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**A STUDY OF THE EFFECTIVENESS OF
PUBLIC PRIVATE PARTNERSHIP IN SCHOOL
EDUCATION IN PUNJAB**



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08-SS-PhD (Edu)/03



**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD**

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By

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A thesis submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy
in
Education

**Department of Education
Faculty of Social Sciences
International Islamic University
Islamabad
2011**

Dedication

This humble piece of research work is dedicated

To

My Parents

CERTIFICATE

Certified that contents and form of this thesis entitled "**A STUDY OF THE EFFECTIVENESS OF PUBLIC PRIVATE PARTNERSHIP IN SCHOOL EDUCATION IN PUNJAB**" submitted by **Mr. Muhammad Nisar Ul Haq** have been found satisfactory for the requirements of the degree.

Supervisor: _____

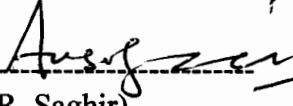
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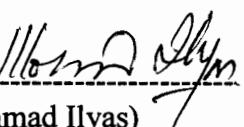
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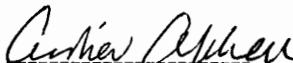
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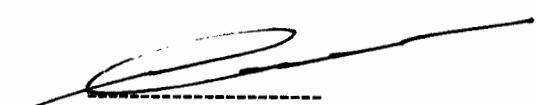
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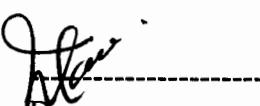
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to obtain the results of CMS from The Board's Result Gazettes for the years 2005-06, 2006-07 and 2007-08 for Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) examinations.

Chi Square and percentages were applied for data analysis. On the basis of findings, it was concluded that, a) majority of the CMS were functioning as girl's institutions, b) number of CMS was decreasing on a large scale, c) functioning of CMS was according to process/ procedure given in CPP scheme, d) a number of objectives of The CPP scheme could not be achieved in the entire practice, e) majority of the CMS were closed due to electricity bills, Board of Intermediate and Secondary Education (BISE) affiliation fee, charging of 10% as Farogh e Taleem Fund (FTF) from afternoon school and disputes with morning school management, f) teachers and heads of Community Model Schools were of the opinion that Department of Education has lack of interest in CPP scheme, g) there were no incentives for the students of CMS, h) there were no incentives for the teachers of CMS, i) old fee tariff was still in practice , and j) some of the institutions were collecting additional fee from their students.

The recommendations of the study were, (a) implementation strategy may be redesigned in consultation with local administration, (b) 5% of the gross income of CMS may be charged as FTF instead of 10%, (c) there should be separate meters or morning school may be charged for utility bills according to their consumption, (d) provision of Community Model School to head of the same morning school should be banned, (e) students of afternoon school may also be facilitated with provision of free books from the Punjab government, (f) fee structure for the students of CMS may be revised, and (g) CMS may be either

exempted from BISE affiliation/ recognition fee or fee may be minimized to affordable cost.

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LIST OF HYPOTHESIS

Null Hypothesis

H₀₁: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their satisfaction with academic background of their students.

H₀₂: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding following the rules and regulations as given in the CPP scheme at the time admission of the students.

H₀₃: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their consultation at the time of admitting students in school.

H₀₄: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding information/ data regularly sent to EDO office.

H₀₅: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding proper measures taken for Computer Education.

H₀₆: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding proper measures taken for agriculture education.

H₀₇: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding proper measures taken for Health Education.

H₀₈: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding proper

measures have for Adult Education\ Parent Education.

H₀9: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their salaries during summer vacations.

H₀10: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their satisfaction with job security.

H₀11: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their satisfaction with salary package.

H₀12: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their satisfaction with on time salary payment.

H₀13: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their satisfaction with duration of the periods of their class/ classes.

H₀14: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding course completion/ coverage within time.

H₀15: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding arrangements of extra coaching for weak students.

H₀16: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding cooperation of management of morning school with the management of afternoon school.

H₀17: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding whether duration of time allocated for CMS is enough for completion for educational activities or not.

H₀18: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding following of criteria as given in CPP scheme while appointing the teachers.

H₀19: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding arrangements of refresher courses for teachers.

H₀20: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding cooperation of Education Department (EDO office, DEO office) in solving their problems.

H₀21: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding payment of utility bills well in time.

H₀22: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding following of rules and regulation at the time of admitting students in CMS.

H₀23: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding receiving of letters and circulars from BISE regularly.

H₀24: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding

student's facility of migration to other Boards of Intermediate and Secondary Education.

H₀25: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions Punjab province regarding the steps taken for teaching health and agriculture education in CMS.

H₀26: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions Punjab province regarding well in time payment to the staff of CMS.

DEFINITIONS OF TERMS

Educational Administrators/ Managers	All the EDOs (Education), DEOs (Secondary Education), DEOs (Elementary Education) Male and DEOs (Elementary Education) Woman are considered to be educational administrators/ managers for the purpose of this study.
Experts	Persons related with formulation of policy, planning, implementation and directing Community Participation Project.
Educationists	Experienced Teachers, Professors/ Heads of Department of Education in universities.
Elementary Education	Education from class 1-8
Secondary Education	Education from class 9-10
Higher Secondary Education	Education from class 11-12
Afternoon School	Community Model School

CHAPTER 1

INTRODUCTION

In Pakistan, almost all the education policies and reports have suggested the provision of equal opportunities to the children, and eradication of illiteracy from the country in different measures. It was thought appropriate for achieving 'Education for All' (EFA) targets, to involve the community into the dissemination of education. National Education Policy 1998-2010 envisaged that the government needs the private sector involvement in the expansion of education.

Aly (2007), stated in a draft document, 'Education in Pakistan', "Pakistan faces the problem of a large number of out-of-school children, both at primary and secondary levels, aside from a high number of dropouts. The population age group between 5-9 years is 19.634 million in Pakistan. Out of these, 3.300 million children are out of school. The dropout rate is 31.3% at the primary level, and 30% at the middle level. Given a population growth rate of 1.9% (official figures), attainment of EFA goals within the stipulated period would require huge investment. Even if resources could be mobilized towards this end, the capacity to build and operationalize such a large number of schools in such a short time may not be easy." Participation rate at secondary level was 31% in 1996-97, and it was targeted that participation rate will be raised to 48% by providing teachers, and increasing the number of schools up to 2002-2003 (National Education Policy 1998-2010, p43).

One of the objectives, framed in National Education Policy 1998-2010, was to ensure that all the boys and girls, desirous of entering Secondary Education, get access to schools (p. 7). The Policy further recognized that government alone cannot achieve policy objectives, and it is imperative to seek the involvement of the private sector in the expansion of education. National Education Commission 1959, Education Policy 1979, Sixth and Seventh Five Year Plans, and Vision 2010 strongly advocated the involvement of private sector in the quantitative and qualitative improvement of education at all levels (National Education Policy 1998-2010). Najam, (2001) points out that if 100% boys and girls of relevant school age group, are to be accommodated in middle and high classes and only about 50% in higher secondary schools, the Punjab Government would require to spend much more than the available budget. In developing countries where resources are not enough to facilitate the education system, community involvement can play a very important role in providing access to schooling. So it is needed to utilize community resources to overcome the difficulties of the education system. The Community Participation project was launched as an alternative in establishing a large number of new schools along with all the physical facilities. It seemed suitable because before introduction and launch of Community Participation Project (C.P.P.) Punjab, there was no utilization of government school buildings, as well as entire physical infrastructure after school hours. Now these are fully utilized in Community Model Schools (2nd shift) for imparting education. The scheme of upgrading existing schools provided some relief to the government expenditure in Punjab, as

well as provision of educational facilities to learners as near as possible to their doorsteps.

1.1 STATEMENT OF THE PROBLEM

Community Participation Project has contributed in realizing the significance and benefits of community participation in education, and has recognized community participation as one of the strategies to improve access to education. CPP was lunched as an alternative to establishing a large number of new schools along with all physical facilities. This project provided some relief to government expenditure. So far there was little research work done on the contribution and effectiveness of CPP. Keeping in view this situation, the researcher was motivated to carry out a study on the effectiveness of Public Private Partnership in school education in Punjab.

1.2 OBJECTIVES OF THE STUDY

1. To find out the availability and utilization of the physical facilities in schools established under Public Private Partnership in Punjab.
2. To investigate the opinion of different stakeholders about the current situation of Public Private Partnership.
3. To assess the effectiveness of Public Private Partnership in the development of school education in Punjab.

4. To compare the views of teachers working in schools established under Public Private Partnership in different regions of the Punjab regarding Community Participation Project.

1.3 RESEARCH QUESTIONS

1. Are the physical facilities available in afternoon schools?
2. What are the problems faced by the teachers and heads of community model schools in Punjab?
3. What are the problems faced by the DEO's and EDO's of the Education Department Punjab regarding CPP?
4. To what extent the objectives framed for CPP have been achieved?
5. Are the Community Model Schools working according to given procedure by the Education Department, Punjab?
6. What kind of quality of graduates have Community Model Schools been producing in Punjab?

1.4 SIGNIFICANCE OF THE STUDY

This study will bring up an important input, and may help policymakers/planners to redirect their efforts in relation to expansion of education. The study may be beneficial for executive officers in the Department of Education, teachers and heads of CMS to modify their strategies. This study may also be helpful for the educated but unemployed youth to come forward for promotion of education by creating better institutions, and getting out of school children into schools. Furthermore, this study may be helpful for parents who are usually concerned

about their children's education, and are often willing to play an active role, and to provide assistance that can improve the educational delivery. This study may be helpful in understanding the importance of Public Private Partnership for the development of education in Pakistan and major factors for success or failure.

1.5 METHODOLOGY

Population

The population of this study consisted of all the EDOs (Education), DEOs (SE), DEOs (EE) Male & Woman, Head masters/ mistresses/ principals and teachers of Community Model Schools in the province of Punjab.

Sample

Punjab Province was divided into three regions i.e. Northern, Central and Southern regions to give representation to wide spread geographic regions. The sample consisted of EDOs (Education), DEOs (SE), DEOs (EE) Male & Woman from nine selected districts of the Punjab. 124 Heads and 248 teachers (two senior most teachers) from each CMS were taken as sample, from eleven districts in the Punjab.

Tools

Three different questionnaires A, B & C, containing specific questions were prepared and distributed as under:-

i.	Teachers of Community Model Schools	Questionnaire 'A'
i.	Headmasters, Community Model Schools	Questionnaire 'B'
ii.	Headmistresses, Community Model Schools	
ii.	Principals, Community Model Schools	
i	Executive District Officers (Education)	Questionnaire 'C'
	District Education Officers, Secondary Education	
ii.	District Education Officers, Elementary Education (Male)	
iii.	District Education Officers, Elementary Education (Woman)	

An interview schedule was also designed to get the opinion of the policy makers/ planners (CPP), provincial stake holders, and educationists.

A pro-forma was developed to obtain the results of CMS from the Board's Result Gazettes for the years 2005-06, 2006-07 and 2007-08 for Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) examinations.

Collection of Data

Data were collected through personal visits to the sample districts of the Punjab Province, through research assistants and by mail.

Analysis of Data

After the collection of data, the researcher applied the percentages and Chi Square, for analysis and drawing the conclusions.

1.6 DELIMITATIONS OF THE STUDY

1. The study was delimited to Community Model Schools working under Community Participation Project, Punjab.
2. For the purpose of result comparisons, the study was also delimited to Board of Intermediate & Secondary Education, Rawalpindi as a large number of CMS were available in the northern region of the Punjab.

CHAPTER 2

LITERATURE REVIEW

Education is a continuous process. Apart from schools, families and societies play their role in education. No one can assume the role of imparting education single handedly. Parents cannot assume the role of only teachers, especially when their children interact with other families. Although communities can assist parents in their children's education, but schools are the places which impart formal education, and prepare the children as better citizens of society. Better societies can better equip their schools as schools cannot and should not operate as separate bodies within a society (The World Bank, 1999).

Article 7 of World Declaration on Education for All – Thailand 1990 elaborates that national, regional and local educational bodies are obligated for provision of preliminary education for all, but obviously they cannot address the needs of everyone. New and revitalized partnership at all levels would be necessary. Foremost is the partnership between government and non-government bodies. The partnership could be with the private sector, local communities, religious groups etc. A genuine partnership could contribute in planning, implementing, managing and evaluating educational schemes (WCEFA 1990).

Policymakers, educators, and stake holders involved in education, are seeking ways to utilize limited resources efficiently and effectively, in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized

community participation as one of the strategies to improve educational access and quality.

2.1 EFFECTIVENESS

Fraser (1994, p. 104) defined “Effectiveness” as a measure of the match between stated goals and their achievement. Erlendsson (2002) defines effectiveness as the extent to which objectives are met (‘doing the right things’).

The UNESCO definition is

“Effectiveness (educational): An output of specific review/analyses (e.g., the WASC Educational Effectiveness Review or its Reports on Institutional Effectiveness) that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements. It is different from efficiency, which is measured by the volume of output or input used. As a primary measure of success of a programme or of a higher education institution, clear indicators, meaningful information, and evidence best reflecting institutional effectiveness with respect to student learning and academic achievement have to be gathered through various procedures (inspection, observation, site visits, etc.). Engaging in the measurement of educational effectiveness creates a value-added process through quality assurance and accreditation review and contributes to building, within the institution, a culture of evidence” (Vlăsceanu *et al.*, 2004, p. 37).

Wojtczak (2002) defines effectiveness as measure of the extent to which a specific intervention, procedure, regimen, or service, when deployed in the field in routine circumstances, does what it is intended to do for a specified population.

2.1.1 Definitions of Effectiveness

Effectiveness is the extent to which an activity fulfils its intended purpose or function (Erlendsson 2002). It can be summarized that;

- a. Effectiveness is defined as effective means to cause a change. It is also a measure of the quality of attainment in achieving desired objectives.
- b. The concept of effectiveness is very broad based, ranging over aims, efforts applied and aims achieved or accomplishments.
- c. With specific regards to education, effective education as perceived by the parents would be the way pupil behaves at home and how well they perform in the exams. Display of good moral behavior and citizenship is also a true reflection of effective schooling.
- d. This can be defined as the limit to which the set aims or objectives of a school education programme are accomplished. Educational effectiveness can be seen in relation to quantity, equity or equality of educational instruction given in a school.

2.1.2 Effectiveness as a Political Construct

Effectiveness is neither self-evident, ‘objective’ nor value neutral as a concept. Sammons (1996, p. 117) notes that ‘Effectiveness is not a neutral term criteria of effectiveness will be the subject of political debate’. Furthermore, ‘research demonstrates that judgements about schools’ effectiveness need to make

specific reference to questions such as: Effective in promoting which outcomes? Effective over what time period? Effective for whom? School effectiveness is perhaps best seen as a relative term which is dependent upon time, outcome and student group' (Sammons, 1996, p.143). Her view is that effectiveness should be measured using comparative value added criteria: what extra value does an institution add to its students compared to institutions serving similar intakes?

West (1999) suggests that effectiveness can be analysed at five levels (a) European; (b) national; (c) regional; (d) enterprises; (e) individuals. West (1999) argues that in relation to training, as opposed to education, one way of looking at the issue of effectiveness is in terms of whether there are 'identifiable economic outcomes'. A broader definition still focuses on the extent to which training 'meets its objectives'.

Desy and Westphalen (1998) define this more precisely as training that 'meets its objectives as defined by its funding body'. This is a useful definition, since it is undoubtedly the funding body that ultimately decides whether or not training will be made available. Whilst this is a useful heuristic, there are two points to bear in mind. First, it is not always the case that the funders' precise objectives are transparent, although their general aims may be. Second, whilst the funders may have objectives, it is only by relating the extent to which these are perceived to have been met – by the various stakeholders (e.g. individuals, enterprises) – that one can really understand the extent to which the training has been effective. There may also be unintended consequences of training that aid

an individual's employability – for example, improving 'soft skills' such as an individual's self-esteem, motivation or ability to work in a team.

Effectiveness is a measure of the ability of a program, project or task to produce a specific desired effect or result that can be qualitatively measured.

2.1.3 Efficiency versus Effectiveness

Effectiveness is also a measure of the quality of attainment in meeting objectives (resource effectiveness or team effectiveness); effectiveness is to be distinguished from efficiency, which is measured by the volume of output achieved for the input used and hence, is closely related to productivity (Bradley, et al 2002).

"At any moment there is orthodoxy, a body of ideas of which it is assured that all thinking people will accept without question. It is not exactly forbidden to say this, that or the other, but it is not done to say it. Anyone who challenges the prevailing orthodoxy finds himself silenced with surprising effectiveness. A genuinely unfashionable opinion is almost never given a fair hearing, either in the popular press or in the high-brow periodicals" (George Orwell).

2.2 PUBLIC PRIVATE PARTNERSHIP

Before discussing the concept of the Public Private Partnership (PPP), it is necessary to discuss and define the term 'partnership'.

The Oxford Dictionary of Current English describes partnership as "the state of being partners". Cambridge Learners Dictionary (2002) describes partnership as working together to achieve something. Whereas, a partner is defined as a person who works with another person in attaining a common aim. The nature of partnerships is different in different scenarios, at different time period. Shaeffer (1994) highlights two terms 'involvement' and 'participation' with regards to partnership. Many analysts consider involvement and participation as weaker forms of activities. Whereas partnership requires more assertive involvement. There is a lot of difference between partners and participants. Partners work for attainment of a collective aim, whereas participants just cooperate in an activity.

2.2.1 Objectives of Partnership

It is generally agreed that the prime obligation to provide education rests with national, regional and local educational authorities. At the same time, it is also understood that the authorities cannot be expected to meet everybody's needs, for a variety of reasons, foremost being the meager public funds. The scenario is more specific with developing countries where "Education for All" is faced with setbacks. Renewed partnerships between government and non – government organizations can effectively help in attaining this goal. Ever increasing demand

in education has been countered by incorporating partnerships and delivery systems (Naidoo, 2003). Another very positive aspect, as highlighted by Grimsey and Lewis (2002) is that such partnerships reduce the burden on tax payers, as provisioning gets shared by the private sector, which is otherwise associated with the public sector.

2.2.2 Principles of Partnership

Global Humanitarian Platform (2006) defined the principles of partnership as

a. **Equality**

It is defined as the mutual respect between members of partnerships, irrespective of their status, size and power. It desires of all members to respect each other's ideas, identity, qualities, limitations, commitments and constraints etc.

b. **Transparency**

This principal highlights the degree of fairness and clarity. Special area of emphasis would be sharing of information, transparency in financial matters and confiding with other members. Transparency can increase mutual trust among members.

c. **Result – oriented approach**

Results must be preset as goals, which must be reality based and falling within the resources. In this way, a well coordinated effort could be launched undertaking all the capabilities.

d. **Responsibility**

This is the most important principle. No aim can be achieved till an organization undertakes full responsibility of accomplishing it with responsibility and dedication. It is important to understand that only those tasks must be committed which could be completed within the means and capabilities available.

2.2.3 Public Private Partnership (PPP)

This partnership is believed to be an arrangement between public and private sector (inclusive of CSOs) where public activities are partially or wholly performed by the private sector (Savas, 2000).

It has also been defined as a methodology of implementing government programmes in collaboration with the private sector. In PPP perspective, the term 'private' entails all non-government agencies including voluntary groups, philanthropist outfits, partnership bodies, individuals and community organizations. At the same time PPP well addresses the aims previously set by government bodies. The roles of PPP normally differ from region to region, and project to project. Sometimes their role could be more active inviting deeper involvement. Whereas in other areas, they may have a minimal role.

partnership between local governments and the private sector (Govt. of India, 2004):

- a. There exists a potential for economic development;
- b. There is room for new ideas;
- c. When it is sure that involvement of private partner would enhance the education quality, much better than the local government resources;
- d. When there exists a sense of competition among the private partners;
- e. If the user community supports the involvement of private partners;
- f. When the service output could be monitored and priced;
- g. When the project expenditure could be recovered through fees;
- h. When the region has a precedence of entering into partnerships with private partners; and
- i. When local government does not have adequate budget to provide quality service.

2.2.6 Role of Public Private Partnership in Education

During the last decade, most of the Asian countries have experienced increased school population mainly due to the following reasons:

- a. Population growth;
- b. Reduction in infant mortality rate;
- c. Educational awareness; and
- d. Financial uplift of societies.

These factors have resulted into doubling and tripling of school admissions. Even if educational expenditure on a student does not change, increased numbers of students make it impossible for government funding to effectively run the educational process. Such a situation badly calls for setting up of PPPs to cope with the public funding shortfall and also not to discourage the new intake of students. At the same time, maintaining respectable standards is also necessary (World Bank, 1996).

2.2.7 Mechanisms of Service Delivery

Public based education systems remain under severe criticism due to variety of reasons. Hutchinson and Campbell (1998) have reviewed the literature for prescriptions on partnership working and suggest that there is no easily transferable model of partnerships. The potential of partnerships has been promoted within and between the private, public and voluntary sectors. The practical challenges of effective partnership working, however, have been well investigated and articulated by Huxham and Vangen (2001), in the context of collaborative working. They claim that the potential difficulties of collaborative working are such that other alternatives should be chosen first. However, once a decision has been made to collaborate there are suggestions to ensure success. It is very difficult to locate and motivate qualified teachers to work at suburban locations. Following are some contributing reasons:

- a. Low pay;
- b. Harsh working conditions;
- c. Lower society status;

- d. Lack of government patronage; and
- e. Shortage of books, teaching aids and equipment.

Shami (2007) identifies certain mechanisms which could be incorporated in order to provide quality education. These mechanisms are:

- a. Government financing - school would vouch for poor children of services
- b. Government hiring - responsibility handed over to private contractors for services group or NGO
- c. Procuring of services - hiring technical assistance including text book designing to formulation of examination system
- d. Active participation of - authoritative role in planning and policy making process private sector

2.3 COMMUNITY PARTICPATION

Prior to proceeding further, it is appropriate to discuss appropriate terminologies, which are:-

2.3.1 Community

A community can be defined as a group of people who share similar values like culture, language, class, religion, traditions and race. Shaeffer (1992) highlights the concept of homogeneous and heterogeneous communities. He also talks about united and conflictive communities. There are communities governed by leaders chosen by consent, who like to act autonomously, whereas certain communities are ruled by impostaers backed by regional authorities.

2.3.2 Types of Community

Zenter (1964) points out three aspects of communities. First, community is a group structure, whether formally or informally organized, in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitational space. Second, members of the community have some degree of collective identification with the occupied space. Lastly, the community has a degree of local autonomy and responsibility.

Bray (1996) identifies three types of community:

- a. Geographic community, more specifically based on place of residence like village, town or district.
- b. Community based on religious, ethnic or racial identification.

- c. A community based on similar family or educational concerns. It includes groups like parent associations.

2.3.3 Participation

There could be various definitions of the term 'participation'. Shaeffer (1994) has given several definitions of participation:

- a. Involvement through pure use of service (like enrolling children in school)
- b. Involvement of society through contribution (money, material labour etc)
- c. Involvement through attendance (parents – teachers meetings)
- d. Involvement through consensus on an issue
- e. Involvement through participation in delivery of service
- f. Participation by implementing delegated powers
- g. Involvement by participating in decision making, feasibility study, planning, implementation and evaluation etc.

Another scholar Campfens (2007) identifies certain factors which can make the community participation more significant:-

- a. Creating a candid and democratic atmosphere;
- b. Encouragement of local initiatives through decentralized policy;
- c. Undertaking public administration reforms;
- d. Having equal and democratic say of professional experts and officials;

- e. Patronizing self-sustained organizations of lower and excluded classes;
- f. Active training of community in leadership;
- g. Active involvement of NGOs; and
- h. Establishing decision making structures at micro and macro level.

2.3.4 Community Participation

Every faction of society plays its role in children education, in one way or the other. Efforts must be undertaken to join together the efforts for better yields. That can be effectively done if there is effective collaboration between schools, parents and other community groups. It is very important to understand that the community participation by itself must not be the goal in spreading of education; neither it can miraculously solve education issues, especially in developing countries. It can only facilitate the process of improving the educational standards and promotion of democracy in society (World Bank, 1999).

Heneveld and Craig (1996) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region:

- a) Children come to school prepared to learn;
- b) The community provides financial and material support to the school;

- c) Communication between the school, parents, and community is frequent;
- d) The community has a meaningful role in school governance; and
- e) Community members and parents assist with instruction.

Many researches have brought out various means of community participation in education by highlighting certain means through which the community can participate, as highlighted by Colletta and Perkins (1995)

- a. Through research and data collection
- b. Carrying out discussion with decision and policymakers
- c. Undertaking school management
- d. Curriculum designing and editing
- e. Development of learning aids
- f. Renovation and construction of schools

Epstein (1995) focuses on how to help children succeed in school and later life by involving partnerships of schools, families and communities who help in improving school programmes and environment, provide family services, increase parents' skills and leadership, liaise with other communities and help teachers with their work. Epstein (1995) concludes by spelling out various methods by which families and communities can work together. These are:-

- a. **Parenting.** Responsible parenting is the best means to create education supportive environment for children at home.

- b. **Communicating**. Through effective communication, parents can interact better with teachers. They can know more about school education programmes and education process.
- c. **Volunteering**. Parent's help can be recruited and incorporated through parent help and support.
- f. **Decision Making**. Inclusion of parents' ideas in school decision making process.

Community involvement can help promotion of education in a number of ways. Few ways out of these as described by World Bank (1999) are appended below:

- a. Stressing aloud, merits of enrollment and education
- b. Supporting and boosting morale of teachers and staff
- c. Providing monetary support to schools
- d. Encouraging regular attendance of students
- e. Renovation, repair and construction of building and facilities
- f. Contribution in the form of labour, material and finances
- g. Hiring and supporting new teachers
- h. Monitor teachers' attendance and efficiency
- i. Managing of village schools by forming education communities
- j. Frequently arrange and attend school meetings
- k. Include skill training and local cultural information in the curriculum
- l. Help children in studies

provide good education and cannot provide school equipment, trained teachers and instructional material.

c. Collaborative model

The above two discussed models could be seen giving birth to this one, where the role of the community is much envisaged, through provision of active support to government provided education.

Punjab government's Community Participation Project (CPP) was a combination of Government Provided Education and Collaborative Models, as we just discussed above. Government interacted with the private sector to take initiative of spreading education by establishing community model schools.

2.4 NEED FOR COMMUNITY PARTICIPATION

The main aim of any exercise which is jointly carried out by parents and the community, with regards to education, is to make the learning process so effective that an increased number of children are imparted knowledge, according to the globalized world scenario. There are certain convincing factors which favour community participation in education activity.

2.4.1 Using Limited Resources to Maximum Utilization

Governments world over are making efforts to spread as much education they can. In reality, most of the governments fail to achieve this aim for numerous reasons like lack of capital and resources. Everywhere, there is shortage of trained teachers, especially in the third world countries. Therefore the only way for planners to deliberate, is to chalk out effective and efficient means of utilizing whatever available resources they have.

World Bank Report of 1995 deliberated upon “Case Study Madagascar”. In Madagascar, government patronage in terms of investment and budget is extremely low. Communities were found contributing to the maximum extent mainly in impartation of primary education. Community and parents look after the school infrastructures, equipment and educational supplies, in order to keep the education process going.

