Analysis Regarding The Educational Philosophy, Pedagogies, And Outcome Of The Punjab Danish School System

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Abstract:

This case study delves into the multifaceted dimensions of the Punjab Daanish School System, focusing on its educational philosophy, teaching methodologies, and academic achievements. The primary objectives are threefold: firstly, to scrutinize the underlying educational philosophy shaping the System; secondly, to investigate the diverse teaching metho[1]dologies employed across its schools; and thirdly, to evaluate the academic achievements of students within the System framework. The study employs a mixed-methods approach, integrating qualitative analysis of educational philosophies, assessment of teaching methodologies, and analysis of academic performance data. The population of the study was 16 Daanish schools in Punjab. The data was collected by using Purposive sampling from stakeholders. Through interviews, surveys, and document analysis, the research aims to provide a comprehensive understanding of the Punjab Daanish school system, shedding light on its pedagogical principles, instructional strategies, and outcomes. By addressing these objectives, the study endeavors to contribute valuable insights to educational practitioners, policymakers, and researchers, facilitating informed discussions and potential enhancements within the Punjab Daanish School System and broader educational contexts.

Key Words: Daanish system, educational Philosophy, Teaching Methods, academic outcomes, and practitioners.

Introduction:

Nations have changed their fortunes closed education; education is a tool for improving the future (Monteiro et al., 2023). High-quality education confirms high and rampant progress. Unfortunately, excellence in education is not improving much (Smith et al., 2017). The conducted research has examined that easy access to knowledge and learning increases the quality of education (Kučerová, 2021). In Pakistan, the quality of education is heavily influenced by secondary education, which imparts fundamental knowledge in science, arts, commerce, and practical courses, often referred to as nursery education (Hussain, 2021). Various types of secondary schools, such as public secondary schools, Punjab Education

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Foundation (PEF) schools, reserved schools, and Punjab Daanish schools, play a significant role in supporting students. Each of these institutions adheres to specific guidelines. Although education in Pakistan is generally accessible without charge, unfortunately, impoverished and orphaned individuals faced barriers to education as their primary concern was securing basic sustenance. To address this issue, the Punjab government initiated a distinctive program known as the Punjab Daanish Schools & Centers of Excellence Authority. This initiative aims to provide education, meals, books, and accommodation to the underprivileged and orphaned. These establishments are commonly referred to as residential schools. Noteworthy is the alteration in the governing authority exclusively within the centers of excellence. This substantial stride was undertaken by Punjab Chief Minister Mian Muhammad Shahbaz Sharif on October 7, 2010 (Rana, 2020).

In Punjab, there are a total of 16 Daanish schools, with an equitable distribution of 8 schools for males and 8 for females. Each school accommodates 100 needy students, but there are instances where 10 students opt for self-financing, while another 10 choose full-time enrollment. Additionally, some government schools fall under the purview of the DAANISH PDS authority. All Daanish schools maintain affiliation with the Lahore Board of Intermediate and Secondary Education for assessment and evaluation. However, the centers of excellence are associated with the local regional BISE associations. The District Coordination Officer of the respective district oversees the organization of these schools.

The overall management of all schools falls under the purview of a Managing Director (MD). These schools employ highly qualified tutors on lucrative contracts, each specializing in specific subjects. Recognizing the pivotal role of instructors in the learning process, it is emphasized that excellence in education hinges on the competence of teachers (Choy, 2019). Therefore, educators must possess substantial expertise and knowledge. Essential characteristics of effective educators include the ability to adeptly utilize modern technologies, proficiency in research and development, and adaptability to evolving teaching methods, techniques, and approaches.

The significance of an effective teacher lies in their ability to open up the entire world to the process of learning. A dedicated educator cultivates educational behaviors that are most beneficial for students. Qualified teachers implement adaptable teaching strategies to attain educational objectives (Babu, 2019). Recognizing the interconnectedness of a healthy mind and body, teachers in the Daanish School system prioritize students' well-being and actively engage in sports and physical education, aligning with the belief that "A healthy mind manifests itself in a healthy body" (Lund & Kirk, 2019). This foundational concept guides the DAANISH School system, where teachers are not only instructors but also effective trainers and intentional organizers (Morrison, Ross, Morrison, & Kalman, 2019).

