

## **PERCEPTION OF SCHOOL ADMINISTRATOR ABOUT THE FREE AND COMPULSORY SECONDARY EDUCATION**

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### **Abstract**

*The government of Pakistan has made constitutional efforts to synthesize the importance and need of free and compulsory secondary education. The implementation of this provision is on the part of provincial and district level of government. The present research had been designed to study the perception of secondary school heads about the implications of the free and compulsory secondary Education as fundamental Right in Punjab. The research study was descriptive in nature for which a survey was conducted through questionnaire. The main objectives of the study comprised; 1) to review the existing facilities of the Secondary Education, 2) to identify the problems in implementing free and compulsory Secondary Education and then 3) to suggest possible measures for the successful implementations of free and compulsory Secondary Education. The population of the study was Heads of secondary schools. The sample of the research comprised 6.46% (361) heads of secondary school. Questionnaire was developed for data collection from the above mentioned respondent. Each questionnaire comprised 36 closed form questions on three points rating scale with four multi option questions and two open ended questions. The questionnaire was improved and validated by the nine experts in the research and education field and HEC approved PhD supervisor. The questionnaire was pilot tested on 9 heads of secondary schools of 3 districts. The questionnaire was administered and data was collected. The data was arranged, codified, entered in SPSS 22*

*software and then it was tabulated and analyzed. The study concluded that the implementation on Article 25<sup>th</sup> A of the constitution of Pakistan is a need of time. It is necessary for national economic development, upgrading living standards of citizens, get jobs and provide foundation for higher education. Furthermore research explores the serious problems i.e. poverty and illiteracy through education and for education. The government must work hard to bringing out of school children into schools, educational income support funds, strict legislation against child-labor, compel illiterate parents to investment in education for the future citizens, fill up the vacancy of professional subject specialists, allocation of resources to meet the financial, infrastructure and manpower gaps, good governance, optimal utilization of existing resources, and active, continuous monitoring and accountability system.*

**Keywords:** *Pakistan, Free Education, Compulsory Education, Fundamental Right, Secondary School Heads*

### **Introduction**

The constitution of the country is a supreme source of legislation. It is consist of major principles of nation's life, collective will and provide direction to achieve aims. When a special emphasis is laid on subject like education as fundamental right, it indicates the priority of Nation towards education. It is a long historical process started from the Government of India Act 1935 to the 18<sup>th</sup> Amendment of the Constitution of Islamic Republic of Pakistan 1973.

The Punjab Free and Compulsory Secondary Education Ordinance (2014, p-1) explain education as: "education means teaching and training of mind and character by attendance in regular school education, madrassa education, vocational training and special education in the class room and school setting, or non-formal education or the education prescribed for a child or category of children by the Government".

The right to education is a top priority agenda of the global community. It is recognized in several human rights treaties and recognized by state governments as essential for the development and cultural transformation. This is a

commendable recognition in the international strategies, goals, and targets that have been laid down during the past twenty years (UNESCO, 2007).

The term 'secondary education' was indeed imported from France by Mathew Arnold in 1859 in England (Banks, 2001). It is a major sector of the education system because it provides middle level labor force for the economy and input for higher level of education (NEP, 1998). In Pakistan, Matriculation Grade 9-10 is a Secondary class and the terms Higher Secondary and Intermediate are used interchangeably for Grade 11-12 (UNESCO, 2010). A similar parallel system of religious schools also exists in Pakistan and offers an education meant to be equivalent to the traditional system (UNESCO, 2010).

Compulsory education is imposed by the rule of law. It plays numerous roles in combating child labor. First, it is preventive measure for minimum age for employment. Second, quality education provides protective environment for children. Finally, compulsory education, putting them on the right track for the future world of work.

Punjab Free and Compulsory Secondary Education Ordinance (2014,P-1) define in its ordinance that "Free education" implies that the Government or a local authority shall not charge any fee or expense for providing education and shall endeavor to remove financial barriers that may prevent a child from completing ten years' education"

The Sindh Right of Children to Free and Compulsory Education Act (2013,P-1) elaborate free education as "education free of any education related costs, including expenditure on text books, stationary, school bags, and uniforms".

