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PRIMARY TEACHING CERTIFICATE PROGRAM  
IN N.W.F.P  
A STUDY

HUMA NAUMAN  
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*Huma Nauman*  
HUMA NAUMAN

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## PROLOGUE

Education in Pakistan is a sensitive and complex issue. One hopes to identify certain clues to unravel the complexities. One hopes to figure out causes and effects. Some causes lie outside the educational system and cannot be controlled; others lie within the system and can be modified. At the outset the picture is dismal. Some external causes which disrupt the rationality of the educational system are obvious before one ventures to take a closer look. Malpractices such as favoritism, nepotism, corruption and hypocrisy which are gnawing away the foundations of the society are deeply rooted in the educational system as well. Low motivation, unqualified personnel, lack of accountability, lip service to noble values and objectives permeate the culture. Everything is a saleable commodity: certificates and degrees are sold, examination papers are sold, high grades are sold, supervisors are sold, evaluators are sold.

Most inmates of this system have no respect for themselves, hence they have no respect for others. They mock at the system, laugh at their own foibles. They don't trust each other. The teachers think the students are cheats, the students think the teachers have shattered their ideals. Most of them are disillusioned. They have no hopes, no aims, no ambitions. They are living from day to day, watching impersonally as the system crumbles around them. If there is a major cause of self destruction, it is this: each

lifts a finger to accuse the other. Everyone thinks of himself as a victim. No one takes the responsibility.

We think that the way to lift this pall of gloom and disillusionment is to educate the children, so that they can find positive values and high ideals; so that they feel strong and can shoulder their responsibilities. Education starts in primary schools. The quality of primary education is becoming worse day by day. We want to know who really are the teachers in these schools? Who trains these teachers? What do they learn during training? Is this training any use? How can we give primary schools better teachers?

It must be remembered at the outset that the educational system cannot be improved in isolation. So long as the society at large condones irrationality, the inputs to the educational system will be selected irrationally. The behavior of the employees will be irrational and the average output of the institutions will be poor in quality.

This study focuses for the major part on the internal environment of the Government Elementary Training Colleges (GETC). This paper is about the Primary Teaching Certificate (PTC) program in NWFP, its interpretation, its operation and its impact. In conclusion the paper recommends change. Even though the study confines itself to the narrow bounds of the PTC program, the larger environment must be borne in mind at all times. The GETC is part of the educational system. The educational system is an integral part of the social system. No change in the educational system is

possible without a corresponding change in the rest of the social system.

## INTRODUCTION

The Government Elementary Training Colleges (GETC) offer a Primary Teaching Certificate (PTC) programme. The trainees are matriculates. They undergo a year long training. The passing out certificate holders are declared qualified to teach in primary schools (Classes Prep to V). In an urban primary school there may be 4 - 5 PTC teachers. In a rural school one PTC teacher is fully in charge of the school. If conditions are better, there is one more PTC teacher to help run the school.

This study was undertaken to evaluate the effectiveness of the PTC programme in NWFP. Two elementary colleges were selected for indepth study. Several criteria led to the selection: One is a female college the other is a male college. Both are established institutions. Both have proper facilities. They are centrally located and are at an easy distance of supporting and supervisory bodies. Each has trainees from two different districts of NWFP<sup>1</sup>. One is relatively better organized than the other<sup>2</sup>.

The purpose of studying two such institutions was to cover a wide range of factors so as to develop a picture of what is actually happening in the GETCs in NWFP.

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<sup>1</sup> The girls' college has trainees from Hazara and Chitral. The men's college has trainees from Peshawar and Nowshera

<sup>2</sup> The girls' college is better organized.

The institutions selected for study are the Government College of Education for Elementary Teachers (female), Dabqan Gate, Peshawar and the Government College of Education for Elementary Teachers (males), Gulbahar, Peshawar.

Throughout the study, the focus of attention was the activities of the faculty and students of these institutions to find out:

- Who are the instructors?
  - Who are the trainees?
  - What are they supposed to do?
  - What are they doing?
  - What is supposed to happen in the college?
  - What is actually happening?
  - What are the trainees supposed to learn?
  - What are they learning?
  - How are they learning it?
  - What output is expected of the faculty?
  - What output is expected of the trainees?
  - What are the declared objectives of the programme?
  - Is this output in keeping with the declared objectives of the programme?
  - Is PTC an effective programme?
  - If not, why not?
  - Is there a more meaningful alternative?
  - What is the alternative?
- I fully realize that the case study method has its limitations. Considering however that there are only 5 female and 9 male

pre-service colleges for elementary teachers in NWFP. The case studies present 30% of the population. Moreover, we are here concerned with some fundamental questions and the examples illustrate the answers effectively.

### THE PLAN OF PRESENTATION

We will start with an outline of the infrastructure of the GETCs. Then we will look at the important events and activities of a college in a time sequence according to the cycle in a typical year. The pattern will be to identify for each activity what is supposed to happen, to describe what is happening, to evaluate what is happening and finally to pose the question, is the activity any use? After the analysis will follow a resumé of findings and conclusions drawn from the observations. In the end a scheme is proposed for a more effective training programme for primary school teachers.

### INFRASTRUCTURE

#### **THE ELEMENTARY COLLEGES:**

There are around 200 locations in Pakistan where men and women receive training to become teachers of primary schools. Of these 75 are teacher training units attached to high schools and colleges. 40 of these are female training units and 15 are male. 165 elementary colleges for training PTC teachers are spread in the four provinces: 42 in Punjab, 19 in Sindh, 17 in NWFP and 7 in Baluchistan. Of these 68 are for males and 37 for females.

In 1986-87 the total enrollment in all the elementary colleges of Pakistan was 27,126. 10% of these trainees were enrolled in NWFP; 1/3 females and 2/3 males.

An elementary college offers two types of courses. Primary Teaching Certificate (PTC) and Certificate for Teaching (CT). PTC programmes generally accept matriculates as entrants whereas CT programmes accept atleast FA certificate holders for admission.

A few elementary colleges offer in-service programmes. NWFP has two of these. The large mass of elementary colleges offer pre-service training.

There are 16 Elementary Training Colleges in NWFP (Annex 1) which provide PTC training. Six are for females. ✓

The Elementary Colleges in NWFP are administered by the Provincial Education Department (Annex 2). The Directorate of Education of Schools and Colleges provides the faculty for the Elementary Colleges. The Bureau of Curriculum Development supervises the Elementary Colleges. The Bureau<sup>1</sup> finances the Elementary Colleges and coordinates their activities. As a joint effort, the Bureau and the Directorate select the trainees. With the advice of the Bureau the Directorate nominates and transfers instructors of Elementary Colleges. The Director of the Bureau

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<sup>1</sup>The Bureau has been upgraded to the status of an attached department six months ago. Its new functions are in the making. ✓

and the Director of Education are both G-20 officials. They are accountable to the Secretary of Education.

