

MULTIDIMENSIONAL MAPPING AND RANKING OF AFFILIATED INSTITUTIONS 2017



Ikram Ali Malik (PhD)
Muhammad Sarwar
Hamid Ullah
Aqeel Imran



**FEDERAL BOARD OF INTERMEDIATE AND
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MESSAGE OF
Engr. Muhammad Baligh ur Rehman

Federal Minister, Ministry of Federal Education and Professional Training



Education system consists of curriculum, pedagogy and assessment. However, effective accomplishment of these demand availability of appropriate resources (physical and human), teaching quality and overall conducive learning environment in an educational institution. Evaluation of educational institutions is an integral part of the educational sector around the globe but is still a relatively newer in this region. Pakistan is not an exception to it and there is great dearth of such meaningful attempts to help guide the policy makers for effective policy decision.

FBISE has rightly identified this missing link and undertaken this intervention in its Structural Reforms Program in 2014 under a project "Modernization and Standardization of Examination System". I must also acknowledge and appreciate the Chairman FBISE and his team for their sincere efforts to conduct such census and I am confident that the report in hand is not only a true reflection of prevalent situation in terms of available resources and overall learning environment of its affiliates but also a valuable source to promote healthy competition amongst its institutions and also help guide the parents and the students in selection of right institution.

**MESSAGE OF
Akbar Hussain Durrani**

Federal Secretary, Ministry of Federal Education and Professional Training



Mandate of an examination board in Pakistan is not only to conduct its examinations at Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) levels but also to ensure provision of requisite facilities and conducive academic and learning environment in its affiliated institutions.

Unfortunately, there is no such system of continuous reviewing, mapping, monitoring and evaluation of resources and learning environment against defined standards in core areas for overall improvement of educational system in one pretext or other.

Report in hand encompass an important component of the reforms agenda focused on multidimensional mapping of requisite information on various components and attributes of an education system. It gathers the statistics of all the required resources relating to academics and personal grooming of pupils to depict the ultimate performance of an affiliated institution.

ACKNOWLEDGMENT

Idea of this report has its roots back in periodic ranking of universities by the Higher Education Commission of Pakistan. Major intuition for this novel exercise in perspective of an educational board was to gauge the resources and learning environment of affiliated institutions; critically analyze and identify gaps in core areas; promote intra-and-inter group academic competitiveness; develop authentic comprehensive database for prompt and efficient pre-and-post examination services; and ranking of affiliated institutions to facilitate public in selection of appropriate institution(s) for their wards in multidimensional perspectives.



Dr. Ikram Ali Malik, Chairman, FBISE expresses his gratitude to Almighty Allah who bestowed upon him the potential and opportunity to put in a drop to the existing ocean of knowledge under able guidance and untiring appreciation & support of Engr. Muhammad Baligh ur Rehman, Federal Minister for Federal Education and Professional Training; Prof. Ahsan Iqbal, Federal Minister for Planning, Development and Reform; Mr. Aamir Ashraf Khawaja, Federal Secretary, Ministry of Federal Education and Professional Training; and, a designated technical committee of educational experts right from conception-to-completion of this study. Further, professional and sincere efforts of National Examination and Evaluation Foundation (NEEF) who conducted the census of affiliated institutions under project "Modernization and Standardization of Examination System" funded through PSDP; Principals of affiliated institutions; concerned officials of Ministry of PD&R; and, my team at the FBISE are also acknowledged.

Report is based on primary data collected by the field numerators and is dully verified by the respective head of institution, except the data of enrollment and examinations used from repository of FBISE. As this report is the foremost attempt of its kind by the FBISE; therefore, readers are requested to share their feedback (comments/suggestions) electronically (chairman@fbise.edu.pk), if any, for further refinement.



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EXECUTIVE SUMMARY

Introduction

- ♦ Education system is a triangular phenomenon - curriculum, pedagogy and examination system. These three components are indispensable and mutually inter-linked with presumed vital role of examination system as "wash back effect" on the whole educational system. However, synchronization amongst these is limited with some disconnect in Pakistan's perspective.
- ♦ In Pakistan, there are 29 examination boards termed as Boards of Intermediate and Secondary Education (BISEs) responsible to conduct examinations at Secondary and Higher Secondary School levels for the purpose of promotion, certification and also undertake other measures as are necessary to promote the standard of Intermediate and Secondary Education. Amongst these, Federal Board of Intermediate and Secondary Education (FBISE) Islamabad is a unique board of Pakistan having its nation-wide and global operations in 14 different countries. Its jurisdiction exposes FBISE to open competition not only with 28 inland examining boards but international examining bodies/boards as well. Thus there is always dire need for consistent improvement over time to remain relative.
- ♦ To improve overall functioning in both short and long run, FBISE initiated a "Structural Reforms Program" in 2014 with financial support of Ministry of Planning, Development and Reform under a project "Modernization and Standardization of Examination System". This reforms agenda is based on a well defined multifaceted holistic approach addressing academic, administrative, technical and financial aspects based on the canons of clarity, brevity, simplicity, certainty, convenience and economy that have been defined and being executed coherently.
- ♦ Report in hand encompasses an important component of said reforms agenda focused on Multidimensional Mapping of requisite attributes of academic environment and quality education along with their use in Ranking of Affiliated Institutions against defined standards.

Methodology

- ♦ Availability of reliable data with any organization is of paramount importance for an effective intervention, change, reforms or policy decision(s). In order to evaluate overall academic environment and quality of education offered by its affiliates, FBISE conducted census of all its inland affiliated institutions using a detailed structured questionnaire to collect data regarding available physical & human resources, attributes of teaching quality, co-curricular activities, community engagement, students-parent feedback, etc. Questionnaire used is available at www.fbise.edu.pk/ranking.php.
- ♦ Data collected provides - i) an authentic baseline about current situation and practices adopted by the institutions; ii) assistance to identify gaps and promote competition amongst the affiliates; iii) base for prompt and efficient pre-and-post examination

services to the public; and, subsequent ranking of affiliated institutions at various levels shall be of immense importance for public in selection of right institution(s) for admission of their children.

- ♦ Evaluation and ranking of institutions is made across core areas and domains using selected variables. Results are disaggregated across core areas for individual institutions and various groups/streams of institutions at various administrative and geographical levels. The analysis and evaluation is based on a dynamic framework that allows the tweaking of the respective weights for the core areas. In order to avoid subjective assessment, qualitative (unquantifiable) reported data for various core areas, domains and variables have been excluded from the final report aimed to avoid any controversy (see appendix-I). Final ranking is based on data of 1158 institutions as 79 institutions were declared unqualified and removed from analysis on account of limited cooperation and resultant incomplete data.

Findings

Institutions affiliated with FBISE across its jurisdiction are owned and associated with 17 major and minor directorates/streams/groups. At inter-directorates/streams level, following are the main findings in key core areas of overall academic environment and achievements:

- i. Cumulative score regarding quality of human capital measured by relevant variables like academic profiles of Principal, faculty (education over and above minimum required, experience, certification) and extent of professional trainings is relatively found highest for Federal Directorate of Education, Islamabad, followed by Federal Government Education Institution located in Cantonment & Garrison and others. However, the top ranked directorate could score up-to 65% of allocated marks contrary to the group of institutions with lowest rank (private institutions) who scored upto 51% of allocated marks (see fig 3.2).
- ii. Cumulative score regarding availability of physical infrastructure measured by relevant variables like per capita availability (square feet per student) for total area, class rooms, laboratories, sport facilities, auditorium, etc. are relatively found highest for Cadet Colleges, followed by Garrison Academies and others. However, the top ranked directorate (Cadet Colleges) could score up-to 73% of allocated marks contrary to the lowest ranked institutions of Fauji Foundation Education Department which could score up-to 54% of allocated marks.
- iii. Quality of teaching measured by relevant variables like enrollment, participation share in FBISE examinations, performance in external evaluation measured by grades, cumulative grade point average, medals, merit scholarships, etc. is relatively found highest for Garrison Academies, followed by Pakistan Air Force Education Department and others. However, the top ranked directorate (Garrison academies) could hardly score up-to 37% of allocated marks contrary to the lowest rank directorate (Cadet Colleges)

which could score up-to 16% of allocated marks, suggesting low focus on attainment towards quality.

At intra-directorate level, *ibid* core areas yielded following key findings:

- i. In case of education institutions belonging to private sector, institutions located in Sindh Province scored relatively better in terms of both quality of physical infrastructure and teaching while of quality of human capital is found highest in Azad Jammu and Kashmir (AJ&K) (see fig 3.7).
- ii. In case of Directorate of Federal Government Education Institutions, (Cantonment & Garrison), quality of human capital and teaching is relatively found highest amongst the institutions located in Punjab while quality of Physical infrastructure is relatively found better for the institutions of Sindh (see fig 3.12).
- iii. In case of Directorate of Army Public School and Colleges System (APSACS), Pakistan Armed Forces Education Department relatively best performing institutions in terms of quality of human capital, physical infrastructure and teaching are found in Khyber Pakhtunkhwa, Balochistan and Punjab, respectively (see fig 3.22).
- iv. In case of Fauji Foundation Education Department, relatively best performing institutions in terms of quality of human capital, physical infrastructure and teaching are found in Khyber Pakhtunkhwa, Azad Jammu and Kashmir (AJ&K) and Punjab, respectively (see fig 3.27).
- v. In case of educational institutions belonging to Pakistan Air Force Education Department, institutions located in Punjab are relatively better in terms of both quality of human capital and teaching while quality of physical infrastructure is found highest in Khyber Pakhtunkhwa (see fig 3.32).
- vi. In case of educational institutions belonging to Pakistan Rangers' Institutions, Punjab is the best performing region in terms of all core areas (see fig 3.37).
- vii. In case of Cadet Colleges, relatively best performing institutions in terms of quality of human capital and teaching are found in Khyber Pakhtunkhwa while quality of Physical infrastructure for such institution(s) is found highest in Islamabad Capital Territory (ICT) (see fig 3.42).
- viii. In case of institutions belonging to Garrison Academies, quality of human capital, physical infrastructure and teaching is relatively found highest in Punjab, Balochistan and Khyber Pakhtunkhwa, respectively (see fig 3.47).
- ix. In case of educational institutions belonging to Directorate of Naval Education, Pakistan Navy, quality in all core areas is relatively found highest for the institution located in Islamabad Capital Territory (ICT) (see fig 3.52).

INTRODUCTION

1.1 Background and Rationale

Education system is a triangular phenomenon - curriculum, pedagogy and examination system. These three components are indispensable and mutually inter-linked. Mutual instructiveness and harmony amongst these with role of examination system as wash back effect (in different ways and at different stages) on the whole educational system is pivotal (Alderson and Wall, 1993; Cheng, 1997; Kellough and Kellough, 1999; and, Zhang et al., 2014).

Public Examinations in Pakistan at Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) are held externally across the country by the respective examination board(s) (Khattak, 2012). In Pakistan, there are 29 examination boards termed as "Board of Intermediate and Secondary Education" (BISEs) primarily responsible to conduct examinations at Secondary and Higher Secondary School levels for the purpose of promotion and certification. In addition to these 29 inland examining bodies, foreign examining bodies, like Cambridge International Examination, Pearson Edexcel, etc. are also offering their qualifications equivalent to SSC and HSSC levels in Pakistan since 1959.

Apart from conduct of examinations at Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) levels, BISEs are also responsible to ensure provision of requisite facilities and conducive academic and learning environment in the affiliated institutions. Unfortunately, there is no such system of continuous reviewing, mapping, monitoring and evaluation of resources and learning environment against defined standards in core areas for overall improvement of educational system. School evaluation and assessment not only help to identify the translation of curriculum objectives into achievement of goals such as results, but it also emerges as the process that allows the formation of a base for improvement in quality of education and an optimal learning environment (Scheerens, 2015). For the fact that educational quality is fundamental to overall improvement, evaluation of schools becomes a universally acknowledged process to assess that quality (Chapman & Sammons, 2013). Core areas of evaluation include standards relate to faculty, their teaching practices, student development, knowledge nurturing and availability of resources amongst others (Ministry of Education, Canada, 2013).

Evaluation of educational institutions is an integral part of the educational sector around the globe but is still a relatively newer notion in the Asian region (Grauwe & Naidoo, 2004). Pakistan is not an exception to it and there is extreme dearth of research literature at national level. Incomplete, obsolete and unreliable static information provided by the institution at time of affiliation are being used for various operational and policy decisions in future. In order to address this issue, there was dire need to identify important parameters constituting key core areas and readily availability of reliable and dynamic data for effective planning, decision making and public information.

1.2 Objectives of the Study

The objective of the study is to develop a framework that helps set a benchmark for institutions (affiliates of FBISE) to follow and maintain minimum uniform threshold for various physical and human resources, learning environment, social interaction and societal contribution, etc.

Specific objectives served by this study are:

1. To help set the baseline for the current resources and practices to motivate affiliated institutions to critically analyze and identify gaps in core areas that need improvement;
2. To establish uniform standards against which to gauge the resources and learning environment of affiliated institutions to promote intra-and-inter group academic competitiveness to improve ignored qualitative aspects of education system;

3. To develop comprehensive database of affiliates for prompt and efficient pre - and-post examination services to all stakeholders; and,
4. To determine ranking amongst affiliated institutions to facilitate public in selection of appropriate institution(s) for their wards in multidimensional perspectives.

The report is organized into four chapters. Chapter two includes details of universe and methodology. Chapter three includes graphical summary statistics of results of core areas, domain and variables of various streams of affiliated institutions with inter-and-intra group comparison. A final section includes limitations and way forward for sustainability, bibliography and appendices.

METHODOLOGY

2.1 Universe of Study

Universe is comprised of all inland affiliated institutions of FBISE counted as 1237 on the day of launch of this census (June, 2016). These institutions are owned and operated by various government entities, private organizations and individuals across various regions. Detail of such institutions along with enrollment both at Secondary and Higher Secondary School (SSC & HSSC) levels in annual examinations 2017 is summarized in Tables 2.1 and 2.2 below:

Table 2.1 Regional statistics of affiliated institutions on the basis of annual examinations 2017

AREA	SSC level		HSSC level		Both levels SSC & HSSC		Candidates appeared		
	Public	Private	Public	Private	Public	Private	SSC	HSSC	Total
Islamabad Capital Territory (ICT)	103	135	15	30	47	60	57,224	40,010	97,234
Punjab	125	253	22	79	1	123	83,638	56,756	1,40,394
Sindh	12	16	3	1	0	18	5,995	2,262	8,257
Khyber Pakhtunkhwa (KP)	38	24	6	2	0	31	9,340	4,121	13,471
Balochistan	7	17	2	4	0	10	2,730	1,421	4,161
Gilgit Baltistan (GB)	0	51	0	3	0	28	9,519	4,965	14,484
Overseas	0	7	0	0	0	38	11,601	8,120	19,721
Azad Jammu and Kashmir (AJ&K)	4	41	1	1	0	12	2,893	616	3,509
Total	286	544	49	120	48	320	1,82,940	1,18,291	3,01,231

Table 2.2 Stream-wise statistics of affiliated institutions on the basis of annual examinations 2017

Stream Abbreviations	Affiliated institutions				Candidates appeared		Participation ratio	
	SSC	HSSC	Both	Total	SSC	HSSC	SSC	HSSC
Private Institutions	408	101	139	648	44,968	40,236	24.58	34.01
Federal Government Educational Institutions (Cant & Garrison) (FGEI (C&G))	183	34	1	218	27,390	12,188	14.97	10.30
Federal Directorate of Education, Islamabad (FDE, Islamabad)	104	15	48	167	29,236	20,216	15.98	17.09
Army Public School and Colleges System, Pakistan Armed Forces Education Department, GHQ Rawalpindi. (APSACS Institutions)	49	9	78	136	20,019	11,865	10.94	10.03

Overseas Institutions	7	0	38	45	9,248	6,614	5.06	5.59
Fauji Foundation Education Department (FFED Institutions)	35	0	3	38	2,425	1,772	1.33	1.50
Pakistan Air Force Education Department, Peshawar (PAF Institutions)	0	1	26	27	7,877	6,192	4.31	5.23
Pakistan Rangers' Institutions (PR Institutions)	13	0	2	15	1,165	103	0.64	0.09
Cadet Colleges	2	0	11	13	1,511	966	0.83	0.82
Garrison Academies	5	4	4	13	1,886	1,292	1.03	1.09
Frontier Corps Institutions (FC Institutions)	7	1	4	12	474	19	0.26	0.02
Directorate of Naval Education, Pakistan Navy, Islamabad (PN Institutions)	6	1	5	12	1,873	860	1.02	0.73
Bahria Foundation Education Department (BF Institutions)	7	1	2	10	892	167	0.49	0.14
Overseas Pakistanis Foundation Education Department (OPF Institutions)	3	0	2	5	974	610	0.53	0.52
Pakistan Atomic Energy Commission Institutions (PAEC Institutions)	0	2	2	4	1,039	771	0.57	0.65
Kahuta Research Laboratory Institutions (KRL Institutions)	1	0	2	3	594	505	0.32	0.43
Pakistan Madrasah Education Board (PMEB Institutions)	0	0	1	1	92	0	0.05	0.00
Private candidates	-	-	-	-	31,277	13,915	17.10	11.76
Grand Total		169	368	1,367	1,82,940	1,18,291	100	100

2.2 Work Flow of Project

The study was conducted in following two phases:

2.2.1 First Phase

This phase of the study started in February 2016 with objective to determine multifaceted standards relating to quality educational system in both national and international perspectives. After extensive review of literature, the experts identified various core areas, domains and indicators constituting an integral part of an effective education system. Purpose of this exercise was to identify and then measure in subsequent phase that how well affiliated institution(s) is (are) performing in each core area. After the final classification of the domains and indicators, weights were assigned to each to help gauge performance in each area for the final ranking. Weights were assigned after careful consideration of international best practices and how important each core area and domain is in a relative framework. Nature of this phase was mostly desk efforts and completed in June 2016.

2.2.2 Second Phase

This phase started in late June 2016 with target to develop a detailed questionnaire based on knowledge of preceding phase, data collection, analysis and reporting of results in form of ranking matrix. Following core areas and domains were included in the questionnaire (For details see Appendix-I):

Table 2.3 Core areas and respective domains of questionnaire

Sr. No.	Core Area	Domain
1	Physical Resources	Overall physical infrastructure availability
2	Human Capital	Principal and faculty Profile, supporting staff availability
3	Teaching Quality	Pedagogy, assessments, student and faculty development initiatives
4	Extra/Co-Curricular Activities	Participation rate in extra/co- curricular activities at different levels
5	Community Engagement	Outreach drives, community service, student/parent engagements

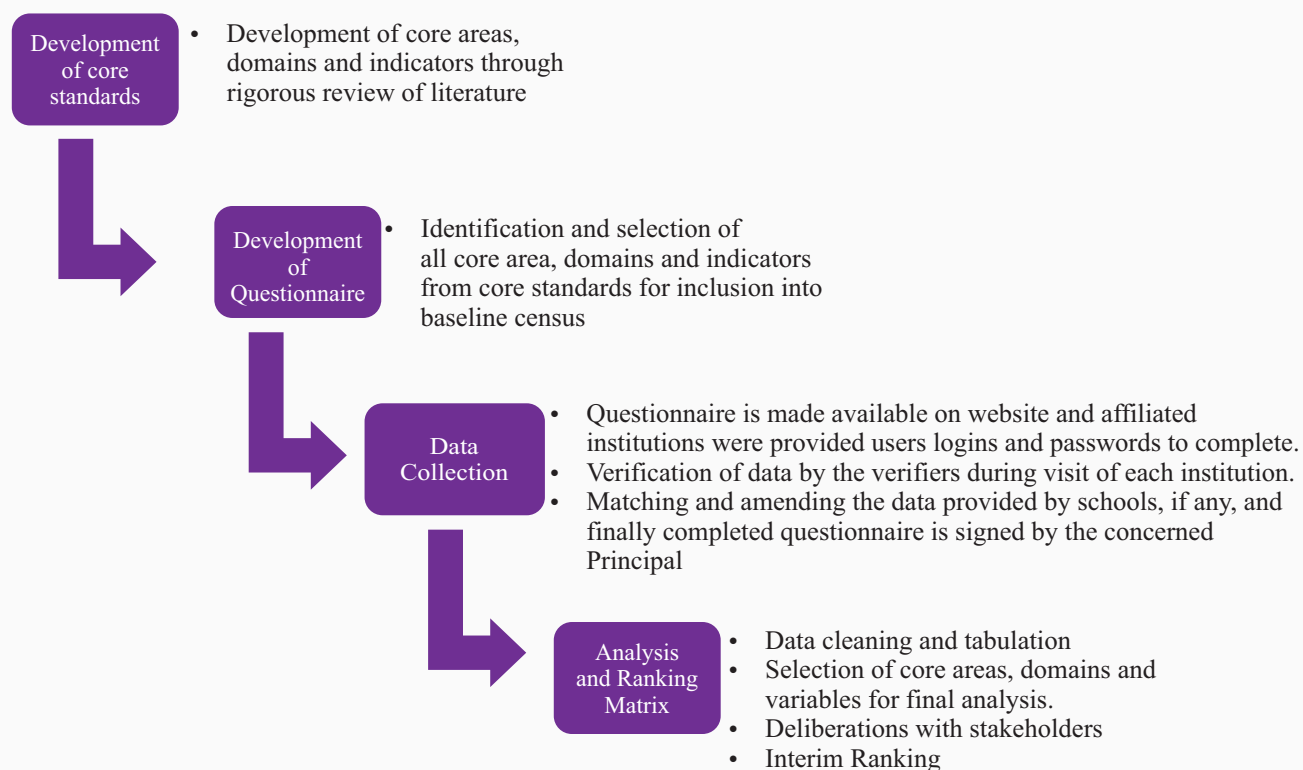
Data was collected through structured questionnaire in three steps i.e. online feeding by the institution, subsequent completion and physical verification by the enumerators and random physical re-verification of 10 percent of total institutions by the special teams of F.B.I.S.E. Data collected was further scrutinized and then tabulated. Preliminary analysis revealed that data of core areas at serial number 04 and 05 above is found asymmetrical for a number of institutions due to limited measureable recorded evidence. Representative and head of institutions from various groups were also invited to share the objectives, issues in data, limitations of study, suggestions on format of final report, etc. In order to avoid subjective assessment, qualitative (unverifiable) reported data for these core areas along with variables of similar nature in core areas 1-3 have also been excluded from the final report aimed to avoid any controversy on ultimate output of this study. Thus, following (Table 2.4) is the final scoring matrix summary representing core areas and their domains with respective weight against each used in the analysis (For details see Appendix-II):

Table 2.4 Selected core areas and domains with respective weight-age

Sr. No.	Core Area	Domain	Allocated Score	Overall Allocated Score Percentage
1	Physical Resources	Resource availability measured by 15 relevant variables	280	24.91
2	Human Capital	Available human capital and productivity measured by 9 relevant variables	432	38.43
3	Teaching Quality	Measured by 7 variables relating to participation and performance in external evaluation	412	36.65
	Total		1124	100

Moreover, final ranking is based on data of 1158 institutions as 79 institutions were declared unqualified and removed from analysis on account of limited cooperation with field staff and provision of incomplete data. All qualified institutions are ranked on basis of their achieved score. Ranking is determined at overall level amongst all affiliates on basis of their individual score; whereas, at, intra-and-inter group levels and at various administrative/geographical levels based on their cumulative scores and respective standing in each core area based on its respective score.

