

Question # 6 of 10 (Start time: 01:23:28 PM, 02 September 2022)

Which one of the following is the point of SESP policies for enhanced equity in education access and participation_____.

Select the correct option

- Enhancing the equity of resource allocation and improving the fiscal sustainability and effectiveness of educational expenditure, thereby t and accountability in the use of public resources.
- Strengthening governance and service delivery by improving the functioning capacity from the school community level up to district and
- Improving the quality of teachers through merit based selection and recruitment as well as establishing a competency-based constructi educational professional development.
- appropriate physical and learning environment will be guaranteed to promote enrollments, retention and learning.

Click to Save Answer & Move



education access

1 of 3



Education Development in Pakistan (EDU505) — VU

by supporting measures like stipends for needy children and conditional cash transfers for low income household.

4. An appropriate physical and learning environment will be guaranteed to promote enrollments, retention and learning.
5. In recognition that the government alone cannot provide for all the children in Pakistan through free and compulsory schooling, the Education Department will pursue a policy of Public-Private Partnership
6. Alternative, flexible and non-formal education provision will be made available to children excluded from formal schooling.
7. Formal and non-formal education provision will be made relevant to real life and living needs of children beyond school.

Topic 173

Improved Quality and Student Learning Outcomes

Education quality will be defined by student learning outcomes, and the development of skills, attitudes, and values that are judged essential for good citizenship and effective life in society. Six



Education Development in Pakistan (EDU505) — VU

Reduction Strategy.

The MDG goals relevant to education are:

1. Reduction of proportion of people living on less than one dollar a day and those who suffer from hunger.
2. Ensuring completion of primary education for both boys and girls; and
3. **Elimination** of gender disparities at all levels by 2015.

The EFA Plan

The EFA Plan formulated in 2003 proposed more than 40,000 Early Childhood Centers, 1 new primary schools and 2,500 maktab (religious) schools to achieve the EFA targets. The Plan proposed the upgrading of a large number of primary schools to middle level over the

- According to the EFA Plan, about 1.5 million adult literacy centers and over 200,000 formal basic education schools were to be established by 2015.
- Almost 380,000 vocational/trade schools were to be set up to provide skill develop

However, it can be seen from surveys and researches that the performance of Baluchistan, regards to education is very low and slow in comparison to other provinces. The education

EDU505 - Education Development in Pakistan (3rth Quiz)

[Quiz Start](#)

Question # 8 of 10 (Start time: 02:27:41 PM, 02 September 2022)

Which of the following is not the MDG goals relevant to education are _____.

select the correct option

<input type="radio"/>	Reduction of proportion of people living on less than one dollar a day and those who suffer from hunger.
<input type="radio"/>	Elimination of gender disparities at all levels by 2015.
<input type="radio"/>	Lack of policy coherence.
<input type="radio"/>	Ensuring completion of primary education for both boys and girls

[Click to Save](#)

Question # 8 of 10 (**start time: 01:37:12 PM,**)

HEC formed in

Select the correct option

- | | |
|-----------------------|------|
| <input type="radio"/> | 2002 |
| <input type="radio"/> | 2001 |
| <input type="radio"/> | 2003 |
| <input type="radio"/> | 2000 |
- 

Question # 7 of 10 (start time: 01:36:18 PM, 02 September 2022)

Boys' GER is 87.4% whereas girls' GER is only

Select the correct option

- | | |
|-----------------------|-------|
| <input type="radio"/> | 75.5% |
| <input type="radio"/> | 68.6% |
| <input type="radio"/> | 70.2% |
| <input type="radio"/> | 72.5% |
- 

BC200412151: MARYAM REHMAT

EDU505 - Education Development in Pakistan (3rth Quiz)

Question # 8 of 10 (Start time: 01:25:43 PM, 02 September 2022)

Which of the following not SESP targets -----

Select the correct option

- Low quality education
- Net Enrolment Ratio(NER)
- Learning outcomes
- Gross Enrolment Ratio (GER)


Click

EDU505 - Education Development in Pakistan (3rth Quiz)

Question # 7 of 10 (Start time: 01:24:17 PM, 02 September 2022)

SAT stands for

Select the correct option

- | | |
|-----------------------|----------------------------------|
| <input type="radio"/> | Small Achievement Test |
| <input type="radio"/> | Small Aptitude Test |
| <input type="radio"/> | Standard aptitude test |
| <input type="radio"/> | Standardized Achievement Testing |
- 

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Volt LTE 4G 0 B/s 31% 88%



Maryam Saahi
2 minutes ago



BC200412151: MARYAM REHMAT

EDU505 - Education Development in Pakistan (3rd Quiz)

Quiz!

Question # 4 of 10 (Start time: 01:21:22 PM, 02 September 2022)

Which of the following is not the governance issues of NEP.....?

Select the correct option

- Unclear roles and fragmented governance.
- Absence of a holistic view of the Education sector.
- Net Enrolment Ratio(NER)
- Lack of policy coherence.

Click to S



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1:22

Vol
LTE 4G B/s 31
87%



Maryam Saahi
vulms.vu.edu.pk/Quiz/



BC200412151: MARYAM REHMAT

EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time:

Question # 5 of 10 (Start time: 01:22:28 PM, 02 September 2022)

Which of the following is not the MDG goals relevant to education are.....

Select the correct option

- Reduction of proportion of people living on less than one dollar a day and those who suffer from hunger.
- Lack of policy coherence.
- Elimination of gender disparities at all levels by 2015.
- Ensuring completion of primary education for both boys and girls

Click to Save Answer



8:39

460 B/s 20



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BC200415072: AYESHA SHABBIR

Time Left 76 sec(s)

EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 08:33 AM, 02 September 2022

Question # 10 of 10 (start time: 08:39:01 AM, 02 September 2022)

Total Marks: 1

The National Education Policy 2009 identifies the quality of teacher as one of _____ basic pillars of quality in education

Select the correct option

Eight

Two

Six

Four

Click to Save Answer & Move to Next Question



8:39

121 B/s 20



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BC200415072: AYESHA SHABBIR

Time Left 76 sec(s)

EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 08:33 AM, 02 September 2022

Question # 9 of 10 (start time: 08:38:36 AM, 02 September 2022)

Total Marks: 1

According to the 1998 census, Baluchistan had a population of approximately 6.8 million representing approximately _____ of the Pakistani population.

Select the correct option

10%

5%

8%

2%

Click to Save Answer & Move to Next Question



8:38

3.3 K/s 20



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BC200415072: AYESHA SHABBIR

Time Left 69 sec(s)

EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 08:33 AM, 02 September 2022

Question # 8 of 10 (Start time: 08:38:01 AM, 02 September 2022)

Total Marks: 1

In _____ the female enrollment dropped from 89% to 80%

Select the correct option

2010

2013

2011

2012

Click to Save Answer & Move to Next Question



BC200415072: AYESHA SHABBIR

Time Left 74 sec(s)

EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 08:33 AM, 02 September 2022

Question # 7 of 10 (start time: 08:37:34 AM, 02 September 2022)

Total Marks: 1

The Department of Higher Education administers public sector colleges in the province. These include one College of Technical Education, one Polytechnic institute, one Commerce College, three Residential and _____Cadet Colleges.

Select the correct option

- Two
- One
- Four
- Three

Click to Save Answer & Move to Next Question

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- Literacy programs are not well-linked to the employment opportunities
- Ineffective literacy programs

Overall, the policy analysis refers to the dire need of linking such programs to the economic empowerment, as learners may not get attracted just for learning alphabets, especially in the case of ultra-poverty. In addition to that, minimum quality standards for teachers and learning materials need to be defined and guarded.

The NEP 2009 emphasizes on scaling up of NFE programs by improving quality of these programs through more financial allocations, management development, accreditation of institutions in NFE, teachers training and career ladder.

The Non-Formal Basic Education (NFBE) is, by and large, practiced as an alternative to formal schooling for the children who either do not have access to the formal school or have passed their admission age.

- From this perspective, the NFBE is seen as gap filler to the formal schooling
- Therefore, there is a pressure to standardize the process so that mainstreaming can be achieved.

