

In Islamabad Capital Territory (ICT), different types of educational institutions are working under the umbrella of one Directorate. The study aimed to identify the Federal Directorate System of Education with respect to type of systems i.e. rational, natural and open, and to analyze it at structural, functional and pedagogical level to develop a model of a uniform education system.

The major objectives of the study were to (i) identify the existing type of education system of Islamabad Capital Territory with respect to rational, natural and open. (ii) Analyze the flaws of the present education system of the Islamabad Capital Territory at structural, functional and pedagogical level. (iii) Suggest a Uniform Model of Educational System for the Islamabad Capital Territory. The research questions to be followed were: (i) How and why the present system of Federal Directorate of Education introduced diverse elements in its policy and practice, which are affecting quality education in its setup? (ii) How the Federal Directorate System of Education has embedded the structural, functional and pedagogical levels in the institutions working under its ambit? (iii) How to align the proposed organizational model to the policy of the Government of Pakistan? The study was survey based.

There were four types of populations: Heads of Educational Institutions, Presidents of PTA of educational institution, administrators of the FDE and Teachers of institutions. Populations of Heads and PTA Presidents were taken as whole in the sample excluding those included in the pilot testing. While all FDE Administrators were included in the sample and two teachers were randomly selected from each institution. Four research instruments were used for data collection from Heads of Institutions, PTA Presidents FDE Administrators and Teachers. The questionnaires for the Heads of Institutions, Teachers and the PTAs were sent to educational institutions through the R & I section of the FDE and for FDE Administrators self approach was adopted. Response rate of the Heads, PTA Presidents, FDE Administrators and Teachers were 93.7%, 79.8%, 100% and 86% respectively. Collected Data were analyzed calculating means, SD, ANOVA and post hoc LSD.

Major findings and conclusions were: the system was found inclined towards open system, better building structure, proper recruitment system of teachers and timely provision of textbooks, no tuition fee, community involvement and audit system were strong aspects. Weaknesses of the system were; less physical facilities, high teacher student ratio, less teaching staff, centralized authorities, discrimination in teachers' selection and provision of funds to the institutions. A uniform model of Federal Directorate system of education comprising four components i.e. FDE administration, jurisdiction based institutions, teachers training academy and monitoring and evaluation department, was recommended.