The workflow for the project is illustrated below:



2.3 Assessment Grid

To rank the institutions at various levels, cumulative (individual) performance score(s) for different core areas, domains and indicators have been used for each group (individual) institution. Ranking matrix for each cumulative score range is as follows:

Table 2.5 Matrix used to rank affiliated institutions on basis of performance score

Rank	Description	Comulative Range
A ¹ Category	School has an outstanding performance in each core area and may be considered as an example for other schools.	80 percent and above
A Category	School has very good performance record and little efforts can put the school in higher ranking bracket.	70-79.99 Percent
B Category	School has above average performance in different core areas having potential for further improvement.	60-69.99 Percent
C Category	School likely to have below-average performance in all core area. Potential for improvement exists across all core areas to improve overall ranking.	50-59.99 Percent
D Category	School is poor performer and needs serious efforts in all areas to improve and sustain.	40-49.99 Percent
E Category	School is chronically poor performer and there are serious threats towards discontinuity of its affiliation	< 40 Percent

RESULTS

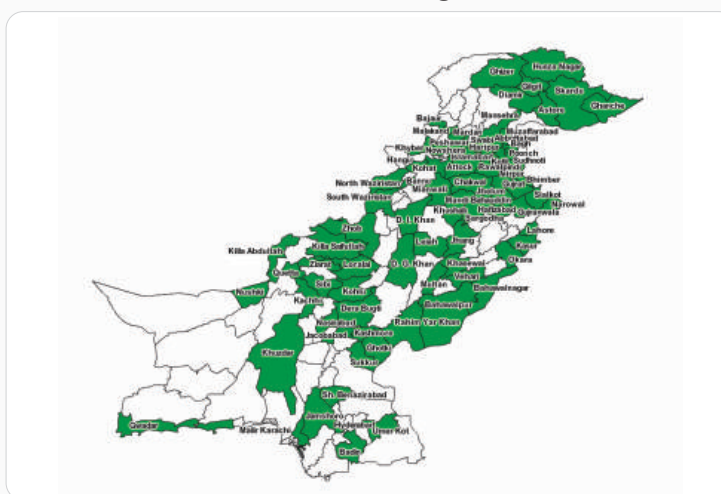
Using the scoring matrix summary given in Table 2.4, affiliated institutions have been categorized and ranked at inter-and-intra group levels across various regions aimed to compare and identify their strengths and weakness in different areas to help improve academic environment of concerned institution(s) for promotion of overall education system. Ranking and score of an individual institution is also available at www.fbise.edu.pk/ranking.php. This report would not only provide impetus to improve affiliated institution but also help guide the parents, students and other stakeholders in selection of right institution in order of their preferences.

FBISE is a unique board of Pakistan having its nation-wide and global operations. Initial jurisdiction of FBISE was confined to Islamabad Capital Territory (ICT), Cantonments, Garrisons and other areas of the country not falling within the defined boundaries of any province like FATA, Northern Area, Azad Jammu and Kashmir (AJ&K), Overseas, etc. which has resulted highly spatial distribution of its affiliates across jurisdiction. However, this jurisdiction has recently been opened up to the entire country by including areas falling within civil boundaries of the provinces as well vide amendment in its Act of Parliament (Act No. XIII - Federal Board of Intermediate and Secondary Education (Amendment) Act, 2017. Nationwide distribution of its affiliates is summarized and depicted below in Table and Fig 3.1:

Table 3.1 Summary statistics of nationwide distribution of FBISE affiliates during 2017

Sr. No.	Province/Region	Number of Institutions	Students Strength
1.	Punjab	601	1,40,394
2.	Sindh	50	8,257
3.	Khyber Pakhtunkhwa (KP)	101	13,471
4.	Balochistan	40	4,161
5.	Islamabad Capital Territory (ICT)	389	97,234
6.	Azad Jammu and Kashmir (AJ&K)	59	3,509
7.	Gilgit-Baltistan (GB)	82	14,484

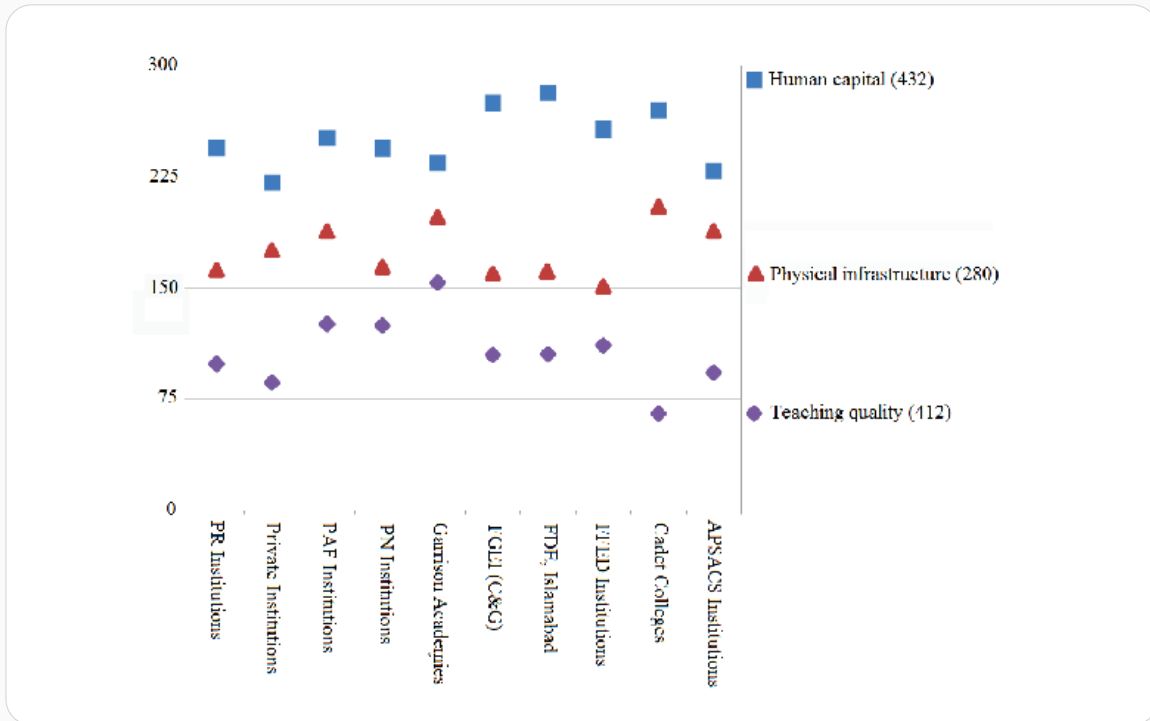
Fig 3.1 Nationwide distribution of FBISE affiliates during 2017



Inter- groups comparison of affiliated institutions

As detailed in Table 2.2, FBISE has variety of individual and group affiliates owned and operated under various streams/directorates/groups of public and private sector. Overall inter-directorate/ streams/groups performance of ten major entities in three core areas is compared in Fig 3.2:

Fig 3.2 Inter- groups comparison of affiliated institutions in core areas



Intra- group analysis of affiliated institutions

Cumulative comparative analysis at inter-directorates/stream/group given in Fig. 3.2 is further disaggregated at intra-directorate/stream/group level as under:

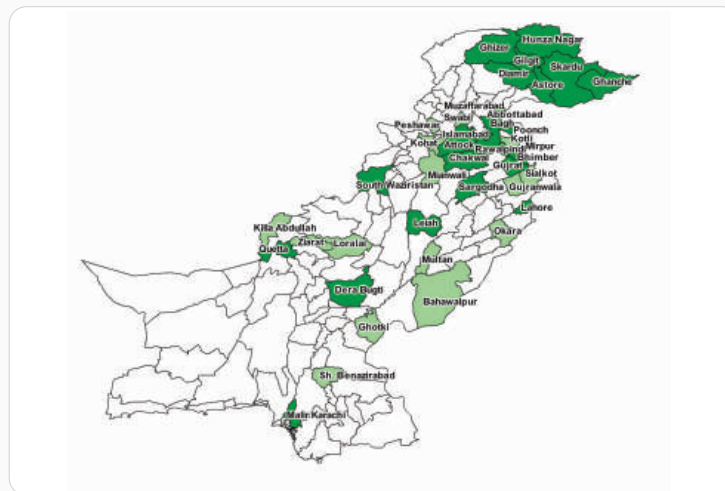
3.1 Private Institutions

A larger and an important stakeholder of FBISE with a total 648 affiliated institutions across the country. Proportionate share of this group in total enrollment during annual examination 2017 has been 24.58 percent and 34.01 percent for SSC and HSSC, respectively. Moreover, overall passing percentage in said year has been 78.10 percent and 60.96 percent for SSC and HSSC, respectively. This group has also secured 13 medals during annual examinations 2017.

Table 3.2 Summary statistics of private Institutions

Sr. No.	Province/ Region	Number of Institutions	Students Strength
1.	Punjab	320	49,761
2.	Sindh	05	253
3.	Khyber Pakhtunkhwa (KP)	09	806
4.	Balochistan	06	274
5.	Islamabad Capital Territory (ICT)	204	23,421
6.	Azad Jammu and Kashmir (AJ&K)	31	1,086

Fig 3.3 Nationwide distribution of private institutions





















Legend

- Districts having an institution
- Districts having more than one institutions

Table 3.3 Regional comparison of private institutions in core areas

Region	Physical Infrastructure	Human Capital	Teaching Quality
Punjab			

<p>Islamabad Capital Territory (ICT)</p>			
<p>Balochistan</p>			
<p>Khyber- Pakhtunkhwa (KP)</p>			
<p>Sindh</p>			
<p>Azad Jammu and Kashmir (AJ&K)</p>			
<p>Federally Administered Tribal Areas (FATA)</p>			



Legend

Core Area	Physical Infrastructure Total Marks 280	Human Capital Total Marks 432	Teaching Quality Total Marks 412
■	More than 210 marks	More than 324 marks	More than 309 marks
■	140 to 210 marks	216 to 324 marks	206 to 309 marks
■	Less than 140 marks	Less than 216 marks	Less than 206 marks

Fig 3.4 Regional comparison of affiliated institutions on the basis of selected indicators for physical infrastructure

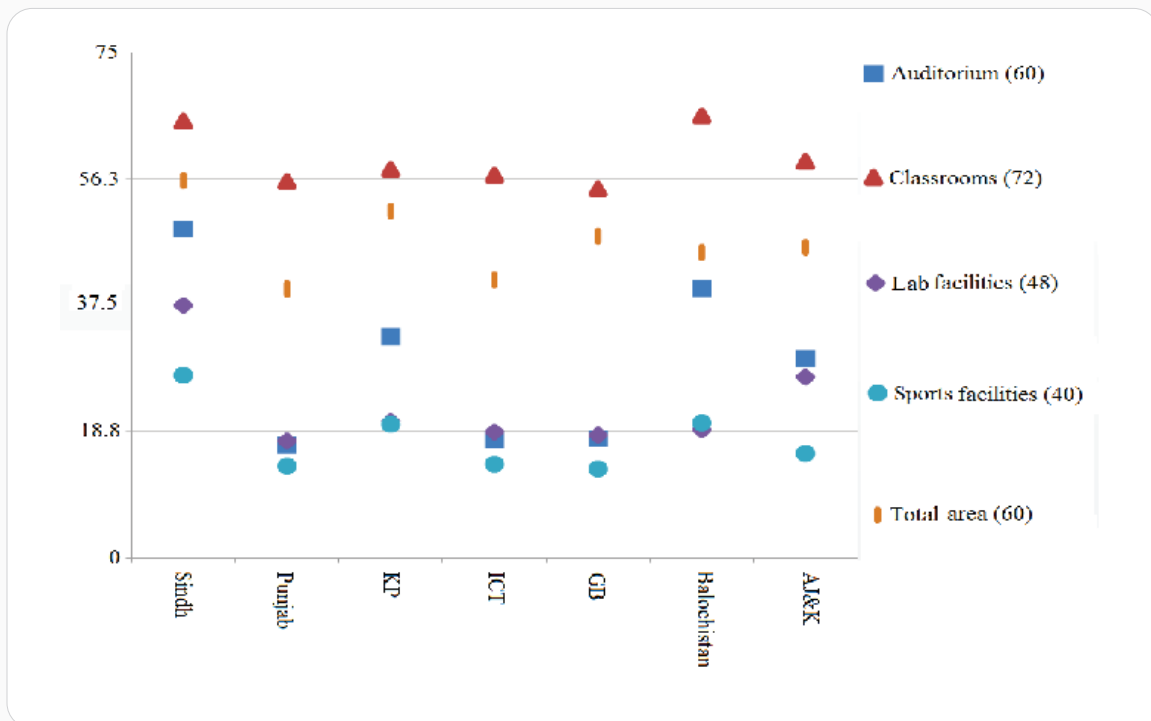


Fig 3.5 Regional comparison of affiliated institutions on the basis of selected indicators for human capital.

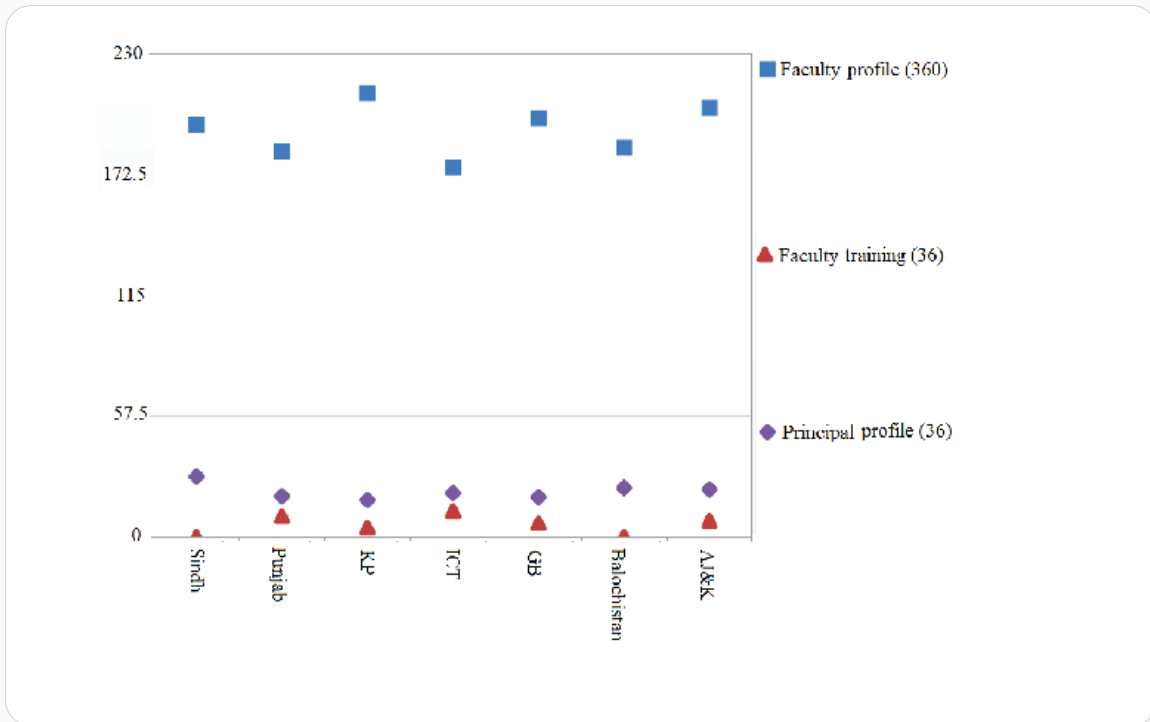


Fig 3.6 Regional comparison of affiliated institutions on the basis of selected indicator for teaching quality.

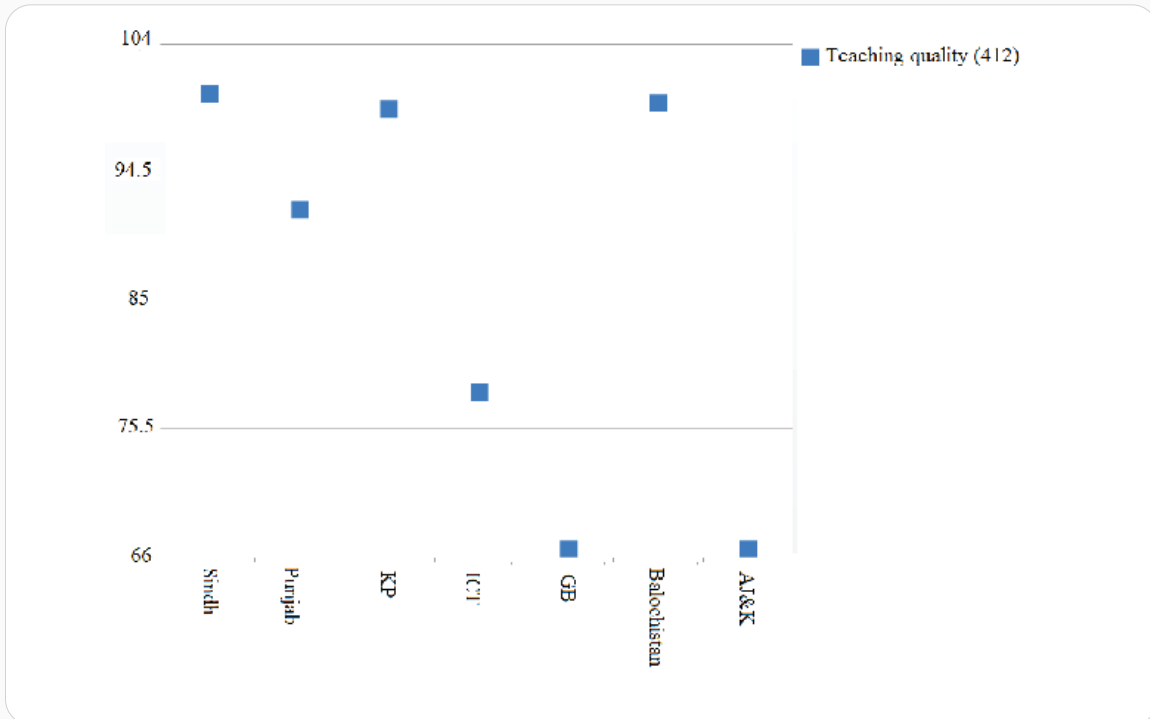
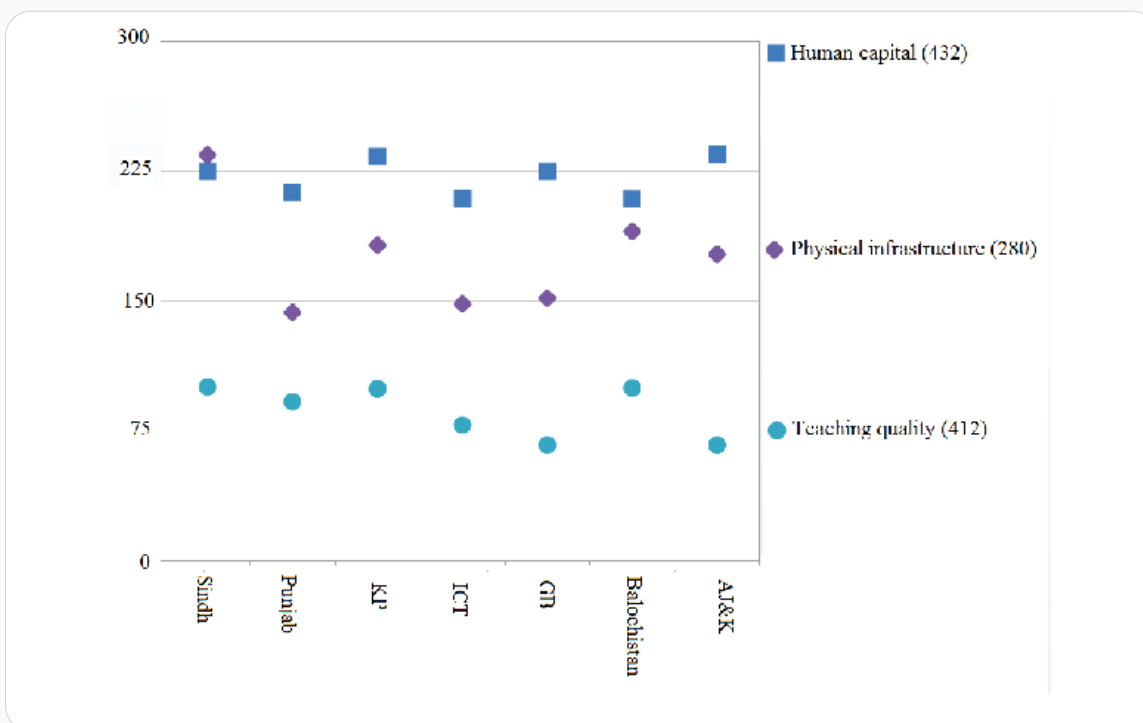


Fig 3.7 Regional comparison of affiliated institutions on the basis of all three core areas.