The Constitution of 1956 did not give any mandatory responsibility of the state. Education was mentioned in provincial List at item No. 20 as a responsibility of the provincial government.

This article is justifiable right to take admission on merit without any discrimination.

In chapter 2, Principles of Policy, Article 7 mentioned that "Illiteracy should be eliminated, and free and compulsory primary education should be provided for all, as soon as is practicable"

First time in constitutional history the removal of illiteracy and free and compulsory (primary) education was mentioned in the constitution but as non-justifiable right.

Following are the provisions of the Constitution of Pakistan which are dealing with education:

Chapter 2, the Principles of Policy, in article 37 state that the state shall:

- a) "Promote, with special care, the educational and economic interests of backward classes or areas;"
- b) "Remove illiteracy and provide free and compulsory secondary education within the minimum possible period;"
- c) Make technical and professional education generally available and higher education equally accessible to all on the basis of merit."

Article 12(3) of the constitution of 1962 has also been repeated in the constitution of 1973 as Article 22(2b)

In article 38(d) of the Chapter 2 stated that:

"The State shall provide basic necessities of life, such as food, clothing, housing, education and medical relief, for all citizens, irrespective of sex, caste, creed or race, as are permanently unable to earn their livelihood on account of infirmity, sickness or unemployment".

This article did not compel the government to make necessary arrangements for Education to all the citizens of the country (Isani, 2001).

The constitution of 1962 mentioned that Free and Compulsory Universal Primary Education should be principle of policy, whereas the 1973 Constitution first time focused on Free and Compulsory Secondary Education for all shall be the responsibility of the State. Article 37 (b) failed to mentioned deadline by added word "minimum possible period".

The results are quite evident that even after 40 years; the goals mentioned in Constitutions have not been achieved.

The Constitution (Eighteenth Amendment) Act, 2010 was unanimously passed with the support of all political parties in the parliament and was promulgated on

20<sup>th</sup> April, 2010. After 18<sup>th</sup> Amendment section 9 of the Constitution (Eighteenth Amendment) Act, 2010 insertion of right to education was justifiable in the form of Article 25<sup>th</sup> A. It says: "Right to Education -- The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law" (Mukhtar, 2012).

According to AEPAM, 2013 high schools recognized as secondary school, a term used to illustrate an educational Institution where the final stage of schooling, recognized as secondary education typically obligatory up to a particular age. The education system of Pakistan has 28,664 high schools that are 11% of total schools of both the Private and Public sector. Out of these 17,388 are in Private Sector, where as 11,276 schools are in public/government sector. The percentage division of these schools is 61% private and 39% public. The absolute enrollment at secondary schools is 2,684 million of which 1.837 million in Pakistan. Sixty-six percent (66%) is in government sector, where as 0.846 million (34%) is in non-public sector.

The total girls enrolment is 1.125 million (43%) and boys is 1.559 million (57%) at secondary school level which shows that female enrolment ratio is less than to males.

The total teacher at secondary school are 459,106 out of which 196,654 (35%) are in government and 262,452 (65%) are in Private sector. There are 271, 690 (59%) female teachers and 187,416 (41%) male teacher. The data evident that for the attainment of free and compulsory education more teachers/subject specialists are require at secondary level and existing teaching-staff doesn't fulfill the needs.

A very significant increase in number of higher school has been observed over the time of six years 2006 to 2012 that in 2006-2007 there were 9,300 high schools and in 2011-2012 it was 10,924. From census year 2006-2007 to 2011-2012 a significance increase of about 14.4% is seen in number of high schools all over the country. High schools are increasing with a consistent change of about 2% per annum throughout the country. But, in 2012, an increase of about 6.5% is observed against 2010-2011.

In 2006-07 there were 0.97 million boys and 0.60 million girls enrolled at high stage of education all over the country. With the passage of six years, in 2011-2012, the high stage of education is enrolling 1.06 million boys and 0.72 million

girls. This shows increases of 8.52% and 16.76% in boys and girls enrolment, respectively, over the time.