2.4.2 Incorporating Correct Teaching Material and Relevant Curricula

Incorporation of communities and parents normally results in defining relevant curricula, which is more pertinent to the local society. Local communities understand their societies in a much better way, as compared to planners sitting far away. A case study in Papua New Guinea conducted by Goldring (1994), highlights community schools which have set a goal to establish a close link between education and local culture. As a result, the community schools' curricula is given due place in national curricula. Cultural traditions like festivals, customs and events etc are effectively promoted through education.

Colleta and Perkins (1995) narrate another case example of "Escuela Nueva programme" undertaken in Columbia. In this programme a very large share is given to community participation in preparation of curricula. The curriculum so designed, includes self instructional textbooks containing information about local cultural elements. They also include oral traditions on local crafts, economic activities, health problems, geography, sports, local music and dances. Students benefiting from Escuela Nueva programme find themselves gaining education, as well as their cultural and traditional knowledge. The students were found well aware of their values, which they could effectively utilize, when they themselves become part of their communities (de Arboleda, 1991).

2.4.3 Problem Areas and Probable Solution

The role of local communities could also be pronounced in finding out problems which hinder the educational process, such as low participation and

weak academic performance. A case study in Gambia, as reported by World Bank (1995) focused on low attendance of girls in the schools. A new technique called Participatory Rural Appraisal (PRA) was incorporated. In this technique, efforts were launched to mobilize the community in creating awareness and assisting them to come out with their own solutions. Models of thirteen locals were trained about PRA objectives. Participation from all community groups like literate and illiterate, young and old, men and women were incorporated. Seven rural villages were earmarked for the activity where PRA trained teams focused on villagers by discussing about their issues including income and expenditure and education related issues. This report discovered following reasons which were adversely effecting girls' education:-

- a. Acute shortage of books
- b. High schooling cost
- c. Higher risk of teenage pregnancy
- d. Social taboos like expected loss of traditional values, like family obedience
- e. Incorrect perceptions among men that girls are less successful in life

Best solution to enhance the female schooling is to involve the parents into the activities of community schools. It could also help in identifying potential teachers. A local woman identified as a potential teacher, can greatly help in girls' education activity. Apart from this, local notables, elders and religious leaders who are respected by the community, could be incorporated to convince the parents to send their girls to school (UNICEF, 1992).

2.4.4 Effective Community-School Partnerships

Carino and Valismo (1994) argue that there are certain ways to create effective parents-community-school partnerships. Some of these are:-

- a. Reducing discontinuities between schools and families
- b. Eliminating any differences between schools and communities. schools and families, teachers and parents
- c. Reduce objections, if any over the syllabi
- d. Making easy transition of students going from home to school
- e. Preparing students to engage in learning process
- f. Minimizing cultural shock of new entrants to schools

Case Study example of SFEP (Social Forestry Education and Participation Pilot Project) in Thailand is very relevant here. It aimed to change learning and school-community relations by incorporating fifth and sixth grade students. The students were tasked to study forest management which they did by visiting farms and questioning the foresters. The local community greatly helped them understand the concepts which they had studied in schools. Apart from this, the students also studied animals and plants as part of their regular science curricula. There also, the locals provided them with expert views. When the project was examined by McDonough and Wheeler (1998), it was found that the communities had greatly contributed in education of their youth. It was also found that the curriculum could be linked to daily life and environment to be more effective.

2.4.5 Involvement of Parents as Democratic Value

The involvement of parents in education process is regarded as a proper democratic value in some countries. OECD (1997) highlights that in Denmark, England and Wales, parents have a proper right of being represented at the school governing bodies. In France the parents have rights to representation of entire policy making and planning bodies. The Spanish Constitution defines rights of teachers, parents and students allowing their participation in entire education service. Many other European states have similar democratic systems in place.

2.4.6 Enhanced Accounting

The process of involving parents in education, especially in the governance procedures, is thought to bring about enhanced accountability of schools. Quoting the examples of England, Wales, Canada and United States, the process of parental involvement in accountability is often seen at par to market oriented concept of business partnerships, where both partners receive mutual benefits working together more effectively to achieve higher aims and benefits (OECD, 1997).

Rugh and Bossert (1998) studied six studies involving Philippines, Kenya, Bangladesh, Columbia, Bolivia and Pakistan. It was concluded that the community can hold teachers and other education staff accountable only when they have some powers over them. These powers could be in the shape of social and moral bindings, when school employee's salaries are generated through community sources, or when there are strong local communities to exert influence

over the teachers. It was also highlighted that when parents contribute by providing their time, material, funds, labour and land, they tend to be more imposing and influential in school affairs, especially in monitoring teachers' performance.

CSP (Community Support Programme) was undertaken in Balochistan, Pakistan to define the responsibilities of community and Directorate of Primary Education, Balochistan. The programme was focused to girls' education. The purpose of involving parents more into the education process was to undertake the accountability of school staff. At village level, VEC (Village Education Committees) were formed. Each VEC comprised of five to seven men whose daughters were attending schools. VEC was also declared as the schools' official representative body to the government. This CSP system was very useful in making teachers and educational staff accountable to parents. VEC members were empowered to report teachers' attendance, attitude and efficiency to the government and also to recommend teachers for training (The World Bank, 1993).

2.4.7 Enhanced Sustainability

Sustainability is a basic requirement for a school to function. Budget availability is the basic factor to keep the schools running. The budget is provided by government funding, private funding, donations from donor societies and philanthropists or local contribution. Community participation alone cannot assure prolonged sustainability, as the communities have to rely on external funding of some form to keep the schools running. However, the purpose of involving the

community in supervisory or monitoring role, is to ensure that the external funds are judiciously utilized. In this way whatever self generation and judicious use become two means to effectively undertake prolonged sustainability even if the external interventions are stopped. Thus self reliance is achieved (Lovell, 1992).

2.4.8 Changing Home Environments

Effective community participation should not be restricted to schooling and education only. It can also contribute in improving home environment and views of parents. It can make parents understand the benefits of education for their children and also encourage parents to send their children to schools. World Bank (1997) study for India analyzing primary education system, narrates that families aware of the importance of children education, even in the under-developing regions can contribute more effectively in the education process. Those were found achieving better grades, whose parents helped them by providing time and environment for study, encouraged reading and supported their educational desires.

It is generally found that the families which are closely involved in schooling and education process not only have a better understanding of education, but are also more willing to cooperate in improving children's learning. In their individual capacity too, such parents can help their children by providing conducive environment and study materials at home.

Heneveld and Craig (1996) argues that parent and community are the key factors in school effectiveness as they can better prepare their children by increasing their readiness to attend schools. They also take care of health and nutrition of their children.

2.4.9 Community Participation and Teacher Support

While viewing different forms of community support, we find that some are clearly designed to support teachers. As an example, constructing houses for teachers working away from that community is one form of support. Such a support would be ideally suited in rural areas, which are generally devoid of such facilities. A qualified teacher would feel more at ease while going to a rural school where he is being provided accommodation. Language barrier is yet another issue which can hinder teacher – student relationship, especially if the teachers are not native. The community members can very effectively contribute by explaining to the students in local dialects, the teachers lecture. In this way a big gap between teachers and students can be filled, and both the teachers and students can feel more bonded. Community can also contribute by providing them knowledge and information about the local region (World Bank, 1999).

As an example we can observe SFEP (Education and Participation pilot project in Thailand (McDonough, et al, 1998). The local villagers played their role by educating students about certain species peculiarly indigenous in that village. Community people were able to explain practically to the students what they had been taught by the teachers. The community members were authorities about their

own region, history and customs. Notable community members could even be invited to classrooms to lecture the students.

2.5 PUBLIC PRIVATE PARTNERSHIP: AN OVERVIEW OF POLICY PROVISIONS SINCE 1947

The first Education Conference, 1947 specified that education at all levels is primarily the government's responsibility. Although the conference did recognize financial constraints and encouraged private initiative in elementary education (Aly, 2007).

In the Second Education Conference (1951), the participants were more open in identifying the probable role of the private sector in education. The conference admitted that central, provincial and local bodies did not possess means, finances and infrastructure to cater for the educational needs of the country. So the participation of the private sector was identified and welcomed.

Later National Education Commission (1959) encouraged the NGOs to assume the leading role in the process. However the commission did not define any specific avenues where the private sector could be forthcoming.

Commission on Student's Problem and Welfare (1966) reported upcoming commercialization and profiteering in education. These negative trends were further added by lack of quality. Other two negative trends added in the report were the promotion of elitism and snobbery by the private institutions. The report

identified more disadvantages of private education, rather than the advantages. The report culminated on stressing efficient alternatives to support public sector education and better government control over the private sector.

New Education Policy (1969-70), reported over charged school fees, under paid teachers and number of administrative irregularities in the private sector education. This report also identified private education as more problematic, rather than an alternative as viewed by Commission on Student's Problems and Welfare (1966). New Education Policy (1969-70) also recommended government legislation to streamline the education process.

The Education Policy (1972) abruptly put an end to the existing complaints about the private education by nationalizing them. Before 1972, most of the privately managed institutions were totally private education institutions of Pakistan. These institutions apart from obtaining government grants, also received funds from foreign sources. Fees, incomes from associated property and donations, provided additional income to these institutes. The government announced to take over all the privately run educational institutions. In this way the following institutions were nationalized. (Govt. of Pakistan, 2004)

a.	Schools	-	18926
b.	Maddaris	-	346
c.	Colleges	-	155
d.	Technical Institutes	-	5
Total		:	19432

The National Education Policy (1979) reviewed the nationalization policy. It was concluded that the experiment had failed, and had resulted in the poor performance at all level. Active role of community participation was once again thought necessary. It was decided that Ministry of Education (MoE) and subordinate education departments, would permit private enterprise to establish institutions especially in the rural areas. It was also decided that prevailing legislation on nationalization of educational institutions would be suitably amended with the provision of not to be nationalized again (National Education Policy 1998-2010).

Further supportive measure like encouraging donations and tax relief etc were also put into practice. Subsequent to this policy, Punjab Private Educational Institutions (Promotion and Regulation) Ordinance was passed in 1984. Later the provinces of Sind and NWFP (Northern West Frontier Province) now known as Khyber Pakhtoon Khawa (KPK) also enacted similar laws.

Major reforms were seen in the National Education Policy (1992) with regards to involvement of private sector in the education process. Measures like interest free loans, provision of land for educational institutes, construction on reduced price and tax exemptions were announced, to attract the private sector to join in the education process. Donors and philanthropists were encouraged to donate. Investors were also invited to invest in the education sector. For better coordination with the private sector, National & Provincial Education Foundations were set up. Foreign support was also sought by inviting accredited universities to open their campuses in Pakistan.

The positive impetus of the 1992 policy was rightly carried onwards in the National Education Policy 1998-2010. The government candidly recognized that the public sector lacks finances, expertise, skill and resources to undertake the education alleviation process. The government undertook further bigger steps in taking the private sector and CSOs (Civil Society Organizations) on board.

In the ongoing process of ESR (Education Sector Reforms), the public – private partnership has been given a great importance, with the active participation of NGOs. Following incentive package has been announced by the government for private operatives who wish to come forward and join in the process of education (Govt of Pakistan, 2003):

- a. Providing land for the institution free of cost or at rebated price in rural areas. Whereas in urban areas, establishing educational zones in residential areas.
- b. Provision of utilities like electricity, gas and water at non-commercial tariffs.
- c. Availability of sufficient grants through education foundations and Khushhali Bank.
- d. Exemption of custom and excise duties on import of educational equipment and teaching material.
- e. Fifty percent rebate in income tax to faculty members and management of private sector institutes.

The National Education Census of 2005 showed the following:

Total Institutions	-	245,682
Private Sector	-	81,103 (33%)
Public Sector	-	164579 (67 %)

Shami, (2007) is of the view that this proved that the government is rapidly moving towards its goal of shifting the load of education to the private sector as was stated in National Education Policy 1998-2010.

National Education Policy (2009) recommended the development of Public Private Partnership to ensure uniformity in standards and purposes of education. Policy recommended that the government shall aim to draw upon resources from the private sector, particularly in the areas of teacher education and professional development programs through Public Private Partnerships.

Moreover, university-industry partnerships were recommended to enhance research and development capacity to achieve knowledge transmission to the productive sector. This policy envisages public private partnerships to strengthen universities and colleges through local, regional, national and international partnerships in sharing their expertise and facilities to support socio-economic regeneration and growth (National Education Policy, 2009).

**2.6 TARGETS FOR PRIMARY, MIDDLE, SECONDARY AND
HIGHER SECONDARY EDUCATION FOR 2010**

Table 1: Targets of federal government for school education

		Primary		Middle		Secondary		Higher Secondary	
		5-9 Years, Classes I-V	10-12 Years, Classes V-VIII	10-12 Years, Classes V-VIII	13-14 Years, Classes IX-X	13-14 Years, Classes IX-X	15-16 Years, Classes XI-XII	15-16 Years, Classes XI-XII	
Population (000)	Male	1997- 98	Target 2010	1997- 98	Target 2010	1997- 98	Target 2010	1997- 98	Target 2010
	Female	9712	11337	4832	6661	3222	4517	5705	8170
	Total	19964	24533	9728	13376	6486	9316		
Enrolment (000)	Male	9250	14500	3050	7050	1300	3820	650	1500
	Female	5800	11300	1740	4650	750	2690		
	Total	15050	25800	4790	11700	2050	6510		
Participation Rate (%)	Male	90.23	110	62.3	100	39.83	80	11.4	18.4
	Female	59.72	100	36.01	70	23.28	60		
	Total	75.39	105	49.24	85	31.61	70		
Teachers (000)	Male	220.5	301	60.80	195	111	248	11	21
	Female	125.8	226	40	130	49.7	112		
	Total	346.3	527	100.8	325	160.7	360		
Schools (000)		150	190	15.9	60	11	30	0.35	1.1

Source: National Education Policy 1998-2010

2.7 GOVERNMENT INITIATIVES REGARDING PUBLIC PRIVATE PARTNERSHIP

Our history is full of political instability. This political instability has cast adverse effects on the education system. Enrollment and attendance at all levels is not at all satisfactory. Construction of new buildings and hiring of teaching staff to meet the government's goal of admitting hundred percent children to schools by 2015 seems farfetched, mainly due to the financial effect (Government of Pakistan, 2004). Government has put into effect many schemes, which render privileges to private organizations which are ready to participate in the education process. The main beneficiaries of these schemes are CSOs (Civil Society Organisations). These programmes include:

- a. Adopt a school and School Improvement Programme
- b. Introducing IT programmes in Government Schools
- c. Capacity Building of SMCs (School Management Committees)
- d. Education Foundation Programmes
- e. Maddaris Reforms
- f. Afternoon School System

2.7.1 Adopt a School and School Improvement Programme

This programme was included in the PPP scheme. Its main aim was to revive failing or low performing educational institutions of the public sector. For obvious reasons, certain regulations were defined. NGOs or CSOs, under a contract could take over the management of the schools through a mutually agreed memorandum, usually for a period of three years. It was later recorded that this

programme resulted in the revival of over 1800 schools including trained teachers, better equipped laboratories and libraries, increased enrollment and restoration of people's confidence (Govt of Pakistan, 2004).

2.7.2 Introducing IT Programmes in Government Schools

This programme was launched to cope up with the latest world wide information technology. This was done by establishing computer labs in government owned schools. The government for this purpose reached out to private organizations through agreements for the provisioning of computer hardware, including installment, backup support and IT related curriculum at the government schools. Under this programme IT labs were established in over 5000 schools (Govt of Pakistan, 2004).

2.7.3 Capacity Building of School Management Committees

For this programme, the government preferred to reach out to NGOs which were more organized and had effective potential to reach out to the community. The Education Ministry after undertaking requisite legalities, allowed the School Management Committees and Parents Teachers Associations to be registered as CCBs (Citizen Community Boards). Once registered, these bodies gain legal standing which makes them eligible for share in District Development Fund including 20% funding from the local communities (Shami, 2007).

2.7.4 Education Foundation Programmes

Government entrusted another initiative to promote private sector partnership by incorporating six Educational Foundations, out of which two were

in NWFP. These foundations took a leading role in educational development by incorporating innovations in school and college education. Under the recommendation of these foundations, a lot of restructuring has been undertaken, to fully incorporate private participation in education process (Govt of Pakistan, 2004).

2.7.5 Maddaris Reforms

Government appreciated the idea of integrating the systems of formal education and 'Deeni Maddaris' as close together as possible. The Maddaris were to be brought into main stream education through allocation of funds, better salaries for teachers, provision of text books and teacher's training. Change from traditional Maddaris curriculum was undertaken by introducing subjects like English, Mathematics, Pakistan Studies, Science and Computer Education. This change was incorporated in 8000 Maddaris at primary, middle and secondary level (Govt of Pakistan, 2004).

2.7.6 Afternoon School System

The government of Punjab took a decision in February 2001 to incorporate Community Participation Projects in order to upgrade the schools. For this purpose pilot projects were launched in districts of Chakwal, Sargodha, Narowal and Bahawalnagar. A system of monitoring and evaluation was also put in place. Under this programme, 6911 schools were upgraded which included 39% boys and 61% girls schools. Not only that the schools were upgraded, but the government was also able to save a handsome amount on cost. It was reported that the government saved approximately eight lac rupees per primary to elementary

level up gradation, approximately fifteen lac rupees per elementary to secondary level up gradation, and approximately twenty lac rupees on a higher secondary level up-gradation (Govt of Pakistan, 2003). Under this programme, the government run morning school was responsible for provision of infra structure like building and furniture to afternoon school free of cost. Afternoon school students were also given the status of regular students. The private sector groups operating afternoon schools, known as “licensees” were responsible for upgrading school structures and paying utility bills, in lieu of rent relaxations. A licensee was given a license to operate a school for a period of five years (extendable).

2.7.6a Objectives of CPP

Objectives of CPP scheme as formulated by The Department of Education, (NO.PS\SSS\EDU\MISC\2001, dated June 08, 2001) are given as under.

1. To use existing school building for middle, high and higher secondary classes after school hours.
2. To strengthen the role of school councils and also to create awareness among the community.
3. To provide incentives to the local people to participate in propagating education and to earn without investment.
4. To provide solutions to problems by utilizing local resources.
5. To ensure the provision of computer and technical education to children after/ during school hours.
6. To bring back the out of school children who are involved in child labour.
7. To make the school hub of activities for adults/ parental education.

8. To provide Health Education through Tele-Medicine.
9. To provide Agriculture Education through Tele-Agriculture.

2.7.6b Process/ Procedure of CPP

1. According to this project “The NGO’s”, “The Trusts”, “School Councils”, “Experienced and interested individuals like retired teachers” and “Potentially educated men and women” can be licensees for establishing “afternoon schools” as an independent entity.
2. Under this project the government school buildings / Furniture and Fixture / Laboratory / Library / Hall and playgrounds will be made available to licensees to run school in the afternoon.
3. There will be a written agreement (Appendix X) for both parties i.e. The Licensee and the Education Department, Government of the Punjab for five years.
4. The licensees will offer upgraded standards (from next tier of classes which are not being taught in the morning school) in a particular school, which they will be allowed to operate.
5. Salaries of teachers and collection of fees are the responsibility of the private party.
6. The private party will pay utility bills of morning and evening sessions and ten percent of gross income.
7. Private parties are allowed to impart computer education in classes 9th and 10th of morning school and establish computer labs.
8. Fee structure will be for;

- Computer education for class 9th and 10th Rs: 065 per month.
- General education from 6th to 10th class Rs: 200 per month.
- General education for classes 11th and 12th Rs: 300 per month.

9. Fee concession will be provided to;

- Huffaz Full fee
- Real brother/sister Half fee
- Teacher son/daughter Full fee
(Up to grade 15)
- 10% of total strength Full fee

(NO.PS\SSS\EDU\MISC\2001, dated June 08, 2001)

2.7.6c Progress of CPP

Table 2: Number of CMS in 2004, 2006 and 2008

Category	2004			2006			2008		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary to Elementary/ Secondary Schools	928	1771	2699	60	261	321	20	41	61
Middle to High/Higer Secondary Schools	625	1418	2043	29	75	104	46	96	142
High to Higher Secondary Schools	1141	1028	2169	74	120	194	30	99	129
Total	2694	4217	6911	163	456	619	96	236	332

Source: Director CPP (M & EC), Lahore

The above table indicates towards the fact that the CPP scheme was in decline. The number of schools upgraded from primary to elementary or high or higher secondary, were decreasing rapidly.

CHAPTER 3

RESEARCH METHODOLOGY

Chapter one dealt with statement of problem, objectives of the study, significance of the study and other initial information. Chapter II is about the review of related literature whereas this chapter deals with methodology and procedure of the study. This study was descriptive in nature. It included surveys to investigate the opinions of administrators/ managers of education department, Punjab; managers/ principals/ headmasters and teachers of Community Model Schools in Punjab through questionnaires. The opinions of experts, educationists and Directors of Community Participation Project were sought by structured interviews with them.

3.1 POPULATION

Population for this study included all the following from the Punjab province:-

i.	Executive District Officers (Education)	35
ii.	District Education Officers , Secondary Education	35
iii.	District Education Officers, Elementary Education (Male)	35
iv.	District Education Officers, Elementary Education (Woman)	35

v.	Headmasters	}	Community Model Schools	332
vi.	Headmistresses			
vii.	Principals			
Viii	Teachers of Community Model Schools (Estimated)			2128
(Estimated 04 teachers for elementary, 6 teachers for secondary and 8 teachers for higher secondary schools functioning under CPP)				

Table 3: Community Model Schools in Punjab in the year 2008

Institutions	Elementary Schools	High Schools	Higher Secondary Schools	Total
Boys	20	46	30	96
Girls	41	96	99	236
Total	61	142	129	332

Source: Director Community Schools, Monitoring & Evaluation Cell (CPP), Punjab.

3.2 SAMPLE

The sample consisted of EDOs (Education), DEOs (SE), DEOs (EE) Male & Woman from nine selected districts of the Punjab. Head and two senior most teachers from each CMS, were taken as sample in eleven districts of the Punjab. Researcher used multi-stage cluster sampling technique. Punjab province was divided into three regions i.e. Northern, Central and Southern to give representation to wide spread geographic regions of the Punjab province. Three districts from each region were selected randomly through a draw. For the purpose

of this study, the researcher selected 09 out of 35 districts. 16 institutions were selected through draw in the districts where it was possible. Due to the closing of CMS on a large scale, the researcher tried to increase the number of CMS as much as possible and took 100% of CMS in sample districts of Central and Southern regions. For the purpose of institutions, districts were increased in central and southern regions from three districts to four districts, keeping in view the maximum availability of CMS in fourth sampled district. The available 332 Community Model Schools included 96 boys and 236 girls institutions in Punjab province. Number of institutions 124 taken as sample of the study from eleven districts of the Punjab province formed 37.4% of available 332 Community Model Schools in Punjab.

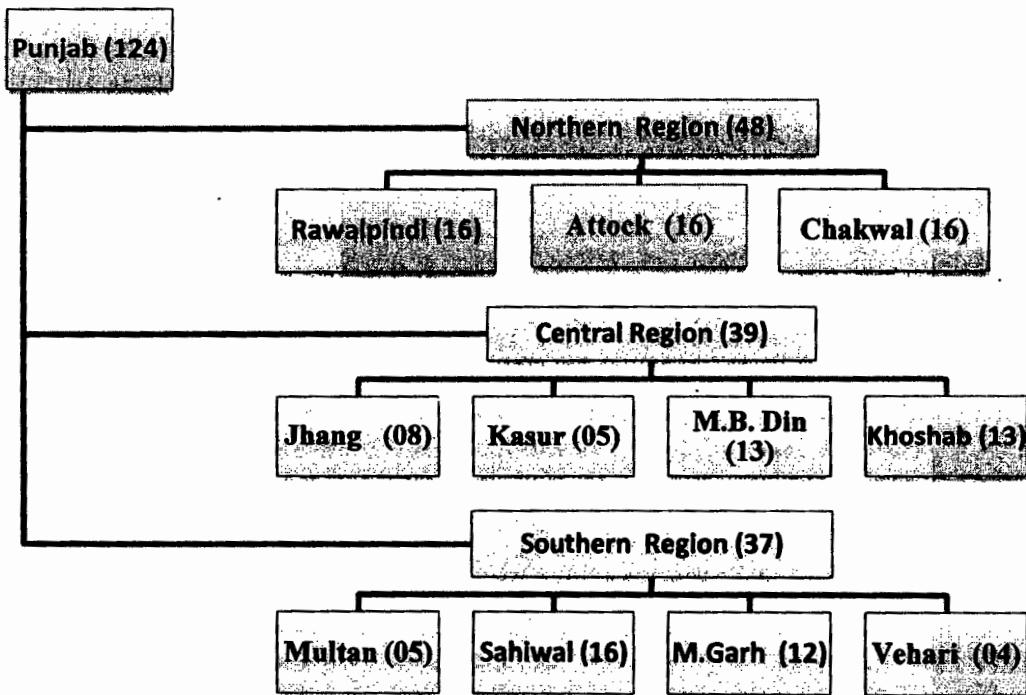
Table 4: Region distribution, districts with number of CMS

S.No	Northern Region		Central Region		Southern Region	
1	Attock	41	Lahore	00	Multan	05
2	Mianwali	14	Okara	01	Lodhran	02
3	Chakwal	28	Kasur	05	Vehari	04
4	Rawalpindi	48	Sheikhupura	01	Khanewal	00
5	Jhelum	08	Nankana Sahib	01	Sahiwal	19
6	Gujrat	11	Gujranwala	14	Pakpattan	02
7	Sialkot	19	Hafizabad	00	Bahawalpur	00
8	Narowal	05	M. B. Din	13	Bahawalnagar	11
9	---		Faisalabad	29	Rajanpur	00
10	---		T. T. Singh	04	R. Y. Khan	00
11	---		Jhang	08	Layyah	00
12	---		Sargodha	13	Muzaffar Garh	12
13	---		Bhakkar	00	D. G. Khan	01
14	---		Khushab	13	---	
Total		174		102		56

Table 5: Institutions taken as sample in Punjab

Institutions	Elementary Schools	High Schools	Higher Secondary Schools	Total
Boys	02	10	13	25
Girls	10	33	56	99
Total	12	43	69	124

Figure 1: Number of selected schools from each district & region



The majority (55.7%) of sample institutions were taken from Community Model Higher Secondary Schools, 34.6% from Community Model Secondary Schools, and 9.6% from Community Model Elementary Schools. The educational managers i.e. EDOs (Education), DEOs (EE M&W and SE) were taken from nine sample districts.

3.3 RESEARCH INSTRUMENTS

Three questionnaires having closed and open ended questions were designed for the purpose of data collection.

1. **Questionnaire 'A'** was developed for teachers of Community Model Schools (Appendix I).
2. **Questionnaire 'B'** was developed for Heads of Community Model Schools (Appendix II).
3. **Questionnaire 'C'** was developed for Executive District Officers (Education), District Education Officers (Secondary Education), District Education Officers (Elementary Education) Male, and District Education Officers (Elementary Education) Women (Appendix III).

All the questionnaires were constructed separately as according to their job specifications, consisting of three parts in each. Part I was about the biodata of the respondents, Part II was about the opinions of respondents regarding CPP and Part III consisted of open ended questions to get their opinions about improvement of Community Participation Project, Punjab. Questionnaire 'A' and 'B' also included three point rating scale. Questionnaires were developed to get the opinion of teachers and heads of Community Model Schools, and educational managers of Department of Education, Punjab regarding Community Model Schools as well as Community Participation Project (CPP). Objectives and implementation/operation of CPP scheme were mainly focused for judging effectiveness. All the questionnaires were improved by three experts (Appendix-IV). After the improvement of the questionnaires, pilot testing was carried out in eight

institutions of Rawalpindi and Chakwal districts, and necessary changes were made in tools for data collection.

