

*Implementation of National Education Policy 1998-2010 in Secondary Schools of
Gilgit-Baltistan, Pakistan*

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Received on: 16-04-2024

Accepted on: 20-05-2024

Abstract

This study identifies the status of educational policy (1998-2010) implementation in secondary schools province of Gilgit-Baltistan, Pakistan. The main objective of this study is to identify whether the national education policy is fully implemented or partially, not implemented in Gilgit-Baltistan. This study was quantitative. A convenient sampling technique was used in this research. 244 participants, including 122 female and 122 male, participated selected from secondary schools in Gilgit-Baltistan. Data were collected through five five-point Likert scale questionnaires. SPSS-22 was used for data analysis. ANOVAs and t-tests were used for data analysis. Most respondents agreed that national educational policies were implemented in Gilgit-Baltistan. The researcher reached the point that there are no significant differences between the statuses of NEP implementation in secondary schools in Gilgit-Baltistan, Pakistan at age-wise sampled is hereby accepted

Keywords: Secondary Schools (SS), Gilgit Baltistan Pakistan (GBP), National Education Policy 1998-2010

Introduction

Education includes numerous activities performed by people to acquire knowledge. Education can also be explained as the enhancement of a person's experiences. The main objective of education is to nurture human behaviour, potential, capabilities and aptitude. To achieve educational goals efficiently, governments design policies. The policy is comprised of a value process which helps in dealing with public issues compulsory for a successful political system. The policy designed for the public particularly (to solve problems) is called public policy (Abbas, 1994).

Ahmad et al. (2012) reported that Policy implementation to be setting of objectives and anticipating the outcomes of the policy for the target class of population. It needs some corrective actions such as issuing directives, decision making, assigning responsibilities, job creation and monitoring and investigation of activities. In addition, National Education Policies play a pivotal role in setting the educational objectives in a region and providing the course of action to achieve the set targets. For example, secondary education is a crucial phase in a person's educational life, as it is the main foundation for future education, improves lifestyle, and is required for personality and character building. Our available literature (Pakistan) shows sufficient policy provisions for secondary education in the National

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Education Policy (NEP) (Ali, 2012).

Policy implementation is the setting of objectives and anticipating them for the results of the policy for the target populace. Further, it involves different activities such as issuing directives, decision-making, assigning responsibilities, inducting employees, and monitoring and investigating activities (Ahmad et al. 2012).

For achieving better policy objectives, proper implementation is necessary. The government of Pakistan (1998) considered limitations and defective implementation processes in educational institutes. Fewer personnel, lack of proper training, insufficient political commitment and absence of incentives are the main hurdles in the proper implementation of educational policy in the country. The NEP (1998-2010) emphasized on implementation of Islamic studies as the code of life included in all educational institutes (Jumani et al., 2011). Policy making includes both a technical and political mechanism to articulate and match the set objectives and means. In other words, policies are corrective actions which possess set targets and to achieve them. But they are well or poorly identified, justified, articulated and formulated (Perraton, 2010).

Problem Statement

The problem with this study is that many policies have been made in Pakistan since (1947), till now but not one has been fully implemented in the education system due to a lack of resources, untrained teachers, and a lack of quality education (Ahmad et al., 2012). The NEP (1998-2010) should be implemented for the quality enhancement of education throughout the country. The current study was conducted to determine the main issues in the implementation of NEP (1998-2010) in secondary schools and investigate to what extent the NEP (1998-2010) is implemented.

Research Objectives

- To investigate the status of educational policy implementation in secondary schools province of Gilgit-Baltistan, Pakistan

Research Questions

1. What is the status of educational policy implementation in secondary schools province Gilgit-Baltistan, Pakistan

Literature review

Since the independence of Pakistan, there have been several formulations of the National Education Policy, each concentrating on a different aspect of education within the country. The NEP from 1998 to 2010 was thus an essential component of this evolution of government at that time focused on diversification in the education system, supported continuous development of the curriculum, and integrated Islamic teachings into the syllabus (Ogunleye, 2013). It also upgraded the qualification of teachers at the primary and secondary levels, to ensure an improvement in the standard of education at all levels.

According to Jumani et al. (2011), some of the important strategies during the NEP (1998-2010) were the infusing of Islamic values into education, along with a focus on technological development. It provided for universal primary education, constant curriculum reforming, and the upgrading of the education system with complete teacher training. It included the introduction of technical and vocational education to accommodate the industrial need and the establishment of information technology in the educative sector to prepare students for

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the challenges of the modern digital world (Shahid, 1987).