In high schools, the number of teachers has risen to 189,140 from 163,634 since the census year 2006-07, i.e, an increase of 13.49% during last six years. There was increase of 6.88% in number of high school male teachers over the time of six years 2006-2012. In case of female teacher a significance increase of 20.14% has been observed. At high school in Pakistan 42% of female enrolment. Pupil teacher Ration at secondary level is 27:1 in all Pakistan. Pupil class room ratio at secondary level is 39.7% (AEPAM, 2013).

### **1.1 Statement of Problem**

The government of Pakistan has made constitutional efforts to amalgamate the importance and need of free and compulsory secondary education in the form of 18<sup>th</sup> Constitutional Amendment of Islamic Republic of Pakistan on April 19, 2010. The implementation of Right to education Article 25<sup>th</sup> A is on the part of provincial government and there might be different levels of implications at provincial level. The present research had been designed to study the perception of Scholl Administrator about the free and compulsory secondary education in Punjab Pakistan.

### **1.2 Objectives of the Study**

The objectives of the study were following:

- i. To explore the existing situation of free and compulsory Secondary Education.
- ii. To analyze the implications of free and compulsory education Act.
- iii. To suggest possible strategies for implementation of free and compulsory Secondary Education in Punjab.

### **1.3 Research Questions**

The research questions had been framed as follows:

- 1.3.1 What is the existing situation of education for providing free and compulsory secondary education in Pakistan?

- 1.3.2 What measures have been taken for free and compulsory secondary education at provincial and district level?
- 1.3.3 What are the problems in implementing free and compulsory Secondary Education at provincial level?
- 1.3.4 What types of the resources are required to achieve the objectives of free and compulsory education Act?

#### **1.4 Delimitations**

The study was delimited to the followings:

- i. Districts of Punjab Province
- ii. Heads of Government Secondary schools

#### **1.5 Significance of the Study**

As there is a need to review and analyze the existing situation for free and compulsory secondary education and identifies future needs and strategies to achieve the objective of free and compulsory secondary education in Punjab. This will facilitate to the educationists, educational administrators, educational Planners, educational authorities in implication of free and compulsory secondary education.

#### **1.6 Methodology of the Study**

The current study entitled “Implications of constitutional provisions for free and compulsory secondary education in Punjab” employed a descriptive research by nature and descriptive survey. A school survey was carried out to conduct the research. A descriptive survey involves asking the same set of questions from a large number of individuals either by mail, by telephone or in person (Frankel & Wallen, 1993). A school survey covers the administrative problems, financial policies and procedure of the schools hence the survey technique was used to conduct the research.

##### **1.6.1 Population**

The population of the study was consisted of the following:

- i. All (36) districts of Northern, Central, and Southern, Punjab
- ii. All ( 5,590 ) Principals of Government Secondary schools (male and female) of Punjab (District profile, 2012)

##### **1.6.2 Sample**

Cluster, Stratified and Random sampling techniques were applied for sampling.

- Northern Punjab, Southern Punjab and Central Punjab (Survey of Pakistan 2012, pp.38-43) were the cluster.
- Twenty districts from sample cluster were taken as sample.
- 361 Principals of secondary schools of the sample districts (3065) were selected randomly, criteria given by (Gay, 2009, P.125) was apply.

### 1.6.3 Sampling Frame

The sample of the study was as following:

Districts Cluster		Sample Districts		Principals Sec.schools	
Cluster	Population	High literacy	Low literacy	Population	Sample
N.P	06	02	02	657	77
C.P	19	05	05	1634	196
S.P	11	03	03	774	88
Total	36	10	10	3065	361

Source: (www.aepam.edu.pk) district education profile retrieved on 26-08-2013 at 3:00 P: M

## 1.7 Instruments of the Study

The tool for collection of data was the questionnaire. The questionnaire was designed for Heads of Government secondary school (respondents). Questionnaire validity was checked through expert opinions (Content validity) and pilot testing (Face validity and reliability).

### 1.7.1 Preparation of Questionnaires

Development of tool is an important part of the survey research. Relevant literature and previous researches, Punjab Ordinance (2014), Niranjana Radhya & Abhinav (2013), Malik (2011), PILDAT (2011) and Chabari (2010) have been studied and review to develop the research instrument. The primary tool for collection of data for this research was questionnaires for this research. The questionnaire offers considerable advantages in the administration to large number of respondents with an easy accumulation of data.