4. Results of BISER for the years 2005-08

Results of 202 (100%) Community Model Schools affiliated with/ recognized by BISER were obtained from the Board's Gazettes for the year 2005-06, 2006-07 and 2007-08 for SSC and HSSC examinations. The results were analyzed in terms of grades achieved by students (Appendix V).

Table 7: Grading schemes

Board of Intermediate & Secondary Education, Rawalpindi		
Grading Schemes	SSC Examination (Marks)	HSSC Examination (Marks)
A+/ A-1	680 to 850	880 and above
A	595 to 679	770 to 879
B	510 to 594	660 to 769
C	425 to 509	550 to 659
D	340 to 424	440 to 549
E	Minimum pass marks to 339	Minimum pass marks to 439

5. Interview Schedule

An interview schedule (Appendix VI) was also designed to get the opinion of the policy makers/ planners (CPP), provincial stake holders, and educationists.

Directors, Assistant directors (CPP), Professors of Education, and representative of Punjab Teachers Union (PTU) (Appendix VII) were interviewed by the researcher to get their opinion regarding Public Private Partnership in Education, keeping in view the practice of Community Participation Project (CPP), Punjab. Best and Kahn (2005) procedure was followed. The interview was carried out keeping in view the availability and convenience of the interviewees. The responses were recorded on a tape recorder and then were transcribed on paper.

3.4 Data Collection

The researcher obtained departmental support letter from the Chairman, Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad for the purpose of data collection. The researcher also got a permission letter addressing all the EDOs in Punjab province, from the Director Community Schools (Monitoring and Evaluation Cell). The data collection was started in April 2008, and was completed in November/ December 2008 in entire sample districts of the Punjab province. Data were collected through personal visits in sample districts, through research assistants and by mail. Most of the managers responded (Appendix VIII) through stamped envelopes which were provided by the researcher. After delivering the stamped envelopes, containing the questionnaires for teachers and head of CMS, in schools, as well as in offices of Department of Education, containing questionnaires for managers, the researcher had to remind the respondents by phone.

Punjab province was divided in three regions, i.e. Northern, Central and Southern for the purpose of data collection. Data were collected from Rawalpindi,

$$\begin{aligned}
 E_i &= \text{Frequency expected} \\
 df &= \text{Degree of freedom} \\
 P &= \text{Probability of exceeding the tabulated value of } X^2 = O_i - E_i \\
 &= (O_i - E_i)^2 \\
 &= \frac{(O_i - E_i)^2}{E_i} \\
 \chi^2_{Obs} &= \sum_{cells} \frac{(O - E)^2}{E}
 \end{aligned}$$

(Garrett, 1997)

In data analysis discussion about interpretation of responses, it was generally assumed that:

- Yes- indicated a great extent of agreement with the statement
- TSE- (To Some Extent) indicated a low level of agreement with the statement
- NO- disagreement with the statement.

Rest of the statements in questionnaires 'A' and 'B', questionnaire 'C', results of Community Model Schools affiliated with Board of Intermediate & Secondary Education, Rawalpindi and interview schedule for experts\ educationists were summarized by using simple percentages to draw the conclusions. Thematic analysis approach was used, to analyse the interview conversations. First the conversations were listed into patterns and then related patterns were combined together. In this way the whole conversation data were pieced together to form a comprehensive picture of the collective opinion.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This study aimed at studying the effectiveness of Public Private Partnership in school education in Punjab. The study was descriptive; therefore, questionnaires and interview schedule were used to collect data. The collected data were tabulated and analyzed by using Chi Square and percentage methods. The data are being presented in the following way.

ANALYSSES OF QUESTIONNAIRES

4.1 DEMOGRAPHIC VARIABLES (TEACHERS & HEADS OF CMS)

Table 8: Gender wise distribution of teachers & heads of CMS

Gender	Teachers		Heads	
	Frequency	Percentage	Frequency	Percentage
Male	48	19.4%	38	30.6%
Female	200	80.6%	86	69.4%
Total	248	100%	124	100.0

Table 8 indicates that majority (80.6%) of the teachers were female whereas 19.4% of the respondent teachers were male in CMS in Punjab. Table also shows that 69.4% of respondent heads of CMS were female, whereas 30.6%

heads of CMS were male. Table indicates that the most of the teachers and heads involved in this project were female.

Table 9: Distribution of teachers & heads of CMS by location

Gender	Teachers		Heads	
	Frequency	Percentage	Frequency	Percentage
Urban	178	71.7%	79	63.7%
Rural	60	24.1%	22	17.7%
Missing	10	4.03%	23	18.5%
Total	238	95.8%	124	100%

Table 9 shows that majority (71.7%) of respondent teachers working in CMS belonged to urban schools. 24.1% of respondent teachers were from rural area schools whereas 4.03% of respondent teachers did not respond for their location. Table also indicates that 63.7% of respondent heads of CMS were from urban schools, whereas 17.7% heads of CMS were from rural schools. 18.5% of heads of CMS did not respond regarding their locations.

Table 10: Distribution of teachers & heads of CMS by their teaching experience

Teaching Experience (in Years)	Teachers		Heads	
	Frequency	Percentage	Frequency	Percentage
1-5	103	41.5%	06	4.8%
6-10	79	31.8%	27	21.7%
11-15	21	8.4%	45	36.4%
16-20	13	5.2%	25	20.2%
Above 20 years	32	12.9%	19	15.3%
Missing	***	***	02	1.6%
Total	248	100%	124	100%

(Complete year or fraction of the year has been taken as above next whole year.)

Table 10 indicates that majority (41.5%) of the teachers of CMS had teaching experience between 1-5 years. 31.8% of respondent teachers had between 6-10 years teaching experience, whereas 12.9% of the respondent teachers had the teaching experience of more than 20 years. 8.4% were between 11-15 and 5.2% had the teaching experience between 16-20.

Table 10 further indicates that majority (36.4%) of heads of institutions possessed teaching experience between 11-15 years. 21.7% of respondents had between 6-10 years of teaching experience, 20.2% had between 16-20 years and 15.3% heads of CMS had the teaching experience of more than 20 years. Only

4.8% of the respondents had teaching experience between 1-5 years. 1.6% of heads of CMS did not respond in this regard.

Table 11: Distribution of teachers of CMS by their academic qualifications

Academic Qualifications	Frequency	Percentage
MA / M.Sc	140	56.5%
B.A / B.Sc	96	38.7%
F.A / F.Sc	10	4.0%
Missing	2	0.8%
Total	248	100%

Table 11 indicates that majority (56.5%) of the teachers had MA/ M.Sc degrees, whereas 38.7% had B.A/ B.Sc degree. Only 4.0% teachers had F.A. /F.Sc qualifications. 0.8% of the teachers did not respond about their academic qualifications. This table shows that majority of the teachers were well qualified. The reason was that most of the CMS were working as higher secondary schools where the minimum required qualification was M.A/ M.Sc in the relevant subject.

Table 12: Distribution of teachers by their professional qualifications

Professional Qualifications	Frequency	Percentage
PTC	06	2.4%
CT/SV/Equivalent	28	11.3%
B.Ed / B.S.Ed	149	60.1%
M.Ed / M.S.Ed	29	11.7%
Missing	36	14.5%
Total	248	100%

Table 12 indicates that majority (60.1%) of the teachers possessed the B.Ed/ B.S.Ed degree, whereas 11.7% of the teachers of CMS had the degree of M.Ed/ M.S.Ed. 11.3% of respondent teachers had C.T/ S.V/ equivalent qualifications, whereas only 2.4% of the respondent teachers were PTC qualified. 14.5% of the teachers of CMS did not respond regarding their professional qualifications.

Table 13: Distribution of head teachers by their administrative experience

Administrative Experience (in Years)	Frequency	Percentage
1-5	67	54.0%
6-10	44	35.48%
11-15	08	6.4%
More than 20	04	3.2%
Missing	01	0.8%
Total	124	100%

(Complete year or fraction of the year has been taken as above next whole year.)

Table 13 points out that majority of the heads of institutions had the administrative experience between 1-5 years. 35.48% had administrative experience between 6-10 years, 6.4% possessed the administrative experience between 11-15 years, and only 3.2% had the administrative experience of more than 20 years. Only 0.8% of respondents did not respond regarding their administrative experience.

Table 14: Designation wise number and percentage of head teachers

Designation	Frequency	Percentage
Principal	68	54.8%
Headmaster/ Headmistress	37	29.8%
In charge Headmaster/Head mistress	09	7.3%
Managers	06	4.8%
Missing	04	3.2%
Total	124	100%

Table 14 indicates that majority (54.4%) of respondents were serving as principals. 29.8% of respondents were serving as headmasters/ headmistresses whereas 7.3% were working as in-charge headmaster/ headmistress, and only 4.8% of respondents mentioned themselves as Managers of institutions. 3.2% of the respondents did not respond regarding their designations.

Table 15: Distribution of teachers & heads of CMS by region / district

		Teachers			Heads		
Regions	Districts	f	%age	Cumulative %age	f	%age	Cumulative %age
Northern	Attock	32	12.9%	38.7%	16	12.9%	38.7%
	Rawalpindi	32	12.9%		16	12.9%	
	Chakwal	32	12.9%		16	12.9%	
Central	Jhang	16	6.5%	31.5%	08	6.5%	31.5%
	Mandi	26	10.5%		13	10.5%	
	Baha u Din				05	4.0%	
	Kasur	10	4.0%		13	10.5%	
	Khushab	26	10.5%				
Southern	Sahiwal	32	12.9%	29.8%	16	12.9%	29.8%
	Vehari	08	3.2%		04	3.2%	
	Multan	10	4.0%		05	4.0%	
	M. Garh	24	9.7%		12	9.7%	
Total		248	100%	100%	124	100%	100%

Table 15 shows the sample districts, their respective regions and number and percentage of responses of teachers and heads of CMS. Northern region included Attock, Rawalpindi and Chakwal districts having responses of 96 teachers, and 48 heads of CMS. Central region included Jhang, Mandi Bahaudin, Kasur and Khushab districts, having 78 teachers and 39 heads of CMS. Southern region included Sahiwal, Vehari, Multan and Muzaffar Garh districts, having 74

teachers and 37 heads of CMS. Table 15 shows that 38.7% of the respondents belonged to the Northern region, 31.5% were from the Central region, and 29.8% were from the Southern region of the Punjab province.

4.2 Analysis of Questionnaire ‘A’ Part II

H_01 : There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their satisfaction with academic background of their students.

Table 16: Responses of teachers regarding their satisfaction with the academic background of their students

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	Fo	23	20	17	60	0.403
	Fe	23.2258	18.3871	18.3871		
TSE	Fo	18	15	15	48	
	Fe	18.5806	14.7097	14.7097		
Yes	Fo	55	41	44	140	
	Fe	54.1935	42.9032	42.9032		
Total		96	76	76	248	

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (0.403) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-

specific, and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding their satisfaction with the academic background of their students. Majority (56.45%) of the teachers were satisfied with the academic background of their students.

H₀₂: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding following the rules and regulations as given in the CPP scheme at the time of admission of the students.

Table 17: Responses of teachers regarding the observance of rules and regulations at the time of admitting students in CMS

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	7	6	6	19	0.127
	fe	7.35484	5.82258	5.82258		
TSE	fo	9	7	8	24	0.127
	fe	9.29032	7.35484	7.35484		
Yes	fo	80	63	62	205	0.127
	fe	79.3548	62.8226	62.8226		
Total		96	76	76	248	

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (0.127) was less than the tabulated value 9.488.

The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding observance of rules and regulations at the time of admitting students in CMS. Majority (82.66%) of the teachers reported that they observed rules and regulations at the time of admitting students in CMS.

H_03 : There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their consultation at the time of admitting students in school.

Table 18: Consultation with teachers for admission of students

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	24	16	15	55	1.169
	fe	21.2903	16.8548	16.8548		
TSE	fo	12	10	8	30	
	fe	11.6129	9.19355	9.19355		
Yes	fo	60	50	53	163	
	fe	63.0968	49.9516	49.9516		
Total		96	76	76	248	

Table value at 0.05= 9.488

df=4

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (1.169) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding consultation with them at the time of admitting students in CMS. Majority (65.72%) of the teachers reported that they had been consulted at the time of admitting students in CMS.

H₀4: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding information/data regularly sent to EDO office.

Table 19: Sending of information/ data to EDO office

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	6	2	2	10	3.524
	fe	3.87097	3.06452	3.06452		
TSE	fo	8	12	9	29	
	fe	11.2258	8.8871	8.8871		
Yes	fo	82	62	65	209	
	fe	80.9032	64.0484	64.0484		
Total		96	76	76	248	

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application, the value is 3.524. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (3.524) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding sending data/ information to EDO office . Majority (84.27%) of teachers reported that they sent data/ information to EDO office regularly.

$H_05:$ There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding proper measures have been taken for Computer Education

Table 20: Proper measures taken for computer education

	Frequencies	Regions			Total	χ^2	
		Northern	Central	Southern			
No	fo	45	35	33	113	2.367	
	fe	43.7419	34.629	34.629			
TSE	fo	16	18	13	47		
	fe	18.1935	14.4032	14.4032			
Yes	fo	35	23	30	88		
	fe	34.0645	26.9677	26.9677			
Total		96	76	76	248		

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (2.367) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding proper measures taken for computer education. 45.56% of the teachers denied and reported that proper measures had not been taken for Computer Education in CMS. 35.48% of respondent teachers reported that they arranged for Computer Education, whereas 18.95% reported that measures had been taken to some extent.

H_06 : There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding proper measures taken for Agriculture Education.

Table 21: Proper measures taken for agriculture education

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	60	45	45	150	1.475
	fe	58.0645	45.9677	45.9677		
TSE	fo	16	17	13	46	
	fe	17.8065	14.0968	14.0968		
Yes	fo	20	14	18	52	
	fe	20.129	15.9355	15.9355		
Total		96	76	76	248	

Table value at 0.05= 9.488 df=4

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (1.475) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding proper measures taken for Agriculture Education. Majority (60.48%) of the teachers denied and reported that proper measures had not been taken for Agriculture Education in CMS.

H_07 : There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding proper measures taken for Health Education.

Table 22: Proper measures taken for health education

	Frequencies	Regions			Total	χ^2	
		Northern	Central	Southern			
No	fo	60	46	47	153	0.978	
	fe	59.22581	46.8871	46.8871			
TSE	fo	10	11	11	32		
	fe	12.3871	9.806452	9.806452			
Yes	fo	26	19	18	63		
	fe	24.3871	19.30645	19.30645			
Total		96	76	76	248		

Table value at 0.05 = 9.488 df=4

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (0.978) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding proper measures taken for Health Education in Community Model Schools. Majority (61.69%) of the teachers denied and reported that proper measures had not been taken for Health Education in CMS.

H_0 :8: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding proper measures taken for Adult Education\ Parent Education.

Table 23: Proper measures taken for adult education\ parent education

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	45	37	36	118	2.137
	fe	45.67	36.16	36.16		
TSE	fo	18	19	14	51	
	fe	19.74	15.62	15.62		
Yes	fo	33	20	26	79	
	fe	30.58	24.20	24.20		
Total		96	76	76	248	

Table value at 0.05= 9.488

df=4

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (2.137) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding proper measures taken for Adult Education/ Parent Education in CMS. 47.58% of the teachers denied and reported that proper measures had not been taken for Adult education/ Parent Education in CMS.

$H_09:$ There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their salaries during summer vacations.

Table 24: Salary during summer vacations

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	63	47	48	158	0.282
	fe	61.1613	48.4194	48.4194		
TSE	fo	2	3	3	8	
	fe	3.09677	2.45161	2.45161		
Yes	fo	31	26	25	82	
	fe	31.7419	25.129	25.129		
Total		96	76	76	248	

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 0.282. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (0.282) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding their payment of salaries during summer vacations. Majority (63.70%) of the teachers reported that they had never been paid during summer vacations in CMS.

H_0 10: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their satisfaction with job security.

Table 25: Satisfaction with job security

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	27	20	16	63	3.383
	fe	24.3871	19.3065	19.3065		
TSE	fo	11	7	4	22	
	fe	8.51613	6.74194	6.74194		
Yes	fo	58	49	56	163	
	fe	63.0968	49.9516	49.9516		
Total		96	76	76	248	

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 0.383. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (3.383) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding their satisfaction with job security. Majority (65.72%) of the teachers were found satisfied regarding security of their jobs in CMS.

H_{011} : There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their satisfaction with salary package.

Table 26: Satisfaction with salary package

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	Fo	21	15	13	49	1.325
	Fe	18.96	15.01	15.01		
TSE	Fo	19	19	16	54	1.325
	Fe	20.90	16.54	16.54		
Yes	Fo	56	42	47	145	1.325
	Fe	56.12	44.43	44.43		
Total		96	76	76	248	

Table value at 0.05= 9.488 df=4

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (1.325) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding satisfaction with their salary packages. Majority (58.46%) of the teachers were found satisfied with their salary packages.

H₀12: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their satisfaction with on time salary payment.

Table 27: In time payment of monthly salaries

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	8	6	3	17	1.064
	fe	6.58065	5.20968	5.20968		
TSE	fo	6	4	5	15	
	fe	5.80645	4.59677	4.59677		
Yes	fo	82	66	68	216	
	fe	83.6129	66.1935	66.1935		
Total		96	76	76	248	

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 1.064. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (1.064) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding on time payment of their monthly salaries. Majority (87.09%) of the teachers reported for on time payment of their monthly salaries in CMS.

H_0 : There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their satisfaction with duration of the periods of their class/ classes.

Table 28: Satisfaction with the duration of the periods

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	18	19	10	47	4.427
	fe	18.1935	14.4032	14.4032		
TSE	fo	4	6	6	16	
	fe	6.19355	4.90323	4.90323		
Yes	fo	74	51	60	185	
	fe	71.6129	56.6935	56.6935		
Total		96	76	76	248	

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 4.427. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (4.427) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding their satisfaction with duration of the periods of their class/ classes. Majority (74.59%) of the teachers were found satisfied with duration of periods of their class/ classes in CMS.

H_0 14: There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding course completion/ coverage within time.

Table 29: Course completion within scheduled time

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	8	7	7	22	0.709
	fe	8.33871	6.83065	6.83065		
TSE	fo	2	4	3	9	
	fe	3.41129	2.79435	2.79435		
Yes	fo	84	66	67	217	
	fe	82.25	67.375	67.375		
Total		94	77	77	248	

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 0.709. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (0.709) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding course completion/ coverage within time. Majority (87.50%) of the teachers reported that they covered the course with in time.

H_015 : There is no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding arrangements of extra coaching for weak students.

Table 30: Arrangements of extra coaching for weak students

	Frequencies	Regions			Total	χ^2	
		Northern	Central	Southern			
No	fo	6	10	7	23	4.249	
	fe	8.90323	7.04839	7.04839			
TSE	fo	23	23	18	64		
	fe	24.7742	19.6129	19.6129			
Yes	fo	67	43	51	161		
	fe	62.3226	49.3387	49.3387			
Total		96	76	76	248		

Table value at 0.05= 9.488

df=4

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (4.249) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the teachers' responses were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of teachers belonging to Northern, Central and Southern regions of Punjab province regarding arrangements of extra coaching for weak students. Majority (64.91%) of the teachers agreed that they arranged extra coaching for weak students in CMS.

Table 31: Fulfillment of criteria given in CPP scheme

	Yes	No	Total
Responses	203	00	203
Percentage	81.85%	0%	81.85%

Majority (81.85%) of the teachers reported that they fulfilled the given criteria in their relevant subject/s. There was the condition of master degree in the relevant subject for the appointment of teachers in Higher Secondary Classes of Community Model Schools.

Table 32: Adoption of selective study approach

	Yes	No	Total
Responses	86	146	232
Percentage	34.67%	58.87%	93.54%

Majority (58.87%) of the teachers denied and reported that they complete the course without adopting selective study approach in CMS. 34.67% of respondent teachers agreed that they adopted selective study approach in CMS.

Table 33: Class strength in CMS

	Less than 25	25-40	41-50	More than 50	Total
Responses	125	81	23	15	244
Percentage	50.4%	32.7%	9.3%	6%	98.4%

Table 33 shows that the majority of the teachers (50.4%) reported that they had less than twenty five students in a class; whereas 32.7% teachers reported between twenty five to forty students in their classes. 9.3% of respondents reported that they had forty to fifty students in their classes. Only 6% teachers reported the class strength in their CMS was more than fifty students. 4 teachers (1.6%) did not report regarding class strength in CMS.

Table 34: Teaching periods in a week taken by a teacher

	Less than 10	10-19	20-29	30-40	Total
Responses	17	71	94	61	243
Percentage	6.9%	28.6%	37.9%	24.6%	98%

Table 34 indicates that 37.9% of the teachers had twenty to twenty nine teaching periods in a week. Whereas 28.6% of the teachers had periods between ten to nineteen and 24.6 % teachers take thirty to forty periods in a week. Only 6.9% teachers reported that they had less than ten periods in a week. 5 teachers (2%) did not report regarding their workload in terms of teaching periods.

Table 35: Behavior \ attitude & cooperation of school management

		Responses	Percentage
Behavior \ attitude of school management	Autocratic	45	18.1%
	Democratic	154	62.1%
	Laissez-faire	30	12.1%
	Missing	19	7.7%
	Total	248	100%
Cooperation \ help by Head of Institution	Frequently	157	63.3%
	Occasionally	77	31%
	Never	14	5.6%
	Total	248	100%

Table 35 shows that majority of the teachers (62.1%) were of the view that they were enjoying democratic behavior/ attitude of school management in CMS. 18.1% of the teachers experienced autocratic style of school management, whereas 12.1% were of the view that their school management was of Laissez-faire style. 19 teachers (7.7%) did not give their opinion in this regard.

Table 35 shows that majority (63.3%) of the teachers were of the view that the head of the institution frequently helped in fulfilling their teaching responsibilities. 31% teachers responded with occasionally helped whereas 5.6% of teachers reported that the head of the institution never helped them in fulfilling teaching responsibilities in CMS.

Table 36: Teacher in government school

	Yes	No	Total
Responses	81	162	243
Percentage	32.7%	65.3%	98.0%

Table 36 shows that majority (65.3%) of the teachers of CMS were not teaching in government schools. Table also indicates that 32.7% of the teachers were also teaching in morning school along with teaching in afternoon school. 5 teachers (2%) did not respond in this regard.

Table 37: Distance from home to school

	Less than 5 K.M	5 & More than 5 K.M	Total	Missing
Responses	168	29	197	51
Percentage	67.7%	11.7%	79.4%	20.6%

Table 37 shows the response regarding distance from home to school. Majority (67.7%) of the teachers were of the view that they had to travel less than 5 Kilometers for their CMS, whereas 11.7% teachers were of the view that they had to travel more than 5 Kilometers to reach in CMS. 51 teachers (20.6%) did not respond for their distance from home to CMS.

Table 38: Teaching/ class work in an academic year

	6-7 Months	8-9 Months	10-11 Months	Total
Responses	22	134	88	244
Percentage	8.9%	54%	35.5%	98.4%

Table 38 shows that majority (54%) of the teachers were of the view that they work eight to nine months in an academic year. 35.5% reported that they work ten to eleven months, whereas 8.9% of the teachers were of the opinion that they work just six to seven months in an academic year of CMS. 4 teachers (1.6%) did not respond in this regard.

Table 39: Subject/s taught by teacher of community model school

	1	2	3	More than 3	Total
Responses	66	58	44	66	234
Percentage	26.6%	23.4	17.7%	26.6	94.3

Table 39 reveals that 26.6% of the teachers were taking a single subject and same percentage of teachers were taking more than three subjects in CMS, whereas 23.4% of the teachers were of the view that they were teaching two subjects. Only 17.7% of the teachers responded that they were teaching three subjects in CMS. 14 teachers (5.7%) did not respond their workload in terms of subjects taken by them.

Table 40: Additional duties along with teaching

	Responses	Percentage
Discipline in charge	111	44.8%
Fee collections	50	20.2%
School records	58	23.4%
No extra duties	29	11.7%
Total	248	100%

Table 40 shows that 44.8% of the teachers also performed as discipline in charge in CMS, 23.4% also maintained school records, 20.2% also collected fees whereas 11.7% teachers were of the view that they had no additional duty in CMS.

Table 41: Duties performed in B.I.S.E. by teachers

	Responses	Percentage
Paper Setting	00	0%
Marking Scripts	24	9.7%
Examination Duty	33	13.3%
Practical Examiner	19	7.7%
Inspector	00	0%
Secrecy Officer	00	0%
Never Joined	137	55.24%
Missing	35	14.11%

Table 41 shows that majority (55.24%) of the teachers were of the opinion that they had never been appointed for the board's duties. Only 13.3% teachers of CMS had ever joined examination duty in B.I.S.E., 7.7% were appointed as Practical Examiner whereas, just 9.7% were appointed as Examiner/Evaluation of answer scripts in B.I.S.E examinations. 14.11% of the respondent teachers did not respond regarding their duties in B.I.S.E.

Table 42: Facilities available in CMS

	Responses	Percentage
Science Lab	103	41.5%
Computer Lab	67	27%
Library	49	19.8%
Furniture for Students	204	82%
Furniture for Teachers	192	77.4%
Hall	38	15.3%
Play Ground	93	37.5%

Table 43 shows the availability of physical facilities in CMS. 82% teachers were of the view that they had furniture for the students, 77.4% reported that they had furniture for teachers, 41.5% were of the opinion that they had science lab/s for students, 37.5% responded about play grounds with CMS, 27% indicated that there were Computer labs for students in CMS, 19.8% also responded that they have a library and 15.3% reported that their CMS were also facilitated with a hall.

Table 43: Visits of EDO Education

	Responses	Percentage
Monthly	32	12.9%
Quarterly	42	16.9%
After six months	36	14.5%
Yearly	62	25.0%
Never	62	25.0%
Total	234	94.4%

Table 43 indicates that 25% of the teachers were of the opinion that Executive District Officer (Education) never visited their institution, and same percentage of responses were about annual visits of EDO (Edu). 14.5% of teachers reported that the visit after six month, whereas 16.9% were of the opinion of a visit after three months. Only 12.9% of teachers reported monthly visits. 18 teachers (5.6%) did not respond regarding the visits of EDO (Edu) in CMS.

Table 44: Fee collection in CMS

	Responses	Percentage
Admission Fee	105	42.3%
Tuition Fee	248	100%
Fine Fund	35	14.1%
Home Economics Fund	10	4.0%
Computer Charges	15	6.0%
Any other	05	2.0

Table 44 indicates that 42.3% of the teachers of CMS in Punjab were of the view that they collected admission fee from the students of CMS. 14.1% charged fine fund, 6% took computer charges while 4% charged Home Economics fund along with prescribed tuition fee.

Table 45: Contact with parents

	Responses	Percentage
Mail	08	3.2%
Parent Teacher Association	76	30.6%
Frequently call them to school	169	68.1%

Table 45 indicates that majority of teachers frequently called parents to school, whereas 30.6% teachers met with parents of students in PTA meeting. Only 3.2% teachers mailed the parents of the students.