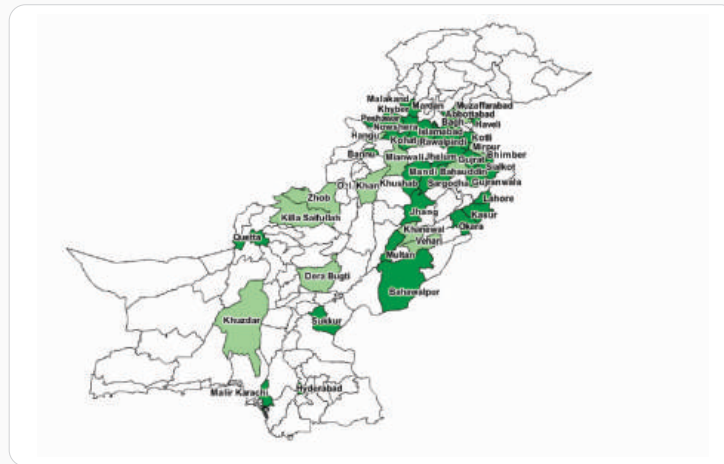
3.2 Federal Government Educational Institutions (Cantonment & Garrison)

Federal government educational institutions (Cantonment & Garrison) [FGEI (C&G)] is an important stakeholder of FBISE with 218 affiliated institutions across the country. Proportionate share of this group in total enrollment during annual examination 2017 has been 14.97 percent and 10.30 percent for SSC and HSSC, respectively. Moreover, overall passing percentage has been 83.93 percent and 76.21 percent for SSC and HSSC, respectively. This group also secured 03 medals during annual examinations 2017.

Table 3.4 Summary statistics of FGEI (C&G)

Sr. No.	Province/ Region	Number of Institutions	Students Strength
1.	Punjab	146	33,544
2.	Sindh	15	1,340
3.	Khyber Pakhtunkhwa (KP)	43	3,114
4.	Balochistan	09	1,056
5.	Azad Jammu and Kashmir (AJ&K)	05	518

Fig 3.8 Nationwide distribution of FGEI (C&G)

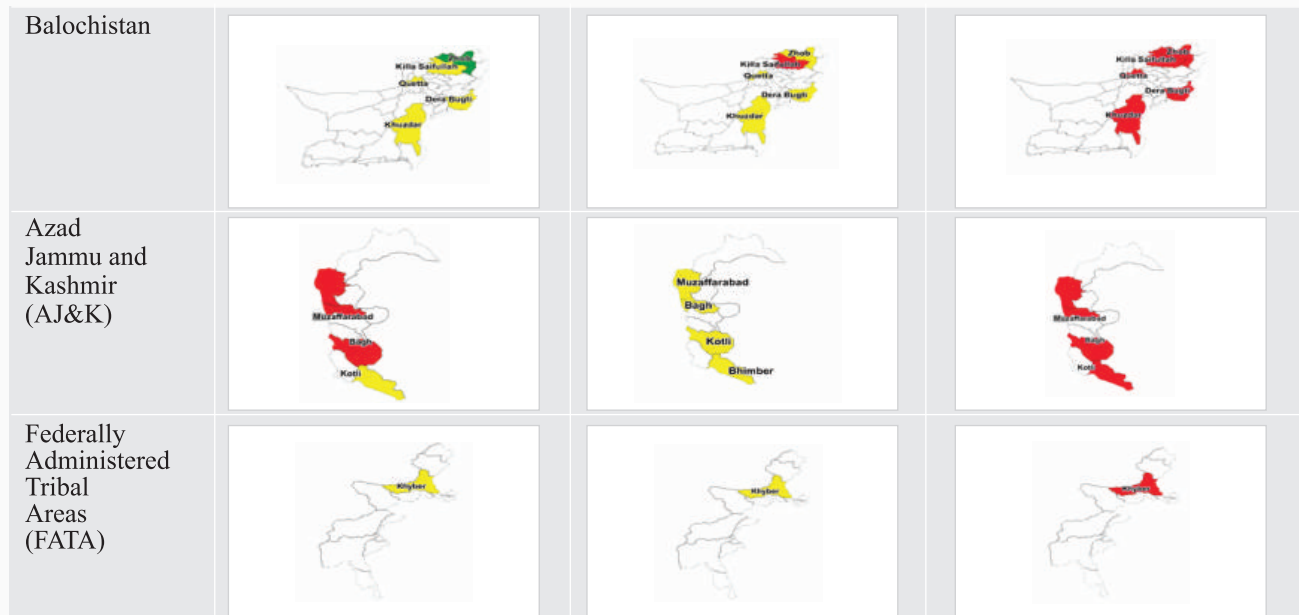


Legend

- Districts having an institution
- Districts having more than one institutions

Table 3.5 Regional comparison of FGEI (C&G) in core areas

Region	Physical Infrastructure	Human Capital	Teaching Quality
Punjab			
Khyber Pakhtunkhwa (KP)			
Sindh			



Legend

Core Area	Physical Infrastructure Total Marks 280	Human Capital Total Marks 432	Teaching Quality Total Marks 412
■	More than 210 marks	More than 324 marks	More than 309 marks
■	140 to 210 marks	216 to 324 marks	206 to 309 marks
■	Less than 140 marks	Less than 216 marks	Less than 206 marks

Fig 3.9 Regional comparison of affiliated institutions on the basis of selected indicators for physical infrastructure

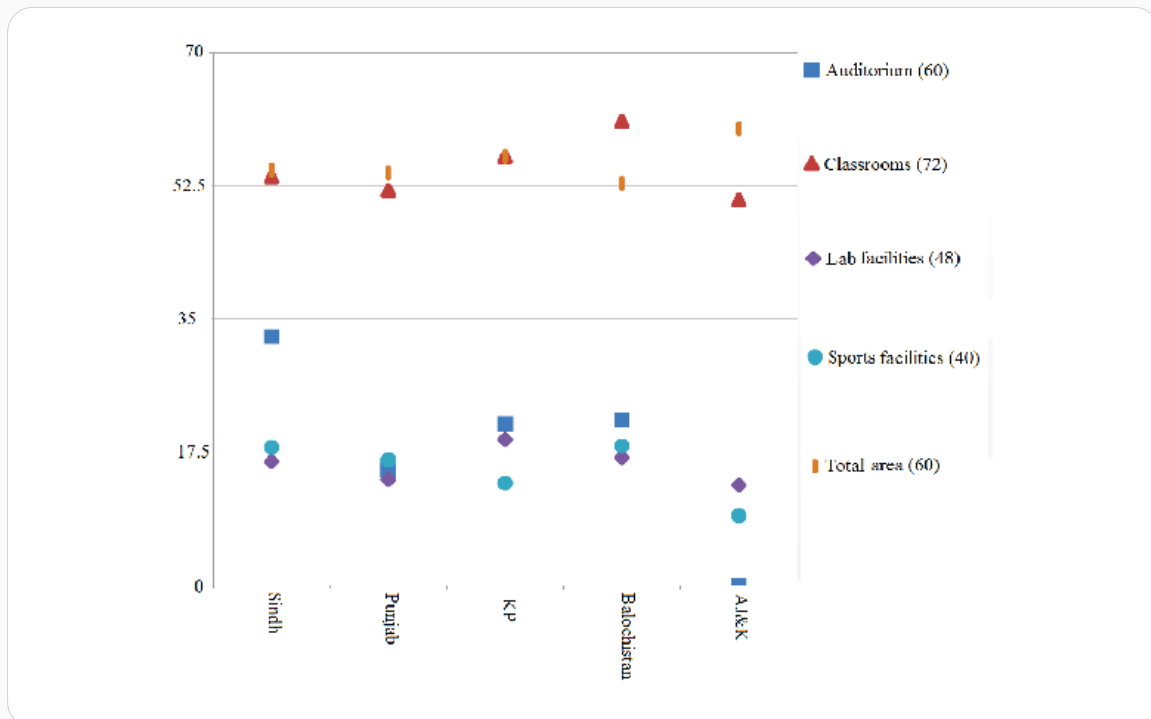


Fig 3.10 Regional comparison of affiliated institutions on the basis of selected indicators for human capital.

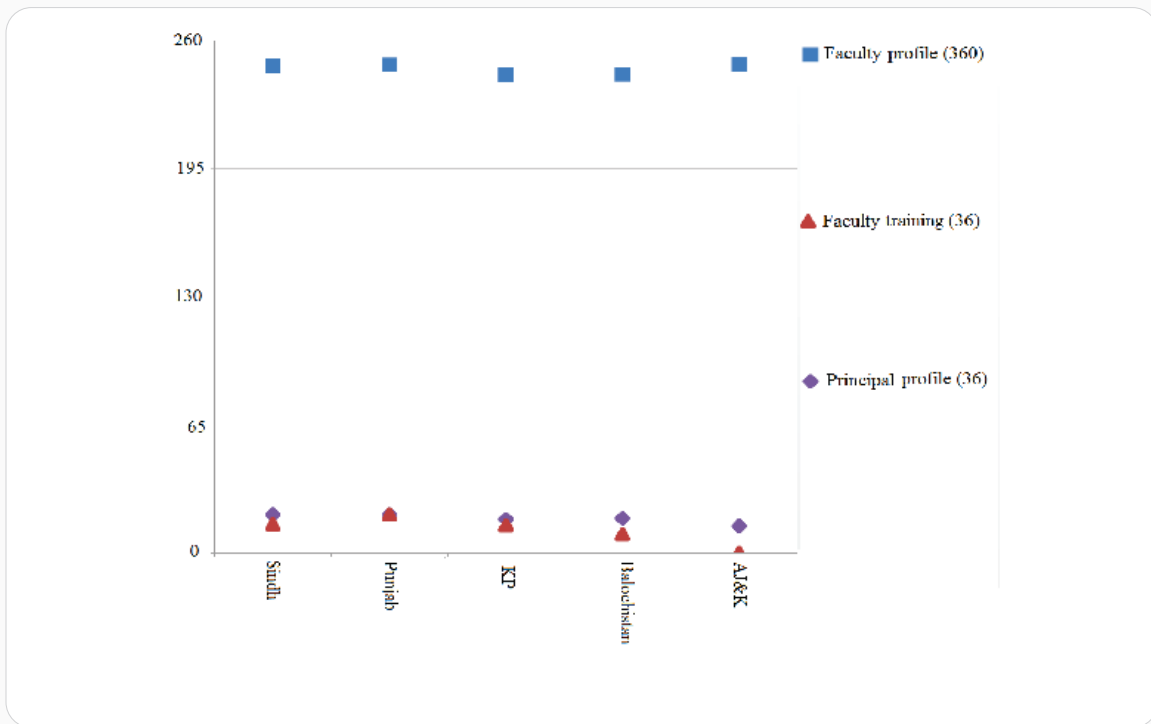


Fig 3.11 Regional comparison of affiliated institutions on the basis of selected indicator for teaching quality.

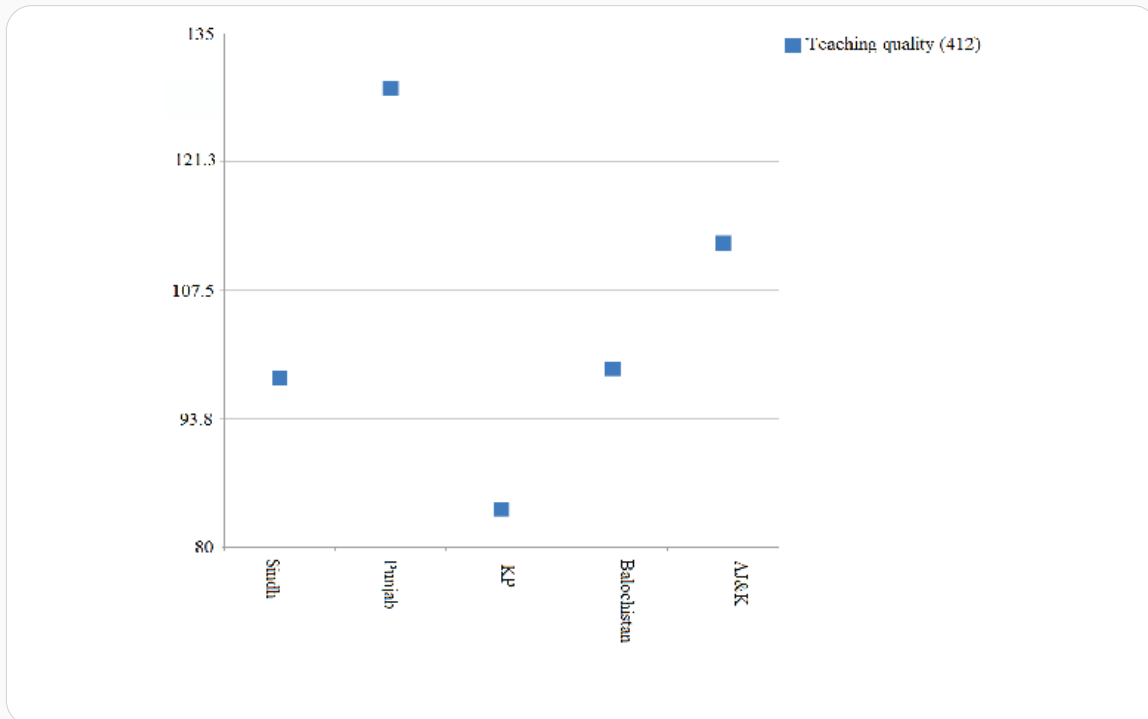
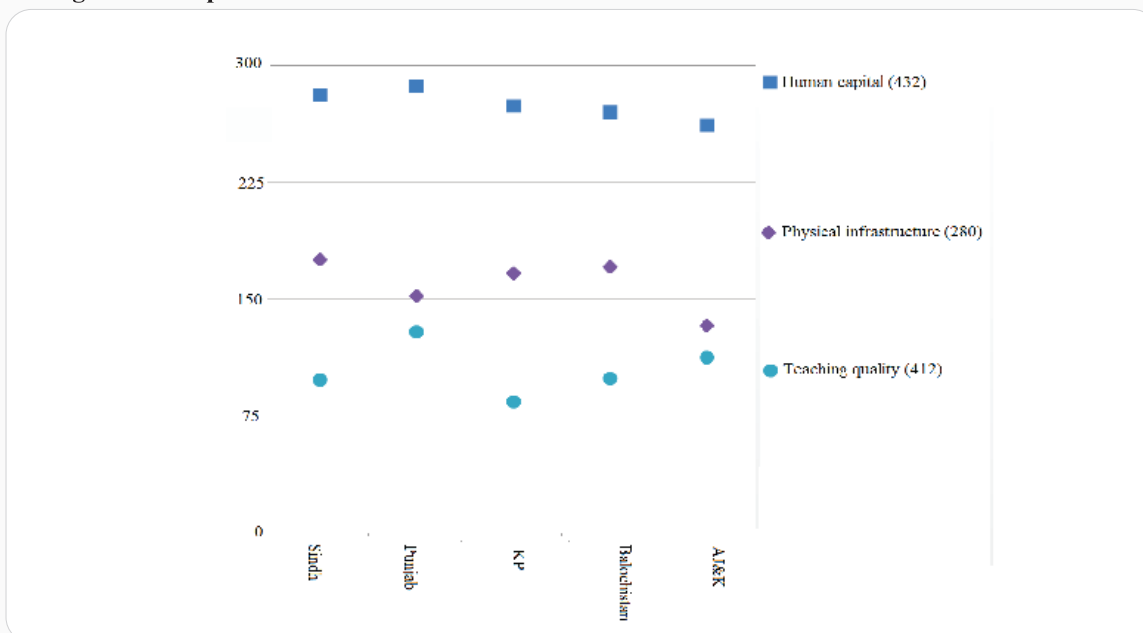


Fig 3.12 Regional comparison of affiliated institutions on the basis of all three core areas.



3.3 Federal Directorate of Education, Islamabad

Federal Directorate of Education, Islamabad (FDE, Islamabad) is an important stakeholder of FBISE with 167 affiliated institutions across the country. Proportionate share of this group in total enrollment during annual examination 2017 has been 15.98 percent and 17.09 percent for SSC and HSSC, respectively. Moreover, overall passing percentage has been 67.74 percent and 54.75 percent for SSC and HSSC, respectively. This group also secured 03 medals during annual examinations 2017.

Table 3.6 Summary statistics of FDE, Islamabad

Sr. No.	Province/Region	Number of Institutions	Students Strength
1.	Islamabad Capital Territory (ICT)	167	49,650

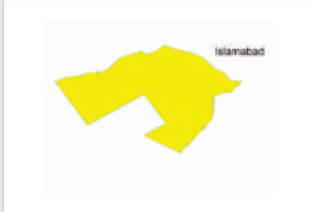

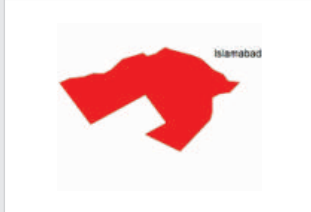
Fig 3.13 Nationwide distribution of FDE, Islamabad



Legend

- Districts having an institution
- Districts having more than one institutions

Table 3.7 Regional comparison of FDE, Islamabad in core areas

Region	Physical Infrastructure	Human Capital	Teaching Quality
Islamabad Capital Territory (ICT)			

Legend




Core Area	Physical Infrastructure Total Marks 280	Human Capital Total Marks 432	Teaching Quality Total Marks 412
	More than 210 marks	More than 324 marks	More than 309 marks
	140 to 210 marks	216 to 324 marks	206 to 309 marks
	Less than 140 marks	Less than 216 marks	Less than 206 marks

Fig 3.14 Regional comparison of affiliated institutions on the basis of selected indicators for physical infrastructure



Fig 3.15 Regional comparison of affiliated institutions on the basis of selected indicators for human capital.



Fig 3.16 Regional comparison of affiliated institutions on the basis of selected indicator for teaching quality.

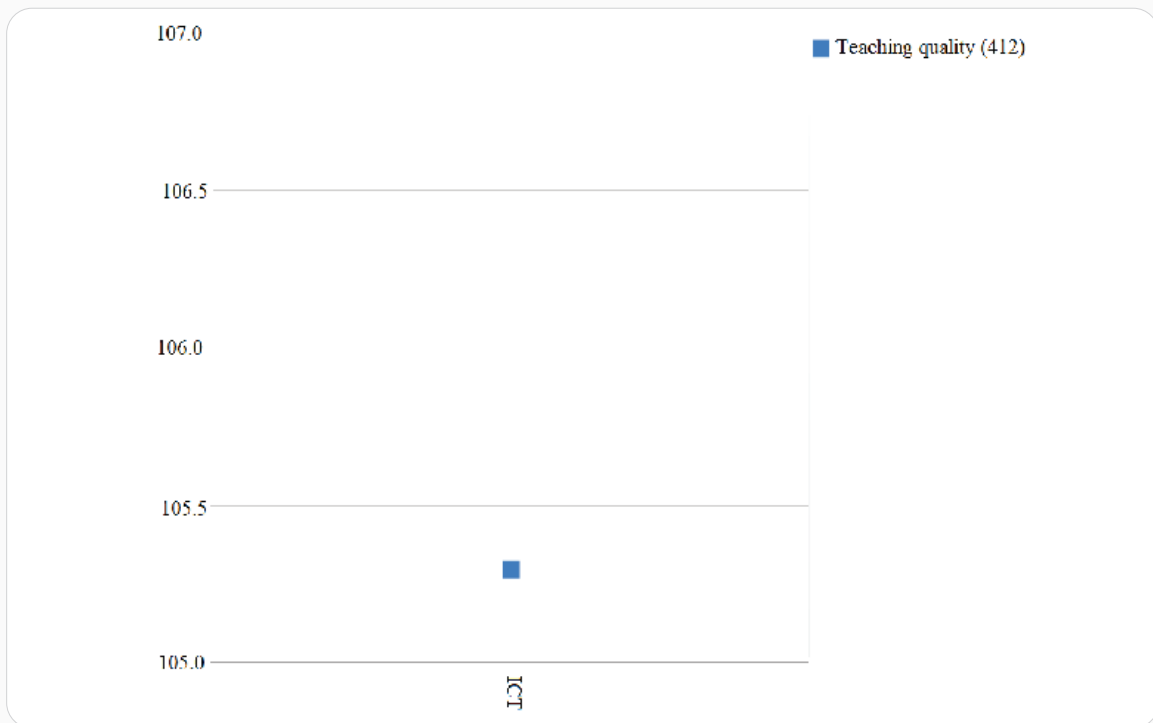


Fig 3.17 Regional comparison of affiliated institutions on the basis of all three core areas.



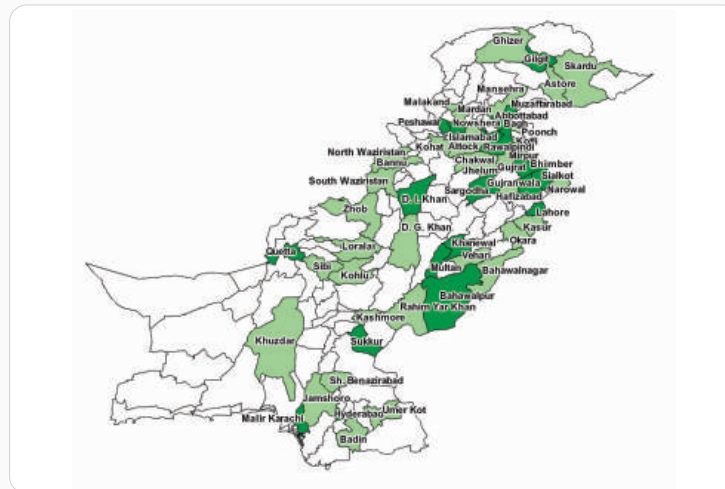
3.4 Army Public Schools and Colleges System, Pakistan Armed Forces Education Department, GHQ Rawalpindi

Army Public Schools and Colleges System, Pakistan Armed Forces Education Department, GHQ Rawalpindi (APSACS institutions) is an important stakeholder of FBlSE with 136 affiliated institutions across the country. Proportionate share of this group in total enrollment during annual examination 2017 has been 10.94 percent and 10.03 percent for SSC and HSSC, respectively. Moreover, overall passing percentage has been 95.78 percent and 80.63 percent for SSC and HSSC, respectively. This group also secured 06 medals during annual examinations 2017.

