

PUNJAB SCHOOL SPORTS POLICY 2024

School Education Department
Government of the Punjab



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Acronyms/Abbreviations

ADSC	Annual District Sports Calendar
AEOs	Assistant Education Officers
BISE	Board of Intermediate and Secondary Education
CCI	Chamber of Commerce and Industry
CEO	Chief Executive Officer
DC	Deputy Commissioner
DEA	District Education Authority
DEO	District Education Officer
Dy. DEO	Deputy District Education Officer
DSO	District Sports Officer
FTF	Farogh-e-Taleem Fund
GoPb	Government of Punjab
HEC	Higher Education Commission
HED	Higher Education Department
IBCC	Inter Boards Coordination Commission
JD	Job Description
KPIs	Key Performance Indicators
NSB	Non-Salary Budget
PER	Performance Evaluation Report
PET	Physical Education Teacher
PMIU	Programme Monitoring and Implementation Unit
POA	Pakistan Olympic Association
PPPs	Public-Private Partnerships
QAED	Quaid-e-Azam Academy for Educational Development
SMCs	School Management Councils
SDGs	Sustainable Development Goals
SED	School Education Department
TSO	Tehsil Sports Officer



GOVERNMENT OF THE PUNJAB SCHOOL EDUCATION DEPARTMENT

1. NOTIFICATION

In exercise of the powers conferred under Rule 3(3) and Second Schedule of the Punjab Government Rules of Business, 2011, the School Education Department, Government of Punjab, hereby notifies the **“Punjab School Sports Policy, 2024”** in furtherance of the government’s commitment to promote sports and physical education in the schools of Punjab.

1.1 INTRODUCTION

Historically, sports were an essential part of our educational framework, fostering physical and mental well-being, improving learning outcomes, and cultivating critical social and life skills among students. However, their significance has gradually diminished in our schools. For decades, sports and physical activities in our schools have been sporadic and unpredictable, lacking a cohesive framework. The absence of a comprehensive school sports policy has led to a decline in the culture of sports, resulting in untapped potential and missed opportunities for our students.

To address this void, the School Education Department is introducing a groundbreaking policy aimed at revitalizing the integral role of sports in our education system. This policy seeks to systematically revive, institutionalize, and uniformly integrate sports into our schools.

Sports, education, and health are fundamentally interconnected and complement each other. A holistic development of children and youth is not possible without ensuring the provision of playing and sporting opportunities for every child. Recognizing this, the Government of Punjab accords the highest priority to an equitable provision of quality education, with the revival of sports culture in schools being a key pillar of the government’s reform agenda.

The School Education Department, owing to its primary role in shaping individuals and societies, is uniquely positioned to contribute substantially towards this objective. Historically, schools in the province have played a significant role in nurturing sports and promoting healthy routines in students’ lives. However, despite efforts, challenges persist, including inadequate sports infrastructure and playing facilities, a chronic shortage of Physical Education Teachers (PETs), and limited financial resources.

These challenges have resulted in diminished interest in sports among students, with the number of students participating in sports having dropped substantially. To address these challenges, the School Education Department is committed to introducing initiatives and programs aimed at reviving sports culture, encouraging participation in sports activities, and integrating sports and academic activities.

By implementing this policy, the School Education Department aims to provide every child with opportunities to engage in sports, promoting holistic development and academic excellence. The policy will focus on infrastructure improvement, human resource development, and financial support to ensure the provision of quality sports education and facilities.

1.2 VISION

The Punjab School Sports Policy, 2024 envisions a comprehensive and inclusive sports ecosystem that fosters excellence, empowerment, and holistic development among students in public and private schools across the province.

1.3 MISSION

Transforming lives through sports, education, and community engagement, our mission is to create a vibrant, inclusive, and supportive ecosystem that unlocks the full potential of the students across the province, preparing them for success in all aspects of life.

1.4 OBJECTIVES

A. Transform schools into thriving hubs of learning and character development by expanding sports infrastructure, providing expert mentors, and creating inclusive sporting opportunities for all students province-wide.

B. Foster essential life values and qualities – teamwork, leadership, patience, healthy competition, conflict resolution, self-esteem, mutual respect, self-confidence, and patriotism through well-structured sports programs across Punjab.

C. Enhance institutional capacity, processes, and human capital through cutting-edge training, establishing a sustainable model of sports excellence that empowers schools to produce well-rounded, skilled, and inspired athletes.