Teachers in this system enjoy a positive and appreciative environment, including competitive compensation (Hussain, 2021). Additionally, the curriculum's quality significantly influences a child's success, emphasizing that learning excellence is contingent on course excellence. The curriculum is nationally based, aligning with national goals and covering sociological, financial, ethical, and psychological foundations (Wilczynski, 2019). Consistent with Tyler's model (1949), a robust curriculum in the Daanish School system encompasses clear goals and objectives, diverse subjects, effective instructional delivery, and ongoing assessment practices (VanTassel-Baska, 2021).

The principle that a healthy body houses a healthy mind underscores the significance of co-curricular activities, playing a dynamic role in achieving excellence in academic subjects. The sustainability of a curriculum hinges on imaginative thinking and the systematic accumulation of knowledge, building upon prior understanding (Prideaux, 2003). An effective curriculum is characterized by flexibility rather than rigidity, accommodating diverse components. A well-constructed curriculum aligns with specific requirements and overarching goals. Isham, M. M. (1982) building upon Hlebowitsh (1992) emphasized that a quality syllabus is a collective creation, incorporating various perspectives, learning approaches, and interconnected modules.

A comprehensive curriculum goes beyond traditional subjects, encompassing facilities for leadership development, counseling labs, and well-stocked libraries (Varnum, 2019). The physical infrastructure of a school also plays a pivotal role in educational excellence. Elements such as a sturdy boundary wall, well-maintained playgrounds, school gardens, waste management facilities, and quality food services through decent canteens are integral components (Fischer & Brinkmeyer, 2019). The school's organizational structure contributes significantly to educational excellence. Adequate building space, well-designed classrooms with ample ventilation, fans, appropriate lighting, a serene environment, security measures, well-maintained washrooms, and aesthetically pleasing greenery collectively contribute to fostering an environment conducive to educational excellence (Barrett, Treves, Shmis, Ambasz, & Ustinova, 2019).

Clean drinking water and clean washrooms are school requirements (Michels, 2019). Classrooms would be well equipped; waste materials such as combinations of mats and other substances that could make sound would not be used in the school (Hussain, 2021). The school environment, physical environment, instructional services, devices, instructional materials, charts, pictures, images, graphs, and appropriate building maintenance can play a significant role in educational excellence (Shmis, Ustinova, & Chugunov, 2019). School managers are the responsible values of the school who can nurture and inspire the educational and collective places of all students (Brooks & Brooks, 2019). The school principal is the one who deals with the changed kinds of commitments between teachers and without restrictions and converses well because good communication is the heart of management (Jamail, & Don, 2019). There are dissimilar leadership spells such as autocratic, democratic, laisses fair, and many more. A good manager without movement chooses the best style that matches the situation and the environment (Isnaini, 2021). School principals transport strategic routes in the school system. Schools are promoting consistent curriculum, engaging policy, linking evidence with senior experts, and making better use of reasonable and displaying student outcomes (Amrullah, & Ardiansyah, 2019). It is the school principal's responsibility to express the mission and goals, achieve the goals, and develop the school's strategic plan (Sobri, 2019).

The correlation between educational performance and dropout rates is a well-established phenomenon, with low grades often serving as an early indicator of a student's unpreparedness to navigate the educational system successfully (Lyche, 2010). However, it is crucial to recognize that academic outcomes merely scratch the surface of a complex issue. The underlying causes of poor performance and subsequent dropout are multifaceted, involving intricate factors that may not be readily apparent. This paper aims to contextualize these challenges within the framework of a case study focused on the Punjab Daanish School System, (investigating its vision, mission, and goals.

Beyond the visible educational outcomes lie underlying aspects, such as students' behavior, which plays a pivotal role in academic success. Engaged students who find value in both academic and social aspects of school are more likely to persist. Disturbingly, a significant

percentage of 15-year-old students in OECD countries do not attach importance to academic success (Hanushek & Woessmann, 2011). Additionally, negative emotions can divert students' attention away from learning, with detrimental behaviors like substance abuse and delinquency being associated with academic underachievement (Boekaerts in Dumont, Istance, and Benavides, 2010)

The socio-economic background of students and their families significantly influences academic performance. Students from families with lower educational attainment, negative attitudes towards education, financial instability, or single-parent households facing poverty are at a heightened risk of dropping out. Evidence indicates a concerning trend of deteriorating family environments, particularly in terms of income inequality and disadvantage among minority and immigrant populations (Heckman, 2011).