Table 46: Arrangement of refresher courses

	Responses	Percentage
Management of Institution	90	36.3%
Education Department	44	17.7%
NGOs	43	17.3%
Any other	08	3.2%
Total	185	74.6%

Table 46 shows that 36.3% of the teachers were of the opinion that refresher courses were arranged by the management of the institution, 17.7% reported that courses were arranged by the Education Department of the Punjab, 17.3% responded that NGOs arranged courses and 3.2% were of the view that refresher courses for the teachers of CMS were arranged by any other. 63 teachers (25.4%) did not respond regarding arrangement of refresher courses in CMS.

Table 47: Schedule of class tests

	Responses	Percentage
Monthly	171	69.0%
Quarterly	52	21.0%
After six month	4	1.6%
Any other	4	1.6%
Total	231	93.1%

Table 47 shows that 69% of the teachers reported that class tests were scheduled on monthly basis, whereas 21% were of the view of quarterly basis.

1.6% responded after six months and same figure responded for any other. 17 teachers (6.9%) did not respond for schedule of class tests in CMS.

Table 48: Methods adopted to enroll out of school children

	Responses	Percentage
Door to door campaigns	62	25.0%
Circulars in community	72	29.0%
Open meetings of parents	114	46.0%
Involved Nazim\ Councilors of U.C.	13	5.2%

Table 48 indicates that 46% of the teachers were of the opinion of open meetings with parents, whereas 29% were of the opinion of circulars in the community to convince people for CMS. 25% teachers responded that they launched door to door campaigns for admission of students in CMS. Only 5.2% involved Councilors/ Nazim of Union Council for this purpose.

Table 49: Position achieved in last three years in Board's examination

	Yes	No	Missing	Total
Responses	6	237	5	248
Percentage	2.4%	95.6%	2.0%	100%

As indicated in table 49 only 2.4% of teachers reported that their students had ever achieved a position in examinations conducted by Board of Intermediate & Secondary Education, whereas majority (95.6%) responded that their students

never achieved any position in Board's examinations. 5 teachers (2%) did not respond regarding achievement of position in last three years in Board's examinations.

Table 50: Reason/s of this achievement

	Responses	Percentage
Hard work of teachers	6	100%
Conducive environment of institution	5	83%
Students own ability	4	66%
Parents hard work and cooperation	4	66%
Tuition	0	0%

Table 50 is the continuation of Table 49. It indicates that 100% teachers were of the view that this achievement was the result of their hard work, 83% agreed with conducive environment of the institution, while 66% agreed with student's own ability and hard work / cooperation of parents respectively.

4.3 Analysis of Questionnaire 'B' Part II

H_016 : There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding cooperation of management of morning school with the management of afternoon school.

Table 51: Cooperation between morning & afternoon schools management

No	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	0	0	1	01	
	fe	0.39024	0.31707	0.29268		
TSE	fo	17	13	7	37	4.429
	fe	14.439	11.7317	10.8293		
Yes	fo	31	26	28	85	
	fe	33.1707	26.9512	24.878		
	Total	48	39	36	123	
Table value at 0.05= 9.488			df=4			

As the fe value in cells is less than 5, so the correction is applied. After application the value is 4.429.

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (4.429) was less than the tabulated value 9.488.

The null hypothesis was therefore accepted and it was concluded that the responses of heads' of Community Model Schools were independent of their regions. In other words, they were not region-specific and hence there was no

significant difference among the views of heads belonging to Northern, Central and Southern regions of Punjab province regarding cooperation of management of morning school with the management of afternoon schools. Majority (68.54%) of heads of CMS were of the view that management of morning and afternoon schools were cooperative with each other.

H_0 17: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding duration of time allocated for CMS is enough for completion for educational activities.

Table 52: Satisfaction with time allocation for CMS

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	8	5	6	19	0.619
	fe	7.22314	5.96694	5.80992		
TSE	fo	10	9	10	29	
	fe	11.0248	9.10744	8.86777		
Yes	fo	28	24	21	73	
	fe	27.7521	22.9256	22.3223		
Total		46	38	37	121	

Table value at 0.05= 9.488

df=4

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (0.619) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the responses of heads' of Community Model Schools were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of heads belonging to Northern, Central and Southern regions of Punjab province regarding duration of time allocated for CMS was enough for completion for educational activities. They (58.87%) were found satisfied with time allocation for CMS.

H_0 18: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding following of criteria as given in CPP scheme while appointing the teachers.

Table 53: Following the criteria in teacher's appointments

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	6	3	1	10	8.811
	fe	3.75	3.16667	3.08333		
TSE	fo	10	11	3	24	
	fe	9	7.6	7.4		
Yes	fo	29	24	33	86	
	fe	32.25	27.2333	26.5167		
Total		45	38	37	120	

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 8.811. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (8.811) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the responses of heads' of Community Model Schools were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of heads belonging to Northern, Central and Southern regions of Punjab province regarding following of criteria as given in CPP scheme while appointing the teachers. Majority (69.35%)

of heads of CMS reported that they followed the teacher's appointment criteria in CMS as given by the Education Department of the Punjab.

H_019 : There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding arrangements of refresher courses for teachers.

Table 54: Arrangements of refresher courses for teachers of CMS

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	35	27	20	82	4.431
	fe	32.087	25.6696	24.2435		
TSE	fo	5	3	4	12	
	fe	4.69565	3.75652	3.54783		
Yes	fo	5	6	10	21	
	fe	8.21739	6.57391	6.2087		
Total		45	36	34	115	

Table value at 0.05 = 9.488

As the fe value in cells is less than 5, so the correction is applied. After application the value is 4.431. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (4.431) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the responses of heads' of Community Model Schools were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of heads belonging to

Northern, Central and Southern regions of Punjab province regarding arrangements of refresher courses for teachers. Majority (66.12%) of head teachers in CMS reported no arrangements of refresher courses for the teachers of CMS.

H_0 20: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding cooperation of Education Department (EDO office, DEO office) in solving their problems.

Table 55: Cooperation of education department (EDO office, DEO office) in solving problems

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	6	2	3	11	3.146
	fe	4.29268	3.39837	3.30894		
TSE	fo	13	16	10	39	
	fe	15.2195	12.0488	11.7317		
Yes	fo	29	20	24	73	
	fe	28.4878	22.5528	21.9593		
Total		48	38	37	123	

Table value at 0.05= 9.488 df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 3.146. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (3.146) was less

than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the responses of heads' of Community Model Schools were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of heads belonging to Northern, Central and Southern regions of Punjab province regarding cooperation of Education Department (EDO office, DEO office) in solving their problems. Majority (58.87%) of head teachers in CMS were of the opinion of cooperation by education department Punjab in solving problems.

Paid utility bills well in time.

utility bills well in time. Majority (88.70%) of head teachers reported that they Northern, Central and Southern regions of Punjab province regarding payment of hence there was no significant difference among the views of heads belonging to independent of their regions. In other words, they were not region-specific and was concluded that the responses of heads of Community Model Schools were than the tabulated value 9.488. The null hypothesis was therefore accepted and it significance and with df 4, the calculated value of Chi Square (8.922) was less application the value is 8.922. The above table shows that at 0.05 level of As the fe value in cells is less than 5, so the correction is applied. After

Table value at 0.05=9.488 df=4

		Regions			Total	Frequencies			χ^2	
		Northern	Central	Southern		fe	fo	fe		
TSE	No	1.14634	0.95122	0.90244	03	4	5	1	10	
		3.82114	3.17073	3.00813	8.922	fe	fo	fe		
Yes	TSE	3.82114	3.17073	3.00813	10	43	34	33	110	
		42.0325	34.878	33.0894		fe	fo	fe		
		Total			123	37	39	47	Total	
		Yes								

Table 56: Payment of utility bills by CMS

Payment of utility bills well in time.

Northern, Central and Southern regions of Punjab province regarding payment of

H021: There is no significant difference among the views of heads of CMS of

H_022 : There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding following of rules and regulation at the time of admitting students in CMS.

Table 57: Following the rules and regulations in admission of students

	Frequencies	Regions			Total	χ^2	
		Northern	Central	Southern			
No	fo	0	1	1	02	1.291	
	fe	0.7563	0.62185	0.62185			
TSE	fo	2	2	3	07		
	fe	2.64706	2.17647	2.17647			
Yes	fo	43	34	33	110		
	fe	41.5966	34.2017	34.2017			
Total		45	37	37	119		

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 1.291. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (1.291) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the responses of heads' of Community Model Schools were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of heads' belonging to Northern, Central and Southern regions of Punjab province regarding following of rules and regulation at the time of admitting students in CMS. Majority (88.70%)

of the head teachers were of the opinion that they followed rules and regulations at the time of admitting students in CMS.

H_0 23: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding receiving of letters and circulars from BISE regularly.

Table 58: Regular correspondence from BISE

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	1	1	4	06	7.446
	fe	2.36842	1.84211	1.78947		
TSE	fo	8	2	2	12	
	fe	4.73684	3.68421	3.57895		
Yes	fo	36	32	28	96	
	fe	37.8947	29.4737	28.6316		
Total		45	35	34	114	

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 1.349. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (1.349) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the responses of heads' of Community Model Schools were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of heads' belonging to

Northern, Central and Southern regions of Punjab province regarding receiving of letters and circulars from BISE regularly. Majority (84.21%) of the head teachers were of the view that they received letters and circulars from BISE.

H_0 24: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding student's facility of migration to other Boards of Intermediate and Secondary Education.

Table 59: Facility of migration for students of CMS

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	1	1	4	06	7.446
	fe	2.36842	1.84211	1.78947		
TSE	fo	8	2	2	12	
	fe	4.73684	3.68421	3.57895		
Yes	fo	36	32	28	96	
	fe	37.8947	29.4737	28.6316		
Total		45	35	34	114	

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 7.446. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (7.446) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the responses of heads' of Community Model Schools were

independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of heads' belonging to Northern, Central and Southern regions of Punjab province regarding their student's facility of migration to other Boards of Intermediate and Secondary Education. Majority (77.41%) of the head teachers in CMS were of the opinion that their students had the facility of migration.

H_025 : There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions Punjab province regarding the steps taken for teaching Health and Agriculture Education in CMS.

Table 60: Steps taken for teaching health and agriculture education in CMS

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	19	17	11	47	2.173
	fe	18.3009	14.5575	14.1416		
TSE	fo	10	6	8	24	
	fe	9.34513	7.43363	7.22124		
Yes	fo	15	12	15	42	
	fe	16.354	13.0088	12.6372		
Total		44	35	34	113	

Table value at 0.05= 9.488

df=4

The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (2.173) was less than the tabulated value 9.488.

The null hypothesis was therefore accepted and it was concluded that the responses of heads' of Community Model Schools were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of heads' belonging to Northern, Central and Southern regions of Punjab province regarding the steps taken for teaching health and agriculture education in CMS. 37.90% of head teachers reported that there were no steps taken for teaching Health and Agriculture Education in CMS, whereas 33.87% of head teachers were of the view of steps taken. 19.35% of head teachers were of the view of steps taken 'to some extent' for teaching Health and Agriculture Education in CMS.

H_0 26: There is no significant difference among the views of heads of CMS of Northern, Central and Southern regions Punjab province regarding well in time payment to the staff of CMS.

Table 61: Well in time salaries paid to staff of CMS

	Frequencies	Regions			Total	χ^2
		Northern	Central	Southern		
No	fo	9	0	3	12	8.997
	fe	5.184	3.36	3.456		
TSE	fo	2	4	3	09	
	fe	3.888	2.52	2.592		
Yes	fo	34	31	30	95	
	fe	44.928	29.12	29.952		
Total		45	35	36	116	

Table value at 0.05= 9.488

df=4

As the fe value in cells is less than 5, so the correction is applied. After application the value is 8.997. The above table shows that at 0.05 level of significance and with df 4, the calculated value of Chi Square (8.997) was less than the tabulated value 9.488. The null hypothesis was therefore accepted and it was concluded that the responses of heads' of Community Model Schools were independent of their regions. In other words, they were not region-specific and hence there was no significant difference among the views of heads' belonging to Northern, Central and Southern regions of Punjab province regarding well in time payment to the staff of CMS. Majority (81.89%) of head teachers in CMS were of the view that they paid the salaries of teachers well in time.

Table 62: Authority of EDO (Education) in solving matters

	Yes	No	Total
Responses	85	13	98
Percentage	68.54%	10.48%	79%

Majority (68.54%) of head teachers in CMS reported that EDO (Education) had the authority to solve the matters of CMS. Whereas 10.48% of respondent heads of CMS viewed that EDO (Education) possessed no authority in solving their matters.

Table 63: Availability of Escrow account for transfer of amounts/ funds

	Yes	No	Total
Responses	87	25	112
Percentage	70.16%	20.16%	90%

Table shows that majority (70.16%) of head teachers responded for opening of escrow account. Whereas 20.16% of head teachers reported that they did not have escrow account. Opening of Escrow Account was necessary for transfer of funds/ 10% of gross income as given in the process/ procedure of CPP scheme.

Table 65: Functioning of morning & evening Schools

		Responses	Percentage
Morning school is functioning as	Primary School	32	25.8%
	Elementary School	27	21.8%
	High School	65	52.4%
	Total	124	100%
Community Model School is established as	Primary School	03	2.4%
	Elementary School	44	35.5%
	High School	76	61.3%
	Total	123	98.2%

Table 65 indicates that most of upgraded schools (52.4%) were working as high schools, whereas 25.8% upgraded schools were functioning as primary schools. Only 21.8% of morning schools were functioning as elementary schools. Table 65 also shows that majority (61.3%) of CMS was established as higher secondary schools. 35.5% of CMS were established as high schools. Only 2.4% of CMS were set up as elementary schools in Punjab province.

Table 66: Same heads of morning and afternoon Schools

	Yes	No	Total
Responses	08	111	119
Percentage	6.5%	89.5%	96%

Table 66 shows that majority (89.5%) of heads of CMS were not working as head of morning school of the government of the Punjab. Only 08 (6.5%) heads of CMS responded that they are also working as head of morning shift school. 5 (4.0%) heads of CMS did not respond for their responsibilities.

Table 67: Physical facilities available in CMS

	Responses	Percentage
Library	47	37.9%
Hall	38	30.6%
Computer Lab	36	29.0%
Science Lab	41	33.1%
Play Ground	53	42.7%
Toilets	107	86.3%
Furniture for Students	118	95.2%
Furniture for Teachers	98	79.0%

Table 67 indicates the available facilities in CMS. 37.9% of heads responded that they had a library for students, 30.6% marked Hall, 29.0% mentioned Computer Lab availability, 33.1% responded for Science Lab, 42.7%

responded that they had a play ground for students, 86.3% CMS were facilitated with toilets for students, 95.2% of CMS were facilitated with furniture for students and 79% mentioned that they had furniture for teachers.

Table 68: Facilities available in CMS

	Responses	Percentage
Water	115	92.7%
Electricity	115	92.7%
Gas	40	32.3%
Telephone	02	1.6%

Table 68 shows that majority (92.7%) CMS were facilitated with water and electricity. 32.3% of CMS had the facility of gas. Only 1.6% CMS had the facility of telephone.

Table 69: Steps taken for adult education

	Responses	Percentage
Daily lectures	11	8.9%
Weekly lectures	02	1.6%
Monthly lectures	10	8.1%
Seminars	15	12.1%
General meetings	48	38.7%
Any other	12	9.7%

Table 69 shows different steps taken for adult education. 38.7% of head teachers responded that they arranged general meetings for this purpose. 12.1% mentioned that they arranged seminars for Adult Education. 8.9% managed daily lectures, 8.1% conducted monthly lectures and only 1.6% managed weekly lectures in this regard. 9.7% responses indicated any other method for Adult Education.

Table 70: Steps taken for education of parents

	Responses	Percentage
Daily lectures	03	2.4%
Weekly lectures	06	4.8%
Monthly lectures	11	8.9%
Seminars	07	5.6%
General meetings	55	44.4%
Any other	06	4.8%

Table 70 shows different steps taken for education of parents in CMS. 44.4% responded that they arranged general meetings for this purpose. 8.9% mentioned that they arranged monthly lectures for Education of Parents. 2.4% managed daily lectures, 4.8% conducted weekly lectures and only 5.6% managed seminars in this regard. 4.8% responses indicated any other method for Education of Parents.

Table 71: Measures taken to enroll out of school children in CMS

	Responses	Percentage
Door to door campaign	36	29.0%
Circulars in the community	47	37.9%
Involved Nazim/ Councilors of U.C.	10	8.1%
Open meeting of parents	34	27.4%
Any other	04	3.2%

Table 71 indicates the responses regarding measures taken to enroll out of school children in CMS. 37.9% of the head teachers were of the opinion of circulars in the community, 29% launched door to door campaign, 27.4% conducted open meetings of parents to convince the parents of out of school children to send them to CMS. 8.1% CMS involved Nazims/ Councilors for this purpose. 3.2% opted some other method to bring out of school children into mainstream of education.

Table 72: Arrangement of workshops/ refresher courses in CMS

	School Administration	Education Department	NGO	Any other	Total
Responses	29	21	21	14	85
Percentage	23.4%	16.9%	16.9%	11.3%	68.54

Table 72 indicates the arrangements of refresher courses for the teachers of CMS. 31.46% of the heads of institutions of CMS did not respond in this regard.

23.4% of heads of CMS opted school administration for arrangement of refresher courses, 16.9% responded for education department and NGOs respectively.

11.3% heads responded for any other arrangement in this regard.

Table 73: Number of teachers in CMS

	1-3	4-6	7-9	Total
Responses	18	49	42	109
Percentage	14.5%	39.5%	33.8%	87.9%

Table 73 shows the numbers of teachers working in CMS. 39.5% heads responded that their CMS had the services of 4-6 teachers, 33.8% were of the opinion that they had 6-9 teachers, and 14.5% responded that there were only 1-3 teachers in their school. 15 (12.1%) heads of CMS did not respond regarding number of teachers in CMS.

Table 74: Academic & professional qualifications of teachers of CMS

		Responses	Percentage
Academic Qualifications	M.Phil	06	4.8%
	M.A/ M.Sc	101	81.5%
	B.A/ B.Sc	80	64.5%
	F.A/ F.Sc	31	25.0%
Professional Qualifications	M.Ed	67	54.0%
	B.Ed	106	85.5%
	C.T	28	22.6%

Table 74 shows the academic qualifications and professional qualifications of the teachers of Community Model Schools in Punjab. 81.5% heads responded that their CMS had the services M.A/ M.Sc teachers, 64.5% were of the opinion that they had B.A/ B.Sc teachers, and 25% responded that there were F.A/ F.Sc teachers in their school. Only 4.8% heads responded that they also had M.Phil qualifications for teachers working in CMS.

Table 74 also shows the professional qualifications of teachers working in CMS. 85.5% heads responded that their CMS had the services of B.Ed teachers, 54% had M.Ed teachers and 22.6% responded that their CMS had the services of C.T teachers.

Table 75: Fee Concession in CMS

	Responses	Percentage
10% of total strength	63	50.8%
Huffaz	44	35.5%
Teacher son/ daughter	55	44.4%
Real brother/ sister	46	37.1%

Table 75 shows the fee concessions given to students of CMS. Majority (50.8%) of head teachers were of the view of providing fee concessions to 10% of total strength, 44.4% providing this facility to teacher's sons/ daughters, 37.1% of head teachers reported that they facilitated by providing concession to real brothers/ sisters whereas 35.5% of head teachers in CMS also facilitated Huffaz in their fee.

Table 76: Funds /fee collection from the students

	Responses	Percentage
Tuition fee	124	100%
Fine fund	21	16.9%
Admission fee	28	22.6%
Computer charges	06	4.8%
Home economics fund	03	2.4%
Any other	03	2.4%

Table 76 refers to fee/ funds collections in CMS. 22.6% CMS charge admission fee to their students, 16.9% collect fine fund, 4.8% charge computer charges and 2.4% charge home economics fund along with tuition fee from their students.

Table 77: Problems faced for getting affiliation with BISE

	Administrative	Financial	Educational	Total
Responses	39	64	11	114
Percentage	31.5%	51.6%	8.9%	92.0%

Table 77 shows that majority (51.6%) of heads of CMS was of the view that they faced financial problems, 31.5% faced administrative problems and 8.9% faced educational problems while getting affiliation with BISE. 10 (8.0%) heads of CMS did not respond regarding any kind of problems faced by them in getting affiliation with BISE.

Table 78: Proper consumption of Energy (Electricity & Gas)

	Yes	No	Total
Responses	109	04	113
Percentage	87.9%	3.2%	91.1%

Table 78 shows the satisfaction regarding consumption of energy (Electricity & Gas) in CMS. Majority (87.9%) of head teachers were satisfied with

consumption whereas only 3.2% were not satisfied with consumption. 11 (8.9%) heads of CMS did not respond regarding consumption of energy.

Table 79: Reports submission to department of education by CMS

	Monthly	Quarterly	After six month	Yearly	Total
Responses	63	19	02	19	103
Percentage	50.8%	15.3%	1.6%	15.3%	83.1%

Table 79 shows the trend of data sending to the Education Department from CMS. Majority (50.8%) sent data monthly, 15.3% sent quarterly and yearly, whereas only 1.6% sent data/ information to the Education Department after six months. 21 (16.9%) heads of CMS did not respond regarding submission of reports to the Education Department.

Table 80: Number of teachers working in double shift

	Yes	No	Missing
Responses	58	62	04
Percentage	46.7%	50%	3.3%

Table 80 shows that majority (50%) of head teachers in CMS were of the opinion that teachers working in their CMS were not working in morning schools of the Punjab government, whereas 46.7% of head teachers reported that teachers

also worked in morning school along with teaching in afternoon school. 4 (3.3%) heads of CMS did not respond.

Table 81: Periods can be arranged in a day in CMS

	1-4	5-6	7-8	Missing
Responses	05	52	36	31
Percentage	4.0%	41.9%	29.0%	25.0%

Table 81 shows that majority of the heads of CMS responded that they can arrange 5-6 periods in a day. 29 % were of the view that 7-8 periods could be arranged. Only 4% were of the view of 1-4 periods in a day. Whereas 25% heads did not respond regarding arrangement of periods in their CMS.

Table 82: Duration of a teaching period in summer & in winter

		Responses	Percentage
Teaching period in Summer	30-35 minutes	08	6.4%
	40-45 minutes	35	28.2%
	Missing	81	65.4%
Teaching period in Winter	25-30 minutes	14	11.3%
	35-40 minutes	29	23.4%
	Missing	81	65.4%

Table 82 shows that majority (65.4%) of the heads of CMS did not respond regarding duration of periods. 28.2% responded that duration of their

Table 84: Annually building white wash & contribution of morning school

		Responses	Percentage
School building is white washed on annual basis	Yes	99	79.8%
	No	18	14.5%
	Missing	07	5.7%
Morning school also contributes any share	Yes	63	50.8%
	No	39	31.5%
	Missing	22	17.8%

Table 84 indicates that majority (79.8%) of heads were of the view that school buildings were white washed on an annual basis. 14.5% of heads of CMS responded in the negative, whereas 07 (5.7%) of heads of CMS did not respond regarding updating school environment.

Table 84 also indicates the share contribution from morning school for white washing of building. Majority (50.8%) heads responded that morning school also contributed, whereas 31.5% were of the view of no contribution from morning school. 12 (17.8%) heads did not respond in this regard.

in favour of launching this scheme in degree classes. 10 (8.1%) heads did not respond regarding introduction of CPP scheme in degree classes.

Table 87: Achievement of any award from BISE in last three years

	Yes	No	Total
Responses	09	93	102
Percentage	7.3%	75.0%	82.3%

Table 87 shows that 7.3% of heads of CMS in Punjab were of the opinion that their students had achieved any distinct award from BISE in last the three years. 75% responded that their students never obtained any award from BISE in last three years. 17.7% heads of CMS did not respond regarding any achievement in BISE examination in last three years.

Table 88: Schools established as CMS

	One	Two	Three	Missing
Responses	95	11	04	14
Percentage	76.6%	8.9%	3.2%	11.3%

Table 88 shows that majority (76.6%) of heads of CMS had only one institution as CMS. 8.9% responded that they had two institutions, whereas 3.2 marked three institutions allotted as CMS. 14 (11.3%) heads of CMS did not respond regarding number of CMS, they had been allotted.

ANALYSIS OF OPEN ENDED ITEMS FOR TEACHERS & HEADS OF CMS

Table: 89 Pitfalls in community participation project

No	Responses	Teachers of CMS			Heads of CMS		
		f	% age	Ranking	f	% age	Ranking
1	Burden of utility bills	184	74.1%	1	103	83%	1
2	No fee structure revision	139	56%	4	91	73.3%	2
3	Charging 10% of gross income from CMS	167	67.3%	2	085	68.5%	3
4	BISE affiliation /recognition fee	133	53.6%	5	79	63.7%	4
5	Lack of interest from Education Department	156	62.9%	3	76	61.2%	5
6	No incentives for students	113	45.5%	6	68	54.8%	6
7	Provision of CMS for the head of morning school	032	12.9%	8	052	41.9%	7
8	No authority provisions to CPP Monitoring and Evaluation Cell (M&EC)	049	19.7%	7	049	39.5%	8
9	No cash award/ certificate of appreciation for teachers of CMS	037	14.9%	9	019	15.3%	9

Table 89 shows that majority (74.1%) of teachers indicated the burden of utility bills on CMS as a major shortcoming in the CPP scheme, whereas charging

of 10% of gross income from afternoon school was second (67.3%) major problem area. 62.9% of the respondents teachers viewed lack of departmental interest in CPP, 56% mentioned that fee structure was as old as the project is, 53.6% mentioned the BISE affiliation/ recognition fee, 45.5% indicated that no incentives were provided for the students of CMS. 19.7% viewed no authority given to CPP directorate. 14.9% indicated no cash award/ certificate of appreciation for the teachers of CMS, 12.9% of respondent teachers mentioned the provision of CMS to heads of same morning school as a major pitfall in CPP scheme.

Table also indicates that majority (83%) of the heads of CMS responded for heavy utility bills, 73.3% for old fee structure, 68.5% pointed out the charging of 10% of their gross income as FTF, 63.7% mentioned the BISE affiliation/ recognition fee, 61.2% mentioned the lack of interest from the Education Department, 54.8% indicated about no provision of incentives for students of CMS, 41.9% were of the opinion of provision of CMS to the head of morning school, 39.5% mentioned no authority provision to CPP (M& EC) whereas 15.3% of the respondents heads no cash awards/ certificates of appreciation for the teachers of CMS as major pitfalls in CPP scheme.

It was concluded from this table that there was no significant difference in the opinions of teachers and heads of CMS. Both of them were agreed that the biggest problem was the burden of the utility bills. 74% of teachers and 83% of heads of CMS having the view point that this was the main problem in this

project. Beside this, in most of the cases teachers and heads had almost similar opinions about the deficiencies in this project.