D. Ignite a lifelong passion for sports and physical activity, uniting individuals through shared passions and goals, cultivating trust, communication, camaraderie, resilience, adaptability, and strategic thinking.

E. Promote social cohesion, inclusivity, and collaboration, celebrating successes and learning from setbacks together, to build a harmonious and supportive sports community.

2. IDENTIFICATION OF CHALLENGES

The School Education Department (SED) acknowledges the following key challenges hindering the development of public-school sports in Punjab:

1. Inadequate sports infrastructure: A sizeable percentage of schools lacks playgrounds while existing facilities require upgrading.
2. Insufficient and unsustainable funding, impacting resource allocation and program continuity.
3. Human resource constraints:
 - a. Considerable vacancy rate in Physical Education Teacher (PET) positions.
 - b. Shortage of sports professionals (trained coaches, referees, and umpires).
 - c. Limited capacity-building opportunities.
4. Absence of a comprehensive, formal sports calendar and scheduling system.
5. Weak inter-departmental and inter-agency coordination:
 - a. Limited collaboration with sports associations and organizations.
 - b. Inadequate leveraging of resources and expertise.
6. Inadequate motivation, facilitation, and incentives for student participation:
 - a. Limited recognition and rewards for outstanding performers.
 - b. Insufficient sports equipment and resources.
7. No systematic mechanism for identifying, nurturing, and supporting talented students.
8. No tracking system for performing alumni, hindering mentorship and networking opportunities.
9. Absence of sports curriculum and inadequate focus on physical education.
10. Inadequate safety measures and emergency response protocols.
11. Limited access to sports opportunities for students with disabilities.

12. Insufficient parental and community engagement in promoting school sports.
13. Inadequate teacher training and professional development in sports education.
14. Limited use of technology for sports management, monitoring, and evaluation.
15. Inadequate policy framework and regulatory support for school sports development.

2.1 COMMITMENT TO ADDRESS THE CHALLENGES

The School Education Department shall fully commit to addressing the challenges facing school sports in Punjab. To achieve this, the SED shall employ a comprehensive, multi-faceted approach that includes:

1. **Revitalizing Sports Management:** Streamlining sports management at district, tehsil, markaz, and school levels, ensuring effective governance, coordination, and resource allocation.
2. **Expanding Sports Infrastructure and Resources:** Upgrading and expanding sports infrastructure, increasing human resources, and creating opportunities for students to participate in sports, aligned with international conventions and government vision for education reforms.
3. **Enhancing Partnerships and Collaborations:** Fostering strong partnerships with sports associations, organizations, and stakeholders to leverage resources, expertise, and support.
4. **Developing Physical Education Teacher (PET) Training Programs:** Providing capacity-building opportunities for PETs, focusing on sports education, coaching, and mentoring.
5. **Promoting Inclusivity and Diversity:** Ensuring equal access to sports opportunities for students with disabilities and encouraging participation from diverse backgrounds.
6. **Establishing Monitoring and Evaluation Frameworks:** Tracking progress, assessing effectiveness, and making data-driven decisions to improve sports education.

2.2 REVIVE TRADITION, EMBRACE INNOVATION: HERITAGE AND MODERN SPORTS

The schools having proper and standardized playground infrastructure and sports equipment shall revive and introduce, inter alia, the following traditional and modern sports:

a). Main Sports:

- Cricket
- Hockey

- Football (soccer)
- Volleyball
- Handball
- Wrestling
- Tug of War
- Frisbee (recreational sport)
- Baseball
- Basketball
- Kabaddi
- Rugby
- Cycling

b). Athletics

- Javelin throw
- Hammer throw
- Marathon running
- Sac-race
- Discus throw
- Track and field
- Cross-country

c). Gymnastics

d). Martial Arts

- Karate
- Boxing
- Judo
- Kick-boxing

e). Adaptive Sports for Students with Disabilities

- Wheelchair basketball
- Special Olympic Program
- Bocce Ball
- Para-athletics
- Powerlifting

2.3 PHYSICAL ACTIVITY PROVISIONS IN SCHOOLS LACKING ADEQUATE PLAYGROUND FACILITIES

A sizeable number of schools, particularly standalone primary and elementary schools, lack adequate playground facilities and possess limited spatial capacities, typically utilized for morning assemblies. Therefore, to promote physical activities among students, such schools with insufficient playground areas shall incorporate physical activity installations, including but not limited to recreational equipment (**swings, slides, sea-saws, merry-go-rounds, trampoline, etc.**), and active play infrastructure (**hopscotch courts-shatapu, seven stones-pithu garam, jump ropes, etc.**)

Such installations shall be designed to optimize available space, ensuring safety and accessibility for all students. Schools shall ensure compliance with applicable safety standards and regulations.

