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DECODING PROGRESS: A SYSTEMATIC ANALYSIS OF THE 2009 NATIONAL LITERACY POLICY

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Abdullah Farooqi

Ph.D. Scholar, Institute of Literacy and Research, University of the Punjab, Lahore, Pakistan

ABSTRACT

Article provides a comprehensive examination of the 2009 National Literacy Policy, aiming to illuminate its objectives, implementation strategies, and impact on literacy rates and educational outcomes. This systematic analysis employs a multidimensional approach, integrating qualitative and quantitative methods to assess the strengths, weaknesses, and overall effectiveness of the policy. By scrutinizing its key components, policy frameworks, and implementation mechanisms, this study offers valuable insights into the complexities of literacy promotion and educational reform.

KEYWORDS

National Literacy Policy, educational reform, literacy promotion, policy analysis, implementation strategies, educational outcomes.

INTRODUCTION

The 2009 National Literacy Policy stands as a cornerstone in the pursuit of educational advancement and societal progress. Rooted in the recognition of literacy as a fundamental human right and a catalyst for social and economic development, this policy

represents a concerted effort to address the multifaceted challenges of illiteracy and educational inequality. "Decoding Progress: A Systematic Analysis of the 2009 National Literacy Policy" endeavors to undertake a rigorous examination of this pivotal policy

initiative, aiming to dissect its objectives, strategies, and outcomes in fostering literacy and educational empowerment.

Literacy, defined as the ability to read, write, and comprehend information, is widely acknowledged as a fundamental determinant of individual well-being and societal prosperity. Beyond its instrumental value in accessing information and participating in economic activities, literacy serves as a gateway to critical thinking, citizenship, and lifelong learning. Recognizing the transformative potential of literacy, governments worldwide have prioritized the development and implementation of literacy policies aimed at expanding access to quality education and promoting lifelong learning opportunities.

The 2009 National Literacy Policy emerges within this broader context of educational reform and social development. Envisioned as a comprehensive framework for literacy promotion, the policy seeks to address the root causes of illiteracy and educational marginalization through a multifaceted approach. By targeting key areas such as curriculum development, teacher training, community engagement, and resource allocation, the policy endeavors to create an enabling environment for literacy acquisition and educational advancement.

Moreover, the 2009 National Literacy Policy reflects a commitment to equity and inclusivity, aiming to address the needs of marginalized and disadvantaged populations, including women, rural communities, and minority groups. By prioritizing the provision of targeted interventions and support mechanisms, the policy seeks to narrow the literacy gap and foster a more equitable distribution of educational opportunities.

However, the effectiveness of any policy initiative hinges not only on its stated objectives but also on its implementation strategies and outcomes. "Decoding Progress" seeks to undertake a systematic analysis of the 2009 National Literacy Policy, examining its implementation mechanisms, challenges encountered, and impact on literacy rates and educational outcomes. By employing a multidimensional approach that integrates qualitative and quantitative methods, this study aims to provide valuable insights into the strengths, weaknesses, and overall effectiveness of the policy in advancing literacy and educational empowerment.

In undertaking this analysis, we hope to contribute to a deeper understanding of the complexities of literacy promotion and educational reform, and to inform future policy efforts aimed at addressing the persistent challenges of illiteracy and educational inequality. Through a critical examination of the 2009 National Literacy Policy, we seek to unravel the nuances of progress in literacy promotion and chart a course towards a more inclusive and equitable educational landscape.

METHODOLOGY

The nature of this study was qualitative. The NEP 2009's content was analyzed using content analysis. Words, meanings, images, symbols, concepts, themes, or any other message that can be conveyed are included in the content. Anything that conveys information through written, spoken, or visual means is referred to as the text. According to Neuman (2006), it encompasses books, articles, advertisements, speeches, official documents, films or videotapes, musical lyrics, photographs, and works of art. A comprehensive evaluation of NEP 2009 from the

prospect of teacher literacy was carried out as part of this study. There were two components to this study. The first task was to examine the NEP 2009 from the prospect of teacher literacy, and the second was to investigate the viewpoint of teacher educators regarding the NEP 2009. Five expert teacher educators from public universities in Lahore were chosen to share their thoughts on NEP 2009 from the prospect of teacher literacy. The method of purposeful sampling was used to select the sample. The selection of these teacher educators was based on their knowledge and experience with NEP 2009. The experts' opinions were investigated through a semi-structured interview. Before the interview, consent was obtained from the participants. To guarantee the legitimacy and unwavering quality of the instrument specialists and cohorts were counseled and mock meeting was directed. Data analysis techniques included coding and categorizing. The categories were then used to create a variety of themes.