Table 90: Reason for shutting down a large number of CMS

No	Responses	Teachers of CMS			Heads of CMS		
		f	% age	Ranking	f	% age	Ranking
1	BISE affiliation/ recognition fee	193	77.8%	1	103	83%	1
2	Burden of utility bills	184	74.1%	2	103	83%	1
3	Charging 10% of gross income from CMS	159	64.1%	3	89	71.7%	2
4	Less income , more expenses	121	48.7%	6	83	66.9%	3
5	Lack of interest of Education Department,	140	56.4%	4	76	61.2%	4
6	Up-Gradation of morning schools	27	10.8%	7	44	35.4%	5
7	Clashes with H.M/ H.Ms of morning school	137	55.2%	5	43	34.6%	6

Table 90 shows the responses of the teachers and heads of CMS regarding the reasons of closing of CMS on a large scale. Majority (77.8%) of the respondents teachers mentioned the fee charged by BISE for affiliation/ recognition was a major factor of this situation. 74.1% mentioned the major factor

of closing the institutions was the payment of utility bills by CMS, while 64.1% mentioned the charging of 10% of gross income of CMS as a major factor of shutting down the institutions. 56.4% mentioned lack of interest of the Education Department, 55.2% of the respondents viewed clashes of morning and afternoon schools managements, 48.7% indicated less income and more expenses, whereas 10.8% of the respondent teachers were of the opinion of up-gradation of morning school were the major factors involved in the closing of afternoon schools.

Table 90 also shows the responses of heads of CMS regarding major factors involved in closing down the CMS on a large scale. Majority (83%) of respondent heads, mentioned the payment of utility bills and BISE affiliation/recognition fee were the major factors of this phenomenon. 71.7% mentioned the charging of 10% as FTF from CMS, 66.9% mentioned that due to less income and more expenses, 61.2% pointed out lack of interest from the Education Department for CPP, 35.4% indicated for up-gradation of morning schools and 34.6% mentioned clashes of morning and afternoon school management were major factors involved in shutting down of CMS on a large scale.

Table 91: Suggestions of teachers & heads for improvements in CPP

No	Responses	Teachers of CMS			Heads of CMS		
		f	%age	Ranking	f	%age	Ranking
1	Share in utility bills/ Sub meters	153	61.6%	1	103	83%	1
2	10% of gross income from CMS should be revised	145	58.4%	2	76	61.2%	3
3	Waving off of BISE fee	137	55.2%	3	103	83%	1
4	Revision of fee structure	131	52.8%	4	90	72.5%	2
5	Positive/ conducive role of Education Department for morning and afternoon schools	098	39.5%	5	44	35.4%	7
6	Provision of incentives for students/ Scholarships/ free books	085	34.2%	6	65	52.4%	4
7	Authority provisions to CPP Monitoring and Evaluation Cell (M&EC)	049	19.7%	7	49	39.5%	6
8	Provision of CMS to head of morning school should be banned	45	18.1%	8	52	41.9%	5
9	Cash award/ certificate of appreciation for teachers of CMS	037	14.9%	9	19	15.3%	8

Table 91 shows the proposals by teachers and heads of CMS for improvement of CPP scheme. Majority (61.6%) of the teachers responded for the shared /sub meters of electricity and gas, whereas 58.4% responded for revision in the rate of Farogh-e-Taleem Fund (FTF) for the smooth functioning of CMS. 55.2 proposed for waving off the BISE affiliation/ recognition fee, 52.8% demanded for revision of fee structure, 34.2% demanded the provision of free books and student's scholarships for the students of CMS as provided in morning school by the government of the Punjab, 39.5% marked the role of the Education Department should be equal for morning and afternoon school and should be facilitative, and 14.9% proposed cash awards /certificates of appreciation for making CPP fruitful, whereas 18.1% of respondent teachers proposed that provision of CMS for the heads of same morning school should be banned.

Table shows responses of the heads of CMS regarding improvement of the prevailing situation. Majority (83%) of respondent heads proposed for shared or installation of sub meters for electricity and gas for morning and afternoon schools, as well as waving off the BISE affiliation/ recognition fee. 72.5% recommended for the revision of the fee structure, 61.2% demanded for revision in the policy of charging 10% of gross income as FTF from CMS, 52.4% proposed incentives for students of CMS, 41.9% of respondent heads recommended ban in policy provision of allotment of institution to the head of morning school, 39.5% recommended more authority to CPP (M& EC), 35.4% mentioned the role of the Education Department should be equal as for morning school and should be facilitating, and 15.3% pointed the provisions of cash

awards/ certificates of appreciations for the teachers of CMS for making improvement in existing situation of CPP scheme.

4.4 Analysis of Questionnaire 'C' for EDOs/ DEOs

Table 92: Designation wise number and percentage

Designation	Frequency	Percentage
EDO	08	22.2%
DEO(SE)	08	22.2%
DEO (EE) M	08	22.2%
DEO(EE) W	08	22.2%
Total	32	88.8%

Table 92 indicates that 32 responses were returned out of 36; hence the response rate remained 88.8%.

Table 93: Teaching & administrative experience of educational managers

Experience (in Years)	Teaching		Administrative	
	Frequency	Percentage	Frequency	Percentage
1-5	01	2.77%	08	22.22%
6-10	05	13.88%	07	19.44%
11-15	05	13.88%	06	16.66%
16-20	12	33.33%	04	11.11%
Above 20	05	13.88%	01	2.77%
Missing	08	22.22%	10	27.77%
Total	36	100%	36	100%

Complete year or fraction of the year has been taken as whole year.

Table 93 shows that 33.33% respondents' managers possessed teaching experience between 16-20 years. Same percentage i.e. 13.88% is for above 20 years, between 6-10 years and between 11-15 years of teaching experience. 22.22% of educational managers did not respond regarding their teaching experience.

Table 93 also shows administrative experience of educational managers in Punjab. 22.22% respondents' managers possessed administrative experience between 1-5 years, whereas 19.44% respondent managers had administrative experience between 6-10 years. 16.66% respondent managers had administrative experience between 11-15 years, 11.11% respondent managers had administrative experience between 16-20 years. Only 2.7% of respondent managers had the administrative experience of more than 20 years. Majority (27.77%) of managers did not respond regarding their administrative experience.

Table 94: Trend in number of CMS

	Increasing	Decreasing	Constant	Missing	Total
Responses	08	17	04	07	36
Percentage	22.20%	47.2%	11.1%	19.4%	100%

Table 94 shows that 47.2% of the managers/ administrators in the Punjab province were of the opinion of decreasing trend regarding CMS. 22.20% responded for increasing trend, whereas 11.1% of respondents responded for constant situation. 19.4% of the respondents did not respond in this regard.

Table 95: Visits to CMS

	Regularly	Frequently	Occasionally	Missing	Total
Responses	02	04	23	07	36
Percentage	5.6%	11.1%	63.9%	19.4%	100%

Table indicates that the majority (63.9%) of the managers/ administrators in the Punjab were of the view of occasionally visited CMS. 11.1% responded for frequently visits, whereas 5.6% of responses were of regular visits. 19.4% of the respondents did not respond regarding their visits in CMS.

Table 96: Checking of qualifications of teachers appointed in CMS

	Regularly	Frequently	Occasionally	Missing	Total
Responses	09	02	18	07	36
Percentage	25.0%	5.6%	50.0%	19.4%	100%

The table 96 shows that majority (50%) of managers in Punjab occasionally check the qualifications of the teachers working in CMS. 25% managers / administrators were of the view of checking the prescribed qualifications regularly, whereas 5.6% managers/ administrators responded for frequently check. 07 (19.4%) of managers /administrators did not respond regarding checking of prescribed qualifications of teachers appointed in CMS.

Table 97: Arrangements of refresher courses for the teachers of CMS

	Regularly	Occasionally	Not at All	Missing	Total
Responses	00	02	29	05	36
Percentage	0%	5.6%	80.6%	13.9%	100%

Table shows that majority (80.6%) of the managers / administrators in Punjab never arranged refresher course for the teachers of CMS. 5.6% of the managers were of the view that they ever did arrange refresher course/s for the teachers of CMS. 13.9% of managers/ administrators did not respond regarding arrangements of refresher courses, whereas none (0%) of the respondents were of the view of regular arrangements of refresher courses.

Table 98: Availability of financial incentive to support CMS

	Yes	No	Missing	Total
Responses	00	25	11	36
Percentage	0%	69.4%	30.6%	100%

Table shows that majority (69.4%) of the managers / administrators in Punjab never received any financial assistance to support CMS. 30.6% of managers/ administrators did not respond regarding availability of financial incentive to support CMS whereas none of the respondents were of the view of receiving financial incentive.

Table 99: Availability of separate budget for CMS

	Fully	Partially	Not at All	Missing	Total
Responses	00	00	31	05	36
Percentage	0%	0	86.1%	13.9%	100%

Table 99 shows that majority (86.1%) of the managers / administrators in Punjab never had any separate budget for CMS. 13.9% of managers/ administrators did not respond regarding availability of a separate budget for CMS, whereas none of the respondents were of the view of availability of having a full or a partial budget.

Table 100: Complaints from CMS about the shortage of physical facilities & from head of morning school about misuse of physical facilities

		Responses	Percentage
About shortage of facilities from heads of CMS	Regularly	00	0%
	Occasionally	09	25.0%
	Not at All	21	58.3%
	Missing	06	16.7%
	Total	36	100%
About misuse of facilities from heads of morning school	Regularly	00	0%
	Occasionally	17	47.2.0%
	Not at All	13	36.1%
	Missing	06	16.7%
	Total	36	100%

Table 100 indicates that the majority (58.3%) of the managers/administrators in the Punjab were of the view of never receiving any complaint regarding shortage of physical facilities by CMS. 25.0% responded for occasional complaints, whereas 16.7% of the respondents did not respond regarding complaints of shortage of physical facilities. Table 100 also indicates that the 47.2% of the managers/ administrators in the Punjab were of the view of occasionally receiving any complaint regarding misuse of physical facilities by CMS. 36.1% responded for no complaints, whereas 16.7% of the respondents did not respond regarding complaints of misuse of physical facilities.

Table 101: Receiving of information /data sent by CMS

	Responses	Percentage
Monthly	08	22.2%
Quarterly	09	25.0%
After six months	06	16.7%
Yearly	06	16.7%
Missing	07	19.4%
Total	36	100%

Table indicates that the 25.0% of the managers/ administrators in the Punjab were of the view that data/ information were sent by CMS on quarterly basis. 22.2% responded for monthly whereas 16.7% responded for after six month and yearly respectively. 19.4% of the respondents did not respond in this regard.

Table 102: Cell established to deal with CMS

	Yes	No	Missing	Total
Responses	21	07	08	36
Percentage	58.3%	19.4%	22.2%	100%

Table indicates that majority (58.3%) of the respondents did establish a cell in their office to deal with CMS whereas 19.4% did not establish separate cell/ section for this purpose. 22.2% of the managers/ administrators did not respond regarding establishment of cell/ section to deal with CMS.

Table 103: Following of the procedure / regulations given in CPP scheme while allotting the institutions

	Yes	No	Missing	Total
Responses	28	00	08	36
Percentage	77.8%	0%	22.2%	100%

Table 103 indicates that majority (77.8%) of the respondents follow procedure / regulations given in CPP scheme, whereas none (0%) of the respondents managers responded for not following the procedure/ regulations given in CPP scheme. 22.2% of the managers/ administrators did not respond in this regard.

Table 104: Inter institution / board migration for the students of CMS

	Yes	No	Missing	Total
Responses	18	05	13	36
Percentage	50.0%	13.9%	36.1%	100%

Table indicates that the majority (50.0%) of the managers/ administrators in the Punjab were of the view of inter board /inter institution migration is allowed to the students of CMS. 13.9% responded for no migration, whereas 36.1% of the respondents did not respond.

Table 105: Steps for adult education/ education of parents

	Yes	No	Missing	Total
Responses	04	23	09	36
Percentage	11.1%	63.9%	25.0%	100%

Table indicates that the majority (63.9%) of the managers/ administrators in the Punjab were of the view that they never took steps for Adult Education/ Education of Parents. 11.1% responded that they took steps for Adult Education/ Education of Parents. Whereas 25.0% of the respondents did not respond in this regard.

Analysis of Open Ended Items for Managers

Table 106: Reasons for Decreasing Trend in Number of CMS

No	Responses	Frequency	Percentage	Ranking
1	Parents cannot afford fee	17	47.2%	1
2	No interest in afternoon hours from the children of community	16	44.4%	2
3	Parents prefer to send their children to morning schools	16	44.4%	2
4	Non cooperation of morning and afternoon schools management	14	38.8%	3
5	Disputes regarding FTF	13	36.1%	4
6	Up-gradation of morning schools	7	19.4%	5

Table shows that 47.2% of the managers of the Education Department in Punjab were of the view that main factor of decreasing trend in number of CMS was unaffordable fee for parents to send their children to CMS. 44.4% of respondent managers were of the opinion that parents had no interest in afternoon schools, and they prefer to send their children to morning schools. 38.8% responded for non cooperation of morning and afternoon school management as a major factor of decreasing trend. 36.1% mentioned that the disputes regarding 10% of Farogh e Taleem Fund (FTF) were one of the main causes in the decreasing trend in the number of CMS. Whereas 19.4% of respondent managers

mentioned the up-gradation of morning school from primary to elementary, elementary to secondary and secondary to higher secondary was another major factor of the decreasing trend in the number of CMS in Punjab.

Table 107: Major incentives for establishing a CMS

No	Responses	Frequency	Percentage	Ranking
1	No investment required	08	22.2%	1
2	Easy to manage institutions	08	22.2%	1
3	Shortage of institutions in government sector	07	19.4%	2
4	Increasing demand from the society	05	13.8%	3

This table shows the responses of managers of the Education Department Punjab regarding major incentive for establishing a CMS. 22.2% of respondent managers mentioned that the establishing schools without investment and easy to manage the institutions as CMS. 19.4% mentioned the shortage of morning schools was a major incentive for establishing CMS. Whereas 13.8% of respondent managers mentioned the demand of the society for establish more schools.

Table 108: Proposed changes in CPP

No	Responses	Frequency	Percentage	Ranking
1	BISE fee should be reduced	27	75.0%	1
2	Morning school should pay a share in utility bills	23	63.8%	2
3	More than two schools should be banned for one person.	21	58.3%	3
4	Evening school should pay the rent of building in lieu of 10%	14	38.8%	4

Table 108 shows the proposals of educational managers for improvement of the CPP scheme. Majority (75%) managers were of the view that Board's registration fee should be reduced. 63.8% of the respondent managers in Punjab proposed that a share in utility bills should be charged from morning school also. 58.3% proposed that the policy of allotting schools should be changed and more than two schools should not be allowed for one person. 38.8% proposed a rent for evening school in lieu of 10% of their gross income as Farogh-e-Taleem Fund.

4.5 Result of Community Model Schools

Table 109: Results of community model schools for year 2006 in BISER

	Attock		Chakwal		Jhelum		Rawalpindi	
	SSC	HSSC	SSC	HSSC	SSC	HSSC	SSC	HSSC
Students Appeared	282	290	463	554	190	269	271	2245
Students Passed	169	247	354	421	167	211	162	1445
A1	1 0.59%	Nil 0%	Nil 0%	Nil 0%	3 1.8%	Nil 0%	Nil 0%	3 0.21%
A	4 2.36%	26 10.53%	10 2.83%	14 3.32%	22 13.17%	9 4.26%	Nil 0%	37 2.56%
B	38 22.49%	82 33.2%	101 28.53%	102 24.23%	51 30.54%	52 24.64%	27 16.67%	169 11.7%
C	69 40.83%	108 43.72%	144 40.67%	214 50.83%	50 29.94%	108 51.18%	75 46.3%	566 39.16%
D	55 32.54%	31 12.55%	96 27.12%	88 20.90%	37 22.15%	40 18.95%	55 33.94%	643 44.49%
E	2 1.18%	Nil 0%	3 0.85%	3 0.71%	4 2.4%	2 0.95%	5 3.09%	27 1.86%
Total (A1:E)	100%	100%	100%	100%	100%	100%	100%	100%

Board's Results SSC: 67.05%, HSSC: 65.65%

Table 109 shows that in district Attock, at SSC level 169 students passed out of 282. Pass percentage at SSC level, was 59.93% whereas at this level Board's percentage was 67.05%. Data also reflects that 0.59% of SSC graduates

were awarded grade 'A1', 2.36% held grade 'A', 22.49% passed out with grade 'B', 40.83% of the passed students were in grade 'C', 32.54% with grade 'D' and 1.18% were placed in grade 'E' in Community Model Schools of district Attock. Data shows that most of the passed students (73.37%) were placed in grade 'C' and 'D' at SSC level in district Attock. Data is taken from 23 Community Model School/s of district Attock in the Board's Gazette.

At HSSC level the result of 15 institutions was taken from the Board's Gazette. 247 out of 290 students were declared passed. Percentage of board's result at this level was 65.65%, whereas Community Model Higher Secondary School/s achieved 85.17%. Data also reflects that none of the students could achieve 'A1', 10.53% got grade 'A', 33.2% passed out with grade 'B', 43.72% of the passed students were placed in grade 'C', 12.55% with grade 'D', and no student was placed in grade 'E ' of Community Model Higher Secondary School/s in district Attock. Data shows that most of the passed students (76.92%) placed in grade 'B' and 'C' at HSSC level in district Attock.

Table 109 shows that in district Chakwal, at SSC level 354 students were passed out of 463 students. Pass percentage of Community Model School/s in district Chakwal at SSC level was 76.46% whereas at this level the Board's percentage was 67.05%. Data also reflects that none of SSC graduates was awarded grade 'A1', 2.83% got grade 'A', 28.53% passed with grade 'B', 40.68% of the passed students were placed in grade 'C', 27.12% with grade 'D' and 0.85% were placed in grade 'E' in Community Model Schools of district Chakwal. Data shows that most of the passed students (69.21%) were placed in

grade 'B' and 'C' at SSC level in district Chakwal. Data is taken from 32 Community Model School/s of district Chakwal in the Board's Gazette.

At HSSC level, the result of 31 institutions was taken from the Board's Gazette. 421 out of 554 students were declared passed. Percentage of Board result at this level was 65.65, whereas Community Model Higher Secondary School/s achieved 75.99%. Data also reflects that none of the students could achieve 'A1', 3.32% got grade 'A', 24.23% passed with grade 'B', 50.83% of the passed students were placed in grade 'C', 20.90% with grade 'D' and only 0.71% of the passed students were placed in grade 'E' in Community Model Higher Secondary School/s in district Chakwal. Data shows that majority of the passed students (50.83%) placed in grade 'C' at HSSC level in district Chakwal.

Table 109 shows that in district Jhelum, at SSC level 167 students passed out of 190 students. Pass percentage at SSC level was 87.89% whereas at this level, Board's percentage was 67.05%. Data also reflects that 1.8% of SSC graduates were awarded grade 'A1', 13.17% hold grade 'A', 30.54% passed with grade 'B', 29.94% of the passed students were in grade 'C', 22.15% with grade 'D' and 2.4% were placed in grade 'E' in Community Model Schools of district Jhelum. Data shows that most of the passed students (60.48%) were placed in grade 'B' and 'C' at SSC level in district Jhelum. Data is taken from 15 Community Model School/s of district Jhelum in the Board's Gazette.

At HSSC level the result of 13 institutions was taken from the Board's Gazette. 162 out of 271 students were declared passed. Percentage of Board result at this level was 65.65%, whereas Community Model Higher Secondary School/s

achieved 74.44%. Data also reflects that none of the students could achieve 'A1', 4.26% hold grade 'A', 24.64% passed out with grade 'B', 51.18% of the passed students were placed in grade 'C', 18.95% with grade 'D' and 0.95% of the passed students were placed in grade 'E' in Community Model Higher Secondary School/s of district Jhelum. Data shows that majority of the passed students (51.18%) were placed in grade 'C' at HSSC level in district Jhelum.

Table 109 shows that in district Rawalpindi at SSC level 162 students were passed out of 271 students. Pass percentage at SSC level was 59.78%, whereas at this level, Board's percentage was 67.05%. Data also reflects that none of SSC graduates were awarded grade 'A1 and grade 'A', 16.67% passed with grade 'B', 46.3% of the passed students were in grade 'C', 33.95% with grade 'D' and 3.09% were placed in grade 'E' in Community Model Schools of district Rawalpindi. Data shows that most of the passed students (80.25%) were placed in grade 'C' and 'D' at SSC level in district Rawalpindi. Data is taken from 23 Community Model School/s of district Rawalpindi in the Board's Gazette.

At HSSC level, the result of 42 institutions was taken from the Board's Gazette. 1445 out of 2245 students were declared passed. Percentage of Board result at this level was 65.65%, whereas Community Model Higher Secondary School/s in district Rawalpindi achieved 64.37%. Data also reflects that only 0.21% of the students could achieve 'A1', 2.56% hold grade 'A', 11.7% passed with grade 'B', 39.17% of the passed students were placed in grade 'C', 44.49% with grade 'D' and 1.87% of the passed students were placed in grade 'E' in Community Model Higher Secondary School/s of district Rawalpindi. Data

shows that majority of the passed students (83.66%) were placed in grade 'C' and grade 'D' at HSSC level in district Rawalpindi.

Table 110: Results of community model schools for year 2007 in BISER

	Attock		Chakwal		Jhelum		Rawalpindi	
	SSC	HSSC	SSC	HSSC	SSC	HSSC	SSC	HSSC
Students Appeared	509	305	459	664	229	293	642	1652
Students Passed	245	277	315	535	155	247	261	1074
A1	1 0.41%	8 2.89%	3 0.95%	2 0.37%	4 2.58%	1 0.4%	1 0.38%	Nil 0%
A	28 11.43%	27 9.74%	38 12.06%	36 6.72%	41 26.45%	8 3.23%	16 6.13%	10 0.93%
B	58 23.67%	96 34.66%	106 33.65%	115 21.5%	62 40%	56 22.67%	63 24.14%	152 14.15%
C	107 43.67%	113 40.79%	121 38.41%	259 48.41%	33 21.29%	119 48.18%	118 45.21%	413 38.45%
D	50 20.41%	33 11.91%	46 14.6%	120 22.43%	13 8.39%	56 22.67%	63 24.14%	464 43.20%
E	1 0.41%	Nil 0%	1 0.32%	3 0.56%	2 1.29%	7 2.83%	Nil 0%	35 3.26%
Total (A1:E)	100%	100%	100%	100%	100%	100%	100%	100%

Board's Results SSC: 48.12%, HSSC: 70.27%

Table 110 shows that in district Attock, at SSC level, 245 students passed out of 509 students. Pass percentage at SSC level was 48.13%, whereas at this

level, the Board's percentage was 48.12%. Data also reflects that 0.41% of SSC graduates were awarded grade 'A1', 11.43% hold grade 'A', 23.67% passed with grade 'B', 43.67% of the passed students were in grade 'C', 20.41% with grade 'D' and 0.41% were placed in grade 'E' in Community Model Schools of district Attock. Data shows that most of the passed students (67.34%) were placed in grade 'B' and 'C' at SSC level in district Attock. Data is taken from 24 Community Model School/s of district Attock in the Board's Gazette.

At HSSC level, the result of 11 institutions was taken from the Board's Gazette. 277 out of 305 students were declared passed. Percentage of Board result at this level was 70.27%, whereas Community Model Higher Secondary School/s achieved 90.82%. Data also reflects that 2.89% of the passed students could achieve 'A1', 9.74% hold grade 'A', 34.66% passed with grade 'B', 40.79% of the passed students were placed in grade 'C', 11.91% with grade 'D', and no student was placed in grade 'E ' of Community Model Higher Secondary School/s in district Attock. Data shows that most of the passed students (75.45%) were placed in grade 'B' and 'C' at HSSC level in district Attock.

Table 110 shows that in district Chakwal, at SSC level 315 students passed out of 459 students. Pass percentage of Community Model School/s in district Chakwal at SSC level was 68.63%, whereas at this level the Board's percentage was 48.12%. Data also reflects that 0.95% of SSC graduates were awarded grade 'A1', 12.06% hold grade 'A', 33.65% passed with grade 'B', 38.41% of the passed students were placed in grade 'C', 14.6% with grade 'D' and 0.32% were placed in grade 'E' in Community Model Schools of district Chakwal. Data shows that

most of the passed students (38.41%) were placed in grade 'C' at SSC level in district Chakwal. Data was taken from 28 Community Model School/s of district Chakwal in the Board's Gazette.

At HSSC level, the result of 28 institutions was taken from the Board's Gazette. 535 out of 664 students were declared passed. Percentage of Board result at this level was 70.27, whereas Community Model Higher Secondary School/s achieved 80.57%. Data also reflects that 0.37% of the students could achieve 'A1', 6.72% hold grade 'A', 21.5% passed with grade 'B', 48.41% of passed students were placed in grade 'C', 22.43% with grade 'D', and only 0.56% of the passed students were placed in grade 'E' in Community Model Higher Secondary School/s in district Chakwal. Data shows that majority of the passed students (70.84%) were placed in grade 'C' and grade 'E' at HSSC level in district Chakwal.

Table 110 shows that in district Jhelum, at SSC level, 155 students were passed out of 229 students. Pass percentage at SSC level was 67.69% whereas at this level the Board's percentage was 40.12%. Data also reflects that 2.58% of SSC graduates were awarded grade 'A1', 26.45% hold grade 'A', 40% passed with grade 'B', 21.29% of the passed students were in grade 'C', 8.39% with grade 'D' and 1.29% were placed in grade 'E' in Community Model Schools of district Jhelum. Data shows that most of the passed students (66.45%) were placed in grade 'A' and 'B' at SSC level in district Jhelum. Data is taken from 12 Community Model School/s of district Jhelum in the Board's Gazette.

At HSSC level, the result of 14 institutions was taken from the Board's Gazette. 247 out of 293 students were declared passed. Percentage of board result at this level was 70.27%, whereas Community Model Higher Secondary School/s achieved 84.3%. Data also reflects that 0.4% of the students could achieve 'A1', 3.23% hold grade 'A', 22.67% passed with grade 'B', 48.17% of the passed students were placed in grade 'C', 22.67% with grade 'D' and 2.83% of the passed students were placed in grade 'E' in Community Model Higher Secondary School/s of district Jhelum. Data shows that majority of the passed students (70.85%) were placed in grade 'B' and 'C'. Same percentage i.e. 70.85% is for grade 'C' and 'D' at HSSC level in district Jhelum.

Table 110 shows that in district Rawalpindi at SSC level, 261 students were passed out of 642 students. Pass percentage at SSC level was 40.65% whereas at this level, the Board's percentage was 48.12%. Data also reflects that 0.38% of SSC graduates were awarded grade 'A1' and 6.13% placed in grade 'A', 24.14% passed out with grade 'B', 45.21% of the passed students were in grade 'C', 24.14% with grade 'D' and none of the passed students was placed in grade 'E' in Community Model Schools of district Rawalpindi. Data shows that most of the passed students (69.35%) were placed in grade 'B' and 'C' at SSC level in district Rawalpindi. Same percentage was for grade 'C' and grade 'D'. Data is taken from 27 Community Model School/s of district Rawalpindi in the Board's Gazette.

At HSSC level the result of 42 institutions was taken from the Board's Gazette. 1074 out of 1652 students were declared passed. Percentage of Board

result at this level was 70.27%, whereas Community Model Higher Secondary School/s in district Rawalpindi achieved 65.01%. Data also reflects that none of the students could achieve 'A1', 0.93% hold grade 'A', 14.15% passed out with grade 'B', 38.45% of the passed students were placed in grade 'C', 43.20% with grade 'D' and 3.26% of the passed students were placed in grade 'E' in Community Model Higher Secondary School/s of district Rawalpindi. Data shows that majority of the passed students (81.65%) were placed in grade 'C' and grade 'D' at HSSC level in district Rawalpindi.