3. STRATEGIC FRAMEWORK

The policy aims to address systemic and school-level challenges hindering student participation in sports, introducing a comprehensive, integrated framework for sports revival and promotion across Punjab.

To achieve this goal, a three-tiered approach shall be implemented at:

- **System Level:** Addressing systemic challenges and reforming the School Education Department's hierarchy.
- **District & School Level:** Introducing interventions and reforms to enhance sports infrastructure, resources, and management.
- **Student Level:** Fostering inclusivity, accessibility, and quality sports education for all students.

3.1. TIER -I: SYSTEM LEVEL

3.1.1. Addressing Human Resource Shortage

There shall be, at least, one Physical Education Teacher (PET) in all middle, secondary, and higher secondary schools. The shortage of PETs shall be addressed by institutionalizing a periodic induction process. A proper systematic framework for induction criteria of PETs shall be prescribed. In the first phase, the shortfall in sanctioned posts of PETs in schools shall be filled through fresh inductions. In the second phase, all the converted posts shall be reverted to their original cadre of PETs, as if the conversion had not occurred and filled by hiring new PETs against them. In the final phase, new posts of PETs for the remaining middle, secondary, and higher secondary schools shall be created and filled in due course of time. The Physical Education Teachers shall be duty-bound to identify and nurture latent talent besides inculcating the sportsmanship in the student body. A mechanism for periodic in-service assessment and evaluation of PETs through the measurement of Key Performance Indicators (KPIs) shall be put in place to ensure the retention of consistently dedicated and competent human resource in the school system.

3.1.2. Improving Human Resource Capacities

Modern-day sports are influenced by different disciplines including, but not limited to, sports medicine, psychology, nutrition, biomechanics, and exercise physiology which makes it imperative to upgrade the skills of available human resource (PETs) to keep them updated for the performance of their duties effectively. Pursuant to their induction,

PETs shall be required to undergo job-specific training as a mandatory condition of their employment, to be completed within a specific period, as a prerequisite for their ongoing employment with the SED. The SED shall mandate job-specific updated training sessions for in-service PETs, aimed at ensuring their continuous professional development, and maintaining their expertise in order to remain current with the evolving standards and advancements in physical education. The training programme shall furnish PETs with a foundational understanding of various subjects, ancillary to sports, thereby ensuring a minimum level of proficiency and competence in their instructional duties.

3.1.3. Creating a Pool of Sports Mentors

It shall be the responsibility of every School Management Council to establish, maintain, and periodically update a pool of experienced sports mentors to ensure the continuation of sports activities in the event of a temporary or permanent shortage of PETs.

Notwithstanding the absence of PETs, schools shall leverage the expertise of sports-savvy and sports-passionate teachers, hereinafter referred to as sports mentors, to provide instructional support to the students in physical education throughout their academic calendar, pending the appointment of qualified PETs.

The School Management Councils shall engage volunteers and alumni from its defined catchment areas to serve as sports mentors, subject to applicable background checks, clearance procedures, and passable mandatory training in physical education.

3.1.4. Establishment of Sports Academy for Physical Education Teachers (PETs)

The Government of Punjab shall establish a Sports Academy for the training of Physical Education Teachers (PETs) responsible for reviving sports in schools. Initially, the academy will operate from the building of Quaid-e-Azam Academy for Educational Development (QAED) or Sports Complex (Gaddafi Stadium) Lahore, with plans to develop an independent, purpose-built infrastructure later.

(i). Infrastructure Requirements for Sports Academy

The academy's infrastructure shall be developed within two years. A purpose-built infrastructure shall be developed, featuring state-of-the-art facilities, including sports fields (football, hockey, basketball, etc.), indoor sports complex (badminton, table tennis,

etc.), gymnasium, swimming pool, athletic tracks, changing rooms and showers, medical facilities, classrooms, and conference rooms for theoretical sessions.