The Principal of an Elementary College is an administrator. The Principal is accountable to the Director of the Bureau.

## THE CURRICULUM OF ELEMENTARY COLLEGES

The curriculum of Elementary Colleges is planned by the Curriculum Wing of the Ministry of Education, Islamabad. The curriculum identifies the objectives of the training programme for PTC teachers. It indicates the subjects, contents, materials and procedures for the training program. It gives guidelines for the preparation of textbooks. It sets down the pattern of evaluation.

The textbooks are prepared in a joint effort by the Curriculum Wing and the provincial textbook boards. Each of the four Provincial Textbook Boards is responsible for the preparation and publishing of some of the textbooks. ✓

The PTC curriculum was printed in 1983 by the Ministry of Education. It was planned according to the semester system. This system was abolished two years ago. A new curriculum is in the making. It has not been circulated as yet. ✓

The PTC curriculum is in two sections. Section I is on subject matter and Section II on Methodology.

## Section I.

PAPER I to III are as follows:

1. Principles of Education and Methods of Teaching.
2. Child Development and Guidance Counselling.
3. School Organization and Classroom Management. (see annex 3)

These subjects assess the needs of a growing child, the ideal educational environment he needs and the most suitable methods of training him. The objectives are functional and the material is wide ranging.

## PAPER IV TO X:

Papers IV to X are as follows:

1. Languages (to be adjusted within various provinces)
2. Teaching Mathematics
3. Teaching Science
4. Teaching Social studies
5. Islamiyat/Islamic history

Papers IV to X are in keeping with the curriculum of primary schools. The courses followed by primary school of NUFP vary according to the medium of instruction.

## Section II:

Section II of the curriculum is on **METHODOLOGY**.

The main object of this part is that a teacher should develop a creative approach in his teaching.

The curriculum suggests an extensive list of equipment. The teacher is expected to be able to use this equipment effectively in the teaching-learning process.

#### **Laboratory:**

For imparting science education the curriculum advises the use of a science laboratory.

#### **Lesson planning:**

It is an important part of training in methodology. The curriculum gives a comprehensive format with details of procedures to be followed in developing the lesson plan.

Instructors are expected to demonstrate model lesson plan in class. Trainee Teachers.(TT) are expected to practice lesson planning before going to the field.

#### **Teaching practice:**

The curriculum declares teaching practice to be the most important aspect of any teacher education program. It is designed to put theory into practice.

Teaching practice (recommended) is of 6 weeks duration. It is divided into short term practice 2 weeks and long term practice 4 weeks. During the short term teaching practice, TTs are expected to observe 12 demo lessons followed by discussions. TTs are

expected to deliver 10 lessons each. The supervisor is expected to observe at least 3 lessons by each TT. During the long term teaching practice, TTs are expected to deliver 40 lessons, 5 student-teacher conferences, one in each week are to be held. The supervisor is expected to observe at least <sup>= 10</sup> one fourth of the lessons delivered by each TT.

#### THE CURRICULUM OF SCHOOLS IN NWFP:

Among the primary schools of NWFP there are Urdu medium schools and Pushto medium schools. Accordingly the syllabi followed vary:

For the Pushto medium schools the syllabus is as follows:

- Pushto language
- Maths (in Pushto)
- Science (in Pushto)
- Social Studies (in Pushto)
- Easy Urdu
- English language

For the Urdu medium schools the syllabus is as follows:

- Urdu language
- Maths (in Urdu)
- Science (in Urdu)
- Social Studies (in Urdu)
- English language

In the PIC curriculum theoretically the PIC trainee teacher (TT) has a choice for the language subject. The TT may select Urdu or Pushto language. The other subjects are compulsory. In reality no such choice exists. There is no Pushto language textbook present for the PIC course. All TTs study Urdu. English language, has recently been introduced in the primary schools. PIC syllabus does not include English language either.

Health and Physical Education and Arts and Crafts are optional subjects. They receive some attention where the staff of a school is adequate. By and large these activities are totally ignored in the large mass of schools in NWFP.

#### THE FACULTY

The Directorate of Education, NWFP, provides the faculty for the Colleges of Education. The members of the faculty are called Instructors. The Instructors are selected from among the Headmasters/Headmistresses of secondary schools.

#### TRAINEE TEACHERS

The Bureau of Curriculum Development (BCD) NWFP is responsible for selection of TTs. Dates for the interview are advertised in the newspapers before July 20. Basic qualification demanded is Matric 2nd division. Age limit is 17 - 24 years.

The selection committee has a panel of 3 people: the representative of the BCD, NWFP, the District Education Officer (DEO, male/female) and the Principal of the college under consideration. The DEO is the chairperson. He/she provides the facilities in his district when selections are in progress.

The selection committee goes from college to college selecting candidates on merit. The selection and admission of these candidates is complete by September 1. These candidates form 50% of the total strength of the college.

The other 50% of the selections are on quotas. The break up of the quotas is as follows:

|                          |       |
|--------------------------|-------|
| Chief Minister's quota   | : 25% |
| Teacher's children quota | : 10% |
| Untrained teachers quota | : 10% |
| Army/minorities quota    | : 05% |

The total strength of a college in any year depends upon the demand placed by the DEO for teachers needed in the district primary schools a year later.

The selection on merit is a relatively systematic process and scheduled dates are observed. The selection on quota is a tumultuous process, its end is difficult to anticipate. It is as

ill defined as its source: sifarish<sup>2</sup>. The pattern emerging from the attendance registers shows that girls and boys continue to be enrolled till the middle of December. The bulk is admitted by mid-November (Annex 4).

#### **Financial costs per trainee.**

The TTs come from lower middle class, mostly non-agricultural (or small farm) families. The government supports them partially. The college bears costs for the services it provides. The TTs families pay for the rest. (Annex 5)

#### **Stipends for the TTs.**

Once on the rolls of the college most TTs get Rs.75/- per month for the part of the year that they are registered as students. This may be for less than a year. The money is made available at the end of their training. The apparent reason is the difficult and prolonged procedures of financial approval. The TTs get an additional allowance of Rs.150/- for books and stationery. The total sum amounts to Rs.1000/- approximately.

The following costs have been calculated per annum.

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<sup>2</sup>Sifarish: using influence to secure a position

### **Per TT costs borne by Institution.**

The indirect costs per TT borne by the college through such heads as payment of salaries, rent of building, service charges, provision of facilities, comes to Rs.3000/- per TT, approximately.

### **Costs borne by TTs.**

A day scholar based in Peshawar spends Rs.1000/- on college funds, uniforms and transport charges.

A day scholar based in Nowshera spends another Rs.1,500/- on transport (student bus fare).

Food charges, hostel expenses, and visits to the family during holidays come to Rs.1000/- approximately. This includes Re.1 per night for lodging.

### **PROVISION OF BOOKS**

According to the procedure the colleges can collect the required number of textbooks for the new batch of TTs from the Text Book Board, NWFP. The timely availability of text books published by the four Provincial Text Book Boards is to be coordinated by the Bureau of Curriculum Development NWFP.

