



# AJ&K EDUCATON POLICY OCTOBER 2021



Department of Elementary & Secondary Education,  
Azad Government of the state of Jammu & Kashmir

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# **AJK Education Policy**

## October, 2021

**Department of Elementary & Secondary Education,  
Azad Government of the State of Jammu & Kashmir**



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# Abbreviations

<b>ADP</b>	Annual Development Programme
<b>AEOs</b>	Assistant Education Officers
<b>AEPAM</b>	Academy of Education Planning and Management
<b>AIOU</b>	Allama Iqbal Open University
<b>AJ&amp;K</b>	Azad Jammu & Kashmir
<b>BISE</b>	Board of Intermediate and Secondary Education
<b>CPD</b>	Continued Professional Development
<b>DCRD</b>	Directorate of Curriculum, Research and Development
<b>DEE</b>	Directorate of Education Extension
<b>DEEBs</b>	District Elementary Education Boards
<b>DEOs</b>	District Education Officers
<b>DPI</b>	Director Public Instructions
<b>E&amp;SE</b>	Elementary and Secondary Education
<b>ECCD</b>	Early Childhood Education Care and Development
<b>ECE</b>	Early Childhood Education
<b>EMIS</b>	Education Management Information System
<b>GCETs</b>	Government College of Elementary Teachers
<b>GIS</b>	Geographic Information System
<b>GNP</b>	Gross National Product
<b>HDI</b>	Human Development Index
<b>ICTs</b>	Information and Communication Technologies
<b>IT</b>	Information Technology
<b>KEACE</b>	Kashmir Education Assessment Center
<b>MoE&amp;SE</b>	Ministry of Elementary and Secondary Education
<b>MPI</b>	Multidimensional Poverty Index
<b>NAVTTTC</b>	National Vocational and Technical Training Commission
<b>NCHD</b>	National Commission for Human Development
<b>NEAS</b>	National Education Assessment System
<b>NTS</b>	National Testing Service
<b>OOS</b>	Out of School
<b>OOSC</b>	Out of School Children
<b>R&amp;D</b>	Research and Development
<b>SDGs</b>	Sustainable Development Goals
<b>SSC</b>	Secondary School Certificate
<b>TBB</b>	Textbook Board
<b>TEVTA</b>	Technical Education and Vocational Training Authority
<b>TVET</b>	Technical and Vocational Education and Training

# Message from the Prime Minister

Policy is the key to holistic and inclusive development. It gives a vision, set goals & targets, resets, and reshuffles priorities. A sound policy provides effective guidelines for planning, governance, management, financing, monitoring and evaluation. It is difficult to reach the destination without a comprehensive policy and proper planning. Extensive research and need-based policy decisions may ensure effective and efficient utilisation of human, material, and financial resources of a nation.

It is a matter of great appreciation that the Elementary and Secondary Education (E&SE) Department, Azad Government of the State of Jammu & Kashmir has formulated a comprehensive and well-structured education policy for the next decade (2021-2030). An extensive consultative process with large number of key educationists, teachers, representatives from the private sector and Deeni Madaris as well as other concerned stakeholders would have certainly built the capacity of our educationists in policy formulation. Furthermore, it is encouraging to note that the policy is prepared after a detailed research-based situation analysis highlighting the major issues and challenges along with need assessment of the education sector of AJ&K. It is commendable that ideology is the very foundation of the policy. Besides, the scope of the policy is considerably broad as it covers all the important sub-sectors and areas of education and also focusing on honoring the national and international commitments including Sustainable Development Goals (SDGs), particularly SDG 4.

It is my earnest desire that each line department should have a comprehensive policy and development plan. With the formulation of this policy, the Education Department is in a leading position to guide not only other departments within AJ&K but also other areas and provinces of Pakistan.

It is equally rather more important and challenging to implement the policy in true letter and spirit. I invite all concerned stakeholders to cooperate, collaborate, and contribute as much as they can to implement this policy in order to bring a real change in education sector which is the key towards development in each and every field of life.

May Al-Aleem and Al-Khabir Allah Almighty guide and help us in this noble cause.

*Prime Minister*  
Azad Government of the State of Jammu & Kashmir

# Message from the Minister for Education

Nobody can deny the importance and significance of an education policy, especially for expanding access to and improving the quality of education. A comprehensive, structured, forward looking and need based education policy is the top priority of our State. After the 18th Amendment in the Constitution of Islamic Republic of Pakistan, there was no option or alternative but to formulate our own education policy at the earliest. In order to resolve a number of issues and challenges regarding access, quality and governance in the education sector, it was imperative to have a comprehensive education policy. Furthermore, in order to honor national and international commitments including Sustainable Development Goals (SDGs), education policy, development and sectoral plans are the pre-requisites.

Our government-initiated policy formulation through a systematic, well planned, and transparent consultative process. The policy document was shared with a large number of educationists and professionals at the divisional and State levels. As a result, not only the policy document was improved in the light of able comments and expert views of educationists, but also this process helped in the capacity building of our educationists in the domain of policy formulation. The analysis and assessment conducted will be beneficial in future planning to bring about the necessary improvements in education sector of the State of AJ&K.

I feel honored to mention that this document is the first ever education policy of the State, and AJ&K is leading other areas and provinces of the country as far as policy formulation is concerned. It is however, we realise that implementation of the policy is a real challenge. Therefore, I invite our educationists, teachers, key professional, the private sector and all other concerned stakeholders to support the Education Department in the implementation of this policy. I also urge to the international development partners, NGOs, INGOs, philanthropists, politicians and expatriates for their cooperation and collaboration in this regard.

I am grateful to all those who contributed and cooperated in the formulation of this policy. A special thanks to the UNDP Pakistan for their sincere cooperation and technical support in formulation of AJ&K Education Policy.

May Allah Almighty be our Helper, Guide and Savior.

*Minister*  
Elementary & Secondary Education  
Azad Government of the State of Jammu & Kashmir

# Message from Secretary Elementary and Secondary Education

After the devolution of policy matters to provinces and special areas under the 18th Amendment in the Constitution of Islamic Republic of Pakistan, it was necessary for us to develop our own State Education Policy. The education sector is facing number of issues and challenges in terms of access, enrolment, quality of education, governance, use of ICT, monitoring, supervision and financing etc. Some of these issues are very challenging and need to be addressed on a priority basis. In order to address the aforementioned issues, we need to develop sector plans for which policy guidelines are pre-requisite.

With the grace of Allah Almighty, we have formulated the first ever education policy of the State in record time despite many limitations including challenges of COVID-19. The policy is comprehensive in its scope as it covers all the important sub-sectors and areas of educational development. The policy has been formulated in a very systematic and structured way. It was initiated with the development of policy framework approved by the honorable Prime Minister of AJ&K, followed by a detailed situation analysis which highlighted the issues and challenges in each policy area. Based on the situation analysis, the needs of the sector were assessed. Both the documents, the Situation Analysis and the Need Assessment Report, are very useful for future planning and development. Subsequently, in order to resolve the identified issues and challenges as well as to address the assessed needs, an education policy has been formulated for the State.

The policy draft was improved through extensive and frequent consultations with large number of educational experts, teachers, teacher educators and key professionals at the Divisional and State levels. The policy formulation exercise helped in extensive capacity building of our educationists in areas of situation analysis and policy design.

AJ&K Education Policy 2021-30 is a guiding document in all matters related to education in the State i.e., curriculum, management, planning, implementation and monitoring etc. This policy is a guiding document for public and private organizations, NGOs, INGOs, International Development Partners and other relevant stakeholders involved in education. State level education reforms, development Programmes, plans, projects, and schemes etc. may be initiated in light of the policy provisions and it will be greatly helpful in honoring national and international commitments such as SDGs. The policy has great potential to bring about real change in the education sector. However, the main challenge lies in its implementation, and it is our aim to put up our best efforts to implement it.

I sincerely appreciate the Federal and AJ&K SDG Units, the Ministry of Planning Development & Special Initiatives, Government of Pakistan and the Planning and Development Department, GoAJ&K for providing the necessary support and assistance during the formulation of the AJ&K Education Policy. I also appreciate and acknowledge the technical and financial support of the UNDP Pakistan in formulating this policy. I am thankful to officials of the Education Department, all other departments of GoAJ&K and stakeholders who participated in the policy formulation process and extended their invaluable inputs.

May Allah Almighty help us in this important cause.

Secretary  
Elementary & Secondary Education Department  
Azad Government of the State of Jammu & Kashmir

# Acknowledgement

With the grace of Allah Almighty, the first ever Education Policy of the State of AJ&K has been formulated and in a short span of time. The Policy has also been approved by AJ&K Cabinet on 24<sup>th</sup> May, 2021.

Some of the unique characteristics and merits of the policy, inter alia, include extensive situation analysis in terms of access, quality, governance, monitoring and supervision, assessment and use of ICT in education. Besides, identification of some serious issues and challenges through broad-based consultations with teachers, educational managers, key professionals, private sector, Deeni Madaris representatives and other important stakeholders is the merit and value addition in this policy. The prime focus areas of the policy are ideology, quality of education, universal access, teachers' education and training, technology education and use of ICT in education, technical and vocational education, role of community in educational development, governance and literacy for all.



Comprehensive and holistic personality development of child is the vision of this policy. The policy mission is to meet the learning need of a child in terms of learning contents, (knowledge, skills, values and attitudes) and learning tools (literacy, numeracy, problem solving and communication/expression). Our model is to lead the nations in each and every walk of life including science and technology. Our divine duty is to convey the message of Islam to the humanity wisely and effectively. The focus of our curriculum will be on high order thinking, creativity, comprehension instead of rote memorization, 21<sup>st</sup> century skills i.e., the skills of tomorrow instead of yesterday.

The valuable services and contributions of Elementary and Secondary Education Department especially Mr. Amjad Perveez Ex-Secretary Education, Mr. Saleem Gardezi Ex-Additional Secretary, Mr. Muhammad Zahid Khan Abbasi Secretary Education, Mr. Khalid Mirza Special Secretary Education and Mr. Syed Shafait Hussain Gardezi focal person education policy, in policy initiation, formulation, consultation and approval are appreciated, recognized and acknowledged.

The sincere corporation, collaboration and contribution of worthy teachers, key professionals, ulema-e-karam, educational managers and all others during the process of policy formulation is highly appreciated. Their expert comments and valuable inputs are acknowledged.

The support and contribution of UNDP and AJ&K SDGs Support Unit is highly commendable specifically the commitment, dedication and sincere cooperation and support of Mr. Syed Ali Husnain Gillani, SDGs Coordinator for this noble cause is applauded.

Momentum (Pvt) Ltd set an example by rendering volunteer valuable technical and managerial services for this noble cause. The contribution of renowned policy chapter writers in formulation of this policy is also highly appreciated.

**Dr Muhammad Saleem**  
*Policy Author*

# Introduction and Background

## 1. Rationale

At present, AJ&K has no education policy. The State is still following National Education Policy 2009 formulated by the then Ministry of Education, Government of Pakistan. The said policy has been outdated with many respects. Secondly, AJ&K is facing number of peculiar issues, challenges and problems which could not be addressed in 2009 national education policy. Thirdly, policy, planning, curriculum, and standards have been devolved under 18<sup>th</sup> constitutional amendment. Besides, the State lacks the capacity particularly in terms of human resource/ expertise for policy formulation. In the absence of education policy, number of serious issues and problems have emerged/ cropped up in almost each and every field of education which are adversely affecting the educational development in AJ&K. The most affected areas of the education are quality of education at each level, educational governance, early childhood education, technical and vocational education, teacher education and training, curriculum and textbooks development, monitoring, IT education, use of ICT for promotion of education and literacy as well as educational financing and financial management etc. Last but not least, Pakistan as well as AJ&K have committed to achieve Sustainable Development Goals (SDGs) by 2030.

Currently, the State has no educational plan, neither short or mid-term nor long-term plan, except Annual Development Programme (ADP). The education department does not have any sub-sector plan. The policy is pre-requisite for preparation of sectoral development plans.

## 2. Objectives of Policy Formulation

The main objectives of AJ&K Education Policy formulation are as follow.

1. To provide sector wise policy guidelines for educational development as well as to strengthen the ideological base.
2. To identify the major issues and challenges confronting the school education sector and suggest feasible and implementable solutions.
3. To highlight the sector wise priority needs and propose policy actions/provisions to fulfill the said needs in consultation with the concerned educationists.
4. Define the human development path for the next generation(s) of AJ&K.
5. Preparation of future generations for diverse challenges.
6. To provide guidelines for preparation of sector wise strategic development plans.
7. To build the capacity of educationists in policy formulation.
8. To provide framework for human resource development in education sector.

## 3. Scope of the Policy

The AJ&K Education Policy 2021-30 covers all the important sub-sectors/units/ areas of school education. The areas/sub-sectors covered are as follows:

- Chapter 1. Aim, Vision, Mission, Goals and Objectives.
- Chapter 2. Islamic Education and Character Building.
- Chapter 3. Early Childhood Education (ECE).
- Chapter 4. Elementary Education.
- Chapter 5. Secondary Education.
- Chapter 6. Teachers' Education and Training.
- Chapter 7. Technical and Vocational Education.
- Chapter 8. Literacy and Non-formal Basic Education.
- Chapter 9. Information Technology Education.
- Chapter 10. Private Sector Education.
- Chapter 11. Deeni Madaris.
- Chapter 12. Curriculum and Textbook Development.
- Chapter 13. Assessment and Examination.
- Chapter 14. Education Governance and School Leadership.

- Chapter 15. Community Engagement in Education.
- Chapter 16. Physical Education, Sports and Games, Health and Nutrition.
- Chapter 17. Guidance and Counselling, Boy Scouts and Girl Guides.
- Chapter 18. Special and Inclusive Education.
- Chapter 19. Financing of Education.

The proposed chapters on college education and tertiary/higher education could not be approved at the time of approval of the policy framework because the policy matters of the above two levels of education rest with Higher Education Commission. One of the options is to share the school education policy with HEC and other concerned requesting them to prepare the college and higher education policy and after finalization/ approval by the competent authority may be merged/ consolidated to have a comprehensive education policy of the State of AJ&K.

## 4. Process of Policy Formulation

The stepwise methodology/process adopted in the policy formulation is as follows:

**Step 1:** Dr. Muhammad Saleem Joint Educational Advisor @ Federal Ministry of Education, notified by E&SE department as policy advisor in August 2019.

**Step 2:** A team of educationists led by the then Additional Secretary E&SE department met the advisor in the office of Character Foundation, Rawalpindi in September 2019. During the meeting, a detailed orientation on education policy was given. Besides, a draft policy framework was shared/presented which was subsequently improved by education department and then approved by the Prime Minister of AJ&K in January 2020. The work/process was discontinued from March to October 2020 due to Covid-19 pandemic.

**Step 3:** A taskforce was proposed to support and oversee the policy formulation process but the same could not be notified. As an alternative, a departmental committee was notified by the Education Secretary to support and monitor the policy formulation process.

**Step 4:** UNDP extended the technical assistance to Government of AJ&K by providing the services of policy consultant, who was selected on an open competitive basis.

**Step 5:** Consultant and his team of experts had an initial meeting with AJ&K Education Minister in his office on 18<sup>th</sup> November, 2020. State level educationists also participated in the said meeting along with UNDP representatives. The ToRs for policy formulation and other modalities around coordination and consultative process were discussed in detail. The importance and need of policy were strongly realized. The honorable education minister desired to complete the policy formulation process by 31<sup>st</sup> March, 2021. Despite the fact that it was very challenging to complete the policy in such a short span of time but the consultant and his team committed in the broader interest of the State to complete the assignment by the end of March 2021 (i.e., within 4-5 months).

**Step 6:** A comprehensive Education Situation Analysis Report of AJ&K was prepared after detailed deliberations with key stakeholders/experts from Education Sector of AJ&K. Multiple meetings with experts were held for this purpose. The Situation Analysis document was shared with the concerned authorities, finalized, and approved by Education department.

**Step 7:** After approval of the Situation Analysis report, a detailed Need Assessment report was prepared and submitted to the department, highlighting important needs and requirements in each area /subsector of education. The Situation Analysis report was also approved by Education Department GoAJ&K.

**Step 8:** Consultation meetings with key stakeholders:

The consultation meetings process was as follows: -

- i. Meetings were conducted with National Policy Experts.
- ii. Orientation and consultation meeting with the Secretary and Special Secretary Elementary & Secondary Education department GoAJ&K and some other educational experts were held on 17<sup>th</sup> December, 2020 in Muzaffarabad.
- iii. Face to face as well as online meetings with proposed policy chapter writers, UNDP representatives, representatives of AJ&K Education Department, representatives from University of AJ&K and other relevant stakeholders were held in January 2021.

- iv. Subsequently, online consultation with the DG DCRD on the role, objectives, structure, and human resource of the Directorate was held.
- v. Three days extensive consultation meetings with the representatives of almost all the important units and organizations of education department, Private Sector Education Deeni Madaris, university and other relevant stakeholders were held from 29<sup>th</sup> to 31<sup>st</sup> December 2020 at Muzaffarabad. The most encouraging factor of the meetings was the presence of considerable number of experts and government officials from almost all the relevant departments. About one hundred and twenty professionals provided their inputs, views and suggestions for formulation of AJ&K Education Policy. All the participants highly appreciated the subject activity. It was pointed out that such a comprehensive consultative activity in education sector was undertaken first time.
- vi. A separate meeting with Ulema of Umooor-e-Deenia of AJ&K (joint meeting of all the sects) was held at Islamabad to get their views on AJ&K Education Policy.
- vii. Consultation meeting with State level educationists on policy green papers/ draft policy chapters was held in early March 2021 at Muzaffarabad.
- viii. Consultation meeting on draft policy chapters with educationists including principals, subject specialists, headteachers, district and divisional level educational administrators was held at Rawalakot (Divisional headquarters) in March, 2021.
- ix. Consultation meeting on draft policy chapters with State and Divisional level educationists, principals, headteachers and educational managers etc., was held at Muzaffarabad on 25<sup>th</sup> March, 2021.
- x. Face to face consultation at Divisional headquarters Mirpur could not be possible due to Covid -19 Lockdown. However, online consultation via Zoom with the educationists of Mirpur Division (education department as well as Mirpur University of Sciences & Technology, University of Kotli and other relevant stakeholders) was held on 2<sup>nd</sup> April 2021.
- xi. In the light of the comments of the educationists and other stakeholders solicited during the consultative meetings, the draft policy document was finalized and submitted to UNDP and E&SE department GoAJ&K for review.
- xii. A detailed discussion on the draft policy document was held with the committee comprising of 12 members (Education experts) constituted by the Secretary E&SE, GoAJ&K to review and finalize the policy in Muzaffarabad during third week of April, 2021. The revised final draft of the policy was prepared after incorporating the comments and suggestions of the committee and submitted to the department on 5<sup>th</sup> May, 2021 for final review, further processing and approval.

## 5. Approval

- i. AJ&K Education Policy 2021-30 was approved on 24<sup>th</sup> May, 2021 by AJ&K cabinet.

## 6. Way Forward

- i. After approval of AJ&K Education Policy 2021-30 by AJ&K Cabinet, the policy may be launched at a massive scale. Preferably, the policy may be translated in Urdu. The Policy document may be designed properly and shared with all concerned stakeholders after printing the required copies.
- ii. A high-level policy implementation Task Force may be constituted by Education department GoAJ&K to initiate the implementation, as well as support and monitor the implementation of the policy.
- iii. 5-year sectoral development plans may be prepared under the supervision/ guidance of the aforementioned policy implementation Task Force. These plans may be used as tool for mobilization of resources.

## 7. Limitations/Bottlenecks

Time was too short for such a highly important, first ever policy. COVID-19 pandemic was also one of the major hindering factors for better and smooth communication with the stakeholders of the policy. The volunteer services (technical and managerial) of Momentum (Pvt) Ltd greatly helped in this regard. Without the financial and technical support of UNDP, it was difficult to complete this task. Another important bottle neck was non-availability or limited availability of valid and reliable AJ&K educational statistics and data.

## 8. Status of Policy

This education policy should be an organic and live document and flexible enough to be reviewed/ revised with the approval of the competent authority/forum as and when need arises.

# Chapter 1.

## Aim, Vision, Mission, Goals and Objective

### 1.1 Policy Aim, Vision and Mission

#### A. Aim:

The students on completion of their education should be grown into such a comprehensive and holistic personality which is equipped/possessed with the resources of Religious Knowledge (Deeni Uloom) in the right hand, Contemporary Knowledge especially science and technology (Asri Uloom) in the left hand and the Crown of LA ILLAHA ILLULLAH on the head.

آزاد جموں و کشمیر کے تعلیمی اداروں سے فارغ التحصیل طلبہ ایک ایسی بھرپور شخصیت کے مالک ہوں گے

جن کے دائیں ہاتھ میں دینی علوم کا خزانہ بائیں ہاتھ میں عصری علوم (بشمول سائنس اینڈ ٹیکنالوجی) کا خزانہ اور سر پہ لالہ الا اللہ کا تاج ہوگا۔

#### B. Vision:

The AJ&K Education Policy vision is based on Islamic ideology and the principles of Unity, Faith and Discipline.

Ultimately to realize the vision of educationally developed, morally sound, spiritually enlightened, politically united socially elevated, economically knowledge based and well advanced AJ&K.

#### C. Mission:

Meet the learning needs of learners in terms of learning contents such as knowledge, 21<sup>st</sup> century skills, values, and attitude, and learning tools such as, literacy (reading, writing), numeracy, problem solving, oral and digital expression.

#### D. Goals

1. Taleem, Tarbiyya & Tazkiyya of learners in the light of teachings of Quran and Sunnah.
2. Universal access and retention.
3. SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
4. Achievement of other SDGs related to WASH in schools (WinS), Climate Change, Health, Gender Equality, Reducing Inequalities and Nutrition etc, through integration with SDG 4.
5. Improvement of educational governance and school leadership.
6. Promotion of IT education and use of Information and Communication Technologies for promotion of education and literacy.
7. Implementation of policy provisions through 5-year sectoral plans.

#### E. Coverage of SDG 4 Targets and Indicators in the Policy

Policy will also help to honour the international commitments including SDG 4 targets which are given as follows: -

#### Targets:

**4.1:** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes,

**4.2:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education,

**4.3:** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university,

**4.4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship,

**4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations,

**4.6:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy,

**4.7:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

## 1.2 Policy Objectives

The main policy objectives are: -

1. Promotion of Early Childhood Education.
2. Achieving Universal Primary Education.
3. Provision of Free and compulsory Elementary and Secondary Education.
4. Promotion of Non-Formal Education (NFE).
5. Online and Distance Learning (ODL).
6. Ensuring knowledge Economy.
7. Advancement of Science, Technical and Vocational Education.
8. Improving Quality and Efficiency of Education System.
9. Regularization of Private Sector Education.
10. Promoting use of Information and Communication Technologies (ICTs).
11. Achieving Gender Equality in Education.
12. Introducing Reforms for Quality Education.
13. Transparent Selection, Recruitment Process, and Capacity Building of Teachers.
14. Curriculum and Standards based education.
15. Ensuring Libraries & Instructional Technologies.
16. Introducing Urdu as medium of institution in both public and private sectors.
17. Mainstreaming Religious Education & Reforms in Deeni Madaris.
18. Mass Mobilization & Community Participation.
19. Re-Initiate Physical Education, Sports and Games.
20. Ensure Health and Hygiene.
21. Promotion of Public Private Partnership.
22. Enhancing Coordination amongst all the relevant stakeholders for achieving SDGs.

# Chapter 2.

## Islamic Education and Character Building

### 2.1 Conceptual Framework

“Islam” is an Arabic term which means to submit one’s will to the will of God. Islam is a monotheistic religion that teaches that there is only one Divine Being, one Supreme Creator of the universe. The sovereignty rests with Almighty Allah alone (exclusively). Islam is the true religion of God revealed to humanity. It is a universal religion that can be practiced by anyone at any time and in every place. The central concept of this way of life is total submission to Allah (God).

“The religion before God is Islam (submission to his will)” (Al-Imran: 19)

“If anyone desires a religion other than Islam, never will it be accepted of him; and in the Hereafter he will be in the ranks of those who have lost (all spiritual good)”. (Al-Imran: 85)

Islam is a complete and holistic way of living that covers every aspect of life: individual, social, material, moral, ethical, legal, cultural, political, economic, and global. Al-Quran and Sunnah (Ahadis) are the main sources of Islamic teachings.

A Muslim is one who submits his/her will to the will of one and only true God i.e., Allah who only is the worthy of worship. A Muslim also believes in the Prophet Muhammad (peace be upon him) as the last and final Prophet of Allah.

Faith in Islam stands on six pillars: Belief in Allah, Belief in the Angels, Belief in the Revealed Scriptures, Belief in the Messengers, Belief in the Last Day, Belief in Divine Decree (Al-Qadar). The religion of Islam stands on five pillars: Belief in One God (Tawheed), Prayer (Salah), Giving to poor and needy (Zakat), Fasting in the month of Ramadan and Hajj (the Pilgrimage to Makkah).

### 2.2 Acquiring Knowledge in Islam

According to Islamic teachings, acquiring knowledge is mandatory both for men and women in Islam. The very first revelation stresses on acquiring knowledge as follows:

“Proclaim! (Or read) in the name of the Lord and Cherisher, who created. Created man (human being) out of a (mere) clot of congealed blood (fertilized egg). Proclaim! And thy Lord is most Merciful. He who taught (the use of) the pen. Taught men that which he knew not.” (Al-Alaq: 1-5)

It is essential to act upon Islamic teachings and also convey message of Islam to the whole humanity, to new generation, to our students and all others.

### 2.3 Character Building

The learning needs of a learner globally accepted are learning contents that include knowledge, skills, values and attitude. As such the character building is one of the basic needs of learners. Ignorance of character building is one of the serious issues and challenges of education sector. Islam (Quran and Ahadis) lays much emphasis and stresses on character building through Taleem, Tarbiyya and Tazkiyya. Our last Prophet Muhammad ﷺ has been presented as a role model for the whole humanity till the day of judgement.

“Indeed, Allah has done the believers a (great) favor by raising a Messenger from among them reciting to them His revelations, purifying them, and teaching them the Book and wisdom. For indeed they had previously been clearly astray”. (Al-Imran: 164)

Large number of Quranic verses and Ahadis exclusively focus on values, attitudes and character building. Our Prophets’ role as a teacher (Muallim) explained in the Holy Quran include character building (Tazkiyya-e-Nafas). It necessitates and gives clear message that our teachers should act as a role model for students.

Character building is so important that it has been declared in Quran:

“And by the soul and (the One) Who fashioned it, then with (the knowledge of) right and wrong inspired it! Successful indeed is the one who purifies his/her soul, and doomed is the one who corrupts it!”. (Ash-Shams: 7-10)

## 2.4 Situation Analysis

Almost 100% population of AJ&K is Muslim. The situation of Islamic education and character building in the State of AJ&K is not encouraging. A brief overview of the said situation is as follows:

### A. Quranic Education and Teachings

- i. A considerable percentage of adult male and female population of AJ&K cannot read Quran i.e., Nazra Quran. Female illiteracy rate in Nazra Quran is comparatively higher than male.
- ii. A high percentage of both male and female population cannot read Quran with Tajweed.
- iii. It is estimated that above 90% male and female population do not understand Quran (Faham-e-Quran).
- iv. A vast majority of school going age group children read Nazra Quran with tajweed in Mosques and Madaris.
- v. The implementation of Quranic teachings with respect to both self and society is not encouraging at all.
- vi. Majority of teachers (both in public and private sectors) can neither read Quran with Tajweed nor understand the Quran as desired/ ordained.
- vii. No Quranic literacy center for ordained illiterate male and female exists at present.

### B. Islamic Studies

- i. The subject of Islamic studies/Islamiyat is compulsory from grade three to twelve.
- ii. Islamic studies/Islamiyat as an optional subject with more details and in-depth knowledge of Islam is offered at secondary and higher secondary school levels.
- iii. The curriculum of Islamiyat is short, sketchy and limited in scope and contents. Hadis had been neglected in 2006 curriculum. Similarly, Faham-e-Quran has not been given the required focus.
- iv. Islamiyat has been assigned only 100 marks in promotional exams.
- v. Weekly periods of Islamiyat are 3-4.
- vi. At secondary and higher secondary levels, separate teachers for Islamic Studies/Islamiyat are appointed/provided.

### C. Arabic Language

Arabic language is compulsory in AJ&K schools from grade 6 to 8 and optional at secondary (9-10) and higher secondary (11-12) levels.

### D. Deeni Madaris

Number of Deeni Madaris in AJ&K are rendering valuable services for promotion and propagation of Islamic teachings. Some of them also offer/teach formal/school subjects in addition to religious education.

### E. Character Building

- i. Least attention is given to practice of Islamic teachings i.e., Tarbiyya.
- ii. Tazkiyya and character building is rarely focused in public and private schools. Due to lack of character building and value education, attitudinal problems have assumed a serious challenge and the situation is deteriorating day by day.
- iii. Holistic personality development of child is missing.

## 2.5 Constitutional and Legal Provisions

The Azad Jammu and Kashmir's interim constitutional Act 1974 highlights that:

“No law should be repugnant to the teachings and requirements of Islam as set out in the Holy Qur'an and Sunnah and all existing laws should be brought in conformity with the Holy Qur'an and Sunnah.”

Article 31 in the 1973 Constitution of the Islamic Republic of Pakistan explains the Islamic way of life through the Objectives Resolution. It reiterates:

- i. Steps should be taken to enable the Muslims of Pakistan, individually and collectively, to order their lives in accordance with the fundamental principles and basic concepts of Islam and to provide facilities whereby they may be enabled to understand the meaning of life according to the Holy Quran and Sunnah.
- ii. The State shall endeavor, as respects the Muslims of Pakistan, to make the teaching of the Holy Quran and Islamiyat compulsory, to encourage and facilitate the learning of Arabic language and to secure correct and exact printing and publishing of the Holy Quran and to promote unity and observance of Islamic moral standards.

The legislative assembly of Azad Jammu and Kashmir defines Islam as the State religion according to the Azad Jammu and Kashmir Government Act, 1974. According to the Third Schedule of Azad Jammu and Kashmir Government Act, 1974<sup>1</sup> Government of Pakistan ensures the right to curriculum, syllabus, planning, policy, centers of excellence and standards of education to the State offices.

Now, in the spirit of 18<sup>th</sup> Amendment in the Constitution, it is the responsibility of governments of all provinces/areas to promote national cohesion and harmony through the development of Islamic Education in our education system with mutual understanding as per practice in the past. Similarly, the constituent assembly passed “Azad Jammu and Kashmir Compulsory Teaching of the Holy Qur'an Act, 2020”, which reiterates:

Compulsory Teaching of the Holy Qur'an. - (1) There should be, in all educational institutions, compulsory teaching of,

- a) the Nazirah Qur'an in classes, grades or, as the case may be, level I to V in the prescribed manner; and
- (b) the translation of the Holy Qur'an in classes, grades or, as the case may be, levels VI to XII in such a prescribed manner so that the entire Holy Qur'an is completed up to class, grade or, as the case may be, level XII.

**Power to make Rules** - The Government may, by notification in the Official Gazette, make rules for carrying out the purposes of this Act.

## 2.6 Issues and Challenges

- i. There are very few trained teachers for teaching of Tajweed-o-Qir'at.
- ii. No facilities and opportunities are provided for research work in Islamic or character education teachings.
- iii. The most important aspect of character building is role modelling, besides knowledge. There is no system of developing teacher as a role model. Also, there is not any mechanism of developing the mentors among the teachers in the whole educational system.
- iv. No strategies of character building identified for character building.
- v. No students have been reported who have completed Nazira Qur'an from any School.
- vi. There is no system available for classroom monitoring and evaluation of Nazira Qur'an education.
- vii. There is very weak parental involvement in the education process which is vital for ensuring the quality aspect.
- viii. Tarbiya/Tazkiya is an integral part of Education but is missing in curriculum teachers training and assessment etc.

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<sup>1</sup> Clause 38, section 31 (2), Council Legislative List in Third Schedule of Azad Jammu and Kashmir Government Act, 1970.

## 2.7 Need Assessment

### Quranic Teaching

- i. Nazra Quran with Tajweed should be taught to all including illiterate adult male and female population.
- ii. Teachers need to be taught Tajweed.
- iii. Understanding of Quran (Faham-e-Quran) is need of all, specifically all the teachers and students.
- iv. The curriculum of Islamic studies/Islamiyat will be made comprehensive by including important contents which have been neglected.
- v. Quranic literacy centers would be opened for illiterate adults (both male and female).
- vi. Coordination with Deeni Madaris will be improved.
- vii. The subject of Islamic Studies/Islamiyat will be given due weightage in scheme of studies and syllabi.
- viii. It is mandatory and every muslim to convey Islamic teaches to others as per verses.
  - a. (104 and 110. Surah e Al-Imran)

### Character Building

- i. Teaching of values, attitude and ethics would be taught through all subjects as cross cutting area.
- ii. Class wise character-building plan integrating various Tarbiyya and Tazkiyya related activities will be prepared and implemented in true letter and spirit.
- iii. Holistic development of child personality will be ensured.

## 2.8 Goal and Objective

**Goal:** Comprehensive personality development of children and adults as per Islamic teachings.

Objectives:

- i. To teach Nazra Quran with Tajweed.
- ii. To teach the understanding of Quran i.e., Faham-e-Quran to students and teachers.
- iii. To give teachers comprehensive and detailed knowledge and understanding about Islam and Islamic teachings.
- iv. To develop holistic personality of child through Taleem, Tarbiyyah and Tazkiyyah.
- v. To reform the individuals and the society overall.

## 2.9 Policy Provisions

1. Nazirah Qur'an will be taught as a separate subject to the students in Grade 1 to 5.
2. Training will be provided to Qari/Qaria/Mualimeen-e-Qur'an and all other primary teachers in correct pronunciation (Tajweed-ul-Quran) by the department of education using ICT or other means.
3. Reading of Al-Qur'an with correct pronunciation (Tajweed) will be compulsory for all teachers.
4. A proper monitoring and evaluation system will be established, for Assessment of Nazira and Fehm-e-Quran teachers.
5. A system for certification of Nazira Qur'an teachers as per rules will be developed.
6. The curriculum of Arabic for grade 6 to 8 will be revised and aligned with the objective to understand Qur'an.
7. Teaching of translation of Holy Quran in Urdu as well as Faham-e-Quran (all 30 Paras) starting from grade 6 and completing in grade 12 will be taught as full fledge compulsory subject in addition to Islamiyat / Islamic Studies to all Muslim students as per AJ&K compulsory teaching of the Holy Quran Act 2020.
8. The curriculum for the grades 6 to 12 will be developed using standards and Student Learning Objectives (SLOs) for the Qur'an as a subject.
9. The subject of Nazira Qur'an and Translation of the Holy Qur'an will be given weightage in terms of allocating appropriate marks in exams at all levels in curriculum and scheme of studies.
10. Sufficient time for teaching of the Holy Quran and Islamic Education will be allocated in the scheme of studies/syllabi.
11. Parents' engagement in policy implementation will be ensured.
12. The curriculum of Character Building focusing on Tarbiyyah and Tazkiyyah through practical training of students and grades 01 to 12 will be developed using standards and Student Learning Objectives (SLOs).
13. Develop books and materials, conduct workshops, and undertake activities to ensure effective Character Building.

14. Training will be provided to those teachers who are responsible to teach character education in schools.
15. Practical aspects of Islamic teachings will be the main focus along with theoretical knowledge to ensure the development of Muslim student personalities on Islamic lines specially through Taleem, Tarbiyyah and Tazkiyyah.
16. The golden principles of peace, tolerance and human rights etc. shall be integrated in curriculum and teacher training.
17. The concept of Muslim Ummah and universal brotherhood will be promoted through curriculum textbooks and teacher learning etc.
18. Well-qualified teachers shall be appointed for teaching of Arabic, Islamiyat and Tajweed-o-Qir'at and pre-service and in service training in the relevant subjects shall be arranged to update their knowledge and understanding.
19. The compulsory curriculum of Islamiyat shall, inter alia, include Hifz and translation of selected Ayah and Surahs; Ahadis; Supplications Duas (Quranic as well as other Masnoon Duas); Aqaid; ibadat; Ahkamat, Ikhlāqyaat (values taught in Quran and Ahadis) Takhliqat mentioned in Quran; Qasas-ul-Quran; Hayat-e-Tayyiba; Sirat-e-Tayyaba and Islamic Heroes (Mushahreen-e-Islam) etc.
20. It will be mandatory for each school to prepare proper knowledge and activity-based character-building plan pertaining to Islamic values and teachings and implement, monitor and evaluate on yearly basis.
21. Each student will be monitored and observed on specific character-building indicators / parameters round the year and the best students in this regard will be given incentives such as, additional marks in annual exam awards and appreciation certificate etc.
22. Teacher and students will be educated and trained in such a manner that they are competent to convey enough Islamic teachings and propagate Islamic viewpoint to the whole humanity at enough through the golden strategic explained in Surah-e-Al Nahal : Verse 125.
23. The ideals and values of love peace, tolerance, universal brotherhood and mutual co-existence etc. will be promoted through Islamic teachings.

# Chapter 3.

## Early Childhood Education (ECE)

### 3.1 Conceptual Framework

Early years of life are catalytic for the physical growth and mental development of children. Experts emphasize the need of special care and attention to children and creating an enabling environment for them during this period, including provision of health care, nutrition, education, and affection. Numerous terms are used to denote care and support for children in their early life. These include Early Childhood Education (ECE); Early Childhood Care and Education (ECCE); Early Childhood Development (ECD); and Early Childhood Care and Development (ECCD). Most of these terms or concepts are comprehensively emphasizing and advocating a holistic approach to pre-school child development. Early Childhood Education or ECE is an integral and common part of all these holistic approaches and their implementation require interdepartmental coordination, a common strategy and joint action plans. A coordinated approach for child development is followed in most of the developed countries, whereas in developing countries, due to financial constraints and lack of awareness, are not able to fully or partially promote ECD or even ECE. This is to be pointed out that ECCE also includes childcare i.e., child health and nutrition etc.