As per Rashid, (2004), despite these various education policies in Pakistan aiming for good purposes, implementation has perpetually remained a challenge. Poor communication systems, weak administration, and improper policy assessment processes were some of the genuine reasons for not getting through with successful execution. Moreover, insufficient funds have been another root cause, and with it, poor implementation activities ensued (Zaki, 1992). Added with the attitude and disposition of public servants, inefficient bureaucratic structures complicated the implementation process even more.

Another critical issue has been the failure of decentralization measures whereby the process of devolution of responsibilities and authorities has been erratic, hence causing confusion and ineffectiveness in the implementation of policies at the local level. The absence of political will and a concomitant leadership vacuum at various levels of the education system has also been another contributory factor to poor policy implementation (Warwick, & Riemers, 1995). Deeply entrenched corruption within the system has further eroded meaningful change and improvement that might have been possible.

According to the Ogunleye, (2013), Recent policies have given considerable attention to the education of teachers themselves, realizing that teachers are critical agents of change for improved learning outcomes. The NEP also emphasized upgrading teachers' qualifications and training, which resulted in introducing different types of in-service professional development opportunities, including refresher courses, certificate programs, or short courses and continuous professional development (Perraton, 2010). At the same time, the policy also urged the need for training a bulk of untrained teachers teaching public educational institutions throughout the country.

With the increasing demand for teacher training, the introduction of open and distance learning programs became a timely intervention. The Open and Distance Learning programs increased access to teacher education, especially in areas far away from the educational centres (Dillon, 2014). However, issues to do with effectiveness and quality assurance continue as debates amongst educators and policymakers (Ahmad et al., 2012). While the mode has managed to train many teachers, empirical evidence regarding their impact on classroom teaching and student achievement is mixed.

In the same way, higher education also passed through many reforms with the establishment of the Higher Education Commission in 2002, which introduced a market approach for higher education institutions to develop teacher education centres and offer market-driven programs, including open and distance learning modes of training off-campus (Ali, 2012). Generally, whereas much has been done by Pakistan in terms of policymaking and reforms, significant challenges remain as far as implementation is concerned. These were issues that needed to be addressed in a variety of ways, including the establishment of better communication systems, better administrative structures, adequate funding, and political will and leadership at all levels of the education system. Besides, further development in teacher education and training, with proper quality assurance mechanisms, remains extremely relevant for education progress in the country (Amirali, & Halai 2010).

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Methodology and Procedure

The purpose of this study was to investigate the status of educational policy implementation (1998 to 2010), in secondary education in Gilgit-Baltistan. This study concentrated on teachers' perceptions about the implementation of educational policy. In this chapter, the research design, research questions, and procedures are presented. The population for the study is identified and the methods for collecting data and data analysis are described. For data analysis, the research statistic Mean, Standard Deviation, frequencies and percentage of demographic variables were used. The regression was used to check the cause-and-effect relationship. The researcher also used correlation to check the relationship among the independent variables

Research Design

This research was descriptive and a quantitative approach was used. The following scoring process is adopted to obtain the correct responses from research participants:

- i.Strongly Agree (SA)
- ii.Agree (A)
- iii.Undecided (UD)
- iv.Disagree (DA)
- v. Strongly Disagree (SDA)

At last, the data is analyzed throughout the numerical operation. The collected data is set according to the responses of study participants (Principals, Teachers and PET) on Microsoft Excel and then interpreted the data through SPSS to acquire the correct outcome of research facts.

Population

The population for the research study was all the secondary schools (62) in the Gilgit Region. There are twenty (20) public schools and forty-two (42) private schools out of these researchers selected (10) public schools and (15) private schools secondary schools in the Gilgit district. There are (62) Principals, (1465) teachers and (7660) students.

Sampling Technique

The researcher used a convenient sample technique to select the participants of the study

Sample of the Study

A sample is a subset of the population. The thought of sample developed from the incapability of the researchers to examining all the individuals in a given population. There are (1465) teachers of secondary school in Gilgit out of which (542) female teachers and (923) male teachers. Through a convenient sampling technique researcher selected (122) female teachers and (122) male teachers from that researcher were selected (11) HOI and (34) PET (physical education training) total respondent of the study was (244).

The response rate of the Questionnaires

S.No	Distributed Questionnaire	Return	invalid
1.	244	234	10

Tool of Research

A research instrument is a fact-finding strategy which is used for data collection as a tool. Research instrument includes questionnaire, observation, interviews and reading. Researchers use valid and reliable instruments. As the research is quantitative, the

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questionnaire instrument will be used for the data gathering. The respondents who have been chosen in this study accomplished the survey questionnaire to the status of educational policy implementation (1998 -2010) of secondary education in Gilgit-Baltistan.