Table 3.8 Summary statistics of APSACS institutions

Sr. No.	Province/Region	Number of Institutions	Students Strength
1.	Punjab	64	20,075
2.	Sindh	17	2,499
3.	Khyber Pakhtunkhwa (KP)	27	5,103
4.	Balochistan	08	5,898
5.	Islamabad Capital Territory (ICT)	04	995
6.	Azad Jammu and Kashmir (AJ&K)	10	1,375
7.	Gilgit-Baltistan (GB)	06	1,135

Fig 3.18 Nationwide distribution of APSACS institutions

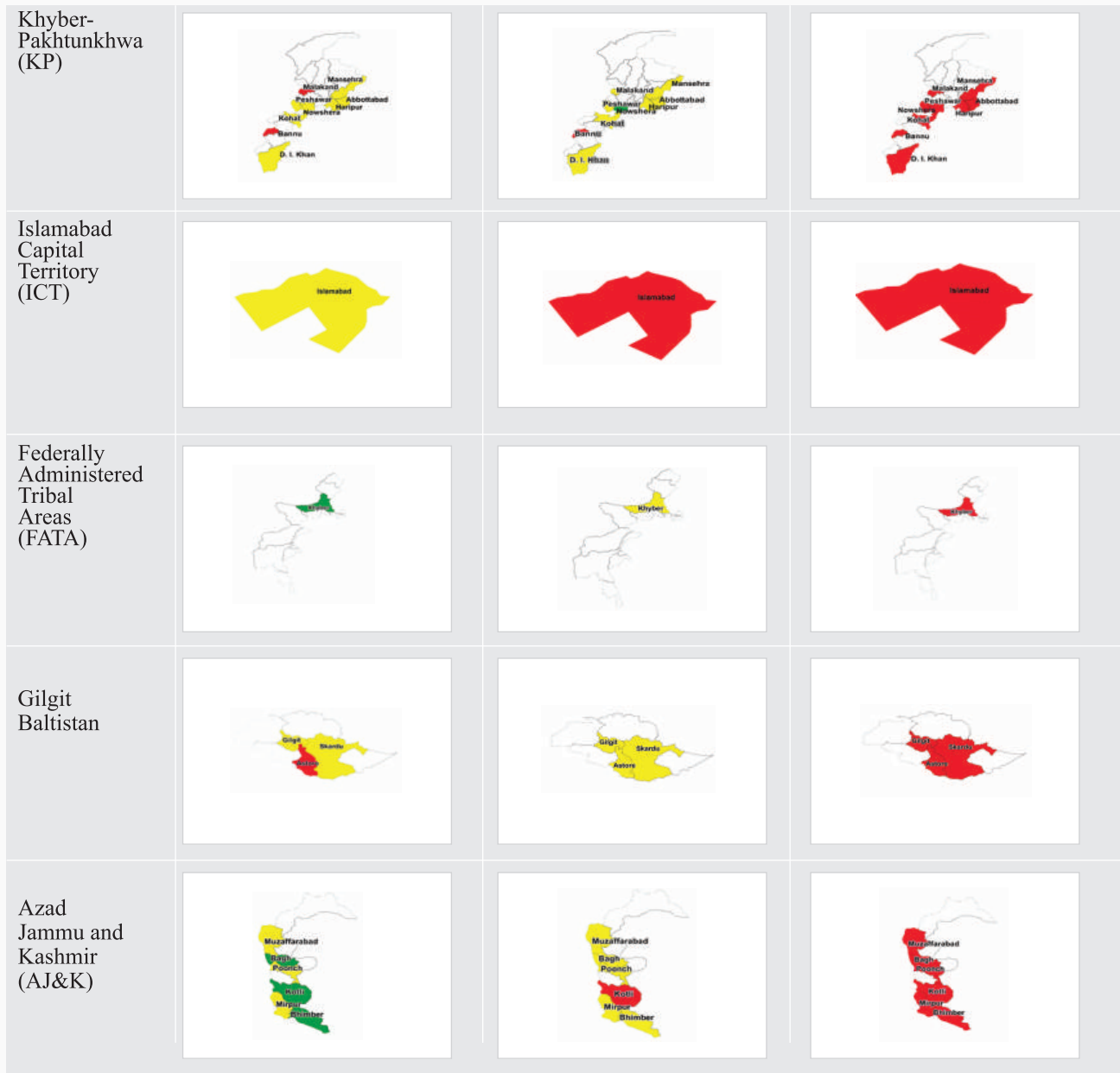


Legend

- Districts having an institution
- Districts having more than one institutions

Table 3.9 Regional comparison of APSACS institutions in core areas

Region	Physical Infrastructure	Human Capital	Teaching Quality
Punjab			
Sindh			
Balochistan			



Legend

Core Area	Physical Infrastructure Total Marks 280	Human Capital Total Marks 432	Teaching Quality Total Marks 412
Green	More than 210 marks	More than 324 marks	More than 309 marks
Yellow	140 to 210 marks	216 to 324 marks	206 to 309 marks
Red	Less than 140 marks	Less than 216 marks	Less than 206 marks

Fig 3.19 Regional comparison of affiliated institutions on the basis of selected indicators for physical infrastructure

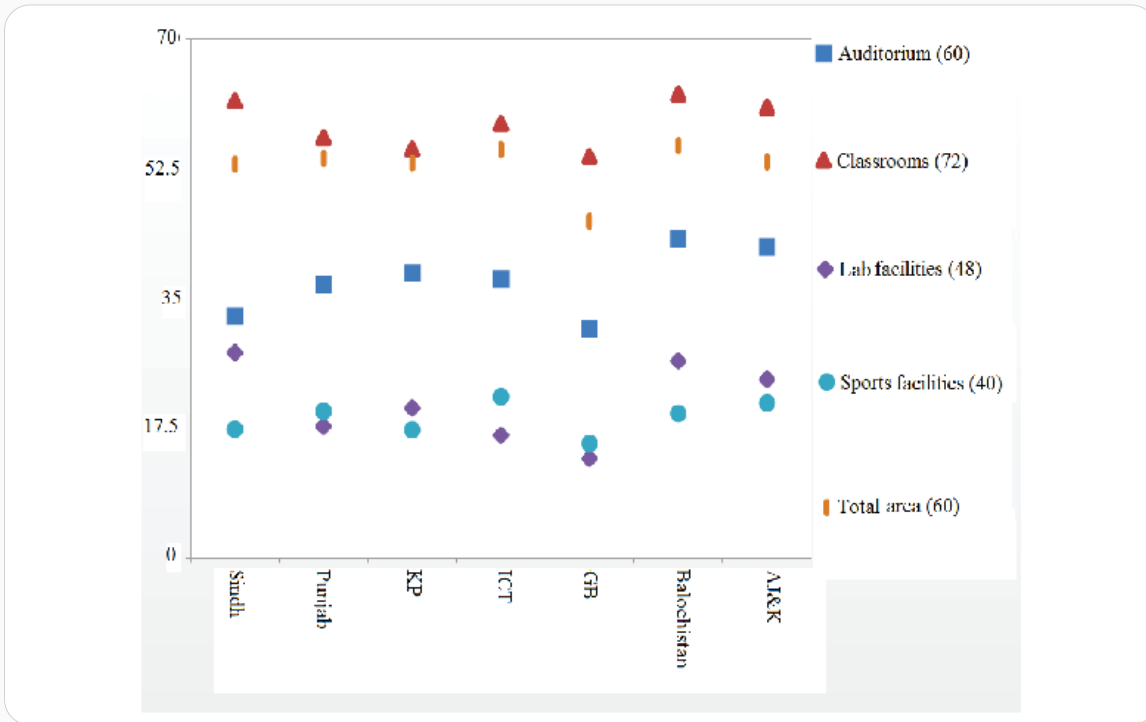


Fig 3.20 Regional comparison of affiliated institutions on the basis of selected indicators for human capital.

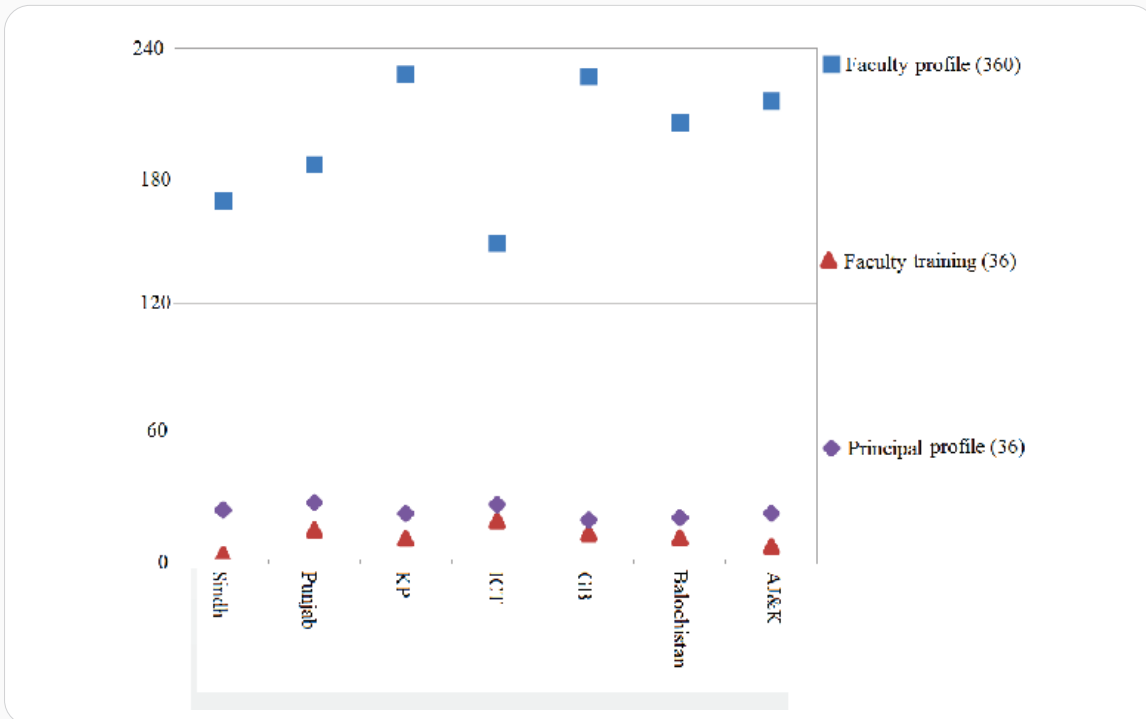


Fig 3.21 Regional comparison of affiliated institutions on the basis of selected indicator for teaching quality.

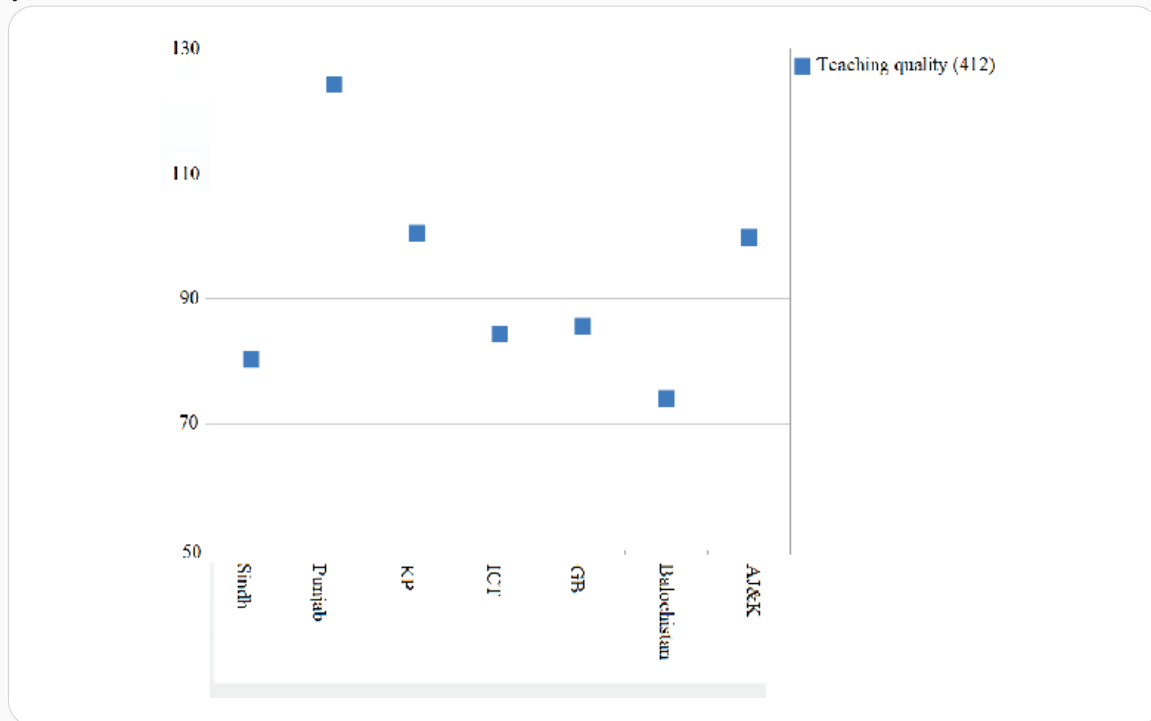
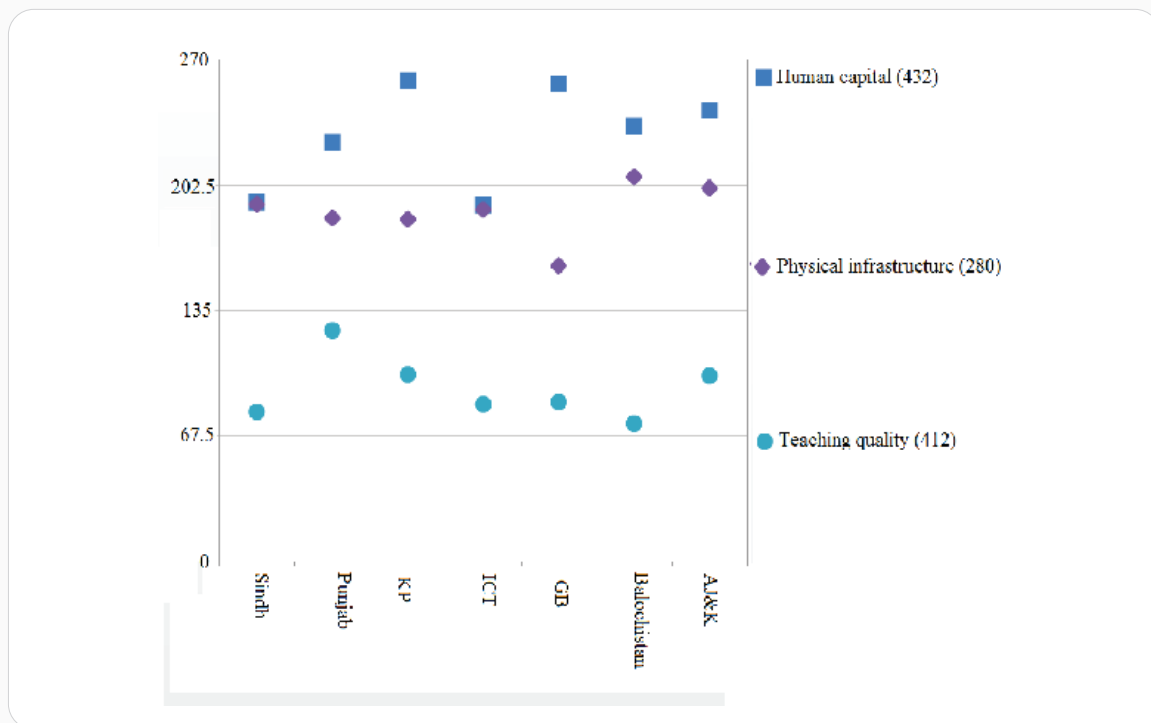


Fig 3.22 Regional comparison of affiliated institutions on the basis of all three core areas.



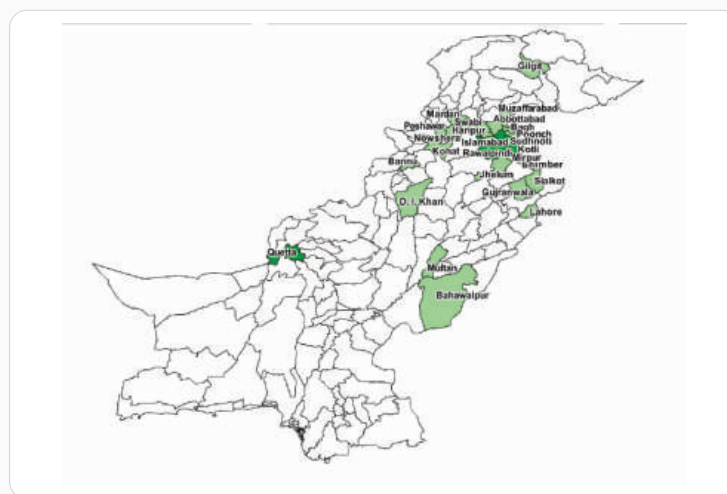
3.5 Fauji Foundation Education Department

Fauji Foundation Education Department (FFED Institutions) is an important stakeholder of FBISE with 38 affiliated institutions across the country. Proportionate share of this group in total enrollment during annual examination 2017 has been 1.33 percent and 1.50 percent for SSC and HSSC, respectively. Moreover, overall passing percentage has been 98.03 percent and 96.28 percent for SSC and HSSC, respectively. This group also secured 02 medals during annual examinations 2017.

Table 3.10 Summary statistics of FFED Institutions

Sr. No.	Province/ Region	Number of Institutions	Students Strength
1.	Punjab	17	3,335
2.	Khyber-Pakhtunkhwa (KP)	09	348
3.	Balochistan	02	75
4.	Azad Jammu and Kashmir (AJ&K)	08	329
5.	Gilgit-Baltistan (GB)	01	50
6.	Islamabad Capital Territory (ICT)	01	65













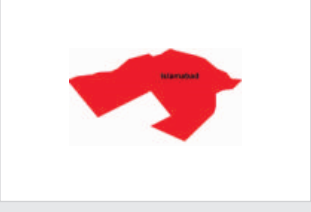
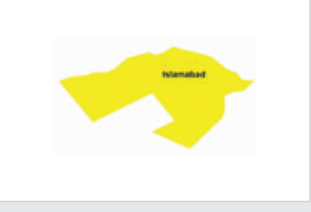
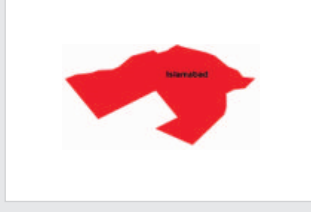
Fig 3.23 Nationwide distribution of FFED Institutions

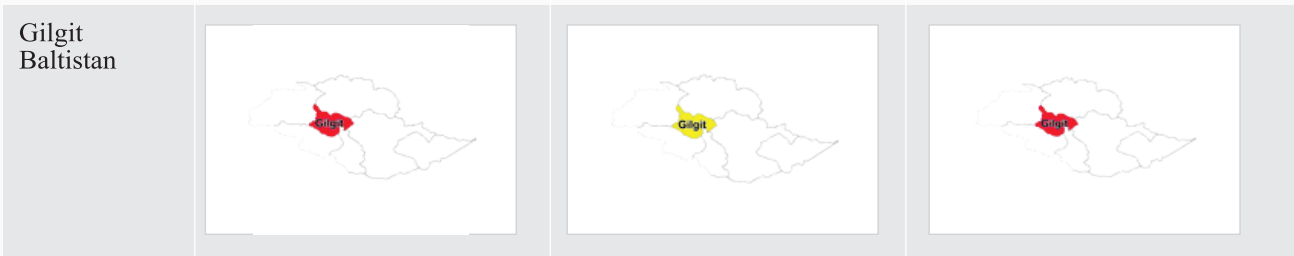


Legend

- Districts having an institution
- Districts having more than one institutions

Table 3.11 Regional comparison of FFED Institutions in core areas

Region	Physical Infrastructure	Human Capital	Teaching Quality
Punjab			
Balochistan			
Khyber Pakhtunkhwa (KP)			
Azad Jammu and Kashmir (AJ&K)			
Islamabad Capital Territory (ICT)			



Legend

Core Area	Physical Infrastructure Total Marks 280	Human Capital Total Marks 432	Teaching Quality Total Marks 412
■	More than 210 marks	More than 324 marks	More than 309 marks
■	140 to 210 marks	216 to 324 marks	206 to 309 marks
■	Less than 140 marks	Less than 216 marks	Less than 206 marks

Fig 3.24 Regional comparison of affiliated institutions on the basis of selected indicators for physical infrastructure.

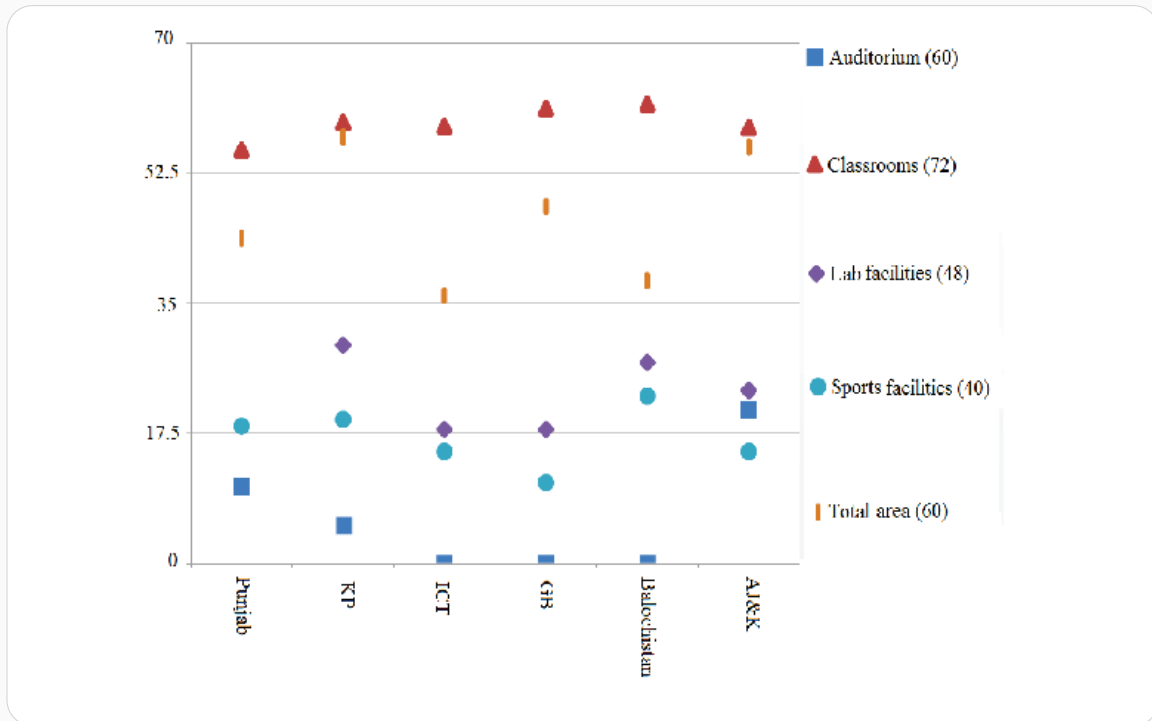


Fig 3.25 Regional comparison of affiliated institutions on the basis of selected indicators for human capital.