The structures, resources, and practices within educational institutions also wield substantial influence. The delivery of learning, availability of extracurricular activities, disciplinary measures, peer and teacher relations, and pedagogical practices collectively impact students' learning experiences, motivation, and sense of belonging. Additionally, systemic policies such as early tracking, grade repetition, and challenges like insufficient apprenticeship opportunities or school violence can contribute to elevated dropout rates (Brown et al., 2024).

Furthermore, external factors like labor market conditions contribute to the dropout phenomenon. Certain regional and seasonal labor markets, such as tourism and construction, can allure young individuals away from school into low-skilled jobs with uncertain prospects. The allure of earning money early, either to alleviate family economic hardships or to gain independence, motivates many young people to prematurely exit the educational system (European Commission, 2011). However, education systems can be structured to provide incentives for these individuals to either stay in education or re-enter it later.

Statement of Problem:
Despite the commendable strides made by the Punjab DAANISH School System (PDSS) in advancing access to quality education, there exists a pressing need to critically examine and address challenges that may impede the realization of its vision, mission, and goals. The multifaceted nature of educational outcomes, as evidenced by various global studies, underscores the intricate interplay of factors influencing student performance and persistence within the educational system. The PDSS, like any educational institution, is not immune to the complex dynamics contributing to student dropout and suboptimal academic achievements. The factors influencing educational performance, such as students' behavior, socio-economic backgrounds, family environments, and institutional practices, are critical components that warrant a closer examination within the context of the PDSS.

Objectives of Study:
The study had the following objectives:
1. To examine the educational philosophy of the system.
2. To investigate the teaching methodologies employed in the schools.
3. To evaluate the academic achievements of students within the Punjab Daanish School System.

Research Questions:
The study had the following research questions:
1. What is the underlying educational philosophy of the Punjab Daanish School System?

2. What teaching methodologies are employed within the Punjab Daanish School System.?
3. How do students within the Punjab Daanish School System perform academically?

Significance of Study:
Punjab Daanish School System represents an innovative educational model that challenges traditional approaches. Understanding its success factors may pave the way for educational reforms, offering insights into effective strategies for providing quality education to marginalized communities. The study is significant in highlighting how the Punjab Daanish School System empowers marginalized communities by breaking the cycle of poverty through education. Insights gained can inform policymakers and educational institutions globally about effective interventions for socio-economic upliftment.

Punjab Daanish School System as an innovative educational initiative has the potential to influence global best practices. This case study offers lessons that can be incorporated into diverse educational systems, promoting the exchange of ideas and methods on an international scale. By evaluating the impact of the Punjab Daanish School System on students and communities, the study contributes to a broader understanding of the societal role of education. It provides a framework for assessing how education may be a catalyst for positive change and community development. Policymakers may use the insights gained from the Punjab Daanish School System case study to formulate effective education policies.

Delimitations of Study:
The current study was delimited to the Punjab Daanish School system.

Research Method:
The foundation of any research study is its research methodology which outlines the methodological strategy used to collect, evaluate, and interpret data. For this study on the Punjab Daanish School System, the approaches chosen have a significant impact on how the investigation is conducted and how reliable and valid the results are. This section offers an understanding of the methods and resources used to explore the complexities of the learning environment in the Punjab Daanish school system.

Design of the Study:
A research design refers to the overall plan or structure that guides the process of collecting, analyzing, and interpreting data in a research study. It serves as a blueprint for the research, outlining the strategies and methods that were employed to address the research questions or objectives. The research design is crucial in ensuring that the study was conducted systematically and rigorously, allowing for valid and reliable results (Jackson, 2015). The current study is descriptive. The research design in which the existing situation is analyzed is known as descriptive design (Sidhu, 2009). This kind of study emphasizes exploring the present condition like a case study of the Punjab Daanish School system. The overall design of this study is developed using a mixed methods approach, which allows the researcher to examine issues using both qualitative and quantitative approaches (Yin, 2009). As a qualitative approach offers an eloquent, narrative description of a social or human topic of interest in a natural setting, it was chosen (Creswell, 1999). Constructivist epistemology and interpretive research are closely related to qualitative research (Gall, Gall, & Borg, 2007). Quantitative research relies on statistical analysis to conclude. Hair et al. (2019) discuss multivariate data analysis techniques commonly used in quantitative research.