Data collection instrument

In the study procedure data gathering is one of the central activities. All the successive steps extend on reasonably applicable, specific to the point and lasted data. To set up, all achievable sources of data relating to the research problem such as magazines books, newspapers, the internet, and journals the source researcher can easily explore everything. The purpose of this research study researcher was to collect the highest knowledge, information and understanding to develop a more valuable research study.

Validity of research instrument

The prepared tool, besides objective and research questions, was sent to two of the experts. According to the advice of experts, the questionnaire was rearranged. All the deficiencies were removed after the analysis of the instrument under the guidance of the supervisor and two other experts. At first, there were 60 statements. After improvement questionnaire was revised and modified. The final statements of the questionnaire were 40.

Piloting of research instrument

After the validation of the research instrument by experts, a Pilot test was conducted in the global high secondary school Gilgit. 30 teachers participated in this test. All the deficiencies were removed after the analysis of the instrument under the guidance of the supervisor and two other experts.

Reliability of Research Instrument

The reliability of the instrument was checked to confirm the internal consistency between the items of the questionnaire. Cronbach alpha was used to estimate the reliability of the instrument which came up to 0.795.

Reliability Coefficient	
Cronbach's Alpha	N of Items
.795	40

Data Collection Procedure

The goal for all data collection is to get quality evidence that then translates to rich data analysis and allows the development of a believable and credible answer to questions that have been posed. For the research study, the data was collected through personal visits to the selected secondary schools with the help of developed questionnaires. 244 questionnaires were distributed. Out of these 244 questionnaires, 10 questionnaires were incomplete. Only 234 questionnaires were filled and useable.

Results and discussions

The present study is about “To investigate the National Education Policy implementation in

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Secondary School in GilgitBaltistan Pakistan". To study the implementation of National Education Policy in Secondary School in GilgitBaltistan Pakistan, the questionnaire was setup by taking 5sample of demographic questions and 40 general questions. To analyze the data of 234 observations, first the description of all the variables were made subsequently four testing procedures t-test and ANOVA were also applied on the data. For the purpose of analysis SPSS 22.0 was used.

ANOVA were also applied on the data. For the purpose of analysis SPSS 22.0 was used.

For the purpose of data analysis, the research statistic Mean, Standard Deviation, frequencies and percentage of demographic variables were used.

Age

With respect to the age of the respondents, Table 4.1 shows the distribution of frequency and percentage of the scores for the age of respondents in the selected school of GilgitBaltistan, Pakistan.

Table 4.1

Age	Frequency	Percent
21-30 year	101	43.16
31- 40 year	100	42.73
41-50 year	33	14.1
Total	234	100.0

The above demographics table indicates the age-wise description of respondents. The table illustrate that there is 101 (43.16%) comprise of age group range of sample from 21-30 years whereas, 100 (42.73%) from 31-40 years and 33 (14.1%) from 41-50 years. Thus, the overall respondents comprised of 234.

Gender

With respect to the gender of the respondents, Table 4.2 shows the distribution of frequency and percentage of the scores for the gender of respondents in the selected school of GilgitBaltistan, Pakistan.

Table 4.2

Gender	Frequency	Percent
Male	112	47.86
Female	122	52.14
Total	234	100.0

Table-4.2 mentioned by the gender aspect that 112(47.86%) of the respondent's belong to

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male and 122(52.14%) respondent's belong to female.

Designation

With respect to the designation of the respondents, Table 4.3 shows the distribution of frequency and percentage of the scores for the designation of respondents in the selected school of GilgitBaltistan, Pakistan.

Table 4.3

Designation	Frequency	Percent
<i>HOI</i>	<i>11</i>	<i>4.7</i>
<i>PET</i>	<i>34</i>	<i>14.53</i>
<i>Teacher</i>	<i>189</i>	<i>80.77</i>
<i>Total</i>	<i>234</i>	<i>100</i>

Table 4.3, showed that out of total (234) respondents, 11(4.7%) were HOI, 189(80.77%) were Teacher and, 34(14.5%) were PET.

Qualification

With respect to the qualification of the respondents, Table 4.4 shows the distribution of frequency and percentage of the scores for the qualification of respondents in the selected school of GilgitBaltistan, Pakistan.

Table 4.4

Qualification	Frequency	Percent
<i>Bachelor</i>	<i>39</i>	<i>16.67</i>
<i>Master</i>	<i>172</i>	<i>73.5</i>
<i>M.Phil</i>	<i>23</i>	<i>9.83</i>
<i>Total</i>	<i>234</i>	<i>100</i>

Table-4.4 mentioned by the qualification aspect that 39(16.67%) of the respondents are graduates, 172 (73.5%) are masters, and 23(9.83%) are M.Phil.