The questionnaire for secondary schools principals consists of as under.

- Statement 01 to 04 was selection of responses from given five options.
- Two Questions (05-06) were open ended

### **1.7.2 Validity and Reliability of Instruments**

The content validity of the instruments was improved through experts judgment, as such the researcher sought assistance of (09) HEC approved Supervisors from the faculty of Education Allama Iqbal Open University Islamabad included supervisor as an expert in research, helped improve content validity of the instrument, following modifications were made in the data collection tools.

- i. Removed the irrelevant questions
- ii. use of understandable language
- iii. five option questions were added
- iv. Statements were arranged in five areas to achieve research objectives

### **1.7.3 Pilot Testing**

The questionnaire was pilot tested on 9 heads of secondary schools of 3 districts one from each cluster Hafizabad from Central Punjab, Bhawal Nagar from Southern Punjab and Chakwal from Northern Punjab , who were not included in the actual study sample. Responses were analyzed and computed on SPSS and their reliability were also assessed and Alpha-Coefficient Reliability of Questionnaire for Heads of Secondary schools (N=09) on 36 Number of Items were 0.88.

### **1.8 Procedure for Data Collection**

Data was collected through questionnaires. The questionnaires were administered and data was collected through 19 research assistants, to ensure the 100% return rate. Research Assistant in twenty districts were identified and preferred who had experience in research, familiar with and involved in educational management system (Shah, 2008). All the research assistants were formally briefed about the administration of the research tools in detail. The data collection process was started in June 2014.

### **1.9. Data Analysis**

The filled questionnaires were received back from research assistants by mail and in some cases by personal visits. When all the questionnaires of 20 districts of Punjab were received further work was initiated for their presentation, tabulation and analysis. The filled questionnaires were codified. This process was followed by entering the data into computer with the help of SPSS 22.0 Software. Percentage and frequency was used for statistical analysis. Further details of each section are given below;

1. Multiple option questions (Section “A”)
2. Open ended questions (Section “B”)

The detail of each part is given as under:

### 1. Multiple option questions (Section “A”)

The “A” section of data analysis contains analysis of data collected from Secondary school heads through selection of opinion from given multiple options.

**Table 1.9.1 Responses of Secondary School Heads on Required Resources to Achieve the Goal of Free and Compulsory Secondary Education (N=361)**

S. No	Statement	Result	
		F	%
1.	More financial resources	329	91.1
2.	Subject specialists	305	84.4
3.	Technological assistance	294	82.5
4.	Physical Resources	305	84.4

The data in the table 1.9.1 indicated opinion of heads about required resources to achieve the goals of free and compulsory secondary education. This data analysis shows that 91.1 % agreed on more financial resources, 84.4 % agreed on subject specialists, 82.5 % agreed on the provision of technological assistance and 84.4 % were in the favor of increases physical resources.

**Table 1.9.2 Responses of Secondary Schools Heads on Already Given Remedial Channel From the Educational Management in Case of Violation of Right to Education for Free and Compulsory Secondary Education**

S. No.	Statement	Result	
		F	%
1.	School Council	285	78.9
2.	Free Access to courts	04	1.1

3.	Special Compliant cell	29	8.03
4.	Special Monitoring Teams	161	44.5

It is evident from the aforementioned data in table 1.9.2 about the responses of secondary schools heads on already given remedial channel from the educational management in case of violation of right to education for free and compulsory secondary education that 78.9 % agreed with the existence of school council, 01.1% response in yes for free access to courts, 08.03% responses were in favour of special compliant cell and 44.5 % agree with the special monitoring team as existing remedial channel.

**Table 1.9.3** *Opinion of Secondary Schools Heads About the Possibility to Provide Free and Compulsory Secondary Education.(N=361)*

S. No	Statement	Result	
		f	%
1.	Parent willingness	309	85.6
2.	Media Campaign	267	73.9
3.	Timely funds release	259	71.7
4.	Active Monitoring system	265	73.4

The data tabulated in table 1.9.3 reveals that in the opinions of secondary schools heads about the possibility to provide free and compulsory secondary education. The possibilities were; parents willingness (85.3%), Media campaign (74.2 %), timely funds release (71.5 %) and active monitoring system (73.1 %).