Population of the Study:

The population of study refers to the entire group of individuals from which the sample was derived or cases that meet the criteria for inclusion in a research study. For the case study on the effectiveness and challenges of the Punjab Daanish School System, the population of the study would include various stakeholders associated with the Daanish School System. These stakeholders were categorized into different groups. The schools are located in the Punjab. These schools are categorized as a. Punjab Daanish schools boarding (16) b. Punjab Daanish center of excellence schools (12). These schools have the following distributions:

The total number of students of Daanish schools = Girls (5,115), Boys (5,745) = 10,860 Academic Staff of Daanish schools = 484, Non-Academic Staff of Daanish schools = 2,030 and Centre of Excellences Total Number of Schools (7 x Boys & 5 x Girls)= 12, Average Student Strength/School = 1,715, Total Students Strength = 20,585, Academic Staff = 580 Non-Academic Staff = 191, The total number of stakeholders was 12608 for the current study.

Sample of the Study:
Purposive sampling was used in the conducted study. The principles of purposive sampling (Patton, 2015; Stake, 2005) state that the selection of examples should contribute to a deeper understanding of the significant phenomenon. The researcher was able to uncover the characteristics and attributes of stakeholders through purposive sampling.

There are the following reasons for using purposive sampling:
1. Purposive sampling may be employed in qualitative research and quantitative research where the goal is to gain a deep understanding of a specific phenomenon. By purposefully selecting participants who have firsthand knowledge or experience related to the research focus; researchers can gather rich and detailed information.
2. Researchers used purposive sampling to ensure that the selected participants were most relevant to the research question or objectives. This approach allows them to focus on specific cases that can provide insights into the particular aspects they are investigating.
3. Purposive sampling enables researchers to target participants who meet specific criteria or exhibit particular traits. This is useful when the researcher is interested in exploring variations in experiences, attitudes, or behaviors among a group with shared characteristics.
4. Depending on the research goals, purposive sampling can be used to select participants who are either similar (homogeneous sampling) or diverse (heterogeneous sampling) in terms of certain characteristics. This flexibility allows researchers to tailor their samples to the needs of the study.
5. In some cases, researchers may have limited resources, such as time and budget. Purposive sampling allows for a more focused and efficient use of resources, as researchers can concentrate on the most relevant cases for their study.
6. Purposive sampling is often employed in theory-building research. By selecting cases that are expected to be rich sources of information or that represent critical aspects of a phenomenon; researchers can contribute to the development or refinement of theoretical frameworks.
7. Researchers may face practical constraints, such as limited access to certain populations or difficulties in recruiting participants. Purposive sampling provides a pragmatic approach to navigate these challenges by selecting cases that are accessible and feasible to study.

Purposive sampling is a strategic approach that allows researchers to purposefully choose participants or a case based on specific criteria, ensuring that the sample aligns with the research objectives and provides valuable insights into the phenomenon under investigation. The selected main theme and sub-themes are given below:

Main Theme: Alleviating Poverty through Quality Education
Sub Theme: Impact on socio-economic condition
Sub Theme: Equity and Access / Acceptance of marginalized students
Sub Theme: Quality Education
The main objective behind the creation of the Daanish School system is to empower the marginalized and the poorest of the students by providing quality education. Therefore the main theme "**Alleviating Poverty through Quality Education**" of the research was aligned with the core objective. Besides checking whether the objective was effectively achieved the research also focused on the sub-themes of evaluating the process of providing **Quality Education**, **Ensuring equity and access** to education especially for the poorest of the poor, and ultimately **Impact of the Daanish System in improving the socio-economic condition** of the families of the students.

Data Analysis:

1. Vision and Educational Philosophy of Daanish Schools:
The word "Daanish" originates from the Persian language, adopted in Urdu, and means deep-rooted "wisdom" that results from consistent accumulation and assimilation of knowledge. Accordingly, Daanish Schools are being established with a clear vision to fight against unfavorable social circumstances and poverty through educating the gifted children of the underprivileged families of the Province of Punjab and providing them level playing field in society. This is an affirmative action for the forgotten communities of Pakistan's poorest of the poor. Thus the educational philosophy is to eliminate illiteracy and poverty through quality education (https://daanishschools.punjab.gov.pk/idea).