The process of development of personality and nurturing the potential of children commences from the very beginning of their lives. Experts have found out that physical and mental capabilities of children grow more rapidly up to the age of 8 years, and period between 2 to 5 years is highly critical in this respect. The early years are critical and formative for the acquisition of the concepts and development of skills and attitudes that lay the foundations for lifelong learning. This period is characterized by rapid physical, intellectual, emotional, social and moral development. Provision of quality early childhood care and education makes a positive difference in their future learning, career, and adult life as good citizens. Investment on Early Childhood Education (ECE) brings following benefits to the individual, education system and the society as a whole.

#### A. Benefits to Children

- i. Improvement in cognitive (thinking, reasoning) skills or 'Learning to Know'.
- ii. Development of skills to communicate, question, create and solve new problems, and reinforcement of their social development (how to nurture and maintain good relations with adults, and other fellows) or 'Learning to Live Together'.
- iii. Set the foundation for enhancement of learning outcomes in next grades which help them achieve success in their career.

#### B. Benefits for Education System and Society

- i. Improved attendance and retention rates of the children who have received ECCE prior to enrolment in formal Grade I of the primary school.
- ii. Drop-out rate is reduced and thus wastage of resources is minimized.
- iii. Graduates of the education system become productive and contributing members of the society and law-abiding citizens, with reduction in the crime rate and positive contribution to the economic growth.
- iv. Cost-saving in health care as recipients of ECE are better prepared to adopt healthy lifestyle and practices.

### 3.2 Situation Analysis of ECE in AJ&K

#### A. Population

Early childhood education is given different names in AJ&K such as Katchi class, pre-primary education and ECE etc. ECE age group (like in Pakistan) is 3-4<sup>+</sup> i.e., three years and more but less than five years. 3-4<sup>+</sup> age group population of AJ&K was 263,758 in 2017 which is projected to be 300,416 in 2025 and 325,871 in 2030.

## B. Enrollment:

Pre-primary education enrollment i.e., gross enrolment in AJ&K schools (public and private schools) is 250,011 (boys 133,129, and girls 116,882).

## C. Out of School Children (OOSC)

Taking into consideration the estimated population of 3-4<sup>+</sup> (year 2017) and the gross enrolment of pre-primary education (2017), it is evident that a considerable number of pre-primary education children in AJ&K are out of school.

## D. Facilities and Services:

In public sector there are neither schools nor teachers for ECE/ pre-primary education. However, in private schools there are separate classes and classrooms as well as teachers are available in some of the schools. Recently, AJ&K Education Department has initiated a development project under which around 600 schools are being provided with ECE facilities and services such as ECE room, 3-day trained teachers and teaching kit etc.

## E. Awareness:

Most of the parents, teachers, education planners and managers are not fully aware of the need for and importance of Early Childhood Education, Care and Development (ECCD), as it is evident from the above-mentioned facts and figures.

This is to be noted that most of the children both girls and boys in AJ&K do study the Quran Nazra in Mosques or Deeni Madaris. They initially learn Arabic alphabets which are very close to Urdu alphabets. They also learn ethics, values and discipline during their study in Mosques/ Madaris.

## 3.3 Issues and Challenges of ECE

Introduction of ECE in AJ&K and its institutionalization face following challenges:

- i. Low priority assigned to ECE.
- ii. Lack of awareness among planners, decision makers, and parents about the need and significance of ECE for the children, education system and society.
- iii. Absence of basic facilities and services for ECE in the government schools.
- iv. Non-availability of trained and qualified teachers for ECE.
- v. No mechanism exists for coordination amongst organizations, institutions and department working for promotion of Early Childhood Care and Education.
- vi. Non-availability of adequate teaching-learning and instructional materials for ECE.
- vii. Non-availability of separate classrooms for ECE/Katchi class students.
- viii. Most of public and private sector schools offering pre-primary education or ECE are concentrated in cities, and children from affluent families avail these opportunities. Since government schools in rural areas lack basic facilities, therefore, rural children belonging to poor families are deprived of good quality ECE.
- ix. Nutrition issues for ECE age group children are serious.
- x. Health, care, distance from school and security issues impede ECE.

## 3.4 Goal and Objectives

**Sustainable Development Goal:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

- i. Objectives:
- ii. To meet the learning needs of all children of ECE age group.
- iii. To ensure holistic development of ECE age group children on the basis of Early Learning Development Standards (ELDS).
- iv. To provide child friendly, attractive, and entertaining school environment to young children.
- v. To educate and sensitize parents about the significance of ECE.
- vi. To sensitize and mobilize the policy makers, planners, administrators, teachers and other concerned about the need for and importance of ECE and strategies needed for its promotion.

### 3.5 Policy Provisions/Actions

1. ECE class will be an integral part of primary education. All ECE age group children, both boys and girls, will be provided easy access to quality pre-primary education.
2. One-year pre-primary education for the children of age group 4 – 5 will be free and compulsory.
3. Existing pre-primary education/'Katchi' classes will be transformed, upgraded to quality ECE by providing the required infrastructure, facilities and services including separate classroom, trained teacher and playground etc.
4. Certificate courses and degree programmes for ECE will be started in universities and teacher education and training institutions.
5. Research on various aspects of early childhood education will be conducted, disseminated and utilized for promotion of ECE in the country.
6. New and innovative programs for promotion of ECE will be launched.
7. Information and Communication Technologies (ICTs) will be utilized for promotion of early childhood education and teacher training.
8. Holistic development of child pertaining to Physical Development; Social and Moral Development; Emotional Development; Language Development and Cognitive Development on the basis of ECE Curriculum and Early Learning Development Standards (ELDS) will be ensured.
9. Child friendly, inclusive, attractive, and joyful school environment will be provided to all ECE children (both urban and rural).
10. ECE education will be activity based and through play way methods. Textbook-based teaching will be discouraged.
11. ECE classrooms will be equipped with teaching-learning and instructional material, teaching kit, and ICT based A.V. aids etc.
12. ECE class will be provided with ECE trained teacher and assistant teacher/governess/ Ayya if needed.
13. ECE will be gradually handed over to female teachers.
14. Teacher student ratio for ECE class will be 1: 20.
15. Policy makers, planners, managers/administrators, teachers, parents and other concerned will be mobilized and sensitized about the importance and significance of early childhood education, care, and development.
16. Coordination and linkages amongst service providers and various stakeholders involved in ECCE Programmes will be established and strengthened.
17. Public sector will persuade, organize and facilitate the local community to open and run Early Childhood Education Centers.
18. Private sector will be encouraged and facilitated to expand and initiate ECE quality education Programmes for disadvantaged and deserving children free of cost.
19. ECE curricula will be reviewed, updated, and implemented.
20. Comprehensive ECE statistical data, covering public, private, Deeni Madaris and all other ECE institutions (on ECE core indicators including quality of education indicators) will be regularly collected, analyzed, disseminated and utilized for promotion of ECE.
21. Good and best practices in ECE at national, regional and international levels shall be studied/explored and replicated in AJ&K schools.
22. Transport facilities for ECE children will be arranged by the school in consultation with the parents and community.
23. Separate budget for promotion of ECE will be provided by the government.

# Chapter 4.

## Elementary Education (I – VIII)

### 4.1 Importance and Significance

Elementary education covers both primary and middle level of education. Primary education is the most important and cardinal sub-sector and the very foundation of education edifice. It is the bed rock of the entire education pyramid. The research studies conducted in developing countries including Pakistan and the world over indicate that primary education has the highest rates of return, both social and private, as compared to other sub-sectors of education i.e., secondary and tertiary etc. Furthermore, the first years of primary schooling generally yield the highest returns, additional years of education yield comparatively lower rates of return. The educational and socio-economic indicators of the developed and developing countries of the world provide convincing evidence that education in general and primary education and literacy in particular have deep, direct and determining positive effects on overall development of the country. The countries of this region such as South Korea, Singapore, Malaysia and China which have achieved remarkable progress in primary education have secured and sustained high per capita income as well as GNP and vice versa.

#### 4.1.1 Constitutional and Legal Provisions

In AJ&K Education is neither compulsory nor free. As such, it is not fundamental right so far. No constitutional and legal provisions exist in this regard. Whereas, free and compulsory Primary Education is the fundamental right of all the boys and girls, irrespective of gender (including neutral sex), religion, sect, creed or any other denomination in Pakistan under article 25(A) of the Constitution which States **“The State shall provide free and compulsory education to all children of the age of 5 – 16 years in such manner as may be determined by law”**. In order to implement/enforce the said constitutional provision, compulsory education acts have been enacted by almost all the provinces as well as AJ&K. Besides, detailed rules, laws and by-laws in the light of the said acts have been framed. Prior to that, almost all the provinces enacted compulsory (but not free) primary education acts/ordinances but none of the province implemented the same in true letter and spirit.

United Nations Article-26(1) States “Everyone has the right to education and Education should be free, at least in the elementary and fundamental stages. Elementary education should be compulsory”. This fundamental right has also been recognized in the Convention on the Rights of the Child (1989) stressing that the child has a right to education and the State’s duty is to ensure that primary education is free and compulsory.

### 4.2 Situation Analysis

#### 4.2.1 Access, Enrollment and Student Teacher Ratio in Primary Education

The primary age group in AJ&K is 5-9+ i.e., five year and more but less than ten years.

- i. Total population of 5-9+ age group was 608,828 in 2017, whereas total gross enrollment in public sector schools was 397,525, hence, gross enrolment was (65.29%). The updated data of primary level of private schools and Deeni Madaris is not available. Net enrolment (NER) data is also not available.
- ii. A total number of 11,410 teachers are deployed in primary education sector, out of which 5,768 (51%) are male and 5,642 (49%) are female. The student teacher ratio in primary education sector is 34 to 1.

#### 4.2.2 Access, Enrollment and Student Teacher Ratio in Elementary Education

The middle level age group is 10-12+ (10 years or more but less than 13 years).

- i. Total population of middle age group i.e., 10 to 12+ was 410,200 in 2017, out of which only 164,828 children were enrolled in public sector. Hence, the enrollment of this age group is 40%.

- ii. A total of 13,636 government teachers, serve in middle schools. Student teacher ratio for this sub-sector is 12:1.
- iii. The unit cost of AJ&K (primary & secondary combined) is the highest i.e., 38,000 per student per year.

#### 4.2.3 Situation of Out of School Children in Primary, Middle, Secondary and Higher Secondary Level Education

A total of 45% children (591,772) of elementary, secondary and higher secondary school age groups are out of school in AJ&K as per AEPAM 2016-17 statistics. Out of these 201,397 (33%) primary ages group and 181,476 (44%) middle age group children are out of school.

#### 4.2.4 School wise Enrolment Status:

In AJ&K, out of total 4,128 primary education schools 800 (19%) schools have less than 20 enrolments. Out of these 800 schools 50% (400) schools have enrolment less than 10. Similarly, out of total 1,002 public sector middle schools 500 (50%) schools have enrolment less than 100. Furthermore, out of the said 500 schools 150 schools have enrolment less than 50.

#### 4.2.5 Situation of Education Quality

Authentic data on education quality is not available with any of the sections of E&SE department. Since education quality is one of the fundamental parameters to be considered for situation analysis of school education therefore, data from multiple sources has been identified and analyzed for situation analysis as follows: -

##### a) Annual Statistics of Education Report (ASER) 2019 Education Quality Data

- i. Performance of the learners of AJ&K is better than their counterparts at national level.
- ii. Performance of the students of AJ&K in mathematics is better than all provinces except Punjab, as 73% of learners tested from AJ&K can correctly perform a two-digit division. In AJ&K lower grades need more attention for improving quality of learning the languages versus the higher ones.

##### b) National Assessment Test (NAT) 2016 Data of AJ&K and its Comparison with National Scores

Based on national assessment test 2016, it was found that:

- i. Learners (from AJ&K and national both) have secured lower than 50% correct marks in mathematics test for grade 4 and science test for grade 8. The performance of learners tested from AJ&K in both subjects and grades is lower versus their peers at national level.
- ii. Learners' reading and writing combined mean score is 985 (reading 466 and writing 518) in English combined test for grade 8. That is very close to the national average. It is to be pointed out that performance of AJ&K learners from grade 8 is better than their national peers for English writing test as more than 50% correct marks were secured in this category.
- iii. The AJ&K children of class 4 have performed better than their peers from FATA, GB and KPK, in Urdu reading, writing as well as in combined score for Urdu.
- iv. The children of grade 8 have performed better versus the sampled children in KPK, FATA, Sindh and Balochistan for English reading, writing as well as combined score for English.
- v. AJ&K students have performed better in National Achievement Test (NAT) mathematics score for grade four versus their peers in GB only. Mathematics NAT score of AJ&K for grade 4 is lower than national score as well.
- vi. Overall, the quality of education of AJ&K students is not satisfactory.

### 4.3 Issues and Challenges

The major issues and challenges confronting Elementary education in AJ&K, inter alia, are as follows:-

- i. Inadequacy of facilities and services to cater the needs of ever-growing Elementary Education age group population.
- ii. Missing facilities in existing schools is serious issue which needs to be addressed on priority basis.
- iii. Low quality of education due to teacher's incompetence and lack of commitment, overburdened curriculum, non-availability of teaching-learning and instructional materials, low quality textbooks,

rote memorization instead of activity-based learning for development of innate faculties of child, lack of monitoring and supervision, ineffective assessment and evaluation.

- iv. Underutilized schools and teaching force due to grossly and dismally low enrolment of schools.
- v. High unit cost.
- vi. Governance and management issues which include lack of coordination amongst public, private, formal, non-formal schools and Deeni Madaris; lack of community involvement and participation; ineffective school leadership; dysfunctional schools; and human resource development issues etc.
- vii. Financial issues include low allocations as compared to the needs and requirements for universalization of primary education, low allocation/expenditure for quality of education improvement and low absorptive capacity of the system.

## 4.4 Need Assessment

The needs and requirements in elementary and secondary level education are as follows:-

- i. Complete education census on multiple indicators is the urgent need. A comprehensive education census should be conducted covering public, private and Deeni Madaris etc. School identification including GIS based mapping.
- ii. Education statistics should be updated by the MIS monthly/ quarterly and annually. Whereas school census should be mandatory after every five years.
- iii. Comprehensive data base should be created for assessing school learners' performance, quality based on formative and summative assessment results at all levels.
- iv. State wise study/survey on out of school children, finding out the main factors and causes of dropouts, push outs and left outs should be conducted and updated regularly on bi-annual basis.
- v. Enrolment campaign to enroll out of school children should be launched twice in a year.
- vi. Shelter less schools should be provided with proper school building.
- vii. Missing facilities and services in the existing schools in terms of electricity, functional washrooms, drinking water and boundary walls especially for girls' schools need to be provided before 2025.
- viii. Free textbooks and writing material should be provided to poor and disadvantaged children.
- ix. Teaching-learning and instructional material such as charts, globes, videos, audios etc. should be provided to schools.
- x. Enactment and enforcement of compulsory primary/elementary education act should be ensured.
- xi. Rationalization of primary and middle schools and teachers is the top priority need. Low enrolment schools should be merged or closed. Similarly, minimum student teacher and school student ratio as admissible under rules should be maintained.
- xii. At primary level co-education with female teachers should be ensured/encouraged.
- xiii. Merit based recruitment of teachers preferably on contract basis and performance-based promotion of existing teachers should be ensured.
- xiv. A system of incentives and accountability of teachers should be institutionalized and strengthened.
- xv. Upgradation of secondary schools to higher secondary level i.e., addition of grade 11 and 12 with the secondary schools is a successful experience. This system/structure should be replicated/scaled up.
- xvi. Monitoring and supervision of schools should be improved by introducing e-governance and ICT based mechanism of school governance.
- xvii. 40% of States' education budget should be specified/spent on elementary (primary and middle) education, and 25-30% on secondary and higher secondary education.
- xviii. The School Management Councils should be strengthened, activated and empowered. The SMCs should raise funds from the public for up-gradation of the school facilities.
- xix. Coordination and linkages amongst public and private sector; government organizations and non-government organizations, formal and non-formal schools; Deeni Madaris; teacher training institutions, universities and others should be strengthened.

## 4.5 Goal and Objectives

**Goal 1:** Universalization of Elementary Education.

**Goal 2:** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes (SDG 4.1)

Objectives:

The following are the main objectives of elementary education policy:

- i. To universalize elementary education with the following dimensions: -
  - a. Universalize access/enrolment by bringing all the primary and middle age group children in school.
  - b. Universalize retention/completion by ensuring 100% completion of elementary education.
  - c. Universalize achievement on the basis of minimum standards of learning outcomes.
- ii. To provide financial incentives to deserving and disadvantaged children and their families.
- iii. To make elementary education free and compulsory.
- iv. To meet the basic learning needs of children in terms of both learning tools and learning contents.
- v. To make school environment attractive, child friendly and inclusive.
- vi. To improve the governance and management structure of elementary education including coordination amongst different stakeholders, modes of education and systems.
- vii. To reform teacher training system in compliance with National Professional Standards of Teachers.
- viii. To improve the quality of education through curriculum, textbooks, instructional material, monitoring and supervision and assessment and evaluation.
- ix. To popularize research-based planning and management in elementary education.
- x. To increase investment/allocations for elementary education through enhancing the proportion of development expenditure.

## 4.6 Policy Provisions

1. Primary Education age group will be 5-9+ year i.e., five years and more but less than ten years, whereas middle level education age group will be 10-12+ i.e., ten years or more but less than 13 years.
2. Elementary (primary & middle) level education will be universalized in terms of universal access/enrolment; universal retention/completion and universal achievement latest by 2025.
3. Elementary Education will be recognized as the fundamental right of all the children irrespective of cast, creed, gender, religion or any other denomination.
4. Elementary Education shall be free and compulsory.
5. Curriculum will be formulated and revised/reviewed in the light of Curriculum Framework and Standards.
6. Uniform curricula both for public and private sector schools shall be ensured.
7. In-service training for existing teachers shall be revamped and made effective and meaningful and over a period of five years all elementary school teachers shall be provided with in-service training opportunities. Subsequently in-service teacher training shall be institutionalized on 3-year cycle basis.
8. Taking training to the teacher (school levels) rather bringing the teacher to the training site shall be focus of teacher training program.
9. A system of accountability and performance-based incentives will be institutionalized through monitoring and supervision of schools and teachers.
10. School environment shall be made attractive, child friendly and inclusive in the light of Child Friendly School Standards.
11. Standardized physical facilities, infrastructure and services will be provided to each school irrespective of gender, area and location. Missing facilities in schools shall be provided on priority basis.
12. School community relationships shall be strengthened.
13. Private sector shall be encouraged and regularized.
14. Public private partnership schemes, programmes and projects shall be initiated, implemented and monitored.
15. Rationalization of existing schools and teachers shall be the top priority of the policy and planning.
16. Governance and management of elementary schools shall be improved. Qualified, committed and competent school leadership shall be the corner stone of the school governance.
17. Coordination and linkages at all levels and amongst different stakeholders, institutions, organizations including Civil Society, INGOs and Donors shall be improved.
18. Medium of Instructions for all subjects at elementary level shall be either local language or national language (Urdu). Sciences & mathematics maybe taught in English.
19. English as compulsory subject shall be started from grade one.
20. Alternate pathways of learning and innovative programmes will be launched for education and training of out of school and disadvantaged groups of children such as child labor, dropouts, nomads, household workers, tillers of land, national calamities and disaster hit children and street children etc.

21. Cash and food incentives will be given to all disadvantaged and deserving children and linked to their attendance and performance.
22. Regular and continuous research in different areas and aspects of elementary education including quantitative expansion, qualitative improvement, governance and financing etc., will be conducted, disseminated and utilized for research-based planning, implementation, monitoring and evaluation.
23. Comprehensive elementary education data/statistics on all the core indicators of elementary education covering both public and private sectors shall be regularly collected, updated and disseminated at the local and district levels.
24. School based planning and budgeting shall be ensured.
25. Allocations for elementary education shall be minimum 40–45% of overall education budget.
26. Ratio of recurring and development budget for elementary education shall be 70:30.
27. Existing elementary education facilities and services shall be rationalized. Teacher student ratio shall be enhanced to improve the quality of education.
28. IT education will be introduced as compulsory subject at elementary (middle) level.
29. New primary schools both formal and non-formal shall be opened on the basis of research-based need. Low enrolment schools shall be merged or consolidated.
30. Teachers to schools shall be provided on the basis of empirical need.
31. Standardized facilities, services and infrastructure for WASH (water, sanitation and hygiene) in schools shall be provided in each public and private school of the AJ&K as per SDG commitment.
32. Multi-grade teaching will be assigned top priority both in pre-service and in-service teacher training.
33. Formal subjects such as English, Mathematics and General Science will be introduced in Deeni Madaris.
34. Non-formal basic education schools shall be upgraded to elementary and secondary level wherever needed.
35. An incentive-oriented approach shall be adopted for communities, villages and areas proportionate to their degree of accomplishments and success in elementary education.
36. Planning, management, monitoring and evaluation capacity of the education department shall be built.
37. Selected management functions in elementary education shall be decentralized to the district, the school and the community.
38. Primary education children will also be given basic knowledge of IT.
39. Unit cost will be reduced/rationalized by introducing administrative reforms and increasing the enrolment of public sector schools and reducing the dropouts.
40. Reading corners shall be developed in all schools.
41. Primary and elementary classes of secondary and higher secondary schools will be made part of elementary education system.
42. Boys' and girls' primary schools with low enrolment in one vicinity will be merges or converted to ECE center.
43. 10-year policy implementation promotion plan will be prepared to implement the subject policy provisions. The said plan will be divided into two phases. Phase one from 2021 to 2025 and phase two from 2026-2030. At the end of each phase implementation review will be conducted and corrective measures adopted.

# Chapter 5.

## Secondary Education (Grades IX-XII)

### 5.1 Importance and Significance

In AJ&K Secondary Education is consisted of 9 to 12 classes, which includes Secondary (9-10) and Higher Secondary (11-12) education. Secondary Education is important for several reasons. Usually, the secondary and higher secondary education prepares young people for practical life. It has two important roles in this respect - providing input to the tertiary system, i.e., it is continuity from the elementary to higher level of education; and providing skilled manpower to the labor market, i.e., preparation for the world of work; adoption of profession and most importantly the conceptual clearance of basic life skills. Therefore, secondary education is a crossroad, opening avenues of higher education for graduates on the one hand and providing skilled manpower for job market on the other hand.

### 5.2 Constitutional and Legal Provisions

According to AJ&K Act 1974, the State is bound to provide free and compulsory education to all children of the age five to sixteen years in such manner as may be determined by law (Article-4, fundamental Rights no 23, Page 20: Right to education). The 18<sup>th</sup> amendment in the constitution of Pakistan, redefine the role of provincial/ area and federal governments, in providing access, equity and quality at all levels of education. As such it has increased the liability of AJ&K government.

### 5.3 Situation Analysis

#### 5.3.1 Access, Enrolment and Student Teacher Ratio

- Overall, the secondary age group in AJ&K is 13 to 16+ years, which includes Secondary (9-10 grades) 13-14<sup>+</sup> year age and Higher Secondary (11-12 grades) 15-16<sup>+</sup> year age group.
- Total population of 13-14<sup>+</sup> year age group was 136,733 in 2017, whereas total enrollment in high sections of public sector schools was 72,330, hence net enrolment was 52.9%. A total of 5,191 government teachers, serve at this level thus student teacher ratio is of 26:1.
- Similarly, out of 161,815 population of 15-16+ age group, 54,617 are enrolled in public sector, Gross enrolment rate is 33.75%. A total of 968 government teachers (in HSS), serve at this level thus a student teacher ratio is 56 to 1.

#### 5.3.2 Out of School Children

As per Pakistan Education Statistics Report 2016-17 (AEPAM), about 83% (113,908) of total population from secondary education 13-14+ age group are out of school, whereas about 59% (94,991) of total children from higher secondary education 15-16+ age group is out of school. However, enrolment of Deeni Madaris students and private schools and technical colleges, is not included in it.

#### 5.3.3 Educational Institutions

Secondary Classes (9th & 10th grades) are offered in all High (389 B+353 G= 742) and Higher Secondary Schools (42 B+61 G= 103) and 71 inter colleges while Higher Secondary Classes (11th to 12th grades) are offered in all Higher Secondary Schools, (46 boys + 44 girls =90), Inter Colleges (41 boys + 30 girls =71) Degree Colleges of public sector. It is also worth mentioning that secondary and higher secondary schools are not only offering secondary education (grades 9-12), but all these schools also offer pre-primary (ECE/ Katchi) primary (1-5) and middle (6-8) level education as well.

Secondary education is also delivered through distance education by AIU. A large number of students of AJ&K are enrolled in SSC and HSSC under distance education program. A large number of same age group (13-16 years) population is also studying in Deeni Madaris. where Sanvia Aama (ثانویہ عامہ) is equivalent to SSC i.e., Darja Oola, = Grade 09 and Darja Sania =Grade 10 and Sanvia Khasa (ثانویہ خاصہ) is equivalent to HSSC i.e., Darja Salasa =Grade 11, & Darja Rubaha =Grade 12. Deeni Madaris students appear in their own boards.

Alternate of secondary education is also available but maintained by other examination boards instead of BISE. Most common alternative is the General Certificate of Education (or GCE), where SSC and HSSC are replaced by Ordinary Level (or O level) and Advanced Level (or A Level) respectively. A large number of students are also studying in secondary education in private sector schools and colleges. Besides, number of students of age group 15-16+ are also studying in private sector technical colleges situated in AJ&K and also in other provinces of the country.

According to AJK Education Management Information System (EMIS) 2020 data, we have about 15% High and Higher secondary schools having total enrolment (including enrolment of pre-primary and elementary grades) less than 100. Whereas 5% of the total High Schools have per school enrolment less than 50. On average there are 28 secondary grade students per school, whereas this average is 18 per school at higher secondary level.

### **5.3.4 Administration, Supervision & Monitoring**

Administratively, in public sector, all the High and Higher Secondary Schools are under the control of Elementary and Secondary Education (E&SE) department, whereas inter colleges and degree colleges are governed by higher education department. In E&SE department, the management of secondary education is further divided into Male & Female Directorates. A technical directorate also exists to oversee the matters of technical education being imparted in High and higher Secondary schools. So currently, the management of secondary education is dispersed and comes under two departments, four directorates and many divisional and district offices. This scattered management causes many hurdles in equal provision of resources, implementation of policies, management of human resource and monitoring & supervision of the teaching learning processes in institutions.

Supervision & monitoring of the secondary education is very limited in schools of E&S Education department, whereas it does not exist in higher education / colleges department.

### **5.3.5 Curriculum, its Implementation and Assessment**

Curriculum being implemented at SSC level is National Curriculum of 2006-07. After 18<sup>th</sup> Constitutional amendment, no changes are made in this curriculum, except in Urdu at primary level. Mainly two groups, Science and Humanities, are studying at SSC level. A small number of students are also studying technical subjects like agriculture, woodwork, electricity etc. AJK textbook board is publishing the textbooks of SSC program for public and private streams and AIOU is providing its own books developed in the light of National Curriculum of 2006-07. Whereas for GCE the curriculum of Cambridge system is followed. At HSSC level the curriculum being implemented is even earlier than 2006-07. Now-a-days the AJ&K TBB is busy in development of new textbooks of HSSC level on 2006-07 curriculum. At HSS level Pre-Medical, Pre-Engineering, Humanities, ICS, and I. Com courses are available for students. In Higher secondary schools mostly Humanities group education is imparted, however, in some institutions Pre-Medical and Pre-Engineering groups' education is also available. Deeni Madaris have their own curriculum and books, which is not updated since many decades. It is also not accepted in general education.

The curriculum is not implemented properly. Mostly lower-level cognitive domain of learning is addressed during teaching learning process. Textbooks exercises are main focus of teaching learning. Use of helping books/ guides are very common. Tuition academies play vital role in preparation of students for Boards' Exams. The situation of co-curricular activities in educational institutions is disappointing. A limited percentage of schools offer some co-curricular activities. In few schools' physical education, games and other activities are undertaken. Use of IT in curriculum in implementation are totally unfamiliar amongst teachers, even subject of computer is being taught without its practical usage/application. On the other hand, coverage of ICT concepts in curriculum are inadequate as well.

Assessment at secondary level is very ineffective. Summative assessment is totally textbooks based. Formative assessment is essential for effective teaching. It is the fundamental demand of quality teaching and effective learning. At present practices of formative assessment at secondary level in HSs/HSSs schools are of no use. The internal exams are just a formality. Updated Internal exams record is very rare in schools. Use of the results of internal examinations for improvement of teaching learning processes is mostly missing. Sometimes the schools provide simulated information about the performance of students, at the time of send-up for board's exams. Evaluation in internal exams is useless. During teaching learning processes formative or classroom assessment is unfamiliar to practicing teachers and schools' heads.

### 5.3.6 Educational Expenses

In AJK, the education is not free, students have to buy all educational material, including textbooks by themselves and also have to pay nominal tuition fee to government on monthly basis. The government is spending a lot but mainly on salaries of human resource. On an average our government is spending about Rs. 46,000 per student per annum against only 20,000 in Punjab.

### 5.3.7 Teaching Workforce

In public sector, teaching workforce for secondary education is of different backgrounds and competencies. For science groups B.Sc. / MSc. B.Ed./ M. ED teachers are available, who have completed their education as a regular candidate from universities but for humanities group, there are no specialized teachers. Different categories i.e., Secondary School Teachers (SSTs), Junior Oriental Teachers (OT), Qari Teachers or Junior General Line teachers are recruited for teachings of different subjects. Mostly these teachers completed their education, may be graduation or post-graduation as private candidate. Many schools have technical teachers but not technical subjects to teach. As mentioned above, secondary and higher secondary schools are also offering pre-primary, primary and middle education, other than secondary education, so they also have primary and middle school teachers in their workforce.

### 5.3.8 Basic facilities

Facilities wise the status of school buildings is also discouraging. About 20 % schools do not have buildings, 31 % of schools do not have drinking water facility. In about 35 % of school toilets are not available. Boundary walls are available in only 43 % schools. 22% schools are without electricity.

## 5.4 Need Assessment

The needs and requirements in secondary level education are as follows: -

- i. Complete education census is the urgent need. A comprehensive education census should be conducted covering all aspects of education.
- ii. Education statistics should be updated in the EMIS on annual basis. Whereas school census should be mandatory after every two/ three year.
- iii. Statewide study/survey on out of school children, finding out the main factors and causes of dropouts, push outs and left outs should be conducted and updated regularly on by-annual basis.
- iv. Missing facilities and services in the existing schools in terms of school buildings, electricity, functional washrooms, drinking water, playgrounds and boundary walls especially for girls' schools need to be provided at the earliest.
- v. Free textbooks and writing material should be provided to poor and disadvantaged children.
- vi. Poor and disadvantaged children should be exempted from tuition fee payment.
- vii. IT related teaching-learning and instructional material such as videos, audios etc. should be provided to schools.
- viii. Enactment and enforcement of compulsory secondary education act is the urgent need.
- ix. Separation of High and higher secondary schools from elementary schools and colleges is necessary.
- x. Rationalization of high and higher secondary schools and teachers is needed. Low enrolment schools should be merged or closed. Similarly, minimum student teacher ratio as admissible under rules should be maintained.
- xi. Merit based recruitment of teachers preferably on contract basis and performance-based promotion of existing teachers should be ensured.
- xii. Like science and biology teachers, specialized teachers for languages and social sciences should be inducted.
- xiii. In low enrolment HSS, only one specialized teacher of a subject should be inducted for both secondary and higher secondary classes.
- xiv. A system of incentives and accountability of teachers should be established and strengthened.
- xv. Upgradation of secondary schools to higher secondary level i.e., addition of grade 11<sup>th</sup> and 12<sup>th</sup> with the secondary schools is a successful experience. This system/structure should be replicated/scaled up.
- xvi. Monitoring and supervision of schools should be improved by clubbing all secondary level educational institutions under one directorate and introducing e-governance based and ICT enabled mechanism of school governance.

- xvii. 25-30% of States' education budget should be specified/spent on secondary and higher secondary education.
- xviii. The School Management Committees (SMCs) should be strengthened by assigning the role of school infrastructure improvement. The SMCs should also raise funds from the public for up gradation of the schools.
- xix. Coordination and linkages amongst public and private sector; government organizations and non-government organizations, formal and non-formal schools; Deeni Madaris; teacher training institutions, universities and others should be strengthened, by introducing a regular mechanism of coordination.
- xx. Purposeful, market oriented technical education at secondary level is the dire need of the time.
- xxi. Deeni Madaris curriculum/ education of secondary and higher secondary level needs update and streamline with the public school's education. It should be recognized in general education, with some necessary addition/deletion.

## 5.5 Issues and Challenges

In AJ&K, the system does not provide an adequate base for the required functions of this stage of education, i.e., provision of intake for tertiary education system and providing skilled force for market. There are number of reasons for poor quality of education in schools at secondary & higher secondary level. Less qualified leadership, lacking school supervision and ineffective internal assessment are some of those. Student focused classroom observation is rare. HTs instructional management, policies implementation, formative assessment of schools and teacher's performance in classroom are areas which affect the quality/outcomes. Majority of Management is insensitive about supervision policy & procedures. Monthly basis supervision plans, use of supervision checklist, purposeful school visits reports, feedback on HTs/teachers' performance, follow-up of previous directions, recommendation to senior management and keeping record of supervision is totally ignored by the managers. The important gaps identified in Secondary education are as following:

**Policies implementation gaps:** Policies are the basic constituent of an effective and functional education system. In any education system a number of policies should not only exist but should be fully implemented e.g., HR Policies, School Supervision Policy, Curriculum implementation Policy, school up-gradation Policy, Basic Facilities provision criteria, Resource provision policies and education code etc.

The department has teacher's recruitment, transfer, promotion and performance evaluation policies, but the implementation of most of the policies is rare. Theoretically, most of these policies are satisfactory but not fully implemented. Whereas performance evaluation policy of teachers is worthless having no control to compel teachers for better performance. Accountability or Reward on different states of performance is not associated to this policy. In E&SE department a supervision policy exists but not fully implemented. At Schools visit and reporting a check list and reporting format is also notified but not utilized anywhere.

**Unfamiliarity from curriculum:** There is no regular mechanism of curriculum dissemination to different stakeholders. In schools, mostly teachers and HTs are not aware about curriculum booklets/ guidelines. Textbooks are treated as curriculum bible, no one thinks beyond textbooks. Therefore, SLO based teaching and learning is missing.

**Irrational staffing:** Although, a simple criterion exists for allotment of necessary teachers positions to a HSS and a HSSs, but it is not fully implemented when schools are upgraded. So, majority of schools are lacking behind the staff deployed and some have been overstaffed.

**Without rationale Schools up-gradation:** Although schools upgradation policy exists but usually schools are upgraded to secondary and higher secondary level upon politician's discretion. The department has to obey the directions of the sitting Members Legislative Assembly (MLAs) and Ministers and in most of the cases contravene the set criteria of the government for upgradations of schools.

**Unnecessary transformation of HSS in to Inter/ degree colleges:** When government wants to start degree classes in a locality, rather to establish a new degree college, the government usually engages the existing HSSs setup and by utilizing the assets of HSSs announces upgradation of HSS to Degree college. It badly affects the matters of the teaching workforce of E&SE department and children studying in these institutions.

**Vague job description of teachers and education managers:** In AJ&K there are no clear-cut job descriptions of any category of teachers or subject specialists. It is assumed that a teacher/ subject specialist is only responsible to teach a subject (a few subjects) textbook in the classroom during a year. He/she is not responsible whether a student understand it or not. He/she has no responsibilities about his / her students'

character buildings etc. Similarly, on paper education manager is responsible for educational supervision and monitoring, educational planning and development, financial management, community involvement, HR management and professional development of teachers. But in practice, managers pay their attention towards some aspects of HR management only.

**Dispersed secondary and higher secondary education:** Currently, secondary education is delivered in different types of institutions and under different administrative units. HS & HSS are under School education department but under male and female directorates, Inter Colleges and Degree Colleges are under Higher education department. Whereas Private Sector Institution and Madrassas are not supervised by any external body.

**Institutional mandate of multi-stage education:** In AJ&K, High and Higher Secondary Schools are offering pre-primary, primary and middle level education along with Secondary and Higher Secondary Education. Some I/Cs and DCs are also offering different levels of educations along with secondary and higher secondary education.

**Non justified subjects offering in higher secondary schools:** HSS are mainly established in rural areas with limited number of staff and for mostly offering a few arts group subjects. So, these institutions are unable to attract the brilliant children of localities.

**In-active educational leadership:** Schools leaders do not have any school management training. It is commonly observed that leadership of HS and HSS is laissez-faire They are mainly interested in office holding. They are taking it as a ceremonial position, just to be present in schools. Scarcely, any HT is interested in instructional supervision of his/ her schools.

**Technical education at this level** is unproductive at present. A huge workforce is deputed for this purpose, but product is not acceptable in the market.

**Deeni Madaris Education/ Daras-a- Nazami** is not recognized in general education. As already mentioned Sanvia Aama (ثانویہ عامہ) is equivalent to SSC i.e., Darja Oola, = Grade 09 and Darja Sania =Grade 10 and Sanvia Khasa (ثانویہ خاصہ) is equivalent to HSSC i.e., Darja Salasa =Grade 11, & Darja Rubaha =Grade 12 can be introduced/ entertained / assessed in BISE and declared equivalent to SSC and HSSC certificates.

**Governance and management issues** include lack of coordination amongst public, private, formal/ non-formal schools and Deeni Madaris; lack of community involvement and participation; ineffective school leadership; and human resource development etc.

**Absence of career counseling at secondary level:** There is no career counselling facility for students while taking admission in higher education. Students select such a field of study upon the wish of their parents which may be contrary to their aptitude. Consequently, they are unable to perform as required.