**Table 1.9.4** *Opinion of Secondary Schools Heads on Importance of Free and Compulsory Secondary Education.*

S. No	Statement	Result	
		f	%
1.	National Economic development	314	86.9
2.	Upgrading living standards of the citizens	305	84.5
3.	More chance of getting jobs	289	80.0
4.	Providing foundation for higher education	308	85.3

The data demonstrated in the table 1.9.4 reveals the opinion of secondary schools heads that free and compulsory secondary education is important for National economic development (86.9%), upgrading living standards of citizens (84.5%),

more chances of getting jobs (80.0%) and providing foundation for higher education (85.3%).

## 2. Open ended questions (Section “B”)

The “B” section contains analysis of data collected from the Secondary schools Heads through open ended questions. The responses on the common themes of open ended questions of each category are calculated and presented.

**Table 1.9.5 Response of Secondary Schools Heads: Enlist the Problems in Implementing Free and Compulsory Secondary Education in Schools. (N=361)**

S. No.	Statements	F	%
1.	Inadequate financial resources and educational budget	275	76
2.	Poverty	259	72
3.	Lake of physical resources	268	74
4.	Illiterate parents	261	72
5.	Unemployment	254	70
6.	Late release of funds	249	69
7.	Political involvement in education system	242	67
8.	Child labour	228	63
9.	Low quality of education	221	61
10.	Lack of subject specialists	210	58
11.	Shortage of subject specialist	203	56
12.	Boring syllabus/curriculum	196	54
13.	Associated fees(boards fee, registration fee, uniform, copies, transportation)	192	53
14.	Examination system	189	52
15.	Poor transportation facilities	184	51
16.	poor monitoring system	184	51
17.	Less devoted staff (teachers, non-teaching staff)	183	50.7
18.	In adequate information/data	183	50.7
19.	Dropout rate	156	43.4

Table 1.9.5 reveals the problems enlisted by the secondary schools Heads in implementation of free and compulsory secondary education these are included; Inadequate financial resources and educational budget(76%), Poverty(72%), Lake of physical resources(74%), Illiterate parents(72%), Unemployment(70%), Late release of funds(69%), Political involvement in education system(67%), Child labour (63%), Low quality of education(61%), Late free books delivery(60%), Lack of subject specialists(58%), Shortage of subject specialist(56%), Boring syllabus/curriculum(54%), Associated fees(boards fee, registration fee, uniform, copies, transportation)(53%), Examination system(52%), Poor transportation

facilities(51%), poor monitoring system(51%), Less devoted staff (teachers, non-teaching staff)(50.7%), In adequate information/data(50.7%), and Dropout rate (43.4%).

**Table 1.9.6 Measures Suggested by Secondary Schools Heads for Free and Compulsory Secondary Education in Schools (N=361)**

S. No.	Statement	(f)	(%)
1.	Educational income support program/stipend/scholarship for students/parents	315	87
2.	Awareness campaign through media(electronic, print, social)	305	84
3.	Increased educational budget	289	79.9
4.	Education tax	275	76
5.	Active monitory system	273	75.6
6.	Provision of sufficient and timely funds	271	74.8
7.	Strict enforcement of law	254	70.1
8.	Community and NGOs involvement	250	69.1
9.	Free transport, uniform, lunch, medical facilities to students	239	66.2
10.	Adequate physical infrastructure	234	65
11.	Trained qualifies, professional subject specialists	233	64.5
12.	Strict laws against child labour	216	59.8
13.	Necessary academic training series at all level	202	55.9
14.	Skilled and need based curriculum	184	50.9

The data tabulated in table 4.5.4 shows suggested measurement given by the Heads of secondary schools of Punjab for implementation of free and compulsory secondary education. These are; Educational income support program/stipend/scholarship for students/parents (87%), Awareness campaign through media (electronic, print, social) (84%), Increased educational budget (79.9%), Education tax (76%), Active monitory system (75.6%), Provision of sufficient and timely funds (74.8%), Strict enforcement of law (70.1%), Community and NGOs involvement (69.1%),Free transport, uniform, lunch, medical facilities to students (66.2%), Adequate physical infrastructure (65%), Trained qualifies, professional subject specialists(64.5%) Strict laws against child labour (59.8%) Necessary academic training series at all level (55.9%), Skilled and need based curriculum (50.9%).