Aims of Educational Philosophy:
The following statements were recorded
- To demonstrate that all children can excel if given an equal opportunity.
- To rekindle hope amongst the underprivileged.
- To develop ethical, value-driven future leaders.
- To fight social inequality and alleviate poverty.
- To contain extremism by inculcating tolerance, human dignity, and harmony. (https://daanishschools.punjab.gov.pk/idea)

1. What are the methodologies through which Daanish is ensuring quality education?
There are some common methods through which Daanish School system to ensure the quality of education:
1. Teachers play the role of backbone in educational institutions so recruiting and retaining well-educated and competent teachers is crucial for ensuring quality education. Daanish schools are focusing on recruiting well-trained teachers who are dedicated to their profession. (Interviews P.A. p.1)
2. Daanish school system adopted a robust curriculum that is aligned with national educational standards and is a mix of life skills, academic subjects, and co-curricular and extra-curricular activities. (Interviews P.A. p.1)
3. One of the most important factors for providing quality education is to fulfill the individual needs of students on priority. This involves identifying the strengths and weaknesses of each student by providing targeted support to address their specific learning requirements and outcomes. (Interviews Teacher 2 Ab p.2)
4. The innovation in teaching methodology enhances the capacity of the learners towards holistic development and to take part in different activities. (Interviews Teacher 3 Ac p.2)

5. Teachers are trained by providing them refresher courses to enhance the pedagogical skills of teachers to implement in the teaching and learning process. The competent authority recently signed a MoU in collaboration with LUMS (Lahore University of Management Sciences) in which two phases are introduced to train Principals and Teachers accordingly. The latest and innovative technologies in teaching would enhance the learning and development of the students. (Official Document ppt1 slide 26)
6. The parent's cooperation matters a lot in the development of learners with the collaboration of teachers to discuss the personality and academic performance of learners to advise and guide them in a better way. (Interviews Teacher 1 Aa p.2)
7. Assessment and evaluation are also part of the teaching learning process to reach the objectives and goals to check the performance of learners which is one of the best ways to observe and give feedback to students for their guidance. It is observed in different intervals for the holistic development of learners. (Interviews Teacher 2 Ab p.1)
8. A conducive environment is an important factor that plays a key role in the holistic development of learners by providing them with well-equipped classrooms and facilitating them with laboratories, a library, and other educational tools and learning resources. (Interviews Teacher 1 Aa p.1)

Teaching Methodologies:
Punjab Daanish School System employs various teaching methodologies aimed at providing quality education to its students. Some common teaching methodologies used in the Punjab Daanish School System included:
1. **Interactive Teaching:** This methodology involves active participation and engagement of students in the learning process. Teachers encouraged discussions, group activities, and hands-on learning experiences to enhance understanding. Teachers asked students to share their understanding of the topic under discussion.
2. **Lecture Method:** In this traditional method, teachers deliver information to students through lectures. While it may not be as interactive as other methods, it still plays a significant role in delivering content effectively. There was a specific syllabus to cover within the academic year so teachers divided the syllabus into topics and delivered lectures on the topics so that students had relevant information to solve papers in the annual examinations.
3. **Project-Based Learning (PBL):** PBL involves students working on projects that require them to investigate and solve real-world problems. This approach fostered critical thinking, problem-solving skills, and collaboration among students. Punjab Daanish Schools and Centers of Excellence Authority had signed a MoU with Agha Khan University to implement Project-based learning in Middle classes comprising 6th, 7[th,] and 8th. Besides all the students participated in any of the project-based competitions offered by different national and international NGOs like Kangaroo, Hippo ICATS, etc.
4. **Experiential Learning:** This method emphasizes learning through experiences. It often involved field trips, practical experiments in science labs, and simulations to provide students with hands-on learning opportunities.
5. **Technology Integration:** The use of technology, such as computers, tablets, and educational software, is integrated into teaching to enhance learning experiences and make lessons more engaging and interactive.
6. **Differentiated Instruction:** Teachers tailor their instruction to meet the diverse learning needs of students. They use a variety of instructional strategies, materials, and assessments to accommodate different learning styles and abilities. Usually, slow learners are identified after each term exam and a focused academic strategy was developed to meet the needs of the identified students.