**Financial issues** include low allocations as compared to the needs and requirements for universalization of secondary education, low allocation/expenditure for quality of education improvement and low absorptive capacity of the system.

## 5.6 Goals and Objectives

**Sustainable Development Goal 4 Target 4.1:** “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”.

The main goal of secondary education is to prepare responsible citizens to contribute effectively and efficiently in the job market or to pursue higher education of their interest. The Stated goals can only be addressed by achieving the following objectives:

Objectives:

- i. To create a school environment conducive for moral, social, emotional and intellectual development of the children to become responsible citizens ready to contribute for society.
- ii. To produce religiously sound, academically encyclopedic, appropriately skilled, psychologically all-encompassing and morally ideal students.
- iii. To develop balanced individuals/personalities cognizant of their responsibilities as citizen of State, struggling for freedom and contributing to global peace, security and prosperity.

- iv. To ensure access and equity in secondary education for all children by providing sufficient number of schools, globally compatible curriculum, teaching-learning materials, qualified teachers and assessment system geared towards measuring higher order learning.
- v. To produce (based on modern technologies) technically equipped manpower for job market.
- vi. To prepare religiously equipped manpower for higher education as well as for market.

## 5.7 Targets

- i. Rationalization of all secondary and higher secondary schools by 2023.
- ii. Addition of higher secondary classes to high schools by 2023.
- iii. Need based, up-gradation of 20 % existing public sector middle schools to high level by 2025.
- iv. Need based, up-gradation of 50 % existing high schools to higher secondary school level by 2025.
- v. Increase the participation rate at high school level from 50 % to 80 % by 2025.
- vi. increasing the participation rate at higher secondary level from 30 % to 50 % by 2025.
- vii. Establishment of matric/ inter-tech schools (Livelihood Earning Centers) at Tehsil level by 2023.
- viii. Establishment/ transformation of Dars-a-Nazami schools (religious education centers) at Tehsil level by 2023.
- ix. To ensure access to secondary education to every child (Universal access) in the State by 2030.

## 5.8 Policy Provisions

### Rationalization of Schools

1. All HSs and HSSs will be rationalized on the basis of size of beneficiary population and enrolment. A complete educational census will be conducted to rationalize the schools. Schools will be reorganized on the basis of specific beneficiary population / administrative units (revenue village, UC, town etc.). For HS/ HSS school, the population limit will be fixed.
2. After complete survey-based need assessment, only appropriate stakeholder (Govt./private/formal/non-formal) will be allowed to establish or continue school.
3. Localities where formal or private sector school opening is not possible, non-formal schools will be established.
4. Matric/ Inter-tech schools both for girls and boys will be established at Tehsil/district level by 2025.

### Management (Educational)

5. An empowered and fully independent education service commission shall be established by employing professionals of high caliber having expertise in various domains of education management. The commission shall develop HR policies and Programmes related to education management.
6. HR Management related tasks will be assigned to an independent authority such as Education Service Commission (ESC) to be formulated.
7. Management of all educational tiers, including secondary education, will be restructured. Grade 9 to 12 education will be offered in schools not in colleges. Secondary and higher secondary education will be shifted from colleges to schools.
8. At present, State, division and district levels educational management exists. Justification of such a huge administrative structure for few schools is questioned. The existing administrative structure will be rationalized, restructured and minimized as per need<sup>2</sup>.
9. State level management will be reshuffled/ restructured to ensure effective performance of management and professional tasks such as policy formulation, planning, curriculum development, policy implementation, monitoring, evaluation and supervision etc.<sup>3</sup>
10. Divisional level management tier will be merged with district and State level, if needed on the recommendation of third-party evaluation<sup>4</sup>.
11. District level management will be upgraded and restructured for better educational monitoring and supervision and to ensure effective implementation of the policies in the field<sup>5</sup>.

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<sup>2</sup> Though this policy provision is related to chapter 14 Education Governance and Management however, it is more appropriate to be included in this chapter, hence mentioned here.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

## **School Management/Leadership**

12. School management will be empowered. HTs induction mechanism will be revised to make it effective and efficient. Educational Management qualified HTs will be inducted through aptitude based and psychometric tests.
13. All HS and HSS teachers and principals will be selected on the recommendation of Education Service Commission (ESC)<sup>6</sup>.
14. After induction, a newly inducted HT will work as interne with a trained head teacher / education manager/ Assessment body/ Curriculum Bureau/ Teacher training Institute / education secretariat etc., for at least 6 months<sup>7</sup>.
15. The probation period of a HT will be 01 year, after 01-year HT will be confirmed only on successful appraisal of departmental performance appraisal committee<sup>8</sup>.
16. The other terms and conditions of a HT will be same as of a teacher<sup>9</sup>.

## **Teaching Workforce**

17. Teaching workforce at all levels, especially at Secondary and Higher Secondary level, will be rationalized,
18. Subject Specialist teachers will be recruited/ posted for secondary and higher secondary classes.
19. Teaching staff will be allocated as per enrollment of the students. In case of low enrolment, single SS or qualified SST, will serve as teacher of all four classes of secondary and higher secondary level. Minimum workload & criteria will be notified.
20. Student teacher ratio will be fixed for creation and continuity of new posts of SSTs/ SSs/ HTs.
21. Teachers' selection criteria, induction policy and other rules & regulations will be revisited.
22. For women teachers separate induction service and leave rules will be notified. Lady teacher will be allowed to avail at least 10 years without pay leave. She will be relaxed to nourish her children during this period. During the without pay period of lady teachers, new qualified lady teachers will be appointed to fill the gap.
23. Induction training mechanism will be revised to make it more effective.
24. Compensation and incentive system for teachers work force shall be revised keeping in view market trend forces and retainment needs of capable teachers in the education system.
25. Comprehensive job descriptions for teachers will be framed and responsibilities of child's character building/ personality development, cumulative record maintenance, progress report preparation and dissemination, delivery of ICT based teaching instructions, project-based teaching, holistic development of child assessment, co-curricular/ extra-curricular activities, community mobilization/ involvement, support in community assisted teaching learning projects etc., will be added to the roles of teacher.
26. The policy actions for teachers will be equally applicable to private school teachers.

## **Continuous Professional Development of Teaching Workforce**

27. New policy of CPD of HTs and teachers will be introduced. Each GCET/cluster will prepare and implement CPD plan.
28. Each HT and teachers will have to complete/ undergo some specific trainings, on his/ her own expenditure. The nature of training will be identified and conveyed to the concern on his annual performance appraisal.
29. School/ cluster based CPD mechanism will be introduced. Under this mechanism other her specific training, the school will provide on job academic support to each teacher during the academic year.
30. The HT will be responsible to provide essential professional development support to his/ her teachers at school/ cluster level. For this purpose, he/ she has to adopt different modes of capacity building like; on job support, peer coaching, buddy system, on-line study, seminars, face-to- face sessions etc.
31. The school/cluster staff and community will generate resources for the CPD of the teaching staff.

## **Performance Evaluation**

32. A transparent mechanism will be established for awarding special incentives to extraordinary performing HTs and teachers.

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<sup>6</sup> Though this policy provision is related to chapter 6 Teachers' Education and Training however, its more appropriate to be included in this chapter, hence mentioned here.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

33. New Performance Evaluation Policy will be introduced. Under the supervision of HT multi-parties and multi-aspects performance evaluation will be carried out. Students/ parents and community will also be involved in performance evaluation of teachers, indirectly.
34. All promotions will be purely on performance based.
35. School based recruitment system will be considered in future.
36. Incentives and allowances of staff will be linked to some important indicators of performance, such as enrolment, results, portfolio, institutional ranking and professional growth etc.

### **School Ranking**

37. School will be ranked on the basis of:
  - a. School enrolment,
  - b. Students' overall performance academically, in co-curricular activities,
  - c. Teaching learning environment prevailing in school, and preparation of students for future challenges,
  - d. Status of facilities and services being provided in the schools,
  - e. Teaching learning and instructional material provision and usage,
  - f. Status of physical education, sports and co-curricular activities in schools
  - g. Use of Information and communication technologies as an essential mode of instructional delivery.
  - h. Provision of student guidance and counseling services in the schools.
  - i. Status of boy scouts and girl guide activities.
  - j. Role of SMCs in educational development.
38. Best schools will be given flag of honor to be displayed; recognition in media; incentives to teachers; better facilities and services including ICT facilities to school and civic amenities to local community.

### **School Timing & Working Schedule**

39. Secondary schools' timings may be extended up to 4.00 pm with an interval of 02 hours pray and refreshment.
40. Project work /social work/ physical education/debates/speech competition and some other school co-curricular and extra co-curricular activities will be initiated.
41. School laboratories, computer labs and libraries shall be provided to all schools.
42. Teaching learning material will be provided to all schools.

# Chapter 6.

## Teacher Education and Training

### 6.1 Conceptual Framework

#### 6.1.1 Importance and Significance of Teacher

Teachers are the builder of the nation. The strength of each and every organization and profession depend upon the knowledge and skills imparted by teachers to the new generation. As such teachers are a great asset of the nation.

#### 6.1.2 Islamic Perspective of Teacher

Our dear Prophet Muhammad (PBUH) felt pride in being a Muallim. He said (انما بعثت معلما). As such teaching is a prophetic profession. The Holy Quran sets four major roles of a teacher i.e., A) recitation of Ayat; B) teaching of Al-Kitab; C) teaching of Hikma; and D) purification of soul (Tazkiye-Nafas) in four different Ayas (Al-Baqra 129 and 151; Al-Imran 164; and Al-Juma 2).

#### 6.1.3 Characteristics of an Effective Teacher

An effective and efficient teacher should be knowledgeable, skillful, optimistic (have positive attitude), creative (with expertise in use of technology in teaching as well as teaching tools & methods), fair to students and colleagues, approachable, compassionate, loving & caring, forgiving, competent, committed, dutiful and dedicated.

#### 6.1.4 Essential Skills and Attitude of a Teacher

The most important skill required from a teacher is teaching skill. Besides, the teacher needs the essential skills such as communication, creativity, problem solving, critical thinking, conflict resolution and life skills etc. The teacher should be skilled in teaching methods and techniques both pedagogical and andragogical. Specifically, he/she should be good in use of ICT in teaching for improving overall effectiveness of teaching and learning process. Other than essential skills, a teacher should have very positive attitude towards learning of students. He/She should be sincere, patient, caring, kind, confident, dedicated for teaching and have good relationship with all learners.

#### 6.1.5 The basic Role of a Teacher

The basic role of a teacher is to support, guide and assist the learners to meet learning needs. The learning needs in terms of learning tools such as literacy, numeracy, problem solving and oral and digital expression as well as learning contents such as knowledge, skills, values and attitude to ensure holistic and comprehensive personality development of the learner/child. The rapid changes in modern world have necessitated the change in role of a teacher as well. Role of teacher is continuously evolving in the context of rapid technological advancements as well as corresponding changes happening in the socio-cultural fabric of the society. All and above a teacher should be a role model for the students.

#### 6.1.6 Teaching Methods, Techniques and Skills

An ideal teacher should be well familiar with the following concepts, methods and teaching techniques and skills:

- i. Teaching methodology of Quran (such as teaching through questions, examples, compare and contrast, characterization, logical reasoning, learning by doing, learning through personal observations and experiences, picturization, references from historical events and storytelling methods etc.
- ii. Teaching methodology of our Prophet Hazrat Muhammad (PBUH).
- iii. Subject wise teaching methods, skills and techniques.

- iv. Multigrade teaching.
- v. The views and thoughts of world-renowned philosophers and educationist about knowledge, education, teaching methodologies and practices.
- vi. Bloom's taxonomy.
- vii. Lesson planning and delivery.
- viii. Latest teaching-learning and instructional theories, methods, techniques and practices.
- ix. Assessment and evaluation techniques.
- x. Online teaching and use of technologies such as ICT in teaching-learning.

### 6.1.7 Teacher Standards

Effective teacher represents the best in the profession and set the highest standards. The then Federal Ministry of Education (defunct) set the following professional standards for teachers:

- i. Subject matter knowledge.
- ii. Human growth and development.
- iii. Knowledge of Islamic values, social life skills and ethics.
- iv. Instructional planning and strategies.
- v. Assessment, methods, approaches and tools.
- vi. Learning environment.
- vii. Effective communication and proficient use of information and communication technologies.
- viii. Collaboration and partnership.
- ix. Continuous professional development and code of conduct.
- x. Teaching of English as second/foreign language (ESL/EFL).

## 6.2 Situation Analysis

### 6.2.1 Teaching Workforce

According to AJ&K EMIS 2020-21, the total teaching workforce in public sector of AJK is 29,563 (15,558 M+14,005 F), among these 51% (7,510 M +7,570 F =T 15,080) are primary teachers, 28 % (4,812 M +3,512 F =T 8,324) are Junior teachers, 17 % (2,786 M +2,405 F =T 5,191) are senior teachers and only 3 % workforce (450 M +518 F =T 968) is of subject specialists.

We have Qari teachers in some middle schools and mostly High and HSS for teaching tajweed at primary and middle level but in all primary schools this facility is not provided. We have Arabic teacher in all HSS & HS and some of the middle schools for teaching Arabic at grades 6 to 8 but most of the middle schools do not have this facility. We have Physical Education Teacher in all HSS and in majority of the HS Schools. We have no physical education teacher in primary and middle schools. In some schools for teaching Drawing and Technical subjects, teachers are available, but the programme and students are not available.

At HSS there is a shortage of subject specialist for many subjects.

### 6.2.2 School Wise Teachers' Allocation

The average allocation of concerned teachers' categories is: 2-3 primary teachers for 5 primary classes and one pre-primary class, 4-5 junior teachers for 3 middle classes, 6 senior teachers for 02 high classes and 9 teachers for 02 higher secondary classes. But in actual the situation is much different, usually irrational staffing exists at all levels of education. We have two primary teachers in primary schools having less than 10 enrolments as well as in primary schools having more than 100 enrolments.

### 6.2.3 Teachers Recruitment and deployment

Due to revision of teachers' deployment rules and policy in near past, third party (NTS) is engaged for merit based final section of all categories of elementary teachers other than secondary level teachers, which are 50% selected by Public Service Commission (PSC) and 50 % through promotion amongst the existing junior teachers on the basis of seniority. Although this reform enables the system to select competent candidates for recruitment, but recruitment of technical teachers is still not done through NTS. This 3<sup>rd</sup> party selection mechanism doesn't test the candidates' aptitude and commitments towards profession.

Once teachers are deployed through NTS, they again become victim of the system during posting, promotion and transfer processes. At present about 40% litigation cases of higher courts relates to E&SE department.

Since last 20 years, it is commonly observed that people are continuously and temporarily shifting from less privileges (rural) areas to more privileges (urban) areas, for availing the better living facilities. But at the time of teachers' recruitment, mostly the candidates avail the quota of rural areas and usually succeeded to get the jobs through NTS. But later on, they exert pressure for transfers to urban or nearby urban area.

Another anomaly in the system is that universities offer two types of B.Ed. (hons) program i.e., B.Ed. (Honor Elementary) for elementary teachers and B.Ed. (Hons) Secondary for secondary school teachers, but during deployment/ recruitment process, specialization is ignored at all levels.

Due to timescale of teaching workforce, pension commutations and annual increments, the financial liability is increasing tremendously each year, whereas on the other hand the teaching workforce is continuously agitating for at par facilities like other provinces in pay and allowances. It affects the teaching learning process, and the quality of educational output is continuously deteriorating day by day.

When new teachers' qualification framework was approved by the higher Education Commission in 2014 and on finalization of AJK Teacher Education Strategy 2018, it was decided at that time that, as a transitional period, up to 2018 ADE (a two-year educational qualification degree) should be accepted for induction of elementary teachers and after 2018, B.Ed. (Hons. -4-year degree) should be pre-requisite for elementary teachers' induction. But in AJ&K, till now ADE is the basic qualification for elementary (Primary/ junior) teachers' selection.

#### **6.2.4 Teaching Workforce's Workload**

There is also a clear disparity in the workload of different categories of teachers or in same category of teachers but in different types/ level of schools. Primary teachers working in high and higher Secondary Schools teach (the subjects of) only one class, whereas teachers working in full-fledged primary schools usually have to teach multi-grades, i.e., a number of subjects to more than one classes. Subject specialists of HSS usually teach one subject to two classes and attend school for about 80 minutes and Secondary School teachers of same qualification and grade have to teach two classes and has to be in school for whole day.

In some of the High schools less than 10 teaching staff is working for 10 grades, whereas the same workload is divided into more than 50 staff in some pilot High schools.

#### **6.2.5 Qualification of Teaching workforce**

According to AJK EMIS 2020-21, 6.6% teaching workforce (1,739) is still untrained, 20% elementary schools' workforce (more than 5,000) is under qualified (PTC/CT/ diploma holder). Interestingly, due to having more service length, the underqualified or untrained teaching workforce is availing more monetary benefits than the qualified.

#### **6.2.6 Supply and Demand of Teaching Workforce**

Excessive imbalance exists between the supply and demand of teachers. The system is in-general supply driven. No projections have been made about the number of teachers required in the coming years at various levels of teaching and for various subjects in the State. Besides private sector universities (all 5 public sector Universities and 2 Colleges of Education) are offering B.Ed. (honors) courses and enrolling at least 200 students per annum. Besides this, AIOU is graduating at least 1000 students of AJ&K, per year. According to careful estimation, the total consumption demand of the system does not exceed 1500 per year. As such unemployment of the trained teachers is rising.

#### **6.2.7 Status of Teaching Profession in Job Market**

Till now, majority of the educated youth does not adopt teaching profession as their 1<sup>st</sup> choice. However, due to unemployment in the market, majority use it as a mean of earning to meet the expenditures and as stair to get prestigious/ society valued job later on. Resultantly, a considerable percentage of academically sound newly selected teachers, either succeed to get higher category teaching jobs or shift to other lucrative jobs.

#### **6.2.8 Subject Specialized Workforce**

Currently, at higher secondary level teaching workforce is recruited on subject basis, At secondary level some teachers (Science, Bio, technical) are deployed for teaching of specific subjects, but others are for all other subjects. At middle level Qari, Arabic, Drawing and technical teachers are recruited for respective subjects

and for other subjects teaching no specialist teachers are deployed. At primary level all teachers are assumed to teach all subjects of primary education along with pre-primary education.

### 6.2.9 Physical Education Teaching Workforce

Physical Education subject is part of scheme of studies from pre-school education to higher secondary level, but Physical Education Teachers (PET) are only available even at high and higher secondary level.

### 6.2.10 Teacher Education (In-service & Pre-service)

In AJ&K, overall responsibility of in-service teacher training lies with DCRD. Whereas pre-service teachers' training rests with Higher Education Commission. DCRD has two kinds of institutional arrangements for teachers' education and training. On the one hand, Directorate of Education arranges teacher training Programmes primarily in-service teachers' training Programmes. On the other hand, Government College(s) of Elementary Teachers (GCETs) exist to undertake in-service teachers' training too. There are total number of ten GCETs (5 male and 5 female) working across AJ&K.

Salient features of the organizational structure and resources of the aforementioned sections of DCRD responsible for teachers training are given below:

#### a) Pre-Service Teacher Education Through Public Sector Universities

- i. Currently, five public sector Universities and 02 government education colleges are offering pre-service teacher education courses.
- ii. Universities are mainly offering two types of B.Ed. (Hons) degrees, i.e., B.Ed. Hons Elementary and B.Ed. Hons Secondary.
- iii. B.Ed. Hons ECE and B.Ed. Hons Technical is not being offered in any university.
- iv. The supply and demand of teachers could not be balanced so far. According to careful estimation, the total consumption of the system does not exceed 1500 teachers per year.
- v. No projections have been made about the number of teachers required at various levels of teaching and for various subjects in the State.
- vi. Besides, public sector universities, private sector Universities and Colleges of Education are also offering B.Ed. (honors) courses and enrolling a lot of students per annum.
- vii. AIOU is graduating at least 1000 students of AJ&K, per year.
- viii. Usually, universities have no laboratory schools for practicum. Resultantly, this important aspect of pre-service training is not up to the standard.
- ix. There is no coordination between universities (teachers supplying institutions) and department of E&SE (teachers utilizing institutions), so there are many gaps in teacher's professional development.
- x. Due to lack of coordination within department of E&SE AJ&K, the research work of pre-service institutions is done in isolation and have no utilization opportunities for the department.

#### b) Directorate of Education Extension (DEE) for Teachers' Training

- i. As Stated earlier, the role of directorate of training is confined to in-service teacher's training only. The vision Statement of the directorate States "Teacher education and professional development in AJ&K is to build competent and morally sound teachers which ensure quality of students' learning to cope with the challenges of the modern world".
- ii. As far as the staff strength is concerned, this section of DCRD has one Director, two Deputy Directors and eight Subject Specialists. The directorate has capacious office space and infrastructure in Muzaffarabad comprising training halls, learning aids and many other facilities.
- iii. DEE prepares teachers' training calendar on annual basis that sets the pace for the training activities for the whole year. The information about all the training sessions, training participants and supervisors is used to mentioned in this calendar.
- iv. DEE is responsible for conducting Training Need Assessment (TNA) and preparation of all the required documents for conducting teachers' training as well. However, no comprehensive TNA document (regarding need of all categories of teachers) does exist at present.
- v. Induction training activities for teachers and head teachers etc. are also conducted by DEE.
- vi. DEE conducts capacity building Programmes of the teachers through INGOs and donor funded programs as well. International organizations like UNICEF, Islamic Development Bank (IDB), USAID, UNESCO, British Council etc. have organized different training Programmes over a period of time to build the capacity of teachers in the areas of teaching-learning material development, pedagogy, monitoring, supervision and assessment as well as subject based trainings.

### c) Government College(s) of Elementary Teachers (GCETs)

There are 10 GCETs (5 male and 5 female) working under DEE for in service teachers' education in the State of AJ&K. A few years ago, these colleges were working only for pre-service teachers' education. The situation of human resource, facilities and services of GCETs is as follows:

- i. All the GCETs have the training rooms available. Whereas laboratory and library facility are available with 60% and 70% of the GCETs respectively. Computer lab is available in 45% of GCETs whereas playground available with 50% of GCETs. 45% of GCETs have examination hall. Internet connectivity is available in 10% of GCETs only.
- ii. In each GCET the average number of subject specialists is 4 to 5, whereas at least 12 subject specialists having master's degrees are required (for all the 12 subjects being taught). Currently the professional staff in the GCET's is being appointed without consideration of the required qualification, hence there is a dearth of professionally trained subject specialists especially in the subjects of Mathematics and Science.
- iii. Most of the GCETs buildings were damaged due to earthquake. Similarly, most of them have not been refurbished since construction. Therefore, all the college buildings require renovation and repair.
- iv. The colleges do have libraries but most of them have inadequate reference books, journals, periodicals as per professional development needs of the future teaching force. No standardized teacher training guide, manual and training video is available at present.
- v. The colleges require computer labs with uninterrupted internet connectivity. Only 10% of the GCETs have internet connectivity facility so far. In this situation, these institutions cannot conduct any on-line teaching learning activity.
- vi. Trained personnel are also required to operate the upgraded IT systems, both for teaching and learning purposes.
- vii. The existing science labs require upgradation so as to make them compatible with the latest requirements in teaching-learning of sciences. The classrooms need to be equipped for facilitating group work, interactive teaching and activity-based learning.
- viii. 80% of GCETs faculty is permanent and the total human resource working in GCETs is 217. Out of the total faculty 85% hold master's degree (either in sciences or arts).
- ix. This year 2020-21 budget for in-service teacher training is only 180,000 PKR. In this situation the role of 217 personnel of GCETs is not understandable.
- x. It is encouraging to note that the State level leadership of teacher training as well as some of the head teachers (both male and female) are capable, competent and committed.

## 6.3 Issues and Challenges

### 6.3.1 At school level Workforce Deployment Issues

- i. Institution- wise / educational level-wise and subject-wise without merit and without any set criteria deployment of teachers is a great issue.
- ii. Aptitude and commitment testing is missing in teacher's selection mechanism/ criteria.
- iii. Undue political influence and Unfair deployment (recruitment, posting and promotion) of workforce is usually practiced in the system, both by management and the beneficiaries.
- iv. During deployment (recruitment and promotion) process, academic specialization (B.Ed. Elementary/ Secondary) is ignored.
- v. Financial liability of government is increasing tremendously, but teaching workforce is extremely unsatisfied with the monitory benefits.
- vi. Under-qualification i.e., Advance Diploma in Education (ADE) is still allowed for recruitment of elementary (Primary/ junior) teachers.
- vii. Disparity exists in the workload of different categories of teachers.
- viii. A reasonable number of untrained, and under qualified workforce is still working in the system, availing more financial benefits than the qualified and trained teachers.
- ix. Imbalance exists between the supply and demand of teachers at each level. The system is in-general supply driven.
- x. Academically sound youth enter in teaching profession as a stair to get prestigious/ society valued job later on.
- xi. For teaching of different subjects at certain levels, system provides specialized teachers but for other subjects and at other levels does not.
- xii. No Physical Education teacher is available from pre-primary to Middle school level.

### 6.3.2 Pre-service Teacher Training Issues

- i. There is no coordination among pre-service teacher training institutions i.e Universities and the department of E&SE.
- ii. The pre-service teacher trend research is missing.
- iii. Imbalanced between supply and demand of teachers is a serious issue.
- iv. Ineffective practicum due to lack of coordination among different stakeholders make pre-service teacher education less effective.

### 6.3.3 Workforce Issues in GCETs & DEE

- i. There are serious human resource management issues such as lack of rationalization of available human resource, availability of adequate head counts especially subject specialists for handling teachers' training and appropriate placement of trainers in the GCETs and DEE etc.
- ii. DEE & GCETs have no system in place to carry out the capacity building of trainers especially subject specialists.
- iii. Like most of the education bodies/sections/units within the institutional infrastructure of E&SE, DEE also faces coordination issues with other sections such as HEC, KEACE, DEOs, AEOs, and GCETs etc.
- iv. The training and delivery mechanism lacks essential resources and required facilities for conducting Information and Communication Technologies (ICTs) based training especially in the circumstances when continuity of operations is difficult such as in case of COVID-19 pandemic and other natural disasters. Non-availability of ICT facilities and services for conducting teachers training resulted in wastage of time of teaching staff and students resultantly, increasing the learning losses manifold.
- v. Training data, statistics and reports are not available. Similarly, there is no mechanism in place for follow up and assessment of training impact. Furthermore, no impact studies are conducted for evaluation of teachers' training activities carried out from time to time. Hence, DEE (in specific) and E&SE (in general) have not deployed any method and measure to improve education quality of learners through effective teachers' training.
- vi. There is absolutely no realization of the importance of training need assessment, research and development (R&D) for improving the effectiveness of teachers' training in DEE. Similarly, DEE has no capacity to conduct the R&D studies.
- vii. There are no laboratory schools with majority of universities, which are offering pre-service education.
- viii. No framework is available for continued professional development (CPD) of teachers.
- ix. Overall organizational structure and governing mechanism of DCRD as well as E&SE is highly centralized, even small and trivial matters are decided at the highest level.

## 6.4 Need Assessment

It has been assessed through various surveys and studies conducted for the assessment of the quality, that the achievement level of the students is very low. One of the significant measures to improve the quality of education is to hire committed and efficient teachers and to provide them good quality training. The educational management and directorate of education extension which is responsible for implementation of training activities has been found lacking in many areas of the training. In order to improve the training setup in AJ&K following measures need to be undertaken:

- i. Capable teachers are essential for improving the quality of education. Competent teacher recruitment and effective deployment strategies can contribute directly to achievement of Sustainable Development Goal (SDG). SDG 4 acknowledges the importance of teacher recruitment through target 4.c, which seeks to 'substantially increase the supply of qualified teachers' by 2030. Target 4.5 addresses equal access to education, which is a direct result of effective and equitable teacher deployment (United Nations, 2015).
- ii. As a whole the strength of educational HR is about 40% of the total employees of the **State**. The main hurdle in provision of quality education in AJ&K is the defective teachers/HTs/Manager's deployment and recruitment mechanism. Although GoAJ&K has changed the recruitment process of elementary teachers thorough inducting them via national testing service (NTS) but still it is not standardized and transparent. Besides recruitment, posting, transfers, promotion and performance evaluation mechanisms still need lots of improvement.
- iii. To address these issues establishment of an independent body for hiring and posting of all educational staff is the dire need of the time. So, **Education Service Commission (ESC)** for deployment

of all education related HR (including clerical staff) is considered a safe and right solution. ESC should be an independent body just like PSC. The ESC staff should be selected from renown, well reputed, well experienced educationists, psychiatrists, education management and planning experts.

- iv. For eligibility of a candidate to be a teacher/ manager/ school head/ clerical staff, he/ she has to clear a series of aptitude/ attitude/ personality/ intelligence/ and professional ability tests (just like in ISSB), under the supervision of ESC. After qualifying the ESC, the candidates should be appointed in any specific school/ office by the authority. So, there is need to revisit all cadres selection and service rules.
- v. To address the issues of deployment and recruitment of teachers and other educational staff, there is dire need to re-establish a transparent and error free system of locality and position-based staff recruitment. The system should have capability to select the candidates not only on the basis of his/ her academic competencies but also value his/ her aptitude and commitment for profession.
- vi. There is need to revisit all teaching workforce recruitment rules to address the needs of the day, hiring of adequately qualified, specialized and locality-based teachers on contract basis. Minimum service bond should be taken from the selectees.
- vii. Institution and level wise, rationalization of teaching workforce and other resources is the dire need of the time.
- viii. There is need to develop the complete JDs of each category of teachers and other educational staff based on workload and remuneration.
- ix. Professional qualification of untrained, and under qualified workforce should either be upgraded, or they should be advised to see off the department through golden shake hand scheme etc.
- x. Supply and demand of teachers at each level should be monitored and balanced by the authority.
- xi. Specialized teachers of each subject are the genuine need of quality education.
- xii. Competency of teaching workforce in use of IT in teaching requires robust professional development mechanism.

### **Quality Teacher Education Needs**

- xiii. For effective pre-service teacher education, coordination among schools, universities and E&SE department is the important need.
  - x. For developing a robust training system in AJ&K teacher's training academy for master trainers and teacher education must be established without any further delay.
  - xi. DEE (at State level) and GCETs should be restructured as per need of the Directorate/GCET. Proper job descriptions (JDs), ToRs for each and every position should be developed and followed.
  - xii. The teacher trainers should be hired purely on merit basis and provided opportunities of CPD.
- xiii. An effective system of incentives and accountability for teachers should be institutionalized. Similarly, the capable and committed professional staff should be given appropriate incentives.
- xiv. Exposure visits must be organized to provide the teacher trainers with the opportunity to observe and learn the practices of Teacher's Training Institutes in Pakistan and the other countries of the region.
- xv. A proper follow up of teacher training (application of teaching techniques, skills and methods) should be ensured.
- xvi. The promotion and extension in the service contract should be linked to teachers academic and professional qualification and performance.
- xvii. Training need assessment should be carried out frequently in order to make teacher training effective and efficient.
- xviii. In-service teacher training Programmes should be organized regularly. It should be mandatory for each and every teacher to undergo training at least once in 3-year cycle.
  - xix. Training guides/ manuals/ videos should be prepared for the training of teachers and ensure the use of ICT for promotion of effective teachers' training.
  - xx. National teacher standards should be followed in letter and spirit.
  - xxi. During the situation analysis it was observed that after taking away the pre-service trainings from the GCETs, the existing role of in-service training is not very clear. The GCETs should be restructured accordingly to ensure the optimum utilization of human resource and facilities (including science laboratories, internet service and computer laboratories etc.).
- xxii. Training resource centers at the cluster level/district levels should be established with the support of GCETs. Refresher courses for teachers should be conducted at the Cluster Level through a cascade training model.
- xxiii. Strong coordination mechanism amongst the Textbook Board, Kashmir Education Assessment Center (KEACE), DEE and GCETs and examination bodies should be ensured.

- xxiv. The developmental funds for the teacher's training activities should be provided as per need and requirement.
- xxv. The teacher training curriculum both pre-service and in-service should be revised in the light of the present and future needs/ demands.
- xxvi. Online teacher training system should be introduced. The GCETs should be linked with the clusters to impart in-service trainings to the teachers.
- xxvii. Training should be taken to the school instead of bringing the teacher to remote training centers.
- xxviii. Establishment of Laboratory schools with all public sector universities is the basic need of quality pre-service teacher education.
- xxix. Continuous professional development plan (CPD) along with the training calendar (based on the TNA) should be prepared and implemented.

## 6.5 Goal and Objective

**Goal:** To provide a teaching force which is capable, competent, committed, skilled and dutiful so as to ensure quality education.

Objectives:

- i. To identify and select potential HR which have inborn aptitudes to be an efficient teacher.
- ii. To train/educate the teachers in line with Islamic perspective.
- iii. To provide/supply the teachers who can support/assist the learners to meet the learning needs in terms of learning tools as well as learning contents.
- iv. To ensure quantitative expansion and qualitative improvement through provision of quality teachers.
- v. To train and provide/supply teachers who are well equipped with modern teaching-learning methodologies especially use of information and communication technologies.
- vi. To expand and improve in-service teacher training system, structure and mechanism.
- vii. To establish and strengthen coordination and linkages amongst the teacher training stakeholders and principal actors.
- viii. To rationalize demand and supply of teachers.
- ix. To ensure continuous professional development of teachers and teacher educators.

## 6.6 Policy Provisions

### Educational Human Resource Deployment and Recruitment

1. Teachers will not be treated as government servant but honored as nation builder. They will be entitled of many free services facilities, honor, and respect in the society.
2. Teachers' recruitment process will be revisited. The teachers will be selected by an independent body Education **Service commission (ESC)** through a rigorous selection process.
3. The screening process to be eligible for a teachers' position, an appropriate candidate must have to clear a series of aptitude/ attitude/ personality/ intelligence/ and professional ability tests, under the supervision of ESC. After qualifying the ESC, the candidates will be able to be appointed in any specific school by the concerned authority.
4. Teachers will be inducted directly by authority, amongst the ESC qualified candidates, meeting other requirements mentioned in the rules,
5. New school-based teachers induction policy will be introduced. After induction, no transfers will be allowed. All promotions will be on merit basis.
6. Positions of teachers in schools will be linked to students' enrolment.
7. Subject based teachers will be inducted at all levels from Elementary to higher secondary. Subject teachers (Urdu, English, Mathematics, and Science, Islamic studies, Teaching of Quran, Physical Education and Social Studies will be inducted in elementary schools.
8. Teaching workforce at all levels, especially at Primary and Elementary levels, will be rationalized,
9. National professional Standard for Teachers in Pakistan developed in year 2009 shall be recognized and implemented.

### Provision of dynamic leadership

10. In all Primary/ elementary schools competent and trained HTs will be inducted.
11. The HTs induction rules at middle, high and higher secondary school level will be revised.
12. JDs for all levels of School head will be developed and implemented.

13. The selections of HTs will also be through ESC.
14. CPD of HTs on important areas of school management will be arranged to improve the vision, mission and performance of school leadership.
15. The CPD of HTs will be arranged through renowned organization. DEE itself will be strengthened to organize in-service professional development of the HTs.
16. The head teachers will have to be competent in different areas of educational management such as Instructional Supervision, Educational Planning, HR Management and appraisal, use of ICT, Financial Management, Community Involvement/engagement and Teachers development.
17. Existing HTs capacity will be enhanced through regular and frequent trainings both face to face and online.
18. DEE will be responsible to design CPD of HTs, develop modules on different areas of management, orient lead trainers, initiate training and then monitor and supervise through different modes, including ICT based supervision.

### **Performance Evaluation of HTs**

19. For Performance Evaluation of HTs new policy will be introduced. Senior Education Management Higher Education Institutions heads, Market, Community and Civil Society will also be involved in performance evaluation of a HT.
20. A transparent mechanism will be established for awarding special incentives to HTs on the basis of his/her extraordinary performance.

### **Performance Evaluation of Teachers**

21. New Performance Evaluation Policy will be introduced. Under the supervision of HT multi-parties and multidimension performance evaluation will be carried out. Indirectly, student/ parents and community will also be involved in performance evaluation of teachers. Teachers' workload at all levels will be rationalized.
22. A system of accountability and performance-based incentives will be institutionalized through strict monitoring and supervision of schools and teachers.
23. During performance evaluation, the teachers' contributions for creation of conducive, child friendly and inclusive school environments, will also be assessed/ focused.
24. During performance evaluation, teacher role in organizing co-curricular and extra-curricular activities in schools, character building of learners, and teachers' personality as a role model for the learners will also be given due weightage.

### **Teacher certification and accreditation**

25. Pre-service and in-service teacher certificate standards based on various skills, expertise and dispositions will be introduced.
26. Certified teachers shall be preferred by giving additional marks and weightage at the time of induction/ promotion to higher grade.
27. The promotion/upward mobilization of teachers by ESC shall also be based on enhanced qualification, experience and performance.
28. Accreditation of teacher education Programmes based on the standards, skills, competencies and dispositions etc. shall be ensured.

### **Pre-service Teacher Education**

29. To ensure the standard and quality of pre-service education a Quality Assurance Committee will be established at DCRD level with the membership of all concerned universities.
30. The standard, scope and effectiveness of pre-service teacher training shall be monitored by a committee headed by DG DCRD and membership from all public sector Universities.
31. Implementation status of pre-service teacher education curriculum/course shall be reviewed/revised to align it with the changes in instructional strategies and developments in teaching-learning methodologies.
32. The concepts such as teaching methodology of the Holy Quran, teaching methodology of the Holy Prophet Muhammad ﷺ, the roles of teacher in Islamic perspective, use of the latest technologies in teaching-learning, assessment techniques, child psychology, holistic and comprehensive personality development of child and use of ICT for teaching and learning shall be included pre-service and in-service teacher training courses/curriculum.