## EVALUATION SYSTEM

Since the session 1988-89 the semester system has been replaced by the annual system. Under the annual system 25% of the marks for each subject are determined by the college and 75% by external examination.

The academic year has two sessions: September - January and February - June. At the end of each session there is an internal exam. This exam determines the theoretical abilities of TTs in 10 subjects. The marks TTs get in the 2nd internal examination are sent to the examination section.

The external exam is held in August. This exam evaluates the theoretical skills of TTs in 10 subjects. TTs are required to pass internal and external exams separately. Pass is 40% of the total marks in a subject. Each subject carries 100 marks.

TTs are evaluated for the practical abilities in teaching through a series of 3 lessons they are required to prepare in July.

This series is called the "Director Lesson" in common terminology. The Director Lesson carries 200 marks. 50 marks are reserved for evaluation by the Principal of the TT's college and 150 marks for the external examiners.

## WHAT ACTUALLY HAPPENS

So far the concern was to present what is supposed to happen in an elementary college through the year. The next step is to present what actually happens in an elementary college through the year and why. What happens varies from what is supposed to happen. In our analysis we will go back to the curriculum and build our way forward, taking one aspect at a time.

### THE FACULTY

**The faculty has no roots in primary education.**

The directorate of Education provides the Faculty for the colleges of education. The members of the faculty are called Instructors. The Instructors are selected from among the Headmasters/Headmistresses of secondary schools. A look at the biodata of the instructors confirms that none of them has ever taught in a Primary school (See annex 6).

For a few years before becoming instructors most of them have given up teaching in high schools and have recent experience only as administrators.

They are not given any orientation upon being transferred to the training college.

The males have an average age exceeding the females. Most of the males are at the end of their careers.

All of them have got degrees in Bachelor of Education. A majority have their Masters in Urdu, Islamiyat and Pushto. All of them do not have a Masters degree.

**OBSERVATION:**

THE INSTRUCTORS HAVE NO EXPERIENCE OR TRAINING OF RUNNING THE PROGRAMME ACCORDING TO THE ACTION ORIENTED APPROACH ENVISAGED BY THE CURRICULUM DEVELOPERS.

**There is no training or supervision of instructors**

There is no on-the job training for instructors.

No one in a supervisory capacity ever monitors the classroom behavior of instructors.

There is no control exercised by the responsible bodies over what is taught and how it is taught.

**The performance of the male instructors is inferior to the performance of the female instructors.**

There may be several reasons for the difference in the quality of performance of the male and female instructors.

The female instructors are younger. They come from better educated families. They have atleast two earning members in the family so they seem to be materially better off. They have a better morale. They are more cultured. In the college I observed, there are PIC and OT classes. The instructors have more work to

do. They take their responsibilities seriously. They spend every minute of their working time working. Their teaching practices are dull and monotonous but they teach. Some of them are not very competent but they play it safe. Most of them follow the textbooks religiously. Most of them had covered the textual materials by April. They seem to get along well with each other.

The male instructors are much older. With two exceptions all have a low morale. The staff at the Bureau of Curriculum Development is Abbottabad which looks after their affairs said that the Headmasters who have a poor record (for any reason) are sent here as instructors. It is very difficult to accept a subordinate position after the authority they have enjoyed. An inconsequential teacher's post is an insult inflicted on them. Most instructors may be here against their will, atleast initially.

The male instructors have a low opinion of teaching as a profession and above all they have a low opinion of themselves as teachers.

They are expected to work 1:30 hours every day. They prefer working 45 minutes. Each instructor has one class in the morning, another after break. Generally classes after break are a confusion and not much work is done.

I asked the instructor of Principles of Education why he had done such a small amount of work in the 6 months in PTC D. He felt a little disconcerted. His reply "I have a class after break in PTC

E. I seldom go there. Of course I take the Principal's permission in order to go out."

I asked the instructor on School Organization why he had done only 25 questions and answers in 8 months? He said "What have the others done?" I had to admit the others had done about that much. That absolved him.

The maths instructor looks at the low performance of teachers in a philosophical way. "In Pakistan teachers don't work much. They are lazy. They don't care about their pupils. They don't care about the institutions. In Europe they care about their pupils. They even go to the pupil's home to observe what the pupils eat. They worry about the pupils' health. However, the Christian teachers in Pakistan show concern for their institutions, their work, their pupils." The maths instructor is not a Christian, so he doesn't do much work (Annex 7).

The instructors generally complained that they were not drawing enough pay. They are mostly G-17 and G-18 employees and take home more than Rs.4000/-

#### OBSERVATION:

THE FEMALE INSTRUCTORS DEMONSTRATE A STRONGER DESIRE TO TEACH. THEY MOTIVATE TRAINEES TO LEARN. THEY INSPIRE THE LEARNERS BY THEIR PURPOSEFUL BEHAVIOR.

## SELECTION OF TTs

50% of the candidates are selected on merit, the other 50% are admitted through the quota system (Annex B).

**The quota system creates a controversial situation.**

The quota is a non-merit system. The number of seats in each quota<sup>1</sup> was decided while determining the admission policy. The award of a seat on quota basis is entirely at the discretion of the politicians. A politician may recommend more applicants for admission in written, than the number of seats available in the college. The Principal of the college is signalled by other means which applicants must not be refused. The politicians feel inclined to please everybody for future gains. It is therefore their policy not to refuse. The Principal is forced into a position where he may refuse a candidate recommended by a politician.

The bargaining period is an indefinite one and has all the disadvantages of the "sifarish" system.

**Sifarish brings the most incompetent candidates into the system.**

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<sup>1</sup> Chief Minister's quota - 25%  
Teacher's quota - 10%  
Handicapped quota - 10%  
Army/Minorities quota - 5%

The source of bias is political and virtually no power lies with the selection committees to refuse admission to anyone coming through the politicians.

The most incompetent, the least suitable, the least motivated people are admitted. The worst among them cannot speak Urdu, whereas the whole course is in Urdu.

In my conversation with the male TTs I unconsciously switched from Pushto to Urdu. They wouldn't respond. As they relaxed a little they told me to speak Pushto only, they did not understand Urdu very well.

I found the same difficulty faced by the Chitrali girls - some of them do not speak Urdu at all. They are here due to the miracles of the quota system.

The written Urdu of the outstanding male TTs is poor. Their grammar is weak. They therefore prefer to use ready made sentences rather than use their imagination. There is no guidance, no emphasis on coaching and directing a TTs written or oral performance so there is no hope of improvement.

Among the males the bulk of these quota candidates are job seekers whom the politicians want to appease (see annex 9). The Principal of the men's college quoted from a letter which read "I believe the post of peon is vacant in your college I am a matriculate and would like to be considered for the post." The office of the Chief Minister directed him to the Principal of the

Elementary College with the note: "Please admit him in the PTC program."

