

**The Shia Imami Ismaili Tariqah and Religious
Education Board for Pakistan**

Religious Education Centre (REC) Policies Manual

Vision of the RE Theme

“Each Ismaili child shall have access to RE in an enabling learning environment, imparted by competent honorary human resource to inculcate essential principles of Islam and enable them to practice the Ismaili Tariqah confidently”.

**Initially Implemented from
January 2010**

**Revised Implementation from
September 2024**

IMPORTANT NOTE

The ownership of this manual rests with the Shia Imami Ismaili Tariqah and the Religious Education Board for Pakistan. No individual, whosoever is allowed to make or distribute copies or make amendments in this manual without the consent of the Institution.

Please send your queries and feedback to the National RE Team at the following postal address:

RE theme, ITREB-Pakistan,
230/1, D'Cruz Road,
Garden East,
Karachi, Sindh 74550.

FARMAN MUBARAK

"I would say to my spiritual children today that understanding the purpose of education is a central issue for the decades ahead for the Jamat world-wide, not just the Jamat in Pakistan. Understanding the ethics of one's faith, the history of one's Tariqah, the principles on which the Tariqah functions, what it upholds, are very, very important to the future of the Jamat, and I wish you to know as, indeed, I believe you do know, that a lot of effort has been made to upgrade the quality of the religious education of the Jamat. This is a long and extensive exercise because it means bringing forward to modern times – Notions of the past, principles that are permanent in life, ethical contexts which are desirable for the Jamat. So, I say to my spiritual children, attend regularly the classes that teach the faith, attend Jamatkhana regularly and keep a balance between world and faith in your lives. Keep that balance between world and faith in your lives. You must know that it is the best path for happiness. It is the best path for happiness. Keep that balance in your lives."

(Karachi, Pakistan, October 24, 2000)

"The institutions should achieve those reasonable objectives that should be achieved in order that they should serve the Jamat and the people amongst whom the Jamat lives, as effectively as possible. And that means careful planning, identifying the needs of the Jamat, performing effectively, being answerable, having results verified, and if there are failures, correcting the failures, not hiding them, correcting them. These are the premises on which I hope the Jamat will continue to provide support and service to the institutions because these are the premises on which I believe the institutions should be expected to perform in the future."

(Bombay, India, November 23, 1992)

MESSAGE

The Religious Education Centre (REC) plays a vital role in the religious formation of the youth in our Jamat. In Pakistan, the establishment of RECs, commonly known as Night Schools, began in the early 1950s in Karachi and Gwadar. These RECs have since expanded across the country, adapting to diverse geographical and socio-cultural contexts, each operating according to Local resources and culture. Varying physical infrastructure and facilities have characterized these RECs.

However, a guiding document has long been needed to streamline REC operations, ensuring smooth functioning. This policy document aims to address that need. This policy document aims to establish consistent parameters for REC operations while respecting the socio-cultural context of individual RECs. It sets standards, benchmarks, and criteria for various aspects of REC operations.

In 2009-10, the REC policy was implemented across Pakistan, and orientation programmes were conducted at the National, Regional, Local, and REC levels. In 2011-12, a gap analysis survey was conducted to gauge its efficacy, which revealed that 78% of the policy was successfully implemented. Later, in 2013-14, another survey showed that almost 89% of policy had been implemented at the RECs.

Along with the surveys, ITREB Pakistan also introduced a portfolio analysis exercise that showed the REC systems were taking the utmost advantage of this manual. This document will lead to an overall improvement in providing quality benchmarks at RECs for our students. These processes have also enabled ITREB Pakistan to introduce new policies related to the appointment of learning coordinators at RECs, teacher retention and recognition, and parental involvement. Implementing this policy is expected to create a conducive learning environment at RECs, produce students with a solid grounding in the Ta'lim curriculum and faith perspectives, and enable students to articulate their identity in the modern context.

Chairman

ITREB for Pakistan

Executive Officer

ITREB for Pakistan

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1. RELIGIOUS EDUCATION CENTRE

It is the core responsibility of ITREB for Pakistan to provide access to religious education to every Ismaili child in its jurisdiction. Thus, even if a single-family is situated in an area, the Local Board must ensure it has access to religious education.

In the context of the Shia Imami Ismaili Tariqah and Religious Education Board for Pakistan, REC is a place for imparting religious education to all Ismaili children. Establishing an REC must be prioritised wherever a sizeable population of the Jamat is settled. A new REC must, preferably, be located on the Jamat Khana premises; alternatively, it could be located on premises nearby.

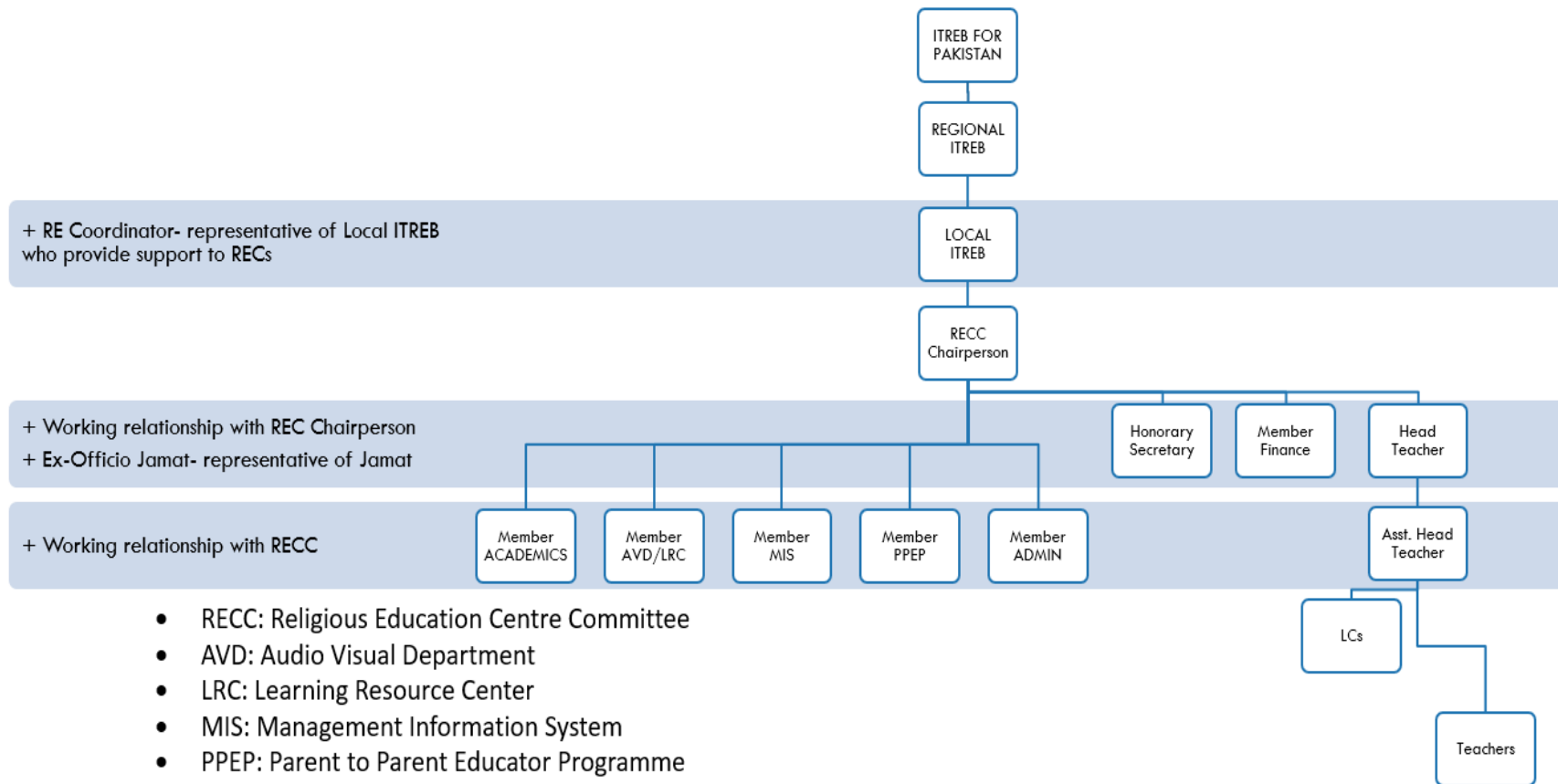
An REC shall operate under a Religious Education Centre Committee (RECC) in close coordination with the Local Board. The Head Teacher shall be responsible for managing the day-to-day affairs of the REC as per the policy guidelines. In smaller villages/ areas with challenges in forming a complete RECC for each REC, one RECC can be appointed for a cluster of RECs located at close distances or near a single Jamat Khana. In such cases, the Head Teacher of each REC will be a member of the RECC. However, RECs with large populations need to have a dedicated RECC.

2. OBJECTIVES OF THE REC POLICY MANUAL

The following are the objectives of the REC policies and procedures manual:

- a) To establish comprehensive guidelines to manage REC operations and activities effectively.
- b) To elaborate on the roles and responsibilities of all stakeholders in the REC.
- c) To instill a sense of uniformity, coherence, professionalism, and efficiency in REC management practices, promoting consistency and quality across operations.
- d) To create a robust institutional framework and foster meaningful linkages between National, Regional, and Local Tariqah Boards and RECs. This ensures a well-connected and coordinated approach to REC activities.
- e) To have systems in place for deploying and effectively utilizing all available resources.
- f) To support RECs in achieving desired benchmarks and bring productivity and quality to the overall process.

3. ORGANOGRAM OF REC



4. GENERAL GUIDELINES

This manual aims to address the matters of all the entities directly or indirectly related to the REC setup. The policies and related procedures streamlined herein have been finalised after a thorough study of the Regional contexts across the country.

Structure of the Manual:

The manual is divided into three sections:

- a) **Policies:** Policies are statements that outline ITREB's principles, goals, and guidelines which set the overall directions.
- b) **Procedures:** Procedures are detailed step-by-step guidelines that describe how specific tasks or processes should be carried out.
- c) **Annexures:** Supplementary documents or additional materials are attached to the policy manual to provide further details, context, or supporting information. Annexures typically contain documents, templates, forms, or reference materials that are referenced in the policies or procedures.

Standardization and Adaptation:

While the policies are intended to achieve standardization and uniformity in REC documentation and processes nationwide, it's recognized that certain procedures may not be applicable across all areas.

It is acknowledged that some RECs may face resource constraints. In such cases, minor adaptations can be incorporated into procedures and annexures as per Regional contexts through guidance from the Local ITREB in alignment with Regional ITREB guidelines.

It is possible that some of the clauses may not be completely applicable in all regions; in such cases, the concerned RECC can seek assistance and guidance from ITREB for Pakistan through their respective Local/ Regional Board(s).

Hence, this policy document should be recognized as a guideline rather than a strict rulebook. It acknowledges the diversity of REC setups across different contexts and aims to provide flexible guidance to accommodate varying needs.

Continuous Improvement:

Policies and procedures outlined will be subject to periodic review and updates as necessary. Feedback and suggestions for improvement are welcomed from REC stakeholders to ensure the efficacy and relevance of the policies.

Policy Document Approval Process

Any alteration to the policy document requires approval from the RE Committee and National ITREB Office Bearers. However, management can adjust procedures and annexures as necessary.

These guidelines provide a framework for REC operations with the possibility of flexibility and adaptation according to Regional contexts and evolving needs.

5. POLICIES

Policy 1: Opening a New REC

This policy provides guidelines for opening new RECs.

1. An REC shall be opened **ONLY** after the approval of the Local ITREB, in consultation with the Regional and National ITREB, requiring submission of an opening request form to the Local board (Annexure 1A).
2. Policy for REC infrastructure must be followed as closely as possible when opening a new REC.

Policy 2: REC Infrastructure

This policy defines the infrastructure required to support an enabling environment conducive to learning at the REC.

1. The RECCs are responsible for providing a conducive learning environment to students and teachers and maintaining their regularity.
2. The local board shall duly approve the revision of the minimum standards for REC buildings, rooms, and resources.

Policy 3: Appointment of RECC (Office Bearers & Members)

This policy outlines the criteria for appointing the Religious Education Centre Committee (RECC).

1. The RECC, which consists of a Chairperson, Honorary Secretary, Member Finance, Head Teacher, and Portfolio Members, shall supervise the REC.

Policy 4: Appointment of Learning Coordinators (LCs) at REC

This policy aims to provide guiding principles for appointing LCs to extend ongoing support to REC teachers through observation and peer coaching.

1. The LCs selection, appointment, and training shall align with the guidelines of the Local Board.

Policy 5: Student Admissions

This policy underlines the criteria and process of enrolment of students in the REC for all children aged between 2 and 18 across Pakistan.

1. Admissions to all the classes of the REC will be carried out at the beginning of the academic year and then once in the middle of the academic year, as applicable to each region.
2. Children will be enrolled in the appropriate classes as per the following age groups:

| # | Level | Age Range |
|-----|------------------|-----------|
| i | Ibtida | 2 to 3 |
| ii | Pre-school | 3 to 6 |
| iii | Lower Primary | 6 to 9 |
| iv | Upper Primary | 9 to 12 |
| v | Secondary | 12 to 16 |
| vi | Higher Secondary | 16 to 18 |

(Note: Although the curriculum for each level is meant specifically for a particular age group of children, it can also be used for those who are older than the above-mentioned ranges).

Policy 6: Students' Access to Religious Education at RECs

This policy outlines the basic framework for providing religious education to every Ismaili child, whether through a formal religious education system or other RE access models.

1. An acceptable level of Access is a minimum of seventy-five hours of contact time (including 75 hours of Ta'lim, 25 hours of Subject Focused Component [SFC], and 36 hours of Qur'an education) as per ITREB-P designed format for each context with a teacher in a year, in a regular REC classroom setting, or through other RE access models (camps, workshops, episodic teaching, synchronous, asynchronous or homeschooling).
2. No student shall be expelled from the REC due to irregularity.

Policy 7: Access to RE Textbooks

This policy outlines the REC's and the Local Board's responsibility for enhancing students' access to RE Textbooks.

1. The prescribed RE books are Ta'lim Textbooks for primary and for secondary, Secondary Curriculum Modules issued by the Institute of Ismaili Studies and the Interim Secondary and Higher Secondary Curriculum issued by ITREB Pakistan (only for those secondary grades where the STEP Secondary Curriculum is not implemented).

Policy 8: Students' Assessment

This policy extends guidance on students' assessments to determine the progress made by the students, identify challenges faced by all stakeholders, and recommend measures to overcome them.

1. All religious education teachers shall be given a comprehensive orientation regarding the concept and process of the student's assessment.
2. Teachers must communicate students' progress to their parents through progress report cards and parent-teacher meetings at least twice a year. The progress report card should be taken home and thoroughly read and signed by both parents.

Policy 9: Appointment of REC Teachers

This policy outlines the criteria for appointing teachers for RECs across Pakistan.

1. The RECC shall identify, select, and induct well-qualified and competent individuals as religious education teachers through the selection process. The local ITREB shall ensure policy compliance.
2. The REC shall strictly follow the process for selecting REC teacher(s).

Policy 10: Teachers' Attendance and Regularity

This policy aims to streamline the regularity and punctuality of Religious Education Teachers to ensure the timely achievement of desirable learning outcomes.

1. Religious education teachers shall be expected to be regular and punctual, as per their commitment.
2. Regular and punctual teachers shall be acknowledged and appreciated.

Policy 11: Participation in Training & Professional Development

This policy provides guidelines for the RECs regarding the participation of teachers and LCs in professional development programs initiated/conducted by ITREB.

1. The RECC shall conduct training needs assessments to nominate their human resource for participation in ITREB-based training programs.
2. The RECC shall ensure that all teachers are given equal opportunity to attend ITREB-based professional development programs.

Policy 12: Teachers' Assessment and Evaluation

This policy aims to introduce a formal teacher assessment procedure to evaluate religious education teachers' performance at the RECs, to ensure their continuous professional development.

1. REC will be responsible for monitoring and assessing the teachers and providing written feedback to the concerned teacher.
2. The core purpose of teachers' assessment shall be the professional development of teachers and improvement in students' learning.

Policy 13: Teacher Retention and Recognition

This policy provides guidelines for appreciating and acknowledging the service of teachers at REC.

1. The REC teachers shall be acknowledged and appreciated for their time and efforts in imparting religious education to the students.
2. RECC shall ensure the retention of teachers by timely deploying measures to address their concerns.

Policy 14: Policy for Releasing a Teacher Honourably/amicably from the System

This policy defines the criteria for releasing teachers from the system, considering the three key principles: honorably, graciously, and sensitively.

1. The retirement age of a teacher is 55 years.
2. Teachers who wish to leave REC before retirement age shall submit a resignation letter to the HT.

3. The teacher may also be released due to violating the Code of Conduct.

Policy 15: REC Records

This policy provides guidelines for documenting, collecting, and preserving all records, documentation, and materials related to the REC so that these are available when needed.

1. The Headteacher shall develop and maintain a proper filing system at the REC.

Policy 16: Learning Resource Centre

This policy provides guidelines for acquiring, recording, maintaining, and properly utilizing teaching and learning resources in the REC Learning Resource Centre.

1. All RECs shall be equipped with the material approved by their respective Regional Boards.

Policy 17: Organising Co-curricular Activities in RECs

This policy outlines the role of RECC in making the REC a platform for developing the knowledge and skills of students and teachers through both curricular and co-curricular activities.

The co-curricular activities should complement and extend the curriculum and provide the students with a broader exposure beyond the limitations of the specified textbooks. This may include the physical, social, and cognitive engagement of children.

1. Co-curricular activities shall be included in the regular syllabus.
2. The safety and security of the children should be the priority when organising any co-curricular activity.

Policy 18: Community Involvement at REC

This Policy guides community involvement at the REC, which includes parents, Jamati members, leadership, and all the stakeholders directly involved in formal religious education through RECC.

1. Parent-teacher orientation shall be organised once a year at the commencement of the academic year.
2. Parent-teacher meetings shall be organised a minimum of twice a year.

3. Awareness and education programmes, such as curriculum themes, sessions, and lectures, shall be conducted for the community leaders and parents at the REC level.

Policy 19: Code of Conduct

This policy provides guiding parameters for maintaining discipline and the proper code of conduct in RECs.

1. Each RECC, with the guidance of and in concurrence with the Local Board, shall develop a code of conduct for REC and ensure its proper and fair implementation.
2. The disciplinary actions taken should not be harsh (neither psychologically nor emotionally).
3. Corporal punishment **SHOULD NOT** be used at any cost.

Policy 20: REC Mukhi, Kamadia & Mukhiani, Kamadiani Saheban

This policy provides guiding parameters for appointing REC Mukhi, Kamadia, and Mukhiani, Kamadiani Saheban, and for their roles and responsibilities within the REC.

1. The REC Mukhi, Kamadia, Mukhiani, and Kamadiani selection, appointment, and training shall align with the provided guidelines.

6. PROCEDURES

Procedures for Policy 1: Opening a New REC

1. New REC can be opened based on the following conditions:
 - a) There is no REC in the locality or if accessibility issues exist due to migration, distance, or space constraints.
 - b) At least twenty children of school-going age 0-18 reside in that area to open REC. For exceptions, Local ITREB must seek approval from the National ITREB.
 - c) At least two teacher capable of multi-grade teaching is available. Efforts should be made to provide teachers class-wise or, at least, level-wise.
 - d) At least three members of the Jamat are committed to serving on the RECC.
 - e) The REC opening request form should be completed by the Local board and submitted to the Regional and National boards for approval (Annexure 1A).
 - f) The community provides at least one room/hall, although an appropriate REC building would be desirable per the REC Infrastructure Policy.
 - g) New community colony construction may incorporate the provision for REC premises per the REC Infrastructure Policy guidelines.
 - h) The Terms of Partnership (Annexure 1B) should be signed by the relevant Local Board and the newly appointed RECC Chairperson before the opening of the REC.
2. The REC should liaise with the respective Local Board for support in terms of human resource training and development and acquisition of the necessary Ta'lim Curriculum books.

Annexure 1A: REC Request Form

| | | |
|--------------------|------------------|------------------|
| ITREB for Pakistan | | REC REQUEST FORM |
| | REC NAME, LB, RB | |
| | Jamat Khana Name | |

NEAREST AKES DETAILS:

Walking Distance from this Site: _____ mins (approx.)

Total Classroom(s): _____ Available for REC: _____

Avg. Sittings per Room (Student): _____

Feasibility for Synergy:

ECD PRI SEC HRE

Non-Feasibility (Reason) / How children Access to Secular Education?

| Shift | 1st | 2nd |
|-------|-----|-----|
| Start | | |
| End | | |

| REMARKS / COMMENTS / RECOMMENDATIONS Region | |
|---|--|
| | |

| NEAREST REC DETAILS: | | Alipur Farash | | | | | | | | | | |
|---|---|--|---|-------|-----|-----|-------|--|--|-----|--|--|
| Walking Distance from this Site: _____ mins (approx.) | | School Timings: <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th style="width: 15%;">Shift</th> <th style="width: 15%;">1st</th> <th style="width: 15%;">2nd</th> </tr> <tr> <td>Start</td> <td></td> <td></td> </tr> <tr> <td>End</td> <td></td> <td></td> </tr> </table> | | Shift | 1st | 2nd | Start | | | End | | |
| Shift | 1st | | | 2nd | | | | | | | | |
| Start | | | | | | | | | | | | |
| End | | | | | | | | | | | | |
| Total Classroom(s): _____ | | | | | | | | | | | | |
| Number of classes: _____ | | | | | | | | | | | | |
| Number of Students _____ | | | | | | | | | | | | |
| Number of students in: | | | | | | | | | | | | |
| ECD <input style="width: 50px;" type="text"/> | PRI <input style="width: 50px;" type="text"/> | SEC <input style="width: 50px;" type="text"/> | HRE <input style="width: 50px;" type="text"/> | | | | | | | | | |
| Non-Feasibility (Reason) / How children Access to REC? | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| REMARKS / COMMENTS / RECOMMENDATIONS National |
|---|
| |

| REC DETAILS: | |
|--------------------|--|
| Current Situation: | Availability of Internet for smooth Zoom Sessions? |
| <div></div> | |

[illegible]**REC ORGANOGRAM DETAILS:** (Please enter Numbers in the boxes)

| REC ORGANIZATION DETAILS: (Please enter numbers in the boxes) | | | |
|---|--------------------|------------------------|------------------------|
| | RECC Chairman | Member Academics | Access Coordinator |
| | Honorary Secretary | Member Admin | Learning Coordinator |
| | Member Finance | Member AVD | Section Incharge |
| | Member MIS | Head Teacher | Head Teacher |
| | Member PEP | Assistant Head Teacher | Assistant Head Teacher |

REC PREMISES (Please X the appropriate box)

| REC PREMISES (Please X the appropriate box) | |
|---|--|
| Purpose Built | |
| Rented Premises | |
| Private Homes | |
| JK Prayer Hall | |
| JK Veranda | |
| JK Open Area | |

ENROLLMENT:

| Classes | IB | NR | K1 | K2 | P1 | P2 | P3 | P4 | P5 | P6 | S1 | S2 | S3 | S4 | H1 | H2 | Enrol. | Partials | Per- | REC/Size |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------|----------|------|----------|
| Feb 2022 | | | | | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | NONE |
| Jun-23 | | | | | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | NONE |
| Expected enrolment over the next 2-3 year | | | | | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | NONE |
| Max.Stud/IR | | | | | | | | | | | | | | | | | 0 | --- | --- | --- |
| Reg.Section | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | --- | --- | --- |

NOTES: ISTIDA (I); Nursery (NR); KG-1 (K1); KG-2 (K2); Primary-1 (P1); Primary-2 (P2); Primary-3 (P3); Primary-4 (P4); Primary-5 (P5); Primary-6 (P6); Secondary-1 (S1); Secondary-2 (S2); Secondary-3 (S3); Secondary-4 (S4); HRE-1 (H1); HRE-2 (H2); Junior (JB); Senior (S3) to High School.