33. Teacher training curriculum/courses shall be formulated/revised/reviewed in the light of extensive research-based need assessment.
34. Laboratory schools with all public sector universities will be established.
35. Coordination and linkages amongst universities, pre-service teacher education institutions, in-service teacher training institutions, department of E&SE and schools will be established by DCRD.
36. Field research work will be conducted in universities, through involvement of schools and other stakeholders.
37. B.Ed. Hons, ECE degree program, and Technical and Vocational Education degree programs will be initiated in the IERs of public sector universities.
38. School management courses for HTs will be launched in IERs of Universities.
39. Supply and demand of teachers will be rationalized and balanced by the concerned authorities.
40. Private sector will also be bound to utilize services of trained teachers.

### **In-service**

41. DEE will be upgraded as in-service Teacher Training Academy and GCETs will be transformed into district campuses of the academy.
42. Reforms in in-service teacher trainings to make it effective, efficient and useful shall be introduced. Such reforms shall be introduced in line with the needs of in-service teachers' training and learning, so that teachers can come up to the desired standards.
43. In-service teacher training shall also be organized on the basis of subject wise proper need assessment.
44. Teacher training institutions shall be equipped with all the essential facilities, services and infrastructure.
45. Different modes and methods of in-service teacher training such as cascade training, peer training, cluster based training and online training etc., shall be introduced.
46. Training of teacher trainers/teacher educators will be ensured.
47. Training in use of information and communication technologies in teaching-learning and assessment/evaluation will be assigned priority.
48. It will be mandatory for each teacher especially mathematics, science and IT teacher to undergo in-service teacher training on cyclic basis (once in every 3-years).
49. Effective monitoring and evaluation system will be introduced to monitor/follow up of the use of teaching methods and techniques learned through training (both pre-service and in-service).
50. DEE shall be reorganized in accordance with the in-service teachers' training and development needs.
51. DEE shall be adequately resourced both in terms of human as well as facilities and services so that it can attain status of excellence for in-service teachers' development.
52. DEE shall introduce comprehensive CPD programme for in-service teachers. CPD shall also be made integral part of performance evaluation of teachers of all cadres.
53. Adequate budget for in-service teacher training shall be provided.
54. Separate teacher educator cadre will be introduced by E&SE department.

### **Continuous professional development**

55. Continuous professional development plan (CPD) both for teachers and teacher educators shall be prepared and implemented.
56. Continuous professional development shall be promoted/popularized through provision of adequate and attractive incentives for teachers.
57. In-service training for existing teachers shall be revamped and made effective and meaningful.
58. Over a period of three years all school teachers shall be provided in-service training opportunities, by utilizing different means of CPD.
59. School based CPD programs will be initiated.
60. A multi-mode mechanism and methods for professional development of a massive number of teachers in AJ&K, will be introduced to reach maximum number. The said method and modes of teachers, it may be a combination of face-to- face trainings, online coaching, distance education, school-based assignments, portfolio development, reflective thinking practices, peer coaching cascade training and other options of training.

## Teacher Standards

61. Teacher standards developed by the Ministry of Education in 2009 shall be revised, updated and implemented.
62. Sub-sector (ECE, elementary, secondary, technical and vocational education etc.) wise specific teacher standards shall be developed and implemented.

## Coordination and Linkages

63. Coordination and linkages at the State level with all the stakeholders and principal actors of teacher education and training (both in-service and pre-service) will be strengthened.
64. Coordination and linkages with national, other provinces, regional and international level teacher education and training institutions shall be established.
65. Exposure visits of master trainers within country and abroad will be arranged to learn from other provinces, national and international experiences.
66. Good or best practices in teacher training at national, regional and international levels shall be studied/explored and replicated in AJ&K.
67. Proper record management of teachers' training activities shall be mandatory. The record shall cover all components and aspects of a teachers' training i.e., number of hours or days training received, training contents, teacher's performance assessment after training, need for re-training, the impact and outcome of the training.
68. An end-to-end integrated mechanism for teachers' training effectiveness measurement shall be devised. Such mechanism shall also assess the relationship between learners' performance and teachers' training effectiveness. DEE shall devise a proper structure to realize such as mechanism.
69. Teachers' training need assessment mechanism shall be introduced and continuously updated so that need based teachers' learning can be ensured.
70. Teachers' training calendar shall be introduced and regularly updated every quarterly while notifying all concerned, so that regularity of teachers' training can be maintained, coordinated and reported,
71. A digital teachers' learning platform shall be introduced and regularly maintained as per teachers' learning and development framework. Such platform should be designed while using open-source digital technologies whereby all the teachers should have access to the platform while using multiple devices.
72. The aforementioned digital teachers learning platforms shall be able to keep records of teachers' learning, production of digital content by teachers and its regular sharing among teachers shall be the inherent features of the digital learning platform.

# Chapter 7.

## Technical and Vocational Education

### 7.1 Conceptual Framework

Technical and Vocational Education and Training (TVET) has gained significant importance due to rapid increase in un-employed and un-skilled population and demand of the industry as well as mega regional projects such as China-Pakistan Economic Corridor (CPEC) to produce quality skilled manpower in new emerging occupational fields. The national education policy draft 2017, TVET Policy 2018 and the National Skill Strategy 2009 of Pakistan provide policy directions for reforming and strengthening TVET sector through national and provincial TVET service providers and relevant stakeholders in the public and private sectors. Among major impetuses in Pakistan TVET system, the European Union (EU) funded TVET Reforms Support Program (RSP) has been significant, which is being implemented by GIZ and is in progress since 2011. The main components of this program include reforming TVET Governance and Management, Curriculum & Accreditation as per guidelines of the National Vocational Qualifications Framework (NVQF) and strengthening TVET institutions through training, material & equipment provisions, improved coordination and establishing national skills information and monitoring & evaluation mechanisms.

In consistent with establishment of NAVTTC and TEVTAs in Pakistan, AJ&K TEVTA has also been established in 2007 under the AJ&K Department of Industries with the main objective to strengthen the skill development programs, produce industry required skilled workforce, bring TVET institutions under one umbrella and coordinate with relevant national and international donors for implementing and undertaking TVET reforms in AJ&K.

**Technical education** offered in schools (before 2006), was of preliminary level, having objectives to develop interest in students towards a trade or craft-oriented work, or to cultivate skills in using tools and equipment safely at homes. One of its objectives was also to create awareness about techniques and materials used in industry. Whereas **Vocational education**, which is imparted in classroom of polytechnic institution, is for knowledge of any trade theory and at job sites for exposure and to some extent for mastery of skills, by qualified instructors or traditional professionals. The purpose of vocational education is to enable the learner to get a job in relevant field.

Technical education was offered in Pakistan as well as in AJ&K as separate stream in secondary level education and as an additional elective subject at middle level, before 2006. Now in general education schools of AJ&K, it is uncommon. This chapter provides policy directions for the Department of E&S Education AJ&K to pursue for overall qualitative and quantitative improvement and integration of TVET in general education in coordination with AJ&K TEVTA, Small Industries, Tourism and Social Welfare department so that school education become more purposeful and can meet workforce requirements as per demand of the local, regional and international industries & labour markets.

### 7.2 Importance and Significance

Currently, large number of educated populations of AJ&K is unemployed. The primary reason is that people are not skilled enough to meet the requirements of any job. Only quality technical education can enable the individuals to get a job.

### 7.3 Situational Analysis

As per census of 2017, the estimated population of AJ&K was around 4.05 million with population growth rate of 1.63%. As such there is steady increase in AJ&K population compared to population in 2014-15. Geographically, AJ&K is divided into three divisions (Muzaffarabad, Poonch and Mirpur), with 10 administrative districts and 32 Sub-divisions having Muzaffarabad city as the capital of the State. The 10 districts of AJ&K are further divided into 256 Union Councils and 1,769 Revenue Villages. There are 5 Municipal Corporations, 13 Municipal Committees, 18 Town Committees and 31 Markaz Councils, which are administrated by the Local Government & Rural Development Department of AJ&K. Administrative structure is thus well in position for management and coordination of educational programs at the grass roots level.

Agriculture, livestock and forests are the major potential sources of livelihood, but majority of people prefer government and private services jobs. Business is also a significant source of income but needs counseling and guidance to pursue entrepreneurial activities. Although animal husbandry, poultry and fruit farming have great potential, yet these sectors are still underdeveloped. Around 1.5 million peoples from AJ&K are working abroad and are contributing to the development of the country through foreign remittances. Farm income contributes 30-40% while remaining 60-70% is off-farm income including employment, business and other sources.

As per findings of the AJ&K's Labor Force Survey 2017-18, the labor force participation rate is 22.9% only. The unemployment rate in AJ&K is 10.3%, which actually has arisen after 2005 earthquake that resulted not only in massive loss of life but also massive loss of livelihoods and has contributed to an outflow of people from the region. The female unemployment rate is more significant both in rural and urban areas. Employment status situates employees constitute the largest group (52.3%) followed by own account workers (40.9%), contributing family workers (6.5%) and employers (0.3%). Male share is more in the status of employees (52.4%) and own account workers (42.8%) as compared to female share in the same categories (51.3%) and (25.9%) respectively. Females contributing family workers (22.8%) are almost six times more than males contributing family workers (4.4%). The major employment sectors are wholesale & retail trade (17.4%), transport/storage & communication (6.8%), community/social & personal services (27.2%), construction (19.0%), agriculture & allied activities (19.4%) and manufacturing (8.2%).

As per school statistics, AJ&K has 2939 primary schools, 1000 middle schools, 736 high schools, 60 higher secondary schools, 95 intermediate colleges, 60-degree colleges, 15 post graduate colleges, 4 medical colleges and 5 universities. The school dropout rate is considerable high with about 35% only completing primary education. Overall level of education in the public sector educational institutions is low due to a little development budget as 98% of the government allocated budget goes to salaries. Private sector institutions are better to some extent but as a whole, the private sector in AJ&K is nascent.

Like the other provinces of the country, AJ&K introduced courses of electricity, agriculture, woodwork industrial arts, commerce with labs/workshops in schools. Directorate of Technical Education was also established with national technical training institute for providing technical assistance and training.

But with the passage of time and rapid changes in technology, technical education at school level became ineffective due to lack of financial support. At present, school technical education has no coordination with TVET, an institution formed in 2007 with the mandate to coordinate and implement TVET programs in the State and manage all TVET institutions, which are about 69 in numbers, including polytechnic institutes, women industrial training schools, vocational training institutes, industrial training centers, multi trade centers, vocational youth centers and skills development centers. Some vocational training institutions are also working under the auspices of the semi-autonomous Azad Kashmir Small Industries Corporation (AKSIC), and the Social Welfare and Women's Development Department (SWWD). Unfortunately, TEVTA could not perform its said labor force. The other TEVT institutes are also working independently, and in some cases, there is an overlapping of tasks. The role of private sector is very limited and have no coordination with other State-owned institutions.

There is an increased demand of skilled labor workforce in construction, tourism, hotel management, automobile, hydro power generation and agriculture.

AJ&K growth in the industrial sector is remarkable. The annual demand of labor in the construction sector is around 1500, which is bound to increase due to planned power projects and business opportunities through CPEC programs. Tourism and hospitality sector also contributes around 3% towards the economy as 22% of the population of the region is directly and indirectly involved in this tourism sector. The annual tourism flow in AJ&K is around 51 million, which would double if the infrastructure is improved. Moreover, AJ&K has enormous potential of hydropower generation, estimated at over 18,000 MW. Various projects such as Neelum-Jhelum, Karoot, Kohala and Pathrened and other public and private sector hydro power projects are at various stages of development and would demand for skilled workforce in hydropower generation sector.

AJK E&SE department have Technical Education Directorate. The technical education workforce is about 1000. Apparently, because of presence of technical teachers, technical education is being offered in 60 (40 B+20G) middle schools 365 (265B+100G) HSSs and in 58 (38B+20G) HSSs. But the BISE Mirpur data shows that, throughout AJK, total 33 schools offer technical education and only 298 students were appeared in SSC Annual Exam 2020, with technical subject.

After establishment of Technical and Vocational Education and Training (TVET) authority in Pakistan (2006), this education was completely (along with HR and assets) handed over to TVET, but in AJK, although it was practically becoming scarce in schools, but could not formally hand over to AJ&K TVETA.

Now, AJK E&SE department have technical Directorate, Agri technical Teacher Training Institute and about more than 500 schools' having technical education teaching workforce. On papers technical education is being imparted in limited number of Middle, High and Higher Secondary Schools but practically technical education in schools is either converted to general subjects at middle levels and eliminated and deleted at Secondary and Higher Secondary Level, from scheme of study notified by Secretary E&SE AJ&K. According to AJK Scheme of Study 2013, at middle level Computer Education (Applied Technology) of 75 marks was taught as compulsory subject and Drawing/ Home Economics/ Agriculture/ Intro of technologies was taught as optional subject as an alternate subject of Arabic/ Persian/ Regional Languages and Health and Physical Education and at Secondary level earlier technical subjects were taught as optional subjects as an alternate of other two elective subjects. Actually, the subjects, which were earlier taught as technical stream, are now somewhere being taught as an option of elective subjects. However, it is said that at middle and secondary levels technical education is still existing and examination boards are taking exams. In past Govt. of AJ&K had tried to merge technical education staff into general education, but due to litigation and least interest of the department it is hanging till now.

According to AJ&K Labor Force Survey 2017-18, unemployment rate in AJ&K is 10.3%, which actually has arisen after 2005 earthquake that resulted not only massive loss of life but also massive loss of livelihoods and has contributed to an outflow of people from the region. The female unemployment rate is more significant both in rural and urban areas.

Although the technical education is not noteworthy at school level, but its importance at school level education is acknowledged by each and every stakeholder. Everyone wants that there should be such nature of technical education which enable the child/ students to be ready for earning his/ her livelihood after completion of at least secondary education. Our general education up to university level is continuously increasing the unemployed educated youth. Mostly, the students drop out after secondary education and start searching the government jobs. On disappointment, some go to different workplaces like workshops, common shops, transport, as a learner/apprenticeship etc. but majority remained unemployed due to their unrealistic attitude mindset and become a burden on the family head/economy of the country.

Agriculture, livestock, animal husbandry, poultry, goat and sheep farming, vegetable and fruit farming, fish farming, construction technologies and forest nurseries are the major potential sources of earning in AJK. Involvement in small business, small enterprises, and entrepreneurship can also provide adequate livelihood earning opportunities for the individual. Tourism, hoteling, and food industry is another profitable area of earning. For girls' embroidery, knitting, housekeeping, garments and for sale cooking are the best earning sources. But our majority of people prefer government jobs, so that they can earn the livelihood without any tension/ risk. It means there are a lot of earning opportunities in the market, but our young generation does not avail these opportunities due to their improper attitude/thinking and mindset. So, there is need to educate the students what livelihood earning opportunities are available in the market, what is the nature of job and how we can easily adopt them.

School education can provide proper guidance to the students in line with their aptitude school should teach them about the value and worth of work and develop some hard and soft skills necessary for earning and getting job in open market, it will facilitate the majority of outgoing student to avail opportunities for earning.

## 7.4 Need Assessment

- i. There is need to redesign our technical education as Livelihood Education at middle and secondary levels.
- ii. The technical education should be according to the local demand of AJK, i.e., **Agriculture Farming** (all types crops, vegetables, fruits, medicine foliage cultivation, mushrooms, etc. through use of different technologies and best utility of products, domestic or for marketing), **forestry Plantation** (establishment of nurseries, flower forming, vegetable nurseries, mushrooms, wild medicine, etc.), **hoteling** (setting resorts, resorts services, food services, transport services, etc.), **Tourism** ( transportation, facilitation to tourists as guide, safety measures, hoteling, supply of local food products, establishment of picnic points, media and advertisement et.), **Farming** (Goat farming, Poultry farming, Dairy farming, Duck farming, Bee keeping, Sericulture, Birds farming, Rabbet farming, fish farming), **Small Businesses**, (Marketing, Shop

assistant, Selling goods, supplying products to sellers, middle man work, etc.). **Decoration work, Cloth work, Paper work, IT work, Construction Work, and Energy productions and supply, etc.**

- iii. The curriculum of technical education should be attractive, and its implementation should be field based/activities/project based and its assessment should not be paper pencil test but on actual earning/output.
- iv. The main focus of the technical education should be on dispositions (positive attitudes/ behaviors, mindset formation) and life skills (development of creativity, teamwork, critical thinking, decision making, communication, and negotiation skills)
- v. Now, it is time that general education system is made more purposeful and focused on imparting competencies and skills according to the national and international standards and demands of the labor markets. Reducing high rate of school dropouts by providing alternate options of acquiring marketable skills. There is need to develop and implement programs in coordination with all stakeholders in the public and private sectors, specifically keeping in view AJ&K economic and skill requirements.

## 7.5 Issues & Challenges

The main issues and challenges of technical education are:

- i. Inertia in current space, do not like to accept the nature of the job.
- ii. Lack of vision and nonexistence of political will for reforms in technical education field.
- iii. Absence of productive curriculum for this stream.
- iv. Unfamiliarity of stakeholders about importance of indigenous small level technical education.
- v. Lack of guidance especially how to use ICT for earning.
- vi. Lack of life skills teaching in the schools.
- vii. Lack of facilities and services for TVET.

## 7.6 Goal and Objectives

The main goal of AJ&K TVET policy is to; “Reform general education system of AJ&K to conform with its economic and social development needs by introducing technical and vocational education programs through restructuring technical school education in selected schools in close coordination with AJ&K TEVTA and in partnership with local, regional and international donors, industries and government departments”.

**To achieve the policy goal, following objectives should be pursued.**

- i. Restructuring and strengthening NATTC into State’s technical training institute (STTI) by increasing human resource and providing financial resources to support, supervise and certify technical education at school level.
- ii. Introduce relevant short vocational courses in the selected primary, middle, secondary, and higher secondary schools in close coordination with AJ&K TEVTA and Trade Testing Board and other national provincial TVET service providers.
- iii. Develop and review school curricula and teaching-learning material. Upgradation of selected secondary schools in coordination with national/ provincial TVET agencies.
- iv. Strengthen selected secondary schools with workshops by upgradation of staff and labs under the guidance of STTI.
- v. Organize and conduct entrepreneurship development in coordination with relevant agencies and facilitate provision of soft loans for promising entrepreneurs/ projects/ business through Banks.
- vi. Launch media campaign for popularization of TVET by projecting the local role models so as to motivate young population towards acquiring necessary skills, increase enrolment in TVE courses, reduce school dropouts and bring out of school youth back in schools.
- vii. Develop the curriculum and introduce technical subjects to address the local needs of the market in all middle and secondary grades of schools.
- viii. Develop guidance and counselling centers for carrier counselling at least at tehsil level and provide counselling facilities to students at all schools at least once in a semester.
- ix. Design project based/ locality cum classroom based educational / motivational curriculum as technical education / livelihood earning subjects to be offered in the schools.
- x. Engage local community and business / other personnel for cooperation in implementations of these courses.
- xi. Develop and implement practice-oriented life skill curriculum for all levels of education and make it the part of technical education/social studies/ Islamic studies, etc.

## 7.7 Policy Provisions

Now, it is the time that general education system is made more purposeful and focused on imparting competencies and skills according to the national and international standards and demands of the labor market. Reducing high rate of school dropouts by providing alternate options of acquiring marketable skills, bringing un-certified semi-skilled youth back to school for skill certification under the NVQF system, introducing competency-based training and assessment system under the NVQF are some of the challenges that this policy shall address. Maintaining quality as well as viability of the TVET programs in coordination with all stakeholders in the public and private sectors, specifically keeping in view AJ&K economic requirements shall also have to be addressed. Following are the specific policy provisions for AJ&K, which are in line with national education policy 2017, TVET Policy 2018 and the National Skill Strategy 2009 of Pakistan<sup>10</sup>:

1. Specific courses related to forth industrial revolution i.e., industry 4.0 shall be introduced keeping in view the skill development framework as proposed by Germany and EU. Various levels of courses with respect to proficiency shall be included related to data analysis, robotics, 3D based CAD and CAM, building information management, supply chain 4.0, cyber & information security, sensors and actuators-based data exchanges, embedded engineering design etc.
2. In order to prepare a workforce relevant to needs of future, the state of AJ&K shall establish workable linkages with academic institutions, government bodies, industries, and associations, working in the areas of education training and standard development for industry 4.0. Such linkages shall be sought in various regions of the world especially China, Singapore, Malaysia, Middle East, and EU.
3. Technical & vocational short and long duration courses shall be planned and introduced in the selected general education, middle, secondary, and higher secondary schools, so as to gradually shift focus from formal education to TVET based education.
4. The selected schools will either be equipped with necessary manpower & material or shall be associated with nearby polytechnic or vocational training centers/ institutes for the conduct of practical and hands-on sessions.
5. Relevant instructors of the TVET institutions (NATTC or proposed polytechnical college) will be utilized for practical training. Also training of project school teachers will be conducted in delivering competency-based courses and conducting the modular assessment.
6. Competency standards, curricula developed under the EU-funded TVET Reforms Support Program (RSP) Pakistan will be utilized for all short and long term technical and vocational courses.
7. AJ&K pool of experts on curriculum revision and TLM material development will be expanded (including the technical members) through orientation and training in collaboration with relevant agencies.
8. The AJ&K competency-based assessors trained under the TVET RSP will be utilized for the conduct of summative assessment in close coordination with AJ&K TEVTA, AJ&K TTB, and Punjab/KPK Boards of Technical Education and Trade Testing Boards.
9. The AJ&K pool of CBT&A assessors will further be expanded by including teachers from among the general educational institutions and training them to conduct modular and summative assessment as per NVQF competency-based assessment system.
10. Long as well as short technical & vocational courses will be accredited with NAVTTC for quality assurance and recognition under the NVQF system. As a whole, selected institutional accreditation will also be carried out in collaboration with NAVTTC.
11. Regular capacity building and orientation training sessions will be organized for the administrative, management and academic staff of the institutions where TVET courses will be introduced in collaboration with AJ&K TTB, NAVTTC and Punjab/ KPK TEVTAs.
12. The project schools will be linked with NAVTTC National Skills Information System (NSIS) for update information on TVET sector, recruitment, placement & mobilization of the skilled workforce.
13. The project schools shall be linked with monitoring & evaluation system launched at the national level by NAVTTC to update record of manpower and material facilities missing & available in these schools under the supervision of technical department.
14. The E&SE depart of AJ&K shall sign MOUs with other relevant departments such as Azad Kashmir Chamber of Commerce & Industry (AKCCI), Mirpur CCI, Azad Kashmir Small Industries Corporation (AKSIC), Social Welfare and Women's Development Department (SWWD) and other similar associations for utilization of their training facilities.

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<sup>10</sup> National Education Policy 2009, National Skill Strategy 2009-2013 & Draft National Education Policy 2017

15. In addition to the current ongoing technical vocational courses in traditional fields such as civil, electrical, mechanical, auto mechanic, courses in the fields such as construction, light engineering, forestry, mining, tourism & hospitality, IT/ICT, woodworks, embroidery, handicrafts, hydropower, ceramics, will also be launched.
16. Specific programs will be launched to enroll school dropouts, who have joined labor market as unskilled or semi-skilled workers, in short vocational courses such hospitality trades, beautician, mobile repair, motorcycle repair, fashion designing, computer applications, heavy machinery operator etc. for their certification under the Recognition of Prior Learning (RPL) system defined in the NVQF.
17. Capacity of the curriculum & textbook development in AJK will be enhanced by establishing separate unit on “TVET development, revision of school curricula & development of teaching and learning materials” in the E&SE department.
18. Continuous training of teachers at selected schools will be done in NATTC and guidance and assistance on delivery and assessment of students in CBT&A methods as per guidelines of the NVQF system will be provided.
19. Linkages with the local small and medium enterprises and industry will be established for placement of trainees so as to gain workplace experience and future employment.
20. Industry also requires and employs trainees trained on explicit/ specific skills on a single assembly line, which will be identified in consultations with the industry and accordingly short courses developed in schools to train and prepare students for employment in those industries.
21. Measures will be taken to match the demand and supply gaps, so as to keep balance in enrolment of students in various courses and keep reviewing the titles/ contents of the courses as per demand of the industry.
22. Steps will be taken to help disadvantaged groups such as persons with disabilities, people living in remote rural and troubled areas, religious and ethnic minorities, orphans and very poor to benefit from TVET facilities and services established in the selected schools.
23. The selected schools will be facilitated with establishment of career & guidance unit/ counselor (a teacher trained for that purpose) to provide guidance to student in career options, employment prospects and further studies.
24. The National Qualification Framework (NQF) and the National Vocational Qualifications Framework (NVQF) provide for horizontal and vertical academic progression/ acceptance of credits, equivalence and are approved by IBCC, HEC. The students will be apprised of such recognition and progression under the Guidance & Counseling system established in the schools to facilitate them in their certification and career paths.
25. Life skills such as communication, teamwork, empathy, conflict resolution, creativity and innovation will be part and parcel of each course and training so as to prepare students comprehensively for the world of work.
26. Entrepreneurship will be part & parcel of each training course to provide knowledge to the promising students for setting up of their own businesses, seek loans and excel in the competitive industry.
27. Use of IT resources will be maximized and used for training of students and teachers, material and product development, marketing products, awareness campaigns, orientations on the local and international labor markets for business, latest trends, vacancies, job placements etc.
28. Participation of females will be enhanced and ensured in selected schools and adult literacy centers especially in the embroidery, tailoring courses and websites will be used to market their products nationally and internationally.
29. Vision of AJK Technical School Education as well as innovative, indigenous, locality based, and practicable technical / livelihood education curriculum and its complete implementation framework will be developed in consultations with all the concerned.
30. Digital marketing of the production will be introduced.
31. Localities need based curriculum for areas like Agriculture Farming, Forestry Plantation, Hoteling, Tourism, Animal Farming, Fish Farming, Bee Keeping, Small Businesses Enterprises, Domestic Work (embroidery, knitting, cooking, etc.), Construction Technologies, ICT use and Energy Productions and Supply, etc. will be developed and implemented in the schools from Grade VI-X.
32. During vacations, different apprenticeship schemes will be introduced.
33. Involvement of community in promotion of TVET will be ensured.
34. Short duration modules, usually of duration of a week/ month/ semester, will be developed for orientation of diversified areas of livelihood earning.
35. As a pilot project, **Self-Sustaining Schools** will be introduced in each district/tehsil level.
36. **Life skills courses will be introduced in general school education** to widen the existing narrow base of TVET with a view to relating school education to the world of work.

37. Entrepreneurship will be made compulsory for students. Each child will have to earn at least a fixed amount to become eligible to appear in Elementary /SSC/ HSSC exam.

## 7.8 Implementation Strategies

1. Directorate of technical education with assistance of (STTI) should coordinate and implement all the technical education activities at school level.
2. School survey should be conducted in collaboration with NATTC to list and select appropriate schools for introduction of TVET courses.
3. Manpower and material requirements as per identified vocational courses should be worked out along with financial estimates and ensure its availability.
4. Selected schools should be equipped with all necessary material and manpower and necessary budget for meeting the annual maintenance and consumable cost.
5. Appropriate publicity of the vocational courses introduced in the selected schools should be launched to attract and enroll required number of students.
6. Orientation and training of principals and teachers at the project schools should be conducted on the management and implementation of competency-based training and assessment, NVQF levelling system, RPL, accreditation for quality assurance etc.
7. Standards, curricula and relevant Teaching and Learning Material (TLM) of the competency-based courses should be obtained, reviewed and used in the project schools.
8. Sufficient number of female students should be enrolled in vocational courses, especially in the embroidery, tailoring, IT, beautician, mobile repair, home appliances repair, fashion designing etc.
9. Availability of assessors should be ensured before launch of the competency-based vocational courses so that proper certification is done as per NVQF requirements.
10. Establishment of career & guidance and counselling units should be established with training of at least one teacher in the project school who provide guidance to the student on career options, employability, internship and further progression.
11. Most of the institutions and courses should be accredited with NAVTTC to ensure they are up to the specified standards and maintain quality.
12. The AJ&K Department of Education should ensure that the project schools are linked with National Skills Information System and Monitoring & Evaluation System developed by GIZ/ NAVTTC Islamabad.
13. IT facilities such as computers, Internet connections should be provided to the schools and relevant management and academic staff should be trained to use those facilities.
14. Entrepreneurship programs should be launched to provide knowledge and awareness in establishing own business in collaboration with relevant loan providing Banks and agencies.
15. Mechanism should be developed for proper and regular monitoring of the project schools where TVET courses should be introduced and accordingly training should be organized to assist the teachers in delivery of CBT&A courses.
16. Polytechnical institute should be established in each division of AJ&K. Each project school/ institution should be linked with nearby polytechnic institute; vocational training center and assistance should also be sought from the relevant industry for practical and hands-on session.
17. New technical and vocational courses should be developed and launched in consonant with the mega projects such CPEC and Bhimber Industrial Estate.
18. Funding should be solicited from donors such as from British Council, GIZ, World Bank and service agreement with Akhuwat and other institutions as deemed appropriate for providing interest free loaning to skilled workers.
19. TVET professionals from various local government and donor agencies should be hired for practical training of students for the duration of course only.
20. Vocational courses in tourism & hotel management, driver training should be launched.
21. Distance and virtual modes of learning should be explored to enhance access of TVET to people in remote areas or for those who cannot benefit from the institution-based training.
22. Training under informal sector should be launched through recognition of prior learning (RPL) for award of TVET certificates under the NVQF system. AJ&K TTB may seek assistance from the other provincial Trade Testing Boards for RPL assessment.
23. Disadvantaged groups such as persons with disabilities, people living in remote rural and troubled areas, religious and ethnic minorities, orphans and very poor should be enrolled to benefit from TVET facilities and services provided by the project's schools.
24. Branches of STTI would be established at divisional level of AJ&K for better monitoring and coordination of technical education.

25. Budget of technical education with comparison to general education must be increased to achieve proposed targets.
26. Each project school should be attached with nearby polytechnic and/ or with the relevant industry to make the vocational courses practical and demand-based with opportunities for employment.
27. Media campaign should be launched for popularization of TVET in AJ&K with inclusion of stories of the successful entrepreneurs and role models who have successfully established their own businesses and excelled at the workplaces within and outside AJ&K.
28. Directorate of Technical Education should be upgraded as per need of the TVET expanded programme proposed in the policy.
29. Qualification, experiences and ToRs of technical teachers should be reviewed. 3-year diploma for junior technical teacher instead of 1-year is proposed.

# Chapter 8.

## Literacy and Non-Formal Basic Education

### 8.1 Concept and Significance of Literacy

It is a known fact that the Basic Education is a fundamental human right; and literacy being a key learning tool is the first step towards acquisition of basic education. Realizing the pivotal nature of literacy, United Nations has declared it an important indicator of Human Development Index (HDI). Literacy connects individuals to the rest of the world, enabling them to articulate, communicate, and have access to the treasures of knowledge in the written word. These significant features of literacy serve as a vehicle for social transformation, economic empowerment, and internationalism.

Education is a systematic process through which a child or an adult acquires knowledge, experiences, skills and sound attitude. It makes an individual civilized, refined, cultured and erudite. Education is a key towards attainment of socialized society.

The literature review of importance of literacy presents that most of the researchers and social scientists are of the belief that better-educated individuals earn higher wages, have greater earnings growth over their lifetimes, and face less unemployment issues.

Better-educated nations have higher, long-run economic growth and higher standards of living. Enhanced educational attainment is also associated with longer life expectancy, improved health, reduction in crime, and greater civic participation.

A research carried out by the department of economics; University of British Columbia (David A. Green, W. Craig Riddell) shows that each additional year of schooling raises average skills by about 4.5% to 6% of the skill score distribution. In addition, age (or experience) has little impact on literacy and numeracy skills, suggesting that the positive relationship between experience and earnings arises for other reasons. Furthermore, formal schooling exerts a powerful causal impact on literacy and numeracy skills, together with the evidence that these skills earn a substantial return in the labor market.

Academically, the notion of literacy covers basic skills in reading, writing, and numeracy only. The functional aspect of literacy, in terms of its usage by the individuals for active participation in various spheres of life, and benefits accrued for the society, is now being highlighted as its premium. Underlining its functionality and relevance to the needs of a rapidly changing world, UNESCO highlights the following notion of literacy.

“Beyond its conventional concept as a set of reading, writing and counting skills, literacy is now understood as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world.” (UNESCO 2018)

The above dimension of literacy reiterates the role of literacy towards empowerment of the individual as a literate citizen, as well as its potential benefits for the whole society.

#### Definition of Literacy in Pakistan.

Different countries adopt a definition of literacy keeping in view their socio-economic context. In Pakistan, the definition of literacy has evolved from mere ability of reading any language (without condition of comprehension) in 1951 to the inclusion of reading, writing and numeracy by 2017. According to the Pakistan Population Census 2017, literacy is defined as the one “who can read, write and can make simple calculations”.

### 8.2 Situation of Literacy in AJ&K

- i. Overall literacy rate of the State is 77% (87% male and 67% female).
- ii. When translated in numbers, out of a total 4,200,000 population of AJ&K around 742,000 population of 10+ age group is illiterate. It means that such a huge number of population can neither read/write nor can make simple calculations.

- iii. Illiteracy situation is further exacerbated for the age group of 10 to 16 years. A total of 168,403 (50,520 males and 117,883 females) people of this age group are illiterate.
- iv. Literacy Rate of AJ&K is much higher than the literacy rate of National (Pakistan), which is 60% (i.e., 17% higher as compared to Pakistan's Literacy Rate). In terms of gender the male literacy rate of AJ&K is 87% against Pakistan's 71% (16% higher), on the other hand the female Literacy Rate of AJ&K is 67% again much higher than the National female Literacy Rate i.e., 49% (18% higher). Similarly, the literacy rate of AJ&K is better than the other four provinces and Gilgit Baltistan. Only Islamabad Capital Territory (ICT) has a better Literacy rate than AJ&K i.e., 88%, against 77% in AJ&K.

## Historical Perspective of Literacy and Non-Formal Basic Education in AJ&K

We have a number of success stories and good practices in adult literacy. Some of the success stories and good practices are as follows:

- i. **Nai Roshni Schools (NFBE Project)**, This program was launched in 1987, under this program number of Non-Formal primary/Basic Community Schools were established in AJ&K. The project aimed at completion of primary education cycle in 3 years through a condensed course, was implemented by Literacy and Mass Education Commission.
- ii. **Adult Literacy Program** was launched by National Commission for Human Development (NCHD) in 2015. Under this program a cumulative number of 3,738 adult literacy centers completed their 105 days literacy cycle to make around 81 thousand adults' literates. Currently, 100 Adult Literacy Centers are operational in various districts of the State by the local office of NCHD.
- iii. **Deeni Madaris Literacy and Non-Formal Basic Education Programme** was launched recently by NCHD. It is considered as a successful and useful programme. In the initial stage, 20 schools in the Deeni Madaras were established. It may be studied in detail and scaled up in more Deeni Madaris all over the State.
- iv. **Feeder School Programme of NCHD** is an innovative, successful and cost-effective programme which can be improved and scaled up. There are 197 Community Feeder Schools operational in AJ&K.
- v. **Basic Education Community Schools (BECS)**, around 200 Non-Formal Basic Education Community Schools in different parts of AJ&K are still operational.
- vi. **Allama Iqbal Open University (AIOU) Functional Literacy Program** was also launched for promotion of functional literacy in the State.
- vii. **AIOU Non-Formal Middle School Program for females** is another important programme through which AIOU sponsored Middle Schools were opened especially for the girls living in rural areas.

## 8.3 International Commitment for Promotion of Literacy

### 8.3.1. International Commitment

**SDG-4:** Ensure Inclusive and Equitable Quality Education and Promote Lifelong learning opportunity for all.

#### Targets

**4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

**4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

**4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

**4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

**4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

The SDG 4.6 clearly emphasize that the 100% youth should attain the Basic Literacy Skills and substantial number of adults should achieve Literacy skills.

### 8.3.2. The Major Interventions for improving literacy rate of the State.

The Non-Formal Education (NFE) would be essential to raise the level of literacy in the state. NFE will support the formal education sector in achieving the SDG 4.6. There are three basic sub sectors of the NFE, which needs to be focused on the AJ&K Education Policy, which are given as below:

- Universalization of Elementary Education (UEE).
- Alternative Learning Pathways (ALP).
- Adult Functional Literacy (AFL).

#### Universalization of Elementary Education (UEE)

The main focus of this interventions would be mainstreaming of every child to school thus leaving no child behind. The optimal utilization of the existing schools in Public and Private Sector to enroll all out of school children especially of 04 to 07 age group. In case, no school available in a radius of 1.5 Km, there should be a provision of NFE Schools based on the concept of community school. These schools will be served as satellite campuses of the nearby Primary/Elementary or Secondary School will be declared parent school. The enrollment of the children of NFE will be made in the registers of the parent school.

#### Alternative Learning Pathways (ALP).

The NFE schools will be established for the Out of School Children of 08 to 16 years, the concept of accelerated Learning will be practiced. The Children will be taught to 24 to 36 months primary course and will be mainstreamed in the Public Sector Schools after attaining their Primary Certificate. For elder students i.e., 12 to 16 years (who are interested) 12 to 18 months Elementary Education course will be offered on the same accelerated learning model and could be mainstreamed in grade 09 of the formal education sector. For the students who could not continue their education will be offered TVET classes to get skill training certificate for a better and gainful employment.

**Adult Functional Literacy (AFL).** All illiterate population of 16+ age group Adult Functional Literacy Course will be offered to acquire basic literacy skills. After acquiring basic literacy skills, the Neo-literates will be offered to the following:

- Post Literacy Program Income Generation:** This will strengthen literacy skills and could get skill training which will be leading towards income generation activities. The skills will be provided as per the demand and the requirement of the local market. The Neo-literates will also be taught the Nazra and meaning of the Holy Quran. Awareness about the climate change, disasters and personal hygiene will also be a part of their learning package.
- Post Literacy Value based:** This will be offered to the elderly male and female No-literates based on Nazra and meaning of the verses of the Holy Quran. Household tips, awareness of their rights and obligations etc. will also be included.
- Continuous Learning (ALP):** The Learners of lower age group of 16 to 19 years will be allowed to attend the ALP classes after the completion of literacy session. In this way, they could also get the chance to continue their education.