(ii). Staffing and Coaching

The academy shall hire sports coaches and mentors of national fame to train PETs. The coaching staff shall include experts in various sports, supported by physical education instructors, administrative staff, and support staff (groundskeepers, maintenance staff, etc.). Key positions will include a Director/Principal, coaching staff for various sports, physical education instructors, administrative staff, and support staff.

(iii). Curriculum, Training Modules, and Materials

Quaid-e-Azam Academy for Educational Development (QAED) shall design and develop a comprehensive sports curriculum, training modules, and materials for the training of in-service Physical Education Teachers (PETs), newly inducted PETs, and sports mentors. The core themes of this curriculum shall be made part of the relevant textbooks, such as Social Studies, Pakistan Studies, and Urdu, by PCTB. This endeavour shall be accomplished in collaboration with renowned national and international sports experts and instructors within a one-year timeframe. The academy's comprehensive curriculum shall focus on physical education theory, practical sports training, sports management and administration, first aid and sports medicine, and nutrition and wellness. Specialized courses for PETs shall include sports-specific training (hockey, cricket, football, basketball, etc.), teaching methods and pedagogy, and classroom management. The curriculum will be designed to equip PETs with the necessary skills and knowledge to effectively promote sports in schools.

(iv). Partnerships and Collaborations

The academy shall partner with national and international sports organizations for resource sharing, expertise exchange, and student exchange programs. Collaborations with local public and private schools and other educational institutions will provide internship opportunities and community outreach programs, enhancing the academy's impact and relevance.

(v). Budget and Funding

A dedicated budget shall be established for infrastructure development, staff salaries and benefits, equipment and materials, marketing, and promotions. Funding opportunities shall be explored from government grants, private sponsorships, and donations.

(vi). Evaluation and Monitoring

A robust evaluation system shall be designed to assess PETs' performance, coaching staff's effectiveness, and infrastructure and facilities. A monitoring committee shall oversee academy operations, ensure quality standards, and provide feedback for improvement.

(vii). Implementation Timeline

The academy's establishment will follow a phased implementation timeline:

- Phase 1 (0-6 months): Site Identification, staffing, and curriculum development
- Phase 2 (6-24 months): Academy launch, PET training commencement
- Phase 3 (18-30 months): Evaluation, monitoring, and continuous improvement

3.1.5. Embedding Training in the System - Professional Development

Given that the provision of training is a core statutory function of the Quaid-e-Azam Academy for Educational Development, it shall be the responsibility of the QAED to organize and conduct comprehensive training sessions till the establishment of the Sports Academy, utilizing the approved sports training modules and materials which shall be incorporated as a compulsory component of QAED's Professional Development Programme. The Sports Academy shall establish a pool of master trainers, comprising a select group of male and female PETs and sports mentors, and representatives of all districts in the province of Punjab. The master trainers, under the supervision and auspices of the Sports Academy, shall use the QAED district offices to conduct training sessions for all PETs and sports mentors within their respective districts, thereby cascading the training to the grassroots level.

3.1.6. Enlarging Financial Space

Acknowledging that the current Non-Salary Budget allocation and Farogh-e-Taleem Fund for the schools are insufficient to meet the prevailing needs and requirements of the schools, the government shall augment the annual budget for schools by 8%, with the express purpose of allocating the incremental funds towards sports and sports-related

expenses, including but not limited to equipment, infrastructure, and programmatic expenditures.

3.1.7. Developing Annual Sports Calendar

Pursuant to the sports development programme, each school shall prepare an Annual Sports Calendar under the direct supervision and approval of the School Management Council, in consultation with the PETs and/or sports mentors, to ensure a comprehensive and structured sports programme for the academic year. The annual sports calendar, as far as possible, shall be kept adaptable and flexible to ensure optimal effectiveness and responsiveness, allowing for adjustments and revisions as necessitated by evolving circumstances such as unforeseen weather conditions, changes in school schedules and holidays, conflict with national sports events, and availability of resources or facilities. The District and Tehsil Sports Calendars shall be developed under the supervision of the CEO/DSO and DDEO/TSO, respectively. The school-level sports calendar shall serve as a feeder system, culminating in a hierarchical progression of sports competitions, wherein the top performers shall advance to participate in Tehsil-level, District-level, Divisional-level, and Provincial-level competitions. These Annual Sports Calendars shall be strictly adhered to and mutually harmonized at all levels to ensure consistency, coordination, and avoidance of conflicts or overlaps.

