

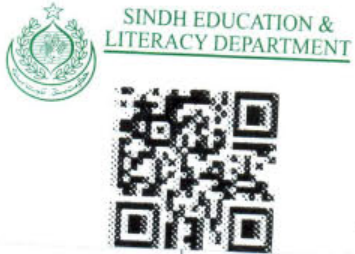


GOVERNMENT OF SINDH
SCHOOL EDUCATION DEPARTMENT

Karachi, dated: 9th May 2017

NOTIFICATION

No. SO(G-III)/SED/SCP/CHS(H)/3-696/2016: In pursuance of School Clustering Policy vide notification No. S.O(G-III)/E&L/School Clustering Policy/2016, dated 14th June 2016, to implement the policy in letter & spirit in the Province of Sindh; the following checklist for Head Master Cluster Hub School is hereby notified.

Functional areas	Tick the check box if action is completed	List of documents attached (with annexures duly numbered)	Comments (if any)
A. Dissemination of Clustering Policy Framework to the Clustered Schools			
Has the communication been made to the CHS Head on the transfer of the Guide Teachers (Administration & Academics)?	<input type="checkbox"/>		
Have the details of the School Clustering Policy, SOPs, and Guidelines been shared with the CHS head and other concerned in the clustered schools?	<input type="checkbox"/>		
Have orientation sessions been conducted for the concerned?	<input type="checkbox"/>		
Have other efforts been made for effective communication and dissemination of the School Clustering Policy including provisions of hard copies of the policy, SOPs, and Guidelines?	<input type="checkbox"/>		
B. Planning for Policy Implementation			
Has the needs assessment been carried out to identify and provide for necessary resources (infrastructure, textbooks, repairs, furniture, lab and library, sporting facilities etc.) for delivering at school clusters including CHS and clustered schools? Have recommendations for every required resource been worked out and duly communicated?	<input type="checkbox"/>		
Has an effort been made to substantially plan, academics and administrative tasks for a period (quarter / bi-annual / annual)? Has some annual target been set (outputs and outcomes) for academics and administrative delivery?	<input type="checkbox"/>		
Have the SMCs been made part of the planning and related decision making process?	<input type="checkbox"/>		

Has a detailed annual work plan been prepared, in consultation with guide teachers, SMCs, other concerned teachers and after consulting the parents, including on school improvement? <i>Note: there should be one school improvement plan</i>	<input type="checkbox"/>		
Has a procurement plan been prepared for the CHS and the clustered schools?	<input type="checkbox"/>		
Have budgetary proposals being developed after assessing the salary and non-salary requirements of the CHS and the clustered schools?	<input type="checkbox"/>		
Does the annual work plan include activities for professional development (training of teachers by the trained master trainers, either deputed in the hub or sought on secondment from the district cluster commissions, on an activity basis)?	<input type="checkbox"/>		
C. Policy Implementation – Human Resource Management (teaching & non-teaching staff)			
Have the requirements been worked out for teaching and non-teaching staff for the CHS and the clustered schools, including 3 guide teachers (2 for academics i– maths & science ii-Language & other subjects) and 1 for administration), keeping in view the current and near future enrolment of students and requirements of teachers, subject wise and as per STR?	<input type="checkbox"/>		
Are there benchmarks set for performance assessment? Were the Guide Teachers and other teachers and non-teaching staff consulted in this process?	<input type="checkbox"/>		
Is the performance of the teaching staff including the Guide teachers and that of the non-teaching staff in the CHS and clustered schools being assessed on a periodic basis?	<input type="checkbox"/>		
In case of non-performance or gaps in performance, have the requisite efforts, made to counsel the concerned staff or are other steps taken to improve their performance?	<input type="checkbox"/>		
Have issues of non-performance (if any) communicated to the district cluster commission with proper justification and recommendations (for transfer / warning etc or in cases of serious nature, disciplinary proceedings)?	<input type="checkbox"/>		
Has an appropriate action been taken on issues of non-performance or misconduct (of	<input type="checkbox"/>		