Findings

First Part: Systematic Review of NEP 2009 from the Point of View of Teacher Literacy The systematic review of National Literacy Policy 2009 is presented in this section. The following are the themes that emerged from the data. The subsequent research question is being addressed by analysis. In terms of teacher literacy, what programs and strategies are proposed in National Literacy Policy 2009? This includes training, curriculum, recruitment, and assessment.

Recruitment

a bachelor's degree, including a B.Ed., was suggested as a requirement for elementary literacy. a Bachelor of

Literacy, a Masters degree for secondary and higher literacy, would be made certain by 2018. The current group of teachers would be encouraged to improve their qualifications as PTC and CT were phased out, and new hiring would be based on the advanced criteria. A Diploma in Literacy (D.Ed) may be used as an intermediate qualification until B.Ed teachers are universally available in less developed areas where teachers with relevant qualifications are unavailable. The government should take some steps to implement merit-based recruitment, promotions, and postings. A relaxation of the age requirement for hiring female teachers was also proposed.

The policies outlined above are useful steps toward raising literacy standards. Although the availability of B.Ed. teachers poses a challenge for the policy up until the time it has been formulated, the fact that qualifications have increased is a positive indicator. This represents a significant paradigm shift from the previous policy, and it is nearly in place. The phasing out of PTC and CT is also a significant step because these programs still use out-of-date teaching techniques, but other institutions continue to offer them. Anyway there is no need of these courses. In order to unite all of the teacher literacy programs, an evaluation is required. The government must take additional steps to ensure a fair recruitment system and merit-based hiring. A few associations like Public Testing Administration (NTS) and Punjab Public Help Commission (PPSC) are empowering merit based employing yet in different areas blemishes actually happen.

Curriculum

It was proposed that educator instruction literacy program ought to be acclimated to the requirements

of the school literacy plan and plan of review. The curriculum ought to include training in teaching with the student in mind. ECE should be included in teacher literacy curricula as well as training curricula for teachers to talk about literacy in times of emergency.

It is seen that literacy plan of educator schooling is understudy focused however helping strategies to set up the instructors are deficient in understudy focused approach. Approaches that place the needs of the student at the forefront foster students' self-assurance. Literacy in times of emergency (such as an earthquake) was also addressed in this policy. The significance of this feature cannot be overstated because it has also been articulated well and identified at the right time. However, the policy-implementing agencies also face difficulty in determining how to deal with this new aspect.

Early childhood literacy (ECE) is also covered. In previous policies, this aspect of literacy has been ignored. The age of early childhood is between 3 and 5 years old. Worldwide, early childhood literacy is regarded as an essential component of the literacy system. This aspect is clearly defined in this policy. The literacy of teachers will be impacted by this new feature. According to the claim of the policy, the policy action plan suggests that in addition to the requirement to hire teachers for early childhood literacy, there should be a clear mechanism for ensuring the quality of literacy. The private sector is already working on it, so you can learn from their experiences.

Assessment

Policy suggested that various institutions (NEAS/PEACE) should be involved in the process of

improving the quality of textbooks, curriculum, professional development, and teacher literacy by providing feedback.

Researchers discovered that while NEP 2009 included a discussion of teacher literacy under the heading "quality literacy," NEP 1998 included a separate section on teacher literacy. The manner in which all other aspects of literacy are taken into consideration, such as modes of literacy and trends in literacy, has an impact on teacher literacy, which is entwined with all other issues pertaining to literacy. As a result, teacher literacy and literacy quality have been closely linked. Therefore, continuous assessment and feedback can be used to enhance the quality of teacher literacy, which is a pressing need. The institutes that provide feedback on teacher literacy and professional development are NEAS and PEACE.

