information received from Monitoring committees.
- e) Enforce relevant Federal Provincial laws and rules, including tax laws;
- f) Prepare development plans and propose budgetary allocations for their execution.
- g) Implement approved plans and policies:
- h) Authorize disbursement of performance bonuses to the employees:
- i) Prepare proposals for expenditures necessary for the proper conduct of programme projects services and other activities.
- j) Propose relevant by laws on service delivery to the district coordination officer and;

- k) Act as departmental accepting officer for his respective group of offices and be responsible to the district accounts committee of the Zila Council.



DCO	Stands for District Coordination Officer
EDO	Stands for Executive District Officer
DC	Stands for District Coordination: Coordination Human Resource Management and Civil Defence.
Agri	Stands for Agriculture: Agriculture (Extension), livestock, Farm Water Management, S.oil Conservation, Soil Fertility, Fisheries and Forests.
CD	Stands for Community Development: Community Organization, labour, Social Welfare, Sports and Culture, Cooperatives, and Registration office.
Edu	Stands for Education: Boys Schools, Girls Schools, Technical Education, Colleges, (other than professional) Sports (Education) and Special Education.
F&P	Stands for Finance and Planning: Finance & Budget, Planning & Development, Accounts, Enterprises and Investment Promotion.
Health	Public Health, Basic & Rural Health, Child & Women Health, Population Welfare, District and Tehsil (Hqrs) hospitals.
IT	Stands for Information Technology: Information Technology Development Information Technology Promotion and Database.
Law	Legal advise and; drafting.
Lit	Stands for Literacy: Literacy Campaigns, continuing Education, and Vocational Education.

EM Stands for Executive Magistracy (excluding for trail functions'  
Revenue Land Revenue & Estate and Excise Taxation.  
WS Stands for Works and Services: Capital Planning and Development.  
District Roads and: Building, Energy Transport and Environment.

#### **1.4 Boards of Secondary and Intermediate Education**

Boards of Intermediate and Secondary Education (IISEs) and universities are the examining bodies. Following certificates/diplomas/degrees are awarded after the completion of certain level of education: Secondary School Certificate (after 10 years waling); Higher Secondary

School Certificate (after 12 years schooling); Bachelor's degree (alter 14 years schooling); and Master's degree (after 16 years schooling). Universities confer M.Phil, d Ph.D. degrees on the candidates who complete certain requirements of the concerned level of studies.

These certificates/degrees are awarded after completion of general stream.

There is a public examination system in the country. Some boards and universities are following the conventional system of awarding certificates and degrees on the basis of: Third division (33-44%); second division (45-59%); and First division % and above).

Some boards and universities have introduced grades as: A (70% and above); B (60 -69%); C (50-59%); D (40-49%); E (33% to 39%); and F (Fail-Below 33 %). At the same time there are institutions in private sector preparing the students for 'O' level and level examinations of British Education System.

Accreditation of higher education is determined by the University Grants Commission, Ministry of Education; Higher Education Commission (Accreditation and equivalence of school education (secondary and higher secondary level) is determined by Inter Board Committee of Chairmen (IBCC), an autonomous organization in the Ministry Education.

#### **1.5 National Bureau of Curriculum and Text Book**

The first formal exercise in curriculum development was undertaken as a result of the Report of the Commission on National Education 1959. The Commission analyzed the situation pertaining to curriculum development and reforms and made useful commendations. Pursuant to the recommendations of the

Commission the Ministry appointed two Curriculum Committees for Primary and Secondary Education in 1960.

In the mid sixties the new concept of integrated and modernized science courses was introduced. This effort was initially confined to science education but was later carried on into other subject areas also. It was a significant contribution made by a group of scientists and curriculum specialists that they had succeeded in preparing the people mentally for change.

Curriculum development was never visualized as a distinct and specialized function. The entire curriculum activity was done through committees which were created for a specific purpose at a specific time and were dissolved as soon as the task was over. No permanent committee network was set up to advise and evaluate the curriculum development and implementation. It is in this context, that need to create the National Bureau of Curriculum and Textbooks (NBCT) at Federal level was felt for coordinating the activities of various committees and centre. Similar organizations at provincial level were also established. The existing Curriculum Wing of the Ministry of Education is, in fact, a developed form of the National Bureau of Curriculum and Textbooks.