Similarly, there is a huge pressure from the stakeholders to make adult literacy programs more relevant for the lives of the adults and suggestion to link it strongly to employment opportunities.

- Literacy should have a cause greater than the ability to decode symbols.
- Literacy should improve the lives of people.

Topic 162

Access and Equity

If we look at the current provision of adult literacy in the province under review of DL&NFBE, the current curriculum was developed and approved by the Federal Ministry of Education in 2009.

- In recent years, there has been no increase in the number of literacy centers; rather the number of centers has dropped to 100 in 2010 from 217 in 2009
- In 2011, the female enrollment dropped from 89% to 80%

There has been a similar dip in the gender composition of teachers in 2011 as compared to 2010. According to the current provision of NFBE, females make a bigger group (almost 6 times larger) as compared to the male students. In terms of teacher-student ratio, female teachers are six times greater as compared to the male teachers.

141 / 239



Efficiency

The Directorate of Literacy and NFBE was established in 2002, yet it has limited professional management capacity to design, develop and implement literacy and non-formal basic education programs effectively. The DL&NFBE is staffed by regular employees both, at the provincial and district level for school education and there does not exist any special criteria for posting at the district level.

placement except the grade seniority. Limited staffing with no professional support raises serious questions about the management and professional capacity of the apex institutions responsible for literacy and non-formal basic education programs.

Given the above situation, there is an urgent need to strengthen the DL&NFBE both, in technical and administrative terms, such as enhancing expertise for training, material development, supervision, research and evaluation. It is important to note that there is no regular budget for the regular functioning of Literacy Centers, all these centers are being financed through ADPs including teacher's salaries.



functioning under them, the Department of Secondary Education, the Department for Higher Education and Department for Social Welfare.

- In addition to these departments a number of autonomous bodies also undertake service delivery.
- Their mandates have also been explained here.

Secondary Education Department

This department has the responsibility for education of all school age children in the province. It carries the burden of implementation of Article 25A on behalf of the state. It administers over 10,000 schools and 48,000 teachers through its district formations under the Directorate of Secondary Education. In addition to the Directorate the department supervises the Bureau of Curriculum and Extension Centre (BOC & EC), Provincial Institute of Teacher Education and the Baluchistan Textbook Board (BTBB).

Department of Higher Education

The Department of Higher Education administers public sector colleges in the province. They include one College of Technical Education, one Polytechnic Institute, one Commerce College, three Residential and four Cadet Colleges.

- The last two types mentioned have classes from grades 6 to 12.
- All colleges also have the intermediate level grades 11 and 12.

Overlapping

Substantive overlap exists between the secondary and higher education departments. This is because they both depend on the services of the Baluchistan Textbook Board, Bureau of Curriculum and Extension Services and the Board of Intermediate and Secondary Education as all of these services are for grades 1 to 12. While the former two organizations are under the Department of Secondary Education, the BISE falls under the administrative control of the Department for Higher Education.

- The BISE conducts examinations for grades 9 through 12.
- This forms the second overlap with Department of Secondary Education.

Additional, potential overlaps, exist in the teacher training department as the BOC controls pre-service education and the PITE has mandate for in service training of teachers at the schools.

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BC200415072: AYESHA SHABBIR

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EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 08:33 AM, 02 September 2022

Question # 6 of 10 (Start time: 08:36:50 AM, 02 September 2022)

Total Marks: 1

The National Education Policy 2009 guides reforms in the following three area_____

Select the correct option

Vocational Education

Technical Education

Initial Teacher Education

Girls Education

Click to Save Answer & Move to Next Question





Education Development in Pakistan (EDU505) — VU

that to meet the needs of literacy, the first five years were to be invested in teacher recruitment 'training'.

The first major breakthrough in educational reforms at national level was the Report of Commission on National Education 1959. However, teacher shortage and quality keep recurring as key issues in various subsequent policies, plans and development schemes.

Current Policy Context:

The NEP 2009 indicates the need for reform in 'pre-service training and standardization of qualifications, professional development, teacher salary, career progression and status and governance and management of the teaching workforce'

Additionally, it highlights the 'growth of private sector' as adding 'new complexities to the profession' and, therefore, needs to be taken into account while planning any reform of the sector. There is a need to integrate all aspects of teacher education i.e. recruitment, promotion and rationalization.

To provide a comprehensive framework in response to NEP 2009, The Government of Sindh (GoS) took an important initiative to improve Teacher Education and Development (TED) 2009.

The policy guides reforms in the following three areas:

1. **Initial Teacher** Education (ITE) or pre-service teacher education.
2. Continuous Professional Development (CPD) of teachers or in-service teacher education.
3. The overall management of teacher quality (teacher education and development)

Theoretical Analysis

The historical analysis of policy context indicates that the emphasis for teacher education and development remained on the quantitative expansion in order to address teacher shortage issues.

Quality of teachers has also come up as a concern and various strategies were proposed to address this issue. However, the discourse has remained for a long time on 'teacher training' which is an outdated concept, and rejected globally much earlier, as it does not reflect the process of professional development and learning.

The teacher education in Sindh needs to be viewed as a development of process of learning and growth that is based on the principles of life-long learning, continuous development, and constructivist philosophies.

Topic 164

Analysing the Current Situation Access and Equity

Education Development in Pakistan (EDU505) — VU

It is seen here in terms of teachers 'availability, availability of resources and infrastructure for professional development and provision of equitable opportunities for access across gender and rural-urban divide.

8:36

710 B/s 20



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BC200415072: AYESHA SHABBIR

Time Left 71 sec(s)

EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 08:33 AM, 02 September 2022

Question # 5 of 10 (Start time: 08:36:17 AM, 02 September 2022)

Total Marks: 1

In order to improve the management, government of Sindh has created campuses in _____ where 3 or 4 schools in the same premise were brought under one headmaster.

Select the correct option

- Nawabshah
- Gizri
- Karachi
- Sujawal

Click to Save Answer & Move to Next Question



8:36

477 B/s 20



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BC200415072: AYESHA SHABBIR

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EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 08:33 AM, 02 September 2022

Question # 4 of 10 (Start time: 08:35:52 AM, 02 September 2022)

Total Marks: 1

About students who are enrolled in Katchi class leave school before registering in Class One.

Select the correct option

40%

45%

50%

35%

Click to Save Answer & Move to Next Question



Pakistan as a key concern (1970, 1972, 1992, and 1998-2001). The National Education Policy (NEP) 2009 focuses on educational governance and considers gaps in commitment and implementation as key reasons for poor performance of the education system.

The NEP identifies the following governance issues:

1. Absence of a holistic view of the Education sector.
2. Lack of policy coherence.
3. Unclear roles and fragmented governance.
4. Parallel systems of education (public-private divide).
5. Widening structural divide.
6. Weak planning and management.
7. Lack of stakeholder participation.
8. Lack of accountability, capacity to deliver and manage.
9. Weak monitoring and evaluation system.

Topic 177

Policy Context and Situation Analysis

Key policy Actions for Education Management and Governance – NEP 2009.

1. Developing a Whole-Sector View:
A comprehensive Human Resource Development (HRD) policy shall be developed. This HRD policy will help in integrating all types and branches of HRD institutions from Early Childhood Education (ECE) to tertiary education.
2. Ensuring Policy Coherence:
The Ministry of Education shall be responsible for ensuring coherence with other socioeconomic policies of the government.
3. Bridging the Public-Private Divide
Available educational resources in the private sector shall be mapped and information will be made available to all. Transparent and clear procedures shall be initiated in the education sector to allow utilization of private sector inputs. Provincial Governments shall encourage private education at the school level as an additional option available to those who can afford such education.
4. Building Management and Planning Capacity
A management cadre for education, with specific training and qualification requirements, shall be introduced.
Education sector management shall be handled by education managers without any intervention from politicians and generalist civil servants; only then can education managers be held accountable for outcomes

Topic 178

Education Management Structure in Sindh

At Provincial Level:

Overall policy-making and providing leadership in curriculum, educational standards, assessment, textbook development, program design and implementation.