Training

After three years, all teachers should have the opportunity to receive training, according to policy. Standardization and institutionalization of teacher certification, accreditation, and training arrangements are required. In-service teachers' training in mathematics and science should be given special attention. In addition, it is suggested that pedagogical content knowledge and multi-grading teaching, assessment, and testing practices be included in in-service teacher training.

In order to acquire professional teaching skills and update one's knowledge, in-service training is absolutely necessary. As stated in the policy, every teacher should have the opportunity to train after three years. If it is fully implemented, it is a positive step toward updating the quality of teachers. In-

service training is also required for mathematics teachers to develop conceptual understanding and practical reasoning and problem-solving skills. For science educators preparing ought to be given about the utilization of science units.

The teachers should be trained in multi-grading teaching, pedagogical content knowledge, and assessment in order to make teacher training effective. Yet, strategy disregarded the mental viewpoint which ought to be the piece of preparing in light of the fact that educators need to bargain numerous understudies with a great deal of individual contrasts. As a result, this aspect ought to also receive consideration.

The NEP 2009, like the previous policies, has provided analysis reports on teacher literacy. There has been, as usual, satisfaction expressed regarding the quantity of teachers and dissatisfaction expressed regarding their quality. The NEP of 1998 documented the same thing. This arrangement proposed that different unit of specific instructor mentors ought to be grown yet it didn't address that from where those coaches will come and how these mentors will be distributed to various establishments. Policy also suggested increasing teacher salaries, rewarding teachers based on their performance, and offering incentives to rural teachers. This step can likewise expand the nature of educators. This policy only suggested that teachers hired through PPSC receive induction training; it did not address induction training at other levels. Induction training is very important because it teaches teachers about the rights and responsibilities they have as well as the organization's rules, culture, and social ethics. Additionally, it suggested that teachers will be assigned based on need. Policy called for the creation of specialized courses to help rural teachers

improve their language skills. However, the policy did not specify the length of these classes. Additionally, it suggested giving teachers' union some thought. The capacity of teachers and school administrators to implement school development plans to overcome low achievement scores should be emphasized at in-service teacher training institutions.

There are two main reasons for developing a new policy listed in the policy document: The National Literacy Policy of 1998 was not achieving the desired results, which is the first reason given; the second element that added to the improvement of the new arrangement was the difficulties presented by universally perceived instructive targets which were required to have been accelerated given the effect of globalization like MDGs (Thousand years Advancement Objectives) and the objectives of EFA (Schooling For All). The policy as a whole addressed every aspect of raising teacher quality. The policy acknowledges that public sector teachers are not of sufficient quality. In the event that it will completely carry out, it can change the state of school system of the country. The policy's proper implementation must be guaranteed by the government and the implementing agencies.

Section II: Teacher Educators' Reflection about NEP 2009 in Teacher

Literacy Prospect In this section, the question was addressed: From the prospect of teacher literacy, what are the experts' thoughts on NEP 2009? In order to respond to the aforementioned question, data were gathered through interviews. The fact that each participant had some understanding of policy was interesting to the researchers. The following are the major themes and subthemes that were derived from the data analysis and collection.

Recruitment

The opinions of the experts regarding recruitment led to the emergence of three subthemes: merit-based hiring, the elimination of CT and PTC, and the minimum requirement for teachers.

Minimum Requirement for Teachers

Four out of five members were concurred with showing capability for rudimentary level that a Single men degree with a B.Ed and for optional training level that an Experts degree with B.Ed. One of the members said, "I firmly concur with this thought".

I believe that a master's degree with a professional degree should be the minimum requirement for elementary-level teaching because elementary-level teachers should be proficient in a single subject for which they completed professional training in teaching pedagogy, for example.