Improved Access: After the development of the Infrastructure, percentage of Access is expected to be increased by more than 80% on current population.

Projected Access: Population, as provided by Estate Office and 35% of that, is taken as Student Population.

| ROOM-WISE CLASSES with Max. Number of Students | | | | | | | | | | | | | | | | | | | | | | |
|--|--------|-----|-----|-----|------|--------|-----|-----|---|-----|--------|-----|-----|-----|-----|--------|-----|-----|-----|-----|------|---------|
| Room | Type A | | | | | | | | | | Type B | | | | | | | | | | Sum | Winte |
| | Summer | | | | | Winter | | | | | Summer | | | | | Winter | | | | | | r |
| Shift | 1st | 1st | 2nd | 2nd | Stud | 1st | 1st | 2nd | | 2nd | Stud | 1st | 1st | 2nd | 2nd | Stud | 1st | 1st | 2nd | 2nd | Stud | Total |
| Mo | | | | | 0 | | | | | | 0 | | | | | 0 | | | | | | 0 0 0 0 |
| Tu | | | | | 0 | | | | | | 0 | | | | | 0 | | | | | | 0 0 0 0 |
| We | | | | | 0 | | | | | | 0 | | | | | 0 | | | | | | 0 0 0 0 |
| Th | | | | | 0 | | | | | | 0 | | | | | 0 | | | | | | 0 0 0 0 |
| Fr | | | | | 0 | | | | | | 0 | | | | | 0 | | | | | | 0 0 0 0 |
| Sa | | | | | 0 | | | | | | 0 | | | | | 0 | | | | | | 0 0 0 0 |
| Su | | | | | 0 | | | | | | 0 | | | | | 0 | | | | | | 0 0 0 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

[illegible]

Annexure 1B: Terms of Partnership

BETWEEN THE RECC AND THE RESPECTIVE LOCAL BOARD

This PARTNERSHIP AGREEMENT is made on _____, 20____ between _____ (name of REC & Chairperson) and _____ (name of Local Board & Chairperson).

1. NAME AND PURPOSE. The parties hereby form a partnership under the name of _____ (REC) to open a new REC. The address of the REC shall be _____.

2. TERMS. The terms of this partnership will be based on the following roles and responsibilities; however, the formation of an RECC is a pre-requisite for this partnership:

Religious Education Centre Committee

- a. Ensure that the RECC is formed.
- b. Purchase sets of the required curriculum books.
- c. Identify religious teachers with the required profile and submit these profiles to the Local Board.
- d. Motivate parents to send their children to the REC.
- e. Arrange for the maintenance of the REC building.

Local ITREB:

- a. Provision of land and construction cost to be borne by the respective Jamat will be aligned with the prevailing policy for JKD by the Estate Office.
- b. Provision of Curriculum books.
- c. Training of teachers.
- d. Provision of minor value assets and upkeep of the building, as per the budget availability.
- e. Provision of Academic Support and ensuring Quality Assurance

Executed this _____ day of _____, 20____ in _____ [village/city], _____ [Jamat Khana], and _____ [Local Board], _____ [Region]

Chairperson, RECC

Chairperson, Local ITREB

Procedures for Policy 2: REC Infrastructure

1. Minimum Standards of a REC Building

A REC building must:

- Be seismic-resistant.
- Not be vulnerable to natural hazards or human-induced hazard risks. (Annexure 2A)
- Be conducive to the local climate/weather.
- Have fire extinguishers and emergency exits. (Annexure 2B)
- Have adequate light, ventilation, cleanliness, drinking water, a first aid kit, and washroom facilities.

2. Utilisation of Alternative Premises

To create a suitable environment, the REC, the RECC, or the Local Board make an effort to explore alternative options, which may include AKESP Schools, Community Based Schools, Jamat Khanas, or any other Jamati facilities.

3. Classroom Size and Space Requirements

All RECs should:

- Ideally, rectangular classrooms will be provided, enabling easy extension.
- Have an average classroom of 220 - 430 sq. feet and a minimum space of 8 sq. feet per child.
- Additional open or semi-open space, along with the classrooms, would be ideal.

4. REC Requirements Based on REC Size and Student Capacity

At a minimum, one classroom should be allocated for RECs with less than 40 students, while small RECs require two classrooms, medium-sized RECs should have three to four classrooms, and large RECs, depending on student enrolment, should have four or more classrooms. These classrooms should each have a size ranging from 220 to 430 sq. feet.

Since there is a large variation in the student strength of different RECs, classrooms and other facilities required in the RECs have been split into small, medium, and large groups. (Annexure 2C) Suggested classroom sizes against number of students in Jr and Sr classrooms:

| Type | Size |
|------|---|
| A | 14'-0" x 16'-0" (224.0 Sq.ft) 14 Sr 12 Jr |
| B | 16'-0" x 16'-0" (256.0 Sq.ft) 16 Sr 14 Jr |
| C | 20'-0" x 16'-0" (320.0 Sq.ft) 20 Sr 18 Jr |
| D | 23'-0" x 16'-0" (368.0 Sq.ft) 23 Sr 20 Jr |
| E | 24'-0" x 16'-0" (384.0 Sq.ft) 24 Sr 21 Jr |
| F | 27'-0" x 16'-0" (432.0 Sq.ft) 27 Sr 24 Jr |

5. Furniture and Equipment Requirements for Classrooms

As far as possible, each classroom shall have the following furniture and equipment:

- a. Chairs with adequate writing surfaces (attached or as separate tables) appropriate for the children's height and build. These should preferably be stackable and allow for re-configuration of furniture arrangements in the classroom.
- b. A table and chair for the teacher.
- c. A cupboard for storing books, equipment, stationery, the students' work, and other necessary documents.
- d. Black (white/magic) board.
- e. Electric point connection/ outlet and Projection area for Multimedia.
- f. LEDs

Standard Furniture Size in Ibtida Room:

- Table-Ibt [4'Lx2'Wx12"H]_ Colour Scheme Red/Yellow/Blue
- Cushion-Ibt (1'Lx1'Wx6"H)
- Desk-Tchr [3L'x2'Wx30"H]_ Blue
- Chair-Tchr [18"H]-Plastic _ Blue
- White Board [8'Lx4'W]
- Soft Board [3'Lx4'W]
- Cupboard [3'Lx1.5'Wx6'H]_ Blue
- Pigeon Hole [4'Lx1.5'Wx3'H]_ Colour Scheme Red/Yellow/Blue
- Book Rack [3'Lx1'Wx4'H]_ Colour Scheme Red/Yellow/Blue

Standard Furniture Junior Room:

- Table-Jr Half Moon [3'Dx21"H]_ Blue
- Chair-Jr [15"H]-Plastic _ Blue
- Desk-Tchr [3L'x2'Wx30"H]_ Blue
- Chair-Tchr [18"H]-Plastic _ Blue
- White Board [8'Lx4'W]
- Soft Board [3'Lx4'W]
- Cupboard [3'Lx1.5'Wx6'H]_ Blue

Standard Furniture Senior Room:

- Table-Sr [4'Lx2'Wx30"H]_ Grey
- Table-Sr [4'Lx2'Wx30"H]
- Desk-Tchr [3L'x2'Wx30"H]_ Grey
- Chair-Tchr [18"H]-Plastic _ Grey

- White Board [8'Lx4'W]
- Soft Board [3'Lx4'W]
- Cupboard [3'Lx1.5'Wx6'H]_ Grey

6. Preferred Additional Spaces

Any new REC that is constructed shall have a provision of:

a. REC Office (Headteacher/RECC)

A 200-250 sq. ft. room would be required for general meetings, counseling of students and parents, and serving as the REC office for medium and large RECs. The furniture should include:

- A meeting table with 6-8 chairs
- A working desk and a chair for MIS member
- A laptop or desktop for MIS working
- Storage space to keep the REC's administrative records, etc.

b. A teacher's resource room

Each REC needs to have a Resource Centre, which would primarily be for teachers' use. At a minimum, the Resource Centre should include the following:

- A 20'-0" x 16'-0" (320.0 sq. ft) room.
- Furniture to store books, audio-visual materials, equipment, and tables and chairs allow 8-10 users to read and prepare their lessons.
- Open planning space for teachers (ideally 75-100 sq. ft. per teacher), with suitable furniture and computer facilities.
- A space for the Audio-Visual Installation
- A separate space for proceeding with the rituals from this area with a microphone and speaker's provision. (Where required)

c. Washrooms

- Two separate washrooms, one for females and one for males, for a small REC. The number of washrooms can be increased depending on the number of students in the REC.

d. Learning Resource Centre (Previously called Library)

- e. RECs would generally need Learning Resource Centre space for about 500 books, which should be easily accessible to students and teachers. However, this space can be shared with other facilities in Jamatkhana or nearby places.

f. Clean drinking water

g. Resource Storage space

Quality of Space Required

The following are the quality requirements for all spaces in the RECs:

- a. The space should be provided for each classroom as per the number of students in each class so that children can read, write, draw, and perform other activities without straining their eyes.
- b. Ventilation should be 8.1 air changes per hour (each), corresponding to 26 cfm per person.
- c. The room temperature should be controlled at 20 to 26 degrees Celsius.
- d. Cemented floors should be carpeted, especially in cold climates, and ceramic/marble tiling should be used in warm climates.
- e. There should be separate points (at least 2 in each room) for lighting/distribution and power/appliances.
- f. The premises should contain fire safety features such as fire exits, fire alarms and extinguishers, and a first-aid kit.
- g. The premises should have a water supply system. Teachers will need to use water for various activities and washing up.
- h. In general, it is recommended that children wear their shoes in the classroom. However, appropriate shoe racks should be made available where this is not advisable (e.g., within JK premises, where the floor is carpeted, etc.).

Maintenance/Repair of Existing REC Building

- a. The RECC shall be responsible for the regular maintenance/evaluation of the REC building and the required repairs.
- b. The RECC shall contact the relevant Local Board in case of major repairs.

Annexure 2A: DRMI – AKDN School Safety Overview

The DRMI is an initiative to coordinate and accelerate risk reduction activities in the region, much of which is hazard-prone, without even basic standards of structural and non-structural safety and preparedness.

DRMI's approach addresses the formidable challenge by integrating comprehensive school safety practices across the AKDN's development programs in the region. It indicates that despite the daunting threat posed by earthquakes and other natural hazards, there is an extraordinary opportunity to mitigate their impact, while that will not happen easily or quickly.

The DRMI's four main goals in the region are to:

- a. Assess natural hazard risk;
- b. Promote safety consciousness;
- c. Reduce disaster risk;
- d. Build emergency response capacity;

Organising Shake Out Drill at RECs thrice a year is advisable:

Following are the steps of Drill for students and REC teachers to participate in the Shakeout drill (Drop, Cover, and Hold)

- a. **DROP** down to your hands and knees and make yourself small – it is a matter of seconds before strong shaking knocks you down or something falls on you.
- b. Take **COVER** under a shelter – if there is no shelter, such as a table, use a book or your hands and arms to cover your head and upper spine.
- c. **HOLD ON** to something heavy until the shaking stops.

Annexure 2B: SOPs for Fire and Safety

Safety and Security Policy Statement for RECs

At the Religious Education Centre (REC), we foster a safe and secure environment for all students and teachers. Our commitment is to uphold the highest health and safety standards, ensuring a secure place for students and teachers. The following policy guidelines must be administered in addition to contextual needs and requirements:

REC Access:

1. Ensure that no one should have access keys to REC and entry to all centers must be monitored vigilantly. Keep an extra key copy for emergencies with a responsible Jamati member.
2. Maintain a visitor log and monitor all entries regularly
3. Please ensure that there are two exit points. If two exit points are unavailable, identify a window that can be used for an emergency exit and mark it with an illuminated sign. Also, make sure that the alternative exit points are safe.

Information and Capacity Building for Emergency Response:

1. Develop an emergency contact list and display it at two or three entry and exit points.
2. Develop an information chain mechanism for keeping the relevant stakeholders informed. Ensure that everyone is aware of the local CERT numbers.
3. Conduct quarterly sessions and drills for the staff, teachers, and students on disaster risk and management (basic CPR, fire safety management, earthquake evacuations, threat response, and learning emergency numbers by heart).

Prevention and Preparedness:

1. Regularly inspect and maintain electrical systems and equipment.
2. Store flammable materials in designated areas.
3. Ensure a fully updated and stocked first aid box is located in a designated area, such as the Head Teacher's office or guard room.
4. Clearly mark emergency exits and evacuation routes.
5. The REC committee and relevant local boards must ensure that fire extinguishers and sand buckets are upgraded and easily accessible.
6. Install and maintain functional smoke detectors and fire alarms.

Reporting and Communication:

1. Designate one focal point as an “emergency response” lead.
2. Report immediately to the Local Chair in case of an emergency.
3. In writing, report all incidents, including accidents, injuries, security breaches, and safety concerns, to the local board .
4. Regularly review and update the safety policy to align with evolving safety standards and regulations.

By adhering to this safety and security policy, ITREB, P aims to create a secure and nurturing environment that promotes the well-being and success of everyone within REC.

Annexure 2C: Space requirement for RECs of different Sizes

| | Type of REC | Student Population | Rooms/ Facilities Required |
|---|--------------------|---------------------------|--|
| 1 | Small | ≤ 60 | 1-2 Classrooms on rotational basis Washroom/s Learning Resource Centre space (if possible) |
| 2 | Medium | Between 61 and 120 | 2-3 Classrooms on rotational basis Washrooms Learning resource room (if possible) Teacher's resource room |
| 3 | Large | >120 | Minimum 3 classrooms per stream on a rotational basis Washrooms Learning Resource Centre Teacher's resource room REC Office (Headteacher/RECC) Resource storage space |

Procedures for Policy 3: Appointment of RECC Office Bearers & Members

1. The appointment of the RECC should be made for two years, which may be extended up to a maximum of four years.
2. The appointments of the Chairperson, Honorary Secretary, Member Finance, and Headteacher shall be made by the Local Board before the beginning of the Academic Year.
3. The outgoing Chairperson, Honorary Secretary, Member Finance, and Headteacher shall propose nominations for their respective positions to the Local Board. If required, consultation from Mukhi/Kamadia Saheban will be provided.
4. The RECC portfolio members will be appointed through a process that includes announcing positions (Annexure 3A and 3B), opening applications (Annexure 3C), shortlisting, and conducting interviews (Annexure 3D). Headhunting may be encouraged if suitable candidates are not identified through application. Encourage both males and females to participate.
5. The portfolio members shall be appointed (Annexure 3E) by the RECC Chairperson in consultation with the Honorary Secretary, Member Finance, and Headteacher.
6. If any RECC member relinquishes their position while in office, the RECC Office Bearers, in discussion with the Local Board, appoint a co-opted member for the remaining term from the list of aspiring candidates who have earlier shown their interest.
7. If the Chairperson relinquishes their position while in office, the Honorary Secretary shall temporarily take on the responsibilities of the RECC while the new appointment is processed.
8. The RECC composition should have gender equity as far as possible.
9. A single RECC can be appointed for a number of RECs located at a close distance or within the vicinity of a single Jamat Khana. In such cases, the Headteacher of each REC will be a member of the RECC.

Composition of the RECC:

The RECC shall comprise a Chairperson, Honorary Secretary, Member Finance, Headteacher, and members for the following portfolios:

- a. MIS
- b. Access
- c. Parent Education Programme
- d. Academics
- e. Admin/Logistics
- f. AVD & Learning Resources Centre

The RECC should preferably have a combination of parents, professionals, and secular school teachers.

Each Local Board will also appoint an Ex-Officio member from the Jamat, with the consent of the respective Mukhi/Kamadia Saheban. This member, chosen through mutual agreement, could be either Mukhi Saheb, Kamadia Saheb, Mukhiani Saheba, or Kamdiani Saheba, serving on the REC managing committee of the specific Jamatkhana or REC in its vicinity. (Annexure 3Q) Each Local Board will appoint an RE Coordinator in the REC of their jurisdiction to properly liaise with REC and keep REC well informed about the activities of ITREB and its various programmes and vice versa.

Selection Criteria

Individuals meeting the following criteria should be preferred:

a. Chairperson/Honorary Secretary and Portfolio Members

- a. Reasonable level of religious education
- b. At least Intermediate in secular education. Higher qualifications shall be preferred.
- c. Good management skills
- d. Willingness to serve at the REC for the term of office.

b. Headteacher

- a. A reasonable level of religious education with preference to HMDP, HRE, HWDP, and ARE graduates.
- b. At least graduation in secular education, Higher qualifications shall be preferred.
- c. At least three years of teaching or management experience
- d. Willing to serve the REC for the term of office.
- e. Should be regular.

c. Orientation of Assignment

- a. The retiring RECC shall give the newly inducted members detailed orientation within two weeks of appointment.
- b. The retiring RECC shall ensure proper handing-over and taking-over of all documents, such as books of accounts, minutes of meetings, registration records of students and teachers, year planner, REC code of conduct, MIS data, REC policies manual, REC correspondence, and any other relevant data/material/ document.

d. Training and Development and Support

- a. All RECCs should attend the orientation training designed by the regional board according to the orientation manual.

- b. RECC and other portfolios should be oriented in terms of their roles and responsibilities.
- c. RECC (Chairman, Hon. Secretary, Member Finance, and Headteacher) orients other portfolios with their roles and responsibilities.
- d. The Local board will provide continuous support to the RECC for the growth and progress of REC.

Annexure 3A: Announcement for JK (Sample)

شیعہ امامی اسماعیلی طریقہ اینڈ ریلیجیوس ایجوکیشن بورڈ برائے -----

اعلان برائے تقرری ممبران آر۔ای۔سی۔سی

یا علی مدد!

لوکل اطرب ----- جماعت کو مطلع کرتا ہے کہ آر۔ای۔سی (REC) ----- میں مختلف پورٹ فولیوز (Portfolios) کے لیے موزوں امیدواروں سے درخواستیں مطلوب ہیں۔

جماعت کے وہ ممبران جو آر۔ای۔سی (REC) میں اپنی خدمات پیش کرنا چاہتے ہیں ان سے گزارش کی جاتی ہے کہ وہ اپنی متعلقہ آر۔ای۔سی کے ہیڈ ٹیچر سے درخواست فارم حاصل کریں۔ درخواست فارم جمع کروانے کی آخری تاریخ ----- ہے۔

مزید معلومات اپنی متعلقہ آر۔ای۔سی (REC)، لوکل اطرب یا نوٹس بورڈ سے حاصل کریں۔

شکریہ، یا علی مدد

Annexure 3B: Announcement for Notice Board (Sample)

For Notice board

شیعہ امامی اسماعیلی طریقہ اینڈ ریلیجیوس ایجوکیشن بورڈ برائے -----

اعلان برائے تقرری ممبران آر-ای-سی-سی

یا علی مدد!

لوکل اطرب ----- جماعت کو مطلع کرتا ہے کہ آر-ای-سی (REC) میں مندرجہ

ذیل پورٹ فولیوز (Portfolios) کے لیے موزوں امیدواروں سے درخواستیں مطلوب ہیں:

1- آر-ای-سی-سی ایکسس کوارڈینیٹر ((Access Coordinator

2- ممبر ایڈمن اور لوجسٹکس ((Admin and Logistic

3- ممبر اکیڈمک ((Member Academic

4- ممبر اے-وی-ڈی اینڈ لرننگ رسورس سینٹر ((AVD and LRC

5- ممبر ایم-آئی-ایس ((MIS

6- ممبر پیرینٹ ایجوکیشن پروگرام (Parent Education Program)

جماعت کے وہ ممبران جو ان پورٹ فولیوز (Portfolios) کے حوالے سے مہارت یا تجربہ رکھتے

ہیں اور اپنی خدمات پیش کرنا چاہتے ہیں ان سے گزارش کی جاتی ہے کہ وہ اپنی متعلقہ آر-ای-سی

(REC) کے ہیڈ ٹیچر سے درخواست فارم حاصل کریں۔ درخواست فارم جمع کروانے کی آخری تاریخ

----- ہے۔

مزید معلومات کے لئے اپنی متعلقہ آر-ای-سی (REC) یا لوکل اطرب سے رابطہ کریں۔

شکریہ، یا علی مدد

Annexure 3C: Registration/Application Form for RECC_Portfolios

| RE-HR REGISTRATION FORM | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|--------------------------|---------------|---------|
| The Shia Imami Ismaili Tariqah and Religious Education Board for Pakistan | | | | | | | | | |
| Form Filled By (Major Role): <input type="checkbox"/> MANGEMENT <input type="checkbox"/> TEACHER <input type="checkbox"/> ACADEMICS <input type="checkbox"/> WORKER | | | | | | | | | |
| 1. Please fill the form in CAPITAL Letters 2. Please attach copy of your CNIC 3. Please paste your recent photograph | | | | | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div>Religious Education Centre (include Cluster Name, if any)*</div> <div>Local Board*</div> <div>Regional Board*</div> </div> | | | | | | | | | |
| 1. PERSONAL INFORMATION: | | | | | | | | | |
| Profession* CNIC* - - | | | | | | | | | |
| First Name* Father's / Husband's Name* Last Name / Surname* | | | | | | | | | |
| Gender (✓)* <input type="radio"/> M <input type="radio"/> F <input type="radio"/> O Age* Date of Birth | | | | | | | | | |
| Vol. <input type="radio"/> HBT <input type="radio"/> HBT Code # Yes <input type="radio"/> No <input type="radio"/> Single | | | | | | | | | |
| Serving REC as? Please Tick (✓)* <input type="checkbox"/> Is any of your child in RE System? (✓)* <input type="checkbox"/> Contact Number Email Address | | | | | | | | | |
| 2. EDUCATION: Tick on Highest (✓)* | | | | | | | | | |
| 2.1 SECULAR <input type="radio"/> Post Grad. <input type="radio"/> Grad. <input type="radio"/> Inter <input type="radio"/> Matric <input type="radio"/> Below Matric | | | | | | | | | |
| Details: Give preference to the qualification(s) in the field of Education | | | | | | | | | |
| No. | A | P | D | S | C | Name of Institution | Name of Degree / Diploma | Year | |
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | |
| NOTES: Type - [A]cademic, [P]rofessional, [D]egree, [S]pecialized Diploma, [C]ertificate | | | | | | | | | |
| 2.2 RELIGIOUS Highest (✓)* <input type="radio"/> ARE <input type="radio"/> HRE <input type="radio"/> Matric <input type="radio"/> Below Matric | | | | | | | | | |
| Please mention the YEAR of completion, where applicable: | | | | | | | | | |
| MATRIC HRE ARE PTEP STEP ITP | | | | | | | | | |
| HRDP HWDP HMDP JHWDP IWTP GPISH ISMC | | | | | | | | | |
| 2.3 TRAININGS ATTENDED (through any REC, in the last 5 years) | | | | | | | | | |
| Teacher Orientation Program (TOP)* | | | | | | | | | |
| 1. | | | | | | Year | Duration | Hours per day | C Q M O |
| 2. | | | | | | | | | |
| Name of Training (Please start with latest)* | | | | | | | | | |
| 1. | | | | | | Year | Duration | Hours per day | C Q M O |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 4. | | | | | | | | | |
| 5. | | | | | | | | | |
| NOTES: Training Category - [C]urriculum related, [Q]uran related, [M]anask, [O]thers | | | | | | | | | |
| 3. EXPERIENCE: | | | | | | | | | |
| 3.1 TEACHING AT REC (Optional for non-teaching HR) | | | | | | | | | |
| Total REC Teaching Experience (years count)?* | | | | | | | | | |
| How many RECs have you taught (count)?* | | | | | | | | | |
| Taught Multi-Level Class? <input type="radio"/> Yes <input type="radio"/> No In Pakistan Outside Pakistan | | | | | | | | | |
| Which class(es) have you taught so far? (Please mention subject(s) C, Q, M, or O)* | | | | | | | | | |
| IBTIDA | NUR | KG-1 | KG-2 | Class-1 | Class-2 | Class-3 | Class-4 | Class-5 | Class-6 |
| | | | | | | | | | |
| Class-7 | Class-8 | Class-9 | Class-10 | HRE-1 | HRE-2 | Preferred Class(es) | Preferred Subject(s) | | |
| | | | | | | | | | |
| NOTES: Subjects - [C]urriculum, [Q]uran, [M]anask, [O]thers | | | | | | | | | |
| 3.2 WORK AT REC* (Please start with latest) | | | | | | | | | |
| Name of REC Role Class C Q M O Year (From-To) | | | | | | | | | |
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 4. | | | | | | | | | |
| 3.3 WORK AT OTHER JAMATI INSTITUTION | | | | | | | | | |
| Institution Name Role Major Responsibility Year (From-To) | | | | | | | | | |
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 3.4 EMPLOYMENT DETAILS (If any) | | | | | | | | | |
| Current/Last Service Details Please Tick (✓) | | | | | | | | | |
| Organization: <input type="radio"/> AKDN <input type="radio"/> Govt. <input type="radio"/> Non-Govt. <input type="radio"/> Others | | | | | | | | | |
| Designation: Year: Till Date: | | | | | | | | | |
| I can confirm that to the best of my knowledge, the provided information is true and accurate. | | | | | | | | | |
| Form Filled On (Date)* Your Signature* | | | | | | | | | |
| 4. COVID-19 VACCINATION STATUS: | | | | | | | | | |
| 1st Doze | | | | | | | | | |
| 2nd Doze | | | | | | | | | |
| Booster | | | | | | | | | |
| 5. AVAILABILITY / COMMITMENT:* | | | | | | | | | |
| Please tick (✓) the week days, months and the years of your availability for the REC work & write the average hours you can serve per week: | | | | | | | | | |
| WEEKLY: Mo Tu We Th Fr Sa Su Hours | | | | | | | | | |
| MONTHLY: Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug | | | | | | | | | |
| YEARS: 1 2 3 4 4+ | | | | | | | | | |
| How far the REC is from your Residence? (In Minutes, based on the commuting means you usually use) (✓) | | | | | | | | | |
| 6. FOR REC USE ONLY: | | | | | | | | | |
| Reason: | | | | | | | | | |
| (Is this Annual Registration or registration of New Resource? If new, then mention why she wants to join this REC?) | | | | | | | | | |
| In case s/he has been enrolled as a replacement, then please specify the details of previously enrolled resource: | | | | | | | | | |
| UIN: Name: | | | | | | | | | |
| Form Received On (Date)* Date of Joining* | | | | | | | | | |
| Form Validated By (Head Teacher)* Form Reviewed By (Local Board)* | | | | | | | | | |

Annexure 3D: Interview Questionnaire (Sample)

Interview Questions for RECC Committee

- a. Please introduce yourself.
- b. What motivated you to join this service in your REC?
- c. Are you familiar with the RECC? If yes:
- d. Could you share any relevant experience or knowledge regarding the RECC?
- e. In your opinion, what will be your major responsibilities as a member _____
- f. In your opinion what are the expected/key challenges in this portfolio?
- g. What will be your strategies to cope with these challenges?
- h. How will you contribute to improving the REC in this portfolio?
- i. What are the ways through which you will keep motivating yourself to contribute to the best of your capacity for this position?
- j. How will you support and inspire others (your colleagues) to get motivated and engaged in their work/services?