7. **Cooperative Learning:** Students work together in small groups to achieve a common goal. This method promotes teamwork, communication skills, and peer learning. Students are divided into groups to complete assigned projects regarding Natural Sciences and Social Science subjects.
8. **Flipped Classroom:** In this approach, students learn new concepts at home through online resources or pre-recorded lectures, allowing class time to be used for discussion, problem-solving, and application of knowledge. The method is used especially when students go on extended exeats or vacations.
9. **Inquiry-Based Learning:** Students explored topics through inquiry and investigation. Teachers facilitate the learning process by asking questions, guiding discussions, and providing resources for students to explore independently. Usually, students are divided into groups and projects are assigned to them for inquiry and investigation.

These are just a few examples of teaching methodologies that were employed within the Punjab Daanish School System. The specific methods used varied depending on factors such as grade level, subject area, and individual teacher preferences.

Performance of Students academically
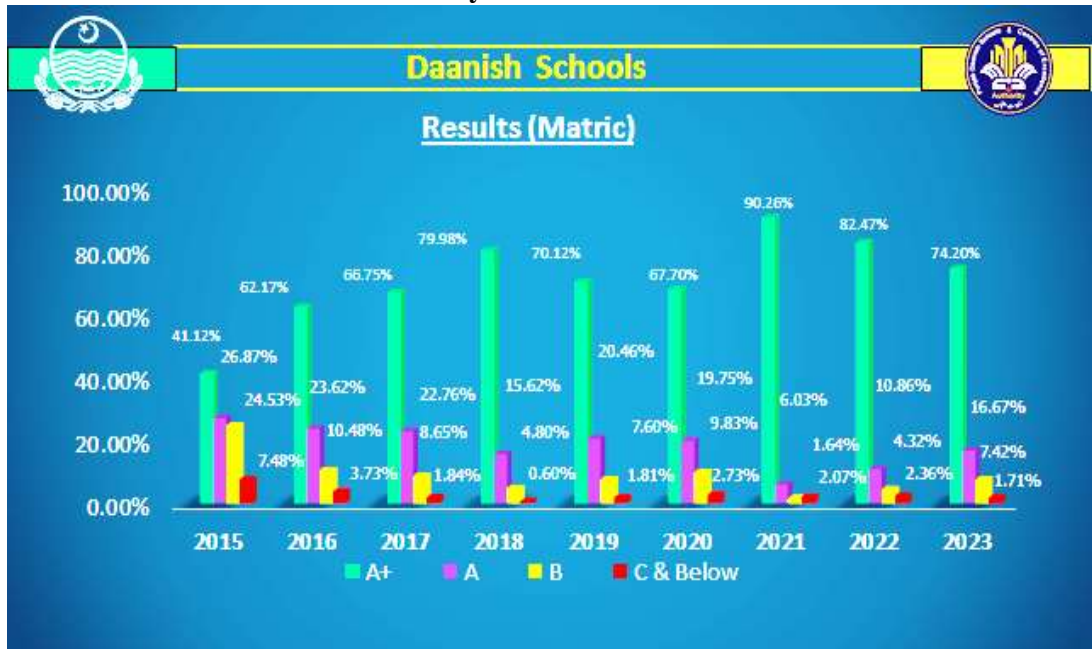
Matriculation results have been analyzed since 2015 in all over the system of the schools. The students who appeared in the exams were analyzed with grades and percentage on the basis of marks: 2015 Announced Result by Board of Intermediate and Secondary Education, Lahore 41.12 % of students were in "A+" grade, 26.87 % students were in "A" grade, 24.53 % were in "B" grade and 7.48 % were in "C" and below "C" grade. 2016 Announced Result by Board of Intermediate and Secondary Education, Lahore 62.17 % of students were in "A+" grade, 23.62 % students were in "A" grade, 10.48 % were in "B" grade and 3.73 % were in "C" and below "C" grade. 2017 Announced Result by Board of Intermediate and Secondary Education, Lahore 66.75 % of students were in "A+" grade, 22.76 % students were in "A" grade, 8.65 % were in "B" grade and 1.84 % were in "C" and below "C" grade. 2018 Announced Result by Board of Intermediate and Secondary Education, Lahore 79.98 % of students were in "A+" grade, 15.62 % students were in "A" grade, 4.80 % were in "B" grade and 0.60 % were in "C" and below "C" grade.