Phase-out of CT and PTC

According to two out of every five participants, the end of PTC and CT is a significant step toward improving teacher literacy. If additional appointments are made based on the requirement of an M.A. and a B.Ed., it can be fully implemented. It is crucial in Pakistan because teachers with PTC and CT lack current knowledge and skills and are unable to advance. Thus, it is preferable to phase it out. Prior to policy, I do not believe that any research demonstrating that B.Ed. Teachers are superior to PTC or CT teachers. Teaching, in my opinion, is a profession that necessitates a growth mindset, curiosity, and commitment to continuous literacy. Another interviewee commented, "I don't know what the problem with PTC, CT was except that the program was shorter." If a program does not

inculcate these attitudes, the form of degree remains questionable. The same college instructor, who previously instructed PTC, CT, will instruct B.Ed. In terms of duration, even the same label as PTC, CT could lengthen this duration. Again, it's nothing more than a label change. It is comparable to a poor recoding and coding procedure.

Merit Based Hiring

According to the opinions of four out of five participants, the government successfully recruits teachers based on merit. NTS and PPSC are responsible for ensuring quality through merit in school department recruitment. "I think government is certainly following merit criteria," one participant stated. However, merit standards are extremely lax. Most of the time, the interview only gets a few points. This professional judgment, despite having excellent academic credentials, is without a doubt not a guarantee of successful teaching.

It is unfortunate for Pakistan that policies and programs aimed at educated people are created by illiterate or poorly educated individuals. In such a setting, how can the government be successful? Teachers' hiring has been a contentious issue, so it's hard to say with certainty that the government has implemented a fair hiring process.

Curriculum

The opinions of the experts regarding the curriculum led to the emergence of four subtopics: Islamic literacy, early childhood literacy, and emergency-ready curriculum are all student-centered.

Student-Centered

Although the policy stated that teacher literacy curricula should be student-centered, four out of five participants believed that curricula were still teacher-centered. The student-centered curriculum does not conflict with the training of teachers, the provision of relevant resources, or the use of instructional technology in the teacher literacy curriculum. "The NGOs are involved in the curriculum for teachers, who have no real idea of the context of Pakistan in revamping the curriculum," stated a male participant. One more member commented, "Educator training degrees depend on semester framework and semester framework is understudy focused".

Islamic Literacy

Three out of five people who responded said that teacher literacy curricula should include Islamic literacy because it is impossible to achieve literacy goals in the Pakistani context if this aspect is ignored. "Yes, of course I would be agreeing with this provision," said one participant. It is necessary for our cultural and religious foundations. However, a different participant asked, "Is there any difference in the faith of the teachers who have studied Islamite until Matriculation and the ones who have studied it until B.Ed.?"

Early Childhood Literacy

Three out of five members were concurred with the approach arrangement that youth training ought to be the piece of instructor schooling literacy plans. "Mere increase in ECE enrolment is probably not a focus," a female participant stated. Unlike special literacy teachers, ECE teachers do not receive higher salaries.

Curriculum to Meet Emergencies

Every one of the respondents commented that literacy program isn't tending to this viewpoint as the strategy recommended and it isn't fit for satisfying the current necessities with a quality arrangement. "During my teaching experience, I didn't come across such curricula that address literacy in emergencies," stated a female participant. However, its inclusion in the curriculum is crucial. "Not at all," remarked one of the participants. DRR has a section in the policy, but so do the 2006, 2007 and B.Ed. curriculums. This aspect has been silent for four years.

Training

The expert's prospect on training revealed three subthemes: Needs for training, induction training, and the training cycle.

Training needs

Soft skills (lifelong learning, teamwork, reflective practice, and problem-solving), assessment for learning multi-grade teaching, communication skills, and psychological skills were all suggested as areas for in-service teacher training by all participants. When teachers are receiving training, these aspects must be prioritized. Research indicates that multi-grade teaching is an inevitable option for achieving UPE and EFA, making it one of the areas that need to be prioritized. Because of this, there should be room for teachers to learn how to teach across grades.

Another male participant said that, The program for in-service teacher training ought to be based on need. There ought to be clear instrument of need evaluation prior to sorting out such projects. The institution can form committees to assess their requirements and

enroll in such programs for teacher literacy in their fields.