- Provincial Education Departments are headed by their respective Provincial Education Ministers.
- The provincial Education Secretary is in charge of the department.

The provinces are further divided into districts for the purposes of administration.

At District and Sub-District Level:

The Head of the Education Department in a district is the District Education Officer (DEO). Underneath the District Education Officer is the District Officer Education (DOE) (Secondary

8:35

140 B/s 20



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BC200415072: AYESHA SHABBIR

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EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 08:33 AM, 02 September 2022

Question # 3 of 10 (Start time: 08:34:34 AM, 02 September 2022)

Total Marks: 1

Which one of the following is the Key policy Actions for Education Management and Governance – NEP 2009_____.

Select the correct option

- Lack of policy coherence.
- Ensuring Policy Coherence
- Unclear roles and fragmented governance.
- Net Enrolment Ratio(NER)

▶ Click to Save Answer & Move to Next Question



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11.7 K/s 21



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BC200415072: AYESHA SHABBIR

Time Left 86 sec(s)

EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 08:33 AM, 02 September 2022

Question # 3 of 10 (start time: 08:34:34 AM, 02 September 2022)

Total Marks: 1

Which one of the following is the Key policy Actions for Education Management and Governance – NEP 2009.....

Select the correct option

- Lack of policy coherence.
- Ensuring Policy Coherence
- Unclear roles and fragmented governance.
- Net Enrolment Ratio(NER)

Click to Save Answer & Move to Next Question



8:33

17 B/s 21



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BC200415072: AYESHA SHABBIR

Time Left 65 sec(s)

EDU505 - Education Development in Pakistan (3rth Quiz)

Quiz Start Time: 08:33 AM, 02 September 2022

Question # 1 of 10 (start time: 08:33:20 AM, 02 September 2022)

Total Marks: 1

The Bureau of Curriculum is deficient in human, material and financial resources because there are only 6 subject specialists against ----- subject areas.

Select the correct option

- 23
- 20
- 22
- 21

Click to Save Answer & Move to Next Question

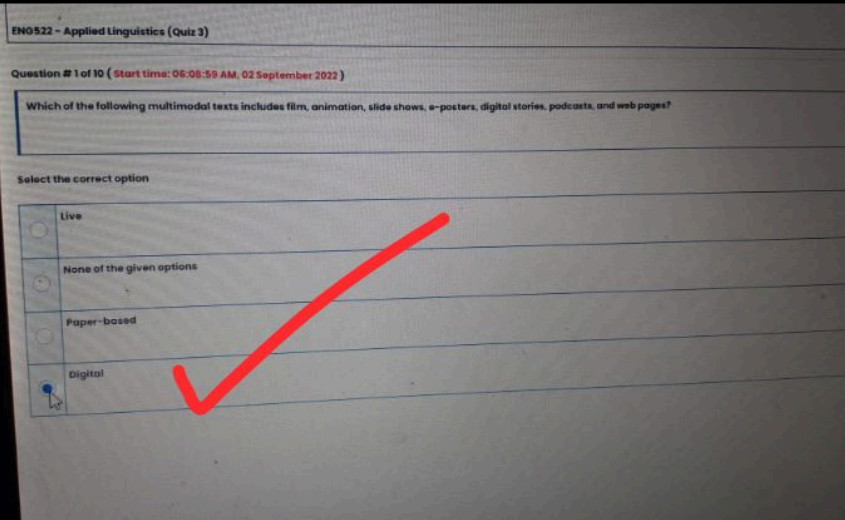


6:10

77 B/s 26



Laiba Shehzadi
Just now



Question # 10 of 10 (Start time: 09:03:38 PM, 01 September 2022)

The BISE conducts examinations for grades

Select the correct option

<input type="radio"/>	5 to 12
<input type="radio"/>	8 to 12
<input type="radio"/>	5 to 10
<input checked="" type="radio"/>	9 to 12



conducts ex

1 of 1



- All colleges also have the intermediate level grades 11 and 12.

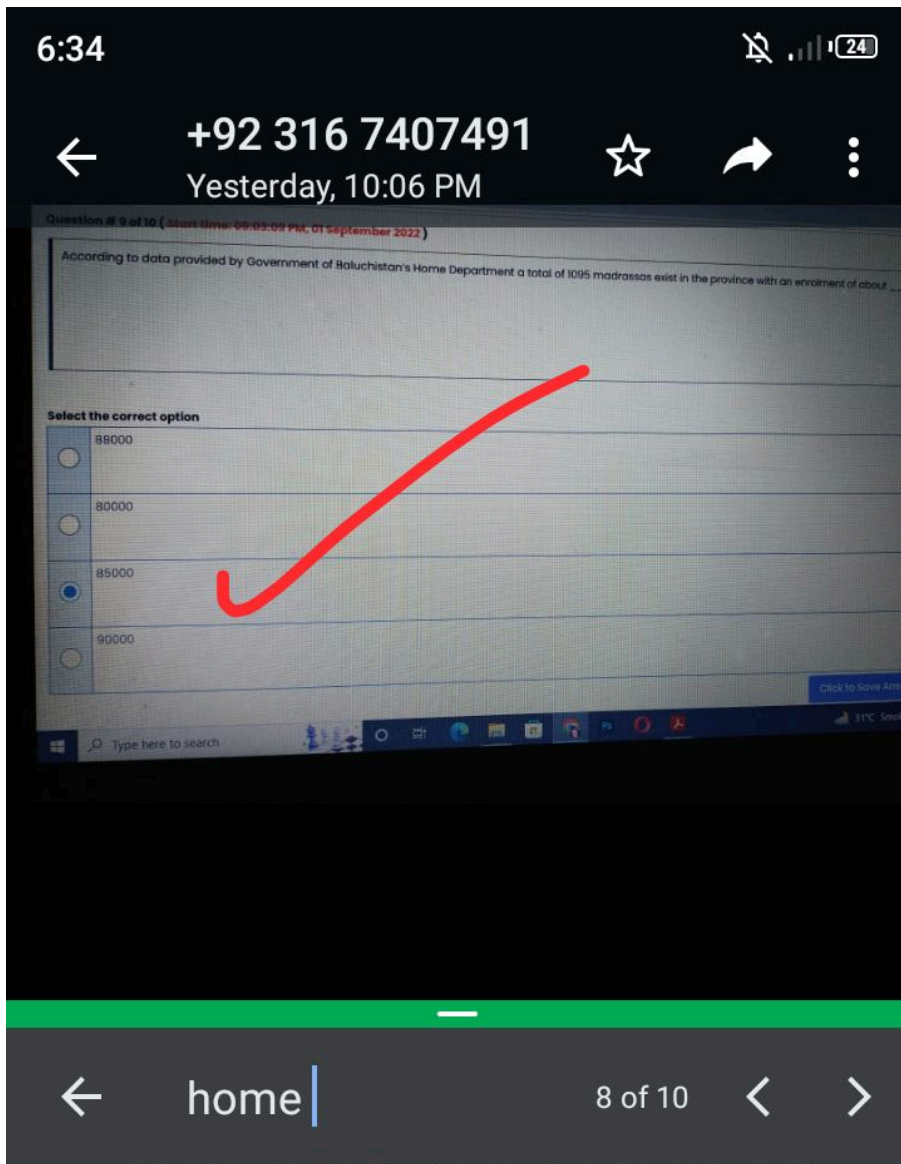
Overlapping

Substantive overlap exists between the secondary and higher education departments. This is because they both depend on the services of the Baluchistan Textbook Board, Bureau of Curricular Extension Services and the Board of Intermediate and Secondary Education as all of these grades 1 to 12. While the former two organizations are under the Department of Secondary Education, the BISE falls under the administrative control of the Department for Higher Education.

- The BISE conducts examinations for grades 9 through 12.
- This forms the second overlap with Department of Secondary Education.

Additional, potential overlaps, exist in the teacher training department as the BOC controls service education and the PITTE has mandate for in service training of teachers at the schools.