2019 Announced Result by Board of Intermediate and Secondary Education, Lahore 70.12 % of students were in "A+" grade, 20.46 % students were in "A" grade, 7.60 % were in "B" grade and 1.81 % were in "C" and below "C" grade. 2020 Announced Result by Board of Intermediate and Secondary Education, Lahore 67.70 % of students were in "A+" grade, 19.75 % students were in "A" grade, 9.83 % were in "B" grade and 2.73 % were in "C" and below "C" grade. 2021 Announced Result by Board of Intermediate and Secondary Education, Lahore 90.26 % of students were in "A+" grade, 6.03 % students were in "A" grade, 1.64 % were in "B" grade and 2.07 % were in "C" and below "C" grade. 2022 Announced Result by Board of Intermediate and Secondary Education, Lahore 82.47 % of students were in "A+" grade, 10.86 % students were in "A" grade, 4.32 % were in "B" grade and 2.36 % were in "C" and below "C" grade. 2023 Announced Result by Board of Intermediate and Secondary Education, Lahore 74.20 % of students were in "A+" grade, 16.67 % students were in "A" grade, 7.42 % were in "B" grade and 1.71 % were in "C" and below "C" grade.

Results of Students
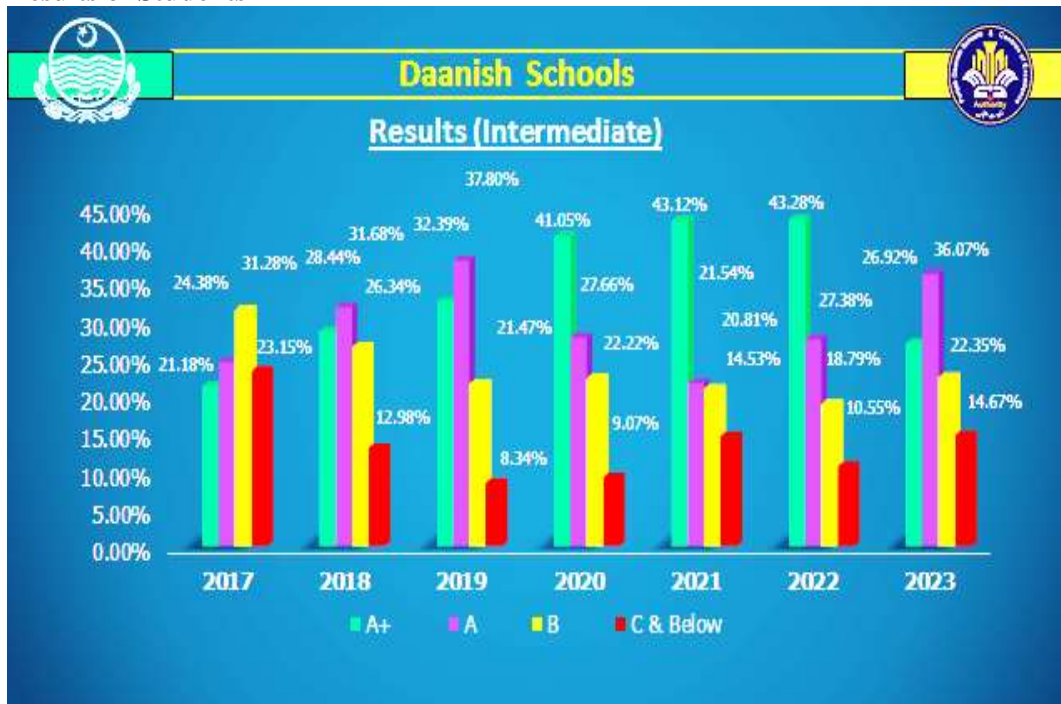
Intermediate result was analyzed since 2017 Announced Result by Board of Intermediate and Secondary Education, Lahore 21.18 % of students were in "A+" grade, 24.38 % students were in "A" grade, 31.28 % were in "B" grade and 23.15 % were in "C" and below "C" grade. 2018 Announced Result by Board of Intermediate and Secondary Education, Lahore 28.44 % of students were in "A+" grade, 31.68 % students were in "A" grade, 26.34 % were in "B" grade and 12.98 % were in "C" and below "C" grade.