3.1.8. Adjustable Annual Sports Calendar Framework for DEAs and SMCs

The adjustable annual sports calendar framework, given at **Schedule-I**, shall provide a structured guideline for DEAs and SMCs to create comprehensive annual sports calendars at the school, tehsil, and district levels, aligning with provincial and national standards. While developing the sports calendars, the DEAs shall adhere to the following key components:

1. Need Assessment:

Identify local sporting interests, infrastructure, and resource availability.

2. Stakeholder Engagement:

Collaborate with communities and sports organizations.

3. Sports Discipline Selection:

Include traditional, modern, and inclusive sports (e.g., para-sports).

4. Calendar Structure:

Organize events by season, age group, and competition level.

5. Resource Allocation:

Ensure sufficient funding, facilities, and personnel.

6. Evaluation and Monitoring:

Track participation, performance, and calendar effectiveness.

3.1.9 Improvement in Sports Data Sets

The Programme Monitoring and Implementation Unit (PMIU) shall augment the data collection efforts to encompass comprehensive information regarding sports facilities, resources, and equipment. The annual school census shall be expanded to gather school-wise data on:

1. Available sports facilities
2. Equipment and resources
3. Expenditure on sports development in accordance with the 8% allocation of Non-Salary Budget (NSB)

The enhanced data collection shall facilitate:

1. Identification of gaps in sports infrastructure
2. School-wise monitoring of facilities and equipment
3. Effective allocation of resources
4. Transparent tracking of sports expenditure

3.1.10. Linkages: Inter-Agency Coordination and Collaboration

To address the administrative disconnects hindering school sports activities, the following stakeholders shall be engaged in a collaborative framework to facilitate the implementation of school sports programmes:

- Department of Sports and Youth Affairs
- Sports Boards
- Pakistan Olympic Association
- Higher Education Department (HED)
- District Administrations
- District Sports Offices
- Tehsil Sports Offices
- Inter Board Coordination Commission (IBCC)

The collaborative framework shall ensure:

- a) Alignment of school sports activities with the prescribed school sports calendar

- b) Provision of technical and infrastructure support for district, division, and provincial-level events
- c) Sharing of resources, expertise, and facilities to promote and develop school sports programmes.

3.1.11. Development and Rehabilitation of Sports Infrastructure

1. Identification and Renovation of Existing Playgrounds/Spaces: District Education Authorities (DEAs) shall identify schools with potential playing areas/spaces suitable for the establishment of sports grounds or multipurpose playgrounds. These identified spaces shall be renovated and developed in the first phase.

2. Cluster System: To address the shortage of playgrounds/sports facilities, a cluster system shall be introduced in the second phase. Each cluster shall comprise six nearby/equidistant schools of any level.

3. Shared Facilities: One school within each cluster, possessing a playground or sporting facility, shall share it with the other schools in the cluster.

4. Maintenance and Expenditure: Maintenance of the shared facilities shall be the collective responsibility of all schools within the cluster. Any expenditure incurred shall be covered by the Non-Salary Budget (NSB).

5. Alternative Arrangements: In cases where no school within the cluster owns a playground/facility, the NSB fund shall cover the cost of renting a suitable open space from private landowners, preferably located near the schools.

6. Utilization of Examination Halls: Schools with examination halls shall utilize them for indoor games playable by students.

3.1.12. Responsibility For Procurement and Custody of Sports Equipment

To ensure transparency, accountability, and optimal utilization of sports equipment, the responsibility for procurement and safe custody shall be jointly shared among the Headteacher, Physical Education Teacher (PET), and School Management Council (SMC).

1. Procurement:

The SMC, in consultation with the Headteacher and PETs, shall be responsible for procuring sports equipment, ensuring compliance with relevant regulations and guidelines.

2. Custody and Maintenance:

The Headteacher and PET shall be jointly responsible for the safe custody, maintenance, and regular inspection of sports equipment, ensuring its proper usage and longevity.

The Headteacher, PET, and SMC shall collectively oversee:

- Equipment inventory management
- Regular maintenance schedules
- Storage and security measures
- Utilization monitoring

3.1.13. Safety Considerations for Playground Areas

The School Education Department shall develop, communicate, and enforce comprehensive playground safety rules and regulations, reviewed and updated annually. To ensure the safety and well-being of the students in playground areas, the following essential aspects shall be carefully addressed:

1. Sports Instructor Ratio: Maintain an adequate sports instructors-to-students ratio to prevent accidents and ensure prompt intervention.