After the promulgation of 1973 Constitution the Curriculum, Syllabi, Planning Policy, Centres, of Excellence, Standards of Education and Islamic Education were placed on the Concurrent Legislative List of the Federal Government. This was a significant departure from the previous position when the education was an entirely provincial subject.

Whenever it is intended to frame or revise a curriculum, the Curriculum Wing of the Ministry of Education sends the proposals to the provincial curriculum bureau/centres. These bureau/centres develop or revise the curriculum in the light of frame-work provided by the Curriculum Wing of the Ministry of Education. In the provincial centres, the revision or framing of curriculum is done by the committees. These committees comprise subject specialists and persons equipped with pedagogical skills. The draft curriculum is sent to the Curriculum Wing for their consideration and approval. In the Curriculum Wing the draft curriculum on each subject received from provincial bureau/centres is put up to the concerned National Review Committee. This committee is usually constituted for each subject and comprises the nominees of the provincial governments and subject specialists considered suitable for the purpose. The curriculum finalized by the National Review Committee is then put up to the Federal Education Secretary for approval. The approved curriculum is sent to the Provincial Textbook Boards for production of textbooks.

The Curriculum Wing works in close collaboration with the provincial curriculum bureau/centres, the education departments, the Textbook Boards, the Boards of Intermediate and Secondary Education and other research organizations such as Institutes of Education and Research in the provinces. In fact the Curriculum Centres in the provinces are associated centres of the Curriculum Wing of the Federal Ministry of Education. Curriculum Wing also works in close collaboration with other international agencies. This wing is also an associated centre of the UNESCO's Asian Programme of Educational Innovation for Development (APEID), Bangkok. This facilitates the flow of information not only between these two agencies but also with other foreign agencies through UNESCO. This wing participates in curriculum development activities of other countries under various bilateral educational and cultural agreements.

## **1.6 Education Code**

Education code deals with the existing rules and regulations of educational institutions. It is applied uniformly in all the institutions to maintain standards and discipline in these institutions. Following chapters have been included in the code.

1. Definitions and classifications.
2. General rules
3. Fee in Government institutions
4. Rules and regulations for the award of internal Merit Scholarships
5. Rules of Recognition and Registration of Privately Managed Institutions
6. Grants-in-aid Rules for Institutions
7. Grants to-local councils .
8. Teachers certificates and Diplomas

The details of each -chapter are given below some samples of different forms being used in institutions are also included in the code.

### **CHAPTER I**

#### **DEFINITIONS AND CLASSIFICATIONS**

Definitions and Classifications

### **CHAPTER II**

#### **GENERAL RULES**

Physical facilities and location  
Repairs  
Supply of equipment  
Minimum equipment

Removal of property from stock register of an institution College Council  
General duties of the Head of an Institution  
Class promotion in schools Institutional funds  
Fine for breach of school discipline  
Expulsion  
Attendance of school and college teachers  
Work load of college teachers  
Co-curricular duties  
Private tuition  
Postal Work  
School Hours  
Time Table  
Recording of attendance  
Absence fine  
Grant of leave  
Monitor  
Proctorial Board  
Number of students in a class  
Payment of dues  
College dues  
Age limit  
Admission test  
First Admission  
Transfer Certificate  
Presentation of candidates for Public Examinations  
Recording of age  
Mis-representation of age  
Final school certificate  
Vacations in schools and colleges  
Admission to schools and colleges  
Re-admission after failure  
Duration of teaching period  
Holidays  
Registers and books to be maintained  
Conduct Register  
Uniform  
Ban on use of tobacco  
Arms and ammunition  
Physical training  
Curriculum and Text Books  
Boarding Houses and Hostels

Dormitories  
Resident Superintendent  
Duties of the Superintendent  
Medical attendance  
Rules for the Superintendent and Boarders  
Recreation  
Hostel record  
Morning assembly and Prayers  
Religious education  
Liability to inspection  
Reports and returns  
Parent-Teacher Associations