### 8.3.3. Issues and Challenges of Literacy and NBE

The sub sectors of Literacy and NFBE are facing following issues in AJ&K:

**Commitment Gap:** Most of the decision makers and planners in government set up lack awareness about the need for and importance of literacy and NFBE approaches for the State. Public representatives and senior bureaucrats do not come forward to provide leadership and mobilize masses for active participation in these programs, which is a prerequisite for success of such initiatives.

**Organizational Gap:** In AJ&K there is no organizational setup i.e., any Directorate of Literacy and NFBE. Similarly, no Human Resource has been provided to this important sector of Education.

**Coordination Gap:** In the absence of Directorate of Literacy no coordination could be possible at the State level. National Commission for Human Development (NCHD) literacy centers and Basic Community Schools

(BECS) are the two Programmes of the Federal Government under implementation in AJ&K to improve the level of literacy in the state. There is dire need to setup a coordination, planning and implementation mechanism for literacy.

**Financial Gap:** No allocation to this sector has been made by the State of AJ&K. So, without financial support by the State, the goal of fully Literate AJ&K may be difficult to achieve. There is a need to allocate substantial resources to overcome the issue of leftovers, push outs, dropouts and illiterates.

### **Low Levels of Literacy and Increasing Population of Illiterates**

Unfortunately, AJ&K has not been able to efficiently improve its education indicators. The following facts highlight gravity of the situation.

**i. Lagging Behind:** With the Literacy Rate of just 77%, female Literacy is 67%, AJ&K is lagging behind many other countries and the States of the region.

**ii. Slow Growth in Literacy:** In the past, during 1981 to 2010, the literacy rate of AJ&K had been growing rapidly. It is perturbing to observe that since 2011 the State's literacy rate has been improving very slowly.

**iii. Rise in Illiterate Population:** Although overall literacy rate in terms of percentage (%) has been increasing, yet the absolute numbers of illiterates in the State could not be reduced rather growing due to rapid population growth.

**iv. Disparities:** Sharp disparities in literacy rate exist in terms of gender and various geographical areas like urban-rural and across regions.

**v. Vicious cycle:** A large segment of AJ&K population is entangled in vicious cycle of poverty and illiteracy.

## **8.4 Goal and Targets**

AJ&K has a better rate of literacy and can easily achieve the SDG 4.6 and become a model state for the whole region through achieving this target. The Policy Goal, Targets and Provisions are given below:

**Goal:** Literate Kashmir through Literacy for all.

Targets:

1. To achieve 87% literacy by 2025 in accordance with SDG 4 Target of 100% literacy rate by 2030.
2. To achieve 100% literacy by 2030 in accordance with SDG 4 Target of 100% literacy rate by 2030.

## **8.5 Policy Actions**

### **Expanding Access to Literacy Programs**

#### **A. Basic Literacy Programme**

1. Statewide Literacy Movement will be launched for promotion of Literacy and the participation of people from all the segments of the society will be ensured.
2. The State of AJ&K will develop and implement Plan of Action to achieve 87% literacy by 2025 and 100% by 2030.
3. The State government will allocate adequate financial resources for implementation of Plan of Action for achievement of 100% literacy rate by 2030.
4. Priority will be accorded to imparting literacy of girls, women, rural population, under developed areas, and marginalized segment of the society.
5. Focus of literacy programs will be on young population of age 16 to 25 years.
6. Private Sector and the skill development institutions will be taken on board to impart the skill training program along with receiving Literacy Skills. The marketable skills will be selected for training so that the economic empowerment of the Neo-Literates may be ensured.
7. The post literacy programs will be launched for illiterates. Supplementary reading materials on life skills, civic education, climate change, human rights, peace education and social harmony and value education, agriculture literacy etc., will be developed and delivered through post literacy programme.

8. Curriculum for Literacy Program as well as textbooks for Literacy will be developed by the Curriculum Wing/Bureau of AJ&K Education Department.
9. The State education and other buildings will also be used in the evening for establishment of the Literacy Centers.
10. The services of the Deeni Madaris will be utilized for the promotion of Literacy in the State through opening of adult literacy centers both for males and females.
11. Use of technology (i.e., use of ICT) will be ensured for promotion of Literacy, post literacy and skill development programs.
12. Literacy Volunteers corps will be organized and engaged in the Statewide Literacy Movement. The students at the colleges, boy scouts and girl guides will also take part in "Each One Teach One" campaign.

#### **B. Establishment of Community Learning Centers (CLCs)**

13. Community learning center is a very successful experience of this region. CLC is a comprehensive approach which covers basic literacy (reading, writing and numeracy), post literacy and income generating skills literacy. CLCs programme will be launched in both Urban and Rural areas of the State.

#### **C. Establishment of the Quranic Literacy Centers**

14. QLCs is also a very successful programme in Pakistan. Since, Arabic language and Urdu language alphabets are almost the same. As such, the girls and women who can read Nazra Quran can easily taught Urdu reading and writing skills. On the other hand, those girls and women who cannot read Nazra Quran can be taught Quran Nazra in QLCs. Quranic literacy centers will be opened by the Education Department (Literacy Directorate) in consultation with local community to teach the aforementioned skills.

#### **D. Establishment of Digital Literacy Centers**

15. Digital literacy centers will be opened to teach Information Technologies and use of ICTs in daily life.

#### **E. Expanding Access through Non-formal Education Programs**

16. Statewide Non-formal Basic Education program for Out of School children will be designed and implemented.
17. Alternate Learning Pathways (ALPs) shall be offered to out of school and dropped out children of age 8 to 16 years. The courses will be designed as per accelerated learning approach. Under this programme the learners will graduate primary education in 36 months instead of 60 months.
18. Non-formal primary schools will be upgraded to no-formal middle and high schools wherever needed.
19. The graduates of non-formal schools will be mainstreamed and vice versa, if needed.
20. The pass outs of the ALP shall be allowed to take admission in the technical schools.
21. The Curriculum of ALP along with the textbooks will be developed by the Curriculum Wing / Bureau of AJ&K Education Department.
22. The State Education Department school buildings will also be used (in the evening) for establishment of NFBE school and Literacy Centers.
23. Success stories in Adult Literacy and NFBE will be studied and replicated in AJ&K.

#### **F. Management of the Literacy and Non-Formal Education**

24. A State Literacy Council will be created, and it will be chaired by the Prime Minister and consists of Minister for Education, Minister for Finance and Minister for Planning & Development. Selected educationists and representatives of civil society organizations working in the field of Literacy and NFE may also be invited. This Council will meet at least once a year, review status of literacy efforts in the state and approve plans for corrective measures, where needed.
25. The Management Structure of the Literacy and Non-Formal Education will be as following:
  - Directorate of Literacy and NFE at Muzaffarabad
  - Deputy District Literacy Officer (DDLO) at district level under the DEO.
  - Tehsil Literacy Officer (TLO)
  - Literacy Supervisors: One for 20 ALCs or NFBE schools (as per need)
26. The staff of the Directorate, DDLO and TLO will be appointed from the existing staff of the Education Department, whereas the Supervisors will be hired on contract basis as and when required. The detailed JDs/ ToRs of each and every position will be developed before posting.

#### **G. Capacity Building:**

27. The responsibility of the Capacity Building of the Literacy Professionals and the teachers will be assigned to the Directorate of Education Extension as well as GCET in the district (especially for the teacher's training).
28. DEE will design Manuals and teacher guides for training. Use of ICT for training will also be used and online trainings will be provided to the professionals as per needs.
29. The staff will be provided complete training on their JDs as well as the methodology of the Literacy and NFE, assessment, Monitoring & Evaluation of the ongoing Literacy and NFE endeavors.

#### **H. Monitoring and Evaluation (including Database)**

30. A robust system of monitoring will be implemented to gauge the performance of the learners of Literacy and NFE learners without any delay. In this regard 'Real Time' monitoring system will be instituted for Literacy and NFBE Programs in the State.
31. Literacy Management and Information System (LIMIS) will be developed and all the data of the Literacy and NFBE will be updated in the LIMIS. The literacy software will also be connected with the state Education and Management Information System.
32. List of literacy and NFBE centers will be uploaded by the organizers 'online' along with their locations and timings of functioning with a view to facilitate monitoring of these centers by local community, civil society, and general public and to improve accountability of teachers and supervisors.

#### **I. Ownership of the Local Community:**

33. All the programs of Literacy and NFBE will be implemented with the support of the local community. The committees comprise of the locals will be developed to supervise the literacy and NFBE interventions. The Committees will facilitate the learners in provision of resources in the shape of finance and kind both.

#### **J. Financial Support:**

34. Adequate financial support will be provided to this sector, the financial support will be provided as per five-year approved plans of the Literacy and NFE. In the initial stage, finances equal to 02% of the Education Budget will be allocated to this neglected sector. The financial support will be enhanced gradually. Moreover, smooth and timely release of finances for this sector will be ensured so that the programs may not suffer from the uneven flow of finances.

# Chapter 9.

## Information Technology Education

### 9.1 Conceptual Framework

ICT is abbreviation of information and communications technologies i.e., the technology that provides access to information and facilitates exchange of information through the use of any form of technology driven mechanism. The communication technologies, inter alia include internet, cell phones, wireless networks etc. World Wide Web (www) is one of the most popular and important technologies which facilitates the generation, transmission, storage, and retrieval of information. In simple words, web is a series of interconnected documents stored on different servers around the world which can be accessed by many at once.

Information and Communications Technology (ICT) is continuously carrying out intensive changes in almost all areas of our lives. It is contributing and effecting very basic activities like; how we work, communicate with each other, travel, undertake shopping, and enjoy our leisure time. In a relatively short period of time, ICT skills have become fundamental to the quality of living as being able to read, write and compute. To live a successful life in this technological world, our young people must need to have reasonable opportunities to acquire and develop ICT skills during their education. They should be aware of technological tools and resources used to communicate, create, disseminate, store, and manage information, e.g., computers, the Internet, broadcasting technologies (radio and television), telephone (including mobile phones), World Wide Web (www) and other portable devices.

The advent of web-based technologies has revolutionized the process of educational planning, delivery, and management during the 21st century. E-learning is the most disciplined use of information and communication technologies for education in the contemporary world.

E-learning is a learning programme that makes use of an information network, such as the internet, an intranet (LAN) or extranet (WAN) for course learning and through web-based delivery and interaction. Various web-based tools and methods are used for facilitation of e-learning. ICT-based learning can be blended with face-to-face learning as well, in order to augment the learning experience of the learners.

The ICT integration in education system is common in the areas of education planning & management, delivery and implementation, monitoring & supervision, assessment and evaluation, curriculum development, dissemination and curriculum implementation. ICT is also providing alternate to textbooks as well as costly teaching learning material. ICT expands the classroom worldwide and beyond the time constraints. E-governance has resolved the long-lasting issues of the management system. Now it seems impossible to compete the world without the appropriate use of ICT in all areas of education.

### 9.2 Importance of IT and ICT in Education

#### 9.2.1 Importance of IT Education

Information Technology (IT) offers number of benefits and advantages for educational development to all the stakeholders such as learners, teachers, educators, education policy makers, school leaders, curriculum experts, regulators as well as government. Thus, IT enhances the learning experience of students, improve communication among teachers, students and parents and enhance the effectiveness and efficiency of educational governance and management.

IT provides significant pathways for access to education, education quality and enrichment of learning experiences etc.

Information technology has made the education process more effective and productive. It has increased the wellbeing of the students. Developed methods of education have made this process easier, such as the replacement of books with tablets, desktop and laptops etc.

## 9.2.2 Use of ICT in Education

Some of the research-based findings and benefits of ICT in teaching–learnings are as follow:

- i. It offers the opportunity for more student-centered teaching.
- ii. Provide greater opportunity for teacher-to-teacher and student-to-student communication and collaboration.
- iii. Give greater exposure to vocational and workforce skills for students.
- iv. Provides opportunities for multiple technologies delivered by teachers.
- v. Creates greater enthusiasm for learning amongst students.
- vi. Provides teachers with new sources of information and knowledge.
- vii. Prepares learners for the real world.
- viii. Provides distance learners country-wide with online educational materials.
- ix. Provides learners with additional resources to assist resource-based learning. IT supports in attainment of policy goals such as:
  - Producing ICT literate citizens.
  - Producing people capable of working and participating in the knowledge-based economies and societies being consecutively shaped and re-shaped by developments in ICT.
  - Assist and facilitate learning for the benefit of all learners. Thus, supporting in provision of equitable and accessible education for all.
  - Improving the efficiency of educational administration and management at every level from the classroom to the entire education sector.
  - Educational services for learners at all levels.
  - Set specific criteria and targets to help classify and categorize the different development levels of using ICT in education.

**Vision of ICT for Education in AJK is** “To utilize the latest potential of world-class educational technology tools and resources, for knowledge creation and deepening, to push out the boundaries of education; improve quality, increase access, enhance effectiveness of learning methods and materials, include new categories of learners, foster both communication and collaboration skills, and build capacity of all those involved in providing education.”

**The mission regarding use of ICT in education is** “to transform the State citizen into skilled human capital for the socio-economic development of the State by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values.”

## 9.3 Situation Analysis

### ICT Education (Status and Challenges)

- i. Regarding use of ICT in education in the State of Azad Jammu & Kashmir, the efforts are only up to:
  - a. provision of computers in some schools.
  - b. Conducting courses/trainings in basic IT skills for the teachers and managers, which are not helpful for teaching and learning in short and long-term.
- ii. Existing national education and ICT policies do not encourage use of ICT in education let alone its integration in the teaching-learning process.
- iii. The present education system in AJK offers only minimal curricular resources for students. In some schools, this is just a textbook. No other utilization of ICT in education has been observed.
- iv. Education of information technologies (IT) has been given the lowest priority in education system, curriculum, textbooks, instructional strategies, teacher training and assessment/evaluation in AJ&K,
- v. In public sector, at primary education level even the basic concepts, knowledge and information about computer education could not be introduced so far. However, in private sector, it is being taught in some chains of schools. Whereas, in many developing countries IT (computer education) has been introduced even at ECE level.
- vi. Computer has been introduced from grade 6 as a compulsory subject. It is optional at secondary level. Furthermore, the computer curriculum of 2006 (15 years old) is taught which is obsolete and irrelevant.

- vii. IT is not valued in teacher training. Currently, the vast majority of teachers of AJ&K are neither literate in IT nor have knowledge and expertise of its usage in education and learning. Actually, the major challenge in integrating ICT in the teaching-learning process in AJK is the low competency level of teachers, stemming from the fact that they themselves are not convinced and materialized to utilize it.
- viii. The quality/standard of computer education is dismally low.
- ix. A considerable high percentage of students at secondary and higher secondary levels are totally illiterate with respect to IT.
- x. Majority of the schools of AJ&K lack computer education facilities and services such as computers, laptops, projectors, LCDs, internet connections, computer labs and IT trained teachers etc.
- xi. E-governance and management in education department is totally missing. The major challenge to introduce e-governance is the mindset of the existing workforce serving in E&SE department and the overall education system.
- xii. Online teaching programme i.e., tele school programme launched in 2020 to make up the learning losses due to COVID-19 pandemic could not be successful in Pakistan and AJ&K due to various reasons.
- xiii. There is an acute shortage of both financial and human resources (professionals) for promotion of IT education in AJ&K.
- xiv. IT education and use of ICT in promotion of education is non-existent in AJK.
- xv. The investment in ICT infrastructure for schools and creating network links of education institutions for promotion of ICT education as well as use of ICT for education is not included in the vision of education department.
- xvi. Delivery of online education, establishment of smart schools and virtual universities and integration of ICT in delivery of education and education governance is still a dream in AJK,
- xvii. Internet access to schools, digital libraries provision of online libraries and academic services, webcasting in schools and developing a computer-based information network system for education are far-off from government plans of educational department.
- xviii. ICTs have made the curriculum implementation learner-centered with objectives to foster self-assessed, self-paced, and self-directed learning through the application of ICTs, but it is not focused in AJK.
- xix. Till now, the concept about use of ICT in education, in AJ&K is only limited to the use of computer for composing/typing letters and budget formation, multi-media for presentation, Cell phone for call and WhatsApp services just to quickly communicate.

#### **Use of ICT in Education-Issues & Challenges**

- xx. The existing lot of policy makers, planners, curriculum developers, managers, educators, and teachers are not aware of need for and importance of use of ICT in education.
- xxi. There is a fear that real use of ICT in education will diminish the importance of the manual work as a result computer illiterate people may become unemployed.
- xxii. Provision of required infrastructure to schools and offices is another big challenge.
- xxiii. The availability of expertise in different fields of ICT is also a barrier.

## **9.4 Need Assessment of IT and ICT in Education**

IT has brought about revolution in all fields of life including education. It has transformed education system. We must realize that knowledge, skills, competencies, and technologies of yesterday are no longer valid and effective for today and tomorrow. Knowledge creation and rapid changes in technologies demand that we should forecast the needs and requirements of the present and future world in IT and fulfil these needs.

The specific needs of AJ&K for IT and ICT in education are as given below:

- i. AJ&K needs to revise the curriculum and include/integrate in the subjects such as general knowledge, general science and languages, the basic concepts; knowledge and information about IT tools (computer, internet, mobile, the use and benefits of IT etc.) at primary level. Similarly, curriculum revision is highly desirable for introducing concept such as Artificial Intelligence, data analysis, use of computer languages for programming, cloud computing, information, and cyber security etc.
- ii. The concepts/topics need to be included in the curriculum framework, as well as teaching learning materials and tools.
- iii. Computer education should be introduced as a subject from grade One onwards. From grade Six, IT should be taught as compulsory subject.

- iv. Computer labs should be made available in each secondary and higher secondary-school. If new computers are not available due to shortage of funds, old computer maybe provided for hands on training of IT (computer) students. The community can be easily mobilized for this purpose.
- v. IT education both theory and practice should be the focus of pre-service and in-service teacher training courses/curriculum. There is a need to re-skill or upskill the existing teaching workforce for teaching ICT related courses and subjects.
- vi. During teacher recruitment the knowledge, skills, and competencies of the candidates in IT education and use of ICT in education, should be given due weightage.
- vii. In-service teacher training in IT and use of ICT should be organized frequently by the department.
- viii. Conventional governance in education should be replaced by e-governance.
- ix. Blended teaching-learning i.e., face to face along with online teaching-learning should be initiated.
- x. Internet facilities should be made available in all school.
- xi. There is a need to establish effective linkages with academic institutions of the region and private providers of ICT products for IT education, for promotion of ICT education in the State and acquisition of required expertise, concepts, and tools for ICT education. Such linkages can help in addressing the gaps of available funding for promotion of ICT education.
- xii. Full-fledged IT education and ICT in education policy should be prepared. The policy provision/actions should be translated into IT education plan.
- xiii. IT education development plans (short and long term) should be prepared and implemented.
- xiv. There is a need to develop local digital educational contents and materials which can be used for educating learners at various levels.
- xv. In order to integrate ICT in teaching-learning process, we need comprehensive approach throughout all levels; ECCE, Elementary and Secondary levels of education. For the purpose, we require software developers, project manager, and planners etc. to orient the existing ICT teachers/experts of the department. There is need to know the benefits of ICT in education, develop mechanism and implement it gradually at all levels.

## 9.5 Linking of ICT to Education Policies

UNDP in 2004 highlighted the need to link ICT to education policies “the need for linking ICT to education policies requires recognition”. In reflecting the importance of technologies, education policies should focus on the following major points (UNDP, 2004):

- i. Education policies have to reflect alternate and new teaching paradigms that ICT can offer in terms of providing a more effective, relevant, and flexible mode of learning for the underprivileged and the general masses.
- ii. Policies must consider the re-training of teachers incorporating use of ICTs in education. Teachers should skillfully redesign learning environments so that students can transfer their newly gained ICT skills to other applications to use in an ICT rich environment.
- iii. Most educational policies reflect the need for ICT infrastructure, but they left out the need for local educational content. The development of instructional content-ware remains a neglected area, affecting investments in hardware and resulting in a heavy economic and educational loss.
- iv. The focus of developing countries should be on how they use ICTs to compensate for the factors that are lacking in education, namely, well-trained teachers and the resources to pay for expensive equipment. The task is to concentrate on technological alternatives that, at low cost, bring to students the imagination and creativity of a few excellent teachers.

## 9.6 Goals and Objectives

**Goal:** Knowledgeable society and digital literacy for all.

Objectives

In order to teach/train the students in information technologies to enable them to compete at national and international level, following objectives should be pursued in AJ&K through the Education Policy:

- i. To introduce Computer as a compulsory subject.
- ii. To revise, review and continually update the curriculum of the relevant subjects to ensure required focus on IT education related concepts, competencies, and information.
- iii. To teach/train our teachers in information technologies as well as train them in use of information and communication technologies (ICTs) in education.

- iv. To expand the access and improve the quality and standards of education through IT education and use of ICT in education.
- v. To reduce digital divide/gap in our society.
- vi. To provide IT facilities and services in all the secondary and higher secondary schools gradually extending the same to lower levels up to ECE for ICT based education and learning.
- vii. To initiate online teaching-learning programmes to reach out the left outs and disadvantaged groups of student population.  
To promote ICT based post literacy and lifelong/continuous learning for adult population.

## 9.7 Policy Provisions

1. IT awareness campaigns shall be launched to sensitize the policy makers, education planners, administrators, managers, school leaders, teachers, students and parents about the need, importance and benefits of IT education in the modern world as well as in future.
2. For use of ICT in education, a 5-year project shall be launched, which shall focus on the areas of ICT integrated Curriculum development and implementation, development and selection of digital teaching learning material, ICT assisted instruction, online and distance teaching, ICT assisted assessment, e-governance, ICT integrated teacher education, teacher recruitment and induction, educational planning, financial management, HR management, teachers development, performance evaluation, monitoring and supervision and establishment of smart schools. The project will also focus on:
  - a. Introduction of ICT in education right from ECE by utilizing different appropriate applications in child holistic development.
  - b. Integration of ICT at elementary level in teaching of languages, science, mathematics, teaching of the Quran and e-assessment.
  - c. Use of ICT at secondary and higher secondary level for livelihood projects, student's assessment, guidance and counselling, and worldwide exposures in different fields of education.
  - d. Usage of ICT for effective coordination with all stakeholders of education, especially community/parents and higher education institutions.
  - e. Effective utilization of ICT for non-formal/distance learning, online and self-learning areas.
3. Computer education curriculum for all classes shall be revised/reviewed and regularly updated in accordance with the contemporary developments in ICT concepts, topics and specializations, in accordance with the grade wise competencies and cognitive levels of the learners.
4. Latest concepts of computer education such as artificial intelligence, data analysis, cloud computing, information and cyber security, relevant computer programming languages, data base management, enterprise intelligence, cyber physical system integration, shall be introduced and regularly updated through integration in appropriate subjects and scheme of studies.
5. At secondary and higher secondary level, the subject of computer will be upgraded to ensure practicum application of ICT.
6. Use of ICT will be integrated/incorporated in curriculum of all subjects.
7. Teachers' recruitment, in-service training and performance assessment criteria shall be reviewed and updated in accordance with the needs of ICT based teaching competencies.
8. Teacher training courses/curriculum shall be revised/reviewed regularly to integrate and update IT education and ICT in education (both in theory and practice).
9. Teacher trainers/teacher educators in IT and use of ICT in education shall be given international exposure and training.
10. During fresh recruitment the competency in ICT will be given due weightage.
11. Computer labs shall be established in each secondary and higher secondary school, and equipped with necessary facilities and services, gradually computer labs will be extended to all schools, including ECE classroom.
12. All the teachers shall be trained in ICT based teaching. All the teachers shall be made proficient in terms of ICT based lesson planning, use of ICT for teaching/delivery, assessment and examination.
13. Continuous professional development Programmes for teachers shall be reviewed and updated in accordance with the competencies and dispositions desirable for teaching ICT courses successfully.
14. Internet facilities shall be provided to each secondary and higher secondary school both boys' and girls' schools.
15. E-governance will be introduced in education management.
16. Education managers shall be given training of e-governance and e-management.
17. Education managers' recruitment and induction mechanism will be revised, e-governance competency will be considered as the basic and essential pre-requisite skill for educational managers.

18. School based EMIS cell shall be established to support use of ICT in education management, curriculum implementation, planning and assessment.
19. Best practices and success stories in IT and use of ICT in education and e-governance at national, regional, and international levels shall be explored/studied and adopted/replicated.
20. Brilliant and bright students in IT shall be awarded with scholarships for higher studies in IT education, as well as laptop free of cost by the government or philanthropists. Similarly, best IT teachers shall be given incentives to encourage them.
21. Resources for promotion of IT education and use of ICT in education shall be mobilized and investment in this important and significant area shall be increased/enhanced.
22. Negative aspects and impacts of IT such as copy-paste culture; psychological impacts on brain of children; limits on critical thinking and analytical skills; pornography and visits of unwanted sites; reliance on limited learning resources such as computer and internet, neglect of oral skills and handwriting shall be minimized/eliminated, through introduction of well thought out plans/ Programmes.
23. The State shall strive to establish workable linkages with global/regional academic institutions, computer education providers, private sector institutions/corporations dealing in the domain of ICT based and ICT education.
24. ICT shall enhance quality of teaching learning process through coordination with universities, especially in the areas of research on different educational issues rise through ICT integration.
25. Awareness campaign shall be launched about the constructive and destructive impacts of ICT on young generation.

# Chapter 10.

## Private Sector Education

### 10.1 Importance and Need

Private educational institutions are playing important role for educational development in AJ&K. It is difficult for the State government alone to shoulder the huge responsibility of education, training, and literacy of around 4.1 million population of the State. The allocations and investment in education by the government is inadequate and insufficient. Whereas more than 0.5 million children of 5–16-year age group are out of school. The quality of education of public sector institutions is also not up to the mark. The education system is facing number of other issues and challenges such as inequitable access, gender disparities and high dropouts etc. In such circumstances sizeable presence and effective contribution of private sector is imperative and priority need of the State. Without active, vibrant, and flourishing private sector, achievement of national and international goals, targets and commitments such as free and compulsory education under article 74 and sustainable development goals (SDGs) may not be possible to achieve within the stipulated timeframe.

### 10.2 Situation Analysis

In AJ&K, considerable contribution to the education development by private sector at all levels is recognized. The private sector in AJ&K has supported the State in improving the Education Indicators more than other provinces and the federating units. Because of better quality of education, the parents prefer to send their children to private schools instead of public sector schools. The representatives of the Private Schools informed that the number of private schools in the State is around 6500 against only 2139 reported by NEMIS. There are three categories of the private schools in AJ&K as mentioned below:

1. Private Schools of the Elite Community/Class (less than 5%)
2. Mid Fee level Private Schools, monthly fee around 5000/- per month (around 20%).
3. Low Fee Private Schools, monthly fee less than 3000/- per month (around 75%).

Besides, the private schools have also been established and run by the Not-for-Profit Organizations in AJ&K.

A large number of private schools are providing education at reasonable expense. They are not using the government curriculum and textbooks. The textbooks used by the private sector are as follows:

- Textbooks of Oxford University Press (for elite class and few Mid-Level schools).
- Afaq textbooks (Few Mid-Level and all low fee schools).
- Some of the schools also use books of some other publishers as well.
- Most of the teachers in the private schools are hired without any consideration of the Pre-service training i.e., B.Ed. or M.Ed. etc. As such they are mostly untrained. Even there is no organized system of in-service teacher's training except orientation of teachers at the time of introduction of new textbooks.

#### 10.2.1 Institutions

As per Pakistan Education Statistics (AEPAM) report (2016-2017), the total number of private schools in AJ&K are 2139, out of these 21 are pre-primary, 721 primary, 903 middle, 377 high, 33 higher secondaries, 71 inter colleges, and 13-degree colleges.

The above data indicates that the total enrollment of the Private Schools is 404,808, which includes pre-primary 141,179, primary 165,959, Middle 60,120, high 27,094, higher secondary 9,671 and degree level 785.

### 10.3 Issues and Challenges

The following are some of the main issues and challenges confronting private sector education in AJ&K which need to be resolved on priority basis:

- i. Private sector education data base is missing. Country wide private education census could not be conducted since last one decade. Education Management Information System (EMIS) reports have been estimating and projecting data since 2005. Private sector complains that facts and figures and statistics of private education sector are grossly under reported.
- ii. There is no uniform policy for registration of private schools and colleges. Hence, private education sector is not regulated, monitored or assessed by any means or standards.
- iii. Special Secretary (Private Schools Registration & Regulatory Authority) within the education department supervises registration of the private schools. However, other than registration this authority plays no role in regulating and monitoring private school education system.
- iv. Many languages are used as a medium of instruction in private schools such as Urdu and English etc.
- v. Most of the low-cost schools lack basic facilities, services, and infrastructure.
- vi. Some of the English Medium elite institutions established for profit motive charge high fee which is severely criticized by the parents and society as a whole. Poor and talented students do not have access to these institutions because of the high fee charged by them. Lack of equal opportunities in private institutions have caused societal divide and created class system.
- vii. Lack of uniform curriculum is another serious challenge yet to be addressed.
- viii. Lack of coordination and linkages within private sector as well as between public and private sectors is an issue.
- ix. A majority of private educational institution teachers are not trained. Moreover, teacher's turnover rate in private sector is very high.
- x. Lack of career structure and exploitation of teachers by the private educational institutions is another big issue.
- xi. Irrational location of private schools is yet another problem. Some of the private sector schools are opened very close to public sector schools which has created an atmosphere of clash and conflict, as well under utilization and wastage of public resources.
- xii. Health and physical education services of private education sector are inadequate, and students suffer because of lack of playgrounds and sports facilities.
- xiii. Private institutions Regulatory System in AJ&K is not much effective because of lack of capacity and authority.
- xiv. Government support for deserving private schools is almost negligible.
- xv. Public-private partnership scheme which has a great potential is not properly planned, executed, monitored, and evaluated.
- xvi. In AJ&K, unlike the provinces of Pakistan, the education foundation is non-existent so there is no institution available in the State to provide technical support to the Private Education Sector Institutions.
- xvii. There is mistrust and lack of cooperation within private sector as well as between public and private sector, which adversely affects the promotion of education.
- xviii. There is acute shortage of technical and vocational education institutions in private sector of AJ&K. The Public Sector Institutions are not focusing on this area to a great extent, which is the requirement of the market at this point of time. Private sector can play very effective role in this regard.
- xix. Mushroom growth of private schools is also a challenge.

## 10.4 Policy Provisions

The policy provisions to address the issues and challenges, meet the future needs and achieve the goal, objectives and targets are recommended as follows:

1. A state level complete and comprehensive public and private institutions census, at each level and sector of education, shall be conducted after every three years.
2. Private sector education data base both on quantity and quality indicators will be created, updated and shared with all concerned.
3. Private education institutions Regulatory Authority will be restructured, strengthened, activated and empowered.
4. Learner Standards (for each subject and grade); teacher standards; textbook standards, facilities and services standards, and assessment standards shall be developed and applied to public and private educational institutions both.
5. Private & public sector schools will adopt the same curriculum approved by the State Authority and all institutions will implement textbooks duly approved by concerned department i.e., DCRD.
6. New innovative programs under public private partnership shall be initiated.

7. Private sector shall be encouraged and facilitated through matching grant by the government to open more quality institutions and expand educational facilities and services especially in rural and disadvantaged areas of the country, especially for out of school children.
8. Tuition fee and funds charged by the elite private educational institutions shall be rationalized.
9. Private educational institutions opened and run by philanthropists or run on no profit no loss basis or facing financial hardships shall be provided financial incentives by the government.
10. The State government shall initiate voucher scheme for education of out of school children.
11. Each profit based private educational institution shall provide at least 10% (of the total enrolment) to deserving children free education.
12. The AJ&K Education Foundation on the pattern of Punjab or Sindh education foundation shall be established.
13. It shall be ensured that pay package and other incentives of private education teachers are commensurate to the services they render.
14. AJ&K government will support, facilitate and share its resources with the private sector specially in the domain of pre-service and in-service training of private sector teachers.
15. Coordination, collaboration and cooperation within the private sector and between public and private sectors will be improved and strengthened.
16. Public and private sector institutions shall be encouraged to share their resources, facilities and services for common and noble cause of promotion of adult literacy and non-formal basic education in the country.
17. Water, Sanitation and Hygiene (WASH) facilities and services will be provided in all private sector schools as per WASH standards.
18. The Registration process of the private schools shall be made easy and achievable. Even online registration process will be developed. Registration shall be given to those schools which have all necessary facilities such as, Playground, computer and science labs etc.
19. Medium of instructions in Private Schools will be adopted as per approved policy decision of the State.
20. The monitoring staff of public sector schools shall also monitor and offer academic guidance to private schools.
21. Private sector shall appoint qualified and trained teachers in its schools.
22. The District Education Boards shall also take the exams of all the students at private schools.
23. Islamic education ideology character building and holistic personality development of child will be the focus of teaching learning.
24. In the localities, where government is not successful to run quality schools, public private partnership model will be initiated.
25. The administration of any school chain will be allowed to open new branch only when criteria of regulatory body is fulfilled. Each branch has to be registered as per the designated procedures/criteria by the regulatory authority.

# Chapter 11.

## Deeni Madaris

### 11.1 Conceptual Framework

Deeni Madaris have a long bright history representing brilliant and unrivaled tradition in the field of education and character building through teaching of religious and contemporary subjects. Education and character building in Islamic History has always remained universal, unified, comprehensive, and balanced for producing firm belief (Iman), fear of Allah, Taqwa, accountability in the Hereafter, professional knowledge, skills, and attitude with clear perception of the need of society and effective leadership in religious, political and economic matters. Therefore, special arrangements were made for seeking knowledge (Taleem), Tarbiyyah and Tazkiyya (purification of soul) since the beginning of Islam through mosques, educational institutions, and spiritual centers. Consequence of rapid spread of Islam, specialized educational institutions known as Deeni Madaris (Jamias, Darul-Ulooms, Taleemul Quran-wal-Hadith, etc.) were established in different parts of the world like Jamia Al-Qarawiyyin in Morocco in 859, Jamia Al-Azhar in Cairo in 972, Darul-Ilm (House of Science) in Egypt in 1005 etc. which were successfully continued till 19<sup>th</sup> century in the Sub-continent by the Ulama with the cooperation of the society. This system was badly affected when the British took over and particularly after the crisis in 1857, because almost all major educational institutions were closed. Later on, the Indian in general and Muslims in particular were kept away from science, technology, and other demanding subjects in pursuance of the government policy. In such circumstances, the religious leaders established religious institutions for the preservation of Islamic contents of the defunct educational system, to provide religious guidance and Islamic orientation to the Muslim community. It was an emergency measure, but with the passage of time, two parallel systems of education i.e., religious education and formal education were created resulting in the emergence of two different generations who could not understand each other. After independence, the status-quo was maintained in Pakistan and Azad Jammu & Kashmir (AJK). The government tried its best to integrate and bridge the gulf between the two systems through launching and implementation of different projects and programs, but satisfactory achievement is still awaited.

### 11.2 Importance and Significance

Deeni Madaris are independent educational institutions (about 30,000 Madaris) which play important role in imparting education to about 3 million students (both male and females) in Pakistan and AJK. It is the dire need of today to bridge the gulf between the two parallel systems of education through teaching of contemporary subjects in Madaris. As such, the steps taken by the government in the past, may be continued and extended in consultation with Deeni Madaris and other stakeholders in the perspective of the constitution, previous education policies and Acts.

#### Constitutional and Legal Provisions

In compliance with the Constitution and previous Education Policies, the Government tried to integrate Madrasa Education with the contemporary education to regulate and improve their system. Consequently, some formal subjects were introduced in the curricula of some outstanding Madaris, their teachers were trained, and their final degree was equated at par with MA (Islamic studies and Arabic) for teaching purpose and for pursuing higher studies. Madrassa Education Board was setup, and three moderns Madaris were established in 2001. The Registration Act-1860 was revised in 2005 to register all Madaris properly. The said inputs need to continue in all Madaris of AJ&K in consultation with Madaris, eminent scholars and educationists in the light of good practices of the government of Pakistan.

### 11.3 Rationale

It is the need of the day to formulate Madaris education policy, remove wrong and misleading misconception and false image towards these institutions and their graduates. These institutions are the source of religious knowledge and source of inspiration for the society as well. It is necessary to improve their system keeping in view the modern trends, issues, and technology in the world as a global village. The previous Education Policies, Act under 25-A, the suggestions given by the Provincial/Area Governments, Civil Society, and experts may be considered and incorporated in the policy.

## 11.4 Situation Analysis

Azad Jammu & Kashmir inherited only few Madaris at the time of independence. The eminent scholars and Ulama established new Madaris in this area. At present about 1500 Madaris in AJ&K are imparting religious education to about 150,000 students (male & female). Some of the Madaris also provide food, shelter, and clothes to poor, needy and deserving children of the society. The majority of these institutions have organized themselves with 5 Wafaqs/Tanzeems established as Examining Bodies on Maslak basis. These are (i) Wafaqul-Madaris (Deobandi) (II) Wafaqul-Madaris Salafia (Ahle-Hadith) (III)Wafaq Shia (iv) Tanzeemul-Madaris (Brelvi) and (v) Rabitat-ul-Madaris Mansoorah. These Boards have jointly organized themselves under the banner of Ittehad Tanzeemat-e-Madaris Pakistan (ITMP). They prescribe their own curricula without consulting any government agency/machinery and conduct examination almost at all levels. The financial involvement in salaries of teachers, lodging facilities, construction of buildings etc. are almost arranged through donations received from the society and some meager amount from the government. Mainly, the students studying in Deeni Madaris are from unprivileged or religious families. The Government of AJK through cooperation of the government of Pakistan tried its best in the past to introduce formal subjects in some willing Madaris and impart training to their teachers.

Currently, Federal government has established a project-based Directorate General of Religious Education (DGRE) at Islamabad and also opened its 02 divisional level offices in AJ&K. The main objective of this project is to coordinate and control the Deeni Madaris from federal level but until now, this project could not achieve any significant progress.