Access Coordinator

- ✓ What are the key factors affecting student enrolment in RECs in our context?
- ✓ How will you ensure access to REC students to enhance enrolment and adequate access? Please share three strategies.

Administration and Logistics

- ✓ What strategies will you use to maintain the overall conducive learning environment in the REC?
- ✓ How will you ensure the effective utilisation of REC resources?
- ✓ What measures will you take to ensure the safety and security of your REC?

Member Academics

- ✓ What will you do for the professional development of REC teachers?
- ✓ How will you assess and analyse the learning needs of teachers and other academic team members in the REC?
- ✓ What is your understanding of the RE Curriculum?

AVD & LRC

- ✓ How will you ensure the effective utilisation of Learning Resource Centre resources?
- ✓ How will you ensure the effective utilisation of DLRCs? (If available in area).
- ✓ What will you do if your REC doesn't have learning resources or a resource centre?

Member MIS

- ✓ Do you have any previous experience of MIS in REC reporting mechanisms? Can you explain it in simple words?
- ✓ What strategy will you suggest to ensure the timely and accurate submission of MIS data?
- ✓ Propose strategies to improve collaboration with Access members to facilitate access in REC.

Member PEP

- ✓ What is the significance of parent education in the RE system?
- ✓ Why is teacher and parent coordination important to improve the REC system?
- ✓ What role will you play to strengthen the coordination between parents and teachers?
- ✓ What initiatives will you take to engage parents in the RE of their children?

Annexure 3E: Appointment Letter Template

'Date'

Ms. /Mr. XYZ

Sub: Appointment Letter

Dear XYZ,

It gives us immense pleasure to appoint you as a 'Designation' of 'Name of REC' for the period from _____ to _____'.

Please accept our warmest felicitations on your appointment. We look forward to having your active contribution in fulfilling the duties and responsibilities of your position.

We pray to Mawlana Hazir Imam to grant you courage and strength to effectively serve the House of Imamat and the Jamat.

With kind regards and Ya Ali Madad.

Yours Sincerely,

ABC

Chairperson,

'Name of REC'

Seal of REC

Annexure 3F: Terms of Reference for Chairperson

Overall Responsibility

The overall responsibility of the Chairperson of a RECC is to provide leadership and guidance to the RECC in academic, strategic, and operational matters.

Specific Responsibilities

1. As per the REC Policy, RECC members are appointed through a formal appointment process.
2. Assign the following portfolios to the appointed members of the RECC in consultation with the Honorary Secretary, Member Finance and Headteacher:
 - a) Access / MIS
 - b) Parent Education Programme
 - c) Academics
 - d) Admin/Logistics
 - e) AVD & LRC
 - f) Asst Headteacher
3. Collaborate with the RECC members to develop and implement strategic plans for the smooth and effective operation of the REC.
4. Ensure a cordial relationship among the members of the RECC and stakeholders.
5. Provide an enabling environment for teachers and students, including the availability of appropriate and well-maintained physical facilities.
6. Ensure that the programmes and activities of the REC are in alignment with the overall mission of ITREB, Pakistan.
7. Ensure RECC committee meetings are conducted regularly and attend meetings of the RECC.
8. Monitor the performance of the portfolio members and provide support and guidance as needed.
9. Ensure the financial resources of the REC are managed effectively in coordination with the Honorary Secretary, Member finance and other committee members.
10. Approval of purchases necessary for the REC must align with the guidelines outlined in the RE Expenditure SOP.
11. Liaison closely with the Local Board and respective Mukhi Kamadia Saheban.
12. Assist the Headteacher in resolving disputes that may arise in the REC (as and when requested /required).
13. In consultation with the Honorary Secretary, Headteacher, and concerned RECC Member:
 - a) Determine the professional development needs of teachers and provide field support through educators and LCs, and also share the needs with the Local and Regional boards for developing future refresher training.

- b) Ensure the availability of the necessary resources in the AVD and LRC.
 - c) Closely monitor access figures and make efforts to enhance access to the maximum level possible.
14. Conduct a SWOT analysis of the REC against the RE Repositioning framework with the support of the RECC and prepare annual targets for the REC.
13. Assign and empower the Hon. Secretary in the absence of the Chairperson to continue the responsibilities/services.

Annexure 3G: Terms of Reference for Honorary Secretary

Overall Responsibility

The overall responsibility of the Honorary Secretary of the RECC is to provide the necessary support to the Chairperson of the RECC in the strategic decision-making, planning, and implementation of academic and administrative endeavors at the REC.

Specific Responsibilities

1. Correspond with the stakeholders on behalf of the REC, as per decisions and instructions of the Chairperson / RECC.
2. Maintain records of all correspondences and circulars. Organise and co-conduct RECC and other REC meetings, including at least four committee meetings and a minimum of two joint meetings with teachers. Prepare minutes of all meetings of the REC and submit copies to the ITREB Local Board within 15 days of the meeting.
3. Develop an action chart from those minutes for the follow-up of the decisions taken during the meeting.
4. Facilitate RECC members in preparing and sending reports to the relevant authorities as and when required.
5. Facilitate the Headteacher, Teachers, and the Member Admin in administrative matters where necessary.
6. Ensure all records are appropriately maintained as stated in the REC policy manual.
7. Prepare a memorandum of “handing over” for the newly appointed office bearers and Members of RECC in consultation with the Chairperson.
8. Fulfil the responsibilities of the chairperson in their absence.

Annexure 3H: Terms of Reference Member Finance

Overall Responsibilities

The overall responsibility of Member Finance is to take the lead in all financial matters of the REC. He/she shall be responsible for maintaining proper records of expenses and budgeting & planning of annual programmes.

Specific Responsibilities

1. Maintain funds on behalf of the REC and issue receipts/credit vouchers.
2. Ensure that all vouchers are signed by the Member Finance and Chairman/Secretary and serially numbered and dated.
3. Ensure that the REC doesn't donate any amount to any person or any voluntary body, etc., without the prior written permission of the Local ITREB.
4. Maintain a prudent cash balance and incur expenses on behalf of the REC in alignment with the RE Expenditure SOP. Seek approval from the office bearers for all such expenditures.
5. Submit monthly statements to seek approval of receipts, payments, and annual accounts to the office bearers.
6. Maintain books of accounts of the REC funds. Books of accounts and related records shall be kept in safe custody.
7. Maintain assets register of all articles belonging to the REC and undertake a physical inventory count, which is necessary once a year. The assets shall be stated at cost less accumulated depreciation.
8. Carry out an internal audit of accounts and assets once every six months and forward the report to the RECC for perusal.
9. Prepare the annual budget of the RECC and present it to the RECC for approval.
10. Ensure submission of the following financial documents:
 - a. RE Expense reports
 - b. List of Fixed Assets.
11. Ensure that the REC doesn't purchase/invest or enter into any agreement or contract whatsoever regarding the purchase, sale, and disposal of any immovable property of the REC without first obtaining written permission from the Local ITREB.
12. Actual income and expenditure accounts explaining variances (if any) shall be submitted and discussed with the REC chairman within 15 days of organizing events.
13. Prepare a memorandum of transfer of records at the time of the new appointment of office bearers of the Religious Education Centre committee (in consultation with the existing Office bearers).

Annexure 3I: Terms of Reference for Headteacher

Overall Responsibility

The overall responsibility of the Headteacher of a REC is to lead, supervise, and manage all the activities of the REC.

Specific Responsibilities

1. Manage the day-to-day affairs of the REC as per the policy guidelines.
2. Ensure that proper discipline is maintained in all matters related to the REC.
3. Ensure the Ta'lim Curriculum is implemented in the REC, per the Teachers' and Parents' Guidebook.
4. Support and guide teachers in their lesson planning and classroom teaching processes.
5. Strive to attain 100% student registration.
6. Ensure optimal attendance (minimum 100 hours per child each year) at all levels in the REC.
7. Ensure that every student has the relevant curriculum books, including activity books and other learning resources.
8. Ensure the Ta'lim Curriculum, including the Subject Focus Component, is taught for at least 3 hours per week.
9. Ensure that continuous assessment of student's learning is being carried out.
10. Recruit teachers as per the policy of 'Appointment of REC Teacher'.
11. Submit the required reports in the prescribed format to the Local Board on time.
12. Supplement academic pursuits and learning by arranging additional programs and activities for teachers and students, such as In-service Teacher Education Programmes, cultural events, exhibitions, etc.
13. Work closely with the RECC, Local Board, Mukhi /Kamadia saheban, and other stakeholders.
14. Contact parents and ensure at least two formal parent-teacher meetings are organized yearly.
15. Update teachers' profiles once a year and submit the same to the Local board through the RECC (See Annexure 6A).
16. In consultation with the RECC, ensure the availability of adequate human resources in the REC. The Headteacher should endeavor to provide a dedicated teacher for each class.
17. Ensure allocating classes/levels to the teachers based on the training attended and the capacity to teach a specific age group.
18. Take effective measures to sustain teachers' motivation. (e.g., awards and appreciation at the Jamati level, participation in training programs, etc.).
19. Finalize class timetables with the respective Learning Coordinator and Class Teacher.
20. In case of any untoward situation in the city/region, take appropriate decisions concerning the working or closure of the REC in consultation with the RECC Chairperson.

21. Conduct regular monthly REC teacher's meetings and maintain a proper record. Communicate the outcomes of the meetings to the RECC.
22. Build a positive and conducive environment for all teaching and non-teaching staff.
23. Observe classes at least 20% of the REC time.
24. The Headteacher must ensure that every year, all teachers (new/continuing) update the registration information in the Teachers' Attendance Register. (See Annexure 6A)

Annexure 3J: Terms of Reference of REC Access Coordinator

Overview

One of the key focus areas for ITREBs is the determination and enhancement of access to religious education levels. The 'Criteria Document on Access to Religious Education' discusses the definition and relevant processes for access and suggests methods for promoting registration and increasing access levels. The overall role of the Religious Education Access Coordinator is to implement, on an ongoing basis, the recommendations contained in this document.

Specific Responsibilities

1. Coordinate with teachers, parents, and the Jamat to improve children's access to Religious Education.
2. Encourage the parents to enroll their children in the REC at the appropriate age.
3. Motivate parents to send their children to REC regularly.
4. Ensure that adequate, workable, and practical systems and processes are in place at the REC for the collection of relevant data.
5. Identify reasons hindering students' enrolment and achieving optimal access and suggest remedial measures to the RECC.
6. Assist in interpreting access data in the different quartiles and help devise targeted strategies for improving access.
7. Assist the Headteacher in collecting accurate data on out-of-REC children and help compile reports in the prescribed format.

Annexure 3K: Terms of Reference of Member Administration and Logistics

Overall Responsibilities:

Member Administration and Logistics shall report to the RECC Chairperson and work in close coordination /collaboration with the Headteacher. The overall responsibility of member administration and logistics is to create a conducive learning environment at the REC by providing the required administrative support.

Specific Responsibilities

1. Ensure the cleanliness of the REC premises is maintained.
 2. Carry out an annual need assessment survey along with Member Academic of teaching aids and other resources required for REC and submit the same to the RECC for approval.
 3. Ensure the smooth working of all equipment in classes and carry out maintenance periodically.
 4. Carry out repairs and maintenance of the REC building, as required, after obtaining approvals at all needed levels.
 5. Ensure that appropriate safety measures, such as emergency exits, fire extinguishers, evacuation drills, etc., are in place.
 6. Develop a support team after the RECC's approval and delegate tasks accordingly.
 7. Coordinating with the Headteacher, make necessary arrangements for all programs and activities, such as Parents' Day and competitions, including planning for refreshments, decoration, transportation, etc.
 8. Make sure that proper drinking water and washroom facilities are available.
 9. Ensure security checks throughout the REC premises.
- Don't we need to mention about 'access transportation' where applicable?

Annexure 3L: Terms of Reference of Member Academics

Overall Responsibilities

The Member Academics shall report to the RECC Chairperson and work in close coordination /collaboration with the Headteacher. The overall responsibility of Member Academics is to make endeavors for the professional development of Religious Education Teachers.

Specific responsibilities

1. Assess and analyze the learning needs of teachers and other academic team members in the REC.
2. Based on identified learning needs, suggest short and long-term plans for the Academic Growth and Development of Educators, LCs, and Teachers.
3. Organize professional development activities for teachers in collaboration with the Headteacher.
4. Explore professional development opportunities for teachers and accordingly make recommendations to the RECC.
5. Take appropriate measures to enhance various skills of REC teachers, such as ICT, language courses, etc.
6. Ensure the process of monitoring and evaluation.
7. Ensure students have access to the available curriculum books.
8. Ensure all teachers use report cards.
9. Ensure the quality of education is imparted to the RECs.
10. To provide academic support to all the stakeholders working to develop academics in RE.
11. Provide academic input in all the content developed for different events organized in RE.

Annexure 3M: Terms of Reference for Member AVD & LRC

Overall Responsibilities

The members of AVD & LRC shall report to the RECC Chairperson and work in close coordination /collaboration with the Headteacher. They will be responsible for the overall governance and management of the REC AVD & LRC.

Specific Responsibilities

1. Encourage teachers, students, and other stakeholders to efficiently utilize REC Learning Resource Centre resources.
2. Constantly update the LRC with the latest resource material, per the REC Learning Resource Centre policy guidelines.
3. Take the initiative to develop reading habits in students, teachers, etc.
4. Carry out stock-taking of the REC LRCs on an annual basis.
5. Ensure proper maintenance of REC LRC resources.
6. Develop and implement 'LRC procedures' in consultation with the Headteacher.
7. Ensure recovery of LRC material through constant follow-up and tracking.
8. Ensure that no such books are kept in the REC LRC, which the REC Learning Resource Centre policy restricts.
9. Maintain a proper record-keeping system for the resources of the AVD/LRC.
10. Arrange book reviews and introductory sessions for forthcoming material, including IIS Publications.
11. Extend technical support for all the programs held at the REC level.
12. Keep records of all the resource materials developed by the Local/Regional/National ITREB for REC use.

Annexure 3N: Terms of Reference of Member MIS

Overall Responsibility:

The Member MIS shall report to the RECC Chairperson and shall work in close coordination /collaboration with the Headteacher. The overall responsibility of Member MIS is to ensure transparent reporting of periodic MIS information to the Local ITREB. He/she shall be responsible for compiling and analyzing MIS data.

Specific Responsibilities

1. Assist the Headteacher and teachers in filling out the MIS Data Form.
2. Ensure collection of MIS data from the REC.
3. Ensure computerized /manual compilation of data at the REC level.
4. Initial analysis of data to confirm that all required information is complete and error-free, up to date, and up to the best possible extent.
5. Ensure timely and correct information flow from the REC to the Local Board.
6. Improve Access by designing and implementing strategies in coordination with RECC and Access portfolio members.
7. Work closely with Member Access to increase students' enrolment in the REC.
8. Identify through data the children not enrolled or irregular in the REC.
9. Submit Quarterly MIS Report to the Local board or directly to the REMIS system as of November 30 (September to November), February 28/29 (December to February), May 31 (March to May), and August 31 (June to August).

Annexure 30: Terms of Reference of Member Parent Education Programme

Overall Responsibilities

The Member PPEP shall report to the RECC Chairperson and work in close coordination /collaboration with the Headteacher. The overall responsibility of the Member Parent Education Programme (PEP) is to plan, organize, and evaluate Parents Education Programmes at the REC level.

Specific Responsibilities

1. Plan and organize Parent Education Programmes in coordination with the Headteacher and submit its report to the RECC.
2. Plan and implement programs to increase the involvement of parents in REC activities, such as forming a Parent Teacher Committee (PTC).
3. If required, develop a team of parents to support the implementation of the Parent Education Programme in the respective REC.
4. Participate in Parent\Teacher Meetings (PTMs).
5. Take initiatives to involve parents in their children's religious education.
6. Conduct awareness programs for all parents in consultation with the Local ITREB.
7. Collaborate with Member Access to increase and sustain students' access to the REC through enhanced parental awareness and education.
8. Liaise between teachers and parents for the filling and timely sharing of the progress report cards by parents.
9. Ensure parents are oriented to and regularly use the Teachers and Parents' guidebook.

Annexure 3P: Terms of References for Local Board RE Coordinator at the REC**Overall Responsibility**

The overall responsibility of the RE Coordinator of the Local Board at REC is to serve as a liaison between the ITREB Local Board and the RECC for the smooth running of the RECC. The Ex. officio member represents the ITREB Local board at the REC.

Specific responsibilities

1. Attend RECC meetings regularly.
2. Conduct monthly visits to REC as per schedule.
3. Provide unwavering support to REC management to enhance education quality and student, teacher, and parent access.
4. Assist in obtaining Local Board approvals for scheduling and organizing programs at REC.
5. Keep the respective RECC informed about decisions made at the Local board level.
6. Promptly communicate concerns and challenges the RECC faces and seek solutions from the Local board.
7. Address immediate issues of academic and administrative nature encountered by the RECC or Local Board.

Annexure 3Q: Terms of Reference for EX-OFFICIO JAMAT

Overall Responsibility

The Ex. officio Jamat is a representative of the Jamat at the REC. The overall responsibility of the member, Ex. officio Jamat at REC, is to act as a channel of communication and understanding between the Jamat and the REC.

Specific responsibilities

1. Attend RECC meetings regularly.
2. Conduct monthly visits to REC as per schedule.
3. Facilitate the smooth functioning of REC operations.
4. Identify good human resource from the Jamat to serve in REC for the betterment.
5. Keep the Jamati leadership informed about REC activities, progress, and challenges, fostering transparency and trust.
6. Bring the needs and concerns of Jamat to the REC and ensure productive solutions in alignment with the mission of REC.
7. Aware Jamat about the importance of REC and make sure that all the Jamati youth under 18 are attending REC.
8. Provide guidance and support to the REC managing committee, drawing on their experience and knowledge of the Jamat.
9. Advocate for resources and solutions within the Jamat that benefit the REC and its mission of providing religious education to all Ismaili murids.

Annexure 3R: Terms of Reference for Assistant Headteacher

Overall Responsibility

The Assistant Headteacher (AHT) of a REC shall support and report to the Headteacher in managing the day-to-day affairs of the REC and assisting teachers in implementing the Ta'lim Curriculum.

Specific responsibilities

1. Support the Headteacher in leading, supervising, and managing all activities of the REC in accordance with policy guidelines.
2. Assist in maintaining discipline within the REC community and ensuring adherence to REC policies and procedures.
3. Collaborate with the Headteacher to ensure effective implementation of the Ta'lim Curriculum as outlined in the Teachers' and Parents' Guidebook.
4. Provide guidance and support to teachers in their lesson planning and classroom teaching processes.
5. Assist in achieving 100% student registration and optimal attendance (minimum 100 hours per child each year) at all levels within the REC.
6. Collaborate with the Headteacher to ensure all students can access relevant curriculum books, activity books, and other learning resources.
7. Support the Headteacher in ensuring that the Ta'lim Curriculum, the Subject Focus Component, and the Qur'an are taught for at least 3 hours per week.
8. Assist in implementing continuous assessment strategies to monitor student learning progress.
9. Assist in organizing additional programs and activities for teachers and students to supplement academic pursuits and enhance learning experiences.
10. Assist in organizing formal parent-teacher meetings at least twice yearly and maintain regular communication with parents.
11. Collaborate with the Headteacher to update teachers' profiles annually and submit them to the Local board through the RECC.
12. Assist in allocating classes/levels to teachers based on their training attended and capacity to teach specific age groups.
13. Support initiatives to maintain teachers' motivation encompass acknowledging accomplishments and enabling involvement in training programs.
14. Assist in finalizing class timetables with the respective Learning Coordinator and Class Teacher.
15. Assist in conducting monthly REC teacher's meetings, maintaining proper records, and communicating outcomes to the RECC.
16. Participate in observing classes for at least 20% of the REC time to ensure quality teaching and learning.
17. Ensure all teachers (new/continuing) update registration information in the Teachers' Attendance Register annually under the guidance of the Headteacher.

Procedures for Policy 4: Appointment of Learning Coordinators (LCs) at REC

Selection Process

1. RECs must create awareness and motivate potential RE teachers to be trained as LCs
2. Applicant must complete an application form (Annexure 3C), and submit it to the RECC.
3. The selection process shall include an interview (Annexure 4A) and a demo session for REC teachers.
4. REC teachers meeting the LC criteria will be encouraged to develop their capacity as LCs.