Table 111: Results of community model schools for year 2008 in BISER

	Attock		Chakwal		Jhelum		Rawalpindi	
	SSC	HSSC	SSC	HSSC	SSC	HSSC	SSC	HSSC
Students Appeared	501	408	226	498	166	226	618	1188
Students Passed	182	286	155	288	124	145	297	545
	36.33%	70.1%	68.58%	57.83%	74.7%	64.16%	48.06%	45.88%
A1	8	Nil	1	Nil	17	Nil	Nil	Nil
	4.4%	0%	0.65%	0%	13.7%	0%	0%	0%
A	22	19	14	13	29	10	26	7
	12.09%	6.64%	9.03%	4.51%	23.39%	6.90%	8.75%	1.28%
B	52	108	41	82	37	35	64	89
	28.57%	37.76%	26.45%	28.47%	29.84%	24.14%	21.55%	16.33%
C	70	121	76	120	30	71	137	245
	38.46%	42.31%	49.03%	41.67%	24.19%	48.97%	46.13%	44.95%
D	28	37	22	72	11	29	69	190
	15.38%	12.93%	14.19%	25%	8.87%	20%	23.23%	34.86%
E	2	1	1	1	Nil	Nil	1	14
	1.1%	0.35%	0.65%	0.35%	0%	0%	0.34%	2.57%
Total (A1:E)	100%	100%	100%	100%	100%	100%	100%	100%

Board's Results **SSC: 53.86%, HSSC: 50.94%**

Table 111 shows that in district Attock, at SSC level 182 students passed out of 501 students. Pass percentage at SSC level was 36.33% whereas at this level the Board's percentage was 53.86%. Data also reflects that 4.4% of SSC graduates were awarded grade 'A1', 12.09% hold grade 'A', 28.57% passed with grade 'B', 38.46% of the passed students were in grade 'C', 15.38% with grade 'D' and 1.1% were placed in grade 'E' in Community Model Schools of district Attock. Data shows that most of the passed students (67.03%) were placed in grade 'B' and 'C' at SSC level in district Attock. Data is taken from 24 Community Model School/s of district Attock in the Board's Gazette.

At HSSC level, the result of 19 institutions was taken from the Board's Gazette. 286 out of 408 students were declared passed. Percentage of Board result at this level was 50.94%, whereas Community Model Higher Secondary School/s achieved 70.1%. Data also reflects that none of the students could achieve 'A1', 6.64% hold grade 'A', 37.76% passed with grade 'B', 42.31% of the passed students were placed in grade 'C', 12.93% with grade 'D' and 0.35% of passed students were placed in grade 'E' of Community Model Higher Secondary School/s in district Attock. Data shows that most of the passed students (80.07%) were placed in grade 'B' and 'C' at HSSC level in district Attock.

Table 111 shows that in district Chakwal, at SSC level, 155 students passed out of 226 students. Pass percentage of Community Model School/s in district Chakwal at SSC level was 68.58% whereas at this level the Board's percentage was 53.86%. Data also reflects that 0.65% of SSC graduates were awarded grade 'A1', 9.03% hold grade 'A', 26.45% passed with grade 'B',

49.03% of the passed students were placed in grade 'C', 14.19% with grade 'D' and 0.65% were placed in grade 'E' in Community Model Schools of district Chakwal. Data shows that most of the passed students (75.48%) were placed in grade 'B' and 'C' at SSC level in district Chakwal. Data is taken from 24 Community Model School/s of district Chakwal in the Board's Gazette.

At HSSC level, the result of 19 institutions was taken from the Board's Gazette. 288 out of 498 students were declared passed. Percentage of Board result at this level was 50.94, whereas Community Model Higher Secondary School/s achieved 57.83%. Data also reflects that none of the students could achieve 'A1', 4.51% hold grade 'A', 28.47% passed with grade 'B', 41.67% of the passed students were placed in grade 'C', 25% with grade 'D' and only 0.35% of the passed student were placed in grade 'E' in Community Model Higher Secondary School/s in district Chakwal. Data shows that majority of the passed students (70.14%) were placed in grade 'B' and grade 'C' at HSSC level in district Chakwal.

Table 111 shows that in district Jhelum, at SSC level 124 students passed out of 166 students. Pass percentage at SSC level was 74.7% whereas at this level the Board's percentage was 53.86%. Data also reflects that 13.7% of SSC graduates were awarded grade 'A1', 23.39% hold grade 'A', 29.84% passed with grade 'B', 24.19% of the passed students were in grade 'C', 8.87% with grade 'D' and none of the passed students was placed in grade 'E' in Community Model Schools of district Jhelum. Data shows that most of the passed students (50.03%)

were placed in grade 'B' and 'C' at SSC level in district Jhelum. Data is taken from 07 Community Model School/s of district Jhelum in the Board's Gazette.

At HSSC level the result of 14 institutions was taken from the Board's Gazette. 145 out of 226 students were declared passed. Percentage of the Board result at this level was 50.94%, whereas Community Model Higher Secondary School/s achieved 64.16%. Data also reflects that none of the students could achieve 'A1', 6.90% hold grade 'A', 24.14% passed out with grade 'B', 48.97% of the passed students were placed in grade 'C', 20% with grade 'D' and none of the passed students were placed in grade 'E' in Community Model Higher Secondary School/s of district Jhelum. Data shows that majority of the passed students (73.11%) were placed in grade 'B' and grade 'C' at HSSC level in district Jhelum.

Table 111 shows that in district Rawalpindi at SSC level, 297 students passed out of 618 students. Pass percentage at SSC level was 48.06% whereas at this level the Board's percentage was 53.86%. Data also reflects that none of SSC graduates were awarded grade 'A1', 8.75% obtained grade 'A', 21.55% passed with grade 'B', 46.13% of the passed students were in grade 'C', 23.23% with grade 'D' and 0.34% were placed in grade 'E' in Community Model Schools of district Rawalpindi. Data shows that most of the passed students (69.36%) were placed in grade 'C' and 'D' at SSC level in district Rawalpindi. Data is taken from 26 Community Model School/s of district Rawalpindi in the Board's Gazette.

At HSSC level the result of 36 institutions was taken from the Board's Gazette. 545 out of 1188 students were declared passed. Percentage of the Board

result at this level was 50.94%, whereas Community Model Higher Secondary School/s in district Rawalpindi achieved 45.88%. Data also reflects that none of the students could achieve 'A1', 1.28% hold grade 'A', 16.33% passed with grade 'B', 44.95% of the passed students were placed in grade 'C', 34.86% with grade 'D' and 2.57% of the passed students were placed in grade 'E' in Community Model Higher Secondary School/s of district Rawalpindi. Data shows that majority of the passed students (79.81%) were placed in grade 'C' and grade 'D' at HSSC level in district Rawalpindi.

4.6 Analysis of Interview Schedule of Experts

An interview was also designed to get the opinion of the policy makers/planners (CPP), provincial stake holders, and Educationists. Directors, Assistant directors, Professors of Education, and representative of Punjab Teachers Union (PTU) were interviewed by the researcher, to get their opinion regarding Public Private Partnership in Education keeping in view the practice of Community Participation Project (CPP), Punjab. The opinions of the respondents are hereby summarized as follows:

1. Most of the experts viewed the objectives as feasible and according to the needs of the society.
2. Majority of the experts responded for partial achievement of the objectives of the CPP scheme. Some objectives could not be touched in entire practice, whereas some were partially achieved. The reason of this failure was improper implementation of the scheme. The local administration did not show its interest in this scheme.
3. Majority of the respondent experts were of the view for incentives for the children in entire Punjab, and in some particular districts the opportunity costs should be paid, where participation rate is very low at school education.
4. Majority of the responses were either, no difference or very low difference. According to them it might be possible that morning school has its own environment, budget and resources. They can influence the quality of education, but the evening school is also a full-fledged institution along

with all the necessary requirement. Some experts pointed out the positions achieved in BISE examination by the students of afternoon schools.

- 5. Most of the opinions were regarding the conflict, and lack of coordination of morning and afternoon school. Mistrust between public and private sector proliferates misunderstandings. Some opinions were also about less incentives and heavy burdens for managers of afternoon schools.
- 6. Majority of the respondents were of the view that there can be several models to introduce PPP in school education as experienced in the world, but the major emphasis should be on proper implementation. There should be clarity in objectives of the public as well as the private sector. There should be a coordinating body in the public and the private sector.

4.7 Discussion

This study begins with the conceptual framework of Public Private Partnership (PPP), forms of Community Participation in education and Government initiatives regarding its policy of Public Private Partnership. Different projects/ schemes which were launched by the Government of Pakistan in this regard. Among these programmes, Community Participation Project (CPP) was selected to be studied in depth. Keeping in view the objectives and methodology of the CPP scheme, three questionnaires were developed for teachers, heads of CMS and for managers of the Education Department, Punjab.

Major findings of the research revealed that the majority of the teachers serving in CMS in Punjab were well-educated females belonging to the urban

areas of the province. These findings are in agreement with Shami and Hussain (2007), who pointed out that CPP scheme could not get popularity in rural areas of the Punjab. It was also found that majority of the teachers did not work in the morning school of the government of the Punjab. It shows that CPP scheme provided employment opportunities to educated youth. Majority of the teachers of CMS had no provision of any kind of Board of Intermediate & Secondary Education duty. They taught in CMS for 9-10 months in a year having either single subject or three subjects. They were quite satisfied with their salary package.

Major findings from the heads of CMS revealed that majority of the heads of CMS were female, well-educated and well-experienced belonging to the urban areas of the province. Most of the CMS were allotted to working teachers and were established as Community Model Higher Secondary Schools in the evening shift of Government high schools of morning. Process/ methodology given by government of the Punjab was followed in giving admissions to the students, and for smooth functioning of the institutions. There were some complaints mentioned by the heads of CMS regarding misuse of electricity in the morning shift. Heads of CMS complained that they had to pay the electricity bills not only consumed by morning school but also by BISE as well as universities during their examination centers and marking of the scripts centers set-up in these institutions.

The responses from educational managers revealed the decreasing trend of CMS in Punjab. They were of the opinion that fee charged in afternoon school, less interest of parents in second shift and up-gradation of morning schools were

major factors of this decreasing trend. The responses also revealed that majority of the managers occasionally visited the CMS. They never arranged any refresher course for the teachers of CMS. They had never received any financial assistance or separate budget to support CMS. It was also found that there are complaints from both shifts, i.e. misuse of physical facilities from morning school and shortage of physical facilities from the afternoon school. Managers proposed a shared meter for utility consumptions for both shifts and a reduction in BISE endowment and registration fee.

Results of CMS for the years 2005-06, 2006-07 and 2007-08 were obtained from the result gazettes to compare the results of CMS with Board Results and to check the quality of graduates which CMS were producing. A comprehensive pro-forma (Appendix IV) was designed to copy information from the board's documents. It was found and concluded that result percentage of Community Model Schools was better than the average percentage of the Board at SSC and HSSC level examinations. Majority of the graduates from CMS were placed in grade 'C' and very few graduates could achieve A1 grade in CMS.

4.7.1 Achievement of Objectives set for Community Participation Project, Punjab

Fraser (1994) stated that 'Effectiveness' is measuring the match between stated goals and their achievement. Similarly Erlendsson (2002) defined 'Effectiveness' as the extent to which objectives are met. As far as the objectives of the CPP are concerned, the achievement of different objectives is as under.

1. To use existing school building for middle, high and higher secondary classes after school hours.

This objective was achieved. Tables 02, 03, 65, 84, 85 and 88 show that adequate facilities were available in the afternoon schools. The data shows that there were 6911 afternoon schools in the beginning of the scheme, 619 were operating in 2006 and now just 332 institutions operating as afternoon school in the existing school buildings of Government of the Punjab.

2. To strengthen the role of school councils and also to create awareness among the community.

Tables 18, 23, 48, 64, 75, 80 and 88 illustrate the partial achievement of this objective.

3. To provide incentives to the local people to participate in propagating education and to earn without investment.

Tables 24, 25, 26, 27, 66, 73, and 85 show that this objective was achieved. Teachers were satisfied with the salary package given to them as well as the security of their jobs in CMS.

4. To provide solutions to problems by utilizing local resources.

Tables 48, 51, 55, 62 and 64 show the achievement of this objective.

5. To ensure the provision of computer and technical education to children after/ during school hours.

Tables 20, 42 and 67 show that this objective was also partially achieved.

Just 88 responses out of 248 were about the provision of this facility.

6. To bring back the out of school children who are involved in child labour.

Tables 45, 48 and 71 show the picture. Most of the respondents arranged open meetings, circulars and door to door campaigns in this regard.

7. To make school hub of activities for adults/ parental education.

Tables 23, 69, 70 and 105 show that this objective either could not be achieved or was partially achieved at a low level.

8. To provide Health Education through Tele-Medicine.

Table 22 and 60 show that this objective was not achieved.

9. To provide Agriculture Education through Tele-Agriculture.

Tables 21 and 60 shows that this objective was not achieved also.

This shows that just three objectives i.e. objectives 1, 3, and 4 out of nine, framed for the CPP scheme could be achieved. Objective 8 and 9 could not be achieved in the entire practice. Remaining objectives i.e. 2, 5, 6, and 7 had partial achievement at a low level.

4.7.2 Answers of Research Questions of the Study

As far as the Research Questions of the study are concerned, answers of these Research Questions are as under.

Research Question 1: Findings 30 and 52 answer research question 1.

Research Question 2: Findings 10, 16, 17, 18, 19, 20, 22, 24, 26, 29, 52, 58, 64, 68, 69 and 70 answer Research Question 2.

Research Question 3: Findings 74 and 75 answer Research Question 3.

Research Question 4: Findings 12, 13, 14, 15, 47 and 52 answer Research Question 4.

Research Question 5: Findings 4, 5, 6, 9, 11, 20, 30, 31, 32, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 53, 56, 57, 59, 60, 61, 62, 63, 72, 73, 76, 77 and 79 answer

Research Question 5.

Research Question 6: Findings 37, 66, 83, 84 and 85 answer Research Question 6.

Some shortcoming of the scheme were observed in the report 'White Paper on Public Private Partnership' submitted by Hayat (2003) which also strengthens the findings and conclusions of this study, he includes that;

1. The private sector did not show much interest in taking over the schools in the rural areas, considering them unprofitable;
2. The maximizing of profit objective prevailed and slowly many defaults cases emerged; e.g. many private partners defaulted in payment of their share in the utility bills, or abstained from depositing 10% share of their gross income in the school fund;
3. At some places the schools were converted as tuition academies;
4. At a few places the situation was so tense that the district government had to seek help from the law-enforcing agencies;
5. About 50% of institutions had to be closed down during the first year of operation due to illicit practices of the private partner; and
6. The District Nazim of Lahore has put a ban on this scheme (in Lahore) considering the volume of problems associated with the initiative.

Shami and Hussain (2007) carried out another research study 'Education in Pakistan: Role of Private Sector'. They discussed that the concept of CPP is sound and has much potential; there had been considerable challenges in

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

National, regional, and local education authorities have an obligation to provide basic education for all. The key issue for any government is to provide the best education in the most cost-effective manner, and this requires the combined efforts of the public and private sectors. The public sector and the private sector must decide their role in this partnership with clear and unambiguous objectives.

Community participation is not something new in the delivery of education. Role of community cannot be ignored in children's education. In the world, there are communities who have been establishing schools as according to their demands and culture. Education not only takes place in schools but also within families, communities, and society. Schools are institutions that prepare children to play their role for the betterment of the society, by equipping them with skills important in society.

In Pakistan, the government has given importance on public private partnership in the Education policy 1998-2010 and Education Sector Reforms. Community Participation Project (C.P.P) was initially launched in some districts as a pilot project of Education Sector Reforms implementation strategy in Punjab.

Keeping in view the success rate, the provincial cabinet approved it for the whole Punjab in 2001.

5. The present study aimed at studying the effectiveness of Public Private Partnership in school education in Punjab. The major objectives of the study were: 1) To find out the availability and utilization of the physical facilities in schools established under Public Private Partnership. 2) To investigate the opinion of different stakeholders about the current situation of Public Private Partnership. 3) To assess the effectiveness of Public Private Partnership in the development of school education in Punjab; and 4) To compare the views of teachers working in schools established under Public Private Partnership in different regions of the Punjab regarding Community Participation Project.

There has been an increasing focus on Public Private Partnership in education in recent years. This raises important questions about whether private participation in education, can assist in reaching the 'education for all' targets, and whether policymakers and practitioners should be aware of the potential involvement of this sector. This study will bring up an important input in this regard, and may help policy planners to redirect their efforts to make necessary changes in the ongoing processes to avoid the failure or to at least reduce their rate, and help achieving the targets in relation to expansion of education. Moreover the study may help to evaluate the potential for Public Private Partnership (PPP) to deliver the outcome often claimed for it, and promotion of education by getting out of school children into schools and creating better

institutions. The study may also highlight the major factors for success or failure of the partnership process as implemented through CPP and would supply an important informational base for the planners and managers.

Population of the study included all the EDOs (Education), DEOs (SE), DEOs (EE-M&W) of Punjab Education Department, heads and teachers of Community Model Schools in Punjab province. Study was delimited to Community Model Schools working under CPP Punjab. For the purpose of results of CMS, study was also delimited to BISER.

Punjab province was divided into three geographic regions i.e. Northern, Central and Southern regions adopting multi-stage cluster sampling. Nine out of the 35 districts were included in the sample, randomly selecting three districts from each region of the Punjab. During data collection, the researcher came to know that a large number of CMS had been closed in entire Punjab, and situation was more adverse in the Central and Southern regions. Due to this, the researcher had to increase the number of districts from three to four keeping in view the maximum available number of CMS in Central and Southern regions to increase the number of CMS along with taking almost 100% CMS in those regions. In this way the total number of districts became eleven.

This study was descriptive in nature. It included surveys to investigate the opinions of administrators/ managers of Education Department, Punjab; managers/ principals/ headmasters and teachers of CMS in Punjab through

questionnaires. The opinions of experts, educationists and directors of Community Participation Project were sought by structured interviews with them.

Results of about 200 schools including grades achieved by students of CMS and their pass percentage in 2005-06, 2006-07 and 2007-08 for secondary and higher secondary levels were obtained from the Board's Result Gazettes. Percentages were applied to number of students passed from CMS and average result of the Board's examinations.

Data were collected personally as much as possible, through mail and by research assistants. After collection of data, Chi Square and percentages were applied for analysis and to draw conclusions.

5.2 FINDINGS

5.2.1 Teachers & Heads of CMS

1. Majority (80.6%) of the teachers and 69.4% of heads of CMS were female.
2. Majority (71.7%) of respondent teachers and 63.7% of respondent heads working in CMS belonged to urban schools.
3. Majority (41.5%) of the teachers of CMS possessed the teaching experience between 1-5 years, whereas majority (36.4%) of heads of institutions possessed the teaching experience between 11-15 years.
4. Majority (56.5%) of the teachers had MA/ M.Sc degrees.
5. Majority (60.1%) of the teachers had B.Ed/ B.S.Ed degrees.
6. Majority (54%) of the heads of institutions had the administrative

experience between 1-5 years, and majority (54.4%) of respondents were serving as Principals.

7. Majority (38.7%) of the respondent teachers and heads of institutions belonged to the Northern region of the Punjab province.
8. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding their satisfaction with the academic background of their students. Majority of the teachers was satisfied with the academic background of their students.
9. There was no significant difference among the views of teachers of Northern, Central and Southern regions of Punjab province regarding their following the rules and regulations as given in the CPP scheme at the time of giving admissions to the students. Majority of the teachers reported that they observed rules and regulations at the time of admitting students in CMS.
10. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding their consultation at the time of giving admission to students in school. Majority of the teachers reported that they had been consulted at the time of admitting students in CMS.
11. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding information/ data sent to EDO office, regularly. Majority of teachers reported that they sent data/ information to EDO office regularly.

12. No significant difference was found among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding whether proper measures have been taken for Computer Education. Majority of the teachers denied and reported that proper measures had not been taken for Computer Education in CMS.

13. No significant difference was found among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding whether proper measures have been taken for Agriculture Education. Majority of the teachers denied and reported that proper measures had not been taken for Agriculture Education in CMS.

14. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding whether proper measures have been taken for Health Education. Majority of the teachers denied and reported that proper measures had not been taken for Health Education in CMS.

15. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding whether proper measures have been taken for Adult Education\ Parent Education. Majority of the teachers denied and reported that proper measures had not been taken for Adult Education/ Parent Education in CMS.

16. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding their payment during summer vacations. Majority of the teachers reported

that they had never been paid during summer vacations in CMS.

17. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding their satisfaction with job security. Majority of the teachers were satisfied regarding security of their jobs in CMS.
18. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding their satisfaction with the salary package. Majority of the teachers were found satisfied with their salary packages.
19. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding their satisfaction with on time salary payment. Majority of the teachers reported for on time payment of their monthly salaries in CMS.
20. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding their satisfaction with duration of the periods of their class/ classes. Majority of the teachers were satisfied with duration of periods of their class/ classes in CMS.
21. There was no significant difference among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding course completion/ coverage within time. Majority of the teachers reported that they covered the course within time.
22. Majority of the teachers reported that they fulfilled the given criteria in their relevant subject/s.

23. Majority (58.87%) of the teachers reported that they complete the course without adopting selective study approach in CMS.

24. Majority of the teachers (50.4%) were of the opinion that they had less than twenty five students in a class and (37.9%) reported that they had twenty to twenty nine periods in a week.

25. Majority of the teachers (62.1%) were of the view that they enjoyed democratic behavior/ attitude of school management. Moreover, majority (63.3%) of the teachers were of the view that their heads of the institution frequently helped in fulfilling their teaching responsibilities.

26. Majority (65.3%) of the teachers were not teaching in government schools whereas majority (67.7%) of the teachers were of the view that they have to travel less than 5 Kilometers for their schools. Majority (54%) of the teachers were of the view that they worked eight to nine months in an academic year.

27. Majority (26.6%) of the teachers were taking a single subject, and same percentage of teachers were taking more than three subjects in CMS.

28. Majority (44.8%) of the teachers performed as Discipline Incharge in CMS.

29. Only 13.3% teachers of CMS had ever joined examination duty in B.I.S.E.

30. Majority (82%) of the teachers were of the view that they had furniture for the students, whereas 77.4% reported that they had furniture for teachers., 41.5% were of the opinion that they had science lab/s for students, 37.5% responded about play ground with CMS, 27% indicated that there is a Computer lab for students in CMS, 19.8% also responded that they had a

library and 15.3% reported that their CMS is also facilitated with a hall.

31. Majority (25%) of the teachers were of the opinion that Executive District Officer (Education) never visited their institution and same percentage of responses was about annual visits of EDO (Education).
32. Majority (42.3%) of the teachers of CMS in Punjab were of the view that they collected admission fee from the students of CMS.
33. Majority of the teachers frequently called parents to school. Majority (46%) of the teachers were of the opinion of open meetings with parents.
34. Only 36.3% of the teachers were of the opinion that refresher courses were arranged by the management of the institution, whereas 17.7% reported that courses were arranged by the Education Department of the Punjab.
35. 46% of the teachers were of the opinion of open meetings with parents, whereas 29% were of the opinion of circulars in the community to convince people for CMS.
36. Majority (69%) of the teachers reported that class tests were scheduled on monthly basis, whereas 21% were of the view of quarterly basis.
37. Only 2.4% of teachers reported that their students did ever achieve a position in the Board's examinations. These teachers were of the view that this achievement was the result of their hard work.
38. No significant difference was found among the views of heads of CMS of Northern, Central and Southern regions of the Punjab province regarding cooperation of management of morning school with the management of afternoon schools. Majority of heads of CMS was of the view that managements of morning and afternoon schools were cooperative with

each other.

39. There was no significant difference among the views of heads of CMS of Northern, Central and Southern regions of the Punjab province regarding duration of time allocated for CMS is enough for completion for educational activities. They were found satisfied with time allocation for CMS.
40. There was no significant difference among the views of heads of CMS of Northern, Central and Southern regions of the Punjab province regarding following of criteria as given in CPP scheme while appointing the teachers. Majority of heads of the CMS reported that they followed the teacher's appointments criteria in CMS as given by the Education Department Punjab.
41. There was no significant difference among the views of heads of CMS of Northern, Central and Southern regions of the Punjab province regarding arrangements of refresher courses for teachers. Majority of the head teachers in CMS reported no arrangements of refresher courses for the teachers of CMS.
42. There was no significant difference among the views of heads of CMS of Northern, Central and Southern regions of the Punjab province regarding cooperation of the Education Department (EDO office, DEO office) in solving their problems. Majority of the head teachers in CMS were of the opinion of cooperation by the Education Department Punjab in solving problems.
43. There was no significant difference among the views of heads of CMS of

Northern, Central and Southern regions of the Punjab province regarding payment of utility bills well in time. Majority of head teachers reported that they paid utility bills well in time.

44. There was no significant difference among the views of heads of CMS of Northern, Central and Southern regions of the Punjab province regarding following of rules and regulations at the time of admitting students in CMS. Majority of the head teachers were of the opinion that they followed rules and regulations at the time of admitting students in CMS.
45. There was no significant difference among the views of heads of CMS of Northern, Central and Southern regions of the Punjab province regarding receiving of letters and circulars from BISE regularly. Majority of head teachers were of the view that they received letters and circulars from BISE.
46. There was no significant difference among the views of heads of CMS of Northern, Central and Southern regions of the Punjab province regarding their student's facility of migration to other Boards of Intermediate and Secondary Education. Majority of the head teachers in CMS were of the opinion that their students had the facility of migration.
47. There was no significant difference among the views of heads of CMS of Northern, Central and Southern regions of the Punjab province regarding the steps taken for teaching Health and Agriculture Education in CMS. 37.90% of head teachers reported that there were no steps taken for teaching Health and Agriculture Education in CMS, whereas 33.87% of the head teachers were of the view that steps had been taken for teaching

Health and Agriculture Education.

48. There was no significant difference among the views of heads of CMS of Northern, Central and Southern regions of the Punjab province regarding well in time payment to the staff of CMS. Majority of the head teachers in CMS were of the view that they paid the salaries of teachers well in time.

49. Majority (68.54%) of head teachers in CMS reported that EDO (Education) had the authority to solve the matters of CMS. Majority of head teachers responded for opening of Escrow Account for transfer of funds/ 10% of gross income.

50. Most of the schools (41.1%) were allotted as CMS to working teachers, (61.3%) of CMS were established as Higher Secondary Schools and most of upgraded schools (52.4%) were working as High Schools in the morning.

51. Majority (89.5%) of heads of CMS were not working as head of morning school of the government of the Punjab.

52. Majority of heads responded that they were facilitated with furniture for students and teachers. Some of the head teachers also reported library for students, hall, and availability of Computer and Science labs.

53. Majority (38.7%) responded that they arranged general meetings as a step for Adult Education, whereas 44.4% responded that they took steps by arranging general meetings for the education of parents.

54. Majority (37.9%) were of the opinion of circulars in the community for the purpose of enrolling out of school children.

55. 31.46% of the heads of institutions of CMS did not respond regarding arrangements of refresher courses for teachers of CMS. 23.4% of heads of CMS opted school administration for arrangement of refresher courses, 16.9% responded for Education Department and NGOs respectively. 11.3% heads responded for any other arrangement.