Though the final degree of Deeni Madaris (8 years Shahadat ul Aalmia ) is recognized/equated at par with MA (Islamic studies and Arabic) for teaching purpose and for pursuing higher studies by Higher Education Commission, but lower-level degrees (6-year degree of Shahadat ul Aalia, equal to BA/ BSc ) and certificates (4-year certificate of Sanvia Khalsa equal to FA/ FSc and 02-year certificate of Sanvia Aama equal to Matric ) are not recognized by the authority.

The civil society has very limited vision about the real philosophy and role of these Madaris. The contributions, services, strengths, and potentials of religious education system are underestimated. Resultantly no one (including Deeni Madaris) is thinking for revival of this religious system of education as it was working before 1856.

With a careful unofficial survey, a large number of Deeni Madaris students are also getting formal education as private candidates during their study in Deeni Madaris and after graduation from Deeni Madaris, they are joining leading universities and continuing their studies in English, Business Administration, Education, law and some other subjects and qualify these courses with distinctions. Later on, these graduates remain very efficacious in getting white collar jobs in public sector.

## 11.5 Issues and Challenges

- i. Lack of awareness about importance, need and real philosophy and role of Deeni Madaris in our society.
- ii. Non availability of complete, valid, reliable, or authentic data of Madaris, as different sources give different figures.
- iii. Various reforms/initiatives were undertaken, but due to lack of proper planning, coordination, and confidence among different stakeholders the process and programme remained unsatisfactory.
- iv. Lack of opportunities for Madaris graduates and teachers for seeking higher studies in home country and abroad and lack of proper employment opportunities for their graduates discourage the Madaris students and teachers to continue their education.
- v. Non availability of recurring and developmental expenditure budget.
- vi. Recently introduced complicated procedure of registration of Madaris, badly affected this stream of education.
- vii. No standardized criteria for opening of a new Madrassah. Presently any religious Scholar (of any Fiqah) can open new madrasa anywhere in AJ&K.
- viii. Teacher training is a weak area.
- ix. The curriculum of Deeni Madaris need revision/update.
- x. IT education is almost totally missing.

## 11.6 Goals and Objectives

- i. Revival and strengthening of religious education system.
- ii. To integrate Madaris system with formal education system for strengthening coordination among Madaris, Government and Private Institutions.
- iii. To implement the policy decisions already taken by the Government for teaching of formal subjects especially market oriented and skills-based subjects.
- iv. To facilitate Madaris students and teachers in seeking higher studies.
- v. To mobilize finances/budget to enable them to improve their education system.

## 11.7 Policy Provision

1. The government will support Deeni Madaris to improve infrastructure, facilities and services.
2. The curriculum and instructional material of Madaris education will be modified and reviewed in accordance with the needs and requirements of the national standards to ensure quality education.
3. The training of Madaris teachers in teaching of formal subjects will be provided/arranged by the government till Madaris teacher training institute is established. The public sector teacher training facilities will be shared with the Madaris.
4. Students and teachers will be provided opportunities to seek higher studies in the home country and abroad.
5. All Deeni Madaris related and relevant matters will be discussed and implemented in consultation with ITMP, Deeni Madaris and the Government.
6. With the collaboration of Formal system of education, Early Childhood Education (ECE) will be introduced in all Deeni Madaris.
7. With the prior consultation of Deeni Madaris Ittehad Tanzeemat-e-Madaris Pakistan (ITMP), DCRD will design condense courses of Primary, Middle, High and Higher secondary program, which can be offered formally in Deeni Madaris.
8. A State Madaris Commission/Madaris Education Regulatory Body will be established with the representatives from Madaris, education and other relevant departments, with the objective to consider, prepare and introduce the reforms in the following areas of Madaris Education:
  - a. After unanimous consensus of all Madaris groups and representatives of all AJK Public universities, a new full fledge university of Madaris Education will be established in AJK, just like other public sector universities after meeting the requirements of HEC.
  - b. All Deeni Madaris will be declared as University Campuses, provided they fulfill the criteria.
  - c. The degrees of the proposed University will be at par with general education universities.
  - d. Islamic Education Research cell will be established in proposed Deeni Madaris University. Initially Research experts of General education will be deputed in the proposed cell. Research in this proposed university will be an essential component of degree programme.
  - e. A quality assurance cell for accreditation of the Madaris as well as Madaris programmes will be established with the consensus of Madaris.
  - f. On meeting, necessary requirement, currently offered courses in Deeni Madaris: 2-year Sanvia Aama, 4-year Sanvia Khasa, and 6-year Shahadat ul Aalia will be declared equal to Matric, Inter and bachelor respectively, just as 8 years Shahadat ul Aalmia degree is already accepted as equal to MA /MSc.
  - g. On recommendation of State Madaris Commission different pilot projects, in all types of Madaris, at all levels, related to revisiting of Madaris curriculum, streamlining of Madaris, integration of Formal education core subjects in Madaris education and revitalizing of Madaris education, Research in Religious education, introduction of Science and technology education in Madaris education and Use of ICT in Madaris education etc., will be launched by Madaris Authorities with the support of formal education.
  - h. For professional development of Deeni Madaris teachers', Madrasa Teachers Training Institute will be established by Madaris authority with the support of formal education system and teacher educators.
  - i. Madaris education will be revisited so that the students of Madaris can be switched over to formal education and the formal education students switched to Deeni Madaris.
9. Non-formal primary schools and adult literacy centers both for male and female, will be established in collaboration with Deeni Madaris.
10. Coordination amongst formal schools, non-formal schools, Deeni Madaris and Masajid will be improved at all levels i.e., local/village, district, division and state level.
11. Formal education system will share its facilities and services such as playgrounds, meeting/conference hall and teaching learning material etc., with the Deeni Madaris.

12. Sports competitions declamation contests, speeches debates and other co-curriculum and extracurricular activities amongst the students of formal education both public and private, and students of Deeni Madaris will also be held.

# Chapter 12.

## Curriculum and Textbook Development

### 12.1 Conceptual Framework

Curriculum lies at the heart of all learning activities and is the center of all educative processes which means that all educational institutions knit their activities around it. Curriculum is considered to play crucial role in national integration and harmony; hence, it should aim at enabling the learners to gain knowledge, develop conceptual and intellectual skills, attitudes, values, and aptitudes conducive to the all-round development of their personality and proportionate with the societal, economic and environmental realities at national and international level.

The development of curriculum involves a curriculum for all learning aspects of the essential ways of working and knowledge ensuring that learners are engaged with learning and develop their knowledge, understanding, skills and competencies. This includes promoting excellence through a curriculum that supports all students to develop a deep understanding of important subject matter and the intellectual tools and a strategy to think for them and to manage their own learning. Curriculum thus engages learners with strategies to develop sound understanding of all what has been aimed by the nation.

The curriculum developers should keep in mind this fact that knowledge production and change is happening at an exponential rate. The 21st century generation has totally different learning styles hence their needs should be considered in classroom teaching focused on achieving the objectives of the curriculum. Use of technology is an integral part of today's society. Learners are engaging learning to accommodate with new technologies. Therefore, school curriculum must make a vital contribution to the student's future, wellbeing and prosperity enabling them to efficiently perform desired roles in innovation-oriented society and knowledge-based economy. The twenty first century curriculum demands for novelty, creativity, and integration of knowledge at global level, research, critical and analytical thinking to cope with rapidly changing complex society.

There are three basic types of curriculum design i.e., subject centered, learner-centered and problem centered design. The greatest need of the time is to redesign curriculum, textbooks, teaching methodology and children's literature, formal and non-formal educational systems to suit the changing societal needs and innovative learning techniques of children with the help of ICTs. Research findings indicate that active learning (questioning and investigate the nature of topic) develop creativity and stimulates the learning of students. In AJ&K, after devolution of education under 18<sup>th</sup> Constitutional Amendment, this is the first effort to formulate an education policy that should be responsive to the needs and aspirations of the people of the State of AJ&K.

18<sup>th</sup> Constitutional amendment has empowered the federating units to take over the responsibility of curriculum development in their respective jurisdiction. The State of AJK has its own historical, religious, geographical, and cultural perspective which need to be reflected in curriculum appropriately to transmit values of the society to next generation in right perspective. This policy has therefore been developed keeping in view the needs of curriculum for the people of AJK for next ten years.

### 12.2 Situation Analysis

Directorate of Curriculum, Research and Development (DCRD) is the main organ of E&SE department of AJ&K responsible for preparation and implementation of curriculum, teachers training and improving education quality through assessment. DCRD was established in 1984 as a Bureau of Curriculum under the Directorate of Education and its nomenclature was changed over the time from Primary Education Curriculum Reform Project (1985) to Curriculum Research and Development Centre (1990). Finally, in 1998, the status of Directorate of Curriculum, Research and Development (DCRD) was granted to this extraordinary important wing of the department of E&SE. The core mandate of DCRD is to carry out the following tasks and functions:

- i. DCRD is mainly responsible to undertake curriculum development. Currently national curriculum of 2006 is being followed in public schools throughout the State.
- ii. Curriculum implementation through design, approval and internalization of textbooks and teaching learning materials is the responsibility of DCRD. Under this purview, DCRD also reviews and approves the textbooks and teaching learning materials provided by the private sector institutions.
- iii. The DCRD supports in publishing the textbooks as per the national curriculum of 2006 and is also responsible for the evaluation of textual material to enhance the quality of teaching learning material.
- iv. Teacher's training is another important function of DCRD. The Directorate is not only responsible for the designing of training material and planning of teachers training, but it also evaluates materials to make sure that the material fulfills the current and future training needs.
- v. DCRD is also responsible for planning, conducting, and supporting assessment related activities both inside the department of E&SE as well as supporting external assessment tests like National Achievements Test (NAT) administered by National Education Assessment System (NEAS), Test in Mathematics & Science (TIMS) and other periodic assessment studies.
- vi. Conducts research for curriculum development and education quality improvement.

### **12.2.1 Situation of Curriculum Development and Implementation**

The staff of Directorate of Curriculum Research and Development (DCRD) consists of 29 officials, which include one Director General, two Deputy Directors, five Senior Subject Specialists, two Assistant Directors and nineteen Support Staff members (including 07 BPS 4 employees).

- i. Only ten technical professionals relate to curriculum, teachers training and assessment. Whereas total head count of the staff in DCRD is 29. This distribution and allocation of head count with in DCRD clearly indicates the non-rationalized deployment of the existing staff versus the technical requirements as per roles and functions of DCRD.
- ii. ToRs, job descriptions, roles, and responsibilities as well as human resource performance evaluation criteria are missing for all the staff positions with in DCRD by and large. However, there has been an exercise around these aspects conducted by World Bank (WB) during the past. ToRs and job descriptions were developed through the same exercise, but those documents are not available even in the archives of the department.
- iii. Lack of quality human resource is one of the biggest issues within the DCRD. The existing human resource lacks technical understanding about curriculum preparation and implementation. Furthermore, human resource is deployed without specific qualification, trainings, and skills. Service rules do exist which are generally followed for promotions and placement of the staff in DCRD for curriculum development and its implementation.
- iv. There is no provision for experience sharing and the best practices in terms of curriculum development with the staff responsible for curriculum formulation within DCRD.
- v. The human resource of the DCRD lacks full time subject specialists especially for the science subjects. Hence, the department has to engage the subject specialists from the other institutions/ organizations within education department to coordinate, develop and review the textbooks.
- vi. Though the functions of curriculum, assessments and trainings operate under one umbrella but there is no co-ordination mechanism in place among DCRD and other directorates/sections of E&SE department. The weak coordination leads to many problems in the areas of curriculum development, assessment of learners, improving education quality as well as monitoring of education in schools for improving teachers' performance.
- vii. The human resource also lacks the skills required for preparing the project proposals (PC-I) to secure adequate financial resources to improve the curriculum design and implementation practices in the State, resultantly, the directorate gets little financial resources for such activities and education quality suffers in the long run.
- viii. There is no mechanism or procedure in place for conduction of research to assess the need for curriculum development and addressing the quality of learning through effective curriculum design and implementation practices.
- ix. The State of AJ&K implements the obsolete and outdated curriculum of 2006 developed by the then Federal Ministry of Education.
- x. Due to the problems such as irrational distribution of human resource, lack of co-ordination among various units/directorates and no orientation towards research and development for curriculum design and implementation, the E&SE department lacks an overall capability and capacity to prepare and implement curriculum. Thus, it is a roadblock to quality education.
- xi. In some subjects such as technical and vocational education, the curriculum of 1997 is being implemented.

## 12.3 Policy Objectives

Objectives of curriculum development of education policy are to: -

- i. Restructure Directorate of Curriculum Research and Development as independently functioning State level body as per its legal mandate
- ii. Provide legal, human, financial and technical support to DCRD to perform its functions effectively and efficiently.
- iii. Promote a culture of research and need based curriculum development.
- iv. Improve quality of products, procedures related to curriculum development and implementation through establishment and strengthening the linkages between DCRD and research organizations, universities, curriculum authorities and teacher training.
- v. Strengthen coordination, collaboration, and cooperation between DCRD and sister organizations involved in curriculum research, implementation, assessment and evaluation for improved quality of curriculum, textual materials, assessment and teacher training.
- vi. Provide guidance to all State departments, organizations and institutions related to mandate and role of DCRD for effective participation in curriculum development, implementation, and evaluation.
- vii. Develop school curriculum that reflects the ideological concerns, historical perspective, responsive to socio-economical needs of the society in the perspective of 21<sup>st</sup> century knowledge-based economies, industrial growth, peaceful coexistence at local, national, regional, and international level.
- viii. Ensure development and timely provision of good quality textual and other learning materials to all students at all levels/classes in AJ&K.
- ix. Produce and provide textual materials, shifting from rote memorization to conceptual understanding, promoting soft skills required for development of society at par with others around the globe.
- x. Build the capacity of curriculum developers, textbook writers and reviewers and other related or concerned professionals.

## 12.4 Policy Provisions

### Strengthening Directorate of Curriculum Research and Development (DCRD)

1. In the context of devolution of education under 18<sup>th</sup> Constitutional Amendment, the State of Azad Jamun and Kashmir, like other federating units, needs a strong institutional setup to lead the curriculum and textbook development process for its territorial jurisdiction. Structure of DCRD will be revisited to make it a vibrant, professional body for: -
  - a. Carrying out research studies in situation analysis, need assessment, curriculum development, evaluation, feedback and curriculum implementation including material development and review, teacher training, impact of training and curriculum assessment etc. Also carry out comparative studies on curriculum development, revision, implementation process and content analysis within Pakistan and at regional and international levels.
  - b. Developing a collaborative relationship and partnership with curriculum authorities in others federating units of Pakistan.
  - c. Providing concrete and workable guidance and solutions to other sister organizations within AJK in the areas of implementation, assessment and evaluation of curriculum.
2. Job descriptions for different positions in the revised structure of DCRD will be prepared, notified and made public for all concerned interested to apply for these positions from public or private sectors. Recruitment or hiring mechanisms/procedures of staff aligning with the new role of DCRD will be developed and applied to ensure merit-based hiring of subject based staff against all positions.
3. Capacity building of the staff of DCRD through induction training, exposure visits to national and international institutions involved in curriculum development will be arranged.
4. A comprehensive Induction Pack will be developed for training of fresh appointees in DCRD, and such trainings will be made a regular feature of DCRD for staff development under the guidance of senior officers.
5. DCRD as an apex curriculum body of the State will develop cordial, continuous and strong relationship for experience sharing related to curriculum issues with sister organizations within State and in Pakistan such as Curriculum Authorities, Textbook Boards, NEAS/PEAS/KEACE, Examination Boards, Research Institutes and Teacher Training Institutes.
6. DCRD will develop close collaboration with universities and other research institutions in public and private sector to conduct research as its regular feature on issues related to curriculum development/revision, implementation, teacher learning material development, examination, assessment, evaluation and feedback.

7. In order to steer the processes related to curriculum, DCRD will develop AJ&K curriculum development and implementation framework in collaboration and consultation with State and national organizations and institutes. DCRD staff will be equipped with necessary knowledge, skills, research competencies and attitude.
8. DCRD will be provided required financial, human, technical and legal support to organize it as a professional State body for carrying out all actions, activities and practices related to curriculum development effectively and efficiently.

### **Curriculum Development and Revision**

9. Scheme of Studies will be reviewed and revised to accommodate new subjects, create space for technical and vocational stream at school level, revisit weightage of different subjects and reallocation of time to different subjects including teaching of Quran as a compulsory subject within the total school time.
10. Standards for different levels of schooling in all subjects will be developed considering the local, national and global expectations, aspirations and demands as envisaged in key documents/guidelines.
11. Standard Operating Procedures (SOP) for curriculum development for the working of DCRD will be developed to make curriculum development and revision a continuous, systematic and responsive process to address the needs of Muslim society and 21<sup>st</sup> century knowledge-based economy.
12. Goals and objectives of education, training and literacy will be revisited in consultation with leadership of political and religious institutions, social institutions, technical institutions as well as agriculture, forestry, industry, handicrafts, health and other sectors to make curriculum responsive to human resource needs of future.
13. Curriculum development will be undertaken with a view to ensure holistic development of students at different levels of schooling having due emphasis on acquiring relevant, authentic and practical knowledge and set of skills enabling them to live a successful social life exhibiting required level of attitudes and values in a Muslim society.
14. Curriculum of each subject and class will be a comprehensive guiding document for the authors of textbooks and textual materials, teachers, examiners and assessment experts avoiding unnecessary repetition and overloading contents.
15. Key learnings of each subject will be focused upon during curriculum development and revision cycles considering the developmental needs of students in changing socio-economic conditions at local, national, regional and international level.
16. Experiential learning will be made part of curriculum in each subject shifting from rote memorization to skill-based education. Affective and psychomotor domains will be equally emphasized across the curriculum subjects and classes and assessed using different techniques.
17. Flexibility in curriculum to respond to local needs of different regions and areas will be worked out through Curriculum Development and Implementation Framework. Mechanisms to empower teachers to professionally utilize this flexibility in the best interest of students will be suggested and training to teachers offered.
18. Various skills including critical thinking, evidence-based thinking and decision making, language proficiency and communication, innovative and creative attitude, sense of aesthetics, vocational skills, gender and human rights and responsibilities, developing sense of productive citizenship, environment protection, resource conservation, health, sanitation and hygiene, values and attitudes etc. will be integrated across subjects without duplication and overloading of concepts.
19. Artificial intelligence, machine work, computing and mathematical skills will be promoted/ acquired through curriculum.
20. Leadership skills, teamwork, cooperation, collaboration and partnership concepts will be embedded through curriculum. The skills of tomorrow instead of yesterday will be focused.
21. Education of global understanding and principles of justice, peaceful coexistence, respect to humanity in the diverse global context, citizenship skills and democratic attitudes will be made part of curriculum in relevant subject.
22. Knowledge of past historical events of Kashmir Freedom Movement, Pakistan Movement, National Heroes, and right to self-determination vis-a-viz role and responsibilities of national and international institutes and organizations to this context will be taught through relevant subjects.
23. Accepting cultural diversity with deep understanding of own culture, its ingredients, universalities including sense of ummah, local and regional diversities will be included in curriculum subjects appropriately as an integral part of school education. Love and respect of local culture and national heritage will also be made part of curriculum.

24. Character building through the values such as sense of being right and wrong, standing by the righteous cause firmly, tolerance, equality, empathy leading to character building required for successful social life in religious, social and political context of the nation and global community at large will be included in curriculum.
25. Curriculum development shall be objective driven and outcome i.e., Student Learning Outcome (SLOs) based.
26. Curriculum-based assessment will be mandatory to promote conceptual learning and discourage rote memorization in line with the spirit of curriculum. Training Workshop for curriculum developers, examiners and assessment staff will be conducted by DCRD to build their capacity.
27. Teachings of the Quran and Sirat-e-Tayyaba will be the principal source of guidance for curriculum development and revision.
28. Quran with translation will be taught as a compulsory subject. Scheme of Studies will be revised for this purpose from grade 1-12.
29. Ahadis with Arabic text and Urdu translation will be integrated in curriculum to inculcate the concept of Muslim philosophy of life from social, economic, political, educational and developmental angles keeping in view the changing aspects of life in 21<sup>st</sup> century.
30. Curriculum will provide room for developing the capacity for self-directed learning, the spirit of inquiry, critical thinking, problem-solving and teamwork.
31. Emerging trends and concepts such as School Health, Child rights, Self-protection, Safe living habits, Preventive Education against HIV/AIDS and other infectious diseases, Life Skills Based Education, School Safety and Disaster and Risk Management. Detection and Prevention of child abuse, etc., shall be reflected in the curricula in different subjects keeping in view the cultural values and sensitivities.
32. The fundamental human rights guaranteed to the citizens of State under legal frameworks as well as under the Constitution of Pakistan in line with the spirit of Objective Resolution shall be taught through relevant curriculum subjects enabling each individual to develop sense of civic responsibility, fair citizenship and recognition and delivery and protection of human rights of others.
33. Activity based learning and entrepreneurial Studies shall be introduced to develop entrepreneurial and business skills in students of general education to make them productive and self-oriented citizens.
34. Activity base and outcome-based education will be promoted at different levels of schooling across subjects.
35. A mechanism for an ongoing feedback and evaluation of implemented curriculum will be applied so that a continuous improvement process in curriculum is institutionalized. Feedback should flow from the primary providers of education i.e., schools to the curriculum developers and educational managers.
36. The mechanism for periodic review of curriculum shall be devised/ institutionalized.
37. New curriculum for technical education will be developed and implemented.

### **Textbook and Learning Material Development**

38. AJ&K Textbook Board will be strengthened to ensure development and timely provision of quality textual materials at all levels of schooling.
39. National Textbook and Learning Material Policy 2007 will be reviewed, revised and adopted for implementation by AJ&K Textbook Board in its jurisdiction.
40. DCRD will provide guidelines and standards for development and review to produce quality textbooks and other learning materials at a minimum affordable cost.
41. All private educational institutions will follow the State approved curricula and will be free to develop/use their own textbooks and learning materials accordingly and use after approval from DCRD under AJK Textbook and Learning Material Policy.
42. Textbooks will be free from all biases on the bases of cast, creed, language, religious sects or ethnicity.
43. Content loaded textbooks promoting rote learning will be replaced with the textbooks promoting constructive and objective thinking, critical analysis of life issues in social, economic, political, historical, religious contexts.
44. Contents promoting harmony among the society using authentic, valid and accurate information will be used in textbooks. Textbook Board and DCRD will ensure its implementation in letter and spirit.
45. Textbook contents will contain core learning materials on each concept along with discussion, interpretation, analysis and application activities.
46. Supplementary and additional reading materials to achieve curriculum objectives will be used for clarifying concepts, widening understanding and promoting reading habits. Such materials will be developed and made available for students of different levels of schooling.

47. Textbook development and review process will be standardized and institutionalized within the legal framework governing the AJK Textbook Board and DCRD.
48. ICT will be used in development of textbooks and soft copies of textbooks will be made available to all.
49. Use of ICTs will be encouraged through textual materials for improving the quality of classroom instruction and assessment of learning.
50. Textbooks will contain periodic assessments based on curriculum concepts (not focusing on the content itself) for promoting in depth understanding instead of rote memorization.
51. School bag weight policy will be developed and implemented.
52. A comprehensive curriculum implementation or task force framework will be developed for effective implementation in the field.
53. A curriculum implementation committee or task force will be constituted to ensure true curriculum implementation in the field and review implementation strategy periodically.

# Chapter 13.

## Assessment and Examination

### 13.1 Conceptual Framework

Assessment is a key to education system and development. It serves as an individual's performance in learning, as well as it is a way to compare performance across a spectrum and across populations. Assessment is a process of collecting, reviewing, and using data for the purpose of improvement of the student and systems' performance. Assessment policies describe the approaches that are used by an organization in its assessment practices. The purpose of the assessment policy is to help students know what they are doing well and what they need to improve. The assessment results help teachers to assess his/her performance and effectiveness of teaching-learning/instructional methodology. Besides, the results/findings of assessment, evaluation and examination also guide the standard setters, curriculum developers and textbook writers to review and improve the existing practices and set the future direction. Furthermore, parents and the society are informed about the achievement of the students and performance of the school system. As such, the assessment is a learning tool through which student understanding/learning in a particular subject/theme at a particular time is assessed. Assessment is important to assess the achievement status of the set goals, objectives, and targets.

Types of assessment include diagnostic assessment, formative assessment, interim assessment, benchmark assessment and summative assessment etc.

Testing is a technique of obtaining information needed for evaluation purposes. Assessment, evaluation, and testing are all used to measure how much of the assigned materials, students are mastering, how well students are performing against the goals and objectives. Assessment is a process of collecting, reviewing, and using data for the purpose of improvement of the student performance. Evaluation is described as an act of passing judgement on the basis of set of standards.

### 13.2 Importance and significance

Assessment is the engine of any education system. The whole system revolves around its assessment. Nothing is as important for the students as assessment and feedback on it. Teachers review their instructional strategy in the light of students' assessment and assess importance for their own performance for improvement. Assessment is associated with quality assurance of the system. Well-designed assessment has numerous benefits besides knowing the performance of the students. The basic purpose of Assessment is to facilitate learning. Well-designed assessment can encourage active learning especially when the delivery is innovative and engaging. Use of technology in assessment is the dire need of the day.

### 13.3 Situation Analysis

- i. In AJ&K annual Summative assessment of K-12 grades is currently organized in two ways. The summative assessment for several grades, i.e., Pre-primary grades, grade 1-4, and 6-7, are planned and conducted at institution level. Whereas this assessment for grade 5 and 8 is planned and conducted at district level by examination bodies, i.e., elementary boards of examination. Similarly, the summative assessment at secondary and higher secondary (9-10 and 11-12) levels is planned and conducted by the external assessment body. i.e., BISE (The Board of Intermediate and Secondary Education) Mirpur AJ&K. Scores obtained by students in paper-pencil tests are focused primarily. These systems are unable to provide information about the holistic development of learners.
- ii. Formative assessment in classroom is very nominal and ineffective. There is no set framework for formative assessment. The teachers usually do not know the purpose and strategies of formative assessment. Some active teachers organize formative assessment by utilizing the exercises/questions, usually given at the completion of the chapter/ unit.
- iii. A State level institution, KEACE is responsible to conduct diagnostic assessment. Its responsibility is also to guide the department in conducting different assessments at school level. But due to lack of resources it cannot perform its roles.

- iv. Majority of teaching workforce lack the conceptual understanding of student's assessment and the skills required for it. Mostly Teachers do not know how to develop valid and reliable assessment tools. Assessment conducted at school, or any external assessment body is unable to provide the true picture of students' accomplishment.
- v. Assessment of students' holistic development is not practiced. Students' educational assessment consists merely of gauging their ability of remembering. Internal assessment grades assigned to the students of secondary and higher secondary grades are mostly supposed. Oral assessment, especially of students' linguistic development at early stages, is often not carried out. Culture of reporting the children's educational achievement is also mostly non-existent, except that of some private sector educational systems. Textbook exercises are the only pool of assessment items to be included in an assessment tool. There is no student learning outcome (SLO) based assessment at all.
- vi. The capacity of teachers in the area of assessment both formative and summative is weak. Teachers are unable to prepare assessment tools, to know the achievement levels of students on any topic. They prefer to assess students through the questions given in the exercise, at the end of the chapter. Even the summative assessments and promotional exams conducted by the elementary board as well as of secondary board, are based on questions given in the book.
- vii. Assessment at grade 5 and 8 in public sector institutions is being carried out by external bodies, whereas the private sector is conducting students' assessment at these levels individually at institution level. It implies that the systems of assessment at grades 5 and 8 are not uniform and homogeneous. Elementary boards of examination do not have skilled and experienced team of tool developers, test administrators and evaluators. There are numerous types of malpractices in examinations conducted at grade 5, 8, and 9-12.
- viii. KEACE has been carrying out its activities (as per its roles and functions) with the help of three staff members only (for the last decade) since its inception in 2007. There is a serious deficiency of the human resource in KEACE to undertake its assessment related activities.
- ix. KEACE follow National Education Assessment System (NEAS) assessment framework and standardized parameters to find education quality in the State. Elementary Education Board results are only for promotion of the students, not analyzed for any quality measuring purpose. Secondary board exams have the same status. Furthermore, there is no mechanism at hand to ascertain the effectiveness of curricula and teaching learning based on assessment statistics.
- x. There is no mechanism of providing teachers training for their capacity building in making students' assessment. Similarly, KEACE and DEE have no liaison and co-ordination to design and conduct assessment training.
- xi. KEACE has limited its role of supervising and monitoring the assessment process in AJ&K. It has no mechanism to coordinate with the examination bodies or agencies responsible for educational assessment across the State. Hence the effectiveness of assessment system is not encouraging.
- xii. KEACE lacks the budget for carrying out diagnostic assessment on its own.
- xiii. ToRs and job descriptions of the professionals in KEACE are non-existent.
- xiv. BISE Mirpur is working in collaboration with examination boards of Punjab and is following their practices and strategies. The board has researchers and data analysts, but they only develop the gazettes of different examination results, they never produce any analytical report about boards' assessment and findings. The Board hardly shares the data with any research organization/ universities/ DCRD/ KEACE. Time to time a number of questions rose about the quality of examinations, its administration, evaluation, and other aspects but no progress done to address these issues.
- xv. The ten District level Elementary Examination Boards were established to improve the quality of education at elementary level as well as for uniform system of examination for public and private education sectors. But these boards failed to achieve the objectives of their establishment. However, these boards became reasonable source of employment for a number of political preferences. The private sector is totally not valuing the process of this assessment and is still not participating in this assessment.

## 13.4 Issues and Challenges

Various issues and challenges in assessment system which have been identified are enlisted as follows:

- i. Most of the educational stakeholders lack the conceptual clarity of different types of assessments and their purposes.
- ii. Assessment do not cover all the domains of learning. Holistic personality development is non-existent.
- iii. Teachers don not have required capacity of students' performance assessment.

- iv. There is no coordination among different assessment bodies.
- v. Diagnostic assessment is conducted as a routine activity, its recommendations are never followed for improvement in the system.

## 13.5 Need Assessment

To improve overall system of assessment, the following measures should be taken into consideration: -

- vi. KEACE should be strengthened with respect to both human and financial resource as per requirement.
- vii. Proper job descriptions (JDs), ToRs for each and every position in KEACE should be developed and implemented.
- viii. The trained professionals should be hired in KEACE, purely on merit basis.
- ix. The assessment staff should be trained in use of ICT based students' assessment and reporting etc.
- x. There is dire need to improve standard of both formative and summative assessments in schools.
- xi. Competent, visionary HR should be deployed in the Boards. For deployment of competent HR in Boards, the Acts of boards should be revisited/ reviewed.
- xii. Coordination among different examining bodies and other education stakeholders should be for ensured assessment purpose.
- xiii. There is a need of standardized item banks, at least for core subjects and for different terminal exams.

## 13.6 Goals and Objectives

Goal: To improve quality of assessment and examination system at all levels of education in AJ&K.

Objective:

- i. To improve the quality of examination at all levels to shift away from testing of rote memorization to assessment of concept comprehension, application, critical thinking and problem-solving skills.
- ii. To shift to curriculum-based examinations from textbooks-based ones.
- iii. To build capacity of teachers in modern approaches and techniques of assessment and examination.
- iv. To develop institutional capacity of assessment and examination bodies.
- v. To develop system of quality assurance for continuous improvement of the education system.

## 13.7 Policy Provisions

1. A comprehensive situation analysis and need assessment, study on multidimensional indicator to assess the situation, identify issue and suggest the solution shall be conducted.
2. Curriculum based assessment will be introduced at all levels of education and for all types of assessments by 2025.
3. System of Holistic development of child will be introduced. Multiple assessment tools in addition to traditional examinations shall be explored and applied. Various forms and methods of assessments; continuous, formative, summative, performance assessment tests, portfolio, observations, oral and multiple methods shall be applied to provide opportunities to the learners to demonstrate and enhance learning outcomes.
4. The Examination boards will be restructured and shall be responsible for valid and reliable assessments with the consultation of KEACE.
5. A comprehensive plan shall be prepared to upgrade the quality and level of examinations of Boards.
6. All assessments and examinations shall adopt Standards-referenced assessment approach in order to align its assessment system with the content and performance standards outlined in the curriculum.
7. The assessment and examination systems shall adopt Standardized Quality Examination System and procedures.
8. All student achievement data from standardized external assessments shall be provided to relevant institutions, policy makers and planning departments for evidenced based planning.
9. All continuous/internal and external assessments and examinations shall be aligned with the curriculum: contents, skills, attitudes, performance standards, benchmarks and students learning outcomes for improved content validity.
10. All assessment and examination systems shall develop Item -banks comprising of Multiple-Choice type items, Constructed Response Questions, Extended Response Questions items to provide a pool of items for actual test-based assessment.

11. All assessment and examination systems shall develop item profiles and adopt e-marking for increased validity, reliability, transparency, fairness and efficiency.
12. Teachers will be given training on various types of internal assessment techniques and strategies especially formative assessment and using the results for improving the teaching and learning processes.
13. Promotion of students to next grade will be based on both classroom assessments during the academic year and summative test at the end of the term.
14. Research cells shall be established and activated in the Examination Bodies as well as in KEACE.
15. Every Assessment Body (KEACE, Elementary & Secondary Boards) will develop and disseminate an analytical report based on the results of their own assessment and will provide feedback to the important stakeholders of the education system.
16. Effective co-ordination mechanisms on assessment processes shall be institutionalized amongst examination and assessment related bodies, curriculum and textbook authorities, and teacher training institutions.
17. Assessment organizations or bodies will gradually shift their manual systems to ICT assisted system, i.e., Optical Mark Reader (OMR) based data collection, automated data analysis and reporting etc.
18. Periodic, preferably on yearly basis, surveys and research studies will be conducted to assess the quality and standards of education. The sample size, number of subjects and grades/levels shall be considerably increased to ensure valid and reliable assessment results.
19. Simple and uniform system of exams, covering all types and kinds of schools both public and private shall be introduced across AJ&K.
20. BISE and other examination bodies will build the capacity of paper setters, paper makers and other concerned through training and orientation.

# Chapter 14.

## Education Governance and School Leadership

### 14.1 Conceptual framework

The process of integration and optimum use of available human and material resources is regarded as education administration. The term administration refers to a number of processes such as planning, organizing, directing, coordinating, controlling, and evaluating. There are four types of administrations: a) Democratic Administration, b) Autocratic Administration, c) Nominal Administration and d) Real Administration. The overall purpose of educational administration and management is to create and maintain environment within educational institutions that promote, support and sustain effective teaching and learning effectively and efficiently. The eight basic principles of educational administration are, a) Structural Democracy; b) Operational Democracy; c) Justice; d) Equality of opportunity; e) Prudence; f) Adaptability; g) Flexibility and h) Stability.

Whereas the ten basic functions of educational administrative and management are: forecasting, decision making, planning, organizing, motivation, control, coordination, evaluation, recording, reporting and supervision.

### 14.2 Situation Analysis

Education governance and management is an area of core importance for effective functioning of the entire education system working across the State of AJ&K. It is a known fact that the department of E&SE is the key organ within departments of AJ&K, which is responsible for all the matters related to education planning and management.

Department of Elementary and Secondary Education (E&SE) is headed by a secretary. Main sections/directorates of the department are given as under:

- i. Secretary education (E&S) is supported by DPI male and female, Director General of DCRD, Director EMIS, Director Planning and MD Teacher Foundation.
- ii. DPis mainly handle the education management system at State level with the support of divisional directors (DDSs), DEOs, DDEOs, AEOs, school principals and head teachers. This management runs the HSSs, HSs, MSs and PSs in the State.
- iii. DCRD is a constituent unit of department of E&SE which has a Director General at central level, Director DEE, Coordinator KEACE and Principals of 10 GCETs.
- iv. Besides the aforementioned setup all Inter colleges and some degree colleges of AJ&K also offer secondary education (from classes 9th to 12th) which are working under Secretary Higher Education.

#### 14.2.1 Situation of Human Resource Management in Elementary and Secondary Education (E&SE)

The situation of human resource management is given as follows:

- i. Job descriptions (JDs) of the employees of different levels as well as ToRs, functions, roles and responsibilities of different units/organizations/institutions of E&SE Department are missing.
- ii. The head count is placed irrationally across various directorates and sections of the department of E&SE. This lack of rationalization in head count, impedes overall organizational effectiveness of E&SE in the areas of curriculum development, curriculum implementation, assessments, teachers' training, education quality and overall education governance.
- iii. The existing procedures of human resource recruitment, hiring, testing, training and deployment are primarily based on the prevailing service rules of government. There is a lack of adaptation of recruitment and hiring standards as per the competencies required for undertaking certain technical jobs such as teaching, assessment, education quality management, teachers' training and education monitoring and supervision. Competence based hiring and deployment procedures have not been developed particularly for recruitment and deployment of technical experts across the department

of E&SE. Recruitment and selection of teachers is being done on the basis of pre-qualification tests conducted by National Testing Service (NTS) of Pakistan. However, such tests have not been regarded as very effective by the senior officers of E&SE as they do not measure the aptitude and teaching competence of the applicants.

- iv. There is no effective system of human resource performance evaluation and management within the department of E&SE and all its constituent units/directorates. Government based service rules are followed for preparing annual reports. These annual reports do not serve as a tool for improving performance and ensuring accountability of the staff. As such, the existing ACR system does not work.
- v. There is no systematic training program for educational managers/administrators.
- vi. Neither qualified, trained, and experienced resource persons nor any training academy exists.
- vii. Undue political interference has aggravated the problems related to teacher's placement, postings as well as school opening and upgradation.
- viii. Strict bureaucratic attitude at certain levels is discouraging the professional growth of teachers and educational experts.