### **CHAPTER III**

#### **FEEES IN GOVERNMENT INSTITUTIONS**

Tuition fee in colleges  
Half rate fee in colleges  
Entrance fee in colleges  
Tuition fee in schools  
Hostel fee in colleges and schools  
En-trance fee  
Brother or sister concession  
Scholarship holders  
Funds  
Dues to be paid

### **CHAPTER IV**

#### **RULES AND REGULATIONS FOR THE AWARD OF INFERNAL MERIT SCHOLARSHIPS**

General Rules  
Controlling Authority  
Award of Scholarships  
Income Limit  
Honorary Scholars  
Domicile  
Two scholarships  
Period for which scholarships can be drawn  
Cancellation of scholarship  
Withdrawal of scholarships

Transfer of scholarship  
Re-award of scholarship  
Allocation of scholarship funds and disbursement  
Relaxation of rules and regulations  
School and college scholarships  
Post-graduate scholarships  
Technical education scholarships  
Instructions for Middle Scholar scholarships  
Distribution for Arts and Science subjects

## **CHAPTER V**

### **RULES OF RECOGNITION AND REGISTRATION OF PRIVATELY MANAGED INSTITUTIONS**

Part I–Reorganization  
Recognition  
Recognizing Authority  
Conditions of recognition of schools  
Provisional recognition  
Refusal of recognition  
Obligation of the management  
Dispensary  
Addition of classes or subjects  
Withdrawal of recognition  
Restoration of recognition  
Lapse of recognition  
Appeal against refusal or withdrawal of recognition  
Residence of students  
Conditions of recognition of hostels  
Hostel record  
Application for recognition  
Lapse of recognition of hostel  
Branch hostels

#### **Part II–Registration of Privately Managed Educational Institutions**

Definition  
Authority  
Procedure  
Conditions  
Powers  
Refusal and withdrawal of Certificate of Registration

## **CHAPTER VI**

### **GRANTS-IN-AID RULES FOR INSTITUTIONS**

Purpose of grants  
Grants admissible to recognized institutions only  
Application for Maintenance Grant  
Government's right to apportion money and to determine the number of schools in the area eligible for grant  
Sanction of the Director  
Sanction of Government required in cases provided for  
Sources of grants and mode of payment  
Correspondence  
Maintenance and development grants defined  
Basis of calculation  
Fifty per cent grant admissible to outstanding institutions  
Grant to be sanctioned for financial year  
Conditions for maintenance grants  
Partial refusal of grants to an institution  
Application for grants necessary in all cases  
Accuracy of acquaintance rolls of teachers  
Check on excessive expenditure of an institution  
Suspension or reduction or withdrawal grant  
Powers of Government regarding grants  
Grant for special purposes  
Approved, expenditure in respect of schools  
Items of approved expenditure  
Rates subject to revision  
Approved items of expenditure—Boarding House  
Government grants for primary schools  
Government grants for middle and high schools  
Local bodies receiving grants to observe rules of the Code  
Inspection staff  
Approved expenditure described in respect of special Institutions  
Approved expenditure on establishment in Intermediate and Degree colleges  
Contingencies

## **CHAPTER VII**

### **GRANTS TO LOCAL COUNCILS**

Educational responsibilities Grants  
Observance of rules  
Inspection

## **CHAPTER VIII**

### **TEACHERS CERTIFICATES AND DIPLOMAS**

Departmental certificates  
Conduct of examinations  
Issue of certificates  
Admission to professional courses  
Endorsement  
Equivalence of other certificates not recognized  
Certificate may be refused  
Duplicate certificate

## 1.7 Exercise

Before you go over to the next unit, sure that you can answer the following questions.

1. What type of relationship does exist between the Federal Ministry of Education and provincial Education Departments?
2. What are the functions of the Federal and provincial Education Ministers?
3. What are the similarities and differences among the four provincial Education Department Secretariats?
4. What are various Wings (Sections) of the Ministry of Education? Outline their functions.
5. What are the functions of director Public Instruction, Schools and Colleges in Punjab?
6. At district level, who are the different officers in each of the four provinces?

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