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minor or serious nature) as per rules and delegated powers of the concerned competent authority?			
Has surplus staff strength been worked out, after fully analysing the requirements of the CHS and the clustered schools?	<input type="checkbox"/>		
Have proper justifications been made to the district cluster commission, for additional teachers required in the CHS and the clustered schools (through inter cluster transfer or transfer from the pool)?	<input type="checkbox"/>		
Are temporary adjustments made from time to time, by deputing a teacher to a school, where there is a temporary shortage or if the teacher of that school is not available / on leave / away (substitution, particularly in case of a single teacher school)?	<input type="checkbox"/>		
Have all transfers/postings been made within the cluster, in accordance with the need, proper justification (without being unfair to any staff) and in accordance with the rules and delegated powers?	<input type="checkbox"/>		
Is the attendance of the staff being monitored on a regular basis?	<input type="checkbox"/>		
Are adequate steps and efforts being made to keep a check on teacher absenteeism?	<input type="checkbox"/>		
In case of any serious issue related to any of the staff member, such as remaining regularly absent from duty, communicated to the Directorate General of Monitoring & Evaluation, TEO, DEO and the district cluster commission?	<input type="checkbox"/>		
Are the guide teachers been monitored regularly in terms of their work and performance?	<input type="checkbox"/>		
Is the guide teacher responsible for administration, being tasked on relevant matters? Is, he / she being supervised for results? Is, he / she, working out the administrative requirements and resource requirements and assisting in managing these?	<input type="checkbox"/>		
D. Academic Supervision			
Is adequate teaching staff available for carrying out the required academic activities?	<input type="checkbox"/>		
Are copies of the session plans available to all the teachers?	<input type="checkbox"/>		



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Are the course being taught in all classes, according to the academic plans?	<input type="checkbox"/>		
Are efforts being made to innovate teaching methodology, make it more interesting for the students?	<input type="checkbox"/>		
Do the academic plans have a mix of teaching, access to library and laboratory and other facilities for personality development?	<input type="checkbox"/>		
Are issues around teaching, discussed and deliberated between the guide teachers for academics and other teachers, to improve teaching and learning?	<input type="checkbox"/>		
Are textbooks available to all students and for all subjects?	<input type="checkbox"/>		
Are student learning outcomes being followed in planning and implementing the academics?	<input type="checkbox"/>		
Are inter cluster consultations being held to improve the quality of teaching and learning?	<input type="checkbox"/>		
Have the guide teachers made some tools to further the objectives of their appointment?	<input type="checkbox"/>		
Are the guide teachers being supervised / advised on a regular basis on their work for better academic management and to gear towards achieving better educational results?	<input type="checkbox"/>		
Are the guide teachers providing classroom support to all the schools and classes being run in the clusters?	<input type="checkbox"/>		
E. Professional Development			
Has a training needs assessment been carried out?	<input type="checkbox"/>		
Has the outcome of the training needs (including the trainings earlier received by the staff, the gap analysis and recommendations) been communicated to the District Cluster Commission ?	<input type="checkbox"/>		
Is an intra-cluster training programme developed for Guide teachers in consultation with the concerned trainees?	<input type="checkbox"/>		
How are the trainees provided school based support for implementation?	<input type="checkbox"/>		
What changes in performances are visible as a result of the training?	<input type="checkbox"/>		
Have external (to the cluster) professional development opportunities being offered to all, fairly and equitably?	<input type="checkbox"/>		
Is regular communication being maintained with professional development institutes (PITE and TTIs) through the district cluster commission, for continuous professional development of the teaching and non-	<input type="checkbox"/>		