#### **14.2.2 Situation of Organizational Management Processes for Governance in E&SE**

- i. The situation of overall organizational processes being followed in the E&SE department is not encouraging. Processes are not elaborated and documented.
- ii. Primarily paper-based processes are showed for managing the operations of all the units and functions of E&SE.
- iii. The concept of using e-governance for managing the processes effectively as well as efficiently is not introduced yet.
- iv. Since processes are obsolete and not based on the technology driven inputs therefore, a problem of coherence and co-ordination has been pointed out by almost all of the participants of consultative meetings conducted for the situation analysis.

#### **14.2.3 Situation of School Governance and Leadership**

The brief overview of existing situation of school governance and leadership is as follows:

- i. Presently, no specific management/administration related degree/diploma/certificate is required for the positions of school leadership, district and divisional officers and other higher positions responsible for school management.
- ii. In most of the cases, senior teacher is promoted posted as school head. Therefore, there is a possibility of miss governance and ineffective management at school level.
- iii. Monitoring and supervision are not effective, as a result number of management/ administrative related issues have cropped up. These issues include teacher absenteeism, lack of accountability of teachers and other staff, duplication of services and time wastage and lack of optimum utilization of resources, facilities, school infrastructure etc.
- iv. There is no proper check on teachers' performance and quality of education and matters related to educational effectiveness. The required processes, reporting structure and mechanism to this effect are missing.
- v. There are number of financial management issues which need to be addressed.
- vi. In some cases, and at certain levels the support staff is more powerful, dominating, and active than the officers and managers. It was also reported that in some cases juniors write and countersign The ACRs of senior officers.
- vii. Power structure is over centralized, schools are not empowered as per need.
- viii. School community relationship is causal and ineffective.
- ix. Budget for education is inadequate. More than 95% of budget specified for elementary education is spent on salary and allowances of teachers and other staff. Financial management such as on time and optimum utilization of resources is not ideal.
- x. Research based valid and comprehensive data (on different indicators) collection, analysis, reporting, sharing and utilization in policy planning and management is the priority need of E&SE Education Department. The data gapes are huge and multi-dimensional.

The structure of school monitoring and supervision is multi-layered and unproductive. The existence of cluster structure is an impediment in monitoring and governance of the schools. The monitoring and supervision by the cluster head as well as DEO, and AEO, etc in illogical and against, the principal of management. Furthermore, the cluster structure has made overall monitoring and supervision conflicting as well as a there is a duplication of efforts in the presence of DEOs and AEOs as well.

## 14.2.4 Situation of Policies development, review, and implementation

There is no specific unit/section in the department which can be held responsible for policies, development review, and implementation. Adhoc based, policies are developed by assigning tasks to any unit/group of people by education secretariat. For follow-up of the developed policies, there is no mechanism, resultantly with the passage of time, lack of implementation of policies has assumed a survive issue.

## 14.3 Need Assessment

### 14.3.1 Human Resource Management Needs

Keeping in view the overall situation of human resource management in the department of E&SE, following are the priority needs:

- i. An overall human resource management review is necessity of the time. The human resource management review should cover all the three aspects such as strategic, functional, and service level audit of the entire human resource working in the department at all levels.

#### Strategic Audit

The strategic audit should be conducted to examine whether the HR strategy, policies and processes are aligned with and support the achievement of the E&SE department's goals, functions, and responsibilities.

#### Functional Audit

Functional HR audit should be conducted to examine the effectiveness of human resource management systems and processes such as human resource recruitment, promotions, performance management, human resource development systems and procedures, encompassing training and development, organization development our view as well as human resource management information systems.

Functional audit should also carry out a comprehensive overview of compensation pay package and other benefits, being provided to the employees of E&SE department. The workload analysis as well as job analysis corresponding to the employee benefits may also be conducted.

#### Financial Management Audit

This should include audit of all the processes, procedures, system, and mechanism etc., related to educational financing, budgeting, optimum utilization and expenditure etc. Value for money should also be calculated considering the human resource deployed versus the total output, outcome, and impact.

#### Human Resource Effectiveness

Human resource effectiveness should be calculated as per human resource indexing method to determine the overall effectiveness and productivity level of the human resource working in the department of E&SE.

- ii. After conducting the human resource audit, a comprehensive human resource management policy should be introduced by the department in the light of current structure and future requirements of the E&SE department. The human resource policy should cover all the aspects of human resource management like HR planning, HR recruitment, HR skills, competencies and attitude, HR deployment, HR performance management systems, HR compensation and rewards as well as leadership and organizational development. Special focus should be extended laid on HR planning, deployment, compensation, and performance management, for the technically competent workforce required in the various fields of education planning and management.
- iii. ToRs, roles, functions of each educational unit/organization/directorate should be defined and well documented. Besides, ToRs and job description of all the job positions and cadres should also be defined and implemented in true letter and spirit.

### 14.3.2 Need Assessment of Organizational Management Processes for Governance

The overall governance and organizational management of the department of E&SE needs massive restructuring and reviewing. Some of the needs identified in this context are given below:

- i. The organizational management structure needs to be realigned keeping in view specialized functions being performed by the department. The functions such as curriculum planning and implementation, assessment and quality, teachers' training, school leadership and governance, planning and management, HR management, monitoring and evaluation of education delivery systems etc., should be taken as core functions to be re-organized and re-structured.
- ii. TORs of various organizations and units should be re-defined in accordance with the current and future needs of educational management.
- iii. Human resource management information system along with a comprehensive education information management system need to be introduced.

### 14.3.3 Need Assessment for School Governance and Leadership

There are many gaps at school management and governance level which have brought about number of serious management issues and challenges. In order to address these issues, it is suggested that:

- i. Competence and capabilities of the school leaders, DEOs, DDEOs, AEOs and all the monitoring staff needs improvement through consistent and focused training and development Programmes. All such training and competence development Programmes should be included in the overall human resource development plan.
- ii. School leadership and governance-based objectives and indicators should be introduced in the HR performance management system to be followed by the school leaders and managers.
- iii. Monitoring and evaluation should be strengthened by introducing information technology-based applications and tools.
- iv. School monitoring system should be restructured under the overall restructuring exercise of the department of E&SE. Tiers of monitoring and supervision must not be overlapping. The management principle of chain of command and authority should be strictly followed. The dual system of monitoring and evaluation should be avoided.
- v. Competent, capable, committed, and dedicated school leadership is the most effective solution of number of school management issues.
- vi. Academy of educational planning and management should be established for need based regular, and effective education planning and management training.
- vii. Management training should also cover financial management and resource management as well.
- viii. There is dire need to organize with in E&SE department is project and policy Implementation unit.

## 14.4 Goal & Objectives

### Goal

The goal of educational administration is to provide quality services for provision of quality education at all levels and throughout the State.

The objectives to achieve the goal are:

- i. To build the management capacity of the system.
- ii. To ensure quantitative expansion and qualitative improvement in education.
- iii. To ensure effective utilization of all resources i.e., time, human, material and financial.
- iv. To ensure continuous professional development of educational managers and professional ethics.
- v. To mobilize the community and strengthen school community relationship for effective educational development.
- vi. To get the work done effectively, efficiently with the commitment and outcome based.
- vii. To ensure that goals, objectives, and targets of educational institution are achieved effectively and efficiently.

## 14.5 Policy Provision

The function wise educational administration policy provisions are as follows: -

**Planning:** The planning is one of the most important aspect of management / administration.

The proposed policy provisions/actions to improve educational planning are given below: -

1. Education Management Information System (EMIS) shall be expanded, strengthened and made more comprehensive in terms of data collection on core indicators.
2. The core indicators on which data/statistics and information is collected, updated, analyzed, reported and utilized will also include quality of education assessment and examination, financial allocations and expenditure, private sector education, Deeni Madaris, adult literacy and non-formal education, technical and vocational education and special education data.
3. In future all the administrative and management decisions regarding quantitative expansion and qualitative improvement shall be taken in the light of comprehensive, updated and valid data/information to be provided by functional and updated EMIS. In other words, data driven decision making will be introduced.
4. It shall be mandatory for each educational institution/school to develop, implement and monitor/evaluate school development plan. Necessary capacity development measures of the head teacher and school administration shall be undertaken to this effect.
5. Overall state level education sectoral plans (short, medium and long term) will be developed, implemented and monitored/evaluated.

### Training

6. Comprehensive need assessment study in all the different areas of governance/management including (need in) teaching workforce and school leadership shall be conducted once in every three years.
7. E&SE department shall establish Academy of Educational Planning and Management at state level. The existing structure of DEE and GCETs shall also be considered for integration in the said academy.
8. The academy shall be equipped with necessary facilities and services including capable professional trainers/resource persons, planners, researcher and IT specialist with required facilities etc.
9. All the existing and new educational planners and administrators from top to bottom (school head) level will be given training in educational planning and management. The said training shall be the regular feature of the education system.
10. E-governance/ management system shall be introduced in the department of E&SE in accordance with the functional effectiveness requirements of the department. Data generated by EMIS, and other administrative units of the department shall be used for improving performance of the education governance mechanism in place.
11. All the administrative/management staff will be given training in e-governance.

### Human Resource Management:

12. Educational institution, organization/unit/directorate wise human resource audit in terms of need, role/functions, capacity and performance shall be conducted regularly. The main objective of the said HR audit will be to assess the need of the human resource, review the role/functions, build the capacity and improve the performance of the human resource.
13. Strictly merit based recruitment and performance-based promotions and incentives for teachers, administrators and support staff shall be ensured. Existing policies, rules and acts shall be reviewed to this effect and appropriate reforms shall be introduced for the purpose.
14. ACR system shall be replaced by new Staff Performance Management System to be designed by the department in consultation with the other concerned departments.
15. Job description (JDs) of professional/technical, administrative / managerial and other important positions/posts as well as role, responsibilities and functions of each institution / organization / unit / directorate will be clearly defined, rather redefined in the light of present and future needs. The same shall be documented and executed/implemented in true letter and spirit.
16. Contract based appointment shall be introduced against the public sector posts/positions and performance-based extension in the contract shall be ensured as a measure to improve the quality and performance of human resource.

17. For transparent and competent HR deployment and recruitment in all sections/ units of E&SE department, PSC type, Education Service Commission (ESC) will be established.
18. To improve the performance of the department and route out malpractices in HR posting, transfers and promotions necessary reforms shall be introduced.

### **Monitoring and supervision**

19. Supervision and monitoring system shall be strengthened through use of latest information and communication technologies.
20. A system of incentives and accountability for individuals and institutions shall be institutionalized.
21. Academic supervision and guidance along with the administrative supervision will be focused.

### **Communication and coordination**

22. Outdated and obsolete means of communication shall be replaced by the latest (ICT based) means and modes of communication.
23. Recording, reporting and documentation system and practices shall be improved.
24. Coordination and linkages mechanisms amongst all the concerned stakeholders and principal actors shall be established and strengthened.

### **Administrative system and structure**

25. The elementary and secondary education department has huge administrative structure separate for boys' and girls' schools. The existing educational administrative structure shall be restructured and rationalized to make it more cost effective, efficient and productive.
26. The divisional level administrative structure shall be merged with state and district level management structure (if needed), on the basis of third-party evaluation.
27. District based planning and management system shall be introduced/revitalized.
28. Authority/powers including financial management powers shall be decentralized.

### **School Leadership**

29. Competent, dedicated, energetic and qualified (well trained) school heads will be positioned/provided in all public sector schools.
30. The school head will be given due power and authority to run the school effectively, efficiently and independently without any outside undue interference.
31. School based HR induction scheme should be introduced.

### **Policies development, review and implementation**

32. Policies development and review mechanism will be developed and notified.
33. During reorganization/ restructuring of department, a specific unit for policies, development, and review successful implementation and follow-up will be established at appropriate level.
34. Education policies, planning and development shall be completely free from all types of politics. All the political parties shall be united and fully support the social sector especially educational development.

# Chapter 15.

## Community Participation in Education

### 15.1 Conceptual Framework

#### 15.1.1 Community Development

A community development framework may include a range of methods and strategies designed to strengthen and develop communities by enhancing individual and group capacity to confidently engage with community structures and address problems and issues. The scope of community development, inter alia, includes a holistic approach based on the principles of empowerment, human rights, inclusive development, and social justice etc. The main objectives of community development Programmes may be to involve and support/help the village community in planning and development activities; make village people self-dependent; enable them to take part in national development; provide educational facilities and services; improve the standard of living of village people etc. Whereas some specific objectives maybe; improve agriculture production, public health, hygiene and sanitation, rural education, animal husbandry, political awareness, communication and transportation facilities etc. The social mobilization and inclusive development through cooperative societies is considered one of the effective strategies.

#### 15.1.2 Community Engagement in Education

Community engagement in education is a process of building relationship and create common understanding between the workforces of department of Elementary & Secondary Education (especially schools' staff) and the beneficiary i.e., community.

The relationship should be based on mutual respect, trust, and common interest, for the betterment of education services being provided in the State schools and should be utilized for enhancing the quality of education, in the best interest of the child of the common citizens of the State.

The common understanding between community and education workforce should be for integrated service delivery to improve the quality of education in schools, through participation in school development plans, their implementation and evaluation.

Community engagement should be a means to achieve desired goal of quantitative expansion and qualitative improvement. A number of different stakeholder groups, that share an interest in the desired outcomes, should be involved in community engagement process. Community input should be considered as one of several sources of input for schools' improvement decision making processes.

On one hand the community engagement process should be for delivery / improving the quality of education services and on other hand it will serve as capacity building of community to address their issues affecting their own prosperity and wellbeing.

### 15.2 Importance & Significance

Currently public and private, both sectors of education are facing serious issues which adversely affect the quality of education tremendously. Many of the challenges of education system can be addressed through joint working of schools and community. Public sector schools are serving the community without its involvement, whereas private sector has some relations with the beneficiaries for their own interest.

As a result of community involvement in education, government, and community both have advantages. Government/ department of E&SE can identify genuine needs of the locality for its planning and priorities setting, better use of the available limited resources for more efficient delivery of services, get support in resolving problems and meet needs of schools, resolve conflict with community, build trust and credibility with communities, build community capacity, and generates networks of philanthropists and partners.

On the other hand, community can be kept well informed about the quality of services provided for education of their kids, improves access to government / department to communicate their ideas and take part in

processes which affect them, and empower themselves to reach their full potential, and can build civic capacity at the level of the organization, association, coalition or overall community.

### Vision and Concept of School Community Development

The concept of school community development relates to development of school through the support of local community and vice versa i.e., development of community through schools. School acts as a change agent. The student, teacher and support staff of the school may play important role in different fields of community development as highlighted above. On the other hand, the community can considerably contribute to improve access, increase enrolment, and check dropouts etc. Besides, the community can help in upkeep of the school building; arrangement of transport for students and teachers, provision of missing facilities and services, check the teacher absenteeism, help in launching of the Quranic education, literacy and non-formal education Programmes, support promotion of early childhood care and education (ECCE) etc.

## 15.3 Situation Analysis

- i. Community school relationships in AJ&K are not encouraging. Overall contribution of local community in educational development is negligible. School Management committees (SMC) do exist, but they are inactive and ineffective. In our society, people dream about their future and strive to paint their dreams, but very few dreams for a better society. Left out and dropout rate is considerably high. Children especially rural girls are facing access problems. The conditions of most of the public schools with respect to facilities and services (missing facilities) is not satisfactory. Usually, there is no harmony between parents and teachers as well as local community and Government school. The people of AJ&K are progressing as an individual, but the community has not been progressing jointly and the concept of cohesiveness becoming weak day by day. The reason is simple our education system has been based on getting maximum marks and secure the first position leaving everyone behind. Resultantly individualism is being promoted. This selfish approach of defeating everyone is completely against the philosophy of community welfare.
- ii. Around seven hundred thousand adults (especially women) are illiterate. A large segment of the population is entangled in vicious cycle of illiteracy and poverty. Hardly any school has school development plan. Presently, not a single programme or project aimed at school development through community is under implementation in AJ&K. There are success stories of three villages of Pakistan namely Tando Sumro (Sindh), Khanazai (Baluchistan) and Rasulpur (Southern Punjab) which can be studied and replicated in the villages of AJ&K. the remarkable achievements of the above mentioned three villages include 100% literacy rate, and high hygiene and sanitation standards achieved through self-help basis and zero crime rate etc.
- iii. There are numerous success stories in AJ&K as well about involvement of communities in school development programs, provision of basic facilities; shelters, drinking water, availability of furniture and other needs, and provision of volunteer services for teaching learning processes or provision of teachers for schools by the community. In AJ&K I and for primary schools is being provided free of cost, by community. But all these community involvement success stories are informal, i.e., through the efforts of the local school staff or motivated persons from civil society.
- iv. Formally, in AJ&K, School Management Committees (SMCs) were established in 1998 to utilize the funds provided by Social Action Programme (SAP). A short duration training was provided to the established committees to utilize the provided funds. Later on, with the support of UNICEF, a comprehensive manual for establishment of SMCs and about the roles and responsibilities of SMCs, was developed and training was provided to the committees. After 2010 these committees became inactive and dormant, due to unavailability of funds and negligence of the department.
- v. The main causes of failure of these committees were mainly, defective establishment mechanism, monopoly of teachers in formation of SMCs, malpractices in utilization of funds and absence of any effective departmental follow-up mechanism. Communities, whether rich or poor, never ever had any issue regarding participation and involvement in educational affairs, but teacher in the community is reluctant due to fear of undue community influence interfere.
- vi. On the other hand, in the society, important national resources such as agriculture products and valuable assets such as forests are being destroyed and wasted. It is irony that majority of the policy makers, planners, managers, teachers, parents, other community members and students are neither aware of the important role of school as change agent in the area of community development nor the possible contribution and role of community for school/educational development.

## 15.4 Issues & Challenges

There are number of issues and challenges regarding involvement of community in education system for better delivery of services and to improve quality education. The issues in this regard may be:

- i. Lack of trust about the public contribution and ability to provide creative and constructive input.
- ii. Lack of clarity about how to involve people as well as lack of skills to mobilize community for decision-making processes.
- iii. Concern about undue influence of society.
- iv. Shift of control of school from department to community.
- v. Inability of society to understand technicalities of education.
- vi. There is a perception that Government is solely responsible to provide quality services for educational development.
- vii. Community may lack time, resources, skills, or confidence to contribute,
- viii. General opinion that there is lack of commitment on the part of department to value the community viewpoint.
- ix. High expectations from the government i.e., government should pay for the community services.

## 15.5 Need Assessment

- x. Awareness raising campaign regarding importance and need of community involvement in education should be launched. The campaign should also focus on the role of community as an important stakeholder of education.
- xi. Role and responsibilities and SMCs formation mechanism should be revisited and notified.
- xii. Role of community should be enhanced for covering successful implementation of curriculum, especially with reference to character building, physical education, health care, technical education, and entrepreneurship/ apprenticeship programs by the community.
- xiii. New SMC body structure, which ensure maximum involvement of community members, should be finalized, and notified.
- xiv. A revolving fund should be allocated to initiate reforms in schools through community.
- xv. Awareness regarding the possible impact participation should be raised.
- xvi. School management committees should be reestablished by involving maximum members of community, so as to support education development of the locality.
- xvii. A comprehensive training (multipurpose and multi strategies based) for activation and professional development of SMCs should be ensured.
- xviii. Holding of frequent meetings (separate for men and women), seminars, conferences, and social gatherings at school level, wherein, the local community and School Management Committee members may be invited to discuss the educational development and community development issues and challenges and contribute to resolve these issues.
- xix. School development plan (SDP) should be prepared in consultation with the School Management Committee and other community members and implemented as well as monitored and evaluated.
- xx. A team of volunteer social workers from each community as well as a team of teachers and students should be formed to initiate and execute the projects, programmes and activities related to community development.
- xxi. There is a dire need to involve the students of grade 6 to 12 in the community development process through establishing their Forums/ Circles.
- xxii. The student Forums/ circles should work in the areas of Enrollment of Out of school children, plantation, income generation activities, health and hygiene and climate change etc etc.
- xxiii. Enrollment campaigns with the help of local community should be launched at least once in a year.
- xxiv. Left out and dropout children should be enrolled/re-enrolled with the support of local community.
- xxv. Education development as well as community development fund should be created, and funds mobilized to finance the community development Programmes and projects.
- xxvi. The Programmes, projects, and strategies to bring about the desired change should be identified in consultation with all concerned and launched/implemented jointly.
- xxvii. Need assessment survey/study for educational development of the locality and overall community development should be conducted jointly by the school(s) and the community members. Based on the need assessment, development Programmes, projects and activities should be finalized.
- xxviii. There is need and great potential to involve community in Literacy promotion campaign, Elementary Education including Early Childhood Education, Mainstreaming Madrassahs, Quality Assurance, monitoring and supervision, as well as in launching purposeful technical education at Secondary Level.

## 15.6 Goal & Objectives

**Goal:** Effective Community involvement with a focus on Educational Development.

Objectives:

- i. To involve community in students learning, character building, personality development and learning assessment.
- ii. To involve community in life skill / income generation skills development of students and adults.
- iii. To participate community in school management affairs.
- iv. To enroll left outs and re-enroll dropout children with the help of the local community.
- v. To promote adult literacy in terms of basic literacy (reading, writing and numeracy); life skills and income generating skill literacy in collaboration with the community.
- vi. To promote non-formal basic education.
- vii. To maintain and upkeep the school building(s) and provide missing facilities to local school(s) with the help and support of the community.
- viii. To improve law and order situation by minimizing the crime rates through joint efforts of local school(s) and the community.
- ix. To offer volunteer services by the school to the community in the areas of health and hygiene, agriculture development, forestry, livestock rearing, poultry farming, transportation and communication, clean drinking water management, and other different kinds of social services.
- x. To promote the ideals and concepts of self-help, mutual support, and selfless service.
- xi. To change the focus of education and training from "I, My, Me to We Our and Us".

## 15.7 Policy Provisions

### Activation of School Management Committees

1. A clear concept of community involvement in education, its roles and responsibilities, mechanism of community involvement, will be developed and notified by the government.
2. New SMC body structure, which demand maximum involvement of community members, will be finalized and notified by the department.
3. Awareness campaign regarding importance and need of community involvement in education will be launched. The campaign will focus on the role of community as an important stakeholder of education,
4. Community role in educational development will be enhanced including the areas and domains such as, life skills development, behavioral development, value education, character building, physical development, social development and launching of some earning projects through school – community partnership.
5. A revolving fund will be created/ mobilized for financing school community development programs.
6. School leadership will also be trained in the area of community mobilization.
7. A comprehensive training (multipurpose and multi strategies) program for activation and professional development of SMCs will be initiated.

### Educational Development through Community

8. It will be mandatory for each secondary and higher secondary school to prepare short- and long-term School Development Plan (SDP) as well as for each elementary (primary & middle) school to prepare activity plan in consultation with the local community and implemented in true letter and spirit.
9. Enrolment campaign to enroll left outs and re-enroll dropout children shall be launched on yearly basis in collaboration with the community. The campaign shall continue till all the out of school children are enrolled.
10. The matters such as location of new formal or non-formal school(s), donation/allocation of land for school, opening of literacy centers for adults, provision of missing facilities to school(s) etc., shall be decided by the SMC/local community in consultation with the Education Department.
11. SMC/local community shall be encouraged to observe/monitor the school performance including monitor the teacher absenteeism and report to the department and also ensure the resolution of the issues by the department.

12. School authorities and school management committees will create and strengthen effective coordination and liaison amongst all the local schools, Deeni Madaris, non-formal schools, private schools and adult literacy centers of the village or locality.
13. School and community will jointly arrange sports and games for students as well as community members/youngsters.
14. The Forums/ Circles of the students of grade 8 to 12 will be established, each circle will consist of 08 to 15 students. A motivated teacher will supervise the circle and assign roles of social mobilization to the students for their community work.
15. The Circle of students will also assist the SMC for preparation and implementation of School Development Plan.
16. The Circles will be assigned community development task in the areas such as plantation forestry, preservation of natural resources enrollment of out of school children, health & hygiene and Climate Change etc.
17. A comprehensive manual for establishing Student Forums/ Circles will be developed by the DCRD along with Training Materials.
18. The Student Circles will also take part in the eradication of illiteracy from their villages/ areas.
19. School and community will jointly arrange (for students and teachers) community functions, seminars, literary Programmes, celebrations of special days, Dars-e-Quran, speeches, debates and talk shows of local celebrities for educational development as well as development of knowledgeable society.
20. School will assist community in launching earning projects like: Bee keeping, Kitchen Gardening, plant nurseries, poultry farming, marketing etc.
21. Community will be involved in implementation of curriculum and understanding the co-curricular activities such as, Project completion, values and attitude related role model demonstration etc.
22. Community will be involved in Character building, personality development, life skills and income generating skills development of children through a well-planned and well-organized programme.
23. Community will be mobilized to provide resources to schools, of needed just as: *Finance*, especially paying tuition fee/ other requirements of needy students, *Material*, AV Aids, Books, Teaching Learning Material, Supplementary Reading Material, furniture, etc. *HR*: volunteer teachers/ assistant teachers/ public paid teachers/ visiting faculty/ Resource Persons (experts), medical science, etc. *Space*: grounds for play, other community places for practice of social activities, implementation of projects, etc. *Refreshment*: such as provide food/ refreshment to deserving children through parents' mobilization.

### **Community Development through School**

24. Curriculum at primary, secondary and higher secondary level will give due weightage to the vision, ideals and concepts related to community development through students, teachers and schools.
25. School development plan (SDP) and activity plan will include community development Programmes, projects and activities to be implemented by the students under the guidance and supervision of teachers and through the facilitation and support of community.
26. Community school relationships will be improved through parents-teacher-association.
27. School will initiate 'Literacy for All Programme' through which illiterate men and women will be made literate by students and teachers at local school.
28. Local community will open secondary and higher secondary schools if needed and implement Quranic Literacy, Centers and IT Literacy Centers at suitable places within the community.
29. School education and community development fund will be created to finance the activities of School Development Plan (SDP) and community development activities. The funds for the said purpose will be mobilized and controlled by the School Management Committee (SMC) in consultation with education department.
30. The contribution and services of best students and teachers in community development will be recognized through giving them incentives and awards. Similarly, best community will be given incentives in the form of provision of civic amenities.

### **Rescheduling of School Timing & Working Schedule with community involvement**

31. Secondary & Elementary schools timing will be extended up to 4 to 5 pm with an interval of 2 hours for pray and refreshment in consultation with local community.
32. Project work /social work/ physical education and some other co-curricular and extra co-curricular activities will be organized after 2 pm on daily/ alternate day/ once in a week basis, with the collaboration of community under the supervision of school.

# Chapter 16.

## Physical Education, Games and Sports, Health and Nutrition

### 16.1 Conceptual Framework

#### 16.1.1 Physical Education

Physical education develops student competence and confidence. Students develop a wide range of skills and abilities through physical education. Through physical activities the students learn from each other and improve their performance. Physical education provides opportunities to analyze the situation and make informed decisions and choices. It also helps student to develop personally and socially. Students learn to work as individuals, in groups and in teams. They perform different roles and responsibilities including leadership. Students also learn how to be effective in competitive, creative, and challenging situation. Above all the physical education improves health and physique. The vision of healthy mind in a healthy body can only be realized when students are given quality physical education. Physical education ensures better academic performance. Research reveals that children who take part in physical education are better able to regulate their behavior and stay focused in class.

#### 16.1.2 Sports and Games

Sports helps to build discipline as well as character overall. Sports stimulate the physical and mental growth of a child. Players develop a healthy body, better body strength and better coordination. The physical benefits of sports and games include maintaining healthy weight, prevent chronic diseases and learning the skills to maintain a healthy lifestyle. The sports develop the positive traits and characteristics such as sportsmanship, team spirit, cooperation, and collaboration etc.

#### 16.1.3 Child Health and Nutrition

Nutrition is important for child health at every stage of child growth and development. The children should be given balance diet. Parents should know the per day amount of nutrients and calories needed for the children as prescribed by WHO standards.

During childhood, undernutrition causes children to have less energy and less interest in learning, which negatively influences cognitive development and academic performance. Under nutrition will also negatively affect physical growth and maturation, thus affecting growth rate, body weight and height.

### 16.2 Situation Analysis

A brief overview of the existing status/ situation of physical education, sports and games, child health and nutrition in AJ&K is as follows:

#### 16.2.1 Physical Education, Sports & Games

Despite the fact that physical education is very important for child health and physique, it is almost neglected both at elementary and secondary levels of education in AJ&K.

Although in curriculum and scheme of studies, reasonable time for Physical Education, Sports and Games is allocated but mostly nothing is exercised in schools. At middle and secondary level Health & Physical Education as a subject is included in scheme of study but perhaps it is not offered in any school of AJ&K. At HSS level too optional elective subjects i.e., Health & Physical Education and Food and Nutrition are included in scheme of study.

At secondary and higher Secondary level Physical Education teachers are mostly available (*in some HSS school 02 physical education teachers are posted, whereas in some no one is available*) however, in all middle and primary schools no Physical Education Teacher is provided by the government.

Physical Training (PT) Exercise have been discontinued since long. However, the playgrounds/ space for PT do exist in most of the formal public sector schools. Whereas all the non-formal schools do not have the said facility available.

At elementary and secondary level mostly, schools get sports funds from the children but usually the effective use of sports funds is usually not observed.

Presently, almost no sports or games are conducted in educational institutions (both public and private) of AJ&K. No funds or budget is available to conduct sports and games. Elementary education boards of AJ&K collect the funds from students (sports fund) but do not utilize for the purpose for which fund is collected. Playgrounds are available in most of the public sector secondary and higher secondary schools. Neither nominal sports competitions are organized in schools/ tehsils/ districts level, nor inter-school competitions are held.

### **16.2.2 Health and Nutrition**

Child health and nutrition situation in AJ&K is not satisfactory. Rampant poverty is one of the root causes of deteriorating health and nutrition situation. According to the National Nutrition Survey (2018), the stunting amongst AJ&K children is over 39%.

### **16.2.3 Common Features/ Issues**

Some of the common features, issues and challenges in physical education, sports and games health and nutrition in AJ&K are as follows:

- i. Majority of the parents, teachers, educational managers, and planners are not fully aware of the need for and importance of the above three areas of child health and physique.
- ii. The education department of AJ&K do not have any system, structure or mechanism, neither at district and divisional level nor State level to promote/ manage or address the issues and challenges of the above three areas of child health and physique. In the absence of health education and sports directorate or any alternate system/ mechanism the child health and physique problems and issues are aggravating day by day.
- iii. No budget or funds are allocated in ADP for the said child health areas.
- iv. Usually, schools do not value or arrange physical education and sports activities which are mentioned in scheme of study.

## **16.3 Need Assessment**

The priority needs in physical education, sports and games, and child health and nutrition are as follows:

### **Physical Education**

- i. Awareness raising campaign regarding importance and significance of physical education needs to be launched with an objective to mobilize all concerned, especially schools and community.
- ii. The required facilities and services such as trained physical education teachers, space for physical education (PT) and exercise; at least one period daily for physical education and sports and games etc., should be specified.
- iii. All the students (public, private, formal, non-formal) should have equal access to physical education facilities and services.
- iv. Community should be engaged, after school time, for physical education.

### **Sports and Games**

- v. Awareness raising about need for and importance of sports and games is one of the priorities need to be addressed.
- vi. Necessary facilities and services for sports and games should be provided by school and local community.

- vii. Sports fund should be created to meet the expenditure of sports and games. Government should be the main contributor to this fund.
- viii. Adequate time should be specified for sports and games in the school calendar. The students should be encouraged to use playgrounds for various sport activities in the afternoon (i.e., after study hours).
- ix. Interclasses and interschool competitions of various sports and games should be held regularly. The best players and teams should be given incentives/ awards.
- x. School Management Committees (SMCs) should be actively involved in arrangements and holding of sports and games.
- xi. System/ structure/ mechanism such as unit/ sector/ wing/ directorate of sports and games as well as physical education, at district, divisional and State level is priority need in AJ&K.
- xii. Services of ex-sportsmen should be utilized to improve the sports standards of the children in AJ&K.

### **Child Health and Nutrition**

Important needs in child health and nutrition are summarized as follows:

- xiii. Awareness raising about the importance of child health and nutrition.
- xiv. Regular annual checkup of children in schools especially checkup of eyes, hearing, teeth, and skin, followed by remedial measures and treatment.
- xv. Diagnose/ identify the nutrition deficiencies/ needs especially stunting in children etc.
- xvi. Creation of funds through the funding by the govt, philanthropists, and local community for treatment of deserving children as well as to address the issues of child nutrition.
- xvii. Initiate food for education projects/ programmes for poor and deserving children on the pattern of 'Tawana Pakistan Programme'.
- xviii. The concepts and contents related to need for and importance of health and nutrition should be included in curriculum, textbooks, and teacher training courses.
- xix. Community should be mobilized and engaged for child health care and nutrition.

## **16.4 Policy Objectives**

Area wise policy objectives would be as follows:

### **Physical Education**

- i. To develop the holistic student personality focusing on personal, social and physical development.
- ii. To improve health and general physique of students.
- iii. To improve student competence and confidence.

### **Sports and Games**

- iv. To build student character and train/teach discipline.
- v. To develop team spirit, teach cooperation and collaboration, and create sportsmanship to improve interpersonal skills among students.
- vi. To improve health and ensure healthy lifestyle.
- vii. To develop leadership in students/players.

### **Health and Nutrition**

- viii. To ensure sound health and physique.
- ix. To raise awareness of the parents regarding nutrition and significance of balanced diet.
- x. To ensure cognitive development and healthy growth.
- xi. To improve the academic performance and learning achievement of students (Sound mind sound body).

## **16.5 Policy Provisions**

In order to address the above-mentioned issues and challenges, meet the needs and requirements, and to achieve the policy objectives, the following policy provisions are proposed:

### **Physical Education**

1. Separate and specific curriculum shall be developed for games and sports for grade 1-12.
2. Statewide awareness raising campaign about need for and importance of physical education shall be launched.
3. Physical education shall be given due weightage in curriculum, textbooks, teacher training and assessment/examinations, right from primary to higher secondary levels.
4. Trained physical education teachers will be provided in each middle/elementary, secondary and higher secondary schools both in public and private sector schools.
5. The capacity of the existing Physical Education Teachers will be improved through trainings from the best training institutes.
6. At primary level existing teacher(s) will be responsible for physical education as well.
7. Proper and adequate space for physical education, physical training (PT) and exercises will be provided/specified by each educational institution, both public and private.
8. The timing specified for physical education in scheme of studies will be implemented in true letter and spirit.

### **Sports and Games**

9. Sports and games, both outdoor and indoor, shall be an integral part of co-curricular activities. Sports will be given due weightage in school academic calendar.
10. Sports and games shall be re-initiated/ re-introduced/ continued in a well-organized manner in all public and private schools of AJ&K at all levels of education.
11. Local community shall be actively and effectively involved in holding the sports and games.
12. Inter-classes and inter-schools' sports and games competition shall be conducted annually.
13. The corporate sector will be involved for sponsoring the sport activities in the state of AJ&K.
14. Adequate space/ playgrounds for sports and games will be provided by the school or local community.
15. In order to meet the expenditure in this regard, sports fund at school level shall be created and utilized. The government will be the major contributor to this fund.
16. It will be ensured that all the students actively take part in sports and games. Good players will be given incentives.
17. Special quota for the sportsmen will be reserved in the professional and general educational institutes of the State.
18. District elementary boards will be responsible to organize sports competitions at district level.
19. A separate unit in E&SE department will be established to promote sports and games at state level.
20. Professional development of physical education teachers will be ensured through robust training in the proposed academy.

### **Child Health and Nutrition**

21. School Health Programme (SHP) shall be started in all the schools of AJ&K. The teachers will be trained on to diagnosed eye, ear, teeth, and skin related illness amongst the children. In case of serious issues, the school teacher shall establish referral mechanism with the Health Department.
22. Awareness campaign to highlight the need for and importance of health and nutrition with special reference to impact of health and nutrition on student learning and performance shall be launched regularly/frequently.
23. Knowledge, skills and attitude about health and nutrition shall be given due coverage and weightage in curriculum, textbooks, teacher training and assessment.
24. School, both private and public, will arrange the detailed medical checkup of each student at least once in every three years followed by proper treatment of the disease or makeup of nutritional deficiencies identified, in consultation with parents, health and nutrition authorities.
25. School will maintain comprehensive record (Cumulative student record) of each student covering educational performance, health and nutrition of the child, values and attitude etc etc.
26. WASH in schools (WinS) facilities and services will be provided in each public and private school of AJ&K as per national WASH strategies.
27. Efforts shall be made to introduce nutrition programme in schools.
28. Community will be mobilized and engaged in health care and nutrition of child.

# Chapter 17.

## Guidance & Counseling, Boy Scouts & Girl Guides and Co-Curricular Activities

### 17.1 Conceptual Framework

Guidance and counselling refer to psychological and educational support to pupils/students. Through guidance and counselling, students are given solutions on how to deal with psychological problems which might affect their studies. Through this, the students are able to develop problem solving skills which to an extent help them to deal with particular issues. The three major areas of concern within guidance and counselling are educational, vocational/career related and personal/social guidance. It is the process which help the students to know their skills, interests and personality that will help them in career selection. Besides, guidance and counselling help young people to pursue the right type of education. It helps students to make informed decisions about further studies and career selection.

Teachers need basic knowledge of school guidance and counselling techniques to address the personal and social problems of students. Besides, the teacher should be competent enough to guide the students regarding proper and right selection of career in future.

#### Boy Scouts

The scout movement, also known as Scouting, is a voluntary non-political educational movement for young people. The World Organization of the Scout Movement (WOSM) is the largest international scouting organization. WOSM has 172 members. These members are recognized national scout organizations which collectively have 50 million participants. The operational headquarter of WOSM is in Kuala Lumpur, Malaysia and its legal seat is in Geneva. It is the counterpart of the World Association of Girl Guides and Girl Scouts (WAGGGS).

Scouting produces responsible citizens and a healthy society. It educates the young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-reliant and motivated as individuals and play a constructive role in society.

#### Girl Guide

No one can deny the value and importance of girl guide programme. The girl guide can play important role in protection, security, survival and development of self, fellow girl students and girls and women of the local community. The activities of girl guides, inter alia, include decision making, planning, implementing, and evaluating their activities. The guide is usually member of a patrol of four to eight girls, where experience is shared.