Seats left vacant due to quota system.

Since there is no systematic opening and closing date (Annex 7) for admission through sifarish the quota seats are sometimes not filled. This has happened in the session 1989-90 in the men's college in Gulbahar. Against 200 seats available, 172 candidates were given admission, 28 seats lie vacant. The indefinite process of admission postpones the training schedule (see annex 9-A).

### THE CURRICULUM

The curriculum design favors theoretical understanding at the expense of practical skills.

These are some basic flaws in the design of the curriculum which prevent TTS from becoming "doers".

The PTC course is supposed to be 37 weeks long on a non-vacational basis. The structure of the courses is given to be as follows:

|                              |          |
|------------------------------|----------|
| 1st semester                 | 14 weeks |
| Examination and Preparation  | 1 week   |
| Short term teaching practice | 2 weeks  |

|                               |          |
|-------------------------------|----------|
| 2nd semester                  | 14 weeks |
| Examination and preparation   | 1 week   |
| Long term teaching practice   | 4 weeks  |
| Teaching practice examination | 1 week   |
| Winter and spring breaks      | 2 weeks  |

Since the session 1988-89 the semester system has been replaced by the annual system. Under the annual system 25% of the marks for each subject are determined by the college and 75% by external examination.

The academic year has two sessions: September - January and February - June. At the end of each session there is an internal exam. This exam determines the theoretical abilities of TTs in 10 subjects. The marks TTs get in the 2nd internal examination are sent to the examination section.

The external exam is held in August. This exam evaluates the theoretical skills of TTs in 10 subjects. TTs are required to pass internal and external exams separately. Pass is 40% of the total marks in a subject. Each subject carries 100 marks. (100% - 10)

TTs are evaluated for the practical abilities in teaching through a series of 3 lessons they are required to prepare in July.

This series is called the "Director Lesson" in general terminology. The Director Lesson carries 200 marks. 50 marks are reserved for evaluation by the Principal of the IT's college and 150 marks for the external examiners.

**The time structure varies in practice.**

The exams are usually conducted twice each time. Failures are re-examined. The failures are given easier tests in the 2nd exam. All effort is made to pass them. Time spent on the two internal exams is 1 month.

The teaching practice time also varies. The boys go out to teach in primary schools for 3 weeks during the short term and 5 weeks during the long term practice. The girls go out to teach only during the long term practice of 40 days.

A week is spent on Scouts/Girl Guides camps. Two weeks or more are spent in preparing and participating in inter college sports championships. At least 2 weeks are lost in adjustment between events. The calculations lead to the conclusions that:

OBSERVATION:

ITs SPEND 17% OF THEIR TIME ON TEACHING PRACTICE. THEY SPEND 83% OF THEIR TIME ON LEARNING FROM BOOKS AND TAKING WRITTEN EXAMINATIONS.

**Allocation of marks favors theory rather than practice.**

There are 10 subjects. Each subject is allocated 100 marks. The teaching practice examination is allocated 200 marks.

**OBSERVATION:**

THE CURRICULUM PLACES 17% EMPHASIS ON PRACTICAL ABILITIES AGAINST 83% EMPHASIS ON WRITTEN ABILITIES.

Objectives listed in the curriculum apparently emphasize practical abilities as much as the written abilities. The reality is different.

**OBSERVATION:**

THE ALLOCATION OF MARKS PROVES THAT ACCORDING TO CURRICULUM DESIGN, THEORY IS FIVE TIMES MORE IMPORTANT THAN PRACTICE.

**Strengthening the base of TTs in basic concepts of class V should not be the major objective of the curriculum.**

In reality it is. What could be the purpose of spending more time on teaching subject matter than methodology? It seems that curriculum developers realized that upon entry the trainees would not know the concepts taught in class V. But the training college is not a second primary school. By advocating the teaching of subject matter 75% of the time, the curriculum developers are ignoring what should be the major objective of the program: Developing effective teachers (see annex 11).

**The curriculum is ambitious and unrealistic.**

The curriculum looks good on paper. It is comprehensive, but idealistic and impractical. There are several factors why the objectives of the curriculum remain unfulfilled. The most important factor is the inadequate knowledge of a trainee. The curriculum is too advanced for the trainees in general.

**The basic qualifications of a TT are inadequate.**

Matriculates with a second division have a weak base in all subjects. Their speaking, reading and writing skills are sub-standard. TTs are mostly students of humanities. They have to take general science as humanities students, but this subject does not give them a proper base in science. Science is not compulsorily taught in primary schools. The overburdened teachers normally teach only Urdu and some maths in primary schools. All TTs, whether they choose science or humanities in Matric, must take maths. But maths is poorly taught in primary schools. The TTs are all weak in maths. Maths requires careful building of concepts. In primary schools where group feedback is usually the norm, teachers encourage recitation of tables, reading and writing of numbers.

Teachers of science and maths are few in number and highly in demand. They prefer staying in urban areas. Rural schools have a high turnover of maths teachers. Most of the time the post lies vacant. Same is true of science teachers.

Language is the only subject taught in all the primary schools. This may be Pushto or Urdu. For the Pushto speaking the first real exposure to Urdu is in secondary school. That accounts for the poor speaking, reading and writing abilities of the ITs coming from rural areas.

**OBSERVATION:**

THE BASIC QUALIFICATIONS DEMANDED FOR ENTRY INTO THE TRAINING PROGRAM ARE INCONGRUENT WITH THE HIGH OBJECTIVES OF THE CURRICULUM.

**QUALITY OF MATERIAL IN THE TEXTBOOKS.**

Quality of the textbooks suffers because too many agencies are involved in the preparation of the texts.

The textbooks for the PTC curriculum have been written by panels of experts organized by the textbook boards of the four provinces under the supervision of curriculum developers, Curriculum Wing, Ministry of Education.

The variety of presentations suggest that the preparation of the books was not closely supervised. Curriculum developers maintain that there are some practical difficulties. If a draft of a textbook comes to them for approval and they send it back with comments for revision the provincial textbook boards do not feel obliged to comply. The book may be published as it is.

Some observations on the quality of the material in these text books follow. These are discussed section wise.

I. The first section consists of paper I, II, and III.

The first section has the following textbooks:

Child Development and Guidance Counselling.

School Organization.

Principles of Education.

(i) The language of these books fluctuates. 6 authors have individually contributed the eight sections of **Child Development and Guidance Counselling**. Each has his individual interpretation of the material. No attempt has been made to synthesize the work into a harmonious whole. The language creates difficulties which shows that the authors have no interest in communication with matriculates. To explain what is infancy and early childhood an author writes "each level of evolutionary activity in human existence in reality mirrors the collective character of the individual". Such tortuous sentences are the norm.

(ii) "**The Principles of Education**" is a separate subject on methods of teaching. Textbooks on papers IV - X each have a set of 5 chapters on methods of teaching. Although the subject

textbooks<sup>1</sup> have a more specific and practical orientation, a lot of overlapping material exists which could be combined.