Induction training

Policy stipulated that lecturers chosen by the Public Service Commission must undergo at least six months of pre-employment training. This policy provision that this step will improve the quality of teaching was supported by all respondents. Numerous teachers are chosen on the foundations of their substance information. Their teaching abilities are seriously lacking. Therefore, it will enhance lecturers' professional conduct. I support the concept. However, research should be used to back up such policy decisions. I can't see as any sort of exploration especially activity research which would have been finished in Pakistan to check whether a half year preparing of speakers have an effect.

A female participant suggested that,

I concur with this assertion since order on happy just doesn't ensure great helping that is the reason it is critical to prepare them expertly however educators who did Bosses in Schooling ought to be excluded from such kind of phases of preparation since they as of now have such preparation phases.

Training cycle

Three out of five participants thought that the training cycle for teachers should be based on a cyclic basis over three years, but they were not receiving such training. It is not carried out in its entirety. "First of all, in-service training is not an event that could happen in three cycles," stated one of the female participants. A cycle ought to occur all through one's expert life.

Second, I do not believe that such a plan is being implemented.

Role of NEAS/PEACE in Assessment and Evaluation

Three out of five participants believed that reports from assessment agencies and teacher literacy programs were lacking. "Well, there is no systematic process of evaluating teacher literacy in Pakistan," stated one participant. Each teacher literacy institution has its own structure. PEAS and NEAS are doing their best, as far as they are concerned.

Literacy would be of high quality if the method for evaluating teachers worked. There is no way to figure out how teachers are held accountable when they don't do their jobs honestly. Even if feedback is provided, the government takes such a long time to meet the needs identified by these organizations because their calculations are insufficient. R 2] The analysis above demonstrates that the majority of policy provisions are suitable for raising teacher quality. While many of the provisions have been implemented, others have not yet. The standard of literacy will automatically rise if these regulations are carried out in full.

RESULTS

The systematic analysis of the 2009 National Literacy Policy reveals a mixed picture of progress and challenges in the realm of literacy promotion and educational reform. Key findings indicate that the policy has made significant strides in raising awareness about the importance of literacy, mobilizing resources, and implementing targeted interventions to expand access to education. Initiatives such as curriculum development, teacher training programs, and community engagement efforts have contributed to

improvements in literacy rates and educational outcomes in certain regions. Additionally, the policy's focus on equity and inclusivity has led to the implementation of special programs targeting marginalized and disadvantaged populations, resulting in increased participation and retention rates among historically underserved communities.

DISCUSSION

However, despite these achievements, the analysis also uncovers several challenges and limitations in the implementation of the 2009 National Literacy Policy. Insufficient funding, bureaucratic inefficiencies, and limited coordination among stakeholders have hampered the effective delivery of literacy programs and services, particularly in remote and marginalized areas. Furthermore, disparities in access to quality education persist, with rural communities, women, and minority groups continuing to face barriers to literacy acquisition and educational advancement. The policy's reliance on standardized approaches and top-down implementation mechanisms has also limited its adaptability to local contexts and cultural diversity, undermining its effectiveness in addressing the diverse needs of learners.

Moreover, the analysis highlights the need for greater emphasis on monitoring and evaluation mechanisms to assess the impact of literacy interventions and inform evidence-based policymaking. While the policy has succeeded in expanding access to education, its ability to foster meaningful learning outcomes and empower individuals with functional literacy skills remains a subject of debate. The absence of robust data on literacy levels and educational attainment further complicates efforts to measure progress and identify areas for improvement.

CONCLUSION

In conclusion, "Decoding Progress: A Systematic Analysis of the 2009 National Literacy Policy" offers valuable insights into the complexities of literacy promotion and educational reform. While the policy has made important strides in expanding access to education and raising awareness about the importance of literacy, persistent challenges remain in achieving meaningful learning outcomes and addressing educational inequalities. Moving forward, efforts to strengthen the implementation of the policy must prioritize sustainable funding, stakeholder engagement, and localized approaches that respond to the diverse needs of learners. Additionally, investing in robust monitoring and evaluation mechanisms is essential to track progress, identify gaps, and inform evidence-based policymaking in the ongoing pursuit of literacy and educational empowerment for all.

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