### 17.2 Mission

To contribute to the Education of Youth through a value system based on Scout Promise & Law for their character building to make them responsible members of the society.

#### Concept:

Scouting is a voluntary non-political educational movement for the young people, open to all without distinction of origin, race, or creed, in accordance with the purpose, principles and method conceived by its founder.

#### Purpose:

Personality grooming and character building of young children and the youth through 5-tire (domain) training i.e.,

- Physical Development
- Spiritual Development
- Intellectual Development
- Social Development
- Emotional Development

#### **Tire Principles:**

- Duty to Allah
- Duty to others
- Duty to self

#### **Training Methods:**

Training method is a system of progressive training and self-education through:

- Adherence to Scout Promise & Law
- Learning by doing in camping/ natural environment
- Working in small groups (patrolling system)
- Progressive & stimulated collective program system which includes badge system, fellowship, adventure and community development.

### **17.3 Situation Analysis**

Guidance and counselling are almost totally missing in both public and private schools of AJ&K. Children are facing number of psychological, career related and educational issues and problems to be resolved but the system has no mechanism, no remedy, and no answer. Even the teachers are neither trained nor aware of such an important area. It is to be pointed out that in educationally developed countries almost each school has the provision or mechanism and facility of guidance and counselling of students. We have considerable number of children who create number of discipline problems and issues. But the system is indifferent and unresponsive to these problems and difficulties.

#### **Boy scouts and Girl Guides.**

The Boy Scout and Girl Guide are important forums/organizations with many respects but in majority of school these are not organized accordingly. However, at higher i.e., divisional and State level, annual functions of boy scout and girl guide are held just for awareness raising purposes. Students and system are not fully aware of the need for and importance of boy scout and girl guide forums.

### **17.4 Need Assessment**

The priority needs for guidance and counselling are as given below:

- i. Guidance and counselling should be integral part of pre-service and in-service teacher training courses.
- ii. In each public and private school at least one teacher (counsellor teacher) who is well aware and well trained in guidance and counselling should be assigned the additional task of guidance and counselling of students. Counsellor teachers should be given incentives for performing additional duties.
- iii. Abnormal (attitude wise) and problem children should be provided with diagnostic and psychological treatment.
- iv. In secondary and higher secondary schools, students should be guided by the counsellor teacher in selection of subjects as well as adoption of career, keeping in view the aptitude and interest of the students.
- v. Concerned parents as well as school management committee should also be consulted to make guidance and counselling effective.
- vi. If easily available, the counsellor teacher should be given room/office within the school premises for guidance and counselling purposes.
- vii. Awareness campaign about the need for and importance of guidance and counselling should be launched.
- viii. Roles, responsibilities, functions and scope of boy scouts and girl guides in the local context should be determined, defined, documented, and displayed for general awareness.

- ix. Boy scouts in boy schools and girl guides in girls' schools should be organized. Maximum number of boys and girls should be enrolled in these forums.
- x. Both boy scouts and girl guides should be given training (separately) to enable them to perform their role effectively and efficiently.
- xi. In order to promote and flourish these forums, boy scouts and girl guide should be given incentives including award of additional marks in promotion exam etc.
- xii. At the State level, Boy Scouts and Girl Guides academy (having the hostel facility) for research, training, coordination, consultative meetings, and other related activities to promote boy scout and girl guide should be established.

## 17.5 Objectives

- i. To create awareness about the need, importance and significance of guidance and counselling as well as Boy Scouting and Girls Guidance.
- ii. To initiate system, structure, mechanism, and activities related to guidance and counselling in public and private sector schools.
- iii. To assist/support students and their parents in resolution of psychological, vocational, and educational problems of students.
- iv. To guide students in selection of appropriate subjects for studies as per aptitude and interest of the students.
- v. To guide students in career selection.

## 17.6 Policy Provisions

### Guidance and Counselling

1. Awareness about the importance, need and rationale of guidance and counselling amongst all the concerned shall be created/raised.
2. System, structure and mechanism for guidance and counselling at school, district, division and state level shall be established and strengthened.
3. Supervision, monitoring and evaluation mechanism shall be instituted to identify issues and ensure guidance of students in all the three areas i.e., psychological, vocational and educational.
4. Guidance, counselling and child psychology shall be given due weightage in pre-service and in-service teacher training course//curriculum.
5. In each school at least one well aware and well-trained teacher in child psychology, guidance and counselling shall be assigned additional responsibilities of student guidance and counselling with some incentives to counsellor teacher.
6. Parents, especially the parents of children facing different issues and discipline problem will be informed, sensitized and given orientation by the school to enable them to guide their children whenever needed.
7. The education department shall ensure proper balance between world of education and world of work practical life and also guide the students in career selection.

### Boy Scout and Girls Guide

8. Boy scout and girl guide system, structure and programme shall be started in all the public and private secondary and higher secondary schools.
9. Maximum number of students will be enrolled/involved in the said two forums.
10. The promise, roles, responsibilities and functions of boy scout and girl guide shall be defined (in the local context), documented and displayed in each school for knowledge and awareness of all concerned.
11. The scout/guide promise shall include the duties to the creator (Allah Almighty), fellow students and the society/community.
12. Boy scout and girl guide activity plan for the calendar year shall be prepared, displayed and implemented.
13. Poor, disadvantaged and deserving boy scouts and girl guides will be provided uniform, badges and other specific necessities by the government free of cost.
14. The best scouts and guide shall be given awards in the form of special badges, recognition letter by the high ups i.e., President or Prime Minister, certificate and special marks in internal, terminal (promotional) exams.

15. Boy Scouts and Girl Guides fund shall be created, and financial resources mobilized to finance the said activity plan implementation.
16. Best practices and successes stories in boy scout and girls guide national, regional and international level shall be studied documented and practiced/ replicated in scout of the cultural and local contest allows such activities.

**Co-Curricular Activities**

17. With an objective to ensure holistic and comprehensive personality development of child co-curricular and extra-curricular activities such as speech contests, debates essay competition, creative art, dramas, bait bazi, social work and cleanliness campaigns etc. shall be conducted in school in a well-planned and organized manner.

# Chapter 18.

## Special and Inclusive Education

### 18.1 Conceptual Framework

Special education includes education, training, and rehabilitation of children with disabilities. Disability is defined from multiple angles and dimensions. International Classification of Functioning, Disability and Health (ICF) of WHO (2001) considers that “Disability is an umbrella term for impairments, activity limitations, and participation restrictions. “Pakistan’s Disabled Persons (Employment and Rehabilitation) Ordinance 1981 defined disabled persons in the following words:

“A person who on account of injury, disease or deformity is handicapped for undertaking any gainful profession or employment, in order to earn his livelihood and includes a person who is blind, deaf, physically handicapped or mentally retarded.”

### 18.2 Situation Analysis

In 1985, in Pakistan a separate directorate was established to run 60 model special education schools throughout Pakistan. One of these 60 schools was opened in AJ&K as well. The specific situation related to the special education sector in AJ&K is as under:

- i. After 18th constitutional amendment, the only special education institution functioning in the State of AJ&K under the purview of federal government of Pakistan was handed over to the State of AJ&K during 2011. Since then, this institute is working under the administrative control of AJ&K Social Welfare Department. Now the institute is named as National Special Education Complex Muzaffarabad, Azad Kashmir. The mission of this institute is to rehabilitate the persons with disabilities (PWDs). After taking over this institute, certain positions of senior teachers as well as vocational teachers were abolished. Since then, the institute is understaffed, which include teaching as well as administrative staff. The annual budget of this institute is PKR 34,431,000. Which constitutes about 80% of salaries. Number of teachers in this institute are 23 (11 male and 12 female). This institute has no hostel facilities. It was the only government institution working for the education and rehabilitation of special children in the State of AJ&K until 2020.
- ii. Four categories of special children, both boys and girls, are being trained and educated up to matriculation level, in this institute.
- iii. In 2020, another special education institute was established in Rawalakot AJ&K. In this institute training and rehabilitation services are provided to 02 categories of special children i.e., hearing impaired and visually handicapped. The developmental budget of this institute is PKR 36.441 million per annum.
- iv. There is no institutional mechanism and/or organizational set up with in AJ&K for addressing the needs of special education so far. However, the govt. has plan to establish a school for special education children in each district of AJ&K. Similarly, there is a plan to establish a fully operational directorate of special education in AJ&K but due to financial constraints and less focus on this sector the plan has not been materialized.
- v. Apart from public sector special education institutions, a number of special education institutions are working in the private or not for profit sector.
- vi. Besides, Army Public School Muzaffarabad has also a separate wing for education of special children.
- vii. The data about disabled children is grossly missing in the State of AJ&K.
- viii. The State lacks human resource capacity for educational planning and management in the special education sector. Similarly, there is a dearth of facilities and services for handling the special education.
- ix. The co-ordination and support mechanism for not-for-profit organizations working in the area of special education is missing as well.
- x. Appropriate financial support is never provided to this neglected sector of special education.
- xi. The State does not have any plan/policy for education and rehabilitation of the special children of the State.

- xii. Inclusive education facilities and services in public and private, formal, and non-formal schools are missing.

### 18.3 Need Assessment

- i. At least one institution, for the special children, in each of the 10 districts of the State should be established.
- ii. Disability wise population data should be collected and reported regularly.
- iii. Special education institutions for severely handicap children should be opened at reasonable/accessible distance. Preferably government sponsored residential schools should be started for such children.
- iv. Trained teachers, teaching-learning and instructional material for blinds, deaf & dumb, and similarly other special children should be made available.
- v. The transport facilities for special children should be arranged/provided.
- vi. For inclusive education, the necessary facilities and services such as ramp and washrooms for disabled etc., should be provided in the formal public schools.
- vii. Parents, teachers, fellow students, and community members should be mobilized and trained to support and handle the special children with love, care and affection they deserve.
- viii. Indoor and outdoor sports and games for special children should be arranged. Besides, sports competition amongst these children should also be arranged. Initiatives such as Special Olympics should be arranged, and all the special institutions should take part in it.
- ix. Linkages, coordination and networking amongst stakeholders, institutions of special education, government organizations, non-government organizations and hospitals etc., should be ensured.
- x. Training of special education teachers along with orientation of formal education teachers on issues of special children should be arranged.
- xi. Budget for education and support of special children should be increased.
- xii. Public private partnership schemes should be initiated for extending support to special children.
- xiii. Coordination with the special children's institutions for experience sharing, support and association etc. is needed.
- xiv. Research and development-based provision of service delivery to the children with special needs is another important requirement.

### 18.4 Challenges and Prospects of Inclusive Education in AJ&K

A number of factors inhibit rapid transformation from compartmentalized special education to inclusive education approach in the country, some of them are as follow:

- i. **Infrastructure Requirements:** Building of schools, colleges, and universities are not disabled friendly. Disabled children face difficulty in their mobility and reaching to the classrooms, libraries, labs etc. independently and without help of others.
- ii. **Capacity Needs:** Teaching staff in formal education system are not sensitized and trained to handle children with disabilities. They may not be able to diversify their lessons and assessment techniques to meet special needs of disabled children.
- iii. **Curricula.** The prevailing Curricula and teaching-learning materials in formal education institutions are not aligned and suited to the needs of children with disabilities.
- iv. **Insufficient Financial Resources:** Financial constraints hamper formal education system to upgrade infrastructure and teaching-learning aids to adjust to the diverse learning needs of special children.

### 18.5 Targets and Goal

**Sustainable Development Goals (SDGs)** consisting of 17 Goals, 169 Targets and 244 indicators were agreed by the world nations during September 2015 and pledged to achieve these Goals by 2030. SDG 4 relates to education and emphasizes “inclusive” and equitable quality education for all. SDG 4 Target No 4.5 mentions ensuring equal access of ‘children with disabilities’ to all levels of education and vocational training.

#### Targets

- i. Increase participation rate of disabled children to 100% by 2025.
- ii. Creating inclusive learning environment in 50% formal schools, colleges, and universities to facilitate enrolment, retention, and completion of education of the children with disabilities by 2030.

## 18.6 Policy Provisions

1. Data base of special children will be created and updated regularly.
2. Access of children with disabilities to all levels of education will be expanded through opening of special education institutions at district and tehsil level if needed and transforming all educational institutions disability inclusive.
3. Educational institutions, both special and inclusive shall be equipped with modern educational technology and teaching-learning aids for diverse disabilities.
4. Resources for in-service training and staff development of faculty and management of Special Education institutions will be provided along with proper arrangement of training facilities.
5. Effective coordination mechanism amongst the stakeholders especially between Education Department and Department of Social Welfare shall be established and strengthened.
6. Transport facilities for special education institutions will be provided, to widen outreach of special and inclusive education institutions.
7. Hostel facilities will be added in selected institutions of special education.

### Inclusive Education

8. Education Department will annually allocate a minimum of 5% of its development budget for providing inclusive learning facilities and services in the existing public sector schools.
9. Education department will issue instructions that architectural plans for buildings of all new educational institutions and construction of new blocks and classrooms in existing institutions will ensure 'inclusion' in their designs, especially ramps for entry to classrooms, libraries, labs, toilets, elevators, health care facilities and disability resource center.
10. Inclusive Education approaches and methodologies shall be included in all the pre-service and Inservice teacher education Programmes of general education.
11. Public sector education institutions will be equipped with modern assistive technology, and adaptive technology, to enable faculty members to diversify delivery of their lessons to the needs of special children and facilitate students with disabilities to participate in learning activities without difficulty and without dependence on others.
12. Instructional and teaching learning material for children with special needs studying in inclusive schools shall be prepared and used.
13. Examining bodies of the State will prepare test material for alternative assessment for children with disabilities to be used in the examinations conducted at various grades or levels.
14. Research on issues, challenges and need of inclusive and special education shall be conducted and disseminated regularly.
15. Awareness campaign to support special children in schools and society will be launched.
16. Budget for special education will be increased. A minimum of 5% of total education budget will be allocated for Special Education.

# Chapter 19.

## Financing of Education

### 19.1 Conceptual Framework

Education finance refers to governmental and organizational processes by which revenues are generated, distributed, and invested/expended for the operational and capital support of schooling.

The majority of the countries of this region spend around 4% of GNP or 1/3rd of total budget in education sector. As a result, their socio-economic indicators are fairly high. If you give minimum to the systems, you get minimum out of it and vice versa. The rate of return of education sector investment, both personal and social, is the highest. Not only adequate budget/financing but also optimum utilization of available funds is important to ensure desirable development through effective educational management. Access, quality, governance, teacher training, capacity building of the entire organizational system, use of ICT in education and literacy, in short, each and every area of educational development demands adequate financing and its effective utilization.

### 19.2 Situation Analysis

The situation of financial allocations and expenditure in AJ&K for the financial year 2017-18 was as follows:

- i. Total budget allocations (developing + recurring) for all departments of AJ&K in 2017-18 was Rs. 71,130 million.
- ii. Elementary & Secondary Education (E&SE) department budget as a contributory percentage to the total AJ&K budget was 25.79%
- iii. E&SE department total budget was = Rs. 19,148.7 million.
- iv. Development budget was Rs. 1,070.0 million (approx. 4% of the education budget). Whereas recurring budget was Rs. 18,348.7 million (approx. 96% of the education budget)

Trends in budget allocation and expenditure (AJ&K in comparison with FATA and G.B)

The recurring budget allocation in AJ&K has increased from 17 billion in 2014-15 to Rs. 25.3 billion in 2018-19 i.e., 8.3 billion (48%) increase in 5 years. In 2014-15 the development allocation in education sector of AJ&K was 0.8 billion which increased to 2.1 billion in 2018-19. The total increase in education sector development allocation in last 5-years remained Rs. 1.3 billion only.

#### Unit Cost of AJ&K in Comparison with other Provinces and Area Governments

The unit cost is an important indicator of investment in education sector. It indicates the quantum and quality of educational facilities and services provided by the government. The study in public financing titled “Public Financing in Education Sector 2018-19” indicates that the highest per student cost was in AJ&K during 2017-18 i.e., Rs.38,293 and the lowest per student cost was noted in Punjab i.e., Rs.16,069. Average per student cost at national level in Pakistan has increased from Rs.18,885/- to 20,145/- during last four years i.e., 2014-15 to 2017-18. It has been estimated that unit cost in AJ&K has increased from Rs. 38000 in 2017-18 to Rs. 46000 in 2019-2020.

### 19.3 Need Assessment

- i. The State of AJ&K needs specific reforms in education budget allocations and utilization. The system is spending considerable funds for promotion of education and literacy, but the result/impact is not encouraging. The enrolment of public sector particularly at primary education level is shrinking. Whereas the expenditure is increasing considerably. A major portion of the education budget is being spent on non-productive activities including unnecessary administrative expenditure etc.
- ii. Sub-sector/unit/directorate/institution wise financial need assessment (developmental and recurring) study should be conducted. The future allocations should be made as per need of the sub-sector/unit.

- iii. State wise comprehensive rationalization exercise/survey should be conducted to rationalize the number of schools and teachers.
- iv. It is assumed that AJ&K has more than needed management/administrative workforce for very limited number of educational institutions. One of the reasons is separate administrative structure for boys' and girls' institutions. In order to reduce the expenditure, the management/administrative workforce should also be rationalized/reduced.
- v. It is estimated that more than 95% education budget is spent on pay and allowances of employees (teachers, support staff and others). Less than 5% budget is spent on development activities. As such quality of education suffers badly. The ratio of recurring and development allocations in the budget should be improved to 75:25 gradually.
- vi. Full and optimum utilization of the budget should be ensured.
- vii. Expenditure on non-productive activities, duplications and wastages should be controlled.
- viii. It has been observed that the enrolment of public sector schools has dropped/reduced considerably due to dropouts and shifting of students to private schools and the said practice is continued. Whereas the expenditure continued to increase substantially. As a result, the unit cost has increased to PKR 38,000 per student per year in 2017-18 (the highest in Pakistan and AJ&K). The said situation should be reverted i.e., increase the enrolment and reduce/control the expenditure.
- ix. In order to remove the imbalances and injustices, the budget should be allocated sub-sector wise (ECE to Secondary) as per need of the sub-sector.
- x. Enrolment based school wise budget allocation option should be considered.
- xi. Budget allocation and expenditure/utilization data base should be created and made integral part of education information management system (EMIS) to be updated regularly.
- xii. The head of the educational institutions, managers/administrators, directors, unit in charge and other concerned should be trusted and empowered (delegated authority) to utilize/spend the allocated budget and other financial resources.
- xiii. The processes and procedures of budget release and utilization should be relaxed. Use of ICT in budget release and ICT based record management is the need of the time.

## 19.4 Issues and Challenges

The main issues and challenges in financing of education in AJ&K are as follows: -

- i. The education budget is inadequate as per need and requirements of educational development and literacy.
- ii. Around 95% budget is spent as recurring expenditure. Only 5% is left for developmental activities. As a result, educational development suffers badly.
- iii. Quality of education also suffers because of scarce resources allocated for the purpose.
- iv. A considerable portion of budget is spent on administrative and other non-productive activities.
- v. Sub-sector/area wise need-based budget allocation is missing.
- vi. Budget formulation, release and utilization processes and procedures are very rigid, cumbersome and time consuming.
- vii. Budget utilization and spending authority is over centralized.
- viii. Data/statistics about private sector and international development partners' funding/spending on education is not available. Similarly, data/information about parents (per capita income wise) spending on education of their children is also not available.
- ix. Unit cost per student per year is high rather the highest as compared to other areas and provinces of Pakistan.
- x. In case of education financing there is almost total reliance and dependence on scarce government resources.
- xi. Mobilization of funds from community, philanthropists, international development partners and expatriates etc., is missing.
- xii. The capacity of financial planning, budgeting, and financial management needs to be enhanced.

## 19.5 Goal and objectives

**Goal:** Provision of adequate budget for each sub-sector of education both in terms of recurring and development.

Objectives:

- i. To improve the financial management system, structure, and mechanism.
- ii. To decentralize the financial powers to lower tiers of management.
- iii. To ensure strict monitoring and financial audit system.
- iv. To reduce and control the administrative and non-productive expenditure.
- v. To enhance the development budget for improving the access and quality.
- vi. To mobilize the additional resources for educational development through different means and sources.
- vii. To create and strengthen the educational finance accounting system covering collection and dissemination of data/statistics and information about educational expenditure both public and private sectors on regular basis.

## 19.6 Policy provisions

1. Sub-sector wise financial need assessment study shall be the regular feature of budget formulation and allocations.
2. The rationalization of schools, teachers and other services shall be considered as the pre-requisite for budget formulation and allocations.
3. Management/ administrative and other non-productive expenditure as well as wastage will be reduced/controlled.
4. The ratio between recurring and development expenditure shall be enhanced to 75:25 gradually.
5. Absorptive capacity of the system shall be improved. Full and optimum utilization of the budget shall be ensured.
6. In order to ensure availability of adequate resources as well as to remove imbalances and disparities sub-sector (ECE to Secondary) wise allocations shall be made.
7. Enrolment wise school-based budgeting option shall be considered.
8. In order to ensure on time release and optimum utilization of the budget, the release and expenditure rules, processes and procedures shall be relaxed.
9. The financial management authority shall be decentralized to the lower levels/tiers of management i.e., up to the school heads level.
10. The unit cost shall be reduced by increasing the enrolment and reducing the recurring expenditure.
11. Additional funds for education of poor and deserving children through different sources such as local community, international development partners, expatriates, philanthropists and others etc., shall be mobilized.
12. Education sector financial data base covering all the sub-sectors (both public and private) shall be created, updated and disseminated/shared on regular basis.
13. Increase in budget for provision of missing facilities in school shall be assigned priority.

# Annexures

## 1. Participants of 1<sup>st</sup> Meeting held at Character Education Foundation Office

1. Mr. Syed Saleem Gardazi, Additional Secretary, Ministry of E&SE, AJ&K.
2. Mr. Raja Muhammad Nasir Khan, DG DCRD.
3. Mr. Shafait Gardazi, Coordinator KEACE and Policy Focal Person.
4. Mr. Syed Tufail Hussain Bukhari, Director DEE.
5. Mr. Raja Abdul Qadir, Director Education (Rtd.).
6. Mr. Muhammad Asim.
7. Mr. Mahmood Ahmad, Chairman Character Education Foundation.
8. Dr. Muhammad Saleem, JEA(Rtd.) Ministry of Education (Defunct), GoP.
9. Mr. Muhammad Jamil.
10. Mr. Iqbal Ur Rahman, Head of Programmes, Momentum (Pvt) Ltd.
11. Mr. Muhammad Tanveer Ul Hassan, CFO, Momentum (Pvt) Ltd.

## 2. Situation Analysis & Need Assessment Team

1. Dr. Muhammad Saleem, JEA(Rtd.) Ministry of Education (Defunct), GoP.
2. Mr. Iqbal ur Rahman, Ex-director Education, National Commission for Human Development.
3. Mr. Ghulam Shabbir, COO, Momentum (Pvt) Ltd.
4. Mr. Muhammad Tanvir Ul Hassan, CFO, Momentum (Pvt) Ltd.
5. Ms. Fatima Shafqat, Research Associate, Momentum (Pvt) Ltd.
6. Mr. Hassnain Hassan, Research Associate, Momentum (Pvt) Ltd.
7. Mr. Mobeen Habib, Communication Officer, Momentum (Pvt) Ltd.

## 3. Policy Writers

1. Dr. Muhammad Saleem (Team Leader), Education Advisor (Rtd.).
2. Dr. Muhammad Hanif, Education Advisor (Rtd.), Federal Ministry of Education (defunct).
3. Dr. Tariq Mahmood, Education Advisor (Rtd.), Federal Ministry of Education (defunct).
4. Dr. Tajamal Hussain, Education Advisor (Rtd.), Federal Ministry of Education (defunct).
5. Mr. Raja Abdul Qadir, Director (Rtd.), E&SE Department, AJ&K.
6. Mr. Iqbal ur Rahman, Ex-director Education, National Commission for Human Development.
7. Mr. Ghulam Shabbir, CEO, Momentum.
8. Mr. Muhammad Noman, Programme Manager, Character Foundation.
9. Mr. Mahmood Ahmad, Chairman Character Foundation.
10. Dr. Idris, Education Advisor (Rtd.), Vice Principal, Gordan College, Rawalpindi.

## 4. Reviewers

### Education Department Policy Formulation Committee/Group

1. Mr. Raja Muhammad Naseer Khan, Director General, DCRD, AJ&K.
2. Mr. Raja Muhammad Khurshid Khan, Chairman, Textbook Board, AJ&K.
3. Mr. Raja Zafar Iqbal, Senior Chief, Development Planning Cell, E&SE, AJ&K.
4. Mr. Ibrar Hussain Shah, DPI Male.
5. Mr. Tasneem Gul, DPI Female.
6. Mr. Khawaja Javid Iqbal, Principal Higher Secondary School Gojra, AJ&K.
7. Mr. Arshad Hussain Kazmi, Additional Secretary, E&SE, AJ&K.
8. Mr. Syed Tufail Hussain Bukhari, Director, DEE, AJ&K.
9. Mr. Syed Shafait Gardazi, Coordinator, KEACE.
10. Mr. Hamid Zafar Gillani, Director Education.
11. Mr. Farjad Hakeem, In charge, EMIS.
12. Ms. Misbah Shahid, Deputy Secretary Education.

### UNDP

1. Mr. Nadeem Ahmed – Social Policy Advisor, Federal SDGs Unit, M/o PD&SI, Islamabad.
2. Mr. Syed Ali Husnain Gillani – SDGs Coordinator, AJ&K SDGs Unit, P&DD, GoAJ&K.
3. Ms. Nihan Rafique – Data & Research Analyst, AJ&K SDGs Unit, P&DD, GoAJ&K.

### National Expert

1. Mr. Arshad Saeed Khan

## 5. List of Consultation Meeting Participants for Situation Analysis

Sr.No.	Name	Designation
1	Hassan Bin Mukhtar	Lecturer
2	Raja M. Rizwan	Technical Teacher
3	Syed Haseeb Ahmed Gardazi	Headmaster
4	Naseer Ahmad sulehria	Headmaster
5	Professor Kh. A. Hannan	Petron in Chief Private Schools
6	M. Amin Afsar	Headmaster
7	Raja Fakhar-uz-Zaman	Headmaster
8	Khawaja Saleem Mahmood	Principal
9	Muhammad Sabir	Subject Specialist
10	Khawaja Zafar Amin	Lecturer
11	Farooq	Lecturer
12	Mrs. Maria Rustam	SS English
13	Nazish Akbar	Deputy Director Education
14	Adil Saeed Abbasi	Headmaster
15	Javed	Principal HSSG
16	Zahoor Ahmed Khan	Director EMIS
17	Fida Hussain Butt	Principal
18	Saeed Akhtar Awan	Principal
19	Raja Safeer Khan	Provincial secretary
20	Syed Hamid Zaffar	Deputy Director E&SE
21	Maqbool Hussain	Principal H/S Narrul Mzd.
22	Abrar Qayyum	System Analyst
23	Jameel Hussain	Asst. Professor
24	M. Arif Kiyani	Principal
25	Tariq Gilani	Dy Director
26	Abdul Rashid Asif	S. Specialist
27	Naheed Akhtar	Secretary Girl Guides
28	Anujm Nazir	Principal
29	Fouzia Khan	Principal
30	Nazia Ali Zaman	S.S (Physics)
31	Azhar Siddique	Lecturer Computer
32	Humera Zaffar	Principal
33	Shahid Aziz Awan	Deputy Director Operations
34	Manzoor Hussain Awan	AD Education
35	Aftikhar Ahmed	SST
36	Nazir Hussain	SS
37	Tahir Saleem	SS

38	Mudasar Shabeer	Stenographer
39	Parveen Akhter	SS
40	Anwar ul Haq	Senior Subject Specialist
41	Raja Aamir Akhlaq	Assistant Provisional Secretary
42	Farjad Hakeem	Focal Person EMIS
43	Ashar Siddique	Lecturer CS
44	Muhammad Salman Mir	SSS
45	M. Qadeer Jarid	SS
46	Syed Tufail Hussain Bukhari	Director
47	Syed Tufail Hussain Bukhari	Director
48	Anwar	SSS
49	Jameel Hussain	A/P
50	Raja Safeer Khan	dy. Director
51	Raja Fakhar-uz-Zaman	HM
52	Muhammad Salman Mir	SSS
53	Muhammad Qudir Javid	SS
54	Ghulam Murtaza	SS
55	Fida Hussain Butt	Principal
56	Farhana Rehman	SS (DCRD)
57	Anjum Ara	SS Urdu (DCRD)
58	Fouzia Khan	Principal
59	Anjum Nazir	Principal
60	Tariq Shafi	Principal
61	Dr. Muhammad Naeem	Institute of Education UoAJ&K
62	S. Shafait Gardazi	Coordinator KEACE
63	Raja Muhammad Qadir Khan	(R) Director DEE
64	Raja M. Naseer Khan	DG, DCRD
65	Mrs. Maria Rustam	SS English
66	Mudasir Qureshi	Assistant Director DCRD
67	Raja M. Khurshid	Chairman AJ&K Textbook Board
68	Qazi Abdul Jalil	Principal
69	Dr. Batool Atta	Coordinator M.Phil. UoAJ&K
70	Asghar Ali Abbasi	Principal High School, chatter
71	shafqat Khokhar	AEO Jehlam Valley
72	Irshad Akbar Mughal	A.E.O Halqa 2
73	Saeed Bukhari	DEO Male Mzd.
74	Muhammad Ateeq Khan	DEO Male Jr.
75	Raja M. Azmatullah	AEO (F) Halqa 1
76	Raja M. Naseer Khan	DG, DCRD
77	Syed Hamid Zaffar Gilani	Dupty Director E&SE

78	Tasneem Gul	Div Director Mzd.
79	Gul Nasreen	DEO (F) Mzd.
80	Nazish Akbar	Dypt. Director Edu.
81	Shahida Bibi	Dypt. DEO (F) Mzd.
82	Shabnam Ishaq	AEO (F) Mzd
83	Farhad Shaheen	AEO (F) Mzd
84	Farooq Awan	AEO (M) Halqa 6
85	Raja Iftikhar Hussain	DDS (M) Mzd
86	Zaheer Ahmad Bhatti	Technical
87	Iftikhar Ahmed	SST High School
88	Hassan bin Mukhtar	Lecturer
89	Anjum Nazir	Principal
90	Fouzia Khan	Principal
91	Jameel Hussain	A/P Physics
92	Shakoor Ahmad Khan	AEO Male
93	Raja M. Khurshid	Chairman AJ&K Textbook Board
94	Muhammad Zaman Awan	AEO
95	Shoukat Mehmood	AEO
96	Raja Ghulam Mustafa	AEO
97	Khalid Mahmood	AEO (F)
98	Muhammad Arif Awan	AEO (M)
99	Qazi Zia ur Rahman	
100	Danyal Shahab Madni	
101	Qazi Mahmood ul Hassan	Gen. Sectary Ithad Tanzeem al-Madaris AJ&K
102	Syed Farid Abbas Naqvi	
103	Hafiz Nazir Ahmed	Director Mazbi Amoor
104	Mufti Muhammad Ibrahim	Ex. Director Mazhabi Amoor
105	Raja Abdul Rahim	MD Shaheen Model Colleges
106	Syed Asif Gillani	MD Al-Raazi College
107	Prof Khawaja Abudl Hannan	Petron-Chief National Education Council
108	Ch. Muhammad Iqbal	Ex-President,APSCA MD Greenwood College
109	Sameea Siddique	Principal Scholars College
110	Syed Ishtiaq Bukhari	APSCA Central President

## 6. List of Consultation Participants Meetings on Green Paper (Muzaffarabad, Rawalakot & Mirpur)

Sr. No.	Name of Participant	Designation
1	Farida Akbar	DEO(F) Mirpur
2	Prof Dr. Syed Nisar Hussain Hamdani	Dir (Rtd) K.I Eco, UAJK
3	Naheed Akhtar	DEO(F) Bimbhar
4	Rehana Shah Muhammad Yar	D.D.S(F)
5	Saira Dar	AD-DPI(F)
6	Inam Ul Haq Hashmi	Principal
7	Fida Hussain Butt	Principal
8	Muhammad Bashir	Coordinator
9	Zaafan Mir Zaman	SST
10	Syed Mudassar Hamdan	Primary Teacher
11	Shoukat Mehmood Awan	A.E.O(M)
12	Liaqat Ali Abbasi	Senior headmaster
13	Tahir Masood Chughtai	Principal
14	M Arif Kayani	Principal
15	Raja Fakhar Uz Zaman	Headmaster
16	Muneer Ahmad	Junior Teacher
17	Zahoor Ahmed Khan	Director EMIS
18	Raja Rashid Munir Khan	Computer instructor Raagatn
19	Muhammad Noman Mughal	Manager
20	Sheikh Muzhar Ali	Regional Manager READ Foundation
21	Raja Shahzad Hussain	SST H/S khan Becduy
22	Mudassar Manzoor Qureshi	Asst Dir DCRD MZD
23	Sardar Rashad Azad	DDS Poonch
24	Javed Hamed	Principal HSC Oojn
25	Manzoor Hussain Bukhari	Principal HSS Nosda
26	Najeed Ur Rehman	XDA DCRD
27	Muhammad Rafique	DEO Haveli
29	Mufti Muhammad Ibrahim Aziz	Rtd DG AUQAF & RELIGIOUS AFFARIS
30	Muhammad Iltaf Husain	Muhtamim Jamia Saiful islam jehlam bandi fawad abad
31	Zahid Ul Islam Atri	Muhtamim jamia Muhammadia Parchatar Muzafar abad
32	Hafiz Nazir Ahmad Qadri	Director Relegious Affairs
33	Sardar Sheraz Khe	Deputy director
34	Muhammad Ashraf	Deputy Director
35	Muhammad Farid Awan	Subject Specialist
36	Zahoor Ahmed Malik	Principal
37	Shafique Ahmed Dar	DEO(M) sudhrali

38	Ghulam Murtaza Khan	Senior Subject Specialist
39	Raja Basharat Iqbal	DEO(M) Mirpur
40	Tufail Ahmed Khani	DEO (M) Bhimber
41	Abid Hayat	DEO(M) Poonch
42	Qazi Zia Ur Rehman	Dir (R) KIM
43	Anfidad Khan	DEO(M) Kotli
44	Hassan Bin Mukhtar	Lecturer (Electronics)
45	M Ayub Mughal	SS TT
46	Sadia Riaz	Principal
47	Humera Zaffar	Principal
48	Kiran Malik	Senior Science Teacher
49	Muhammad Slaman Mio	SSS
50	Taimoor Khan	Project Coordinator Beacon House
51	Noureen Dogar	Education Expert
52	Asghar Ali Abbasi	Principal
53	Zafar Ahmad Khan	Lecturer UoAJ&K
54	Ali Chaudhary	Headmaster
55	Raja Yasir	Headmaster
56	Muhammad Saleem Abri	SS Agro Teaching College
57	Raja M Rizwan	SST Technical Teacher
58	Saeed Akhtar Awan	Principal
59	Parveen Akhtar	D.D.S MZD
60	Nasreen Feroz	Principal HSS Gojra
61	Nadia Habib Mughal	Owner/Principal Beginning Intl' School
62	Mrs Maria Rustam	SS English GCET(F) M21
63	Iffat Siddique	Principal GGHS Sethi Bagh
64	Fauzia Khan	Principal GGHS City M20
65	Anjum Nazir	GHSS Challa Bani Muzaffarabad
66	Syed Shahnay	DEO Poonch
67	Afifa Batool	DEO (F) Bagh
68	Fozia Aslam	DEO(F) Kotli
69	Tahira Pirzada	SS Specialist GCET(F) Muzaffarabad
70	Saima Nazir Abbasi	Senior Headmistress GGHS Lowagi
71	Farzana Afzal	Subject Specialist
72	Dania Javaid	J.Teacher
73	Aimun Raiz	J.Teacher
74	Syeda Sidra Kabir	Student
75	Naheeda Parveen	Principal
76	Muhammad Tahir Khan	Headmaster
77	Abid Hussain Khan	Headmaster

78	Shahid Azad	Subject Specialist
79	M. Younis Khan	Subject Specialist
80	Zarif Ahmaed	Headmaster
81	Syed Zulfiqar Ali.Shah	Subject Specialist
82	Zulfiqar Khan	Senior Headmaster
83	Nighat Shaheen	SST Biology
84	Naeema Begum	Principal
85	Gulshan Ara	SSS. Biology
86	Parveen Hayat	S.St (Urdu)
87	Rukhtaz Khanum	SS (Chm)
88	Muhammad Semab	SS (Bio)
89	Dr.M.Nisar Khan	Principal(R)
90	Dr.Maqbool Tahir	D.G.(R)
91	Syed Jawed Gardazi	Assistant Professor
92	Muhammad Arbab Faizi	Headmaster
93	Dr.Uzma	Principle
94	Nazish Nasim	ECCE Section Head Roshni School
95	Nuzla Maroof	Director IPD College/ Principal Miri Roshni School
96	Muhammad Shahban	Principal
97	Muhammad Yasir Ilyas	SS Chemistry
98	Iftikhar Hussanin	SST Math, Physics
99	Muhammad Iqbal	SST Math, Physics
100	Muhammad Rasheed Hasrat	SS, HSS Sinola
101	M. Younis Nadeem	Principal H/S
102	Syed Shafait	Coordinator EACE
103	Raja M. Qadir	(R) Director
104	Dr.Abdul Quddus	(Ret) Principle
105	Nighat Ashraf	Principle
106	Amna Hanif	Teacher Urdu & Islamiyat
107	Wasim Shoukat	Senior Subject Specialist
108	Dr.Muhammad Israeal	AP
109	Muhammad Jamil Khan	DDEO
110	Zahid Rouf	SST GECT, Rawalakot
111	Muhammad Shafiq	Principle Govt., Abbaspur
112	Nasim Akhtar Khan	Principle PHS, Rawalakot





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