(iii) The books do not carry any illustrations of actual experiences, case studies or research done in Pakistan, as suggested by the curriculum developers.

(iv) They are dull and uninteresting commentaries of principles, methods and prescriptions. The emphasis is on theory.

(v) Elevated language, high objectives, philosophical dimensions remove the text from the immediate reality of a trainee teacher (TT).

(vi) Unrealistic expectations are made on a school teacher. Says **School Organization** "the teacher will not limit himself to the text book but will consult recognized books, magazines, journals and documents. For some lessons the teacher will consult experts...."

Such instructions come to the trainees through instructors the more neglectful among whom do not even use the text books. They dictate notes from guides.

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<sup>1</sup>Urdu, Math, Science, Islamiyat, Social Studies, Art and Physical Education.

SECTION II:

The second section consists of Paper IV - X.

The second section has the following textbooks: Teaching of Urdu, Teaching of Science, Teaching of Maths, Islamiyat, Teaching of Social Studies, Physical Education and Mental Hygiene, Art and Practical art. The textbooks (IV - VIII) present subject matter of the same nature as that present in the books of class V<sup>1</sup>. However, the complexity and depth of concepts varies from subject to subject.

The level of difficulty of the subject matter in the textbooks is not uniform.

The matter in maths, social studies and Islamiyat has the same level of difficulty as the textbooks of class V. The matter in science can be compared to the material in textbooks of class VIII. The matter in Urdu can be compared to the material in FA.

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<sup>1</sup>Upto Class V there are no textbooks on Physical Education and Art.

Some common observations on books of Sections I and II.

The curriculum has not specified what the level of complexity of concepts of the textbooks should be. The language of the textbooks is not uniform.

The books have been written without keeping the audience in mind. Looking at the range of books one is faced with a range of language difficulty. The Urdu textbook is the most difficult. The texts in Urdu are archaic. The language is complex. The styles are literary.

Authors have not observed the guidelines laid out for them by curriculum planners.

The most prominent omissions in this regard are:

1. Practical aspects of the course are not emphasized.
2. Authors have not suggested supplementary reading material.
3. Related questions and practical exercises are missing at the end of many books.
4. Bibliography is not given at the end of the books.

The interpretation of the books is left to the authors.

The Curriculum Wing (Islamabad) is expected to hold frequent meetings with the authors to discuss the development of the textbooks. However, from the presentation seems that the interpretation of the syllabus has been largely left to the authors. This does not pose much problem for the textbooks related to precise disciplines like science, maths, art, - Islamiyat and social studies. It poses problems for sociological subjects for the books in Part I.

#### PROVISION OF BOOKS AND USE OF GUIDES.

Textbooks are never available on time.

The Bureau of Curriculum has to ensure the timely availability of textbooks in elementary colleges. Despite the efforts of the Bureau and the Curriculum Wing, Ministry of Education, textbooks are not available on time year after year<sup>1</sup>.

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<sup>1</sup> I have discussed the matter with the sales managers of the NWFP Textbook Board, the Assistant and Deputy Director of the Bureau of Curriculum Development NWFP and the Deputy Education Advisor in charge of textbooks, Curriculum Wing, Islamabad.

There is no way that the Curriculum Wing can pressurize the publishers to print more books because they are commercial bodies. They only publish what they expect to sell.

The textbook Boards are willing to print and even fight for the right to publish Urdu textbooks of primary school which have the hottest sales. Teachers in primary schools normally teach Urdu and Maths.

**Where there is a will...**

A way is found out by the Dabgari College (for women) to make textbooks available for every TT. The departing batch of TTs is required to deposit the books in the college when results are declared. Some outgoing TTs prefer passing it on to their incoming cousins or friends.

**Text book boards print what they can sell.**

The textbook boards are commercial organizations. They print what they can sell. It seems that textbook boards anticipate low sales, so they do not print enough copies of textbooks for PTC training.

Some instructors prefer teaching from personal notes or using one of the two popular guides.

**Notes are preferred because they provide ready made answers.**

In the men's college I was told that only one instructor had asked the TTs to use textbooks which are in the library. This instructor has himself never used a textbook. He dictates his personal notes in class.

All the male instructors (except the Islamiyat instructor) dictate notes. Notes are in the form of questions and answers. They also use guides. The two most popular guides are: Taj Guide,

published in NWP and Universal Guide, published in Punjab. The authors are anonymous.

**TTs also use guides.**

We spoke about the merits of the two guides. One has long answers. The other has short answers. TTs prefer the short answers in the Taj Guide. Taj Guide also provides a list of objective tests with answers. It costs Rs.40/- whereas the 10 books cost nearly Rs.100/-

### **LESSON PLANNING**

Lesson planning is an important part of training in methodology. The curriculum gives a comprehensive format with details of procedures to be followed in developing the plan.

Instructors are expected to demonstrate model lesson plans in class. TTs are expected to practice lesson plans before going to the field.

The various methods for teaching lesson planning observed in the colleges were as follows.

#### **Lesson planning demonstration by instructor.**

Here the lesson plan is demonstrated by the instructor. This was first done for the entire group in the women's college and then for individual sections. The instructors were found to be

unrealistically ambitious about the amount of material that can be discussed in a period of 30 - 35 minutes. This may be due to their inexperience as primary school teachers. (Annex 12).

#### **Lesson planning demonstration by TT with other TTs posing as children.**

The instructor asks one trainee teacher to plan a lesson. The TT prepares the plan of the lesson. She demonstrates with the help of audio-visual aids (charts and objects). The instructor interrupts often to check her errors. She repeats the practice by improving upon her mistakes. The other TTs play the role of children.

The process is repeated with several TTs. The method was employed by the science and maths teacher. It is effective in making the TTs aware of the amount of material that can be realistically discussed in one period of 30 - 35 minutes. The TTs learn by doing (Annex 13).

#### **Lesson planning demonstration with primary school pupils.**

Here the TT is the teacher. The setting is her own classroom. The pupils are brought from the attached primary school. These children sit in the front row. The other TTs sit in the back rows. The TT addresses the primary school pupils during the lesson planning demonstration. The instructor points out her errors as the TT demonstrates.

The lesson plan observed was on maths. The pupils were from prep class. They had had a year of schooling. They could count and write numbers atleast from 1 to 10. The lesson plan was on teaching pupils how to read and write numbers from 1 to 9. The pupils had to pose as learners. No effective feedback was possible. The effort was a waste of time mostly (see annex 14).

**Lesson plan demonstration with TTs as pupils who have to respond physically.**

Here one TT demonstrates a lesson plan she has prepared in advance. The other TTs respond to her instructions physically.

The lesson plan was on physical education. One TT became the physical education instructor. The lesson was demonstrated in the lawn. The instructor checked the TT's manner and method and sequence of conducting exercises. It was an effective method of teaching (Annex 15).