Other Public Sector Schools

The Federal government, local governments and other public sector organizations also run schools in the province, although these are very few in numbers.

Madrasas

According to data provided by Government of Baluchistan's **Home** Department a total of 1095 madrasas exist in the province with an enrolment of about 85,000 students.

- The madrasas have been further divided into sub sets based on sectarian affiliations.
- The largest number belongs to the 'Deobandi' School of thought.

Lesson No.

QUALITY AND RELEVANCE IN EDUCATION

TOPICS 201-209

Topic 201

Quality Education

- Quality Education has been neglected for many years.
- Recently there has been an increased awareness of its importance by the Department of Secondary Education.

It is now being considered an essential to a sustainable impact of education on socio-economic change

Determinants of quality education taken into consideration here are:





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17 photos · Yesterday

Question # 8 of 10 (Start time: 09:02:35 PM, 01 September 2022)

----- types of audits are conducted by the AGP office.

Select the correct option

- Two
- One
- Four
- Three



conducted by th

1 of 1



The accountability cycle starts with the Education department at District and District Officer (DDO) level, where the budget is prepared for consolidation by the Finance Department. E DDO spends according to the budgetary grant allocated and reconciles its expenditure with respective Accountant General (AG)/ District Account Office/ Treasury Office. At the end the AG office, on behalf of the provincial government, prepares a financial statement concerning expenditures made by all departments, autonomous bodies and centralized entities.

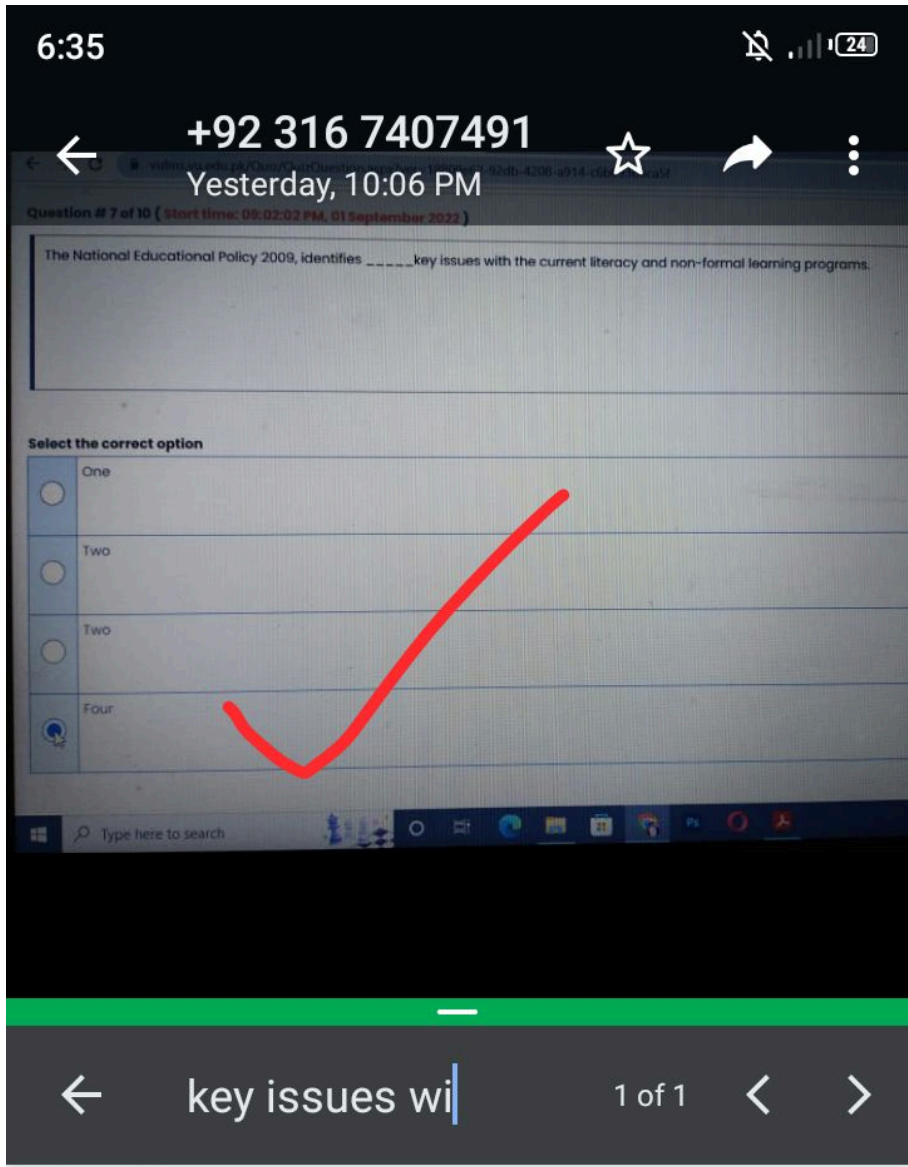
AUDIT

DDO offices are audited by the external auditors of the Auditor General of Pakistan (AGP) Two types of audits are conducted by the AGP office:

1. Regularity audits (DDO level)
2. Financial Attest Audits (provincial level).

Annual audit reports and financial attest certificates are signed by the Auditor General of Pakistan seven months after the close of the Financial Year, and submitted to the legislature within one month following signature. The Public Accounts Committee conducts legislature reviews and discusses the audit reports issued by the Auditor General of Pakistan.





Reasons for discouraging progress in adult literacy:

UNESCO's report on 'Literacy Trends and Statistics in Pakistan' has noted that adult literacy is a neglected area in terms of planned action in Pakistan. However, 'Guidelines for Strategic Framework for Action for United Nations Literacy Decades (2003-2012) in Pakistan' identifies lack of political will, weak organizational structure and inadequate finances as major contributing factors to the current literacy scenario in Pakistan.

Current Policy Context:

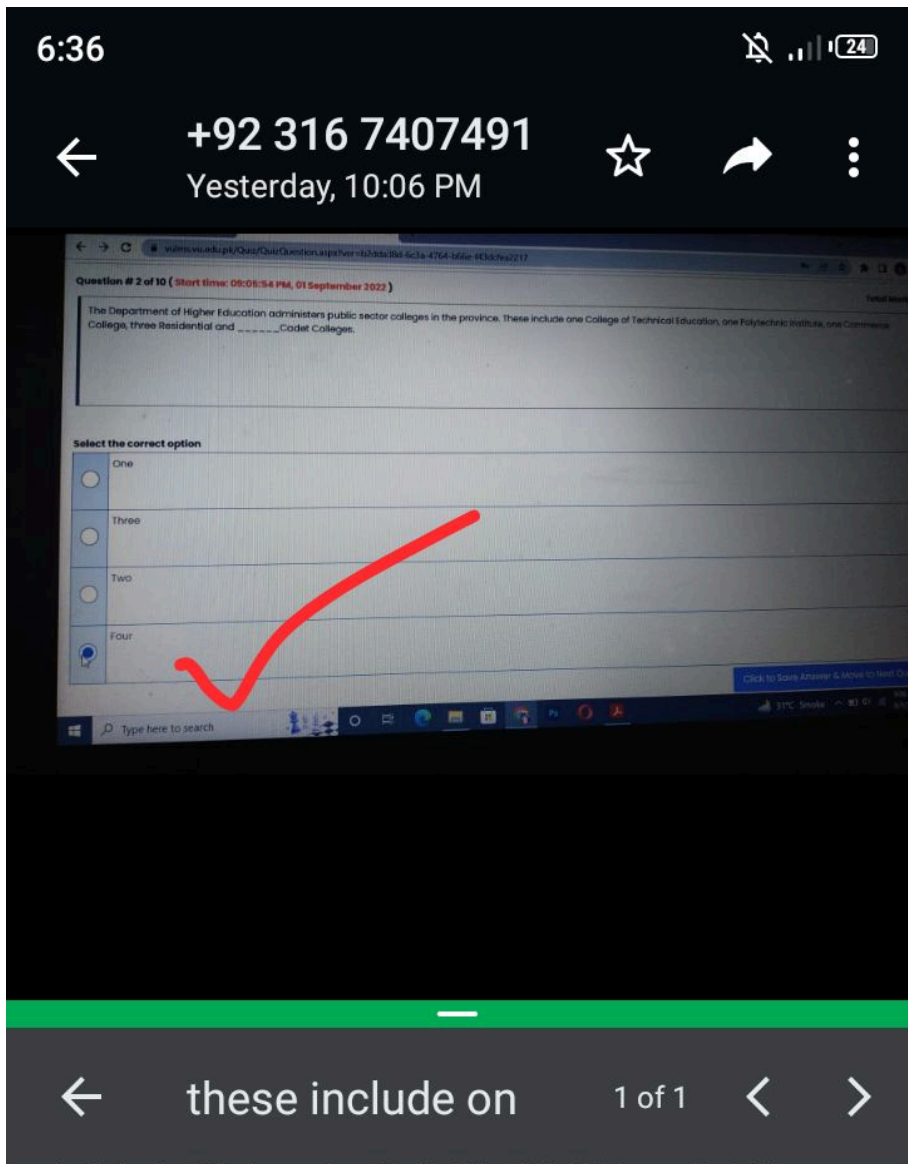
The National Educational Policy 2009, identifies four **key issues with** the current literacy and non-formal learning programs. These issues are