2. Sports Instructors Training: Provide regular training to sports instructors on:

- Playground safety rules and regulations
- Equipment usage and maintenance
- Emergency response procedures

3. Student Guidance: Educate students on safe playground practices, including:

- Proper equipment usage
- Safety guidelines
- Conflict resolution

4. Environmental Survey: Conduct quarterly surveys to assess playground suitability, considering:

- Surface conditions
- Perimeter demarcations
- Equipment safety
- Plant and vegetation management
- Age and maturity levels of students

5. Equipment Selection and Placement: Ensure careful selection, installation, and positioning of playground equipment, adhering to safety standards.

6. Maintenance and Inspection: Establish a regular maintenance schedule, including:

- Preventative maintenance
- Reactive maintenance
- Regular equipment inspections

- Hazard identification and mitigation

3.1.14. Partnership with the Private Sector for School Sports Development

1. Public-Private Partnerships (PPPs) shall be authorized for the development, maintenance, and operation of school sports facilities, procurement of equipment, and engagement of experienced coaches, including former national or international players.
2. Such partnerships shall promote sports at the school level, provide employment opportunities for retired players, and nurture young talent through professional coaching and training.
3. Schools shall be permitted to accept donations, funds, and joint venture projects with the private sector, subject to approval by School Management Councils and District Sports Committees.
4. The Chamber of Commerce and Industry shall be approached to attract funding for the improvement of the school sports infrastructure.
5. These partnerships shall be governed by the terms and conditions mutually agreed upon by the parties involved, in accordance with applicable policies and regulations.

3.1.15. Celebrating Sporting Heroes

All schools shall organize regular periodic functions/recognition assemblies to encourage and recognize student athletes' achievements. These celebratory events shall feature the presentation of medals, trophies, and other prizes to outstanding students by a sports celebrity or public representative. To further inspire students to excel in sports, schools shall acknowledge and commemorate the achievements of student athletes at all levels of competition through various promotional materials (including but not limited to mugs, ballpoints, caps, shirts, and calendar cards) bearing the winner's/position holder's name. The initiatives shall be funded from the 8% allocation of the Non-Salary Budget (NSB) dedicated to sports development.

3.1.16. Private Schools – Minimum Sports Standards

Private schools shall:

- Provide a designated playing area within or near the premises
- Offer at least two weekly physical education/sports periods per class

- Employ a qualified PET for supervision
- Comply with these standards as a condition of registration of the school and its renewal with the SED and affiliation with the relevant BISE
- Demonstrate adequate sports facilities for new school registration and affiliation.

3.2. TIER -II: DISTRICT AND SCHOOL LEVEL

The following key steps shall be implemented at the district and school levels:

3.2.1. Annual District Sports Calendars

Physical Education Teacher and SMC shall develop school-level sports programs, leading to the annual Tehsil and District Sports Calendars. The District Sports Committee shall formulate, implement, and ensure adherence to the calendar subject to clause 3.1.8, and organize a district sports competition in coordination with the DSO. This initiative aims to promote student participation and talent development in the district.

3.2.2. Linkages – Deputy Commissioner Office / District Sports Office

The DEAs shall facilitate linkages between the Deputy Commissioner Office, the offices of the Chief Executive Officer Education, and the District Sports Officer to ensure seamless coordination for district sports events. The DC office shall provide administrative support, while the DSO shall ensure technical and infrastructure facilitation.

3.2.3. Reconstitution and Responsibilities of District and Tehsil Sports Committees for School Sports Development

The District and Tehsil Sports Committees shall be reconstituted with representatives from the District/Tehsil Sports Office and District/Tehsil administrations. The District and Tehsil Sports Committees' mandate shall be expanded to include organizing and conducting inter-tehsil and district sports competitions, for which they shall be solely responsible. The mandate of the District Sports Committee and Tehsil Sports Committee regarding school sports shall be as under:

a) District Sports Committee:

- Oversee school sports development in the district
- Implement district-level sports programs and events
- Coordinate with schools, Tehsil Sports Committees, and stakeholders
- Monitor progress and evaluate effectiveness