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teaching staff of the cluster, in accordance with the training needs?			
Are the teachers being trained on teaching multi-grade (where applicable)? Are plans for teaching multi-grade being developed in consultation / or by guide teachers (in line with the trainings received) on a regular basis and being monitored for implementation?	<input type="checkbox"/>		
Has the PITE or School Education Department provided guide books on multi-grade teaching to the CHS and clustered schools / guide teachers?	<input type="checkbox"/>		
Are the guide teachers (maths, science etc...) and other teachers supported on material development, teachers' peer networking and workshops?	<input type="checkbox"/>		
Are regular visits being planned & conducted to support clustered schools as mentor, facilitator, rather than a 'monitor' to promote education, for their activities at classroom level?	<input type="checkbox"/>		
F. Educational Assessments			
Has work being done in collaboration with the concerned TEOs and PEACE / Bureau of Curriculum, with regard to assessment and examination of grades 4 and 5 and, in accordance with the new MGT guides by PITE/STEDA?	<input type="checkbox"/>		
Are the school results (of PEACE & SAT) being discussed with the CHS Head and others, for improvement in service delivery?	<input type="checkbox"/>		
Are the results of educational assessment, shared with the district commission, in a timely manner?	<input type="checkbox"/>		
Is a guide teacher designated for collection of information on the number of books required, in the clustered schools for each subject and to communicate the same to the TEO and the office of the DEO / District Cluster Commission?	<input type="checkbox"/>		
G. Textbook and other resources / facilities			
Have the requirements in terms of number of books (subject & level wise) been worked out for the CHS and the clustered schools, being provided to the TEO / DEO and the district cluster commission in a timely manner i.e at least four months prior to the start of the academic year?	<input type="checkbox"/>		
Is a proper mechanism being maintained for the collection and distribution of textbooks to the CHSs and the clustered schools, in a timely manner, in consultation with the district cluster commission and STBB?	<input type="checkbox"/>		



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Were all required textbooks received in full quantity (subject and level wise)? In case of any shortage, was it communicated to STBB, TEO/DEO and the District Cluster Commission in a timely manner? Was any complaint made and backed with active follow up to get the remaining textbooks?	<input type="checkbox"/>		
Were these books received before the academic year started?	<input type="checkbox"/>		
Is the inventory record (quantities / surplus / shortage, distribution etc.) being maintained for the textbooks, level and class wise?	<input type="checkbox"/>		
Has the textbook distribution report been submitted to the district cluster commission after receiving all the textbooks?	<input type="checkbox"/>		
Have facilities like library, laboratory and play grounds been provided for the children? Have efforts been made to make proposals for needs of such facilities, to the district cluster commission and followed up actively?	<input type="checkbox"/>		
Have ECE classes being managed along with the ECE prescribed resources including a dedicated room, in the cluster?	<input type="checkbox"/>		
Are teaching and learning resources made available? Have any net requirements been worked out and recommended to the district cluster commission?	<input type="checkbox"/>		
Are the funds of SMCs being utilized in line with the school improvement plan approved by the CHS Head?	<input type="checkbox"/>		
Are the parents and SMC / community members being consulted on getting and managing resources for school development?	<input type="checkbox"/>		
Are plans being prepared for repair and maintenance, being implemented accordingly and in a timely manner?	<input type="checkbox"/>		
H. Procurement Management			
Is an annual procurement plan prepared for all requirements for goods, works and services in line with the approved budget allocation?	<input type="checkbox"/>		
Does the procurement plan have the following? - Serial Number - Name of Scheme/Project along with - Estimated Cost & date of approval - Allocated Funds - Funds reserved for ongoing works (Rolling Plan) - Estimated Cost of ongoing works	<input type="checkbox"/>		



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(Rolling Plan) - Funds Reserved for remaining components (to be procured) - Estimated Cost of remaining components - Nature of Procurement - Method of Procurement - Anticipated Date of Advertisement - Anticipated Date of Start - Anticipated Date of Completion			
Is a rolling plan prepared, for scheme which will be completed in more than one year?	<input type="checkbox"/>		
Are all the procurements initiated after securing funds (releases) and at a reasonable time (sufficient for timely completion and closure) within the financial year?	<input type="checkbox"/>		
Are procurement notices / notice inviting tenders and bidding documents developed for each of the procurements (as per SPPRA Rules)?	<input type="checkbox"/>		
Are all the procurement notices, bidding documents for all the procurements undertaken by the office, available in the record?	<input type="checkbox"/>		
Were procurement notices issued (when the amount of procurement exceed the limit of quotations) in leading newspapers, for inviting bids? Are the newspaper clippings available in the record?	<input type="checkbox"/>		
In case of quotations being adopted as the method of procurement, is the following being followed? (i) requests for quotations shall indicate the description and quantity of the goods or specifications of works, as well as, the required delivery or completion time and place. (ii) Quotations may be submitted by letter or facsimile.	<input type="checkbox"/>		
For the open bids and quotations, are Bid Evaluation Report / Quotations Comparison Report been prepared on a regular basis, by the procurement Committee in accordance with the Sindh Public Procurement Rules 2010.	<input type="checkbox"/>		
Are the administrative approvals for procurements obtained and confirmation of the budget availability secured, before initiating the procurement process?	<input type="checkbox"/>		
Does the award of contract, follows? (i) Letter of Award/ Work Order; (ii) Form of Contract (Agreement) duly stamped at the Govt. applicable rates; (iii) Bill of Quantities / Schedule of requirements	<input type="checkbox"/>		