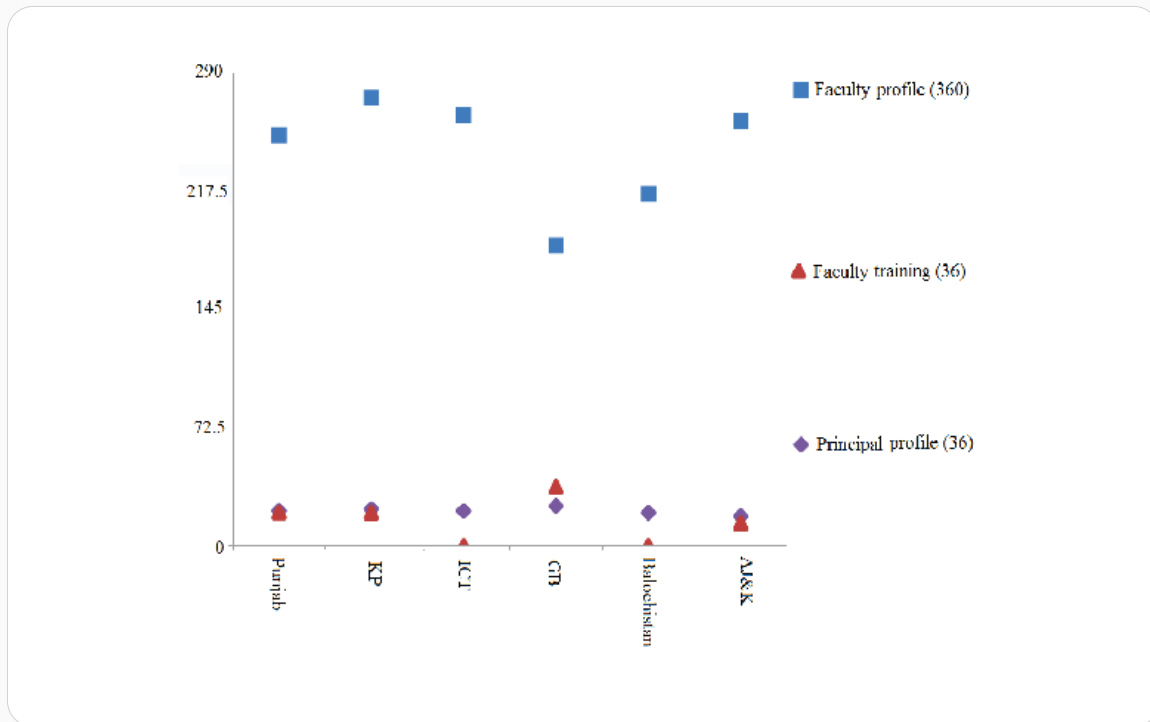


Fig 3.26 Regional comparison of affiliated institutions on the basis of selected indicator for teaching quality.

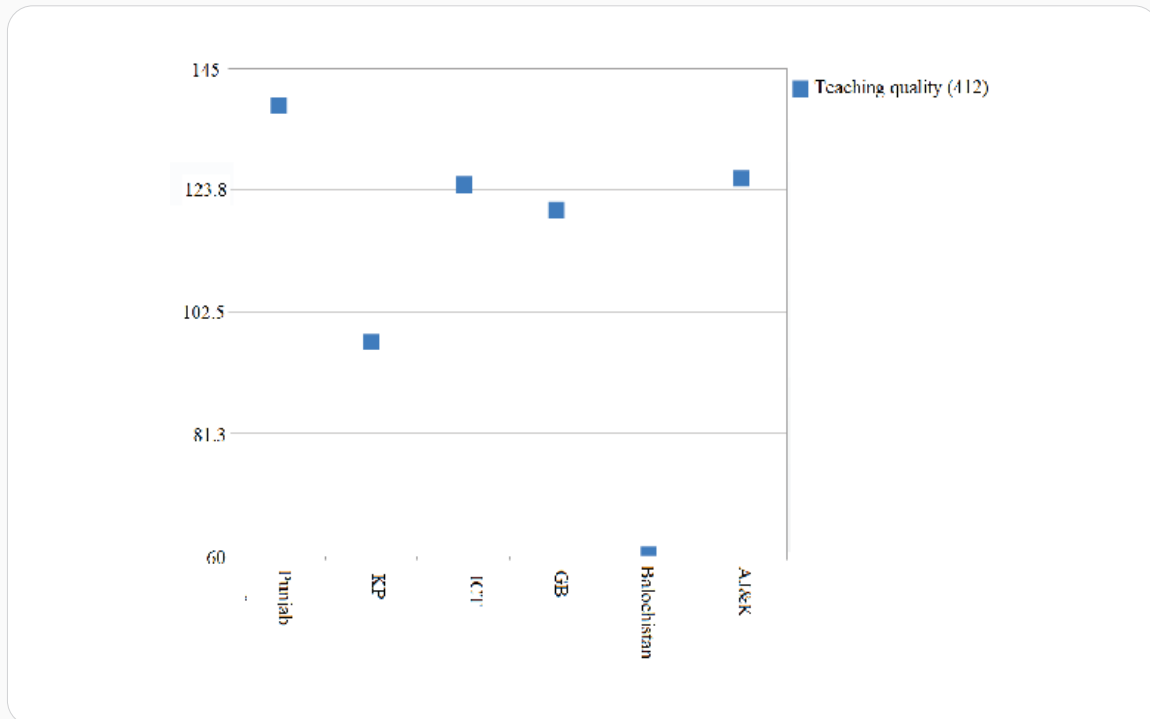
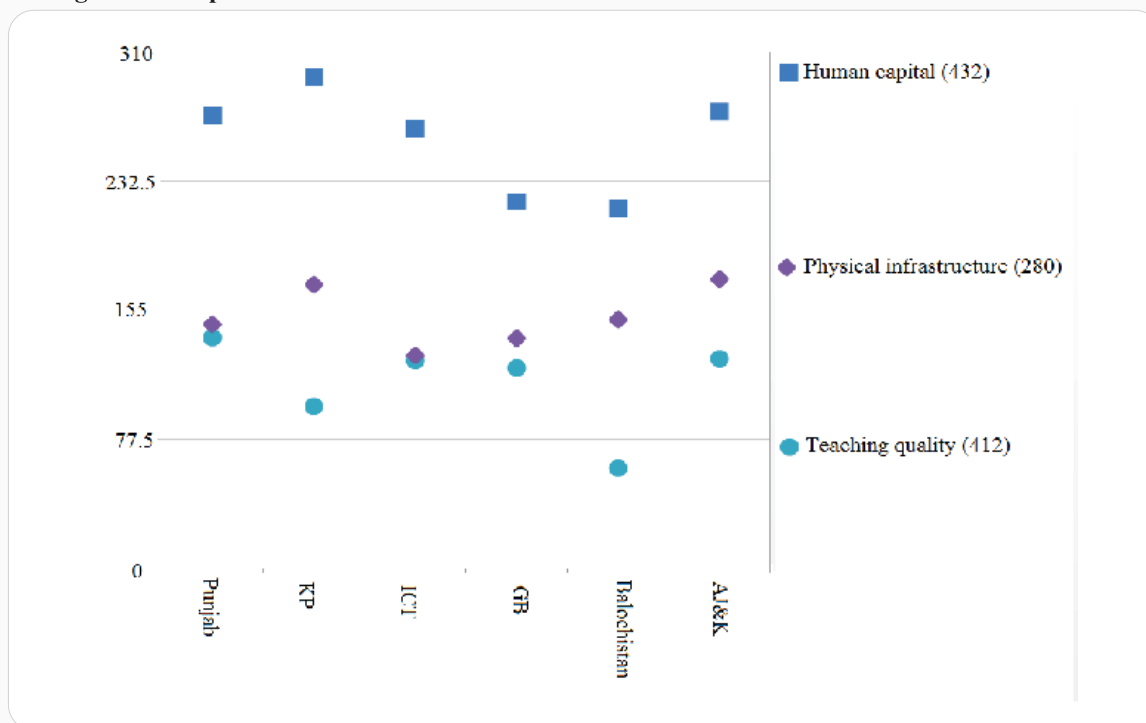


Fig 3.27 Regional comparison of affiliated institutions on the basis of all three core areas.



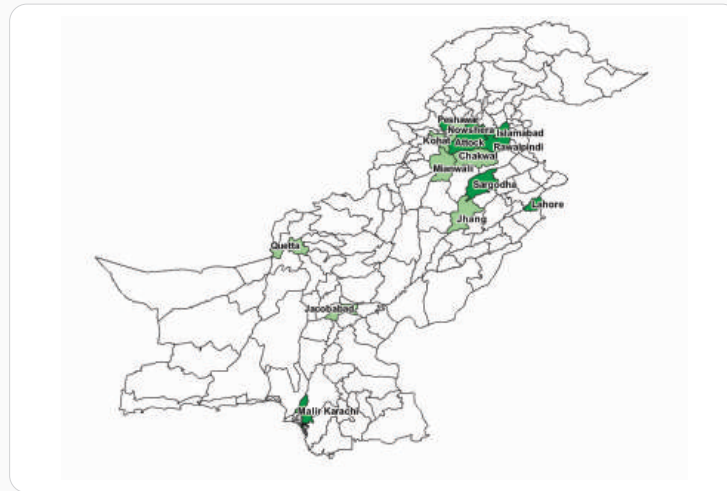
3.6 Pakistan Air Force Education Department, Peshawar

Pakistan Air Force Education Department, Peshawar (PAF Institutions) is an important stakeholder of FBISE with 27 affiliated institutions across the country. Proportionate share of this group in total enrollment during annual examination 2017 has been 4.31 percent and 5.23 percent for SSC and HSSC, respectively. Moreover, overall passing percentage has been 96.96 percent and 83.33 percent for SSC and HSSC, respectively

Table 3.12 Summary statistics of PAF Institutions

Sr. No.	Province/Region	Number of Institutions	Students Strength
1.	Punjab	14	8,869
2.	Sindh	05	2,017
3.	Khyber-Pakhtunkhwa (KP)	05	1,738
4.	Balochistan	01	268
5.	Islamabad Capital Territory (ICT)	02	1,210

Fig 3.28 Nationwide distribution of PAF Institutions

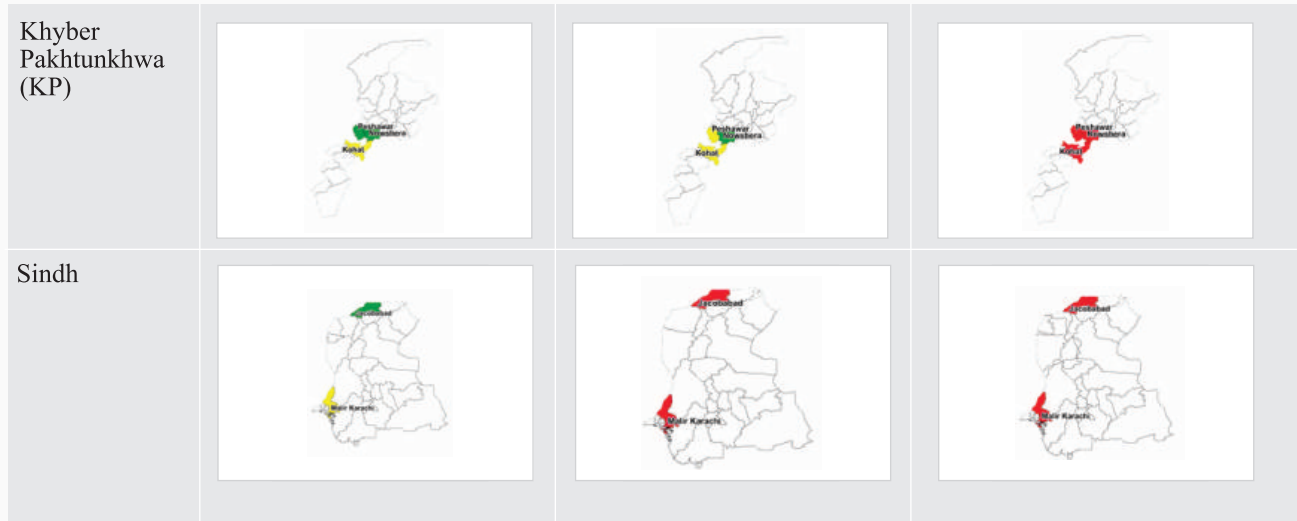


Legend

- Districts having an institution
- Districts having more than one institutions

Table 3.13 Regional comparison of PAF Institutions in core areas.

Region	Physical Infrastructure	Human Capital	Teaching Quality
Punjab			
Islamabad Capital Territory (ICT)			
Balochistan			



Legend

Core Area	Physical Infrastructure Total Marks 280	Human Capital Total Marks 432	Teaching Quality Total Marks 412
■	More than 210 marks	More than 324 marks	More than 309 marks
■	140 to 210 marks	216 to 324 marks	206 to 309 marks
■	Less than 140 marks	Less than 216 marks	Less than 206 marks

Fig 3.29 Regional comparison of affiliated institutions on the basis of selected indicators for physical infrastructure

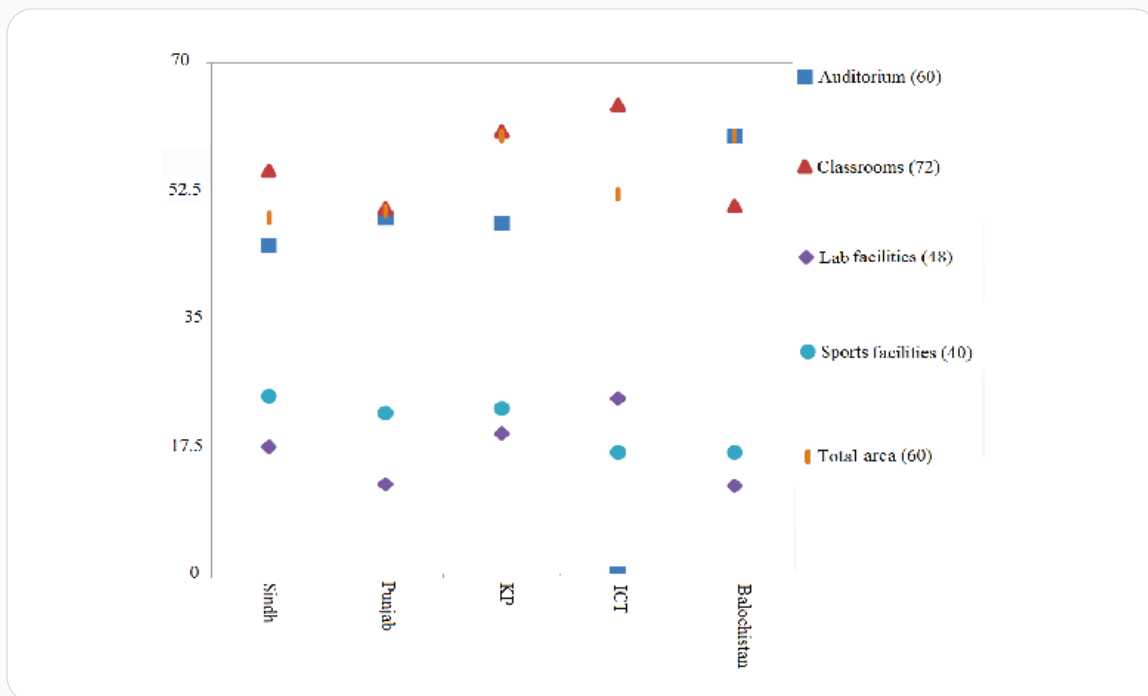


Fig 3.30 Regional comparison of affiliated institutions on the basis of selected indicators for human capital.

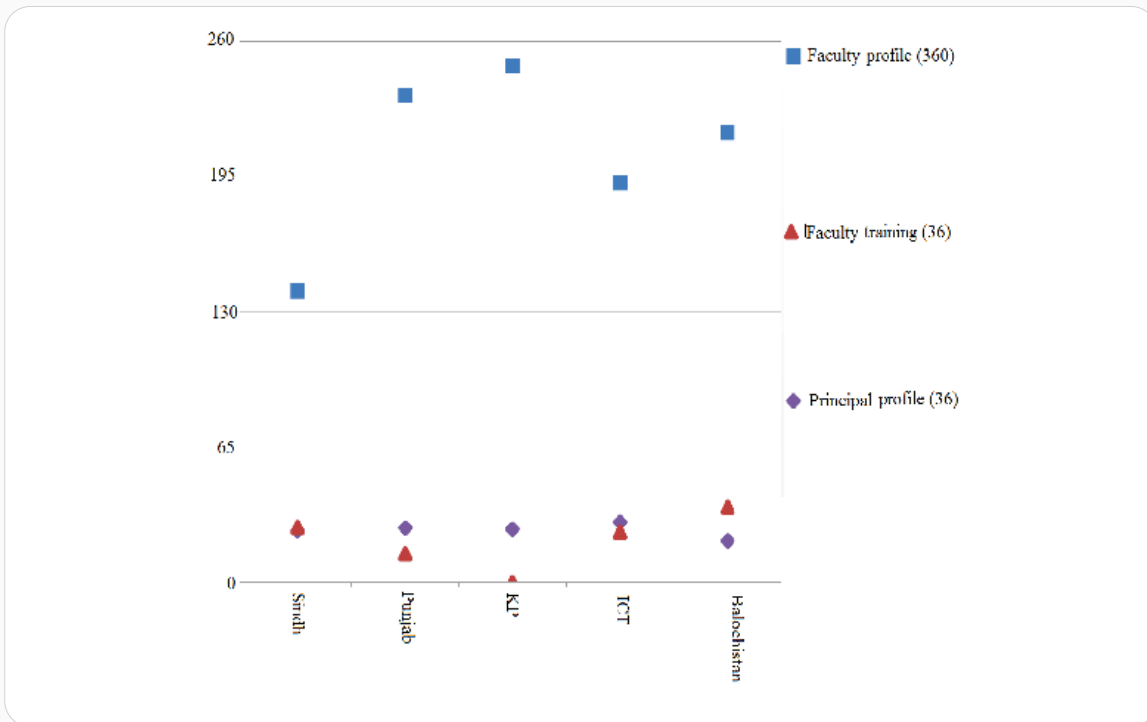


Fig 3.31 Regional comparison of affiliated institutions on the basis of selected indicator for teaching quality.

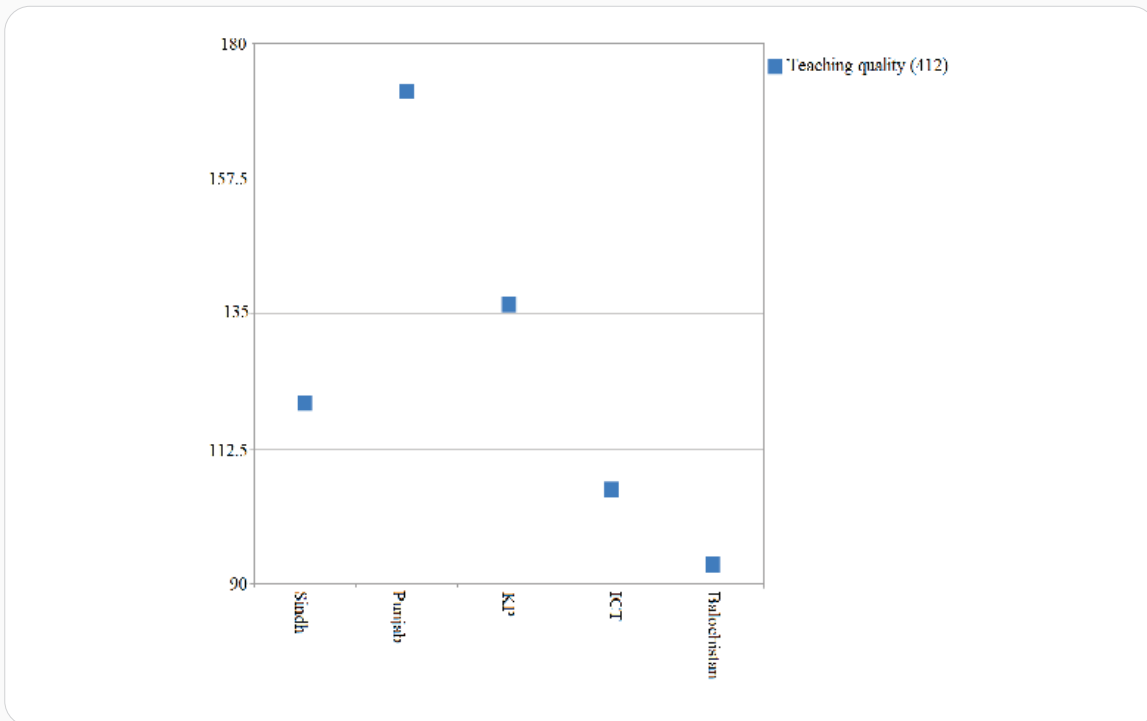
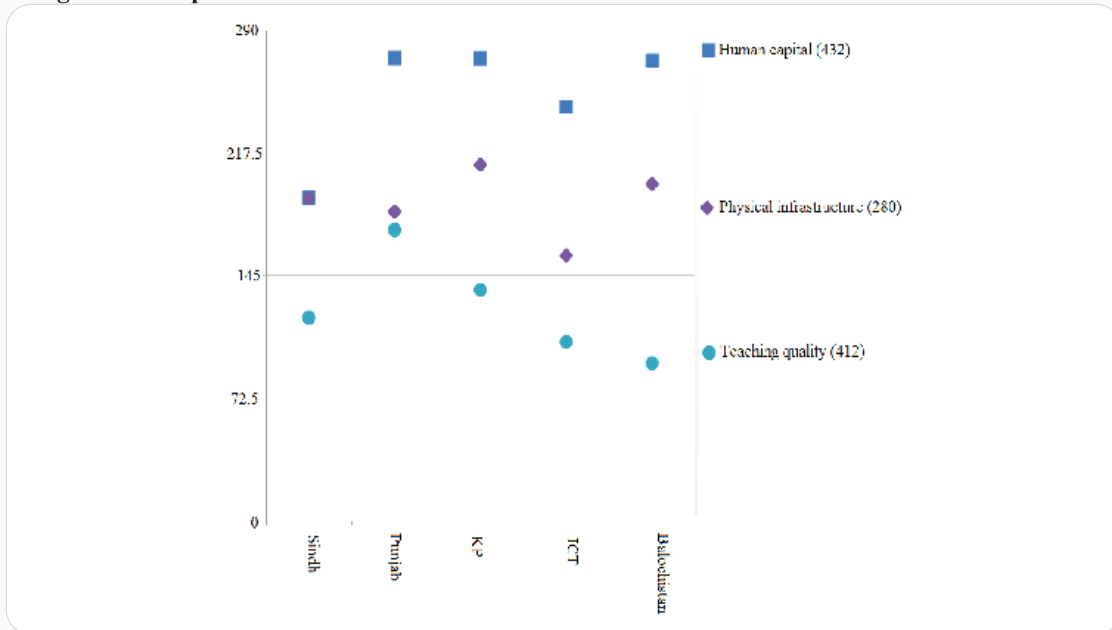


Fig 3.32 Regional comparison of affiliated institutions on the basis of all three core areas.