**Instructor dictates the model lesson plan, TTs copy it.**

All the instructors of the men's college dictate model lesson plans and the TTs write them down.

## Lesson plan - how effective are the methods

Lesson planning format is followed in the colleges to the letter.

All the captions are rigorously observed. The quality of the lesson plans vary.

In the women's college lesson plans are prepared responsibly. The lesson plans are the result of team work<sup>1</sup>. Some plans are more detailed than others.

In the men's college gross errors were found in the lesson plan. Some of the captions and the statements under them are totally unrelated.

In the men's college the curriculum on lesson plans is ignored.

Instructors did not give demonstrations of lesson plans in class. TTs do not practice lesson plans before going to the field.

Instructors do not read lesson plans prepared by TTs.

Errors are reinforced when TTs go to the field with uncorrected lesson plans. They are completely on their own. Instructors are too rushed to observe or correct them during demonstrations in

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<sup>1</sup>The TTs are divided into groups of 8 for girl guide training. These are known as patrol groups. Each patrol group has a leader who guides and coaches individual members and coordinates efforts for team work.

the field. During class demonstrations by TTs, however, the female instructors guided the TTs and questioned the sequence and emphasis.

**Instructors do not give guidance to TTs to improve lesson planning.**

TTs use their own judgment in the preparation of lesson plans. Instructors don't read and evaluate what they have written.

**The objective of lesson planning is to learn to plan a lesson properly. Generally a TT gets no such guidance.**

I asked a male instructor why he had not corrected some gross logical errors<sup>1</sup> in the lesson plans of a TT and graded them as "Excellent". He said he had not read them.

#### **Some express of errors in lesson planning**

The instructors and TTs find lesson planning a difficult task.

**Instructors have no experience in modern lesson planning.**

Most female instructors admitted that on assuming their responsibilities as instructors they did not know what a lesson

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<sup>1</sup>Examples of errors in lesson plans which instructors should have checked are given in the next section.

plan was, until they saw the previous records of the college. One male instructor, a very conscientious person has preserved his lesson plans of 30 years ago. This is the model lesson everyone has to copy.

Subject: Urdu

Lesson : The thirsty crow

Method of teaching: Story telling

Look and say.

Consequences of copying the model: All the lessons of all the subjects are being fashioned on this model. Science and maths are being planned according to the method used in "The Thirsty Crow"! Story telling is being used to teach the table of 5 (see next sub-heading).

#### **Ambitious agenda.**

A very responsible TT stated that by the end of 35 minutes in a maths class with no previous knowledge pupils of class III will know: The names of the months in a Christian year, the names of months in a Muslim year, the names of the days in a week, the number of days in a week, a month, a year, the number of weeks in a year, the number of days in the month of February in an ordinary and a leap year.

**In maths TT advocates learning by reading.**

In the procedure for teaching the table of 5 a TT said, "to

present the lesson on the table of 5. I will introduce the lesson in such a manner as to create enthusiasm for the lesson. I will make a pupil stand up and read the table of 5 loudly and clearly. This I will repeat with several pupils until they are familiar with the table of 5" ! (punctuation mine)

**TT reveals he has no knowledge of logical progression in learning.**

TTs dutifully follow the steps in writing lesson plans. They are familiar with a set pattern of subtitles such as: "Objective of the lesson" or "What the pupil already knows." But they do not have a concept of the sequence in which learning takes place. An illustration: A male TT planned to give a lesson to teach pupils addition of two digit numbers. Under "what the pupil already knows", he writes "He must know simple subtraction, multiplication and division beforehand".

**Illustrations are not related to the text.**

A TT is told he must illustrate his lesson to make it interesting. To illustrate the table of 5 a TT drew:

~~(42)~~

The feedback on the lesson is not related to it.

As an end exercise to reinforce the concept of addition of two digit numbers the IT proposed the following problem.

The male population of a village is 1234. The female population of the village is 3456. What is the total population of the village?

The home assignment after a unit of learning is carelessly selected.

A IT selected to plan a unit of learning to identify living from non-living things. The home assignment he chose for the lesson was as follows:

The children will copy a passage from the book to improve their handwriting. This will keep them occupied. They will have no time to loiter around aimlessly.

#### THE USE OF TEACHING AIDS

The curriculum gives a long list of teaching aids.

(a) Crayons, water colors, art paper, chalkboard, bulletin boards, flannel board, globes, maps, charts, models, improvised science and mathematics equipment.

(b) Textbooks and supplementary reading material, dictionaries, encyclopedias.

(c) National teaching kit, film strips, transparencies, along with accessories such as the overhead projector, cassette recorder.

They may exist but are seldom used in the elementary college.

#### **Instructors use chalkboard only.**

Most of this equipment was present in the women's college. The instructors only use chalkboards. During a demo lesson plan the science instructor arranged for a lock and string. The TTs also bring teaching aids to supplement lesson planing demos. But these teaching aids are generally objects that the TT shows to the class. The learner is not expected to engage in any activity with the help of these objects.

#### **THE USE OF THE LIBRARY:**

**TTs are discouraged from borrowing library books.**

Among the teaching aids the curriculum advises the use of supplementary reading material, dictionaries and encyclopedias. All these materials exist in the libraries (see annex 16). The TTs are discouraged from going to the library.

The women's college has a library period once a week for each section. The librarian brings social magazines such as "Akbar-e-Jehan" to the class room. TTs read these for a half hour. The librarian takes them back to the library - 25 TTs have

borrowed textbooks from the library since September. They are likely to borrow school textbooks before they go for their long term lesson planning in May.

There is no library period in the men's college.

**The librarian has to pay for a lost book.**

The librarian has a reason for discouraging girls to borrow books. The auditor general's office has imposed a penalty equal to thrice the price of a lost book. The librarian has had to pay this fine once. She does not want TTs to lose books so she discourages them from borrowing any.

**TTs do not pay library security.**

If TTs paid security the cost of a lost book could be retrieved from this amount. The suggestion has been made to the auditor general's office to institute a library security fund. There has been no positive response so far.

**TTs have lost an opportunity to learn the use of library.**

Text on School Organization advises PTC teachers to consult books to prepare their lectures. TTs are not trained in the use of a library.

**TRAINEES ARE NOT GIVEN THE OPPORTUNITY TO USE THE LIBRARY.**

## THE SCIENCE LABORATORY:

The equipment in the laboratories has not been used for years.

Elementary colleges are equipped with science laboratories. It is a part of the curriculum to encourage experimentation and exploration to develop scientific thinking among ITs.

The textbook of PTC has simple experiments on air pressure, magnets, the colors of light etc. The conscientious instructors show the ITs a magnet and how it works.

Since the whole thrust is on following the textbook to the letter, the ITs have never needed the laboratory (Annex 17).

In the men's college the science instructor asked me, "Do you really want to see what is inside the cupboards? Frankly, I don't know. I have never opened them."