Selection criteria for LCs

1. The minimum secular qualification should be a Graduate, preferably in Social Sciences; a higher qualification is desirable.
2. LC should have obtained a training certificate in the Lower/Upper/Secondary Teacher Education Programme from the Regional Tariqah Board.
3. Should have at least three years of teaching experience at the REC.
4. A professional teacher with at least five years of teaching experience shall be preferred.
5. Ready to render service for at least three years in the REC.

Note: The qualification bar can be adjusted as per contextual realities by the RE theme coordinator at the Regional level in consultation with the Local Chairperson.

Training of LCs

1. The Local Board will train all LCs in collaboration with the Regional ITREB.
2. All LCs will undergo an extensive training program under the revised curriculum and standards developed by the National ITREB.
3. LC development programs will have over 120 academic sessions and practicum hours.
4. After completing the training program, each LC will sign a two-year post-training service commitment with the Regional ITREB. (Annexure 4B)
5. Refresher courses will be conducted for existing LCs after every two years for 20 hours.

Annexure 4A: Interview Questions for Learning Coordinator (LC)

1. Who will be the beneficiaries of your work?
2. What will you do for the professional development of REC teachers?
3. Who are the key stakeholders other than Teachers in the REC?
4. How will you assess and analyze the learning needs of teachers and other academic team members in the REC?
5. Do you have any idea of mentoring? If yes, who is your mentor? Share three important qualities of an effective mentor.
6. What is your understanding of the RE Curriculum?
7. As an educator/LC, where do you see yourself in the organizational structure of REC?
8. What will be your strategy to enhance or improve the teaching and learning process in the REC?
9. What are the key challenges you foresee regarding your role as an educator/LC?
10. For how long will you offer your services as an educator/LC?

Annexure 4B: TORs of Learning Coordinator (LC)

Following are the ToRs of LC:

1. LCs shall work closely with at least six REC teachers associated with them, where they will provide academic support to the teachers.
2. Each LC shall visit the classes at least three days a week (including one planning day and two days for classroom observations and feedback).
3. LCs shall help teachers plan lessons, observe their classroom teaching, and give them feedback for their professional development.
4. LCs shall conduct classroom observations of the assigned teachers quarterly, provide written feedback on these observations to the respective teachers, and share them with the LB on request. They will develop and maintain portfolio files for each teacher.
5. LCs shall be responsible for teachers' performance assessment.
6. LCs shall share their recommendations for the continuous professional development of teachers based on their observations with the Headteacher or Assistant Headteacher. HT will share these recommendations with the Regional boards via LB.
7. LCs are responsible for liaising with the RECs HT and AHT to implement the REC policy effectively.
8. LCs shall work as mentors in their designated RECs.
9. They must keep records of day-to-day activities/proceedings and prepare a final report to share with the REC Headteacher.
10. LCs shall identify the needs of teachers and suggest solutions to the Head Teacher.
11. LCs shall participate in meetings at different levels, such as RECCs etc.
12. LCs shall develop and maintain teachers' portfolios.
13. LCs shall play their role in teachers' assessment and evaluation.

Procedures for Policy 5: Students' Admissions

1. New Admissions

- a. Announce the opening of new admissions for all grade one or two months before the new academic year. Adjust this timeline as needed to meet the requirements of the RECs.
- b. The parents/guardian shall fill in the Students' Registration and Admission Form (Annexure 5A) for each child seeking admission.
- c. The students joining at any OTHER time during the year will be permitted to sit in the class; however, proper admissions will occur at the time specified for admission and the foundation course, consisting of the unattended themes, shall remain a prerequisite for admission.
- d. Students with no or little prior formal RE background shall be admitted based on their secular academic level or age after going through a foundation course under the supervision of the Learning Coordinator or the Headteacher of the REC.
- e. Parents of all newly admitted students shall be oriented to the Teacher's and Parent's Guidebook, and its regular usage should be emphasized.

2. Admission with Transfer Certificate

Every student leaving the REC, whether at some point in the term or after the completion of an academic year, shall be issued a Transfer Certificate (Annexure 5B), enabling them to get admission to another REC anywhere in Pakistan.

3. Rejoining After a Gap

In case of re-joining, the student shall be enrolled in the appropriate class as per the age ranges mentioned earlier. However, the foundation course, consisting of the unattended themes, shall remain a prerequisite for admission.

Annexure 5A: Students' Registration and Admission Form

Annexure: 2A (الف) 2 ضمیر 2A (الف) 2

Registration No. _____
رجسٹریشن نمبر

The Shia Imami Ismaili Tariqah and Religious Education Board for _____
STUDENT REGISTRATION & ADMISSION FORM
طلبہ کار رجسٹریشن و داخلہ فارم

Religious Education Centre Name _____ رجسٹریشن سنٹر نام
(Date) _____ تاریخ

PERSONAL PROFILE ذاتی معلومات

First (Name) _____ پہلا نام Middle (Father's Name) _____ والد کا نام Last (Surname) _____ خاندان کا نام Mother's Name _____ والدہ کا نام

☐ Male ☐ Female
Date of Birth _____ جنم کی تاریخ Gender _____ جنس Secular Qualification _____ دنیوی تعلیم Contact Number _____ رابطہ نمبر

Residential Address _____ رہائش کا پتہ

PARENTAL ACADEMIC PROFILE والدین کی تعلیمی معلومات

| | Religious Qualification دینی تعلیم | Secular Qualification دنیوی تعلیم | Profession/Occupation پیشہ اور زیرِ سماعت | CNIC No. شناختی کارڈ نمبر |
|---|---------------------------------------|--------------------------------------|--|------------------------------|
| Father's Profile والد کے حلقہ معلومات | | | | |
| Mother's Profile والدہ کے حلقہ معلومات | | | | |

OTHER INFORMATION دیگر معلومات

Write down the data of school going age brothers and sisters attending or not attending REC
اسکول جانے والی عمر کے اپنے بھائیوں اور بہنوں کی معلومات لکھیں جو رجسٹریشن سنٹر میں آتے ہیں یا نہیں آتے ہیں

| Name نام | Age عمر | Attending REC آ رہا ہے یا نہیں | If yes, please mention child class. In case of no, please mention reason for not being going to REC اگر ہاں تو بچے کی کلاس لکھیں اور نہیں کی صورت میں بچے کے نہ آ رہا ہے کی وجہ لکھیں۔ |
|-------------|------------|--|---|
| | | Yes <input type="checkbox"/> No <input type="checkbox"/> ہاں نہیں | |
| | | Yes <input type="checkbox"/> No <input type="checkbox"/> ہاں نہیں | |
| | | Yes <input type="checkbox"/> No <input type="checkbox"/> ہاں نہیں | |
| | | Yes <input type="checkbox"/> No <input type="checkbox"/> ہاں نہیں | |
| | | Yes <input type="checkbox"/> No <input type="checkbox"/> ہاں نہیں | |

For Office Use Only صرف آفس کے استعمال کیلئے

TC number (if TC is available), else write reason for leaving /RE
ٹی سی نمبر (اگر ٹی سی میٹر ہے) اگر نہیں ہے تو بچے کے رجسٹریشن سنٹر چھوڑنے کی سبب لکھیں

Admitted in Class _____ کلاس میں داخلہ

Date of Joining _____ تاریخ شمولیت

Parents/Guardian Signature _____ والدین / سرپرست

Head Teacher _____ ہیڈ ٹیچر

Chairperson RECC _____ چیئر پرسن ریک۔ آئی۔ سی۔ سی

Member M.I.S _____ ممبر ایم ایف ایس

Annexure 5B: Transfer Certificate

ضمیمہ 2B (ب) Annexure: 2B

T.C.No. _____
ٹی سی نمبر

The Shia Imami Ismaili Tariqah and Religious Education Board for _____
TRANSFER CERTIFICATE
سند برائے منتقلی

Student Registration Number _____ طالب علم کی اندراج نمبر
Issued From _____ سے اجزا ہوا
Issued For _____ کیلئے اجزا ہوا
Name of Student: _____
First Name _____ والد کا نام
Middle Father's Name _____
Last (Surname) _____ خاندان کا نام
Date of Birth (DD/MM/YYYY) _____ تاریخ پیدائش _____ Phone No. _____ ٹیلی فون نمبر
Current Address: _____ موجودہ پتہ
New Address: _____ نیا پتہ
Class Studying in REC _____ آری۔ سی میں جو کلاس پڑھ رہا ہے
Last Class Passed: _____ (پچھلی کلاس کا مایاب)

Reason for leaving (چھوڑنے کا سبب)

| | | | | | |
|---|--|--|---|---|---|
| Shifting منتقلی <input type="checkbox"/> | Migration ہجرت <input type="checkbox"/> | Illness بیماری <input type="checkbox"/> | REC far from Home آری۔ سی سے گھر سے دور <input type="checkbox"/> | Secular School Work Over Load دنوی اسکول کے کام کا بوجھ <input type="checkbox"/> | Other (Please Specify) کوئی دوسری وجہ برائے مہربانی بیان کریں <input type="checkbox"/> |
|---|--|--|---|---|---|

In case of shifting, please mention complete new residence address along with contact number of parents
گھر تبدیل کرنے کی صورت میں برائے مہربانی پتے کو تحریر کریں اور ساتھ والدین کا ٹیلی فون نمبر تحریر کریں

| | | |
|---------------------------------------|---------------------------------------|--|
| New Resident Address (نیا رہائشی پتہ) | Father Contact No. (والد کا فون نمبر) | Mother Contact No. (والدہ کا فون نمبر) |
| _____ | _____ | _____ |

REC _____ JK _____ Remarks (تحریرات) _____

Attendance History (حاضری کا گزشتہ احوال) Last Day of attendance (حاضری کی آخری تاریخ): _____

| Month مہینہ | Jan جنوری | Feb فروری | Mar مارچ | Apr اپریل | May مئی | Jun جون | Jul جولائی | Aug اگست | Sep ستمبر | Oct اکتوبر | Nov نومبر | Dec دسمبر | Total کل مجموعہ |
|------------------------------------|--------------|--------------|-------------|--------------|------------|------------|---------------|-------------|--------------|---------------|--------------|--------------|--------------------|
| Working day منظر کھلا رہا | | | | | | | | | | | | | |
| No. of days present حاضری کے دن | | | | | | | | | | | | | |

Documents issued with transfer certificate to parents/Guardian by REC- والدین کو آری۔ سی کی جانب سے منتقلی کے سرٹیفکیٹ کے ساتھ دیئے گئے دستاویزات۔ REC-
Evaluation Card (جائزے کا کارڈ) ☐ Progress Card (ترقی کا کارڈ) ☐
Student has (طالب علم کے پاس): Curriculum Set (نصاب کی کتابیں) ☐ Activity Book (سرگرمی کی کتاب) ☐

Procedures for Policy 6: Students' Access to Religious Education at RECs

1. Every RECC must have updated access data of all the students within its area.
2. The data must explicitly indicate the number of children attending the REC and those out of the REC.
3. The RECC should analyze the data and develop systematic efforts to bring those children into the REC who are either irregular or not attending. These endeavours may include introducing different models, such as launching motivational campaigns, attracting qualified honorary human resources to teach in the REC, and arranging transportation and other facilities for bringing the children to the REC. The idea of using transportation should be put with some caveat.
4. The RECC should mobilize the community to generate resources, identify quality teachers, and provide appropriate physical facilities for improving access.
5. The RECC shall report accurate MIS data to the Local Board in the prescribed format (Annexure 6A); this also applies to all the teaching models (Annexure 6B). The Quartile System is explained herewith (Annexure 6C). The aforementioned mechanism applies to all grades, including STEP. If STEP is conducted at the cluster level, it is the responsibility of the STEP teacher to share the attendance with the RE management or the designated individual responsible for monitoring student access. (Annexure 6D)
6. Procedure for Tracking Students with Prolonged Absences from REC:

Data Management in Class Registers:

- a. Maintain a separate section in the respective class register to keep the data of students absent from REC for a considerable duration.
- b. Ensure that this data is distinct from the regular attendance marking section.
- c. The data will be included in the MIS quarterly reports.

End of First Year Data Transition:

- a. After the first year, transfer the relevant data to the class register for the next academic year.
- b. Again, this data will be stored in a distinct section separate from the routine attendance recording area.
- c. The data will be included in the MIS quarterly reports.

End of Second Year Procedure:

- a. Compile the available data for all students with prolonged absences upon completion of the second year.
- b. Send this compiled data to the respective Local Board.
- c. Remove the data from the class register to maintain clarity and prevent redundancy.

Tracking by Local Board:

- a. The Local Board will attempt to trace students and share their status with the Regional Board.
- b. The Regional Board Member will compile the data received from all the Local Boards and share it with the Regional Management.
- c. In coordination with Regional management, members of the Regional Board's MIS will review the data shared by all the Local Boards and suggest strategies to the Local Board if gaps are identified.
- d. The Regional Management will maintain records and provide them to the Head Office (HO) upon request.

This structured procedure simplifies tracking students who have been consistently absent from REC, ensuring systematic data management and efficient collaboration between educational entities.

Annexure 6A: MIS Term Summary Report (2024)

| ACCESS TO RE | | | | | | | | | | MIS Term Summary Report | | | | | | | | | | |
|---|--------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|-------|-------|---------------------|---------------------------------------|------|-------|------|-------|------|-------|--------------|-------|---------------|-------|
| Reporting Term: <input type="radio"/> T1 (Sep-Nov) <input type="radio"/> T2 (Dec-Feb) <input type="radio"/> T3 (Mar-May) <input type="radio"/> T4 (Jun-Aug) | | | | | | | | | | Filled By: _____ Academic Year: _____ | | | | | | | | | | |
| Religious Education Centre (Name) | | | | | | | | | | Local Board (Name) | | | | | | | | | | |
| Regional Board (Name) | | | | | | | | | | Filled On (Date) | | | | | | | | | | |
| STUDENTS' DATA | | | | | | | | | | | | | | | | | | | | |
| CLASS | Working Days | Class Hours (Avg) | | | | ENROLLMENT | | | ATTENDANCE BREAK-UP | | | | | | | | HAVING BOOKS | | | |
| | | 1 Hr. | 1 Hr. | 1.5 Hrs. | 2.0 Hrs. | Boys | Girls | Total | P0 | | P1 | | P2 | | P3 | | Text Books | | Activity Book | |
| | | 1 Hr. | 1 Hr. | 1.5 Hrs. | 2.0 Hrs. | | | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| IBTIDA | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Nursery | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| KG-1 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| KG-2 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-1 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-2 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-3 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-4 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-5 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-6 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-7 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-8 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-9 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-10 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-11 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| Class-12 | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |
| TOTAL | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | |

| TEACHERS' DATA | | | | | | | | | | | | | | | | | | |
|-----------------------|-------------------------------------|--------|-------|---------------------------------|--------|-------|-------------------------------|--------|-------|--------|-------------------|--------|--------------|--------|--------------------|--------|--------|--|
| Levels | Total Number of Teachers in the REC | | | ACTIVE Teachers (In this Term) | | | | | | | | | | | | | | |
| | | | | Total Number of Active Teachers | | | TRAINED (In previous 3 years) | | | | SUBJECT-WISE | | | | | | | |
| | | | | | | | Curriculum | | Quran | | Curriculum (Only) | | Quran (Only) | | Curriculum + Quran | | Others | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | | |
| Pre Primary | | | | | | | | | | | | | | | | | | |
| Lower Primary | | | | | | | | | | | | | | | | | | |
| Upper Primary | | | | | | | | | | | | | | | | | | |
| Secondary | | | | | | | | | | | | | | | | | | |
| HRE | | | | | | | | | | | | | | | | | | |
| Multi-Level | | | | | | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | | | | | | |

| REC INFORMATION (At the end of this Term) | | | | | | | | | | | | | | | |
|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|
| DAYS Operational: Days per Week: _____ Mo Tu We Th Fr Sa Su <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | FACILITIES Available: <input type="checkbox"/> Electricity <input type="checkbox"/> Drinking Water <input type="checkbox"/> Wash Room <input type="checkbox"/> Fire Extinguisher <input type="checkbox"/> Internet for Zoom <input type="checkbox"/> Computer/Laptop <input type="checkbox"/> LED/TV <input type="checkbox"/> Multimedia <input type="checkbox"/> IBTIDA Class Room <input type="checkbox"/> STEP Class Room | | | | PREMISES Used: <input type="checkbox"/> REC Structure (Stand-alone) <input type="checkbox"/> REC Structure in JK <input type="checkbox"/> REC in JK Prayer Hall <input type="checkbox"/> REC in JK Verandah <input type="checkbox"/> REC in JK Open Area <input type="checkbox"/> REC in AKESP School <input type="checkbox"/> REC in other AKDN Institution <input type="checkbox"/> REC in CBS School <input type="checkbox"/> REC in Rented Premises <input type="checkbox"/> REC in Home (Non-Rented) | | | | NEAREST LOCATIONS: Jamatkhana (Name): _____ Walking distance from REC in minutes: _____ AKEP School (Name): _____ Walking distance from REC in minutes: _____ REC (Name): _____ Walking distance from REC in minutes: _____ | | | |

Annexure 6B: Suggested Teaching Models

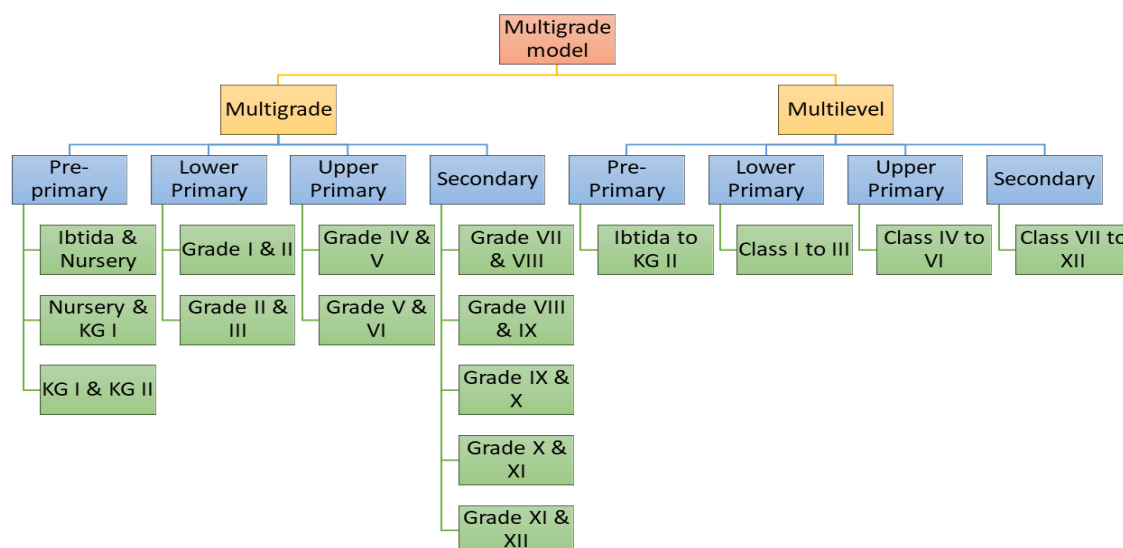
Consideration

- A teaching model schedule under rotation is available, indicating grade-wise, day-wise, hour-wise, and room utilization schedules.
- The teaching model is designed while considering the teacher-student ratio in the REC.
- The rotational model ensures that the IBTIDA to HRE II classes are covered.

Guidelines

- The number of RE teachers required will be determined with the help of predetermined parameters listed below and the standard student-teacher ratio.
 - **Pre-primary:** one teacher against a group of 10 students (1:10)
 - **Lower-primary:** one teacher against a group of 20 students (1:20)
 - **Upper-primary:** one teacher against a group of 25 students (1:25)
 - **Secondary:** one teacher against a group of 25-30 secondary students. (1:25) (1:30)
- Various teaching models can be offered in REC according to the given guidelines:
 - Rotation model: Two or three days allotted for curriculum teaching by qualified trained teachers.
 - Episodic model: Episodic classes will be arranged to complete adequate access hours. it could be arranged through;
 - Camp Model: Arranging RE classes in camp setting during summer and winter vacations for a specific number of days;
 - Weekend Teaching Model: It is also possible to schedule classes on the weekends, such as on Friday, Saturday, or Sunday. Students who are unable to attend regular classes may also opt for these weekend courses. To cover access hours, at least 30 weeks with four hours of classroom instruction must be scheduled under this setting.
 - Asynchronous Teaching Model: Another option could be the students learning through videos and uploading assignments and tasks in Google Classroom or any other platform. Under this setting, RECs must set up the entire procedure with the assistance of the RE team at the head office.
 - Synchronous Teaching Model: Online learning via Zoom can be organized, where students attend classes online and submit assignments and tasks as instructed by teachers.
 - Blended learning model:

- A combination of asynchronous and face-to-face classes is arranged where students attend classes for a few days in RECs and then continue their learning online in a flipped classroom model.
- A combination of asynchronous and synchronous classes is arranged where students attend classes online via Zoom and then continue learning online in a flip classroom model.
- Home Schooling Model: The homeschooling model is suggested in areas where fewer than six students are available and a shortage of human resources is observed.
- Multigrade teaching if less than ten students in a grade; below is the table for possible mergers



- All the grades from IBTIDA to HRE II are covered according to the Rotation model.
- Grade-wise and day-wise Rotation schedule is followed/implemented.

Annexure 6C: The Quartile System

The Quartile System

The term denotes the distribution of attendance data into four quartiles, as illustrated in the table below (which shows a hypothetical distribution of attendance data). Note that, for each grade, the data is broken down by formal and episodic religious education programs. Each quartile shows the percentage of the total population of students who fall into it. The total access figures in formal and episodic groups across all quartiles should be 100%.

CATEGORY

| Grade | Religious Education | Quartile 1 | Quartile 2 | Quartile 3 | Quartile 4 |
|------------|---------------------|---------------------------------------|--------------------------|---------------------------|-------------------------|
| | | Unregistered or 0 hours of attendance | 1-29 hours of attendance | 30-74 hours of attendance | 75+ hours of attendance |
| Pre-School | Formal | 5% | 4% | 30% | 40% |
| | Episodic | | 1% | 10% | 10% |
| | Total | 5% | 5% | 40% | 50% |
| Primary | Formal | 35% | 4% | 8% | 40% |
| | Episodic | | 1% | 2% | 10% |
| | Total | 35% | 05% | 10% | 50% |
| Secondary | Formal | 45% | 10% | 10% | 5% |
| | Episodic | | 10% | 10% | 10% |
| | Total | 45% | 20% | 20% | 15% |

The sample data above shows that while figures in the 4th quartile (75+ hours) for preschool and Primary grades are the same (50%), the data in quartiles 1, 2, and 3 tell a different story. At the Preschool level, only 5% of the students remain unregistered, while increased percentages of students can be seen in the 3rd and 4th quartiles. Further analysis of the data will reveal that increasing the number of hours of instruction or implementing strategies to improve attendance might increase the percentage of students moving towards and into the 4th Quartile.

On the other hand, in the Primary grade, there is a challenge of attracting unregistered students into the system. Similarly, a multi-pronged approach to improving attendance and attracting the unregistered segment of students would be necessary in the Secondary group. In other words, a one-dimensional access figure does not provide a complete picture of the access phenomenon. Neither does a single figure enable a meaningful comparison of access figures between two periods. Also, when access figures are plotted on a range of attendance from lower to higher

quartiles, it enables a more in-depth analysis of the root causes of the figure in a given quartile. With better analysis of the root causes, more effective strategies can be developed to move students with lower attendance incrementally to higher quartiles.