3.7 Pakistan Rangers' Institutions

Pakistan Rangers' Institutions (PR Institutions) is an important stakeholder of FBlSE with 15 affiliated institutions across the country. Proportionate share of this group in total enrollment during annual examination 2017 has been 0.64 percent and 0.09 percent for SSC and HSSC, respectively. Moreover, overall passing percentage has been 94.76 percent and 53.40 percent for SSC and HSSC, respectively

Table 3.14 Summary statistics of PR Institutions

Sr. No.	Province/Region	Number of Institutions	Students Strength
1.	Punjab	14	141,228
2.	Sindh	01	42

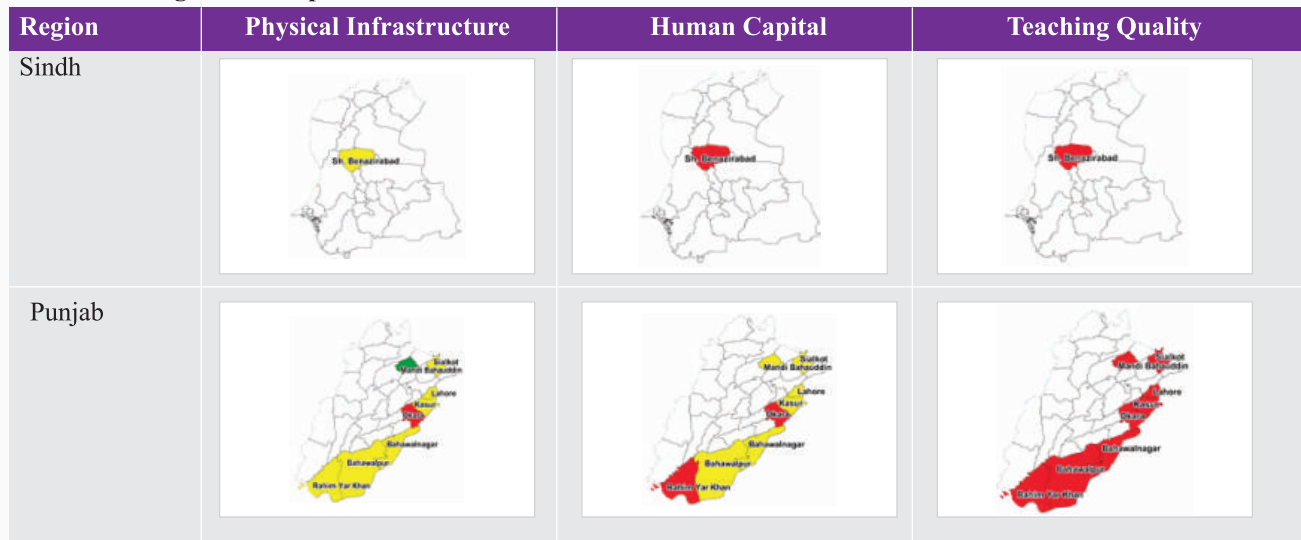
Fig 3.33 Nationwide distribution of PR Institutions



Legend

- Districts having an institution
- Districts having more than one institutions

Table 3.15 Regional comparison of PR Institutions in core areas.



Legend

Core Area	Physical Infrastructure Total Marks 280	Human Capital Total Marks 432	Teaching Quality Total Marks 412
■	More than 210 marks	More than 324 marks	More than 309 marks
■	140 to 210 marks	216 to 324 marks	206 to 309 marks
■	Less than 140 marks	Less than 216 marks	Less than 206 marks

Fig 3.34 Regional comparison of affiliated institutions on the basis of selected indicator for physical infrastructure

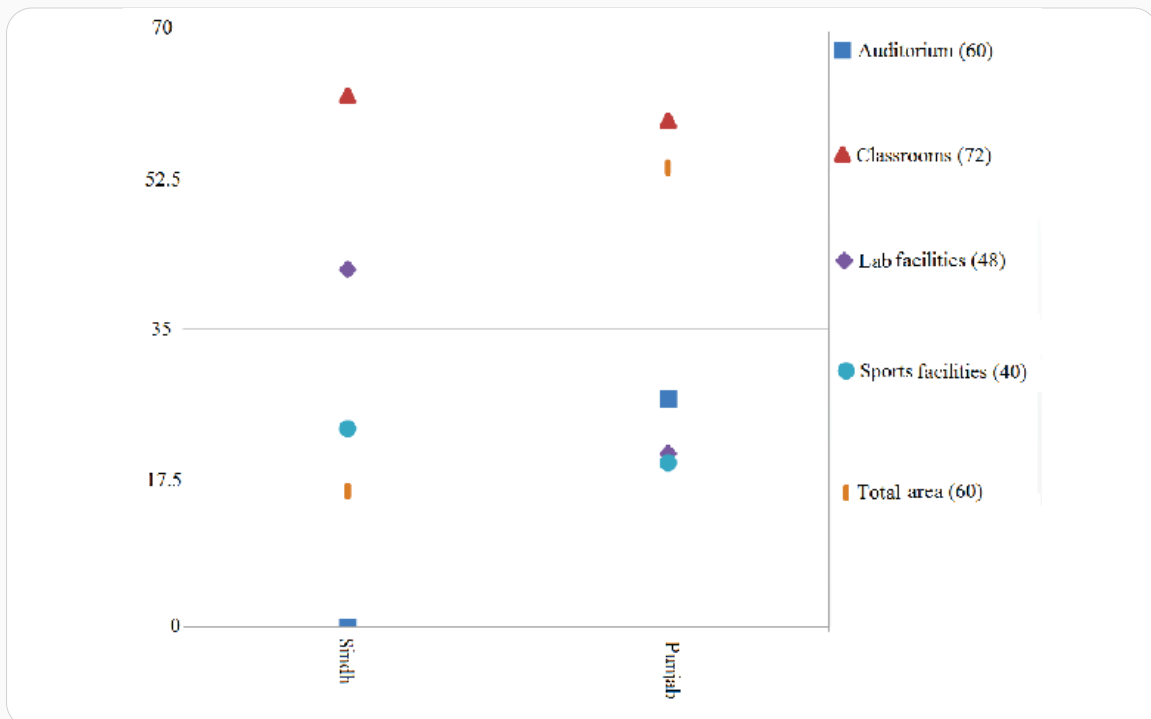


Fig 3.35 Regional comparison of affiliated institutions on the basis of selected indicators for human capital.

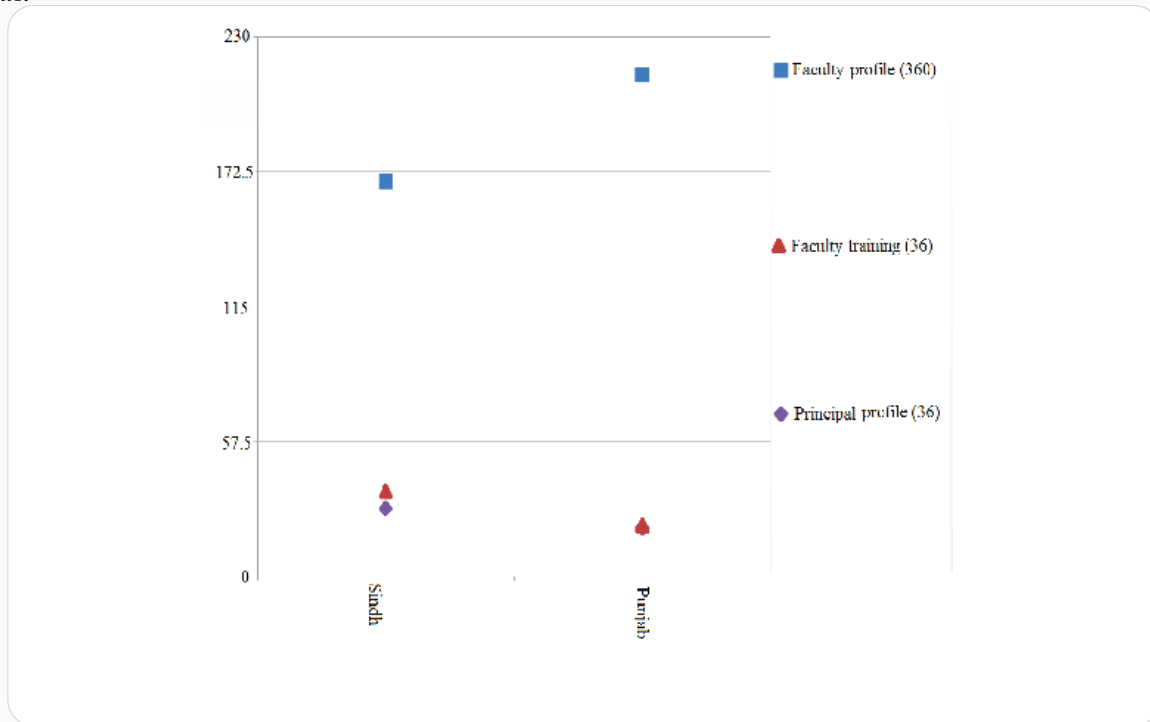


Fig 3.36 Regional comparison of affiliated institutions on the basis of selected indicator for teaching quality.

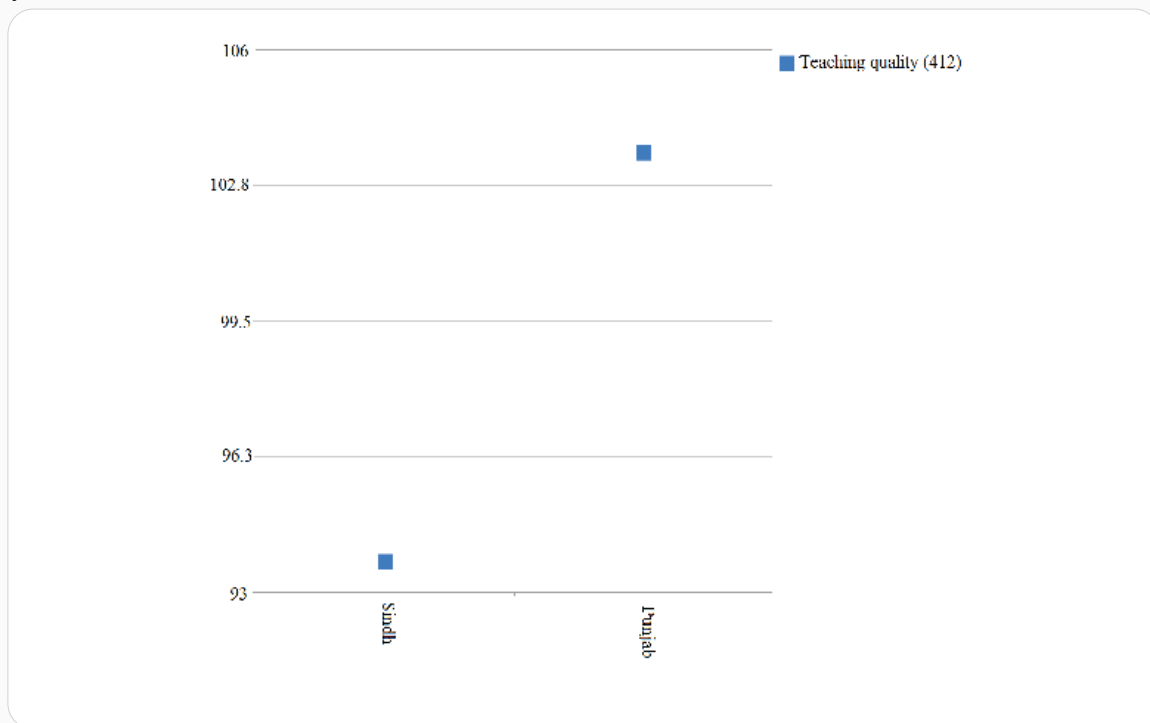
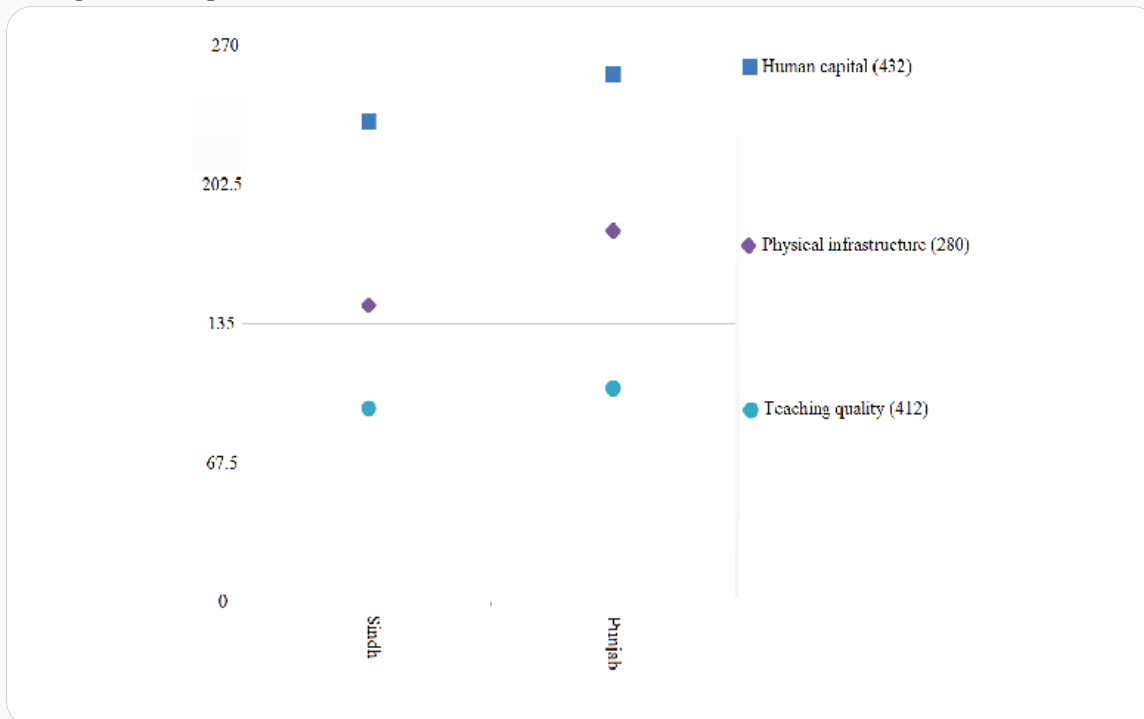


Fig 3.37 Regional comparison of affiliated institutions on the basis of all three core areas.



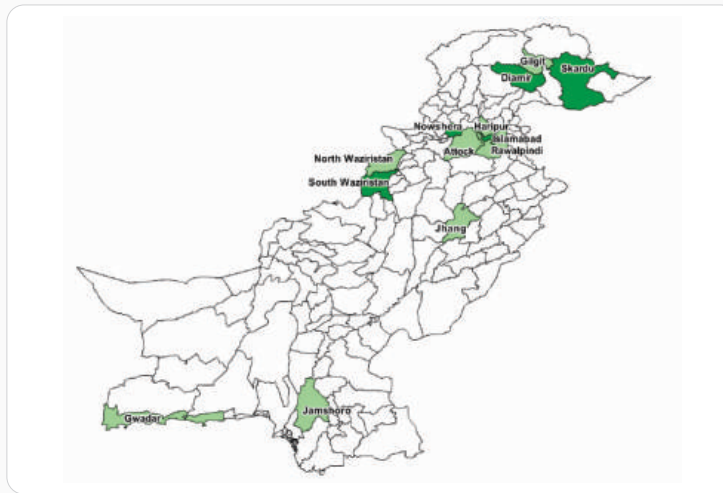
3.8 Cadet Colleges

Cadet Colleges is an important stakeholder of FBISE with 25 affiliated institutions across the country. Proportionate share of this group in total enrollment during annual examination 2017 has been 0.83 percent and 0.82 percent for SSC and HSSC, respectively. Moreover, overall passing percentage has been 95.33 percent and 74.25 percent for SSC and HSSC, respectively.

Table 3.16 Summary statistics of Cadet colleges

Sr. No.	Province/Region	Number of Institutions	Students Strength
1.	Punjab	03	318
2.	Khyber Pakhtunkhwa (KP)	05	1,518
3.	Balochistan	01	163
4.	Islamabad Capital Territory (ICT)	01	63
5.	Gilgit-Baltistan (GB)	02	428
6.	Sindh	01	-

Fig 3.38 Nationwide distribution of Cadet colleges

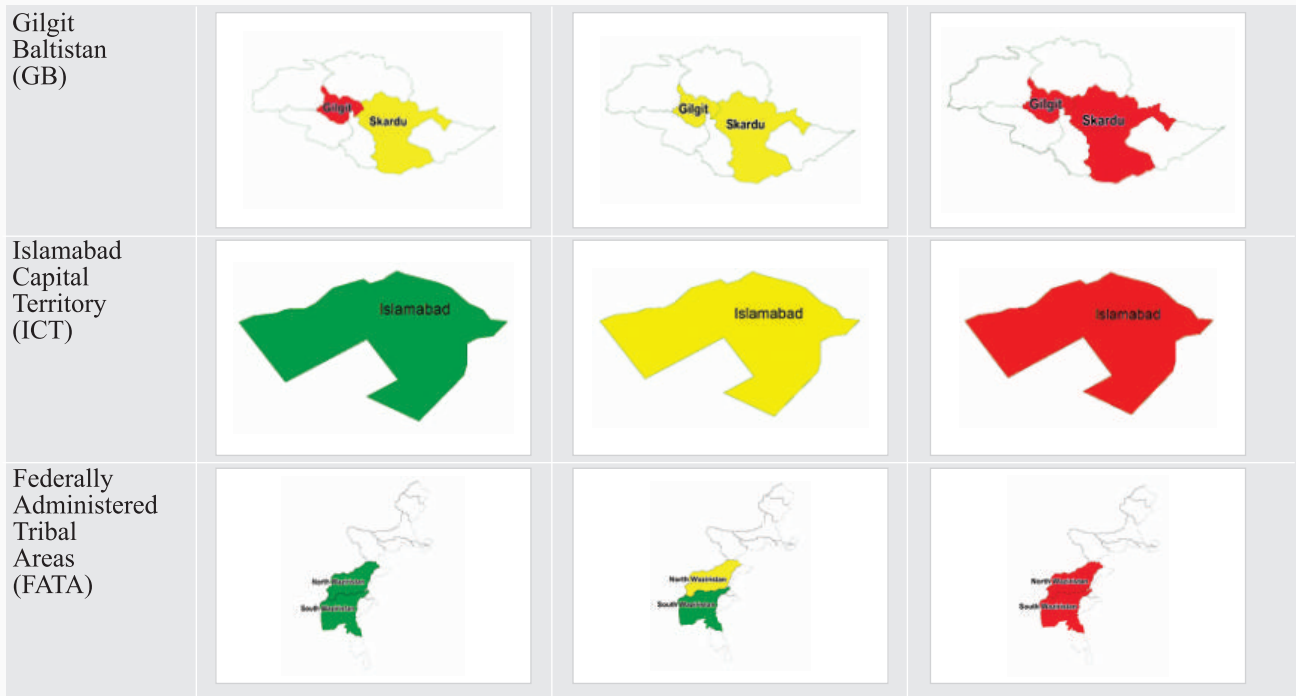


Legend

- Districts having an institution
- Districts having more than one institutions

Table 3.17 Regional comparison of Cadet colleges in core areas

Region	Physical Infrastructure	Human Capital	Teaching Quality
Punjab			
Sindh			
Khyber Pakhtunkhwa (KP)			



Legend

Core Area	Physical Infrastructure Total Marks 280	Human Capital Total Marks 432	Teaching Quality Total Marks 412
■	More than 210 marks	More than 324 marks	More than 309 marks
■	140 to 210 marks	216 to 324 marks	206 to 309 marks
■	Less than 140 marks	Less than 216 marks	Less than 206 marks

Fig 3.39 Regional comparison of affiliated institutions on the basis of selected indicators for physical infrastructure

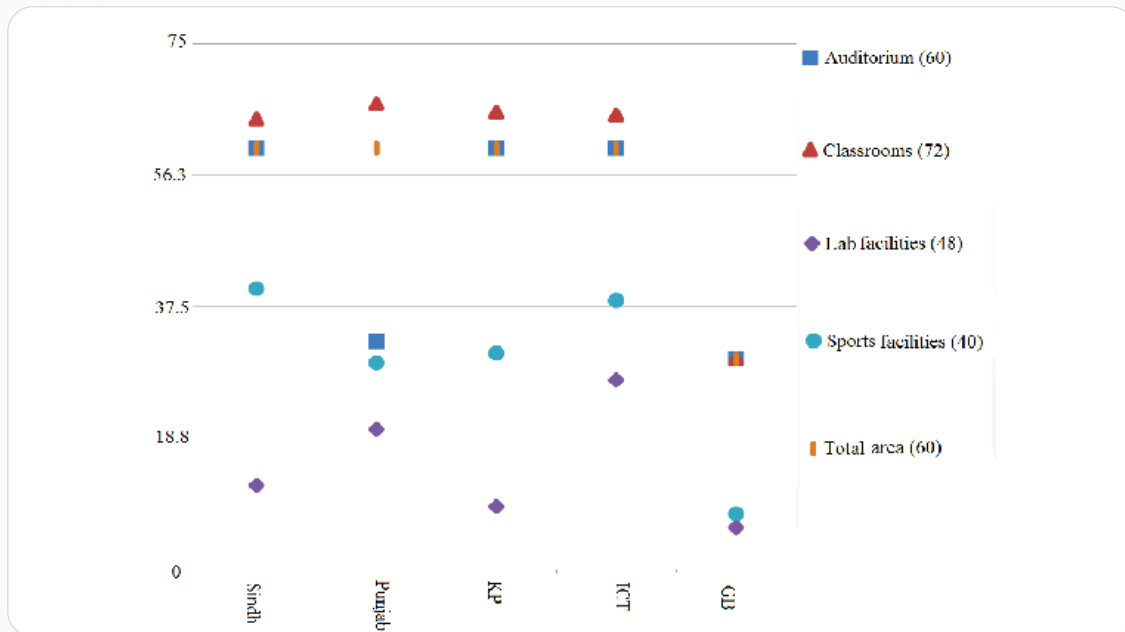


Fig 3.40 Regional comparison of affiliated institutions on the basis of selected indicators for human capital.