- Foster partnerships with local sports organizations
- Conduct training and capacity building of coaches, sports instructors, and mentors.
- Identify and support talented students
- Ensure inclusivity and diversity
- Allocate resources including funding, infrastructure, and personnel

b) Tehsil Sports Committee

- Promote school sports at the tehsil level
- Implement tehsil-level school programs and events
- Coordinate with schools, the District Sports Committee, and local stakeholders
- Identify and develop local sports talent
- Organize tehsil-level competitions
- Conduct sports trials and selections
- Provide training and resources to schools
- Monitor school sports participation

3.2.4. Community Engagement through School Management Councils

To ensure the sustainability of school sports initiatives, School Management Councils (SMCs) shall:

- Enhance community participation
- Engage private individuals and organizations
- Establish sports facilities and engage coaches
- Develop criteria for enlisting private facilities
- Negotiate access to community facilities

3.2.5. Teacher Volunteerism in Sports Activities

To address the shortage of Physical Education Teachers (PETs), schools shall:

1. Identify willing and capable teachers to serve as sports mentors;
2. Utilize these teachers to oversee sports activities and ensure equal access for students;
3. The District Education Authorities (DEAs) shall facilitate and incentivize this program to promote teacher volunteerism in sports activities;
4. The pro bono services of these volunteers shall be incentivized in the form of:
 - Honorarium

- Favourable remarks in Performance Evaluation Reports (PERs)
- Cash awards

3.2.6. Engagement of Sports Alumni and Sports Heroes

1. The expertise and inspiration of alumni and sports heroes shall be leveraged to enhance student participation in school sports activities.
2. DEAs shall ensure that the School Management Councils;
 - Actively involve themselves in identifying and collaborating with alumni and sports heroes.
 - Facilitate partnerships between schools and community sports mentors.
3. Schools shall;
 - Invite alumni and local sports heroes for inspirational talks and school visits.
 - Provide opportunities for students to learn from their experiences and knowledge.

3.2.7. Sports Hall of Fame

The primary purpose for the establishment of the Sports Halls of Fame will be to recognize and celebrate exceptional sporting achievements, preserve sports history and heritage, inspire future generations of athletes and sports enthusiasts, and promote sports culture and excellence. A Sports Hall of Fame may, inter alia, include the following typical features:

- Interactive exhibits and displays
 - Memorabilia and artifacts (e.g., jerseys, trophies, equipment)
 - Plaque or display recognizing inductees
 - Digital archives and multimedia presentations,
 - Educational programs and workshops.
1. The Sports Halls of Fame shall be established at both school and district levels to honour and recognize outstanding players, coaches, and sports mentors to encourage their continued excellence by showcasing their achievements and contributions in various sports.
 2. Players with extraordinary achievements in school sports events shall be included in the School Sports Hall of Fame and the players with achievements in district sports competitions shall be included in the District Sports Hall of Fame.

3.2.8. Key Performance Indicators (KPIs) at the School, Tehsil, And District Levels

To gauge the performance of the relevant officials of the School Education Department in holding and organizing school sports, Key Performance Indicators (KPIs) shall be measured and reflected in annual Performance Evaluation Reports (PERs) at respective levels. At the school level, headteachers shall track and report on student participation, infrastructure utilization, and talent development. Similarly, at the markaz level, Assistant Education Officers (AEOs) and at the Tehsil level, Deputy District Education Officers (DDEOs) shall oversee and report on markaz-level and tehsil-level KPIs, respectively. These KPIs, inter alia, shall include inter-school competition organization and talent identification. At the district level, CEOs shall monitor and evaluate district-level sports activities encompassing participation rate, resource allocation, and competitive performance. These KPIs shall be made part of the annual PERs of the headteachers, AEOs, DDEOs, and CEOs. Level-wise list of KPIs is attached at **Schedule II**.

3.3. TIER-III: STUDENT LEVEL

The Policy shall encompass a multi-level approach, incorporating interventions at the student level, in addition to system and school/district levels, as follows:

3.3.1. Talent Identification and Development Program

Schools and districts shall conduct annual talent hunt programs and inter-school competitions to identify and cultivate latent sports talent. A district-level talent pool shall be established, comprising top performers, to represent the district in regional competitions.