Analysing the Quartile System

After a lot of deliberations at the head office, consultation with the regions, and through a revised and standardized attendance register, ITREB, P has been able to implement the required quartile system since September 2007 fully. This register acknowledges regional differences in the REC's hours and operation days. It was initially pilot-tested and well-received in approximately 52 RECs across Pakistan. The mechanism introduced in these registers to track the contact hours of students in RECs is defined below:

(Number of Days each student attended the REC in three months)

| Duration of RECs | Quartile 1 | Quartile 2 | Quartile 3 | Quartile 4 |
|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | P0 | P1 | P2 | P3 |
| Below 1 Hour | 0 | 1 - 10 | 11 - 24 | 25 + |
| 1 Hour | 0 | 1 – 8 | 9 - 18 | 19 + |
| 1.5 Hours | 0 | 1 – 5 | 6 - 12 | 13 + |
| 2 Hours | 0 | 1 – 4 | 5 - 9 | 10 + |
| 2.5 Hours | 0 | 1-3 | 4-7 | 8+ |
| 3 Hours | 0 | 1-2 | 3-6 | 7+ |

Based on the duration and number of days each student attended the REC in the last three months, the student would be placed in a particular quartile. For example, a student enrolled in a REC conducted for 1 hour per day must be present for 19 days in 3 months to fall in Quartile 4 (75 + hours per annum). These calculations will be required at the end of each quarter only.

a. It is imperative that RECCs/Local Boards immediately develop the capacity to interpret access data based on the Quartile System. For example, it would be useful to know the reasons for poor attendance if students are in lower quartiles or if the number of hours of religious education offered is below the preferred standard of three hours per week. The RECC/Local Board should implement appropriate strategies to improve attendance if it is the former. If it is the latter, the RECC/Local Board must figure out ways to increase the number of hours of instruction.

b. In case the data indicates that students are registered but attendance is not at the desired level, the RECC/Local Board will need to investigate the reasons for the inadequate level of attendance.

c. One may try to determine whether certain factors are common to students in a given quartile. For instance, it might be possible that all students who live beyond a certain distance from the REC may not be able to attend REC regularly. In such a case, a solution might be organizing a transportation system (carpools, bussing, etc.).

d. On the other hand, it might be concluded that the problem of poor attendance is common among all students in a particular center. In such a case, the class schedule (day and time) might need to be modified.

e. The idea is to interpret and convert the data into valuable and usable information. The RECC/Local Board should be able to identify the root causes of low attendance by examining the limitations a child may face. These trends need to be associated with underlying causes. For instance, if it is determined that access is low, then merely speaking in the Jamat Khanas and encouraging registration alone may or may not work. It will depend much more on determining the underlying causes. For example, if poor registration or attendance is due to transportation problems, no number of speeches will solve that problem.

f. Practical analysis of the socio-economic status, occupation, and level of education, approximate distance to a REC, number of years of settlement of the family in that area, language(s) spoken at home, economic standing (household income level), gender differences, etc. could reveal the real reasons and circumstances for lower access figures. When precise reasons for low attendance have been discovered, the RECC/Local Board will be in a much better position to design and implement appropriate strategies for attracting such unregistered students and improving access rates.

Annexure 6D: Standard of Practices (SOPs) for STEP Class

The procedures for managing STEP (Secondary Teacher Education Programme) classes within Religious Education Centres (RECs) under the oversight of the Ismaili Tariqah and Religious Education Board (ITREB) for Pakistan. The procedures describe the stakeholders' responsibilities in the planning, execution, and evaluation of STEP classes within the RECs.

Academic and Operational Strategic Decisions

The AD-RE and the Head of Academic Operations, ITREB for Pakistan, will collaboratively make academic and operational policy decisions related to STEP classes. These decisions encompass various aspects such as the instructional design and planning of curriculum, deployment of STEP teachers, term division, operational model, class duration, and the development of classes.

Selecting RECs and clusters will involve gathering input from Regional Board Chairpersons and Regional Management. They will collaborate with Local boards to share suggestions with the head office. The decisions will be made jointly by the AD-RE, the Head of Academic Operations, ITREB for Pakistan, and all stakeholders mentioned earlier, considering the availability of teachers, distance, and need.

Logistics and Management:

Running a successful STEP program involves a clear division of responsibilities and roles between the STEP department and the REC management. Here are the major areas to consider:

- The STEP department sets the class duration based on academic standards, while RECs, in collaboration with the STEP department, determine the specific schedule and timings for classes. Any decision regarding changes in class schedule or timings by the REC requires prior approval from the STEP department.
- REC management is responsible for maintaining classrooms and equipment, ensuring a safe and functional learning environment for students and teachers. The REC management also ensures the availability of essential resources for effective learning by providing necessary stationery supplies for STEP classes and STEP-related projects. They further collaborate with the STEP department by maintaining and sharing attendance records of STEP students and teachers, maintaining efficient record-keeping practices.

Communication:

To run smooth operations, the RECC and STEP teachers are suggested to conduct regular meetings to ensure proper understanding and adherence to the procedures, protocols, and

expectations. Additionally, a designated REC-appointed coordinator facilitates communication by liaising with STEP teachers and informing the REC Head Teacher of any schedule changes or other relevant matters (where possible).

The RECC management ensures their presence in all the programs or sessions arranged by STEP teachers/department to be updated about the processes and any changes. It is advisable that for smooth communications, WhatsApp groups or other available modes should be selected.

Host Teacher Support:

REC management is responsible for providing at least two dedicated individuals per class to assist STEP teachers as Host Teachers. While STEP teachers teach during the instructional hours in the classes, Host Teachers, appointed by REC management, facilitate STEP teachers during the classes and facilitate the project-based aspects of STEP classes. These Host teachers will be provided ongoing training by the STEP teachers for smooth functioning of the classes.

STEP teachers or Host teachers are responsible for marking students' attendance in the attendance registers where the attendance registers are available. However, if the classes are conducted in a cluster-based setting, the STEP teacher will maintain the record of the students' attendance and share it with the host teacher, who will be responsible for marking students' attendance in their respective REC.

Community Engagement

The REC management is responsible for devising ways to engage the parents and wider community/Jamat, especially the Local and Regional leaderships, in the children's religious education. Supporting STEP teachers in motivating parents to attend orientations and meetings fosters a stronger connection between home and REC, which is crucial for students' success in their religious education journey.

Encouraging parents and community leaders to participate in the sessions and other curricular activities conducted by the STEP department and the REC further helps in collaboration and communication among all stakeholders, ultimately leading to a more engaged student body, improved attendance, smoother processes and practices, and better learning outcomes. This holistic approach creates a supportive learning environment where students, parents, and community members feel valued and actively involved in the religious educational process.

Procedures for Policy 7: Access to RE Textbooks

1. All students must have the required curriculum books. Students using previously used books should also use new activity books.
2. When students use used textbooks, the Headteacher should ensure that an adequate stock of new activity books is available.
3. In addition to curriculum books, books of Du'a, Irfani Adab, Ayat-e-Qur'ani, and Qur'anic Qaidah, prescribed by ITREB Pakistan, are also included.
4. In liaison with the Local Board, the REC shall ensure the availability and access of these books to all children, irrespective of their buying ability.
5. The REC should ensure that the students' books are not kept at the REC. Students should be encouraged to utilize these books at home and discuss the contents with their parents and other family members. However, they should be asked to bring the books to the REC per the timetable.
6. The Headteacher shall be the reference point for all queries regarding the availability of books, and Local ITREBs shall be responsible for making these books available to the RECs.
7. The Headteacher will ensure that students have access to the Ta'lim books, including STEP Modules, Interim Curriculum Books, Teacher and Parents' Guidebooks (TPGB), and Activity Books. Additionally, the Headteacher will organize programs for parents to help them understand how to effectively use the TPGB and activity books at home.

Procedures for Policy 8: Students' Assessment

1. The Teacher and Parent Guide and the Assessment Manual prepared by ITREB Pakistan will be used for the assessments by the Headteacher, Educator, or Learning Coordinator.
2. The student's assessment record may include students' work preserved in portfolio files, teachers' remarks on students' progress, and a record of classroom participation, peer interaction, etc. (Annexure 8A)
3. Students' learning shall be assessed on an ongoing basis throughout the year, and continuous feedback should be provided to students on an ongoing basis. (Annexure 8B)
4. Teachers shall not adopt severe measures for underperforming students; instead, they will take positive steps, such as formal counselling and remedial teaching, to help them.
5. The Progress Report or Assessment Reports shall be handed over to the parents/guardians at the end of a level and in case of migration.
6. Students must have a minimum attendance rate of 50% to be considered for promotion.
7. Students must show consistent academic progress in religious education classes and complete their assignments on time to be considered for promotion.
8. The Headteacher shall arrange short remedial courses for students with learning deficiencies or low attendance to promote them to the next class.
9. After successfully completing classes X and XII, the RECC shall provide a course completion certificate to the student. (Annexure 8C & D)
10. The course completion certificate with name(s) of modules completed with year should be issued for STEP. (Annexure 8E)
11. All RECs will assess students' ability to recite the Qur'an correctly and issue a certificate of Qur'an Nazira to successful students after primary VI. Remedial Qur'an classes may be arranged for students having difficulty in the correct recitation of the verses of the Holy Quran.

Annexure 8A: Guidelines for making a student portfolio

Students Portfolio:

A student's portfolio serves as a comprehensive roadmap, capturing the multifaceted aspects of development, growth, performance, and progress. Tailored to contextual needs, it represents a systematic collection of evidence reflecting a student's daily activities, accomplishments, and achievements across diverse areas. This ongoing compilation of work samples, projects, and supporting evidence offers a nuanced and holistic view of a student's educational journey. Portfolios provide a richer understanding of a student's learning process and empower teachers to design personalized learning experiences and monitor progress effectively. Every student should receive a portfolio at the time of enrolment. Teachers have the flexibility to create portfolios, whether manually or digitally, depending on the available resources.

Manual portfolio:

Physical or manual portfolios capture tangible memories, including original artwork and various documents such as worksheets, activity papers, home assignments, student comments with teacher feedback, formative assessment sheets, progress report cards, and records of extracurricular and Jamat Khana activities.

Digital Portfolio:

A digital portfolio is a computer-based compilation of students' academic journey, providing transparency and insight into their progress. It incorporates various elements such as academic achievements, reflections, and artefacts, making it accessible to parents, teachers, and stakeholders. Digital portfolios can be created utilizing cloud-based platforms like Google Classroom.

Sequencing of Manual or Digital Portfolio:

- a. For manual portfolios, allocate a separate file or folder for each child. In the case of digital portfolios, create a dedicated page with a unique code for each child to maintain privacy.
- b. Initiate the portfolio with a cover page featuring the student's profile, including a picture, name, date of birth, enrolment date, level names (PPS, LPS, UPS, etc.), teacher names, and other necessary details.
- c. Organize the portfolio using grade or level-wise separators.
- d. Content within the portfolio includes a diverse collection of student works, such as art samples, worksheets, reflective writing, and writing samples. Teachers enhance the portfolio with photos of experiences, collaborative projects, and day-to-day activities. Sticky notes are employed for teacher comments, and anecdotal notes and observations become integral parts of the portfolio.

- e. Ensure parents access portfolios at least once a month for progress checks.
- f. Teachers are responsible for updating portfolios for younger students, while primary and secondary-level students can regularly maintain and update their portfolios.

Annexure 8B: Guidelines for providing feedback

Feedback constitutes a response to a student's performance or behaviour, encompassing verbal, written, or gestural forms. Its role in the assessment and learning process is to enhance a student's performance. When providing feedback, it is suggested to commence with appreciation and positive comments, followed by addressing areas for improvement and concluding with additional positive remarks. Striking a balance between positive and constructive feedback is crucial.

Different techniques for providing feedback:

a. The CRC model - standing for "Compliment, Reflect, Correct," involves a structured approach to providing feedback. The teacher initiates the process by praising the student's commendable actions. Following this, the teacher reflects on the student's performance, pinpointing areas for improvement. Lastly, the teacher provides specific corrective feedback, guiding the students on how to enhance their performance.

For instance: "your leadership in the group project was outstanding; you effectively empowered your team with responsibilities. However, there were instances where communication could have been more streamlined. To enhance teamwork, consider implementing a daily check-in to ensure everyone is on the same page regarding tasks."

b. Self-reflection Model of Feedback - This model underscores the significance of self-reflection, urging students to engage in the feedback process actively. The teacher initiates this by prompting students to reflect on their performance and identify their strengths and weaknesses. Subsequently, the teacher offers feedback on these areas, supplying concrete examples and recommendations for improvement. The final step involves the teacher encouraging the student to reflect on the feedback and identify specific actions they can take for improvement.

For instance, the teacher should ask students to pause to reflect on teamwork during the group project before providing feedback. Recognize the positive aspects that contributed to the group dynamic and identify potential areas for improvement. After considering the student response, the teacher can develop the feedback to the students in the following suggested way: "I value your leadership skills; your effective task division was commendable. To enhance communication, consider introducing regular team check-ins, facilitating progress discussions, and addressing concerns. Considering this feedback, what steps can you take to enhance communication in future collaborative projects?"

c. Sandwich Techniques - Utilizing the "Sandwich Techniques," teacher feedback should follow a three-layered structure influenced by regular and targeted observations. The initial layer highlights positive aspects, recognizing the student's strengths. The second layer centres on constructive feedback, providing gentle suggestions for improvement. The final layer, or bottom, concludes with an encouraging statement, ensuring positive closure to the interaction even when critical feedback is offered, thereby fostering a positive overall experience.

For instance: "Your leadership skills in the group project were exceptional, and how you delegated responsibilities to team members was impressive. However, there were moments when communication could have been more streamlined. To improve teamwork, consider introducing a daily check-in to ensure everyone is aligned on tasks. Nonetheless, your coordination and collaboration with team members were praiseworthy. Keep up the outstanding collaborative work!"

Annexure 8C: Grade X certificate format

| | | |
|---|----------------------|--------------|
| Certificate No. _____ | | |
| <p align="center">THE SHIA IMAMI ISMAILI TARIQAH AND RELIGIOUS EDUCATION BOARD FOR _____</p> | | |
| <p align="center">This is to certify that</p> | | |
| Mr. / Ms. _____ | | |
| has successfully completed a prescribed course of study for the grade _____. | | |
| He / She has enrolled from _____ to _____ at _____ | | |
| Religious Education Centre in _____ Local Board. | | |
| _____ | _____ | _____ |
| Regional Academic Coordinator | Chairman Local Board | Head Teacher |

Annexure 8D: Grade XII certificate format

| | | |
|---|----------------------|--------------|
| Certificate No. _____ | | |
| <p align="center">THE SHIA IMAMI ISMAILI TARIQAH AND RELIGIOUS EDUCATION BOARD FOR _____</p> | | |
| <p align="center">This is to certify that</p> | | |
| Mr. / Ms. _____ | | |
| has successfully completed a prescribed course of study for the grade _____. | | |
| He / She has enrolled from _____ to _____ at _____ | | |
| Religious Education Centre in _____ Local Board. | | |
| _____ | _____ | _____ |
| Regional Academic Coordinator | Chairman Local Board | Head Teacher |

Annexure 8E: STEP Module Completion Certificate

| | |
|---|---|
| <p>The Shia Imami Ismaili Tariqah and Religious Education Board for Pakistan Secondary Ta'lim Education Programme (STEP)</p> | |
| <p>Certificate This acknowledges that</p> | |
| <p>_____</p> <p>has studied the following STEP modules during the academic sessions starting from</p> | |
| <p>_____</p> <p><input type="checkbox"/> Muslim Societies and Civilizations vol. _____</p> <p><input type="checkbox"/> Encounters in Muslim History vol. _____</p> <p><input type="checkbox"/> Ethical Pathways to Human Development</p> <p><input type="checkbox"/> Muslim Devotional and Ethical Literature</p> | <p>_____</p> <p><input type="checkbox"/> Intellectual Traditions in Muslims Contexts vol. _____</p> <p><input type="checkbox"/> Muslims in the Contemporary World Vol. _____</p> <p><input type="checkbox"/> Faith and Practice in Muslim Traditions vol. _____</p> <p><input type="checkbox"/> The Qura'n and Its Interpretations vol. _____</p> |
| <p>_____</p> <p>STEP Management</p> | <p>_____</p> <p>Date</p> |

Annexure 8F: Qur'an Nazra Certificate format

وی شیعہ امامی اسماعیلی طریقہ اینڈ رینجس ایجوکیشن بورڈ برائے _____

شرکتی سند برائے قرآن ناظرہ کورس

تصدیق کی جاتی ہے کہ مستی / مستماتہ _____
 ولد / بنت / زوجہ _____
 ساکن _____ لوکل طریقہ بورڈ _____ نے
 ابتدائی اصول قرأت / تجوید القرآن کورس از _____ تا _____
 میں شمولیت کی ہے اور قرأت کے ابتدائی اصولوں سے آگاہی حاصل کی ہے۔

رجنل اکیڈمک منیجر

چئرمین شیعہ امامی اسماعیلی طریقہ اینڈ رینجس
 ایجوکیشن بورڈ برائے _____

DATE OF ISSUE: _____

Procedures for Policy 9: Appointment of REC Teachers

Selection of teacher(s)

Criteria for Selection

1. At least an intermediate level of secular education; however, candidates with higher qualifications are preferred.
2. Minimum qualification is HRE in religious education; additional religious education and training shall be desirable.
3. Individuals with mature and positive attitudes demonstrate a commitment to ethical principles. They uphold a strong sense of integrity, honesty, and responsibility in personal and professional conduct, contributing positively to the community by fostering an environment of respect, compassion, and accountability.
4. Is willing to provide service twice a week for 2 hours at least for a year.
5. The age of the RE teacher should be between 18 to 55 years.

Note: The qualification and age bar can be adjusted per contextual realities. The RECC chairperson, in consultation with the Headteacher, may request the Local Chair to make exceptions to the selection criteria as an interim solution in case qualified human resources (HR) are unavailable.

Selection Process

1. The teachers will be recruited through a recruitment process that includes announcing positions (Annexure 9A), opening applications (Annexure 9B), shortlisting, and conducting interviews (Annexure 9C). Encourage both males and females to participate.
2. Any application received through the JK announcement or headhunting will be shortlisted by the REC headteacher based on the verbal discussion with the interview panel on the information provided by the prospective teacher.
3. Shortlisted candidates will be informed a week before the interview.
4. RECC Chairperson/Hon. Secretary and Headteacher shall be members of the interview panel.
5. In case of more than one candidate, the shortlisted candidates will be asked for a micro lesson demonstration in a class, and both the interview panel members shall observe the micro lesson.
6. RECCs and Headteachers shall be responsible for replacing interim and less qualified teachers with more qualified Jamati members and sharing the updated list and profile of new teachers with the Local ITREB every quarter.
7. Once a teacher is selected, s/he will be orientated about the ToRs (Annexure 9D) by the Headteacher. The respective teacher will receive an appointment letter and a copy of the ToRs. The copy of the signed ToRs by the respective teacher and headteacher shall be kept in the RECC records.

Induction

The RECC will induct teachers at the REC as per the following procedure;

1. Induction should be done twice yearly, ideally at the beginning and middle of the academic year.
2. In case of additional teacher requirement, due to teacher attrition, the RECC shall arrange for a teacher as an interim solution. (Appropriate steps shall be taken for the pre-service training of the teacher)
3. In the initial year, the newly inducted teacher shall be teaching under the mentorship of a senior teacher for two to three months.
4. Teachers' data and profiles must be entered into the EMIS system upon induction, with any subsequent changes or updates to be regularly reflected.

Training

Three types of training will be conducted, as per the teacher education standards defined by ITREB-P at the REC/Cluster/ Local board level, subject to the number of teachers.

1. **Teacher Orientation:** Newly inducted teachers shall receive 30 hours of orientation/induction within two weeks of joining the REC. This training, led by educators, LCs, or senior teachers, will encompass e-materials for self-learning, face-to-face components, and observation of senior teachers' classes. Upon completing this orientation, new teachers will be integrated into the mainstream and engage in regular or annual in-service capacity-building initiatives.
2. **Teacher Development:** Newly inducted teachers will undergo 70 hours of in-service training in a blended model, facilitated by LCs, Educators, and Coordinators, within their first year.
3. **Teacher Refresher:** A 10-hour refresher training will be provided every two to three years to all the enrolled teachers by the Regional ITREB. The frequency can be adjusted based on periodic need analysis.

Field Support

1. All teachers shall be involved in the teaching planning (lesson planning process) at least once a week.
2. LCs/Educators shall be available at the REC on the planning day.
3. The RECC should ideally provide the necessary stationery to the REC teachers on the planning day.
4. All teachers shall submit their planners to the HT/AHT/LC/Educator.
5. LCs/Educators shall be required to observe the teaching class once a month and provide post-observation feedback to the respective teacher.

6. Before the observation, there shall be a pre-conference between the teacher and HT/AHT/LC/Educator, during which the HT/AHT/LC/Educator shall provide feedback on the teachers' lesson plan for improvement.
7. Based on classroom observation, the HT/AHT/LC/Educator will provide the necessary support to the observed teachers to improve the teaching and learning process.
8. LCs will prepare and submit a list of areas and topics emerging from teacher observation that require improvement to the Headteacher. In collaboration with LB and RB, the Headteacher shall incorporate the themes in the teacher refresher programmes.
9. REC teachers shall be provided field support by the LCs/ Headteachers to develop their lesson plans and reflection dairies and to prepare the students' portfolios.
10. The Headteacher must ensure that each teacher (new/continuing) fills in the basic information in the Teachers' Attendance Registers every year.

Annexure 9A: Announcement for JK (Sample)

شیعہ امامی اسماعیلی طریقہ اینڈ ریلیجیسی ایجوکیشن بورڈ برائے -----

اعلان برائے آر-ای-سی-سی

یا علی مدد!