In the girl's college the science teacher opened the cupboards and showed me the contents. She said the girls had visited the laboratory to see an experiment. She said the girls had not seen an experiment before so she decided she would show them one.

THE LABORATORY IS AN EXPENSIVE  
APPENDAGE TO THE SYSTEM. IN THE  
PRESENT CURRICULUM IT HAS NO UTILITY.

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## TEACHING PRACTICE

I quote from the curriculum:

"Teaching practice includes teaching by student teacher, observation of lessons and sharing of classroom experiences by them through group discussions. Teaching practice is for six weeks, divided into short term teaching practice for two weeks and long term teaching practice for four weeks.

The objectives of the teaching practice are:

1. The prospective teacher will have developed self confidence and initiative for independent creative teaching.
2. Observe lessons critically and share experiences through group discussions.
3. Plan, prepare and present lessons to the class effectively.
4. Apply and practice teaching skills in the light of principles of education."

**Teaching practice does not create a teaching-learning situation.**

The curriculum correctly captures the spirit of the real objective of teaching practice in these words:

It is designed to put theory into practice and provide an opportunity to prospective teachers to have a real feeling of teaching-learning situations.

~~49~~

On the contrary a non-serious attitude prevails during teaching practice. TTs are only marginally concerned about their performance. There is no systematic feedback during the practice. Even the children are non-serious during the exercise.

**At the end of the course a large number of TTs cannot teach skillfully.**

The stated objective in the curriculum is that the TTs should be able to teach skillfully at the end of the course. This objective remains unfulfilled.

**TTs cannot develop independent creative thinking.**

TTs are expected to develop independent creative thinking. This is an impossible goal. The methods of teaching of the instructors are the models for TTs. The instructors in general have a non-critical approach. In the many sessions I observed there was never an engaging dialogue between any two members of a group. The lesson was always a straight delivery of material from the textbooks or the guides.

Under such circumstances TTs cannot develop independent creative thinking.

TTs do not observe lessons critically. They do not share experiences through group discussions.

There is no concept of TTs criticizing what they observe. The concept does not exist. Group discussions to evaluate teaching practice are never held.

Teaching practice in other schools creates problems.

If there is an attached school short term teaching practice is conducted with the participation of the children of that school. Otherwise both for short term and long term teaching practice TTs go to other schools.

TTs go in groups of 15 - 20 in one school with an accompanying instructor. This creates a number of problems.

The District Education Officer (DEO) has to authorize the TTs to use the school for training. The schools at times refuse such a service because it disrupts their teaching schedule.

TTs do not coordinate the selection of lesson plans with the teaching schedule of the school.

What they teach may have nothing to do with the previous knowledge of the children they teach.

(4)

**Teaching practice is a pretense.**

It is an unreal situation and the children know they are there only to help these trainees. No real teaching-learning situation can materialize. Hence TTs teach in a vacuum.

**TTs who do not know Pushto have to teach pupils who speak only Pushto.**

The TTs who cannot speak Pushto often have to practice teaching children who only speak Pushto. They teach them in Urdu. Hence there is no communication.

Instructors accompanying 20 TTs can hardly spend much time in each class. The supervision is poor.

**Student - teacher conferences are not held to evaluate what is happening.**

TTs and instructors do not have conferences to evaluate individual experiences. They do not learn from their own mistakes or from each other.

**The women take teaching practice more seriously.**

The attitude of the women towards teaching practice is more serious and professional as compared to the attitude of the men.

Teaching practice would be treated more seriously if it were formally evaluated. At present only the Director Lesson<sup>1</sup> is evaluated.

OBSERVATION:

TEACHING AS IS BEING PRACTICED DOES NOT  
DEVELOP INDEPENDENT CREATIVE THINKING.

### METHODS OF TEACHING

The most crucial aspect of the training program is what actually happens in the classroom. What are the expectations of the teacher from the TTs and vice versa. Is there a schedule for teaching? What do the TTs anticipate? Against the methods which he is expected to use are the methods by which he is taught. What does the instructor select to teach? how is this presented? how are its effects evaluated? what is the vital activity that is reinforced from day to day? what is the TT likely to learn from it over a period of time? What can be the future applications of the learned activities? In short are we getting effective primary school teachers by the present methods of training?

A series of classroom observations spread over many days gave me a wide spectrum of classroom behavior. Observations covered all ten subjects of the syllabus. I observed classes in progress in

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<sup>1</sup>The director lesson is discussed in the section on evaluation.

both the women's college and the men's college. More systematic and complete observations were possible in the women's college<sup>1</sup>.

The schedule for training is determined by the instructors themselves.

A lot depends on the academic environment of the college.

In the women's college instructors are expected to follow the textbooks. All of them except the drawing mistress follow the textbooks. By April work on textbooks had nearly finished.

In the men's college all instructors without exception follow personal notes and guides. There are no particular targets of what is to be accomplished by the end of the session. On the average they had covered 15-25 questions no methodology by April. The maths instructors claim that they have spent the first two months (September and October) on subject matter but there is scant evidence of this<sup>2</sup>.

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<sup>1</sup>There seems to be perpetual confusion and disturbance in the men's college. This is partly because some class may be off due to the absence of the instructor. Each instructor is given a class (45 minutes) before break and another class after break. The instructors are expected to remain on the college premises throughout the day. This they resent and consider a waste of time. Some of them skip one class to get a part of the day off. The principal is duly informed before hand. He feels obliged not to refuse. During recess atleast a third of the TIs leave the college. Classes after recess are taken very lightly. If a class is held, very little work is done. These factors affected classroom observations of the men's college.

<sup>2</sup>The work recovered from the record of select TIs reveals haphazard attempts in geometry and the four functions of arithmetic (Addition, subtraction, multiplication and division)

The distribution of emphasis between methodology and matter is not observed in classroom teaching.

In the men's college there is total disregard for a deliberate distribution of time between teaching methodology and matter. All instructors concentrate 95% of the time on dictating notes on methods of teaching. They have their own curriculum. It has nothing to do with the official curriculum.

When a TT goes to class he/she is not expected to prepare any work before hand.

The exception is a lesson plan demo which female TTs were expected to prepare and present. Only one female maths and science teacher, was seriously expecting TTs to read what they had been taught. They read for her class because she asked questions randomly and if TTs failed to give a satisfactory reply she was harsh to them.

In the men's college there is no pretense of feedback. A normal class starts with dictation of new notes.

Some methods of teaching which were observed are as follows:

**The lecture method:**

The instructor (female) identifies the unit of learning for the lesson. Then she delivers a monologue. In a lesson in Urdu, she

contents of the monologue depend upon the text. If it is a poem, the instructor reads a couplet and paraphrases it. She is repetitive and monotonous. She can cover 4 couplets in 35 minutes, she tends to get carried away. No questions are asked at the end (see annex 18).