3.3.2. Inclusive Sports Participatory Approach

Every school shall ensure equal access to sports and recreation for all students, regardless of talent or interest. Physical Education Teachers and sports teachers shall facilitate inclusive programs, while DEAs shall monitor compliance through random visits, guaranteeing every child's opportunity to participate in sports.

3.3.3. Development of Sports Talent

Sports-smart students shall receive coaching from PETs at the school level and DSOs at the district level, facilitated by DEAs. Stipends shall be provided to incentivize performance, fostering sports excellence and talent development.

3.3.4. Universal Access to Sports

Every student, regardless of health concerns or manageable reasons, shall have equal opportunity to participate in sports. Schools shall make special arrangements for differently abled students, and DEAs shall establish Paralympic teams, ensuring inclusive participation and skill development for all.

IMPLEMENTATION PROTOCOL:

The School Education Department shall ensure seamless implementation of the three-tier strategy through interdepartmental collaboration and strategic partnerships with federal and provincial government entities, sports organizations, and private sector stakeholders. The roles and responsibilities of SED and partner departments, guaranteeing a cohesive and effective approach, are given in **Schedule III**.

ADJUSTABLE ANNUAL SPORTS CALENDAR FRAMEWORK

SCHEDULE I

LEVEL	SUMMER (APRIL – JUNE)	WINTER (NOVEMBER – FEBRUARY)	SPRING (MARCH-MAY)
School Level (Intra School)	- Track and Field - Volleyball - Basketball - Table Tennis - Badminton	- Football - Hockey - Cricket - Kabaddi - Handball	- Swimming - Tennis - Gymnastics - Athletics - Yoga and Fitness
Tehsil Level (Inter School)	- Football - Volleyball - Basketball - Table Tennis - Athletics	- Hockey - Cricket - Kabaddi - Handball - Wrestling	- Swimming - Tennis - Gymnastics - Badminton - Cycling
District Level	- District Athletics Championship - District Football Championship - District Volleyball Championship - District Basketball Championship	- District Hockey Championship - District Cricket Championship - District Kabaddi Championship - District Handball Championship - District Wrestling Championship	- District Swimming Championship - District Tennis Championship - District Gymnastics Championship - District Badminton Championship - District Cycling Championship
Provincial Level	- Punjab School Athletics Championship - Punjab School Football Championship	- Punjab School Hockey Championship - Punjab School Cricket Championship	- Punjab School Swimming Championship - Punjab School Tennis Championship

	• Punjab School Volleyball Championship • Punjab School Basketball Championship • Punjab School Table Tennis Championship	• Punjab School Kabaddi Championship • Punjab School Handball Championship • Punjab School Wrestling Championship	• Punjab School Gymnastics Championship • Punjab School Badminton Championship • Punjab School Cycling Championship
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LEVEL-WISE KEY PERFORMANCE INDICATORS

SCHEDULE II

Key Performance Indicator	School Level	Markaz Level	Tehsil Level	District Level
School engagement	✓	✓		
Student participation rates (%)	✓			
Event organization	✓	✓	✓	✓
Talent identification	✓	✓		
Talent development	✓		✓	✓
Resource allocation	✓			✓
Stakeholder engagement	✓		✓	✓
Number of students participating in inter-school competitions	✓	✓		
School Management Councils engagement in Sports Activities	✓	✓		
Availability and maintenance of sports facilities	✓			
Number of intra-school sports events organized	✓	✓		
Number of inter-school competitions participated in	✓	✓		
Win-loss ratio in inter-school competitions	✓			

Number of students selected for the district, provincial, and national teams	✓	✓	✓	✓
Participation rate of female students and students with disabilities (%)	✓		✓	✓
Representation of diverse sports disciplines	✓	✓	✓	✓

IMPLEMENTATION PROTOCOL

SCHEDULE III

Department	Responsibility
SED	Provide an enabling environment through structural reforms and strategic directions/guidance.
QAED	Develop training modules and materials for the training of PETs and ensure delivery of training on a regular basis.
PMIU	Ensure monitoring of the activities at the school and district level. Provide strategic support to SED in Public-Private Partnerships
PCTB	Integrate sports and physical education components in the curriculum
DEAs	Ensure district-level sports competitions, availability of resources for schools, and oversee school-level sports events
Sports Boards	Provide technical guidance and support to SED in developing and maintaining school sports infrastructure and equipment.
Department of Sports & Youth Affairs	Partner with the School Education Department for the promotion of school and district-level sports activities.