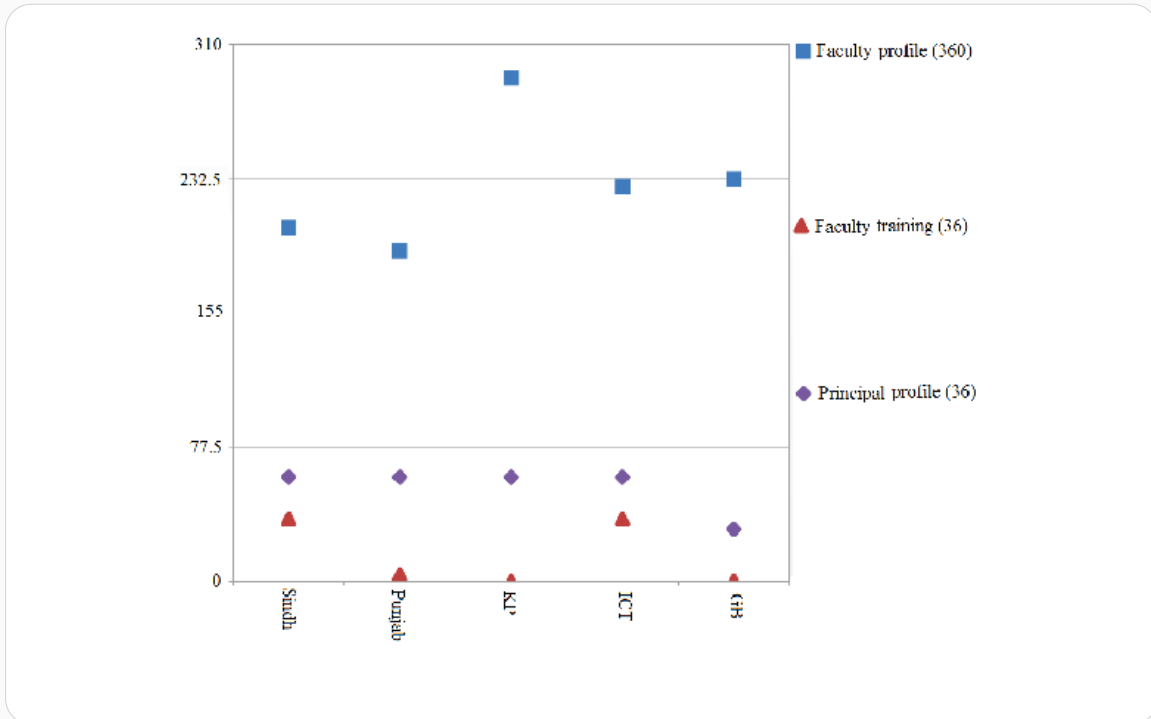


Fig 3.41 Regional comparison of affiliated institutions on the basis of selected indicator for teaching quality.

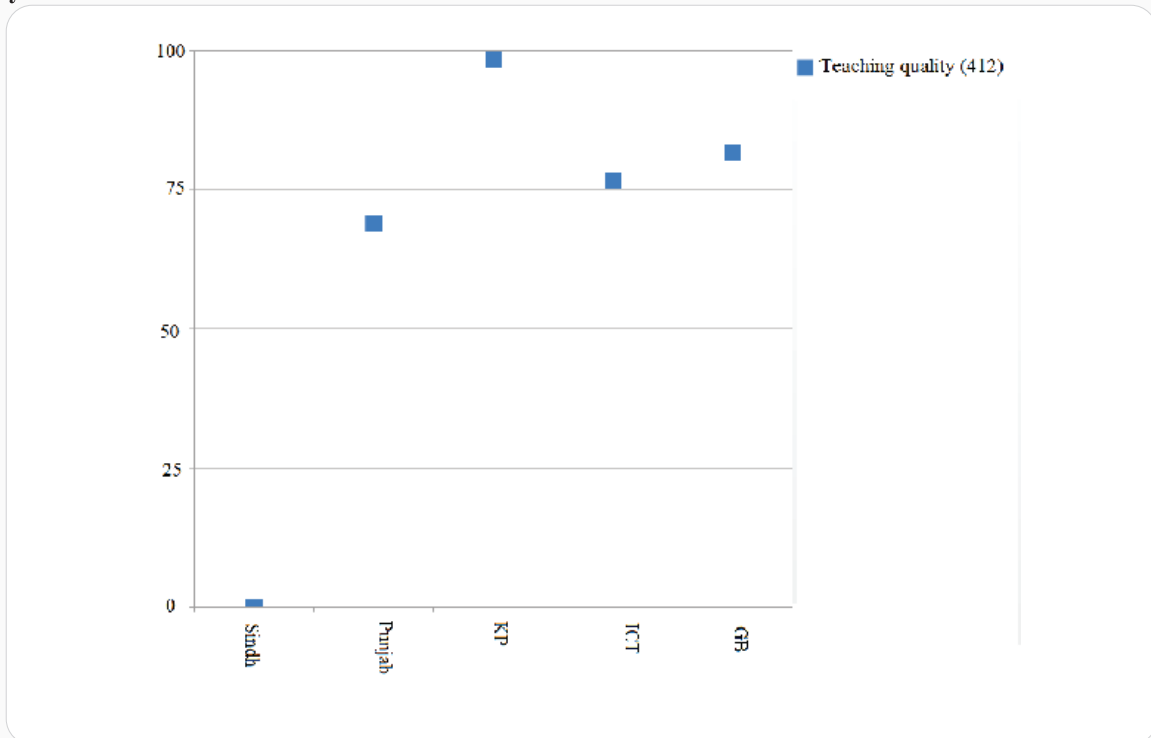
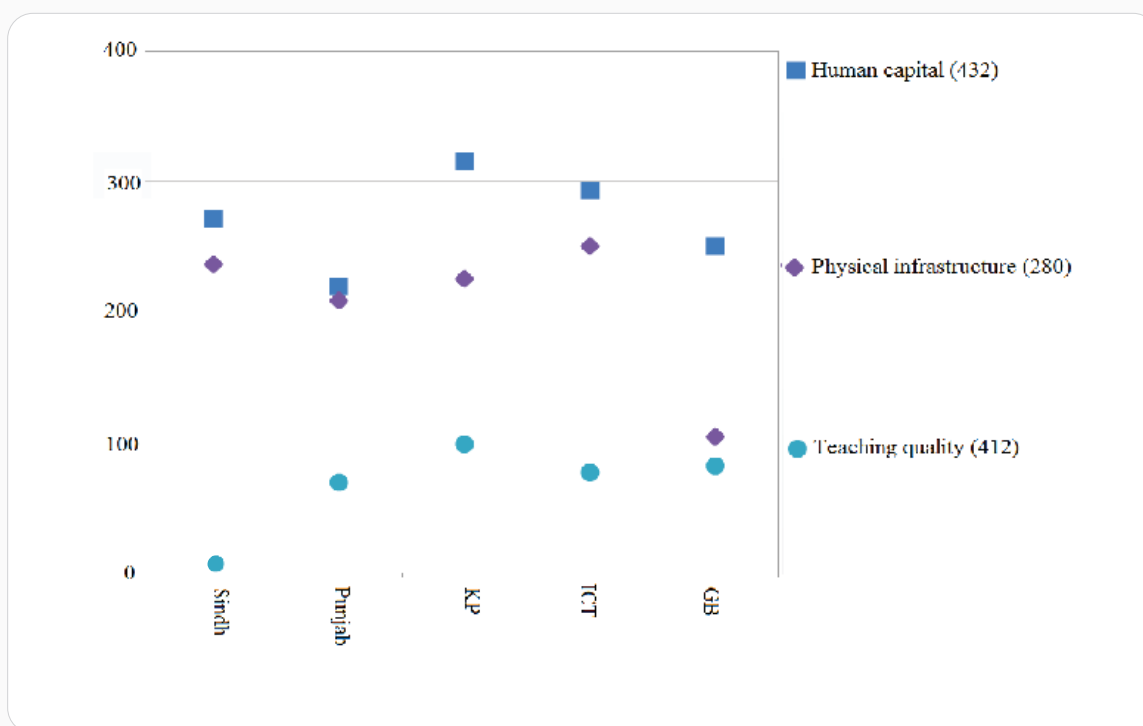


Fig 3.42 Regional comparison of affiliated institutions on the basis of all three core areas.



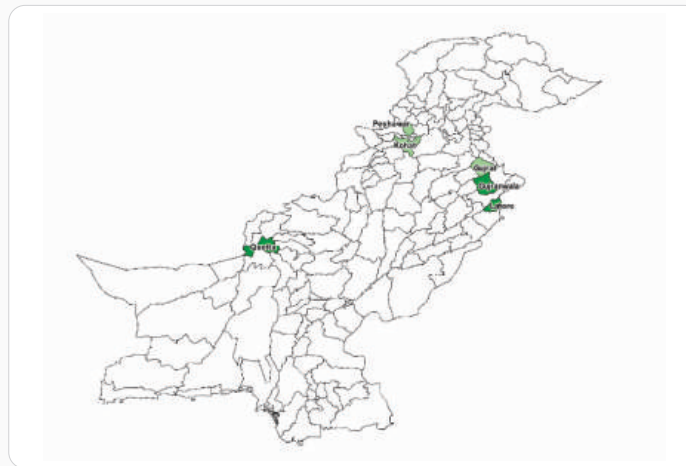
3.9 Garrison Academies

Garrison Academies is an important stakeholder of FBISE with 13 affiliated institutions across the country. Proportionate share of this group in total enrollment during annual examination 2017 has been 1.03 percent and 1.09 percent for SSC and HSSC, respectively. Moreover, overall passing percentage has been 99.02 percent and 79.44 percent for SSC and HSSC, respectively.

Table 3.18 Summary statistics of Garrison Academies

Sr. No.	Province/Region	Number of Institutions	Students Strength
1.	Punjab	10	2,555
2.	Balochistan	02	633
3.	Khyber Pakhtunkhwa (KP)	01	-

Fig 3.43 Nationwide distribution of Garrison Academies



Legend

- Districts having an institution
- Districts having more than one institutions

Table 3.19 Regional comparison of Garrison academies in core areas

Region	Physical Infrastructure	Human Capital	Teaching Quality
Punjab			
Khyber-Pakhtunkhwa (KP)			
Balochistan			

Legend

Core Area	Physical Infrastructure Total Marks 280	Human Capital Total Marks 432	Teaching Quality Total Marks 412
	More than 210 marks	More than 324 marks	More than 309 marks
	140 to 210 marks	216 to 324 marks	206 to 309 marks
	Less than 140 marks	Less than 216 marks	Less than 206 marks

Fig 3.44 Regional comparison of affiliated institutions on the basis of selected indicators for physical infrastructure

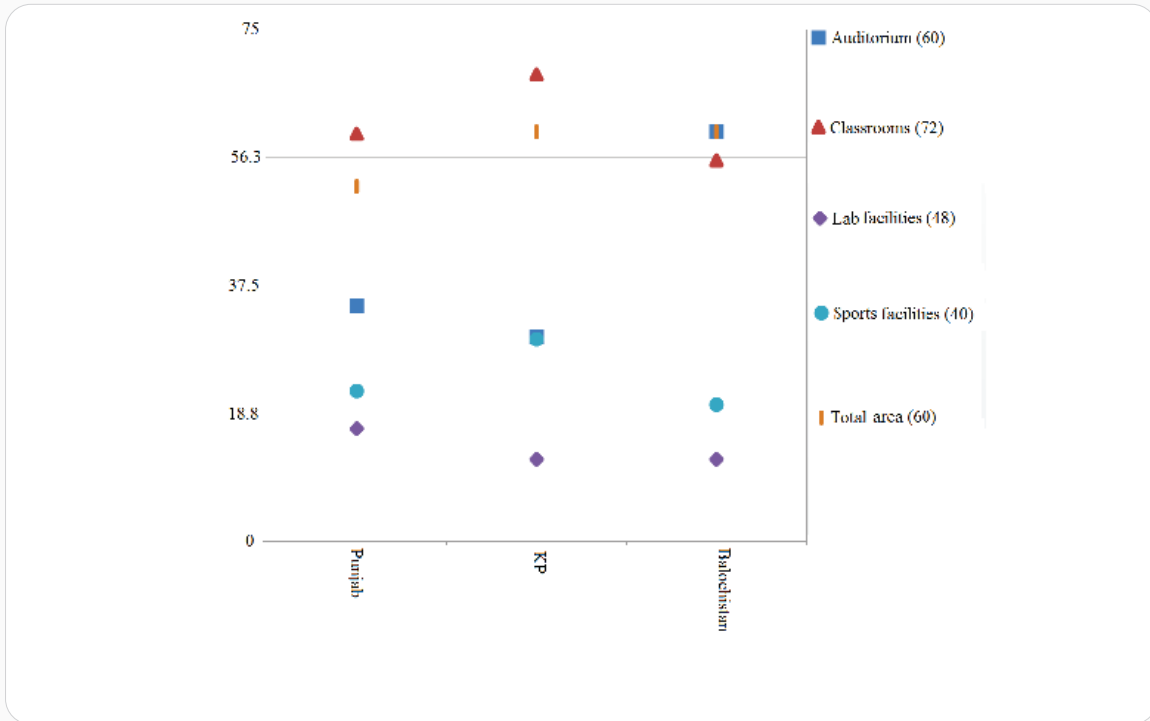


Fig 3.45 Regional comparison of affiliated institutions on the basis of selected indicators for human capital.

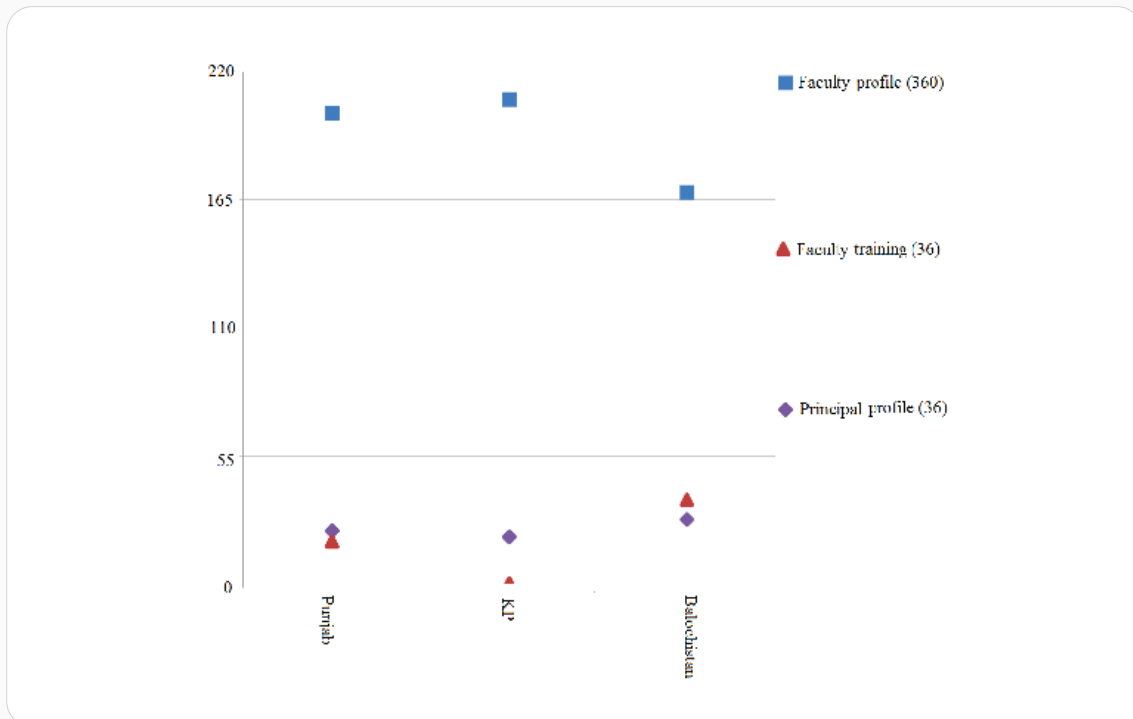


Fig 3.46 Regional comparison of affiliated institutions on the basis of selected indicator for teaching quality.

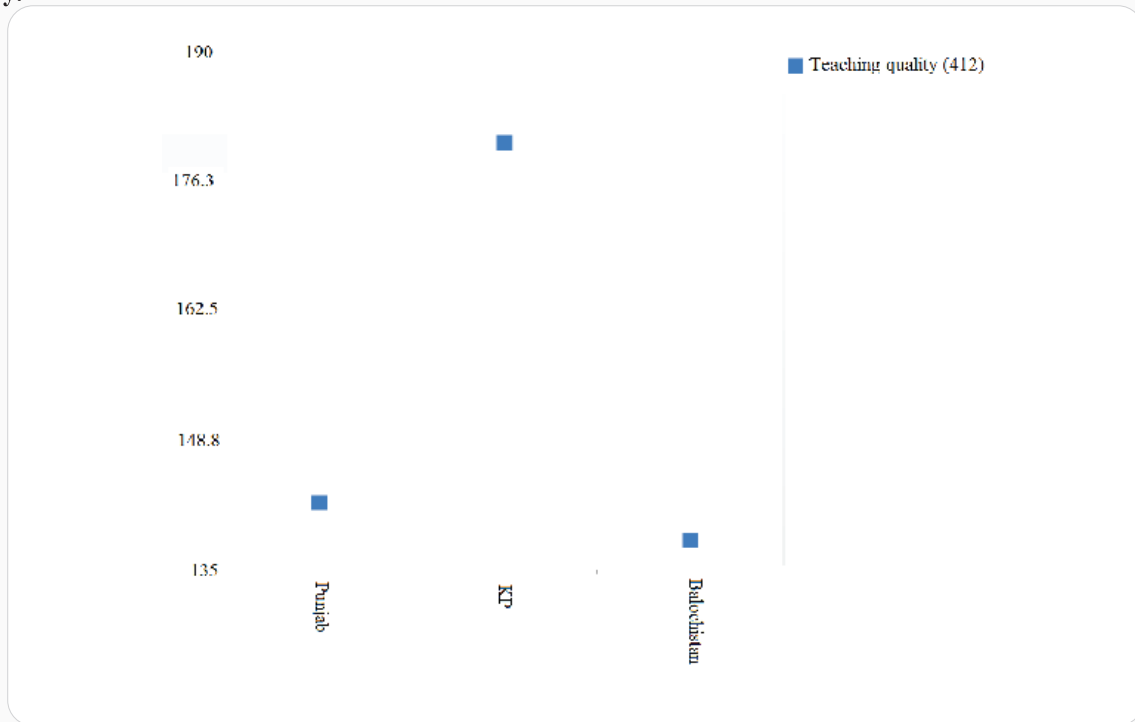
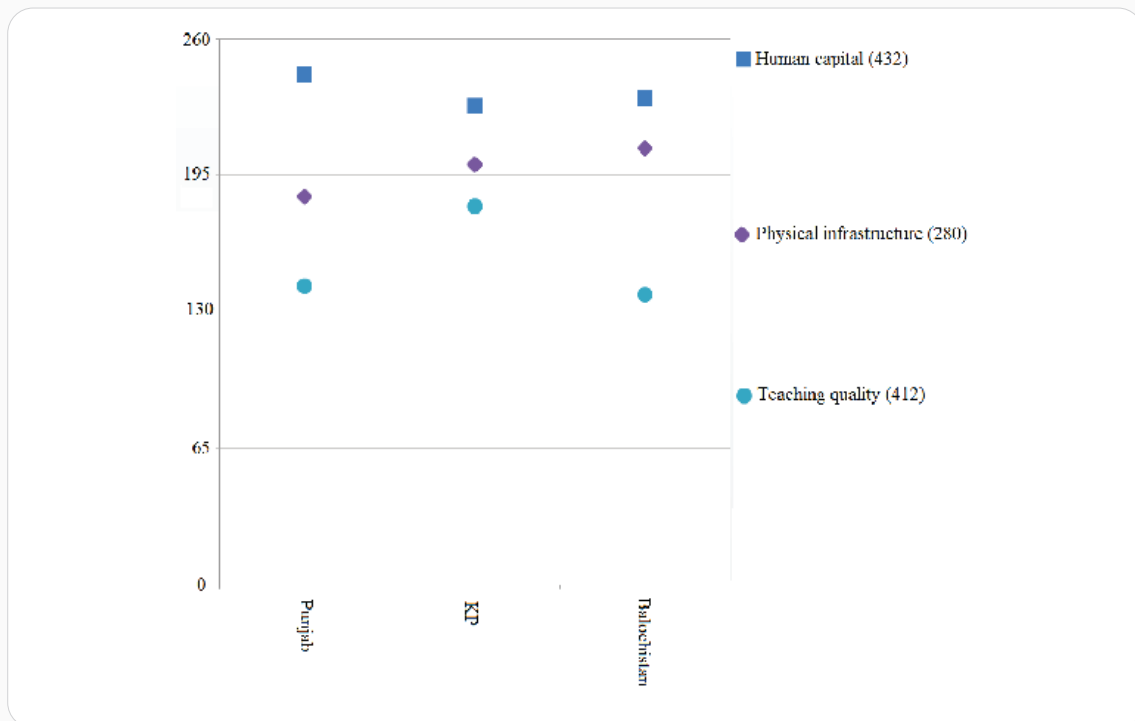


Fig 3.47 Regional comparison of affiliated institutions on the basis of all three core areas



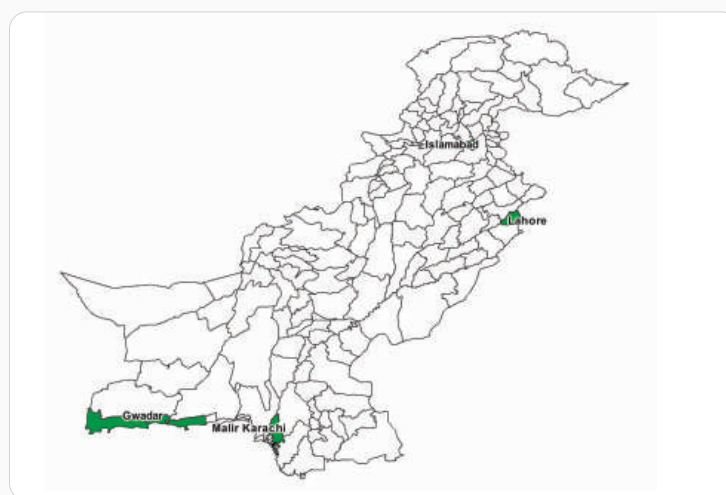
3.10 Directorate of Naval Education, Pakistan Navy, Islamabad

Directorate of Naval Education, Pakistan Navy, Islamabad (PN Institutions) is relatively smaller but an important stakeholder of FBISE with 12 affiliated institutions across the country. Proportionate share of this group in total enrollment during annual examination 2017 has been 1.02 percent and 0.73 percent for SSC and HSSC, respectively. Moreover, overall passing percentage has been 96.64 percent and 84.61 percent for SSC and HSSC, respectively

Table 3.20 Summary statistics of PN Institutions

Sr. No.	Province/ Region	Number of Institutions	Students Strength
1.	Sindh	07	1,536
2.	Islamabad Capital Territory (ICT)	03	1,193
3.	Balochistan	01	-
4.	Punjab	01	07






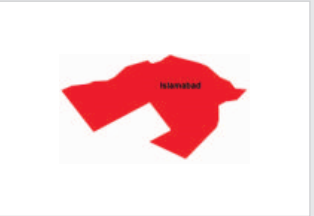
Fig 3.48 Nationwide distribution of PN Institutions



Legend

- Districts having an institution
- Districts having more than one institutions

Table 3.21 Regional comparison of PN Institutions in core areas.