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(iv) Contract Evaluation Form; and (v) Integrity Pact (as per PP Rule 89 of Sindh PP Rules 2010).			
Are all the procurements completed within the same financial year (in which the procurement process was initiated and approval sought) and disbursements made?	<input type="checkbox"/>		
I. Financial Management			
Has the CHS Head gone through the necessary training/ courses for financial management, monitoring, mentoring, DDO authority/ academic supervision & capacity building before getting on board?	<input type="checkbox"/>		
Has the budget been prepared for the entire cluster (CHS and Clustered schools) against the cost centre?	<input type="checkbox"/>		
Is the budgetary proposal prepared on the prescribed format, for all the salary and non-salary requirements and communicated in a timely manner, to the DEO & the district cluster commission and made sure, that it is onwards submitted to the SED in line with the prescribed timelines?	<input type="checkbox"/>		
Are the requests for budgetary releases being made in a timely manner? For a quarter, before the start of the quarter of the financial year?	<input type="checkbox"/>		
Are the DDO cards being updated on a regular basis, following the due process?	<input type="checkbox"/>		
Are the disbursements being made in line with the applicable / relevant law & rules with proper record maintained at all stages?	<input type="checkbox"/>		
Are the funds used in a timely manner and in accordance with the plan and approvals?	<input type="checkbox"/>		
Is a budget execution report being obtained on a regular basis? Is it being acted upon? Is the district cluster commission being provided a quarterly budget execution report?	<input type="checkbox"/>		
Have adequate internal checks been maintained at the schools for safeguarding public funds?	<input type="checkbox"/>		
J. Record Keeping & monitoring			
Is record for SMC, for the CHS and clustered schools being maintained properly?	<input type="checkbox"/>		
Is the record for academics, human resources, financial, administrative and procurement management being maintained properly?	<input type="checkbox"/>		
Is regular monitoring being carried out for all the designated activities under the school clustering policy and by keeping everyone informed (including the district cluster	<input type="checkbox"/>		



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commission and the Directorate General of M&E through its representative)?			
Are the necessary actions/decisions been undertaken on the basis of monitoring reports?	<input type="checkbox"/>		

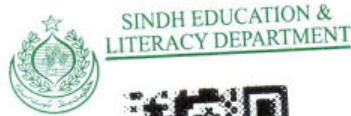
-SECRETARY TO GOVT. OF SINDH-

No. SO(G-III)/SED/SCP/2016/TEO(P)/3-696/2017

Karachi, dated: 14th February 2017

A Copy is forwarded for information & necessary action to:

1. The Special Secretary-I (Schools), School Education Department.
2. The Chief Program Manager, Reform Support Unit, School Education Department.
3. P.S to Secretary, School Education Department, Government of Sindh.
4. The Director School Education (Elementary, Secondary & Higher Secondary). All
5. The Director School Education (Primary). All
6. The District Education Officer- (Elementary, Secondary & Higher Secondary). All
7. The District Education Officer- (Primary). All
8. Deputy District Education Officer- (Elementary/Secondary/Higher Secondary). All
9. Deputy District Education Officer (Primary). All
10. Taluka Education Officer- (Elementary/Secondary/Higher Secondary). All
11. Taluka Education Officer (Primary). All
12. Head Master; Cluster Hub Schools (All)
13. Official Website
14. Office Order File.



9/2/17
(MOHAMMAD QASIM ABBASI)
SECTION OFFICER (G-III)

*Section Officer (G-III)
School Education Department
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