2019 Announced Result by Board of Intermediate and Secondary Education, Lahore 32.39 % of students were in "A+" grade, 37.80 % students were in "A" grade, 21.47 % were in "B" grade and 8.34 % were in "C" and below "C" grade. 2020 Announced Result by Board of Intermediate and Secondary Education, Lahore 41.05 % of students were in "A+" grade, 27.66 % students were in "A" grade, 22.22 % were in "B" grade and 9.07 % were in "C" and below

"C" grade. 2021 Announced Result by Board of Intermediate and Secondary Education, Lahore 43.12 % of students were in "A+" grade, 21.54 % students were in "A" grade, 20.81 % were in "B" grade and 14.53 % were in "C" and below "C" grade. 2022 Announced Result by Board of Intermediate and Secondary Education, Lahore 43.28 % of students were in "A+" grade, 27.38 % students were in "A" grade, 18.79 % were in "B" grade and 10.55 % were in "C" and below "C" grade. 2023 Announced Result by Board of Intermediate and Secondary Education, Lahore 26.92 % of students were in "A+" grade, 36.07 % students were in "A" grade, 22.35 % were in "B" grade and 14.67 % were in "C" and below "C" grade.

Conclusions:

Daanish Schools' commitment to providing quality education to underprivileged children stands as a beacon of hope in the fight against poverty and social inequality in Pakistan. Through a holistic approach that prioritizes the recruitment of dedicated teachers, a robust curriculum aligned with national standards, personalized support for individual student needs, innovative teaching methodologies, and continuous teacher training, Daanish Schools are fostering the development of ethical, value-driven future leaders while nurturing a culture of tolerance, dignity, and harmony. By creating conducive environments equipped with essential educational resources, and fostering strong collaboration between teachers and parents, Daanish Schools are not only offering equal opportunities for academic excellence but also instilling a sense of empowerment and hope among the marginalized communities they serve, ultimately contributing to a brighter and more equitable future for all.

Punjab Daanish School System embraces a diverse range of teaching methodologies aimed at fostering meaningful learning experiences for its students. From interactive teaching methods that promote active participation and engagement to project-based learning approaches that cultivate critical thinking and problem-solving skills. Each methodology is carefully selected to cater to the unique needs and learning styles of students. By integrating technology, promoting cooperative learning, and embracing inquiry-based approaches, educators within the system strive to create dynamic and inclusive classroom environments where students are empowered to explore, discover, and excel. Through the thoughtful application of these diverse methodologies, the Punjab Daanish School System endeavors to instill a lifelong love for learning while equipping students with the knowledge, skills, and values needed to thrive in an ever-changing world.

The academic performance of students within the Punjab Daanish School System, as evidenced by their matriculation and intermediate results, demonstrates a commendable trajectory of improvement and achievement. Since 2015, the percentage of students achieving top grades has shown a consistent upward trend, indicating a commitment to excellence and quality education. Particularly noteworthy is the significant increase in the proportion of students attaining "A+" grades, reflecting the efficacy of the system's educational strategies and methodologies. Moreover, the decreasing percentage of students in lower grade categories underscores a focus on addressing academic challenges and ensuring holistic student development. This sustained progress not only reflects the dedication of students and teachers but also reaffirms the efficacy of the Punjab Daanish School System in nurturing academic excellence and fostering a culture of learning and achievement.

Recommendations:

1. Initiate a thorough examination of the educational philosophy guiding the Punjab DAANISH School System. This review should involve stakeholders, including educators, administrators, students, and parents, to ensure a comprehensive understanding of the system's values, goals, and principles. By conducting surveys, focus groups, and

interviews, gather feedback and insights to assess the effectiveness and relevance of the existing philosophy. Based on this evaluation, refine and articulate the educational philosophy to align with evolving educational needs, societal trends, and the aspirations of the community.

2. Undertake a systematic investigation into the teaching methodologies employed across the Punjab DAANISH School System. Utilize observation, interviews, and classroom evaluations to assess the variety, effectiveness, and alignment of teaching practices with educational objectives. Identify strengths and areas for improvement in current methodologies, considering factors such as student engagement, learning outcomes, and pedagogical innovation. Based on the findings, develop guidelines, training programs, and resources to support teachers in implementing best practices that align with the system's educational philosophy and goals.

3. Establish a comprehensive framework for evaluating the academic achievements of students within the Punjab DAANISH School System. This framework should encompass standardized testing, continuous assessment, and qualitative feedback mechanisms to provide a holistic understanding of student performance. Analyze academic data over time to track trends, identify areas of excellence, and pinpoint areas needing improvement. Additionally, incorporate qualitative measures, such as student portfolios, projects, and presentations, to assess critical thinking, problem-solving, and creativity. Regularly review and adjust assessment practices to ensure they remain aligned with the system's educational objectives and contribute to continuous improvement in student learning outcomes.

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