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Type of School

With respect to the type of school of the respondents, Table 4.5 shows the distribution of frequency and percentage of the scores for the type of school of respondents in the selected school of GilgitBaltistan, Pakistan.

Table 4.5 Type of School

School	Frequency	Percent
Public	166	70.9
Private	68	29.05
Total	234	100.0

From the sample of 234 respondents, 166(70.9%) of the respondents are public school and 68(29.05%) are from private school.

Table 4.6

To investigate the status of educational policy implementation in secondary schools province GilgitBaltistan, Pakistan.

S.No	Statement	SD 1	DA 2	UND 3	A 4	SA 5
1	National education policy 1998-2010 is implemented in secondary schools in GilgitBaltistan.	39 (16.7%)	49 (20.9%)	40 (17.1%)	77 (32.9%)	29 (12.4%)

Table 4.6 Investigate the status of educational policy implementation in secondary schools province Gilgit-Baltistan, Pakistan. The majority of the respondents almost agreed with all the 10 statements regarding the status of educational policy implementation at the secondary school level. In the implementation of the National education policy 1998-2010 in secondary schools, 77 (32.9%) respondents agreed.

Table 4.7

S.No	Statement	SD 1	DA 2	UND 3	A 4	SA 5
2	Secondary Education has been given sufficient importance in National Education Policy 1998-2010 in GB	12 (5.1%)	51 (21.8%)	48 (20.5%)	92 (39.3%)	31 (13.2%)

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Table 4.7 Mostly of respondents were in favor of the Secondary Education has been given ample importance in National Education Policy 1998-2010 in GB, 92 (39.3%) respondents are agreed.

Table 4.8

S.No	Statement	SD 1	DA 2	UND 3	A 4	SA 5
3	Do you agree that the model schools as per provisions of National Education Policy 1998-2010 are performing well.	23 (9.8%)	52 (22.2%)	51 (21.8%)	75 (32.1%)	33 (14.1%)

Table 4.8 Show that majority of respondents in favor of this statements that do you agree that the model schools as per provisions of National Education Policy 1998-2010 are performing well, 75 (32.1%) are agreed.

Table 4.9

S.No	Statement	SD 1	DA 2	UND 3	A 4	SA 5
4	National Educational Policy 1998-2010 is given particular significance by the concerned authorities.	18 (7.7%)	40 (17.1%)	68 (29.1%)	70 (29.9%)	38 (16.2%)

Table 4.9 The above tables show that NEP gives particular importance to concerned authority. The table also shows that the 70 (29.9%) respondents are agreed with the given statement.

Table 4.10

S.No	Statement	SD 1	DA 2	UND 3	A 4	SA 5
5	Educational institutions are inattentive of the National Educational Policy 1998-2010.	16 (6.8%)	66 (28.2%)	58 (24.8%)	68 (29.1%)	26 (11.1%)

Table 4.10 The table show that educational institution always neglecting the national education policy. This table further shows that mostly teachers 68 (29.1%) respondents are agreed with the given statements.

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Table 4.11

S.No	Statement	SD 1	DA 2	UND 3	A 4	SA 5
6	Islamic values are important part of curriculum. Do you think it is implemented in your school?	17 (7.3%)	41 (17.5%)	43 (18.4%)	80 (34.2%)	53 (22.6%)

Table 4.11 The statement of Islamic values are important part of curriculum. Do you think its implemented in your school. Mostly of teachers 80(34.2%) respondents are in favor that Islamic values are more important which are implemented in our school.

Findings

- The above demographics table indicates the age-wise description of respondents. The table illustrates that there is 101 (43.16%) comprise of the age group range of sample from 21-30 years whereas, 100 (42.73%) from 31-40 years and 33 (14.1%) from 41-50 years. Thus, the overall respondents comprised 234.
- The gender aspect that 112(47.86%) of the respondent's belong to male and 122(52.14%) respondent's belong to female.
- Table 4.3, showed that out of total (234) respondents, 11(4.7%) were HOI, 189(80.77%) were Teachers and, 34(14.5%) were PET.
- The qualification aspect is that 39(16.67%) of the respondents are graduates, 172 (73.5%) are masters, and 23(9.83%) are M.Phil.
- The sample of 234 respondents, 166(70.9%) of the respondents are public school and 68(29.05%) are from private school.
- Majority of the respondents regarding the status of educational policy implementation in secondary schools level 77 (32.9%) respondents were agreed.
- Most participants 70 (29.9%) in favour of the National Educational Policy 1998-2010 is given respective importance by the concerned authorities.
- Majority of teachers 80 (34.2%) agreed that Islamic Principles are an integral part of the curriculum. it is implemented in your school.
- Most of the respondents were in favour of Secondary Education has been given ample importance in National Education Policy 1998-2010 in GB, 92 (39.3%) respondents agreed
- Most of the teachers 64(27.4%) in favour of Education as an integral part of educational policy. it is being observed in our institutions.
- Most of the participants 70(29.9%) had a similar mind that NEP is not fully implemented due to corruption.
- Major part of the respondents 82 (35.0%) agreed that NEP is not taken seriously by different stakeholders.
- Most teachers 78 (33.3%) in selected schools of Gilgit-Baltistan were in favour of Educational institutions creating hindrances in the implementation of NEP 1998-2010.
- Most respondents 63(26.9%) supported that there is no proper check and balance of