- Variable quality of programs
- Absence of certification and accreditation regime

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- Literacy programs are not well-linked to the employment opportunities
- Ineffective literacy programs



carries the burden of implementation of Article 25A on behalf of the state. It administers over 10,000 schools and 48,000 teachers through its district formations under the Directorate of Secondary Education. In addition to the Directorate the department supervises the Bureau of Curriculum and Extension Centre (BOC & EC), Provincial Institute of Teacher Education (PITE) and the Baluchistan Textbook Board (BTBB).

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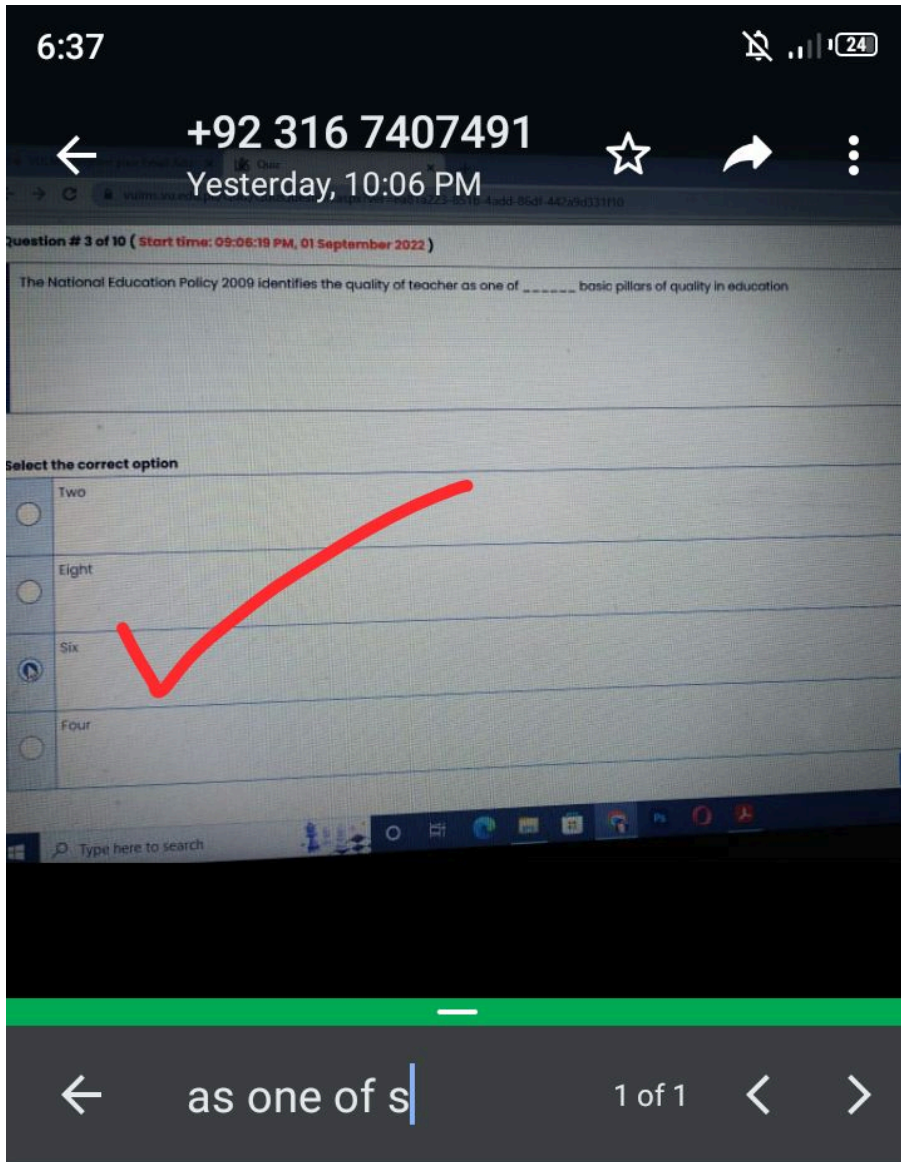
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TEACHER EDUCATION AND DEVELOPMENT
TOPIC 163- 168

Topic 163

Teacher Education and Development

The National Education Policy 2009 identifies the quality of teacher as one of six basic pillars of quality in education and puts it on top priority.

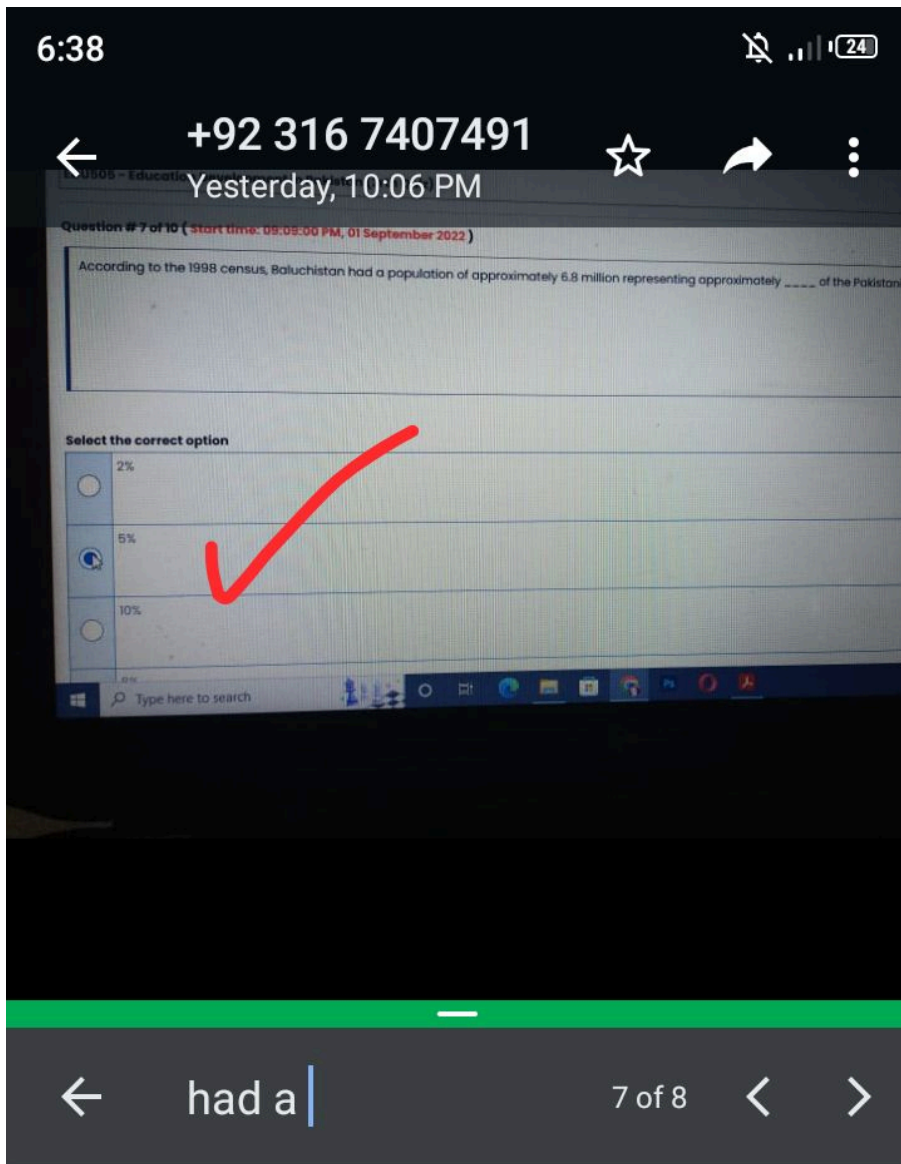
Teacher education and development, no doubt, is a critical factor in improving school effectiveness and student learning outcomes