لوکل اطرب ----- جماعت کو مطلع کرتا ہے کہ ----- آر-ای-سی (REC) میں گریڈ ----- میں teaching کے لیے موزوں امیدواروں سے درخواستیں مطلوب ہیں۔

جماعت کے وہ ممبران جو آر-ای-سی (REC) میں بطور teacher اپنی خدمات پیش کرنا چاہتے ہیں ان سے گزارش کی جاتی ہے کہ وہ اپنی متعلقہ آر-ای-سی کے ہیڈ ٹیچر سے درخواست فارم حاصل کریں۔ درخواست فارم جمع کروانے کی آخری تاریخ ----- ہے۔

مزید معلومات اپنی متعلقہ آر-ای-سی (REC) سے حاصل کریں۔

شکریہ، یا علی مدد

Annexure 9B: Application/Registration Form

| RE-HR REGISTRATION FORM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|--|----------|----------------------|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----|----------------------|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----|----------------------|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----|----------------------|----------------------|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The Shia Imami Ismaili Tariqah and Religious Education Board for Pakistan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Form Filled By (Major Role): <input type="checkbox"/> MANGEMENT <input type="checkbox"/> TEACHER <input type="checkbox"/> ACADEMICS <input type="checkbox"/> WORKER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Please fill the form in CAPITAL Letters 2. Please attach copy of your CNIC 3. Please paste your recent photograph | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div>Religious Education Centre (include Cluster Name, if any)*</div> <div>Local Board*</div> <div>Regional Board*</div> </div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. PERSONAL INFORMATION: Profession* <input type="text"/> CNIC* <input type="text"/> - <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div>First Name* <input type="text"/></div> <div>Father's / Husband's Name* <input type="text"/></div> <div>Last Name / Surname* <input type="text"/></div> </div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div>Gender (✓)* <input type="radio"/> M <input type="radio"/> F</div> <div>Age* <input type="text"/></div> <div>Date of Birth <input type="text"/></div> </div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div><input type="radio"/> Vol. <input type="radio"/> HBT HBT Code # <input type="text"/></div> <div><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Single</div> <div>Contact Number <input type="text"/></div> <div>Email Address <input type="text"/></div> </div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div>Serving REC as? Please Tick (✓)*</div> <div>Is any of your child in RE System? (✓)*</div> </div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. EDUCATION: Tick as Highest (✓)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 SECULAR <input type="radio"/> Post Grad. <input type="radio"/> Grad. <input type="radio"/> Inter <input type="radio"/> Matric <input type="radio"/> Below Matric | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Details: Give preference to the qualification(s) in the field of Education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No. | A | P | D | S | C | Name of Institution | Name of Degree / Diploma | Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NOTES: Type - [A]cademic, [P]rofessional, Category - [D]egree, [S]pecialized Diploma, [C]ertificate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 RELIGIOUS Highest (✓)* <input type="radio"/> ARE <input type="radio"/> HRE <input type="radio"/> Matric <input type="radio"/> Below Matric | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Please mention the YEAR of completion, where applicable* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATRIC HRE ARE PTEP STEP ITP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HRDP HWDP HMDP JHWDP IWTP GPISH ISMC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3 TRAININGS ATTENDED (through any REC, in the last 5 years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Teacher Orientation Program (TOP)*</th> <th>Year</th> <th>Duration</th> <th>Hours per day</th> <th>C</th> <th>Q</th> <th>M</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2.</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | | | | | | | | | | Teacher Orientation Program (TOP)* | Year | Duration | Hours per day | C | Q | M | O | 1. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Orientation Program (TOP)* | Year | Duration | Hours per day | C | Q | M | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NOTES: Training Category - [C]urriculum related, [Q]uran related, [M]janasik, [O]thers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. EXPERIENCE: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1 TEACHING AT REC (Optional for non-teaching HR) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total REC Teaching Experience (years count)* <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How many RECs have you taught (count)* <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Taught Multi-Level Class? <input type="radio"/> Yes <input type="radio"/> No In Pakistan Outside Pakistan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Which class(es) have you taught so far? (Please mention subject(s) C, Q, M, or O)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IBTIDA | NUR | KG-1 | KG-2 | Class-1 | Class-2 | Class-3 | Class-4 | Class-5 | Class-6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class-7 | Class-8 | Class-9 | Class-10 | HRE-1 | HRE-2 | Preferred Class(es) | Preferred Subject(s) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NOTES: Subjects - [C]urriculum, [Q]uran, [M]janasik, [O]thers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.2 WORK AT REC* (Please start with latest) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Name of REC</th> <th>Role</th> <th>Class</th> <th>C</th> <th>Q</th> <th>M</th> <th>O</th> <th>Year (From-To)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="text"/></td> </tr> <tr> <td>2.</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="text"/></td> </tr> <tr> <td>3.</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="text"/></td> </tr> <tr> <td>4.</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="text"/></td> </tr> </tbody> </table> | | | | | | | | | | Name of REC | Role | Class | C | Q | M | O | Year (From-To) | 1. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | 2. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | 3. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | 4. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | | | | | | | | |
| Name of REC | Role | Class | C | Q | M | O | Year (From-To) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.3 WORK AT OTHER JAMATI INSTITUTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3. | <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.4 EMPLOYMENT DETAILS (If any) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Current/Last Service Details Please Tick (✓) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Organization: <input type="radio"/> AKDN <input type="radio"/> Govt. <input type="radio"/> Non-Govt. <input type="radio"/> Others | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Designation: <input type="text"/> Year: <input type="text"/> Till Date <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Prof. Experience <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can confirm that to the best of my knowledge, the provided information is true and accurate. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Form Filled On (Date)* <input type="text"/> Your Signature* <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. COVID-19 VACCINATION STATUS: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>1st Doze</th> <th>2nd Doze</th> <th>Booster</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | | | | | | | | | | | 1st Doze | 2nd Doze | Booster | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1st Doze | 2nd Doze | Booster | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. AVAILABILITY / COMMITMENT:* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Please tick (✓) the week days, months and the years of your availability for the REC work & write the average hours you can serve per week: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>WEEKLY</th> <th>Mo</th> <th>Tu</th> <th>We</th> <th>Th</th> <th>Fr</th> <th>Sa</th> <th>Su</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="text"/></td> </tr> </tbody> </table> | | | | | | | | | | WEEKLY | Mo | Tu | We | Th | Fr | Sa | Su | Hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEKLY | Mo | Tu | We | Th | Fr | Sa | Su | Hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How far the REC is from your Residence? (in Minutes, based on the commuting means you usually use) (✓) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="radio"/> <15 <input type="radio"/> 15-30 <input type="radio"/> 31-60 <input type="radio"/> 60+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. FOR REC USE ONLY: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reason: <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Is this Annual Registration or registration of New Resource? If yes, then mention why she wants to join this REC?) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| In case s/he has been enrolled as a replacement, then please specify the details of previously enrolled resource: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HRN: <input type="text"/> Name: <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Form Received On (Date)* <input type="text"/> Date of Joining* <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skill Level* (Please mention subject(s) as C, Q, M, or O, where applicable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IBTIDA | NUR | KG-1 | KG-2 | Class-1 | Class-2 | Class-3 | Class-4 | Class-5 | Class-6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class-7 | Class-8 | Class-9 | Class-10 | HRE-1 | HRE-2 | Class(es) & Subject(s) ASSIGNED | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Form Validated By (Head Teacher)* <input type="text"/> Form Reviewed By (Local Board)* <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Annexure 9C: Interview Questionnaire- Teachers (Sample)**REC Teacher**

1. How long will you offer your services as a teacher in your REC?
2. How many hours per week can you offer your services to REC?
3. Do you have any prior teaching experience? What are the 3 important qualities of a good teacher?
4. What are the major components of a good lesson plan?
5. Do you know the concept of holistic development of a child?
6. What strategies will you use in the classroom to engage your students?
7. How will you assess students learning in the classroom?
8. How do you see the role of parents in the RE of their children?

Procedures for Policy 10: Teachers' Attendance and Regularity

1. Teachers' Attendance records shall be maintained in all RECs in the prescribed attendance registers. (Annexure 10A)
2. If a religious education teacher encounters challenges meeting their commitments, the RECC must intend to take supportive measures to motivate the teacher. Should there be no response, the RECC may consider implementing necessary disciplinary actions with the utmost understanding and consideration.
3. Teachers should inform the Headteacher/Assistant Headteacher, wherever possible in advance, about their absence.

Annexure 10 A: Teachers' Attendance Register (Sample)

[illegible]

Procedures for Policy 11: Participation in Training & Professional Development

1. The REC shall ensure the implementation of a comprehensive Professional Development Plan for all the teachers covering their content and pedagogical needs. (Annexure 11A)
2. The Headteacher should ensure that the teachers sent for training are assigned classes/themes related to the training(s) obtained.
3. If a teacher cannot attend the training, he/she was selected for, the respective REC shall inform the Local Board well in time, along with the nomination of another suitable candidate.
4. The selection criteria for training should be followed strictly.
5. Participants with infants should be facilitated, wherever possible, by arranging a voluntary childcare facility, etc.
6. The REC shall maintain a comprehensive record of all teachers, parent educators, and teacher educators regarding the details of the training they completed.
7. The data on teachers' training should be updated after each training session in the teacher profile form, Teacher Professional Development Data Sheet (Annexure 11B), and it should be updated yearly in the EMIS system under the teacher registration form.
8. Non-residential training programmes should be encouraged at the Local/cluster/REC level.

Annexure 11A: Professional Development Plan

| Area | Sub Areas | Strategies | Resource Person | Time Period |
|-----------------------|---|---|---|--------------------|
| Content | <ul style="list-style-type: none"> -Faith-Based perspectives -Ta'lim - SFC - Interim | <ul style="list-style-type: none"> - In-house sessions and trainings - Access and orientation to digital landscape of Institutions (IIS Website, ITREB Portal and Al-Hikmah, Ismaili TV, etc.) <p>Self-directed Learning:</p> <ul style="list-style-type: none"> - Pre & Post- Training Readings - Suggested articles and books - Book and article reviews | <ul style="list-style-type: none"> - NTEs - HTEs -Regional Educators - LCs -Member Academic -National, Regional - Headteacher - Managers-RE | 1st & 2nd Quarters |
| Pedagogical Practices | <ul style="list-style-type: none"> -Scheme of Learning - Lesson Planning -Improving Classroom Management - Child Psychology - Learning theories -Reflective practices - Incorporating ICT -Parental Involvement -Professional Learning Community (PLC) | <ul style="list-style-type: none"> In-house sessions and training -Distance Learning (DL): (Synchronous and asynchronous sessions, DLRC-based sessions, CPD, CEP, etc.) | <ul style="list-style-type: none"> - NTEs - HTEs -Regional Educators - LCs -Member Academic -National, Regional - Headteacher - Managers-RE | 1st & 2nd Quarters |

| | | | | |
|-----------------------|---|--|---|-------------------|
| | - Mentoring | | | |
| REC Management Skills | <ul style="list-style-type: none"> - Incorporating ICT - RE Repositioning - MIS - RE Expenditure - RE Portal | <ul style="list-style-type: none"> - In-house sessions and trainings - Tutorial videos - Online sessions | <ul style="list-style-type: none"> -Programme Officer - Member MIS - Member Finance - Finance Officer - RAC - Academic Lead | 1st Quarter |
| Additional Skills | <ul style="list-style-type: none"> - IT Skill (zoom, presentations, video-editing, recording) -Book/Article reviews -Twenty-first century skills | <ul style="list-style-type: none"> -In-house sessions and trainings - Videos - DL sessions - Suggested websites, courses, institutions | <ul style="list-style-type: none"> -National, Regional & Local ITREBs - REC | 1st-Last Quarters |

Total # of hours

Procedures for Policy 12: Teachers' Assessment and Evaluation

1. HT/AHT/LC/Educator will monitor and assess the teacher, including quarterly observation of classes and written feedback to the concerned teacher.
2. Teachers' assessments shall be conducted quarterly, as a regular feature of the teaching and learning process at the REC, by the LC/Educators/HT. The LC will develop a portfolio file of each REC teacher based on observation and feedback. (Annexure 12A & B)
3. Yearly assessment will include accumulated observation of four quarters, Peer assessment on the prescribed form, feedback by students and parents abstracted from Students' progress report cards, teacher's portfolio assessment, and teacher self-assessment.
4. Teachers' Refresher Programmes shall be based on the findings of teachers' assessments, reflection, and feedback.
5. Support and encouragement components shall be a fundamental part of teachers' assessment.
6. Teachers' assessment may also include classroom evaluation conducted by the Headteachers/LCs/Educators.
7. Teacher evaluation will be based on ongoing yearly HT/AHT/LC/Educator assessments.

Teacher Evaluation will be based on the following aspects:

1. Peer evaluation (once a year)
2. Evaluation of teacher performance by students
3. Teacher portfolio maintained by LC/Educators
4. Teacher self-assessment through writing a reflective diary.
5. Teacher evaluation template (see Annexure 12-A & B)

Notes:

1. LCs/Educators should organize in-house training sessions or one-on-one support for teachers based on the evaluation.
2. Local Boards will organize professional development sessions based on the evaluation reports received from the RECC.
3. If a teacher is unable to improve their performance, despite refreshers and interventions by all the stakeholders, then s/he may be relieved from classroom teaching and may be engaged in non-teaching activities at the REC, such as access improvement, material development and special duties in RECs.

Annexure 12A: Classroom Observation Form

**The Shia Imami Ismaili
Tariqah and Religious Education Board for Pakistan
Classroom Observation Form**

Name of Teacher ----- REC: ----- Class: -----

Theme & Topic:----- Date: ----- Duration:-----

For all sections, consider the following ratings:

| | | |
|---|------------|--|
| 4 | Exemplary | Skilled and well-versed in their practice (performed as per the set standards and in some areas performed beyond) |
| 3 | Proficient | Consistent and intentional in their practice (mostly performed as per the set standards) |
| 2 | Developing | Aware of the standards and indicators but practising them inconsistently (performed below the set standards) |
| 1 | Emerging | Either unaware of the standards and indicators or not practising them consciously (not performed as per the set standards) |

1. LESSON PLANNING PROCESS

| Indicators | Rating 1-4 |
|--|---------------|
| 1.1-The teacher has a written plan (having clear objectives, activities, assessments and instructions) | |

2. INSTRUCTIONAL AND ASSESSMENT STRATEGIES

| Indicators | Rating 1-4 |
|---|---------------|
| 2.1- The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives | |

| | | | |
|---|--|---|--|
| 1.2- Lesson objectives are based on SMART: specific, measurable, achievable, relevant & time specific. | | 2.2- Activities are engaging and are carried out with effective debriefing and smooth transitions. | |
| 1.3- Pedagogical approaches/strategies/learning activities are relevant to the content & context and are suitable and intellectually stimulating. | | 2.3- The teacher assesses students' learning by using a variety of formative assessment methods (questioning, scaffolding, prompt teacher's feedback, and observation and students' work) | |
| 1.4- The plan demonstrates conceptual knowledge and alignment with the thematic narrative and the ideas built on one another throughout the lesson. | | | |

3. CONTENT KNOWLEDGE:**4. STUDENTS' LEARNING AND COLLABORATION**

| Indicators | Rating 1-4 |
|--|-----------------------|
| 3.1- The teacher has good command over the content, which is authentic and well-researched | |
| 3.2- Content knowledge is relevant, age and context-appropriate | |
| 3.3- The teacher explains the content with logical explanations or examples | |

| Indicators | Rating 1-4 |
|---|-----------------------|
| 4.1- Students are interacting with diverse ideas respectfully and taking responsibility for the learning process. | |
| 4.2- Students are engaged in the inquiry process meaningfully (ask questions, challenge ideas where needed, discuss subject matter and relate learning to their life) | |
| 4.3- Students share their learning confidently in a variety of ways and | |

| | | | |
|--|--|--|--|
| 3.4- The teacher makes connections in the lesson that relate to other content knowledge or students' daily lives | | voluntarily participate in the classroom | |
|--|--|--|--|

5. CLASSROOM CULTURE & MANAGEMENT

| Indicators | Rating (1-4) |
|---|--------------|
| 5.1- There are clearly defined and communicated classroom norms such as respectful talk, active listening, and turn-taking | |
| 5.2- Resources including space, are available, accessible and properly arranged and utilised. | |
| 5.3- The teacher caters to individual learning needs/addresses issues at hand through inclusive approach. | |
| 5.4- The teacher builds a good rapport (relationship) with students by using positive language and treating all students respectfully; practises fairness and equity. | |
| 5.5- The teacher acknowledges positive behavior. | |
| 5.6- The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired one | |
| Strengths: | |
| Areas for improvement: | |
| Agreed action | |

Observer's Name & Signature: _____

Date: _____

Annexure 12-B Classroom Observation Guide

The Shia Imami Ismaili Tariqah and Religious Education Board for Pakistan Classroom Observation Guide

For all sections consider the following ratings:

| | | |
|---|------------|--|
| 4 | Exemplary | Skilled and well-versed in their practice (performed as per the set standards and in some areas performed beyond) |
| 3 | Proficient | Consistent and intentional in their practice (mostly performed as per the set standards) |
| 2 | Developing | Aware of the standards and indicators but practising them inconsistently (performed below the set standards) |
| 1 | Emerging | Either unaware of the standards and indicators or not practising them consciously (not performed as per the set standards) |

1. LESSON PLANNING PROCESS

| Indicators | Emerging 1 | Developing 2 | Proficient 3 | Exemplary 4 |
|--|---|--|---|---|
| 1.1-The teacher has a written plan (having a big idea, clear objectives, activities, assessments and instructions) | The teacher does not have a written plan. | The teacher has a written plan with lesson objectives, guided questions, instructional and assessment strategies. However, lesson narrative, big idea and transitions are missing. All sections are not properly aligned. | The teacher has a written plan with lesson narrative, big idea, lesson objective, guided questions and instructional and assessment strategies. Most of the sections are aligned with transitions in between the activities. | The teacher has a written plan with lesson narrative, big idea, lesson objectives, guided questions and clear instructional and assessment strategies. There is an alignment all over with smooth transitions in |

| | | | | |
|---|--|--|---|--|
| | | | | between the activities. |
| 1.2-Lesson objectives are based on SMART: specific, measurable, achievable, relevant & time specific. | Lesson objectives are not properly articulated. Bloom's taxonomy is not evident/used. | Some of the lesson objectives are meeting the criteria of SMART: specific, measurable, achievable, relevant & time specific and are following some levels of the Bloom's taxonomy. | Most of the lesson objectives are meeting the criteria of SMART: specific, measurable, achievable, relevant & time specific and are following many levels of the Bloom's taxonomy.. | Lesson objectives are specific, measurable, achievable, relevant & time specific. (SMART) and are following Bloom's taxonomy. |
| 1.3- Pedagogical approaches/strategies/learning activities are relevant to the content & context and are suitable and intellectually stimulating. | Lesson plan displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content that is intellectually stimulating, developmentally appropriate, or relevant to the contextual realities of students. | Lesson plan and articulation reflects a limited range of pedagogical approaches suitable to student learning of the content that are intellectually stimulating, developmentally appropriate, or relevant to the contextual realities of students. | Lesson plan and articulation reflects a good range of pedagogical approaches suitable to student learning of the content that are intellectually stimulating, developmentally appropriate, or relevant to the contextual realities of students. | Lesson plan and articulation of the plan reflects a good range of pedagogical approaches with the extensive knowledge of those approaches suitable to student learning of the content that are intellectually stimulating, developmentally appropriate and relevant to the contextual realities of the students. |
| The overall plan is coherent in nature, | The lesson plan does not demonstrate | The lesson plan demonstrates | The lesson plan demonstrates a good understanding of the | Lesson plan demonstrates |

| | | | | |
|---|---|---|---|--|
| demonstrates conceptual knowledge and alignment with the thematic narrative and the ideas build on one another throughout the lesson. | how the various sections of the lesson plan can build upon each other | relevance among a few parts of the lesson, however, most of the segments are not connected to each other. | teacher regarding the relationships between the various sections of the lesson plan and how they build upon each other. | a good understanding of the teacher regarding the relationships between the various sections of the lesson plan and how they build upon each other. The overall plan is seamlessly coherent in nature from the narrative to the assessment and students' reflection. |
|---|---|---|---|--|

2. INSTRUCTIONAL & ASSESSMENT STRATEGIES

| Indicators | Emerging 1 | Developing 2 | Proficient 3 | Exemplary 4 |
|---|--|--|---|---|
| 2.1- The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives | The teacher does not state or write the lesson objective(s), nor can one be inferred from the lesson activities. | <i>The teacher does state or write the lesson objective(s), but not explicitly and cannot be inferred from the lesson activities or vice versa.</i> <i>For example: The teacher asks students to read a text about the intellectual contribution from past Muslim civilisation. Here it is difficult to</i> | <i>The teacher explicitly states and/or writes most of the lesson objectives, which can be inferred in many of the lesson activities.</i> <i>For example: The teacher says, "Today we're going to explore Prophet Muhammad's early life in Mecca," without further specification while the</i> | The teacher always explicitly states and/or writes specific lesson objectives and can be inferred from all the lesson activities. <i>For example: one of the objectives states, "demonstrate the value of kindness with its impact</i> |

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| | | <i>infer from the activities as the objective could be developing oral reading fluency or orienting students about intellectual contributions from past Muslim civilisation or analysing the impact of those contributions on human societies.</i> | <i>lesson activities may clearly work toward extracting ethical values upheld by Prophet Muhammad and relating them to their life.</i> | <i>through enactment". The lesson activity is clearly related to the objective.</i> |
| 2.2- Activities are engaging and are carried out with effective debriefing and smooth transitions. | A few activities based on the conventional mode of teaching without thorough debriefing and transition. | There are a couple of active learning strategies but followed by superficial explanation and no transitions in between the activities. | Most of the strategies reflect an active learning approach, students are encouraged to participate in individual and group tasks and to a certain extent they are engaged. Most of the activities are followed by debriefing and having transitions in between. | All strategies reflect an active learning approach, students are engaged in constructing and co-constructing knowledge. All activities are followed by thorough debriefing inclusive of addressing students' questions. All activities are linked with and building upon each other; having smooth transitions in between. |

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| <p>2.3- The teacher assesses students' learning by using a variety of formative assessment methods (questioning, scaffolding, prompt teacher's feedback, and observation and students' work)</p> | <p>No evidence found on any formative assessment strategies, or the teacher simply asks a few closed-ended questions.</p> | <p>The teacher asks questions/prompts students, and the class responds in synchrony, which is accepted without further checking for understanding.</p> <p>The teacher does not provide students with comments/prompts about their <i>misunderstandings</i>.</p> <p><i>For example: When explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond in unison, "Yes, we have." Then the teacher moves on.</i></p> | <p>The teacher uses questions, prompts, or other strategies that are effective at determining only a few students' level of understanding.</p> <p>The teacher does provide students with comments/prompts <i>but those</i> are simple, evaluative statements (e.g., "That is incorrect").</p> <p><i>Alternatively, the teacher asks the question but does not ask students to raise their hands in response and simply allows students to willingly volunteer their answers.</i></p> | <p>The teacher uses questions, prompts, or other strategies that are effective at determining most students' level of understanding.</p> <p><i>For example: The teacher uses an inclusive approach like thumb up & down for their agreement or disagreement.</i></p> <p>The teacher provides students with specific comments/prompts that contain substantive information that helps clarify students' <i>misunderstandings</i> or identify their success.</p> <p><i>For example, the teacher allows students to refer to their notes or the content during self or peer assessment.</i></p> |
|--|---|--|--|--|

3. CONTENT KNOWLEDGE:

| Indicators | Emerging 1 | Developing 2 | Proficient 3 | Exemplary 4 |
|--|---|--|---|---|
| 3.1- The teacher has good command over the content, which is authentic and well-researched | The teacher has limited knowledge even of the content in the textbook and fails to respond to critical questions. Unaware of the authenticity of the content. | The teacher has limited knowledge of the content, relies on the textbook only and does not deal with the critical questions. Also, most of the content is not well-researched and not authentic. Most of the information is based on personal judgements and opinions. | The teacher has good command over the content but majorly relies on textbook. Most of the content is well-researched and authentic but still, there are some biased opinions. | The teacher has excellent command over the content, also, goes beyond the textbook and effectively responds to any sort of questions about the topic. All the content is well-researched and authentic. |
| 3.2- Content knowledge is relevant, age and context-appropriate | Content knowledge is relevant to some extent and also, the teacher does not consider the contextual needs and age appropriation. | Content knowledge is relevant but sometimes either is not context-sensitive or age-appropriate | Content knowledge is relevant, context-sensitive, or age-appropriate most of the time. | The entire content is age and context appropriate. It always meets the needs of all ages and contexts. |
| 3.3- The teacher explains the content with logical explanation or examples | The teacher is hardly able to explain the content OR the content is simply not explained. | The teacher explains the content without giving any example or explanation. For example: The teacher states that in past Muslim civilisations, | The teacher explains the content with some logical examples or explanations. For example: The teacher states that in past Muslim civilisations, | The teacher explains the content with logical examples or explanations and connects it with its big idea. |

| | | | | |
|--|--|---|--|--|
| | | <p>intellectuals contributed in various fields of knowledge and gives some examples without mentioning their impacts.</p> | <p>intellectuals contributed in various fields of knowledge and gives some examples by highlighting their impacts in past and in present times but does not relate to the big idea clearly that the human intellect is limited in its capacity and is created and guided by its Creator.</p> | <p>For example: The teacher states that in past Muslim civilisations, intellectuals contributed in various fields of knowledge and science and gives logical examples by mentioning their impacts in past and in present times and relating them with their life. Further, connects completely that the human intellect is limited in its capacity and is created and guided by its Creator.</p> |
| <p>3.4- The teacher makes connections in the lesson that relates to other content knowledge or students' daily lives</p> | <p>The teacher does not connect what is being taught to other content knowledge or students' daily lives. The teacher delivers only the given content.</p> | <p>The teacher attempts to connect the lesson to other content knowledge or students' daily lives, but the connections are superficial or unclear.</p> <p><i>For example: while teaching the lesson on diversity, the teacher uses the example of diverse people living in our country but does</i></p> | <p>The teacher attempts to connect the lesson to other content knowledge or students' daily lives, to a certain extent.</p> <p><i>For example: while teaching any lesson on diversity from P2- Murid of Imam az-Zaman, the teacher does relate it with any other content like P2-a journey into our past</i></p> | <p>The teacher meaningfully connects the lesson to other content knowledge or students' daily lives.</p> <p><i>For example: while teaching the lesson on 'Doing good deeds everyday', from P2, the teacher gives examples from the Prophet's life and</i></p> |

| | | | | |
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| | | <p><i>not explain the reason behind it.</i></p> <p><i>Or while teaching any moral story from the Prophet's life or from the fountain of stories, the teacher does not involve students in the meaning making process.</i></p> | <p><i>in order to reinforce the cause of such diversity within Ismaili Jamat or the teacher does make connections to students' experience of diverse interaction.</i></p> | <p><i>gives a couple of contextual examples and also, connects it with the work of AKDN. The teacher challenges their thought process to reflect on why it is important to be good and allows students to discuss the impact of good acts on others and themselves.</i></p> <p><i>Students demonstrate their learning by creating a log of their good acts, mentioning their impacts as well.</i></p> |
|--|--|---|---|---|