56. 39.5% of heads responded that their CMS had the services of 4-6 teachers. Majority (81.5%) of heads responded that their CMS had the services M.A/ M.Sc teachers. 85.5% heads responded that their CMS had the services B.Ed teachers. Majority (50%) of teachers working in CMS were not working in morning schools of the Punjab government.

57. Majority (50.8%) of heads of CMS were providing fee concessions to 10% of total strength.

58. 22.6% CMS charge admission fee to their students. Majority (51.6%) of heads were of the view that they faced financial problems at the time of affiliation with BISE.

59. Majority (87.9%) were satisfied with consumption of energy.

60. Majority (50.8%) of the respondents sent data monthly to the Education Department.

61. 41.9% of the heads of CMS responded that they can arrange 5-6 periods in a day. 28.2% of heads of CMS responded that their teaching periods in summer were of 40-45 minutes, whereas 6.4% were of the view of 30-35 minutes. 23.4% responded that their teaching periods in winter were of 35-40 minutes, whereas 11.3% of heads of CMS were of the view of 25-35 minutes.

62. Majority (62.1%) of the heads of CMS were found satisfied regarding time duration for teaching periods in CMS.

63. Majority (79.8%) of the heads were of the view that the school building was white washed on annual basis, whereas majority (50.8%) heads responded that morning school also contributes for building white wash.

64. 39.5% of heads of CMS were of the view that less than 20% students come from morning school.

65. Majority (80.6%) of heads of afternoon school recommended this scheme to be introduced in degree classes also.

66. Only 7.3% of heads of CMS in Punjab were of the opinion that their students achieved any distinct award from BISE in the last three years.

67. Majority (76.6%) of heads of CMS have only one institution as CMS. 8.9% responded that they had two institutions.

Open Ended Items for Teachers & Heads of CMS

68. Majority (74.1%) of teachers and majority (83%) of the heads indicated the charging of the heavy burden of utility bills from CMS was a major deficiency in the CPP scheme. They also indicated that no fee structure revision, charging 10% of gross income from CMS, BISE affiliation/recognition fee, lack of interest from managers of the Education Department, no incentives for students of CMS, and provision of CMS for the head of morning school as other deficiencies in the CPP scheme.

69. Majority (77.8%) of the respondent teachers and majority (83%) of respondents heads of institutions, mentioned the payment of utility bills and BISE affiliation/ recognition fee were the major factors of this

phenomenon of shutting down a large number of CMS in Punjab. It was found that charging 10% of gross income from CMS, less income and more expenses of CMS, lack of interest of the Education Department, upgradation of morning schools and clashes with management of morning school also contributed in decreasing the number of CMS in Punjab.

70. Majority (61.6%) of the teachers responded for the shared /sub meters of electricity and gas, for smooth functioning of the CPP scheme. Majority (83%) of respondent heads, proposed for shared or installation of sub meters for electricity and gas for morning and afternoon schools, as well as waving off the BISE affiliation/ recognition fee. Teachers and heads of CMS also suggested for the revision of 10% of gross income from CMS, revision of fee structure for students in CMS, positive/ conducive role of the Education Department for morning and afternoon schools, provision of incentives for students/ scholarships/ free books, authority provisions to CPP Monitoring and Evaluation Cell (M&EC), no more provision of CMS to head of morning school, and cash award/ certificate of appreciation for teachers of CMS for smooth functioning and uplifting the decreasing number of CMS.

5.2.2 Managers of Education Department

71. Over all the response rate remained 88.8%. 33.33% respondents' managers had teaching experience between 16-20 years. Same percentage i.e. 13.88% is for above 20 years, whereas 22.22% respondents' managers had administrative experience between 1-5 years.

72. Majority (47.2%) of the managers/ administrators in the Punjab province were of the opinion of decreasing trend regarding the number of CMS. Majority (63.9%) of the managers/ administrators in the Punjab occasionally visited CMS.

73. Majority (50%) of managers in Punjab occasionally check the qualifications of the teachers working in CMS. Majority (80.6%) of the managers / administrators in Punjab never arranged a refresher course for the teachers of CMS.

74. Majority (69.4%) of the managers / administrators in Punjab neither received any financial assistance to support CMS, nor any separate budget.

75. Majority (58.3%) of the managers/ administrators in the Punjab were of the view of never receiving any complaint regarding shortage of physical facilities by CMS. Majority (47.2%) of the managers/ administrators in the Punjab were of the view of occasionally receiving complaints regarding misuse of physical facilities by CMS. 36.1% responded for no complaints.

76. Majority (25.0%) of the managers/ administrators were of the view that data/ information were sent by CMS on a quarterly basis. Majority (58.3%) of the respondents established a cell in their office to deal with CMS.

77. Majority (77.8%) of the respondents followed procedure / regulations given in CPP scheme.

78. 50.0% of the managers/ administrators in the Punjab were of the view of inter board /inter institution migration is allowed to the students of CMS.

79. Majority (63.9%) of the managers/ administrators in the Punjab were of

the view that they never took steps for Adult Education/ Education of Parents.

Open Ended Items for Managers

80. Majority (47.2%) of the managers of the Education Department in Punjab were of the view that the main factor of decreasing trend in number of CMS, was unaffordable fee for parents to send their children to CMS. 44.4% of respondents managers were of the opinion that parents had no interest in afternoon schools, and they prefer to send their children in morning schools. Managers of the Education Department in Punjab, also responded for non cooperation of morning and afternoon schools management, disputes regarding Farogh-e-Taleem Fund (FTF) and up-gradation of morning schools as other contributing factors in decreasing the number of CMS in Punjab.

81. 22.2% of respondent managers mentioned that the major incentive for establishing of CMS was establishing schools without investment, and easy to manage the institutions as CMS. 19.4% mentioned the shortage of morning schools was a major factor for establishing CMS.

82. Majority (75%) managers were of the view that the Board's registration fee should be reduced. 63.8% of the respondent managers in Punjab proposed a share in utility bills should be charged from morning school also. 58.3% proposed that the policy of allotting schools should be changed, and more than two schools should not be allowed for one person. 38.8% of educational managers also proposed that evening school should pay the rent of building in lieu of 10% of their gross income.

5.2.3 Results of Community Model Schools

83. Cumulative result in year 2005-06 of CMS at SSC level was 71.01%, whereas the Board's average result was 67.05%. At HSSC level the result of community schools was 75.99%, whereas at this level the Board's average result was 65.65%. It was also found that majority of the students passed out from CMS in year 2005-06 were placed in 'C' and 'D' grades at SSC level as well as at HSSC level. Only 0.59% of CMS graduates at SSC level, and 0.75% graduates of CMS at HSSC level, could achieve A1 grade.

84. Cumulative result in year 2006-07 of CMS at SSC level was 56.27% whereas the Board's average result was 48.12%. At HSSC level the result of community schools was 80.17%, whereas at this level the Board's average result was 70.27%. It was also found that majority of the students passed from CMS in year 2006-07 were placed in 'C' grade at SSC level, and at HSSC level. Only 1.11% of CMS graduates at SSC level and 0.91% graduates of CMS at HSSC level could achieve A1 grade.

85. Cumulative result in year 2007-08 of CMS at SSC level was 56.91%, whereas the Board's average result was 53.86%. At HSSC level the result of community schools was 59.49%, whereas at this level the Board's average result was 50.94%. It was also found that majority of the students passed from CMS in year 2007-08 were placed in 'C' grade at SSC level, as well as at HSSC level. Only 1.1% of CMS graduates at SSC level and 0% graduates of CMS at HSSC level could achieve A1 grade.

5.2.4 Experts/ Educationists

86. Most of the experts viewed the objectives as feasible and as according to the needs of the society.
87. Majority of the experts responded for partial achievement of the objectives of the CPP scheme. Some objectives could not be touched in the entire practice, whereas some were partially achieved. The reason of this failure was improper implementation of the scheme. They were of the opinion that local administration did not show its interest in this scheme.
88. Majority of the respondent experts proposed incentives for the children in entire Punjab, and in some particular districts where participation rate of school education is very low; the opportunity costs should be paid.
89. Most of the opinions of experts were regarding the conflict and lack of coordination of morning and afternoon school, caused the shutting down CMS. Some opinions were about less incentives and heavy burdens for managers of afternoon schools.
90. Majority of the respondent experts were of the view that major emphasis should be on proper implementation. There should be clarity in objectives of the public as well as the private sector.

5.3 CONCLUSIONS

Major conclusions drawn on the basis of findings of the study are as under:-

1. Majority of the teachers and heads of institutions were female belonging to urban areas, majority of the teachers of CMS possessed the teaching experience of up to five years, and majority of the teachers possessed MA/ M.Sc along with B.Ed/ B.S.Ed degrees. It shows that the appointments of the teachers were made according to the criteria given by the Education Department, Punjab.
2. Majority of respondent heads of institutions were serving as Principal with administrative experience of 1-5 years and had teaching experience between 11-15 years. Whereas majority of the respondents' managers had teaching experience between 10-20 years, and had administrative experience between 1-10 years.
3. Teachers of Northern, Central and Southern regions of Punjab province had similar opinion regarding their satisfaction with the academic background of their students, and followed the rules and regulations at the time of admitting students. They were satisfied with the academic background of their students, as well as observing rules and regulations at the time of admitting students in CMS. Moreover they agreed that they had been consulted at the time of admitting students.
4. Teachers of Northern, Central and Southern regions of the Punjab province had the similar opinions regarding information/ data sent to EDO office.

Information/ data were sent to EDO office regularly.

5. Similarity in their opinion proper measures had been taken for Computer Education, Agriculture Education, Health Education and Adult Education/ Education of Parents. Proper measures had not been taken for Computer Education, Agriculture Education, Health Education and Adult Education/ Education of Parents in CMS.
6. Teachers of Northern, Central and Southern regions of Punjab province disagree regarding payment during summer vacations. Teachers had never been paid during summer vacations in CMS. However, they were satisfied with salary package, job security and on time salaries payment.
7. No significant difference was found among the views of teachers of Northern, Central and Southern regions of the Punjab province regarding their satisfaction with duration of the periods of their class/ classes. They also had similar opinion about in time course coverage, without adopting selective study approach.
8. Teachers had less than twenty five students in a class, having twenty to twenty nine periods in a week, and they teach 8-9 months in an academic year in CMS. Moreover similar opinions were found regarding extra coaching for weak students.
9. Criteria given in the CPP scheme was fulfilled by teachers of CMS in their relevant subjects. Moreover, they were enjoying democratic behaviour/ attitude of school management in CMS. It was further found that heads of institutions frequently helped the teachers in fulfilling their responsibilities.

10. Teachers of CMS had to travel less than 5 kilometers to their schools and they were not teaching in government schools.

11. Teachers were taking either a single subject or more than three subjects in CMS. It was also concluded that they also perform additional duties along with teaching, but they never joined examination duty in B.I.S.E.

12. Sufficient furniture for students and teachers was available, but more than half of the schools were functioning without science lab/s for students. Computer labs, libraries and hall were available in a few schools.

13. Teachers were of the opinion that the Executive District Officer (Education) either never visited their institution or visited annually.

14. Teachers were of the opinion that refresher courses were arranged by the management of the institution. This contradicts with the opinions of heads of CMS as well as with the managers of the Education Department Punjab. Heads of CMS and managers of education department were of the opinion that there were no arrangements of refresher courses for the teachers of CMS.

15. In spite of the prescribed fee, additional fee had also been charged from the students of CMS. Teachers frequently call parents to school for open meetings with them.

16. Class tests were scheduled on a monthly basis. Only 2.4% of teachers reported that their students did ever achieve a position in the Board's examinations and they (2.4%) were of the opinion that this achievement was due to their hard work.

17. Teachers and heads of CMS pointed out the policy regarding utility bills, BISE fee, FTF, provision of books for the students of CMS, incentives for teachers and students, provision of CMS to head of morning school and fee structure may be revised. It was also concluded that the attitude/ behaviour of the Department of Education should also be equality based for morning and afternoon schools.

18. Teachers and heads of institutions in CMS mentioned the payment of utility bills and BISE affiliation/ recognition fee, charging 10% of gross income from CMS, less income and more expenses of CMS, lack of interest of the Department of Education, up-gradation of morning schools and clashes with management of morning school were the major factors of this phenomenon of shutting down a large number of CMS in Punjab.

19. Teachers and heads of CMS proposed for shared /sub meters of electricity and gas, revision in policy of taking 10% of gross income from CMS, revision of fee structure for students in CMS, positive/ conducive role of the Department of Education for morning and afternoon schools, provision of incentives for students/ scholarships/ free books, authority provisions to CPP Monitoring and Evaluation Cell (M&EC), no more provision of CMS to head of morning school, and cash award/ certificate of appreciation for teachers of CMS, for smooth functioning and uplifting the decreasing number of CMS.

20. Heads of CMS of Northern, Central and Southern regions of Punjab province had similar opinions regarding cooperation of management of morning school with the management of afternoon schools. They were of

the view that the management of morning and afternoon schools were cooperative with each other.

21. There was no significant difference among the views of heads of Northern, Central and Southern regions of Punjab province regarding duration of time allocated for CMS. They were found satisfied with time allocation for CMS.
22. Heads of CMS of Northern, Central and Southern regions of Punjab province followed the criteria as given in the CPP scheme while appointing the teachers and admitting students in CMS. Criteria as given by the Department of Education Punjab were followed in teachers appointments as well as in admitting students.
23. Heads of CMS of Northern, Central and Southern regions of Punjab province had similar opinions that the Department of Education (EDO office, DEO office) is cooperative in solving their problems. Majority of heads of CMS sent data monthly to the Department of Education.
24. Heads of CMS of Northern, Central and Southern regions of Punjab province had similarity in their opinions regarding payment of utility bills in time.
25. Heads of CMS of Northern, Central and Southern regions of Punjab province had similar opinions regarding receiving of letters and circulars from BISE regularly, regarding their student's facility of migration to other Boards of Intermediate and Secondary Education. They received letters and circulars from BISE. Majority of head teachers in CMS were of the opinion that their students had the facility of migration. Heads of CMS

faced financial problems while getting affiliation with BISE.

26. No significant difference was found among the views of heads of CMS of Northern, Central and Southern regions of Punjab province regarding the steps taken for teaching Health and Agriculture Education in CMS. No steps were taken for teaching Health and Agriculture Education in CMS.
27. Heads of CMS of Northern, Central and Southern regions of Punjab province had similarity in their opinions regarding well in time payment to the staff of CMS. Head teachers in CMS were of the view that they paid the salaries of teachers well in time. They were agreed that EDO (Education) had authority in solving their matters, and they maintained Escrow Account to transfer the funds to morning school.
28. Most of the schools were allotted as CMS to working teachers and most of the up-graded schools were functioning as High Schools. Majority of CMS were established as Higher Secondary Schools. Majority of heads of CMS were not working as head of morning school of the government of the Punjab.
29. Less than half of the heads of CMS responded that they arranged general meetings for Adult Education/ Education of Parents. They were of the opinion of circulars in the community to enroll out of school children in CMS.
30. Less than half of the heads responded that their CMS had the services of 4-6 teachers. Majority of the teachers possess the qualifications of M.A/ M.Sc and B.Ed/ B.S.Ed. Majority of the teachers working in CMS were not working in morning schools of the Punjab government.

31. Majority were providing fee concessions to 10% of total strength.

32. Majority were satisfied with consumption of energy (Electricity, Gas)

33. Majority of the heads of CMS responded that they can arrange 5-6 periods in a day consisting of 40-45 minutes in summer, and 35-40 minutes in winter. More over they were satisfied with time duration available for the teaching period.

34. Heads of CMS were of the view that the school building was white washed on an annual basis with contribution from the morning school.

35. Less than 20% admitted students of CMS passed from morning school. Heads of afternoon school recommended this scheme to be introduced in degree classes also.

36. Few heads of CMS in Punjab were of the opinion that their students achieved any distinct award from BISE in last three years.

37. Majority of the managers/ administrators in the Punjab province were of the opinion of the decreasing trend regarding the number of CMS in their districts. They were of the view that the main factor of decreasing trend in number of CMS was unaffordable fee for parents to send their children to CMS. Less than half of the respondent managers were of the opinion that parents had no interest in afternoon schools, and they prefer to send their children in morning schools.

38. Managers of the Department of Education in Punjab occasionally checked the qualifications of teachers working in CMS and occasionally visited CMS.

39. Neither financial assistance nor separate budget was available to

educational managers in Punjab to support CMS. Managers / administrators in education department Punjab had never arranged refresher course for the teachers of CMS. They had never taken steps for Adult education/ Education of Parents.

40. Managers/ administrators in the Punjab never received any complaint regarding shortage of physical facilities from CMS, whereas complaints regarding misuse of physical facilities had been received occasionally from the management of morning school.

41. Managers/ administrators were of the view that data/ information were sent by CMS either monthly or on a quarterly basis. They established a cell in their offices to deal with CMS.

42. Managers/ administrators in the Punjab were of the view that inter board /inter institution migration was allowed to the students of CMS.

43. Managers proposed that the Board's registration fee may be reduced, share in utility bills may be charged from morning school, and more than two schools may not be allowed for one person.

44. Result percentage of Community Model Schools was better than the average percentage of the Board at SSC and HSSC level examinations. Majority of the graduates from CMS were placed in grade 'C'. Very few graduates could achieve A1 grade in CMS.

45. Most of the experts viewed the objectives of CPP scheme as feasible and as according to the needs of society. Experts viewed partial achievement of the objectives of CPP scheme. They were of the opinion that the reason of this declining trend was improper implementation of the scheme. They

were of the opinion that the local administration did not show its interest in this scheme. Some opinions were also about less incentives and heavy burden for managers of afternoon schools.

46. Experts proposed incentives for the students of CMS in entire Punjab. They also proposed that in some particular districts where participation rate is very low at school education; the opportunity costs should also be paid.
47. Experts were of the view that major emphasis should be on proper implementation. There should be clarity in objectives of the public as well as the private sector.

5.4 RECOMMENDATIONS

1. The CPP scheme had partial success. It was found that three out of nine objectives framed for the CPP scheme were achieved, four objectives have partial achievement and two objectives could not be touched in the entire practice. It was also found that the reasons of partial success were improper implementation, and lack of interest by the local administration in this scheme. Therefore it is recommended that implementation strategy may be redesigned in consultation with local administration.
2. The 10% of gross income is a big problem in smooth functioning of CPP. A lot of institutions were shut down due to this heavy burden. Community schools have to pay teachers salaries, and meet all expenses on their own. Keeping in view the other expenses, it is recommended that 5% of gross income may be charged from afternoon schools i.e. Community Model Schools.
3. Utility bills appear as another problem area for community schools. Data shows that majority of CMS could not continue their functioning due to heavy bills of electricity and gas, of not only the morning school, but also for utilization by different boards and universities. It is therefore recommended that there may be a sub meter for morning and afternoon schools or a share according to consumption may be charged from morning schools.
4. It was found that heads of morning and afternoon can be same. It causes misunderstanding with afternoon school management. It is therefore

recommended that policy may be modified and provision of afternoon schools for head of morning school may be banned.

5. Government of the Punjab is providing free books and free education to the students of morning schools, whereas Community Model Schools not only charge fee from its students, and the students also had to purchase books from the market. It is therefore recommended that students of CMS may also be given the free books from the government of the Punjab as the students of morning school.
6. It was found that some of the CMS have been charging additional fee along with prescribed fee in the CPP scheme. It is therefore recommended that they may be bound to charge only the prescribed fee.
7. CPP scheme was launched in 2001 and charging of fee was fixed at Rs. 200 and Rs. 300 for secondary and higher secondary classes respectively. It is recommended that fee structure of CMS may be revised.
8. It was also found that the community schools functioning under the umbrella of the Punjab Education Foundation were facilitated with student scholarship. Whereas CMS functioning under CPP had been charging a fee from students. It is therefore recommended that students of CMS may also be given some kind of incentive.
9. It was found that majority of CMS were shut down due to the affiliation/recognition fee charged by BISE. Majority of CMS could not pay the fee and as a result, the locality faced loss of their children's education near their doorsteps. Therefore it is recommended that the fee may be reduced for CMS at some affordable level.

Areas for Further Research may include:-

- Effectiveness of CMS working under Punjab Education Foundation and Community Participation Project Punjab.
- Comparison of schools established under Community Participation Project (CPP) in Punjab and under Public Private Collaboration (PPC) in Khyber Pakhtoon Khawa.
- Comparison of targets and achievements of government initiatives regarding Public Private Partnership in different provinces in Pakistan.

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Questionnaire for Teachers of Community Model Schools

PART I

A. Name: (Optional) _____ Gender: Male\Female

B. Qualification (Academic): _____ (Professional): _____

C. Name of School: (Urban/Rural) _____

D. Teaching Experience: _____ Years

E. Tehsil: _____ F. District: _____

PART II

Please tick in the relevant box/column to indicate your response whichever is relevant in your opinion.

S. NO	Statements	YES	TSE	NO
1.	You are satisfied with the academic background of your students.			
2.	Rules and regulations given in CPP scheme are followed while giving admission to the students.			
3.	You are consulted at the time of admitting students in school.			
4.	Information /data about CMS by your institution are sent to EDO office regularly.			
5.	Proper measures are taken for computer education			
6.	Proper measures are taken agriculture education			
7.	Proper measures are taken health education.			
8.	Proper measures are taken for adult education\ parent education.			
9.	You are paid during summer vacations.			
10.	You are satisfied with job security.			

11.	You are satisfied with your salary package.			
12.	Monthly salary is paid to you in time.			
13.	You are satisfied with the duration of the periods of your class/ classes.			
14.	The course is covered within scheduled time			
15.	You arrange extra coaching for weak students.			

16. Criteria given in CPP scheme is fulfilled by you in your relevant subject.

a) Yes b) No

17. Selective study approach is adopted to cover the course.

a) Yes b) No

18. Strength of students in your class is

a) Less than 25 <input type="checkbox"/>	b) 25-40 <input type="checkbox"/>
c) 41-50 <input type="checkbox"/>	d) More than 50 <input type="checkbox"/>

19. Your teaching periods in a week are

a) Less than 10 <input type="checkbox"/>	b) 10-19 <input type="checkbox"/>
c) 20-29 <input type="checkbox"/>	d) 30-40 <input type="checkbox"/>

e) Any other: _____

20. Behavior \ attitude of school management is

a) Autocratic (Dictatorship) <input type="checkbox"/>
b) Democratic (Participative) <input type="checkbox"/>
c) Laissez-faire (Free reign) <input type="checkbox"/>

21. Head of institution helps you in fulfilling your teaching responsibilities.

a) Frequently <input type="checkbox"/>	b) Occasionally <input type="checkbox"/>	c) Never <input type="checkbox"/>
----------------------------------------	------------------------------------------	-----------------------------------

22. Do you also teach in government school? Yes No

If yes, then mention the distance from this school.

a) Less than 5 K.M. <input type="checkbox"/>	b) 5 or more than 5 K.M. <input type="checkbox"/>
----------------------------------------------	---------------------------------------------------

23. How many months do you teach in a year?

a) 6-7 Months <input type="checkbox"/>	b) 8-9 Months <input type="checkbox"/>	c) 10-11 Months <input type="checkbox"/>
----------------------------------------	----------------------------------------	------------------------------------------

24. You teach in community model school

a) 1 subject <input type="checkbox"/>	b) 2 subjects <input type="checkbox"/>
c) 3 subjects <input type="checkbox"/>	d) Any more: _____

25. What are your additional responsibilities\ assignments (Except Teaching)?

a) Discipline in charge b) Fee collection
c) School record d) Nothing

26. You usually perform duties in Board of Intermediate and Secondary Education as

a) Paper Setting b) Marking Scripts
c) Examination Duty d) Secrecy Officer
e) Practical Examiner f) Inspector

27. Your school has been facilitated with

a) Science lab b) Computer lab
c) Library d) Furniture for students
e) Furniture for teachers f) Hall
g) Play ground h) Any other _____

28. EDO Education visits your institution

a) Monthly b) Quarterly c) After six months
d) Yearly e) Never

29. Your school charges the following fee from the students.

a) Admission Fee b) Tuition fee c) Fine Fund
d) Home economics fund e) Computer charges f) Any other: _____

30. You contact with parents of the students of your institution by

a) Mail b) Parent Teacher Association.
c) Frequently call them in school d) Any other: _____

31. Refresher courses for teachers are arranged by

a) Management of institution b) Education department
c) NGOs d) Any other: _____

32. Class tests are scheduled by your institution

a) Monthly b) Quarterly
c) After six months d) Any other: _____

33. You have adopted methods to enroll out of school children.

a) Door to door campaign b) Circulars in community
c) Open meetings of parents
d) Involved Nazim\Councilors of UC e) Any other: _____

34. Any of your students ever achieved a position in Board's examination?

Yes

No

35. If yes, then what would be the major factors?

- a) Hard work of Teachers
- b) Conducive environment of institution
- c) Students own ability
- d) Parents hard work and cooperation
- e) Tuition
- f) Any other: _____

Part III

35. In your opinion what are the pitfalls in Community Participation Project

36. Why a huge number of CMS have been shut down?

37. How can Community Participation Project be improved?

Appendix II

Questionnaire for Head of Institution

PART I

A. Name: _____ B. Gender: Male/ Female

C. Designation: _____

E. Experience (Teaching): _____ Years (Administrative): _____ Years

F. Name of the Institution: (Rural/ Urban) _____

G. Tehsil: _____ H. District: _____

PART II

Please tick in the relevant box/column to indicate your response whichever is relevant in your opinion.

S. No	Statements	Yes	TSE	No
1.	Management of morning school is fully cooperative with the management of afternoon school.			
2.	Duration of Time allocated for CMS is enough for completion of educational activities.			
3.	Criteria given in CPP scheme is followed in appointments of teachers.			
4.	Refresher courses are arranged for teachers.			
5.	Education department (EDO office, DEO office) cooperates in solving your problems.			
6.	Utility bills are paid by CMS well in time.			
7.	Rules and Regulations are followed at the time of admission of students in CMS.			
8.	Letters and circulars are regularly received from Board of Intermediate and Secondary Education.			
9.	Students of CMS have the facility of migration to			

	other Boards of Education.			
10.	Steps have been taken for teaching health and agriculture education in CMS.			
11.	Staff of CMS is paid well in time.			