Region	Physical Infrastructure	Human Capital	Teaching Quality
Sindh			
Islamabad Capital Territory (ICT)			

Legend




Core Area	Physical Infrastructure Total Marks 280	Human Capital Total Marks 432	Teaching Quality Total Marks 412
	More than 210 marks	More than 324 marks	More than 309 marks
	140 to 210 marks	216 to 324 marks	206 to 309 marks
	Less than 140 marks	Less than 216 marks	Less than 206 marks

Fig 3.49 Regional comparison of affiliated institutions on the basis of selected indicators for physical infrastructure

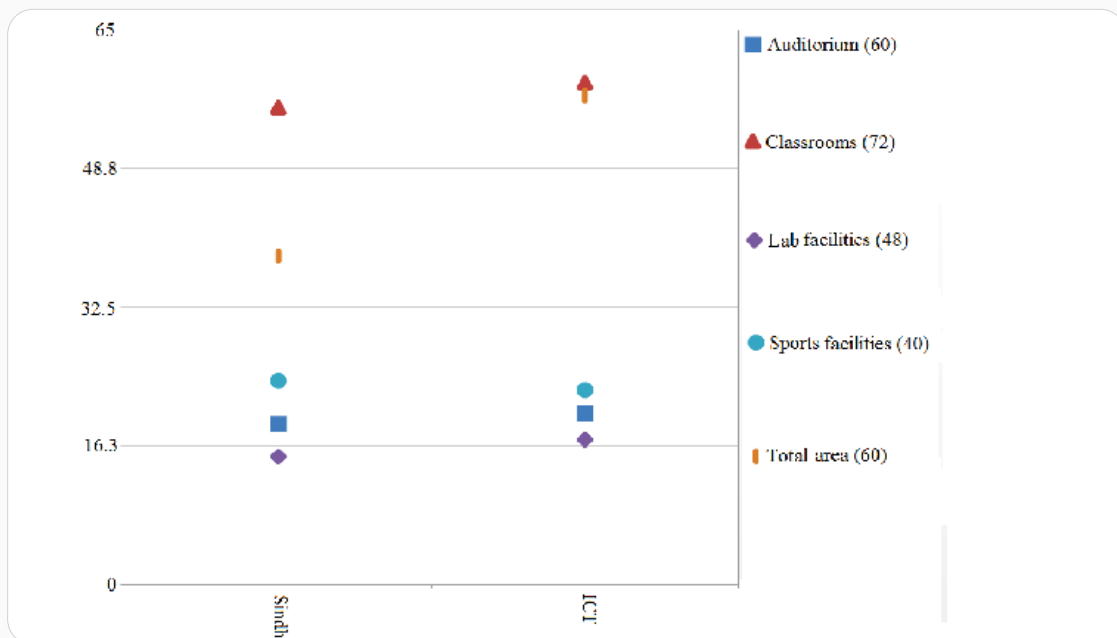


Fig 3.50 Regional comparison of affiliated institutions on the basis of selected indicators for human capital.

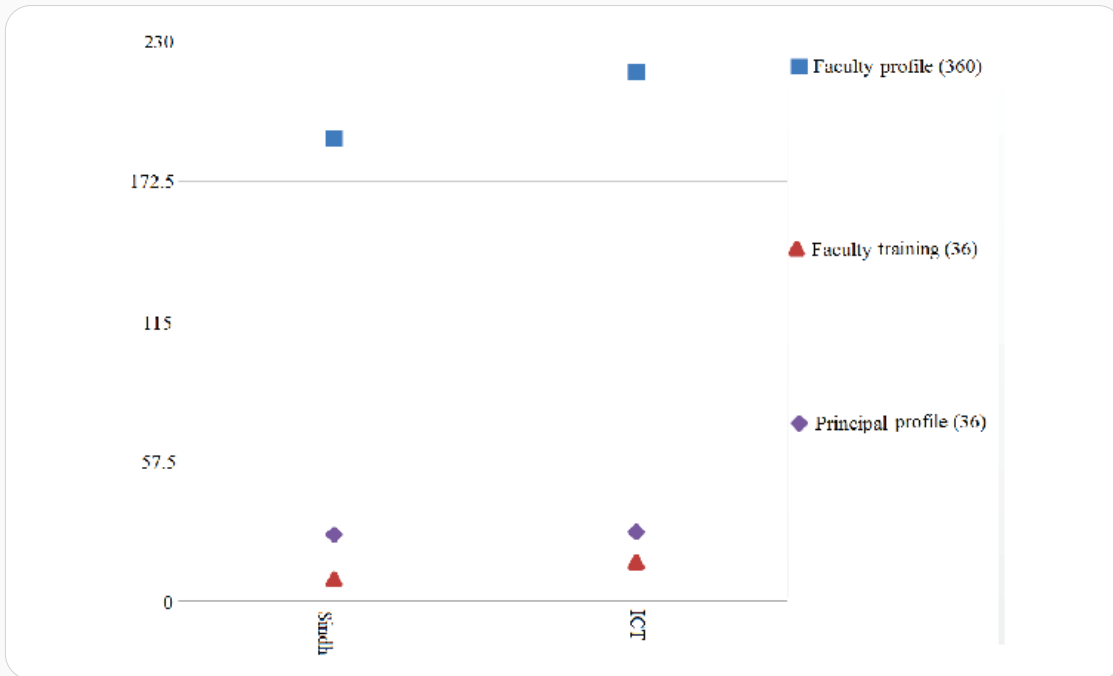


Fig 3.51 Regional comparison of affiliated institutions on the basis of selected indicator for teaching quality.

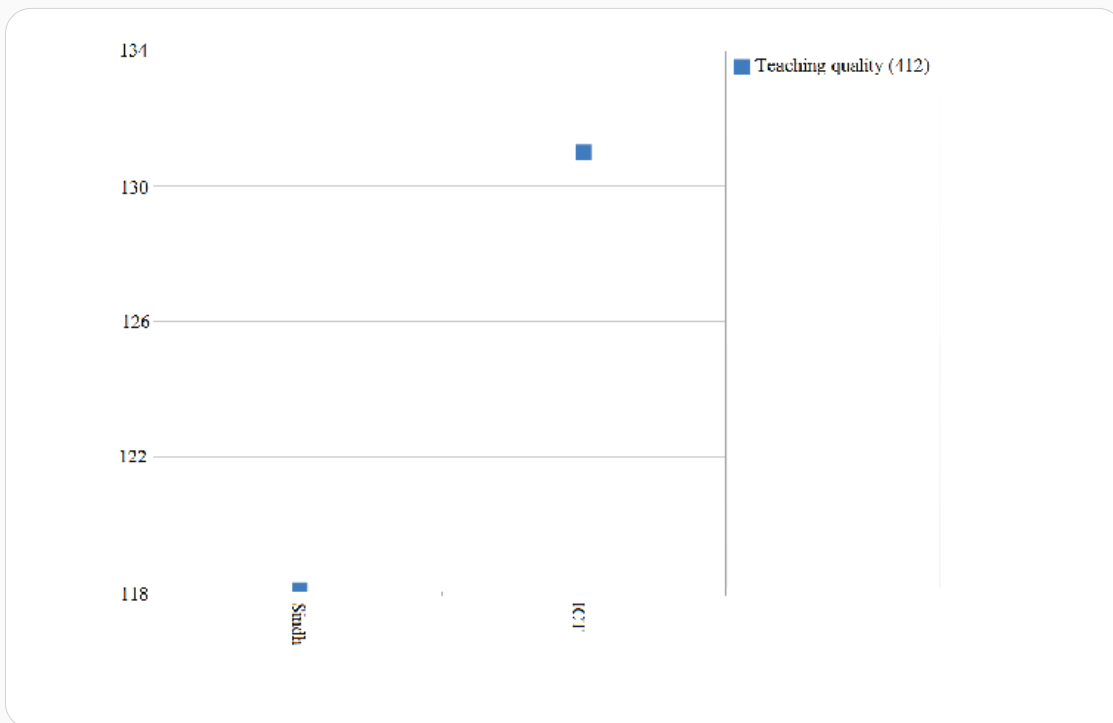
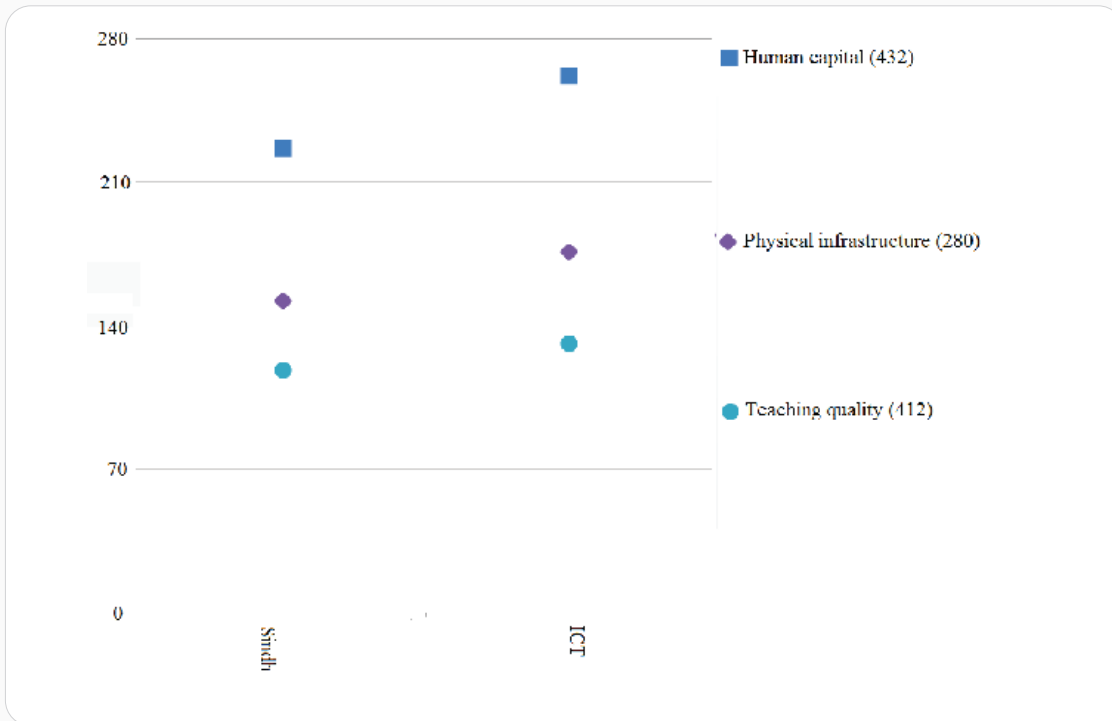


Fig 3.52 Regional comparison of affiliated institutions on the basis of all three core areas.



Limitations & Way Forward For Sustainability

This report is an outcome of hectic exercise involving massive resources in terms of time and cost which are real constraints on part of a BISE towards initiation and sustainability of such report(s). Secondly, authentication of qualitative data provided by the institutions transpired to be asymmetrical for most of the institutions was another serious technical constraint towards credibility of report which resulted in exclusion of two core areas (Extra-Curricular Activities and Community Engagement Programs) concentrated with qualitative/unverifiable data from final analysis. Thirdly, non-reflection of any voice from parents and students about the resources, academic environment and quality of teaching offered by an institution. Fourthly, lacking realization about importance of this activity and required competence towards accomplishment and continuity by all stakeholders.

Owing to the importance of this report and in order to address the issue of sustainability, FBISE has taken several steps using IT tools to minimize human involvement to avert delay, disruption, discontinuation and freedom from reflection of personal biasness of said report in future. To have direct and reliable input from parents and students, FBISE has developed a web-based parents-students feedback mechanism in which each student who appears in an examination of FBISE shall be given a unique User ID and Password to complete online survey (separate questionnaires both by student and his/her parents) with reasonable weight-age that shall be incorporated in future ranking. Similarly, a web-application has also been developed to provide access to each institution to review its profile maintained by the FBISE and suggest the changes in different parameters as and when required. After verification, changes authenticated by the FBISE shall update the institutional profile. Thus static profile shall become dynamic and this updated information shall become part of such reports in future without any on-ground survey. Similarly, this online application shall also enable affiliated institutions to notify FBISE about schedule of any event/activity which is the part of this report for verification of its conduct. Thus each activity claimed by an institution for inclusion in this report shall stand verified or otherwise by the FBISE. Examination module of FBISE will also be interconnected with this application for auto-uploading of relevant examination data and information in similar future reports

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APPENDIX - I

Core areas and domains included in the questionnaire

Core Area	Domain	Indicators	Score	Indicator Total	Domain Total	Core Total	
1. Physical Resources	I. Physical Infrastructure	Total Area					
		Total Area (per sq. ft student)	20	60			
		Covered Area (sq. ft per student)	20				
		Open Area (sq. ft per student)	20				
		Audio-visual Aids (availability)	3	3			
		Average number of student per class	18	72			
		Average area per sq. ft per student	18				
		Facilities in classroom	12				
		Number of students per wash room	12				
		Administration Area (sq. ft per person)	12				
		Number and quality of Sports Facilities					
		Number of sports facilities (Outdoor)	10	40			
		Number of sports facilities (Indoor)	10				
		Sports Area (sq. ft per student)	20				
		Availability of Lab Facilities					
		Lab Facilities (area, per student)	24	48			
		Apparatus (numbers, per group of students)/ one apparatus per group of 5 students	24				
		Availability of Canteen Facilities					
		Canteen Food type (packaged/cooked)	4	12		432	432
		Canteen Seating Facility (Capacity of seating)	8				
		Availability of Library Facilities					
		Categories (types of books)	18	54			
		Seating Space	18				
		Number of books per category	18				
		Availability of Parking Facilities					
		Car Parking space (inside/outside, % for staff cars)	8	14			
		Bike Parking (% for students)	3				
		Cycle Parking (% for students)	3				
		Availability of Auditorium					
		Seating capacity	30	60			
Suitability for Exam centre	30						
Alternate Power Source (% coverage of institution)	15	15					
Faculty Lounge (sq. ft per faculty members)	12	15					
Availability of Infirmary	15	12					
Communication Infrastructure (Types of infrastructure)		15					
Salary Mode for Employees	12	12					

Core Area	Domain	Indicators	Score	Indicator Total	Domain Total	Core Total
2. Human Capital	i. Principal Profile	Principal Qualification	12	12	36	432
		Principal Experience	12	12		
		Principal Trainings (Min: of 5 days or 35 hours)	6	12		
		Principal Certification (Min: of 5 days or 35 hours)	6			
	ii. Faculty Profile	Qualifications SSC	100	200	360	
		Qualifications over & above Baseline- HSSC	100			
		Years of Experience	80	80		
		Faculty Trainings/Certifications (Min: of 5 days or 35 hours)	80	80		
	iii. Non-Teaching Staff	Availability of Support Staff			36	
		Number of classrooms served by each support staff	10	18		
		Category of support Staff	8			
		Availability of Administration Staff				
		Number of students served by each administrative staff	10	18		
		Category of administrative Staff	8			
	3. Teaching Quality	I. Pedagogy Techniques Employed	Audio/Visual Aids			
A/V Aids Use			10	20		
A/V Aids Frequency			10			
Student Performance Continuous Appraisal			12	12		
Class Participation			10	10		
Student-Teacher Ratio (Board Classes)			28	28		
ii. Assessments		Board Exams			470	
		Enrollment/Registration	170			
		GPA	49			
		Results (Pass % age)- LINE 1	49			
		Board positions- First	36	412		
		Board positions- Second	18			
		Board positions- Third	10			
		Board Merit Scholarships	80			
		Internal Exams	6	6		
		Frequency of Internal Assessments	6	6		
		Attendance	30	30		
		Mode of assessment	6	6		
		Assessment design	4	4		
		Result Analysis	6	6		
iii. Student Development Initiatives		Career Counseling	16	16	54	
		Awareness program for Scholarship	19	19		
		Incentives for Students	19	19		

Core Area	Domain	Indicators	Score	Indicator Total	Domain Total	Core Total
	iv. Faculty Development Initiatives	Govt. Trainings (Number)				
4. Extra/Co-curricular Activities	I. Extra/Co-Curricular Activities	Physical Activities (Frequency)		20	144	144
		Physical Activities	20			
		Intellectual Activities				
		Science Fair	15			
		Writing Competition	5			
		Literary Festival	20	49		
		School Publication	5			
		Newspaper Reading	4			
		Productive Activities				
		Societies and Clubs	5			
		Field Trips	3	8		
		Social Activities				
		Social Events	5			
		Participation in Intra/Inter-Board events	5	15		
		Participation in Intra/Inter-Board events (awards)	5			
		Cultural Activities				
		Frequency of Cultural Activities	16	16		
		Personal & Social Development (Soft skills)	12	12		
Social Integration (student groups for social projects)	12	12				
5. Community Engagement	i. Outreach	Presentation Skills (class participation/public speaking)	12	12	18	72
		Retention (Check on drop-outs)	9	9		
	ii. Community Drives	PTA/PTM (Frequency in an academic year)	9	9		
		Community Service (Community Dev. Projects)	20	20		
6. Feedback	Students/Parents Feedback	Awareness about Gender Sensitivity	10	10		
		Evening Classes	24	24		
		Feedback from students/parents on Institutions (Criteria)	45	90	90	90
		Feedback from students/parents on Institutions (Frequency)	45			
			1800	1800	1800	1800

APPENDIX - II

Core areas and domains used for the ranking

Core Area	Domain	Indicators	Score	Indicator Total	Domain Total	Core Total
1. Physical Resources	. Physical Infrastructure	Total Area				
		Total Area (per sq. ft student)	20	60	280	280
		Covered Area (sq. ft per student)	20			
		Open Area (sq. ft per student)	20			
		Classroom Number & Quality for SSC/HSSC		72		
		Average number of student per class	18			
		Average area per sq. ft per student	18			
		Facilities in classroom	12			
		Number of students per wash room	12			
		Administration Area (sq. ft per person)	12			
		Number and quality of Sports Facilities		40		
		Number of sports facilities (Outdoor)	10			
		Number of sports facilities (Intdoor)	10			
		Sports Area (sq. ft per student)	20			
		Availability of Lab Facilities		48		
		Lab Facilities (area, per student)	24			
		Apparatus (numbers, per group of students)/ one apparatus per group of 5 students	24			
		Availability of Auditorium		60		
Seating capacity	30					
Suitability for Exam centre	30					
2. Human Capital	i. Principal Profile	Principal Qualification	12	12	36	432
		Principal Experience	12	12		
		Principal Trainings (Min: of 5 days or 35 hours)	6	12		
		Principal Certification (Min: of 5 days or 35 hours)	6			
	ii. Faculty Profile	Qualifications		200	360	
		Qualifications over & above Baseline- SSC	100			
		Qualifications over & above Baseline- HSSC	100			
		Years of Experience	80	80		
	Faculty Trainings/Certifications (Min: of 5 days or 35 hours)	80	80			
	iii. Faculty Development Initiatives	Govt. Trainings (Number)	36	36	36	
3. Teaching Quality		Board Exams		412	412	412
		Enrollment/Registration	170			
		GPA	49			
		Results (Pass % age)- LINE 1	49			
		Board positions- First	36			
		Board positions- Second	18			
		Board positions- Third	10			
		Board Merit Scholarships	80			
		Total	1124	1124		

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