## 1.10 Conclusion

The following conclusions were drawn on the bases of data analysis and review of related literature:

Heads knew the concept of free and compulsory education which showed the awareness of article 25th A, Right to education of the constitution of Pakistan. Free and compulsory education increased student enrolment in schools and brought gender equality. It was concluded that sufficient secondary schools, classrooms, library, basic infrastructure and laboratory facilities were not available for the implementation and future needs of free and compulsory secondary education. Free books were available for all students however it was required to deliver timely to schools. There was a unanimous disagreement on availability of free uniform, medical and transportation facility for students. Availability of these facilities is a part of free education. It was concluded that school council has been established in schools. The existing teachers were not sufficient to cater the demand of education. Teachers were already burdened and extra workload affects the quality of education. Parents were willing to send their children to school. They had knowledge about the free education as the responsibility of the state. It was also observed from the responses that parents were willing to send their girls to schools.

The study reported that delay in implementation of the policy for the enforcement of free and compulsory secondary education affect the development of the nation, for this purpose coordination among the department and involvements of researcher at policy level help in the effective implementation of free and compulsory secondary education.

According to the Head's responses adequate funding for secondary education had not been provided by the government. It was also highlighted that access to the government funds was difficult for their schools. Educational administration was not involved in the process of policy formation. More financial and Physical resources, Recruitment of subject specialists, and technological assistance were the required resources to achieve the goal of free and compulsory secondary. Conclusion based on the opinions of Heads that there were School Council and Special Monitoring teams. Whereas all respondents accepted that free access to courts and special Complaints Cells were not available as a remedial channel in case of violation of right to education as a constitutional provision. Conclusion based on the opinion of Heads that free and compulsory secondary education

contribute to national economic development, upgrading living standards of the citizen creates more chances for getting jobs/work and provides foundation for higher education.

It was identified that following were the challenges for implementation of free and compulsory education as a fundamental, constitutional right , Poverty/ poor parents, Unemployment and Child labor, Inadequate financial resources and educational budget/ Lack of funds/non-availability of sufficient funds/delay in funding /complicated process, Lack of motivation and devotion in teachers/parents/students/community and less interest of the Government to words education, Lack of subject specialists and physical resources, Political involvement in education system, Boring syllabus/curriculum, Illiteracy and Low quality of education

It was suggested measures by the school administrator that Stipend / scholarship / financial assistance / Educational income support program , Provision of timely and adequate funds, Strict implementation of law, Active monitoring system, Minimization of political interference, Training of field staff/schools council, Performance allowance for teachers, Educational Managers, Increased educational budget and where necessary levy education tax, Free transport, uniform, lunch, medical facilities to students, Trained qualifies, professional subject specialists, Strict laws against child labor and compulsory education and Skilled and need based curriculum are the need of time.

### **1.11 Recommendations**

1. It is recommended that delay in implementation of the policy for the enforcement of free and compulsory secondary education effect the development of the nation, for this purpose coordination among the department and involvements of researcher at policy level may help in the effective implementation of free and compulsory secondary education. Adequate funding for secondary education may provide by the government. An efficient mechanism may develop for easy access to the government funds for schools. The educational administration may involve in the process of policy formation for realistic planning. Accountability system may active to check proper use of resources.

2. It is recommended that system of School Council and Special Monitoring teams may functional exist and strategies may develop by government for free access to courts and special Complaints Cells as a remedial channel in case of violation of right to education as a constitutional provision.

### **1.11.1 Recommendation for Future Researches**

Further studies may also be carried out on following areas:

1. Study the role of private institution with respect to free and compulsory secondary education as a constitutional right
2. Role of non-formal education system provide low cost education opportunities and open schooling may be a subject for research.

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