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institutions for the fulfilment of NEP.

16. More than half of respondents 82(53.0%) supported NEP has set unachievable targets.
17. Main part of respondents 68 (29.1%) in favor of that NEP's strategies have paid off well in effective learning.
18. Majority of 53(22.6%) research population in favor of the statement that Teacher's performance should be assessed at the secondary education level sufficiently.
19. The majority of 82(35.0%) research respondents were in favor of the NEP strength responsibility system to reduce corruption.
20. Majority of 65(27.8%) respondents are undecided that NEP has succeeded in building cooperation among the various departments of Gilgit-Baltistan.
21. Majority of the population 63(26.9%) were agreed that Provincial educational experts involved in the first step of policy formulation and preparation.
22. A larger number of teachers 61(17.1%) disagreed that the monitoring system strictly followed for achieving the targets of national education policies.
23. Most respondents 67(28.6%) were in favour of common people being involved in the process of formulation, implementation and evaluation of policies.
24. Most 62(26.5%) respondents selected secondary schools of Gilgit-Baltistan with the view that gradation of the quality of pre-service teacher training programs.
25. Most participants 72(30.8%) were undecided that training should be offered to the teacher at the secondary level as part of teacher education.
26. Majority of respondents 60(25.6%) were in favour of NEP encouragement setting salary structure the teachers based on their qualifications and performance.
27. Most of 57(24.4%) teachers' respondents in favour of rapid promotion on good results should be offered to the teachers at the secondary level.
28. Majority of 60(25.6%) respondents agreed that Student guidance centres should be established at the secondary level.
29. The majority of 51(21.8%) respondents are in favour of the above statements that the teacher, principal and researcher are concerned with policy formulation and implementation.
30. The data analysis found that there is no significant difference between the statuses of National Educational Policy implementation in secondary schools in Gilgit-Baltistan, Pakistan with special reference to gender basis is hereby accepted.
31. The researcher found that there is no significant difference between the statuses of NEP implementation in secondary schools in Gilgit-Baltistan, Pakistan at school basis is hereby accepted.
32. The researcher reached the point that there are no significant differences between the status of NEP implementation in secondary schools in Gilgit-Baltistan, Pakistan at age-wise sampled is hereby accepted.
33. The researcher analyzed the data that there is no significant difference between the designation-wise sampled upon the status of NEP implementation in secondary schools in Gilgit-Baltistan, Pakistan is hereby accepted.
34. Found from the data that there is a significant difference between the designation-wise sampled upon the status of NEP implementation in secondary schools in Gilgit-Baltistan, Pakistan is hereby rejected.

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Conclusion

This study concludes that educational policy is important to provide quality education to their youth. It was concluded that the majority of 92 (39.3%) respondents agreed that Secondary Education has been given sufficient importance in National Education Policy 1998-2010 in GB. Most of the respondents were in favour of upgradation of the quality of pre-service teacher training programs providing effective learning at the secondary level. The data analysis found that there is no significant difference between the statuses of National Educational Policy implementation in secondary schools in Gilgit-Baltistan, Pakistan with special reference to gender basis is hereby accepted. Furthermore, future research should be conducted on the: Impact of National Educational Policy 2020 on child curriculum. Problems in the implementation of national educational policy at the elementary level and Factors affecting the implementation of national education policies 1998—2010.

Recommendation

1. Appropriate allotment of the financial plan and timely achieve the targets.
2. Proper training is given to the policymakers.
3. All policy developers are involved in the policy formulation and implementation process.
4. The cooperation among policy maker's implementations at the provincial District and national level.
5. The objectives of the policy which are made by the policy developer achieved on time.
6. Special importance ought to be primary and elementary education
7. Principals, researchers and teachers involved in policy formulation and implementation.
8. Islamic principles are essential the policy developers to keep in mind while formulating educational policy.

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