12. EDO education is fully authorized in resolving your matters.

a) Yes b) No

13. Escrow account has been opened for transfer of amounts/funds.

a) Yes b) No

14. This school has been allotted to

a) Retired teacher	<input type="checkbox"/>	b) Trust	<input type="checkbox"/>
c) NGO	<input type="checkbox"/>	d) School Council	<input type="checkbox"/>
e) Teacher organization	<input type="checkbox"/>	f) Working teacher	<input type="checkbox"/>
g) Civil /Armed forces employee	<input type="checkbox"/>	h) Educated person	<input type="checkbox"/>

15. Morning school is functioning as

a) Primary school	<input type="checkbox"/>	b) Elementary school	<input type="checkbox"/>
c) High school	<input type="checkbox"/>		

16. Community Model School is established as

a) Elementary school	<input type="checkbox"/>	b) High school	<input type="checkbox"/>
c) Higher secondary school	<input type="checkbox"/>		

17. Heads of morning and afternoon schools are same. Yes No

18. CMS has been facilitated with

a) Library	<input type="checkbox"/>	b) Hall	<input type="checkbox"/>
c) Computer lab.	<input type="checkbox"/>	d) Science lab.	<input type="checkbox"/>
e) Play ground	<input type="checkbox"/>	f) Toilets	<input type="checkbox"/>
g) Furniture for student	<input type="checkbox"/>	h) Furniture for teachers	<input type="checkbox"/>
i) Any other _____			

19. Adequate facilities are available in school.

a) Water	<input type="checkbox"/>	b) Electricity	<input type="checkbox"/>
c) Gas	<input type="checkbox"/>	d) Telephone	<input type="checkbox"/>
e) Any other _____			

20. Steps are taken for adult education.

a) Daily lectures b) Weekly lectures
c) Monthly lectures d) Seminars
e) General meetings f) Any other _____

21. Steps are taken for education of parents.

a) Daily lectures b) Weekly lectures
c) Monthly lectures d) Seminars
e) General meetings f) Any other _____

22. Measures have been taken to enroll out of school children in CMS.

a) Door to door campaign
b) Circulars in community
c) Involved Nazim/Councilors of Union Council
d) Open meetings of parents
e) Any other: _____

23. Workshops/ refresher courses for teachers are arranged by

a) School administration b) Education department
c) NGO d) Any other _____

24. Number of teachers in CMS. _____

25. Number of teachers academically qualified

F/A.	B.A/ B.Sc	M.A/M.Sc	M.Phil/ PhD

26. Number of teachers professionally qualified

M.Ed	B.Ed	C.T

27. Fee concession is given to

a) 10% of total strength b) Huffaz
c) Teacher's Son/daughter d) Real brother sister
e) Any other _____

28. Funds/Fee is collected by students.

a) Tuition fee b) Fine Fund

c) Admission Fee d) Computer Charges

e) Home economics fund

29. f) Any other: _____

30. What kind of problems have you faced for getting affiliation with Board of Intermediate and Secondary Education?

a) Administrative b) Financial

c) Educational d) Any other: _____

31. Energy (Electricity & Gas) has been consumed properly.

Yes No

32. If no, please mention where and how energy is being utilized roughly.

33. Report of CMS is sent to department of education

a) Monthly b) Quarterly

c) After six months d) Yearly

34. Number of teachers working in CMS who also teach in morning schools.

35. How many periods can be arranged in a day in CMS?

36. Duration of a teaching period is

a) In Summer _____

b) In Winter _____

37. Are you satisfied with period duration? Yes No

38. School building is whitewashed on annual basis. Yes No

39. If yes, does morning school pay any share in this regard?

Yes No

40. Percentage of students admitted in CMS after graduating morning school.

a) Less than 20 % b) 21-40%

c) 41-60% d) More than 60%

41. In your opinion, can this scheme be introduced in degree classes?

Yes No

42. Any student of your school obtained any distinct award from Board of Intermediate and Secondary Education in last three years.

Yes

No

43. How many institutions have been established by you as CMS? _____

Part III

45. In your opinion what are the pitfalls in Community Participation Project?

46. Why a huge number of CMS have been shut down?

47. How can Community Participation Project be improved?

Questionnaire for Managers

PART I

A. Name (Optional): _____

B. Designation: _____

C. Experience (In Years): Teaching _____ Administrative _____

D. Appointed at this office with effect from: _____

E. District: _____

F. Contact No: _____

PART II

1. The number of Community Model Schools in your district is
 - a) Increasing
 - b) Decreasing
 - c) Constant
2. Community model schools have been visited by you.
 - a) Regularly
 - b) Frequently
 - c) Occasionally
3. You check the prescribed qualification of the teachers appointed in CMS.
 - a) Regularly
 - b) Frequently
 - c) Occasionally
4. Refresher courses for the teachers of CMS are managed by you.
 - a) Regularly
 - b) Occasionally
 - c) Not at All
5. If yes, then mention
 - a) Duration of course _____

b) Number of teachers trained _____

6. Financial incentive to support Community Model Schools is being received by you. Yes No

7. Do you have any separate budget for CMS?

a) Fully

b) Partially

c) Not at All

8. Complaints about the shortage of physical facilities are received from the managers \principles of CMS.

a) Regularly

b) Occasionally

c) Not at All

9. Complaints about the misuse of physical facilities by CMS are received from head masters \mistresses of Government schools.

a) Regularly

b) Occasionally

c) Not at All

10. Information/ data are sent to your office from CMS.

a) Monthly

b) Quarterly

c) After six months

d) Yearly

11. You have established a cell\section in your office to deal with Community Model Schools. Yes No

12. You follow the procedure \ regulations given in CPP scheme while allotting the institutions. Yes No

13. Inter Institution \ Board migration is allowed to the students of CMS. Yes No

14. You have taken steps for adult education\ education of parents. Yes No

a) If yes, please mention.

PART III

15. What are the major factors of increasing/ decreasing/ constant trend in number of Community Model Schools in your district?

16. What are the major incentives for establishing a CMS?

17. What kind of changes would you like to propose in Community Participation Project (CPP)?

LIST OF PROFESSORS

BY WHOM QUESTIONNAIRES WERE IMPROVED

1. Professor Dr. A.R. Saghir International Islamic University, Islamabad.
2. Professor Dr. M.A. Bukhari Foundation University, Rawalpindi.
3. Professor Dr. R.A. Farooq UIER, Rawalpindi.

Appendix V

Results of Community Model Schools

Board of Intermediate & Secondary Education, Rawalpindi

Name of the institution: _____ District: _____

		2005-06						2006-07						2007-08					
S	Students appeared																		
	Students passed																		
	Pass %age																		
	Pass %age of BISE																		
	Grades achieved	A	A	B	C	D	E	A	A	B	C	D	E	A	A	B	C	D	E
H		1						1						1					
	Students appeared																		
	Students passed																		
	Pass %age																		
	Pass %age of BISE																		
S	Grades achieved	A	A	B	C	D	E	A	A	B	C	D	E	A	A	B	C	D	E
		1						1						1					
C																			

Interview Schedule of Experts

A. Name : _____

B. Designation: _____

C. Experience (In Years): Teaching _____ Administrative _____

D. Appointed at this office with effect from: _____

E. District: _____

F. Contact No: _____

1. To what extent the objectives framed for Community Participation Project (CPP) were feasible and according to needs?

2. To what extent the objectives of CPP scheme were achieved?

3. What measures should be taken to bring out of school children into the mainstream of education?

4. In your opinion, is there any difference between quality of education in morning schools (Government) and evening schools (CPP)?

5. In your opinion, what are the major factors of decreasing trend of Community Model Schools in Punjab?

6. What are the possible ways to introduce Public Private Partnership oriented education system?

LIST OF EXPERTS

1. Muhammad Jamil Najam, Ex. Director Community Schools, Monitoring & Evaluation Cell (CPP), Punjab.
2. Hafiz Muhammad Mehmood, Ex. Director Community Schools, Monitoring & Evaluation Cell (CPP), Punjab.
3. Syed Iftikhar Hussain Najam, Director Community Schools, Monitoring & Evaluation Cell (CPP), Punjab.
4. Ms Waheeda Zulfiqar, Assistant Director Community Schools, Monitoring & Evaluation Cell (CPP), Punjab.
5. Raja Zamurad Hussain Ex. Deputy Director Community Schools, Monitoring & Evaluation Cell (CPP), Punjab.
6. Dr. Khalid Hassan Bukhari, Chairman, Department of Education, IIUI.
7. Dr. A. R. Saghir, Professor of Education, IIUI
8. Dr. R. A. Farooq, Professor of Education, UIER, Arid Agriculture University, Rawalpindi.
9. Dr. Zafar Iqbal, Dean Faculty of Education, AIOU, Islamabad.
10. Dr. Maqsud Alam Bukhari, Principal, School of Social Sciences, Foundation University, Rawalpindi.
11. Dr. Sagheer Alam, President Punjab Teachers Union, Rawalpindi.

Appendix VIII

LIST OF RESPONDENT MANAGERS

Sr. No	Name	Designation	District
1	Syed Ansar Wazir Haider	EDO	Attock
2	Raja Mukhtar Ahmed	DEO (SE)	
3	Malik Feroz Hussain	DEO (EE) M	
4	Rukhsana Yasmin	DEO (EE) W	
5	Raja Asad Naeem	EDO	Chakwal
6	Wajid Hussain Malik	Dy. DEO (SE)	
7	Malik Muhammad Bashir	DEO (EE) M	
8	Tasawer Iqbal	DEO (EE) W	
9	M. Maqsud Nadeem Malik	EDO	M. Garh
10	Khalida Shaheen	DEO (SE)	
11	Rana Ghulam Nabi	DEO (EE) M	
12	Naseem Saleem Akhter	DEO (EE) W	
13	Atiq Ahmed	for EDO	Jhang
14	Ghulam Shabir Khalid	DEO (SE)	
15	Bashir Hussain Bhatti	AEO (P & D) (EE) M	
16	Shagufta Perveen	AEO (P & D) (EE) W	
17	Mushtaq Ahmed Tahir	EDO	Kasur
18	Yasmin Amin	DEO (SE)	
19	Ch. M. Hanif Zaffer	DEO (EE) M	
20	Ch. M. Hanif Zaffer	DEO (EE) W	
21	Mumtaz Hussain Shah	EDO	Multan
22	Shamsher Ahmed Khan	DEO (SE)	
23	Ch. Muhammad Afzal	DEO (EE) M	
24	Nusrat Firdous	DEO (EE) W	

25	Khalid Hussain Goraya	EDO	
26	Zahoor Ahmed	DEO (SE)	Mandi Bahaudin
27	Dr. Saifullah	DEO (EE) M	
28	Riffat Riaz	DEO (EE) W	
29	Ch. Muhammad Yousaf	EDO	Rawalpindi
30	M. Farooq Butt	Dy.DEO (SE)	
31		DEO (EE) M	
32	Naseem Akhter	DEO (EE) W	

LIST OF SCHOOLS

S. No	Name of School	Tehsil	District
1	Community Model Girls Higher Secondary School Hatar	Fateh Jhang	Attock
2	Community Model Girls Higher Secondary School Bahtar	Fateh Jhang	Attock
3	Community Model Girls Higher Secondary School Qutbal	Fateh Jhang	Attock
4	Community Model Girls Secondary School Langer	Fateh Jhang	Attock
5	Community Model Higher Secondary School No. 1	Fateh Jhang	Attock
6	Community Model Girls Higher Secondary School No. 2	Fateh Jhang	Attock
7	Community Model Girls Higher Secondary School Khour Company	Pindi Gheb	Attock
8	Community Model High School Kalu Khurd	Hazro	Attock
9	Community Model Girls High School Mullan Mansoor	Attock	Attock
10	Community Model Girls Secondary School Cheechi	Attock	Attock
11	Community Model Girls Secondary School Saddar	Attock	Attock
12	Community Model Girls Secondary School Bahadur Khan	Attock	Attock
13	Community Model Girls Higher Secondary School	Pindi Gheb	Attock
14	Community Model Higher Secondary School	Pindi Gheb	Attock
15	Community Model Girls Higher Secondary School Pind Sultani	Jand	Attock
16	Community Model Girls Secondary School Bai	Hassan Abdal	Attock
17	Community Model Girls Higher Secondary School Chakral	Chakwal	Chakwal
18	Community Model Girls Higher Secondary School No 1	Chakwal	Chakwal
19	Community Model Girls High School, Langah	Chakwal	Chakwal
20	Community Model Girls Higher Secondary	Chakwal	Chakwal

	School, Roopwal		
21	Community Model Girls High School, Wasnal	Chakwal	Chakwal
22	Community Model Girls Higher Secondary School, Chowkhandi	Tala Gang	Chakwal
23	Community Model Girls Secondary School, Multan Khurd	Tala Gang	Chakwal
24	Community Model Girls Higher Secondary School, Saghar	Tala Gang	Chakwal
25	Community Model Girls Higher Secondary School, Jhatla	Tala Gang	Chakwal
26	Community Model Girls Secondary School, Tala Gang	Tala Gang	Chakwal
27	Community Model Girls High School, Mangan		Chakwal
28	Community Model Girls Higher Secondary School, Dhab Loharan	Chakwal	Chakwal
29	Community Model Girls Higher Secondary School, Shah Pur Syedan	Chakwal	Chakwal
30	Community Model Girls High School, Ghazial	Chakwal	Chakwal
31	Community Model Boys Elementary School, Nali	Chakwal	Chakwal
32	Community Model High School, Chawli	C. S. Shah	Chakwal
33	Community Model Liaqat Girls Higher Secondary School	Rawalpindi	Rawalpindi
34	Community Model Girls High School, Gorakhpur	Rawalpindi	Rawalpindi
35	Community Model Girls High School, Kotha Kalan	Rawalpindi	Rawalpindi
36	Community Model Girls Middle Secondary School, Morgah	Rawalpindi	Rawalpindi
37	Community Model Girls Higher Secondary School, Chahan	Rawalpindi	Rawalpindi
38	Community Model School Qasim Abad	Rawalpindi	Rawalpindi
39	Community Model Johar Memorial Girls High School	Rawalpindi	Rawalpindi
40	Community Model Kohinoor Boys Higher Secondary School	Rawalpindi	Rawalpindi
41	Community Model Girls Higher Secondary School F Block	Rawalpindi	Rawalpindi

42	Community Model Kohinoor girls Secondary School Peshawer Road	Rawalpindi	Rawalpindi
43	Community Model Higher Secondary School, HIT	Taxila	Rawalpindi
44	Community Model Girls Higher Secondary School, Taxial	Taxila	Rawalpindi
45	Community Model Higher Secondary School	Kaller Sayedaan	Rawalpindi
46	Community Model Girls Higher Secondary School	Kahuta	Rawalpindi
47	Community Model Higher Secondary School	Kahuta	Rawalpindi
48	Community Model Girls Higher Secondary School	Kaller Sayedaan	Rawalpindi
49	Community Model High School, Bheroo	Jhang	Jhang
50	Community Model Girls Higher Secondary School, Chak No.268/ Jb	Jhang	Jhang
51	Community Model Girls Higher Secondary School, Machiana	Jhang	Jhang
52	Community Model Girls Higher Secondary School Jhang City	Jhang	Jhang
53	Community Model Girls Higher Secondary School, Chak No.493/ Jb	Shor Kot	Jhang
54	Community Model Girls Higher Secondary School	Shor Kot	Jhang
55	Community Model High School, Makorian Wala	Ahmed Pur	Jhang
56	Community Model Girls Higher Secondary School, Garh More	Ahmed Pur	Jhang
57	Community Model Girls Higher Secondary School Changa Manga	Chonnian	Kasur
58	Community Model Girls Higher Secondary School Ellahabad		Kasur
59	Community Model Girls Higher Secondary School Darbar Sheikh Ilam Din	Chonnian	Kasur
60	Community Model Girls Higher Secondary School Harchoki	Chonnian	Kasur
61	Community Model Girls Higher Secondary School Sarai Mughal	Patoki	Kasur
62	Community Model Sir Sayyad Higher Secondary School	M. B. Din	M. B. Din
63	Community Model Girls Higher Secondary	M. B. Din	M. B. Din

	School, Siry		
64	Community Model Girls Higher Secondary School, Joklaian	M. B. Din	M. B. Din
65	Community Model Girls Higher Secondary School, Murala	M. B. Din	M. B. Din
66	Community Model Girls Higher Secondary School, Nawan Lok	M. B. Din	M. B. Din
67	Community Model Girls Higher Secondary School, Mangat	M. B. Din	M. B. Din
68	Community Model Girls Secondary School, Saidia	M. B. Din	M. B. Din
69	Community Model Girls Elementary School, Chak Basawa	M. B. Din	M. B. Din
70	Community Model Girls Elementary School, Shaheedan Wali	M. B. Din	M. B. Din
71	Community Model Girls Secondary School, Mourad Wal	Malakwal	M. B. Din
72	Community Model Girls Secondary School, Haria	Malakwal	M. B. Din
73	Community Model Girls Secondary School, Bashah Pur	Malakwal	M. B. Din
74	Community Model Girls Elementary School, Mainwal Ranjah	Phalia	M. B. Din
75	Community Model Secondary School, Chak 35/Db	Khushab	Khushab
76	Community Model Girls Secondary School, Ghous Nagar,	Khushab	Khushab
77	Community Model Girls Higher Secondary School, Block# 14 Johar Abad	Khushab	Khushab
78	Community Model Girls Secondary School, Uchali	Khushab	Khushab
79	Community Model Girls Secondary School, Kurar	Khushab	Khushab
80	Community Model Girls Elementary School, Mohibpur Bala	Khushab	Khushab
81	Community Model Girls Elementary School, Chak 9/Mb	Khushab	Khushab
82	Community Model Girls Elementary School, Shahwala Shimali	Khushab	Khushab
83	Community Model Girls School, Chak 8/Mb	Khushab	Khushab
84	Community Model Girls School, Shumar	Noor Pur	Khushab

			Thal	
85	Community Model Girls Secondary School, Adhi Sargal	Noor Pur	Thal	Khushab
86	Community Model Girls Elementary School, Chak 5 TDA	Noor Pur	Thal	Khushab
87	Community Model Girls School, Shaku	Noor Pur	Thal	Khushab
88	Community Model Nusrat Ul Islam Girls Higher Secondary School Multan Cantt.	Multan		Multan
89	Community Model Girls High School Jhoke Lashkar Pur	Multan		Multan
90	Community Model Girls Higher Secondary School Hassan Abad	Multan		Multan
91	Community Model Girls Secondary School Mayar Wala	Multan		Multan
92	Community Model Girls Higher Secondary School Karim Town	Multan		Multan
93	Community Model Girls Higher Secondary School, Ghallah Mandi	Sahiwal		Sahiwal
94	Community Model Girls Higher Secondary School, 90/9-L	Sahiwal		Sahiwal
95	Community Model Girls Higher Secondary School, 55/4-R	Sahiwal		Sahiwal
96	Community Model Girls Higher Secondary School, 144/9-L	Sahiwal		Sahiwal
97	Community Model Girls Higher Secondary School, 142/9-L	Sahiwal		Sahiwal
98	Community Model Girls Higher Secondary School, 187/9-L	Sahiwal		Sahiwal
99	Community Model Girls Higher Secondary School, 178/9-L	Sahiwal		Sahiwal
100	Community Model Elementary School, Islampura 52/5-L	Sahiwal		Sahiwal
101	Community Model Girls High School, 141/9-L	Sahiwal		Sahiwal
102	Community Model Girls Higher Secondary School, 9/11-L	Cheecha Watni		Sahiwal
103	Community Model Girls Higher Secondary School, 51/12-L	Cheecha Watni		Sahiwal
104	Community Model Girls Higher Secondary School, 14/11-L	Cheecha Watni		Sahiwal

105	Community Model Higher Secondary School, 14/11-L	Cheecha Watni	Sahiwal
106	Community Model Higher Secondary School, 21/11-L	Cheecha Watni	Sahiwal
107	Community Model Higher Secondary School, 27/14-L	Cheecha Watni	Sahiwal
108	Community Model Girls High School, 62/5-L	Cheecha Watni	Sahiwal
109	Community Model Secondary School, 3/Wb	Vehari	Vehari
110	Community Model Girls Higher Secondary School, 75/Wb	Vehari	Vehari
111	Community Model Girls Higher Secondary School, 163/Wb	Malsey	Vehari
112	Community Model Girls Higher Secondary School, 159/Wb	Malsey	Vehari
113	Community Model Boys Comprehensive Higher Secondary School	M. Garh	M. Garh
114	Community Model Girls Higher Secondary School, Khan Garh	M. Garh	M. Garh
115	Community Model Girls Higher Secondary School, K.D.Qureishi	M. Garh	M. Garh
116	Community Model Girls Higher Secondary School, Nai Abadi	M. Garh	M. Garh
117	Community Model Girls Higher Secondary School, Normal	M. Garh	M. Garh
118	Community Model Boys Secondary School	Kot Adu	M. Garh
119	Community Model Girls Higher Secondary School, Double Shift	Kot Adu	M. Garh
120	Community Model Secondary School, Seetpur	Ali Pur	M. Garh
121	Community Model Girls Higher Secondary School Sinawan	Kot Adu	M. Garh
122	Community Model Girls Higher Secondary School Mehmood Kot City	Kot Adu	M. Garh
123	Community Model Girls Secondary School Mubarak Wala	Kot Adu	M. Garh
124	Community Model Girls Higher Secondary School , Gurmani	Kot Adu	M. Garh

**Agreement for General Education
(Up Graded School)**

Part – I

**AGREEMENT FOR THE USE OF BUILDING AND PREMISES OF THE GOVERNMENT SCHOOL
FOR THE PURPOSE OF UP GRADATION OF SCHOOL THROUGH
COMMUNITY PARTICIPATION PROJECT**

THIS AGREEMENT, made this _____ day of _____ 2001 between the Government of the Punjab, Education Department through the Executive District Officer (Education) (hereinafter called the owner/licensor) of the one part and _____ (name of the Non Governmental Organization/Non profit organization/Community Based Organization) acting through its _____ (designation), _____ (name) hereinafter called the user/Licensee) of the other part, for the establishment of an upgraded Community School in the evening time at the premises of _____ (name of the Government School) (hereinafter called the Government School) exclusively for the regular educational purposes.

Whereas the user/Licensee has made an application to the owner/licensor for using the building and facilities for education of students in a regular manner in the evening as upgraded Community School.

And whereas the owner/licensor has agreed to give the building and facilities for education of students to the User/Licensee on the following terms and conditions:-

- 1 The period of use will be five years from the date of signing of the agreement, unless extended further by the owner/licensor.
- 2 The working of user/Licensee shall be checked by the Community School Monitoring & Evaluation Cell during the term. After the completion of the term the Director of Community School Monitoring & Evaluation Cell shall submit his report to the licensor regarding the working of the Licensee. If the report is satisfactory, and the Licensee agrees; this contract may be extended for another term of five years.
- 3 That the Licensee will hold and run only _____ (name of classes) classes in the school, which will be called the Community School and the premises will not be used for other purpose such as tuition center of an academy.
- 4 The timings of evening classes shall start half an hour after the expiry of the regular morning classes (including science practicals) and shall continue till _____ hours.
- 5 The Licensee shall be solely responsible for managing, maintaining and operating the Community School and for educating students in all regular manner strictly according to the curriculum of the Government and books prescribed by the Punjab Text Book Board and shall also adhere to the Government policies formulated from time to time.
- 6 The Government Examination Bodies shall hold examination for the students of the upgraded Community School.
- 7 a- The Licensee shall not charge tuition fee from students in excess of the rates mentioned below:

A) 6 th to 10 th classes	Rs 200/- per month
B) 11 th & 12 th classes	Rs 300/- per month

b- The money so realized by the management of the Community School shall be shared with the Government School in ratio of 90:10 respectively.

c- The students, the Licensee and Head teacher of the Government School shall deposit all moneys relating to or received from the Community Participation Project under relevant head of account into an escrow bank account, as per financial instructions, through bank challs or bank vouchers. The Licensee shall be released a total of 85 % and the Government School shall be released a total of 10 % of all such deposits. The remaining 5 % of the total deposits shall remain in the escrow bank account as guarantee against any possible default by the Licensee in fulfilling its liabilities in respect of utilities consumed or used by it. The Head teacher of the Government School shall issue a No Objection Certificate every month on receiving payment and /or copies of the paid utility bills from the Licensee and the bank shall release remaining 5 % of the deposit for the month to the Licensee on the production of the above NOC. In case of default in the payment and /or submission of the copies of the paid utility bills to the Government School, the remaining 5% of the total deposit for the month shall be promptly released to the Government School for payment of the utility bills. In case such amount falls short of the outstanding amount due from the Licensee, an amount equal to the balance due shall be withheld from the amount available or coming into the bank and shall be promptly released to the Government School to make up the deficit. The Government School and the Licensee shall strictly observe any financial instructions issued by the Director, Community Schools, Monitoring & Evaluation Cell, Punjab on behalf of the Government of the Punjab.

8 The Licensee shall be responsible for maintaining proper accounts of realized fees of the Community School for inspection.

9 The expenditure on utilities of the Government School and the Community School e.g. electricity, water and gas bills shall be paid on monthly basis by the Licensee and receipts thereof shall be submitted to the Head of the Government School.

10 The Community School shall use the furniture, fixture and infrastructure available at the Government School premises with utmost care. Any damages and losses shall be made good by the Licensee to the satisfaction of the Head of the Government School.

11 The Licensee shall not make any addition or alteration in the building or structure of the school, nor shall sublet the premises or any part thereof to any other party or person. However the Licensee of the Community School may add further facilities, such as laboratories, libraries and class rooms with the prior approval, in writing, of the Head of the Government School and these will become part and parcel of the Government School. The Licensee shall not claim any compensation thereof for the expenditure incurred by him in this respect.

12 The Community School shall use the Science Laboratory of the Government School to the extent of apparatus and non-consumable articles. It shall have to establish and maintain its own laboratory so far as chemicals and consumable articles are concerned. The laboratory

attendant of the Government School will look after the laboratory when it is used by the Community School and shall be paid an honorarium by the Head of the Community School for the evening duty.

- 13 The Community School may use the Library of the Government School in presence of the incharge of the Library, in pursuance of the arrangement mutually agreed upon by the Heads of both schools.
- 14 The Licensee shall not use or allow to be used the premises, furniture, fixture and infrastructure available therein for any use other than regular educational purposes of the upgraded Community School.
- 15 The Licensee may run evening classes during the summer vacations subject to the condition that only regular students of upgraded Community School shall be allowed to attend these classes, under management of the Licensee.
- 16 Breach of any of the conditions/clauses of this agreement by the Licensee shall render him/her liable to ejection from the premises of the school without any compensation whatsoever. In such cases, the Licensee shall be required to show cause, within a period of 14 days, against the proposed ejection. Final order of vacation or otherwise of premises shall be passed by the owner/licensor after hearing the Licensee, or person authorized by him, meanwhile the licensor shall ensure continued class work for the students on roll in the Community School through some other suitable arrangements.
- 17 The members, partners, office bearers of the Licensee shall be responsible individually as well as collectively for the betterment of Community School strictly in accordance with the terms and conditions of this agreement.
- 18 All disputes between Licensee and licensor relating to any term of this agreement shall be referred to the Secretary Education, Government of the Punjab whose decision thereon shall be final and binding on both the parties.

In witness whereof the licensor and the Licensee have hereunto set their hands the day and year aforementioned.

Executants

Government of the Punjab
Through

Executive District Officer (Education)

Licensee /NGO/NPO/CBO

Signed by the said in the presence of
(Witnesses)

1- _____

2- _____

Appendix XI

Process of calculating Chi Sqaire for table 16

	Northern	Central	Southern	
No	23	20	17	60
TSE	18	15	15	48
Yes	55	41	44	140
Total	96	76	76	248

	E	O	(O-E)	(O-E)2/E
B1-A1	23.2258065	23	-0.2258065	0.002
B1-A2	18.3870968	20	1.61290323	0.141
B1-A3	18.3870968	17	-1.3870968	0.105
B2-A1	18.5806452	18	-0.5806452	0.018
B2-A2	14.7096774	15	0.29032258	0.006
B2-A3	14.7096774	15	0.29032258	0.006
B3-A1	54.1935484	55	0.80645161	0.012
B3-A2	42.9032258	41	-1.9032258	0.084
B3-A3	42.9032258	44	1.09677419	0.028
Value of Chi square				0.402