Policy Context:

Historical Roots and Current Policy

“Teacher Training” came up as a topic of discussion as early as 1947 in National Education conference. In the conference, Issues regarding teacher capacity were identified and it was decided





Languages

The main languages in the province are Balochi, Brahui, Pashto, Sindhi and Urdu.

Climate

The climate in the mountains areas is very cold whereas desert areas are hot and barren with scar rainfall. Social development in the province has been slow, one factor being remote and difficult access inhabitations.

- The economy is largely dependent upon the production of natural gas, coal and minerals.
- Livestock, limited farming and fishing along the Arabian Sea Coastline are main forms of sustenance for the local populations.

According to the 1998 census, Baluchistan had a population of approximately 6.8 million representing approximately 5% of the Pakistani population. Based on NIPS projections, the population in 2010 increased to 9.771 million. In 2010, for every 87 females there were 100 male.

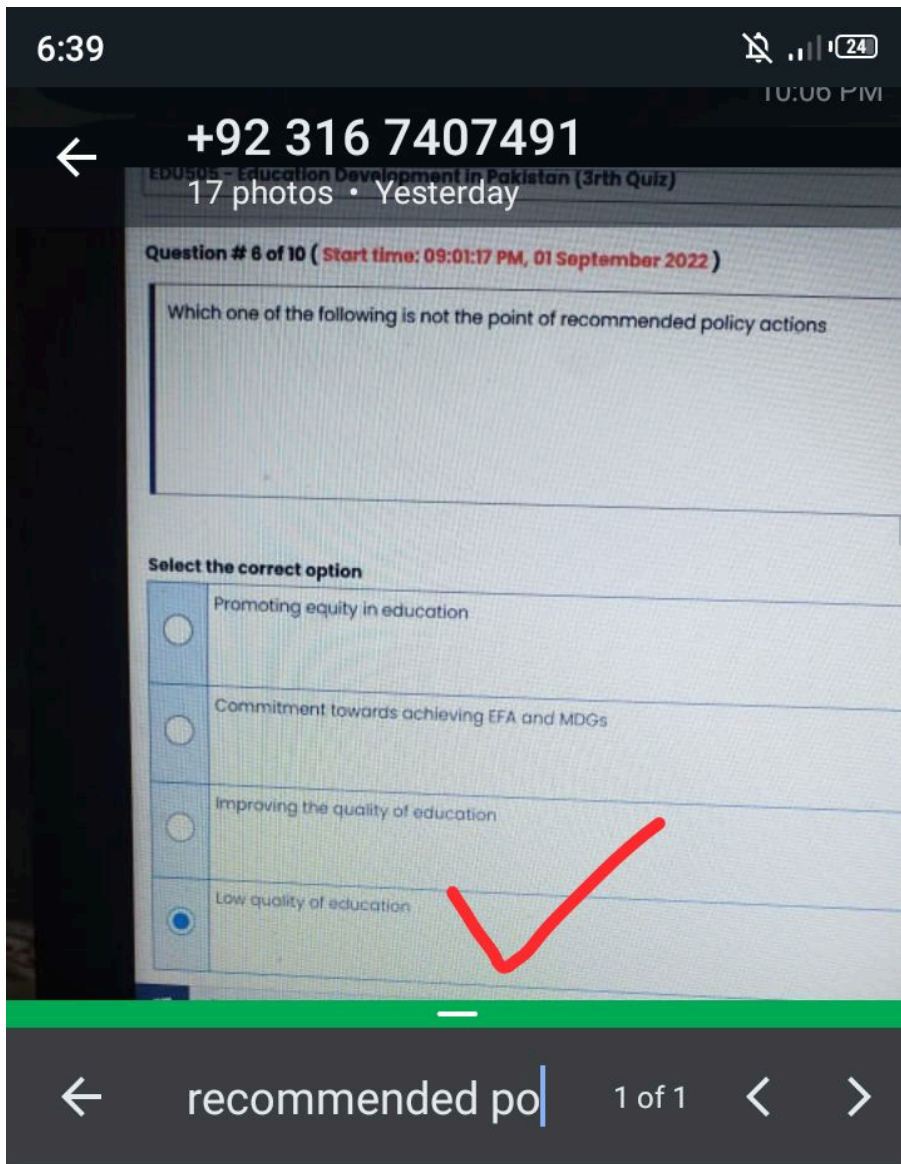
Literacy Rate

The overall literacy rate is 47.7% with marked difference in male and female literacy rates which are 61.5% and 24.2% respectively.

Topic 190

Access to education

Access to education is a big challenge at all levels in Baluchistan. However, serious challenges are faced by the province in the areas of access to primary education for its population. The data shows that the highest percentages of children at primary school entry age are out of school. The Major reason for slow growth in enrolments, low survival rate and low transition rates has been observed to be limited access to education particularly for females in rural areas.



Education Development in Pakistan (EDU505) VU

2. Low quality of education

Weak performance in the Education sector is attributed to gaps in commitment and in implementation.

Recommended Policy Actions

1. Promoting equity in education,
2. Commitment towards achieving EFA and MDGs,
3. Improving the quality of education
4. Establishing monitoring and inspection systems,
5. Placing emphasis on research, and.
6. Creating a system that can capitalize on the opportunities presented by globalization as well as minimizing the potential negative impacts of globalization.

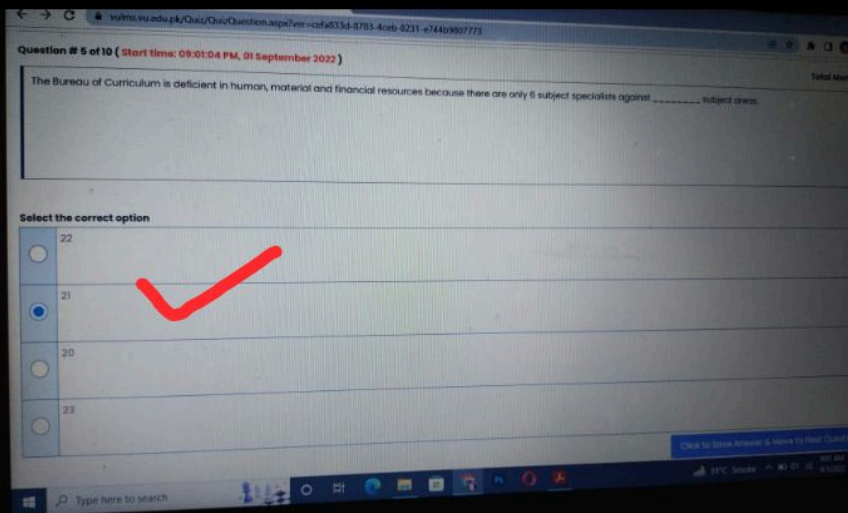
Sindh Right of Children to Free and Compulsory Education Act, 2013

This act is expected to be a key vehicle for achieving the objectives of SESP. The Act contains 30 comprehensive articles and eight chapters articulating the right of ALL children aged 5-16, including those who are out of school, disadvantaged and with special needs, to education. Inclusive education principles will be derived from the National Policy for Persons with Disabilities (2002) and international conventions

Topic 170

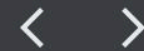
SESP Purpose and Objectives





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The 18th amendment has devolved the responsibility for curriculum development to the province. However, due to absence of new legislation and laws, the functioning of BOC has been facing hindrances in terms of delivering the outputs.