4. STUDENTS' LEARNING & COLLABORATION

| Indicators | Emerging 1 | Developing 2 | Proficient 3 | Exemplary 4 |
|---|---|---|---|---|
| 4.1- Students are interacting with diverse ideas respectfully and taking responsibility for the learning process. | Students do not collaborate OR when students interact with one another, they display negative behaviours (e.g., teasing, pushing, | Students collaborate superficially OR when they interact with one another, they display negative behaviours but the teacher monitors and controls and directs | Students collaborate; there may also be minimal instances where students display negative behaviours (e.g., teasing, pushing, bullying), the teacher responds quickly and | Students collaborate with one another by working together to produce a product, solve a problem, complete a worksheet, or |

| | | | | |
|---|---|---|---|---|
| | <p>bullying), however, the teacher takes no action or does not respond to the improved student collaboration.</p> <p><i>For example: When asked to pick partners for an activity, students purposefully exclude one or more of their peers.</i></p> | <p>them towards their learning process.</p> | <p>takes necessary measures to improve cooperation among students.</p> <p><i>For example: Students share materials among themselves in a group, but sometimes they complete the activity independently and do not collaborate with one another on problem sets.</i></p> | <p>present a new idea. There are no displays of negative behaviours.</p> <p><i>Alternatively, students help each other solve a math problem.</i></p> |
| <p>4.2- Students are engaged in the inquiry process meaning fully (ask questions, challenge ideas where needed, and discuss subject matter and relate learning to their life)</p> | <p>Students do not ask open-ended questions or any sort of questions, nor do they perform thinking tasks like discussing or analysing.</p> | <p>Students are engaged but in performing superficial thinking tasks like they ask close-ended questions etc.</p> | <p>Students are engaged but a few of them do higher-order thinking task like they do ask open-ended questions, engaged in discussion. The teacher facilitates them as well and tries to encourage others to get involved in such a thinking process.</p> | <p>Most of the students are engaged in substantial thinking tasks such as making predictions, identifying patterns, explaining thinking, making connections, and interpreting information. They also apply learned information or techniques to new tasks the teacher has not demonstrated.</p> |

| | | | | |
|--|---|--|---|--|
| | | | | Also, students ask open-ended and critical questions. |
| 4.3- Students share their learning confidently in a variety of ways and voluntarily participate in the classroom | Students do not volunteer to participate in the classroom and the teacher does not facilitate them and moves on to the next task. | Only a few students volunteer to participate by expressing their ideas and the teacher does not facilitate further or build upon their responses in fact follows the plan. | <p>A good number of students volunteer to participate by expressing their ideas and taking on roles. The teacher encourages them most of the time.</p> <p><i>For example: When the teacher asks a question, only a few students put their hand up to answer; later when the teacher asks another question, the same few students put their hand up but the teacher encourages others as well.</i></p> | <p>Most students volunteer to participate by expressing their ideas and taking on roles. The teacher facilitates them consciously, builds upon their responses and encourages others as well and frequently.</p> <p><i>For example: When the teacher asks a question, many students put their hand up to answer and could also volunteer without the teacher asking (e.g., a student offers to share a related experience when the teacher is explaining a concept).</i></p> |

5. CLASSROOM CULTURE & MANAGEMENT

| Indicators | Emerging 1 | Developing 2 | Proficient 3 | Exemplary 4 |
|------------|---------------|-----------------|-----------------|----------------|
|------------|---------------|-----------------|-----------------|----------------|

| | | | | |
|---|--|---|---|--|
| <p>5.1- There are clearly defined and informed/communicated classroom norms such as; Respectful talk, active listening, and turn-taking</p> | <p>The teacher does not communicate classroom norms or set behavioural expectations for classroom tasks/activities</p> <p><i>For example: the teacher gives instruction of any task but does not set any behavioural expectations like respecting each other & ideas, taking turns & permission, speaking in an appropriate manner etc</i></p> | <p>The teacher communicates or set unclear classroom norms or behavioural expectations for classroom tasks/activities</p> <p><i>For example: the teacher says to behave properly without clarifying how to behave like respecting each other & ideas, taking turns & permission, speaking in an appropriate manner etc.</i></p> | <p>The teacher communicates or set clear classroom norms or behavioural expectations for classroom tasks/activities but follows generally</p> <p><i>For example: the teacher says to behave properly like respecting each other & ideas, taking turns & permission, speaking in an appropriate manner etc. but monitors generally, which works to a certain extent.</i></p> | <p>The teacher communicates and sets clear classroom norms or behavioural expectations for classroom tasks/activities and implements them efficiently.</p> <p><i>For example: the teacher says: respect each other & ideas, take turns & permission, speak in an appropriate manner, do some other constructive work on finishing your work like reading while waiting for your colleagues to finish etc</i></p> |
| <p>5.2- Resources including space, are available, accessible and properly arranged and utilised.</p> | <p>Resources are not available or if available, they are not accessible to all students; also, the space is not properly utilised and managed.</p> | <p>Resources are available but are not accessible to all students; also, the space is somewhat utilised and managed.</p> | <p>Resources are available and are accessible to all students most of the times; also, the space is utilised and managed.</p> | <p>All the required resources are available and accessible to all students; also, the space is utilised effectively and creatively and managed properly.</p> |

| | | | | |
|--|--|--|--|--|
| <p>5.3- The teacher caters to individual learning needs/addresses issues at hand while practising an inclusive approach.</p> | <p>The teacher does not address the problem at hand.</p> <p><i>For example: A student may not be able to hear/see/ understand/ have not the required supplies for the lesson, and the teacher does not notice or sees it and ignores it.</i></p> | <p>The teacher responds to students' needs but may not address the problem at hand.</p> <p><i>For example: A student may be upset because s/he does not have the required supplies or does not understand the concept. The teacher asks another student to share the supplies or discuss their understanding of the concept with that student and moves on without noticing further.</i></p> | <p>The teacher responds to students' needs mostly and addresses the problem at hand.</p> <p><i>For example: A student may be upset because s/he does not understand the concept. The teacher asks another student to discuss their understanding with that student or the teacher explains but once and generally.</i></p> | <p>The teacher promptly responds to students' needs in a way that specifically addresses the problem at hand. For example, If a student feels a problem in understanding the concept, the teacher uses another method to explain the concept and does not move on until the issue gets resolved.</p> |
| <p>5.4- The teacher builds a good rapport (relationship) with students by using positive language and treating all students respectfully; practises fairness and equity.</p> | <p>The teacher does not treat all students respectfully and, does not use positive language in her/his communication with students.</p> <p>For example: the teacher may yell at students or scold them and uses</p> | <p>The teacher treats all students somewhat respectfully and uses some positive language in her/his communication with students.</p> <p><i>For example: the teacher does not yell at students or scold them mostly but does not call them by their names or says 'thankyou' or 'Please' or other culturally</i></p> | <p><i>The teacher treats all students respectfully and mostly uses positive language in her/his communication with students.</i></p> <p><i>For example: the teacher does not yell at students or scold them, also, calls most of them by their names or says 'thankyou' or 'Please' or other culturally</i></p> | <p><i>The teacher treats all students respectfully and consistently uses positive language in her/his communication with students.</i></p> <p><i>For example: the teacher calls students by their names or says 'thankyou' or 'Please' or other culturally relevant</i></p> |

| | | | | |
|--|--|---|--|---|
| | inappropriate word/terms against social or cultural norms. | <i>relevant signs of respect.</i> | <i>relevant signs of respect and also, says 'well done' or 'good' but not frequently.</i> | <i>signs of respect. Also, consistently encourages them by using phrases: 'Great job', 'well done' etc.</i> |
| 5.5- The teacher acknowledges positive behaviour. | The teacher does not acknowledge student behaviours that meets or exceeds expectations. | The teacher acknowledges students' behaviours but not frequently. | The teacher acknowledges students' behaviour mostly but is not specific about their expected behaviour. <i>For example: If a group is following behavioural expectations, the teacher says, "This group is working well together" or "This group is doing a good job," without clarifying why or how.</i> | The teacher acknowledges students' positive behaviours that meets or exceeds expectations. <i>For example: A teacher says to the class, "I just noticed that members of Group A are taking turns to speak and are proactively working on the next assignment."</i> |
| 5.6- The teacher redirects misbehaviour and focuses on the expected behaviour, rather than the undesired behaviour | Redirection of misbehaviour is ineffective and focuses on misbehaviours, rather than the expected behaviour. For example: If s/he notices a distracted student, the | Redirection of misbehaviour is effective but focuses on misbehaviours rather than the expected behaviour. <i>For example: Upon noticing that some students are not working on the assigned task, the</i> | Redirection of misbehaviour is somewhat effective and focuses on the expected behaviour. <i>For example: Upon noticing that some students are not working on the assigned task, the teacher says them to stop talking and focus</i> | When a problem arises, redirection of misbehaviour effectively addresses the problem at hand and focuses on the expected behaviour. <i>For example: If students are talking</i> |

| | | | | |
|--|--|---|--|---|
| | <p>teacher stops lecturing and calls out the name of the student, asking her, "Why are you not paying attention in class?"</p> <p>Alternatively, the teacher continues to ignore the distracted student and he/she continues distracting others and creates interruptions during the lesson.</p> | <p><i>teacher says them to stop talking and don't make noise. Such statements focus on students' negative behaviour, rather than on what is expected of them.</i></p> | <p><i>on the task at hand. Even though the focus is on the expectations, they continue to talk on and off.</i></p> | <p><i>loudly and being disruptive during a lesson, the teacher says, "Remember to use quiet voices," and the students' quiet down.</i></p> <p><i>Alternatively, the teacher is not observed redirecting students' behaviour, but the students are well-behaved throughout the lesson.</i></p> |
|--|--|---|--|---|

Procedures for Policy 13: Teacher Retention and Recognition

Teacher Retention

RECC can provide the following opportunities to retain teachers at the REC:

1. Retention of qualified teachers will be ensured through rotation model, episodic classes, camp settings, and individual Career Growth Plan (Annexure 13A).
2. Teachers shall be encouraged to apply for the learning coordinator position after serving for three consecutive years at any particular level in the RECs.
3. Senior teachers and LCs will be provided additional opportunities for their professional development by being encouraged to apply for the Teachers Certification Programmes or International Training Programmes (ITPs).
4. LCs and Senior teachers shall be encouraged to apply for Headteacher positions.
5. Potential and experienced REC teachers shall be encouraged to serve as teacher trainers (in pedagogical aspects) at their REC and cluster level.
6. Regular and punctual teachers should be appreciated by giving them opportunities to read concept papers and announcements in the JK on Fridays, Sundays, or on any occasions.
7. RECCs are required to regularly meet with teachers, discuss the vision and programmes with them and involve them in the consultation process regarding REC development plans.
8. RECCs should organise a meeting with outgoing or inactive LCs and REC teachers, find out reasons for their attrition or inactiveness and share the same with the Local Chair.
9. RECC will develop customized strategies to motivate and utilize the services of existing inactive REC teachers and LCs.

Teacher Recognition:

The following list provides a variety of activities that can be arranged to recognize the services of teachers:

1. Teachers' Day (international teacher's day) should be celebrated at REC/Cluster/ Local board level.
2. Star Teacher Award should be introduced in the following categories:
 - Attendance and service commitment awards
 - Dedication and long service award in three categories e.g. Silver award (5-7 years' service) Golden award (8-12 years) Platinum award (13 and above years of service).
 - Performance awards in (i) Innovative pedagogies/ Effective teaching (ii) Learning resources development (iii) Teamwork and support to other teachers (iii) Dedication and punctuality (iv) Effective parental involvement.
3. Criteria for the Star Teacher Award should be developed at the Regional level and shared with teachers via LB.
4. The Regional board could arrange such programme at REC / LB level considering their context.

5. A token/Letter of appreciation (Annexure 13B) could be awarded to REC teachers after each year of regular services at the JK level on the occasion of Imamate Day / Salgirah Day or any other suitable occasion (in the context where possible).
6. Recognise, showcase and celebrate the tangible outcomes of volunteer teacher efforts.

Note: The teacher recognition and retention initiatives should be prudent, effective and should not involve heavy budgets.

Annexure 13A: Career Growth Plan

| Growth Ladder | Actions | Support Mechanism/Structure | Resource Person | Time Period |
|-----------------------|--|---|--|-------------|
| Grade Progression | Class Updating | REC will facilitate teachers for the teacher training for Upgrade Class. | REC Management | 2 Years |
| Theme Specialist | Individual theme specialist | <ul style="list-style-type: none"> - REC will allocate the themes and provide support. - REC will help in exploring and hunting opportunities regarding the allocated themes e.g., online courses, webinars, seminars, symposium. | REC Management Local ITREB | 2 Years |
| Class Specialist | Individual Grade Educator | Class specialists will train other teachers of the same Grades by sharing their curriculum and teaching practices. | REC Management | 3 Years |
| Mentor | Mentoring the Newly Inducted Teacher. | Experienced teachers of any grade can be recommended to become the Mentor of the same grade new inductees. | REC Management | 2 Years |
| Learning Coordinator | Managing the same Grade Teacher | Appoint as a learning coordinator to support the same grade teachers. | REC Management | 3 Years |
| Educator Programme | Teacher will become an Educator for the Local Board | REC will share the name of the recommended person to join the Educator training Programme of Regional ITREBS. | REC will recommend the name of the individual through Local boards to Regional ITREB for the Educator Programme. | 3 Years |
| Assistant Headteacher | Senior teacher will become the Headteacher or Assistant Head Teacher | RECC in consultation with the Headteacher will identify and select one of the senior teachers. | RECC Headteacher | 5 Years |

Annexure 13B: Letter of Appreciation

Dear _____,

We would like to express our deepest appreciation for your outstanding dedication and commitment to the _____. Your tireless efforts have not only enriched the lives of our students but have also contributed significantly to the overall success and development of our REC.

Throughout this year, your passion for teaching has been evident in the engaging and inspiring lessons you have delivered. Your ability to create an exciting and supportive learning environment has developed a love for learning among your students.

Your interesting teaching methods and the genuine care you show for each student's academic and personal development are truly commendable. Your positive attitude has created a warm and welcoming atmosphere within the REC.

Thank you for your continuous dedication and service. We are fortunate to have you as a member of our teaching team, and we look forward to another successful year working together. We pray that Mawlana Hazar Imam (a.s.) accept your 'khidmat' and bless you and your family with manifold 'barkaat', good health, and worldly and spiritual happiness. (aamin)

Warm regards,

Procedures for Policy 14: Policy for releasing a teacher from the system

1. Retirement

RECCs shall formally celebrate the day and shall acknowledge the services of retiring REC teachers.

Procedure:

- a. The Headteacher of the REC shall formally inform the retiring teachers about their retirement a month before the due date.
- b. The REC shall select a new teacher as a replacement a month before retirement. The new teacher shall work as a mentee under the supervision of the retiring teacher for a whole month.
- c. The Headteacher shall inform the RECC about the retirement of the concerned teacher.
- d. The services of the respective retired teacher shall be appreciated at the REC and JK level by the Mukhi /Kamadia Saheban by awarding a letter and token of appreciation. (Annexure14A)

2. Teachers' voluntary exit from the REC:

- a. Teachers leaving REC due to health, migration, higher studies, marriage, or other genuine reasons should follow the following procedures.

Procedure

- a. Submit a formal resignation letter to the Headteacher.
- b. Serve a month-long notice period except in an emergency situation. The headteacher is responsible for informing the RECC about the teacher's resignation from the service.
- c. Emergencies such as severe health issues, legal and security concerns, and serious personal reasons are to be exempted from the notice period.

3. Releasing a teacher based on any misconduct

The RECC can expel a teacher from the REC for any of the following reasons:

- a. Absence without proper notification for more than 4 weeks (large REC) or 6-8 weeks (small/medium RECs).
- b. Legal violations/misuse of the REC premises.
- c. Criminal conviction by a court of law.
- d. Abusiveness: verbal or physical abuse of students, parents, visitors, other teachers, or any other person at the REC.
- e. Making false or misleading statements.
- f. Proven cases of drug usage or harassment.
- g. Damaging REC property.
- h. Involvement in physical violence against REC stakeholders
- i. Damaging the interest of the Jamat and institutions

- j. Propagating hate, extremism, sectarianism, discrimination against minority groups, anti-state sentiments, disrespecting symbols, and sacred personalities of various persuasions of faiths.
- k. Involvement in any gender discrimination form of violence against any individual or group.

Procedure

- a. For any of the above reasons, the Headteacher shall send a written complaint to inform the RECC. (Annexure 14B)
- b. The RECC shall conduct an inquiry into the matter.
- c. The RECC shall submit a report about the inquiry to the Local board within 15 days.
- d. The respective Local board will decide and inform the Regional ITREB.

Note: If a teacher is unable to improve their performance despite refreshers and interventions by LCs/HTs/NTEs, then he/she may be released from classroom teaching and may be engaged in non-teaching activities at REC such as access improvement, material development, and special duties in RECS.

Annexure 14A: Letter of Appreciation on Retirement

Dear _____,

We express our most profound appreciation for the outstanding dedication and exemplary service you have rendered throughout your voluntary service for the _____.

Over the years, your commitment, passion, and exceptional work ethic have continuously inspired everyone around you. Your patience, perseverance, and desire to serve tirelessly are truly commendable.

You have imparted knowledge and instilled values, shaped character, and provided a safe and nurturing environment for every student under your guidance. Your compassion and selfless efforts have left a lasting mark on your students and colleagues. We are indebted to the knowledge you have shared and the countless hours you have invested in serving the community through this institution.

We sincerely thank you for your dedicated service and the significant impact you have had on our institution.

We pray that Mawlana Hazar Imam (a.s.) accepts your 'khidmat' and blesses you and your family with manifold Barkat, good health, and worldly and spiritual happiness (aamin).

With heartfelt appreciation,

Signature

Annexure 14B: Notice Teacher Misconduct

TO: _____

This is to inform you that Mr. /Ms. _____ teacher # _____ has been found indulging in improper behaviour in violation of the organization's policies, the details of which are as follows:

Details of Misconduct (please provide complete information including date, time, and place of incident, names of those who witnessed the incident or are involved in any way, etc.)

Previous instances of improper behavior, if any, may be similar, related, or any other.

Date and Signature of Headteacher

Procedures for Policy 15: REC Records

1. All records related to students, teachers, parents, and programs shall be accurately maintained, regularly updated, and securely preserved to ensure data integrity, accessibility, and confidentiality.
2. The data should be archived in an easily understandable form and can be presented to the Local and Regional authorities as and when required.
3. The minutes of all RECC meetings shall be written and filled in the REC records, along with proper Action Chart and Timelines. These action charts shall be updated regularly regarding tasks completed and pending.

The following basic data records shall be maintained at every REC:

- a. Criteria Papers
- b. REC Policies Manual issued by the National Tariqah Board
- c. REC's code of conduct document
- d. Minutes of Meetings
- e. Students and Teachers' Attendance Registers (Class wise)
- f. Students and Teachers' Registration Record (Year-wise)
- g. Students' Records (Portfolios, Registration/ Progress cards/ Notes of parent & teacher meetings/ transferred students' data/observations, any disciplinary step taken, etc., to be retained in the REC till the time the students graduate from the REC)
- h. Letters/Applications/Announcements
- i. Class-wise teaching annual planner
- j. Complete/updated profile of teachers
- k. Written guidance/ instructions/ information provided by the Local/ Regional/ National ITREB.
- l. Yearly academic calendar
- m. Relevant yearly holiday schedules.
- n. REC achievement (if any)
- o. MIS Reports
- p. RE Expenditures records and reports (Annexure 15 A)
- q. Updated human resources data in the EMIS system
- r. Data of trainings
- s. Learning resources inventory
- t. Lesson plans and other learning resources provided by ITREB.

Annexure 15A: REC Expenditures: Standard Operating Procedures (SOPs)

REC Expenditures Standard Operating Procedures (SOPs)

The SOPs below may be read in parallel with SOPs developed for cash management, which specifically identify inherent risks of cash handling and provide mitigating actions. The said SOPs will be applicable where cash management comes into play.

PREAMBLE:

In line with the decision to partly reimburse the expenditures of 1,115 or more than 1,100 as the number is continuously increasing? RECs situated far & wide in the country it is required to establish and put in place a robust bookkeeping, reporting, and cash control mechanism for the recording, reporting, compilation of the reports, and the disbursement of funds.

The main purpose of these SOPs is to set out the best possible procedures for maintaining records, reporting, cash handling/management, and cash storage to minimize the risks of error, misreporting, fraud, or theft.

PURPOSE:

- Ensuring proper maintenance of financial records at RECs level,
- Timely recording of all income and expenditures periodically,
- Reporting of all financial activities periodically on a pre-designed template
- Ensuring the safety of cash and the persons managing cash,
- Strengthening internal controls

STANDARD OPERATING PROCEDURES (SOPs):

REC Income & Expenditures – Template filling and data punching

1. It will be mandatory for all RECs to maintain at least a basic level of records on time. The basic level records include but are not limited to keeping evidence of all payments with acknowledgments from receivers and keeping track of all revenue, which includes donations, (are not we encouraging donation by officially mentioning it?), beneficiary contributions, Imamat funding, MK support, etc.
2. The REC Headteacher/Member Finance will ensure proper bookkeeping of all transactions.
3. The Chairperson or his designated person will be responsible for the approval of payments and random checking of transactions and cash in-store.

4. Member Finance or his designated person will be responsible for filling out the “Income & Expenditures” template (Annexure I), which the Regional / Local Boards will provide to every REC.
5. This filled template will be collected from each REC by a designated person (Focal person) at the cluster level. The focal person will hand over these filled templates to the Office Secretary of his Local Board.
6. After collecting the templates from all RECs of his Local board, the Office Secretary will hand over these templates to a volunteer, who will be specifically trained to punch each REC record on a soft copy of the template.
7. The respective Local Board Chair will randomly check the template to verify the income/expenditures and digitally sign the template.
8. Once the data is filled in the soft copy, the same shall be shared with the Regional Board.
9. The RAC will review the templates, which will also be shared with the Regional Chair.
10. The Regional Chair will review and digitally sign the copy. After which, the soft copies will be sent/uploaded by the Regional Programme Officer for review by the Head Office.
11. the RE team will randomly check and review the received templates at the Head Office. The queries will be referred to the respective Regional/Local Boards if any clarifications are required.
12. Once all queries are settled and the RE team is assured of the accuracy of the data, it will recommend the disbursement of the grant to the Executive Officer.
13. After reviewing the report, the Executive Officer will endorse the disbursement.
14. Disbursements will operate on a grant-based model with criteria recommended by the management team (EO and RE Team). Following approval from the Board Committee, the disbursement will be finalized and released to the RECs.