The Provincial Curriculum Act is under review by the Legal Department, GoS. The National Curriculum 2006 has been adopted by Sindh, but it has not been implemented fully so far because of various reasons including institutional capacity, resources and expertise.

Currently, the Bureau of Curriculum is deficient in human, material and financial resources. For instance, there are only 6 subject specialists against 21 subject areas. There are then additional challenges such as, available competence in curriculum development and translations, especially in Sindhi language.

Textbooks

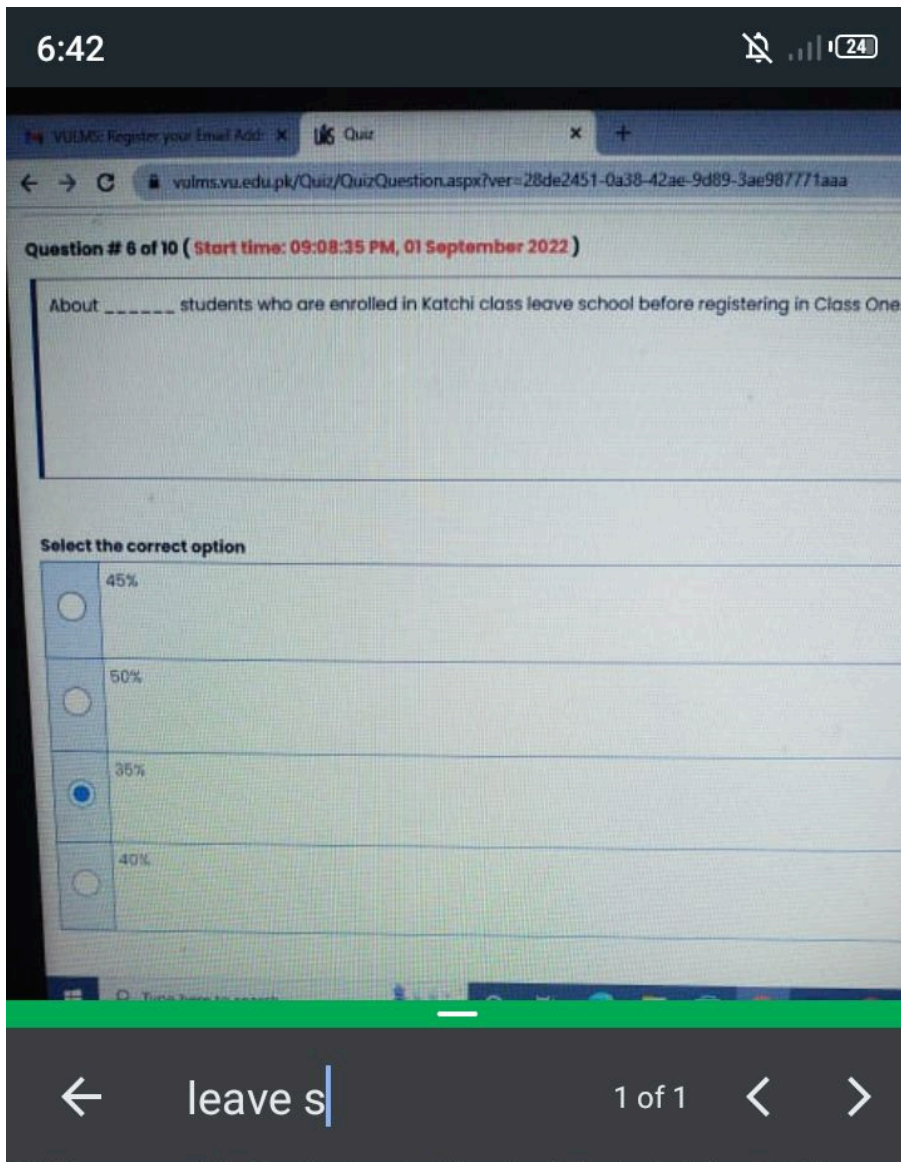
The issue of textbook development and implementation is evidently interlinked with curriculum plans and their implementation. Since, the Curriculum 2006 has not yet been implemented, the process of textbook development also remains lagging to a large extent.

Within the context of 18th Constitutional Amendment, Sindh has yet to come up with a comprehensive provincial policy and guideline that could guide the development of textbooks and learning materials in the province.

Non-existence of such policy and guidelines has implications for plans guiding textbook development and implementation.

Issues and challenges





2008-09 reports overall NER at 44% with males 51% and females lagging behind at only 36%.

The gender gap in both GER and NER is huge and it will require sustained efforts and inputs to bridge it.

Overall NER is quite low compared to national figure of 57%.

192

Dropout Rate and Security Issue

The major issue being faced by the province is of the high dropout rate and out of school children. About 35% students who are enrolled in Katchi class leave school before registering in the next class. High level of dropout rates and low transition rates are reported at each level of education.

Security Issues

Security issues have aggravated the problems of negligible educational attainments and gender inequality in Baluchistan. Due to security risks many teachers have been transferred from remote areas to cities. Due to security issues, female teachers particularly in rural areas feel insecure and schools are closed due to transfer of teachers from remote areas. Therefore, these problems associated with security are further hindering the educational opportunities for girls.

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Challenges against EFA and MDGs

Millennium Development Goals

Millennium Development Goals are an ambitious agenda for reducing poverty and improving living standards at world leaders agreed on at the Millennium Summit in September 2000. The Millennium Development Goals have been adopted by the Government of Pakistan and integrated in its Poverty



Question # 5 of 10 (Start time: 09:08:06 PM, 01 September 2022)

Boys' GER is 87.4% whereas girls' GER is only

Select the correct option

68.6%

75.5%

72.5%

70.2%



GER

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secondary level of education urban and rural ratio of in-school girls is 0.86 and 0.48, respectively. This shows much lower participation rate of girls in the rural areas as compared to urban regions. Furthermore, it has been noted that the participation rate of girls is much lower at the secondary level as compared to the primary level especially in rural areas.

Gross Enrollment Rate

- Out of more than 1.195 million primary age children, GER is 78.7% and girls make up or 41% of the total enrolment.
- Boys' GER is 87.4% whereas girls' GER is only 68.6%.

Net Enrollment Rate

PSLM 2008-09 reports overall NER at 44% with males 51% and females lagging behind at only 36%

- The gender gap in both GER and NER is huge and it will require sustained efforts and inputs to bridge it.
- Overall NER is quite low compared to national figure of 57%.

Topic 192

Dropout Rate and Security Issue

Another major issue being faced by the province is of the high dropout rate and out of school children. About 35% students who are enrolled in Katchi class leave school before registering in Class One. High level of dropout rates and low transition rates are reported at each level of Education.

Security Issues

Security issues have aggravated the problems of negligible educational attainments and gender



Question # 10 of 10 (Start time: 09:11:07 PM, 01 September 2022)

The following steps will need to be taken in order to achieve the SESP objectives for Education governance and accountability.....

Select the correct option

- Net Enrolment Ratio(NER)
- Gross Enrolment Ratio (GER)
- Learning outcomes
- Design and develop an independent data collection and monitoring system.

← SESP ob 2 of 2 < >

Education Development in Pakistan (EDU505) VU

6. To promote better teacher management (appointment, deployment, performance-based promotion).
7. To establish an effective and independent data collection and monitoring system
8. To foster public-private partnerships for improved management.
9. To establish an information and communication system.

The following steps will need to be taken in order to achieve the **SESP ob**jectives for Education governance and accountability.

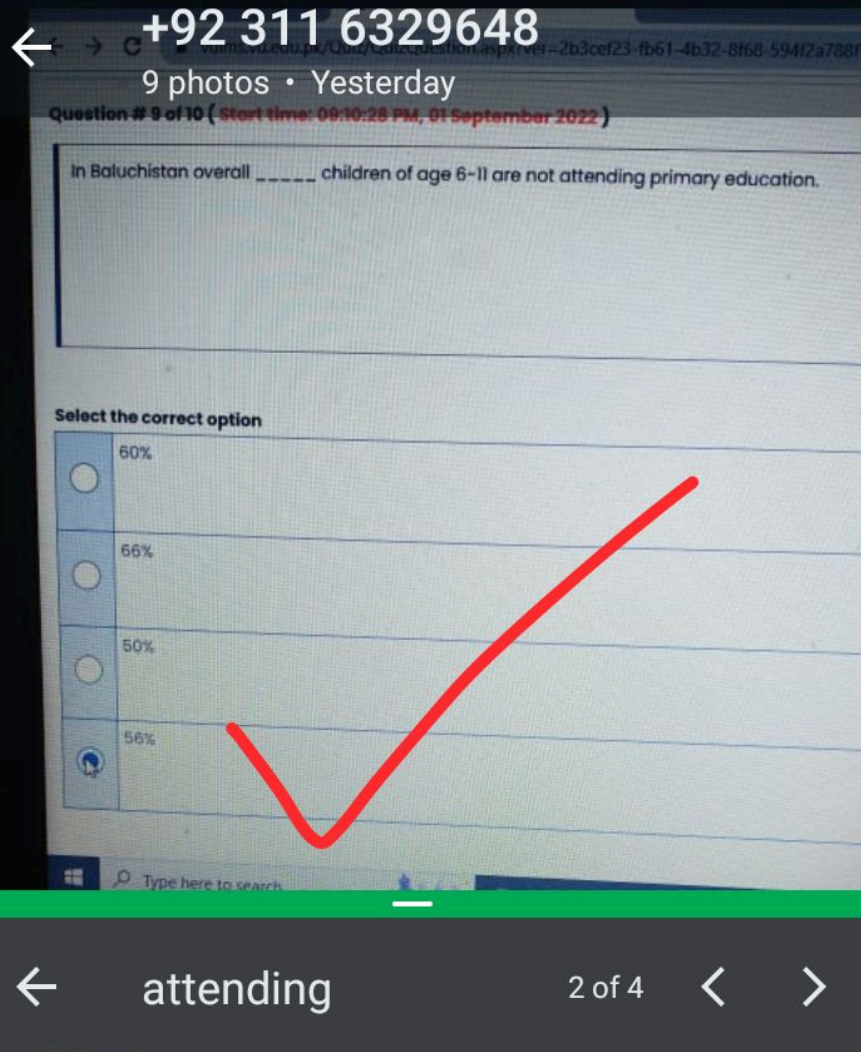
- a. Create a separate management cadre
- b. Design and develop an independent data collection and monitoring system.
- c. Utilize ICT for improving educational governance.
- d. Develop an HR Management Information System (HRMIS).

Topic 181

Financial Reporting Mechanism

The Education department receives all budgetary support either from the Government of Sindh's own local resources or from external sources, i.e. loans or grants through the Finance Department. The accountability cycle starts with the Education department at Drawing and Disbursing Office (DDO) level, where the budget is prepared for consolidation by the Finance Department. Each DDO spends according to the budgetary grant allocated and reconciles its expenditure with the respective Accountant General (AG)/ District Account Office/ Treasury Office. At the end of FY the AG office, on behalf of the provincial government, prepares a financial statement consolidating expenditures made by all departments, autonomous bodies and centralized entities.





Topic 190

Access to education

Access to education is a big challenge at all levels in Baluchistan. However, serious challenge faced by the province in the areas of access to primary education for its population. The data shows that the highest percentages of children at primary school entry age are out of school. The main reason for slow growth in enrolments, low survival rate and low transition rates has been observed to be limited access to education particularly for females in rural areas.

- The participation rate is very low.
- Overall, 56% children of age 6-11 are not attending primary education.

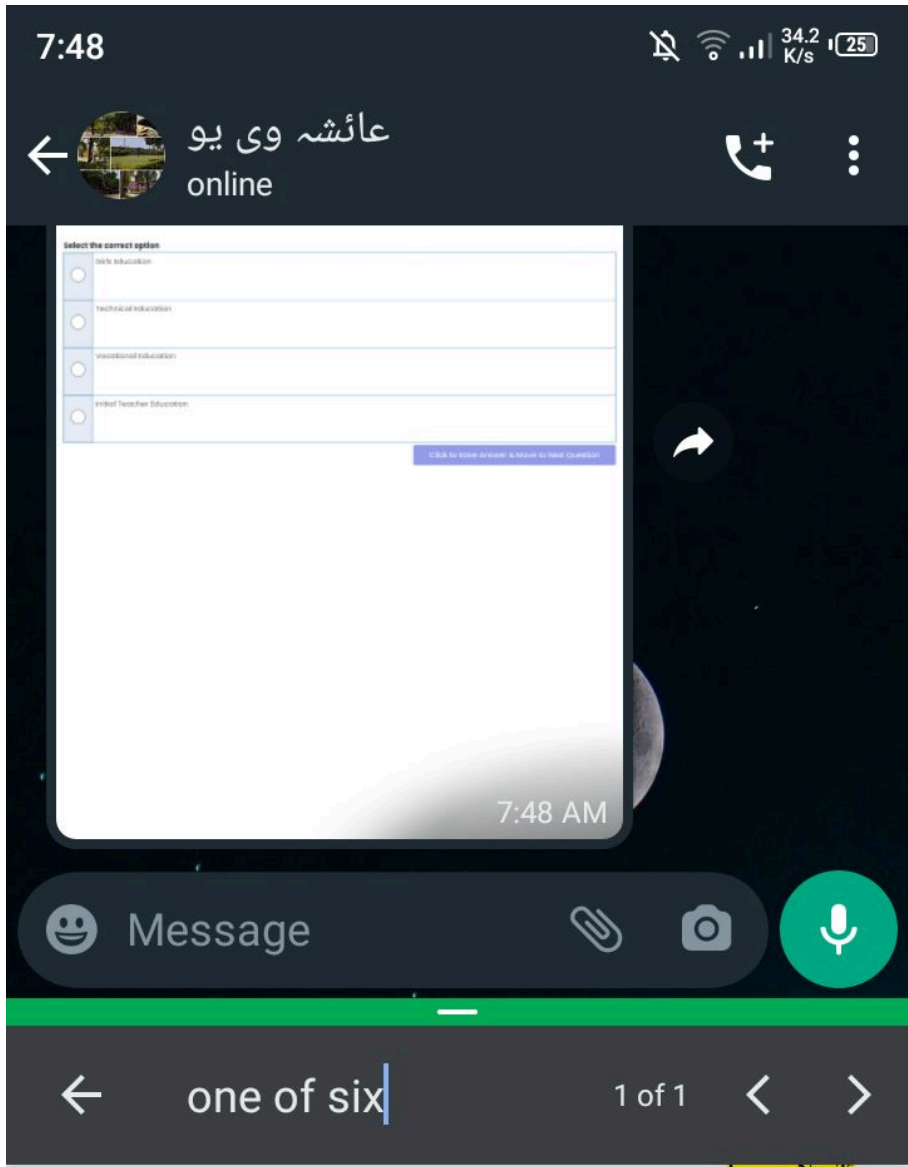
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Topic 191

Gender Gap and Girl's Education

The second most alarming issue is Gender Parity Index (GPI) ratio at all levels of education. At the secondary level of education urban and rural ratio of in-school girls is 0.86 and 0.48, respectively.



Lesson No. 25

TEACHER EDUCATION AND DEVELOPMENT
TOPIC 163- 168

Topic 163
Teacher Education and Development

The National Education Policy 2009 identifies the quality of teacher as **one of six** basic pillars of quality in education and puts in on top priority.

Teacher education and development, no doubt, is a critical factor in improving school effectiveness and student learning outcomes

Policy Context:
Historical Roots and Current Policy

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'Teacher Training' came up as a topic of discussion as early as 1947 in National Education conference. In the conference, Issues regarding teacher capacity were identified and it was decided