Cash Movement:

1. Upon receipt of the approval from the EO for disbursement of the funds, the finance department will share the region-wise list with GRB for funds provision at different centers.
2. The finance department will share the disbursement details with the Regional Finance Officers (RFOs).
3. The RFOs will disburse funds based on the list received from the Central Finance Office at Head Office.
4. The RFOs will inform the respective Office Secretaries of each Local Board for collection of the funds.
5. After collecting the funds, the Office Secretary will disburse the same to the cluster RECs on the same day.
6. In case the disbursement is not possible on the same day, the funds will be kept in an Iron Safe operated with dual keys.
7. The location and placement of the Iron Safe should be restricted to the Office Bearers and Office Secretary at the Local Board level.

8. The Office Secretary will ensure the remaining funds are disbursed to the RECs on the next working day.
9. The person responsible at the cluster level will receive the funds from the Office Secretary and will disburse the same to the headteacher/Member Finance/Chairperson on the same day.
10. If funds are not collected/dispursed within three days, the Office Secretary will be responsible for returning the same to the Regional Board.
11. While handing over funds to the respective RECs, the receiver will sign the acknowledgment slip (Annexure II).
12. The Office Secretary will ensure to return of the acknowledgment slips to the Regional Board within 15 days of the disbursement.
13. The REC committee is advised to review and verify the REC Expenditure summary.

Annexure I: “Income & Expenditures” template

[illegible]

Annexure II: Acknowledgment slip**Acknowledgment**

Acknowledged to have received a sum of Rs. _____ (Rupees _____) on account of disbursement of the expenses handed over to me by Mr. _____ (Name of the person brought cash)

Mr.

Name of Receiver

Mr.

Name of Payer

Procedures for Policy 16: Learning Resource Centre

1. The RECC shall ensure that the REC is adequately equipped with the relevant resource materials (Annexure 16 A).
2. An REC Learning Resource Centre must have properly defined procurement, book lending, and borrowing policies and procedures.
3. The REC shall maintain an inventory of all learning resources /AV materials and equipment.
4. The RECC shall conduct an annual audit of all the inventories.
5. Inter-REC lending of resources is encouraged; however, the process and procedure of such arrangements should be mutually facilitative.

Annexure 16A: Teaching and Learning Resource Material

The following materials shall be kept in the REC Learning Resource Centre:

1. Textbooks:

Core curriculum books of all grade levels published by IIS or ITREB Pakistan.

2. Reference Books:

- Encyclopaedias, dictionaries, and subject-specific reference materials/books on Ismaili Tariqah and Islam, approved by ITREB Pakistan or IIS.
- Faramin books, devotional literature materials, and materials for SFC and Qur'an are printed and approved by ITREB Pakistan.

3. Supplementary Reading Materials:

- Fiction and non-fiction books cater to different interests and reading levels, provided ~~that~~ they are morally and contextually appropriate and are not likely to hurt the students' character.

4. Audio-Visual Resources:

- Educational CDs, DVDs, or online resources provide audio-visual aids to enhance understanding. ITREB Pakistan approved devotional literature materials, materials for SFC, and Qur'an audio-visual material.

5. Educational Materials:

- Educational material atlases, maps, learning games, puzzles, and kits that promote interactive and hands-on learning.

6. Teaching Aids:

- Posters, charts, and other visual aids that assist in explaining complex concepts.
- Relevant/reusable slides / Multimedia presentations developed by the REC teachers/students or ITREB/IIS.

7. Teacher's Guides and Lesson Plans:

- Teaching resources, guides, and plans developed by ITREB Pakistan to assist educators and teachers in effective lesson planning and delivery.

8. Digital Resources:

- Access to online databases developed by ITREB Pakistan on an online portal and e-books on Ismaili Tariqah and Islam, approved by ITREB Pakistan or IIS.

9. Multicultural and Inclusive Materials:

- Materials that represent diverse cultures, perspectives, and backgrounds, promoting inclusivity.

10. Career Guidance Resources:

- Materials providing information on career paths, higher education, and vocational opportunities.

11. Health and Wellness Resources:

- Materials covering physical and mental well-being topics, fostering a holistic approach to education.

The following material shall **NOT** be kept in any REC Learning Resource Centre.

- a. Any material that the ITREB or the Council does not approve.
- b. Books or other materials do not align with or directly in conflict with the Ismaili Tariqah and Islam.
- c. Books and material that promote extremism, sectarianism, anti-state propaganda, and radicalization.
- d. Materials negatively impact readers' character, ethics, values, and faith.

Procedures for Policy 17: Organising Co-curricular Activities in RECs

1. Co-curricular activities shall be in addition to the regular syllabus for which the curriculum topics/time must not be compromised. (Annexure 17A)
2. RECs should submit a year planner (Annexure 17B) to the respective Local Board, mentioning all the activities related to the REC, such as Parents' Day or Annual REC Day.
3. Any co-curricular activity that involves traveling or is conducted outside the REC premises shall require prior approval from the RECC, Mukhi Kamadia Saheban, and Local ITREB and parents' consent. (Annexure 17C)
4. All programs other Jamati institutions wish to conduct for REC students shall be channeled through the Local Tariqah Board.
5. Fire alerts, water and flood safety, shake-out drills, and emergency evacuation exercises should be a mandatory part of the curriculum under the supervision of trained individuals.

Annexure 17A: List of Possible Co-Curricular Activities

Listed below are a few examples of Co-curricular activities that can be conducted at the REC level:

1. Quizzes, debates, speeches, qi 'rat and storytelling competitions, etc.
2. Essay writing, newsletters, story writing, and article writing (for higher classes and teachers).
3. Presentations – using pictures, charts, computers, multimedia, etc.
4. Article/book reviews (prescribed by ITREB Library)
5. Drama: Plays, skits and puppet shows
6. Artwork: drawing, sketching, painting competitions or exhibitions, for instance, art gallery including charts and models
7. Academic Excursions
8. Cultural shows
9. Celebrations on occasions (Eids, Navroz, Imamat Day, Salgirah Mubarak, etc.)
10. Access week

[illegible]

Annexure 17C: Parental Consent Form

I, [Parent/Guardian Name], hereby give my consent for my child, [Child's Name], to participate in the following co-curricular activity:

Activity Name: _____

Date(s) of Activity: _____

Location of Activity: _____

I understand that this activity involves traveling or is conducted outside the REC premises.

I acknowledge that I have reviewed and understood the nature of the activity, including any associated risk. I release and hold harmless the REC, its staff, volunteers, and any affiliated parties from any liability for injuries, accidents, or incidents that may occur during the activity.

I agree to ensure that my child abides by all rules and regulations set forth by the activity organizers and will provide any necessary assistance or information as requested.

Parent/Guardian Signature: _____

Date: _____

Please sign this form and return it to the REC administration before the scheduled activity.

Procedures for Policy 18: Community Involvement at REC

1. The RECC shall make sure that the Community/Parents' involvement is increased in decision-making at the REC and in access campaigns, curriculum book distribution, programs conducted by RECs, and harnessing of high-caliber human resources as REC teachers.
2. Parents appreciation programs shall be organized for parents every year, where active parents will be awarded a letter of appreciation by the RECC for playing an effective role in REC management, increasing access, and attending parent-teacher meetings regularly.
3. The International Parents Day shall be organized at the REC level, inviting parents and grandparents to recognize their responsibilities towards their children and families.
4. Parent Educators or Members must be developed according to the size of RECs. Parent education programs shall be organized by the Member Parent Education program at the REC based on the approved parent education program standards developed by ITREB, P, regularly.
5. The number and quality of parent education programs shall be improved through implementing standards developed for parent education by ITREB-P with the support of parent educators.
6. Exhibitions of students' work, such as project work, chart display, artifacts, and models, including role play, drama, and demonstrations, will be organized for Jamati members at the JK level.
7. The RECC will also encourage and ensure the effective involvement of parents in the REC programs and activities.
8. Avenues for engaging and creating synergy with Jamati and AKDN institutions in RECs are utilized at least once a year according to the given guidelines.

Annexure 18A: Guidelines for Community Engagement:

Developing a community support mechanism

- Given the size of RECs, the needs of Parent Educators are indicated as follows:

| REC Size | No. of Parents Educators |
|---------------------|--------------------------|
| 1-60 students | 1 Parent Educator |
| 60-150 students | 2 Parent Educators |
| 150-300 students | 3 Parent Educators |
| 300- 800 students | 4 Parent Educators |
| 800 - 1200 students | 6 Parent Educators |
| 1200-1600 students | 8 Parent Educators |
| 1600- 2000 students | 10 Parent Educators |

- The Parent Educators are recruited through a recruitment process that includes announcing positions available, shortlisting applicants, and conducting interviews.
- RECs should encourage both male and female parents to offer their services as parent educators.
- Pre-service training is given to new parent educators, and refresher training is conducted for current parent educators based on parent educator training standards.
- Parents' Educators offer the Parent Education Programme to parents and the community in compliance with the Parents' Education Handbook or according to the contextual needs.
- A letter of appreciation will be distributed to each Jamat Khana at the end of the year to recognise the successful work of parent educators.
- Programme reporting will be updated in Program update (PUD) report on a timely basis.

Community Involvement and Engagement

- Parents and community members should be encouraged to observe and participate in classroom teaching-learning activities per the schedule developed by Parent Educators in consultation with teachers.
- Parent-teacher orientation (PTO) at the start and PTM at the end of the term is conducted, and parents' comments and suggestions are recorded in writing/verbally.
- Parents and the community should be encouraged to participate in RECs in various activities. Some of the proposed activities are:
 - Festivals and celebration activities including Navroz, Imamat Day, Salgirah Mubarak, Eid, etc.
 - Events such as Parents' Day, Sibling's Day, Grandparents' Day, and so forth should be organized.
 - Awareness sessions could be arranged on emerging themes, such as mental well-being, climate change, cultural diversity, and Ismaili Civics.

- Exhibitions such as Ta'lim understanding, talent showcase, and project work could be arranged.
- Parent Educators encourage and follow teachers in assigning home tasks to the parents and community based on TPG.
- A framework for parents' suggestions and feedback is placed for each parental involvement and education initiative.
- Teachers and parent educators would maintain a record of activities and feedback from parents.

Jamati and AKDN Institutions Engagement and Synergy

- Jamati leadership, such as Mukhi, Kamadia, Mukhiani, and Kamadiani Saheban and Institutions are involved and synergize in RECs through some of the proposed strategies:
- Engaging and collaborating with Jamati and AKDN institutions and leadership, such as Mukhi, Kamadia Saheban, ITREB Local boards, and Leadership of AKDN institutions for support and development of RECs, including but not limited to the following:
- An overview of RE and the role of leadership in REC development can be provided by arranging RE conferences, seminars, or workshops.
- Enhancing leadership involvement by inviting them to REC celebrations, events, PTMs, PTOs, classrooms, and other activities.
- Enhancing leadership support to inspire parents, students, teachers, and REC committees to improve access and motivate individuals towards volunteerism.
- Collaborative interventions with Jamati and AKDN institutions could be planned, e.g., alignment of the AKEB English Language Programme, Parwaaz, synergizing with AKYSB-arranged camps, screenings, and health examinations for REC students by AKHB. This will help to provide one-window services or avenues to our students.
- Approval from RE Team HO is required for all joint activities and schedules.
- The RECC maintains records of the above-mentioned activities by keeping attendance records, photographs, feedback documentation, or diaries and keeping a timely update to the PUD.

Procedures for Policy 19: Code of Conduct

1. The RECC, with the guidance of and in concurrence with the Local Board, shall develop specific rules and regulations for maintaining discipline in the major areas mentioned in the code of conduct general guidelines (Annexure 19A).
2. All students, teachers, and parents shall be oriented with the code of conduct of the REC at the beginning of an academic year.
3. In case a student or a teacher violates the code of conduct, the RECC shall take necessary action against the offender, as laid down in the policy of that particular REC.
4. Where students violate the code of conduct, the Headteacher shall ensure their parents are informed of this violation and its resultant corrective/remedial process.
5. The Headteacher, in consultation with the RECC, can take disciplinary action, in extreme cases, against individuals who are consistently violating the code of conduct and are involved in harassment and other ethically undesirable acts. The Local Board shall be informed of such cases before the disciplinary action being taken against the offender.

Annexure 19A: General Guidelines for developing REC Code of Conduct

A REC code of conduct policy is a set of guidelines that outline the expected behavior of students, teachers, management, and sometimes even parents within the REC premises. It aims to create a safe, respectful, and productive learning environment for everyone. Here are some of the key components that a REC code of conduct policy typically covers:

General expectations:

- a. Respect for others: This includes treating everyone with dignity and courtesy, regardless of their background or beliefs.
- b. Responsibility: Students are expected to take responsibility for their actions and choices.
- c. Honesty and integrity: Cheating, plagiarism, and lying are not tolerated.
- d. Safety: Students are expected to follow all safety rules and procedures.
- e. Attendance and punctuality: Students are expected to attend all classes and be on time.
- f. Dress code: All the stakeholders are expected to attend the REC in modest dress.
- g. Technology use: Policies on how students can use technology, such as laptops and cell phones.

Prohibited behavior:

- a. Bullying and harassment: This includes any behavior that is intended to intimidate, humiliate, or harm another person.
- b. Violence: This includes any physical aggression, as well as threats of violence.
- c. Vandalism and theft: Damaging or stealing REC property is not allowed.
- d. Drugs and alcohol: Possession or use of drugs and alcohol in REC is prohibited.
- e. Weapons: Bringing weapons to REC is a serious offense.

Guiding Principles for Positive Disciplinary Actions:

Focus on understanding and addressing the root causes of behaviors, emphasizing learning opportunities. The disciplinary actions should be aligned with the idea of positive youth development. Some of the guiding principles for PYD are as follows:

- a. Encourage open communication, involving students, parents, and staff in collaborative problem-solving.
- b. Use positive reinforcement and recognition to celebrate achievements and efforts.
- c. Provide guidance and support rather than punitive measures, ensuring that consequences are fair, reasonable, and educational.
- d. Promote a growth mindset, emphasizing all individuals' potential for change, growth, and improvement.

Consequences of violating the code:

The consequences of violating the code of conduct will vary depending on the severity and frequency of the offense. Some common consequences include:

- a. Verbal Discussion
- b. Counselling
- c. Parent conferences
- d. Reflection and Redirection- Ranging from 15 to 30 minutes, providing students with a focused opportunity for reflection and redirection. Students may be supervised by a teacher who promotes a supportive and understanding atmosphere and engages in constructive reflection activities. Students will not be sitting in the class for this period.
- e. Written warnings
- f. Light Suspension: Ranging from 1 to 3 days. Students are encouraged to reflect on their actions during this period to foster self-awareness and promote responsible decision-making. Students may engage in reflection exercises, counseling sessions, or optional academic work during this period to encourage personal development. Parents or guardians will be promptly informed of the brief suspension, and a meeting may be scheduled to discuss the incident, its consequences, and an improvement plan. (The application of this rule is dependent on the severity of the action in relation to the context.)

Additional points to consider:

- The code of conduct should be reviewed and updated regularly to reflect the needs of the context.
- The code of conduct should be communicated clearly to all stakeholders.
- There should be a fair and consistent process for enforcing the code of conduct.
- The focus of RECC should be to encourage students' positive behavior and access.

Procedures for Policy 20: REC Mukhi, Kamadia & Mukhiani, Kamadiani Saheban

Criteria for Selection

1. Students from higher secondary or secondary grades.
2. Individuals with mature and positive attitudes, demonstrating a commitment to ethical principles. They uphold a strong sense of integrity, honesty, and responsibility in personal conduct, contributing positively to the classroom and community by fostering an environment of respect, compassion, and accountability.
3. Is willing to provide services at least twice a week for 2 hours per term/year.

Selection Process

1. Senior students of RECs will be encouraged to fill out the applications (Annexure 20A) for the positions.
2. Candidates will be shortlisted based on the specified criteria and will be called for interviews.
3. Shortlisted candidates will be notified one week before the interview.
4. The interview panel will comprise the RECC Chairperson/Honorary Secretary and the Headteacher. Additionally, feedback from teachers or the Headteacher regarding the student's academic performance, attitude, and skills will be gathered as a part of the selection process. (Annexure 20B)
5. Once selected, Mukhi/Kamadia and Mukhyani/Kamadiani will be oriented about the Terms of Reference (ToRs) (Annexure 20C) by the Headteacher.
6. The respective Mukhi/Kamadia and Mukhiani/Kamadiani will be issued an appointment letter (Annexure 20D) and a copy of the ToRs.
7. During the first week of their tenure, the new Mukhi, Kamadia, and Mukhyani/Kamadiani Saheban will receive support from the outgoing office bearers, the RECC Headteacher, or another designated staff member chosen by the Headteacher.

Appointment Cycle

To provide more students with the opportunity to lead and learn within the community, adopting an appointment cycle for REC leadership positions is advisable. Considering the size of the REC, the following appointment cycles are proposed:

- 1. Four-Month Cycle (Jan-Apr, May-Aug, Sep-Dec):** This cycle allows for a frequent turnover of leadership positions, providing opportunities for more students to participate in leadership roles throughout the year. This is recommended for large-size RECs.
- 2. Six-Month Cycle (Jan-Jun, Jul-Dec):** Alternatively, the appointment cycle can be reduced to two cycles of six months each

3. One-Year Cycle (Jan-Dec): A one-year appointment cycle can be considered for smaller RECs or those with fewer students.

The months can be adjusted as per the REC needs and context. The flexibility in the appointment cycle allows RECs to adapt to their specific needs and resources while maximizing opportunities for student leadership development.

Annexure 20A: Application form for Mukhi Kamadia Saheban for REC

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| RELIGIOUS EDUCATION CENTRE | | The Shia Imami Ismaili Tariqah and Religious Education Board for Pakistan | | <i>Paste your recent photograph here</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Please fill the form in CAPITAL Letters 2. Please paste your recent photograph | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Religious Education Centre | | Local Board | | Regional Board | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. PERSONAL INFORMATION: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input style="width: 90%;" type="text"/> First Name* | <input style="width: 90%;" type="text"/> Father's Name* | <input style="width: 90%;" type="text"/> Last Name / Surname* | <input type="radio"/> M <input type="radio"/> F Gender (✓)* | <input style="width: 10%;" type="text"/> <input style="width: 10%;" type="text"/> <input style="width: 10%;" type="text"/> <input style="width: 10%;" type="text"/> <input style="width: 10%;" type="text"/> <input style="width: 10%;" type="text"/> <input style="width: 10%;" type="text"/> <input style="width: 10%;" type="text"/> Age* Date of Birth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input style="width: 90%;" type="text"/> School/College | <input style="width: 20%;" type="text"/> <input style="width: 20%;" type="text"/> Grade-Secular Grade-RE | <input style="width: 90%;" type="text"/> Contact Number | <input style="width: 90%;" type="text"/> Email Address | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. SELF REFLECTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Leadership Experience Any previous leadership roles you have held in school or community organizations. <input type="checkbox"/> Limited to no leadership experience <input type="checkbox"/> Some leadership experience <input type="checkbox"/> Considerable leadership experience <input type="checkbox"/> Extensive leadership experience | | 4 Communication Skills How would you rate your communication skills in group settings? <input type="checkbox"/> Needs improvement <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exceptional | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Responsible and Reliable How do you rate your level of responsibility and reliability in fulfilling commitments? <input type="checkbox"/> Needs improvement in responsibility and reliability <input type="checkbox"/> Mostly responsible and reliable <input type="checkbox"/> Consistently responsible and reliable <input type="checkbox"/> Highly responsible and reliable | | 5 Teamwork and Collaboration How would you rate your ability to work collaboratively with others? <input type="checkbox"/> Needs improvement <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exceptional | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 Academic Performance How would you rate your academic performance overall? <input type="checkbox"/> Below expectations academically <input type="checkbox"/> Meets academic expectations <input type="checkbox"/> Exceeds academic expectations <input type="checkbox"/> Outstanding academic performance | | 6 Ethical Conduct How would you rate your commitment to ethical conduct? <input type="checkbox"/> Needs improvement <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exceptional | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. For REC Use Only: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. AVAILABILITY / COMMITMENT:* Please tick (✓) the week days, months and the years of your availability for the REC work & write the average hours you can serve per week: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| WEEKLY | Mo | Tu | We | Th | Fr | Sa | Su | Hours | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | YEARS | 1 | 2 | 3 | 4 | 4+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How far the REC is from your Residence? (In Minutes, based on the commuting means you usually use) (✓) <input type="radio"/> <15 <input type="radio"/> 15-30 <input type="radio"/> 31-60 <input type="radio"/> 60+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Annexure 20B: Suggested Interview Questions

Interview Questionnaire and Feedback for REC Mukhi, Kamadia, Mukhiani and Kamadiani Saheban

Suggested Interview Questions

- What do you understand about the overall responsibilities of Mukhi, Kamadia, Mukhiani, and Kamadiani Saheban at REC?
- What values and attitudes do you think a person in this role should exemplify?
- Can you provide examples of how you have demonstrated mature and positive attitudes in your personal and academic life? Or can you describe a time when you have shown leadership qualities or facilitated positive change within a group or community?
- Are you willing and able to commit to providing services for at least two hours twice a week for a term/year?
- How do you plan to manage your time and balance your responsibilities as a REC leader with your academic and personal commitments?
- What are your long-term aspirations, and how do you see your experience as an REC leader contributing to your personal and professional growth?

Feedback from Teachers or Headteachers

| | |
|---|---|
| <p>Academic Background: How would you rate the student's academic performance in their current classes?</p> <p>Being poor Being Excellent</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> | <p>Behaviour and Attitude: How would you rate the student's behavior and attitude in the classroom and within the REC?</p> <p>Being negative Being positive</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> |
| <p>Leadership skills: How would you rate the student's leadership skills considering their ability to collaborate with peers, take initiative, and facilitate group activities?</p> <p>Being poor Being Excellent</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> | <p>Adaptability: How well does the student demonstrate adaptability in challenging situations?</p> <p>Being low Being high</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> |

Additional Comments: Provide any additional feedback or comments about the student:

Name and Signature of Interviewer: _____ Date: _____

Annexure 20C: Terms of Reference for Mukhi Kamadia and Mukhiani Kamdiani Saheban for REC

Overall Responsibility

The overall responsibility of the Mukhi, Kamadia, Mukhiani and Kamadiani Saheban at REC is to lead Karwai including Dua, Ginan/ Qasida, Farman and Recitation at REC level.

Specific responsibilities

1. Lead Karwai at the REC level on time.
2. Ensure the presence of all reciters before Karwai.
3. Encourage and appreciate reciters frequently.
4. Arrange and perform du'a karwana rituals as per assigned premises.
5. Taking responsibility of Karsazi and handing it over to relevant stakeholders at the end of rituals.
6. Adhere to instructions provided by ITREB for performing rituals and karwai and encourage others to do the same.
7. Lead REC-based Khushali majlis (wherever they take place).
8. Follow the ITREB-provided guidelines for Khushali majlis.
9. Foster close coordination among each other.
11. Ensure timely arrangements are made in advance if unable to attend karwai.

Annexure 20D: Appointment Letter Template

Date:

Ms. /Mr. XYZ

Sub: Appointment Letter

Dear XYZ,

It gives us immense pleasure to appoint you as a '**Designation**' of '**Name of REC**' for the period from _____ to _____. Please accept our warmest felicitations on your appointment. We look forward to having your active contribution in fulfilling the duties and responsibilities of your position.

We pray that Mawlana Hazir Imam (a.s.) grants you the courage and strength to effectively serve the REC and the jamat to the best of your abilities (aamin).

With kind regards and Ya Ali Madad,

Yours Sincerely,