In science the instructor (female) asks TTs random questions about the last lesson delivered. The TTs respond. This may take one third of the total time (35 minutes). TTs are not expected to prepare the day's lesson in advance. The instructor explains the concepts with the help of diagrams on the chalkboard. The TTs are told to learn the lesson. Questions are to be answered from the lesson in the next science class.

#### **Dictation Method.**

Upon entry the instructor opens his personal notebook and starts dictating slowly and precisely. Wherever he wants to, he stops dictating to repeat and explain what he has just been dictating. When he wants to finish for the day he closes the notebook. He asks if there are any questions. If there are any questions he answers them (Annex 7).

The TTs do not know what they will do the next day.

#### **Writing Method**

The instructor walks into class. Goes straight to the chalkboard and starts writing. The TTs copy the contents of the chalkboard

in their notebooks. When the board is filled and the instructor is satisfied that the contents have been copied he wipes it and writes some more.

This goes on till time is up for the class. The instructor does not address a word to the TTs. No conversation takes place. He leaves the class.

In an Urdu lesson the instructor wrote idioms on the board and wrote sentences using the idioms. Some copied what they saw. Others did not open their notebooks. The instructor did not ask why they were not writing. He did not ask if they understood. He did not speak to them at all (Annex 19).

### Writing and Explanation.

The instructor writes on the chalkboard. The TTs copy the contents. Half the time (20 minutes) is spent in silent writing by the entire class. The instructor explains what he has written.

The Islamiyat instructor wrote a verse from the Holy Book in Arabic with stress on precision and beauty. He wrote its meaning in Urdu - the message was brief. The procedure was long and arduous. He explained briefly what it meant. There was no repetition or monotony. It was an astonishingly short speech (5 minutes each time) compared to the normal time spent on sermons (Annex 20).

### Quiz.

This is a rare practice. Here the lesson is explained in a previous session. The TTs prepare the lesson before coming to class. The instructor addresses a question to a particular TT who is required to answer it (Annex 4).

The lesson on Principles of Education was effectively reinforced by this method.

### **Teaching by giving written tests.**

Here the instructor expects TTs to learn a small number of facts already explained in class. She asks a question. The TTs have to furnish written replies.

The science instructor conducted a written test. The TTs sat shoulder to shoulder as they do on normal days. They put their notebooks in their laps rather than on the handles of the chairs. They were able to watch what their companions were writing. The instructor repeatedly said "No talking". The TTs whispered instead. The instructor said, "close your books". The TTs did. They could conveniently copy from their companions' notebooks. There was no bar on that.

This application of the written test reinforces cheating habits.

No written test has been given in the men's college. Written tests are given in the women's college. Instructors however, do not always give TTs feedback on their performance.

### **Demonstrations and Commentary.**

The instructor demonstrates how to make objects with the help of a TT. She comments on her method.

The drawing mistress made a lamp shade and stand with cardboard. Then she cut and pasted flowers to decorate it. She commented in

the end that the TTs could decorate their rooms by making the lamp. No feedback was expected (Annex 22).

### **Teaching by explaining a chart to a cluster of TTs.**

Here the instructor has before her a chart with columns filled out. She looks at each column and explains what is written in it.

In the "School Organization" class the instructor opened a used attendance register. The columns and numbers were finely printed. There was no question of holding it up in front of the class. She invited the girls to stand around her table while she sat in her chair. The girls tried hard to take a peep. Those who could not, walked back to their seats and started chatting. Those who could see stood around while she explained column by column.

In the end the instructor asked the girls to buy an empty register and distribute a leaf to each TT. She asked the girls who had observed, to explain to those who had not observed.

There was no precise feedback expected of them. She could easily have torn an old register and handed one leaf to each TT. They could have sat in their seats while she explained to the entire class (Annex 23).

### **Teaching a cluster of TTs by demonstration and question/answers.**

Here the instructor demonstrates how to make a shape or diagram while he stands with the TTs around a 3' by 5' table on which the

materials are placed.

The drawing master of the men's college conducted a lesson in the art room with 30 - 35 TTs clustering around the table. He asked questions and some TTs could not reply. They could not see what was going on.

The objective of the lesson was to make any design with geometric shapes in paper and paste them. The drawing master cut triangles and rectangles and asked irrelevant questions. His questions to TTs were, "What is the meaning of  $\pi$  ? What is diameter ? How do you determine the circumference of a circle if you know the radius of the circle ?" The TTs could not answer most of the questions. He used this opportunity to call them "teacher's sons" insultingly (Annex 24).

**Teaching by drawing. Learning reinforced by recalling the procedure used.**

Here the instructor draws on the blackboard with the help of instruments. A TT is invited to draw after the demonstration. The rest of the TTs are asked to reproduce the steps of the drawing in writing. They do not draw.

The maths instructor drew a rectangle with a compass and a scale on the chalkboard. A TT was invited to reproduce it. After some initial confusion he did. The rest of the TTs wrote the steps involved in drawing on slips of paper.

~~(54)~~

The TTs did not know what they would be doing that day. None had the compass and scale. They were expected to write down the steps. It was a simple task for TTs who had done geometry upto Matric level (Annex 25).

OBSERVATION:

DICTATION OF NOTES AND DELIVERING  
LECTURES ARE THE MOST COMMONLY USED METHODS.

Instructors and TTs were asked what methods they prefer to use for teaching .

It was found that instructors in the men's college overwhelmingly prefer dictating notes. This is the single most popular method of teaching. The material dictated is from guides and notes the instructors have preserved from their own training period as TTs.

In the women's college the lecture method is the most popular. The material delivered is from the textbooks prescribed. One exception is the drawing mistress who dictates from her personal notes. The notes have not much in common with the textbook. The TTs do not possess the textbook on art.

The lecture method pretends to engage the TT in a dialogue. It is as if the instructor is conversing with the TT. But this is a monologue. After every item of information the best instructor said, "any questions?" I asked the TTs why they had so few questions, and those questions only came from the one of two outstanding TTs. One shy TT said "I feel so dumb any way. If I expose myself I will become the laughing stock of the whole

class. They will make fun of me." Another shy TT said "If I ask a question the other TTs think I am wasting their time. They protest and show their boredom and disgust at my behavior." Another TT said, "I can't speak Urdu so how do I ask?"

**OBSERVATION:**

TTs WILL GO INTO THEIR PROFESSIONAL LIFE THINKING  
THAT TEACHERS SHOULD DO ALL THE TALKING.

**ART AND PHYSICAL EDUCATION**

Art and Physical Education are subjects which are not taught in primary schools. They come more under the heading of optional activities and depend upon facilities and environment of primary schools. Art and Physical Education if practiced in primary schools are organized by PTC teachers.

PTC teachers learn to give them lesser importance than other activities. During the PTC training art and Physical Education are taught by junior instructors, who have lesser qualifications than the instructors who teach the other eight subjects.

The two subjects will be separately treated because the reasons why they do not get their due share of importance in an elementary college are different.

**Teaching of art and practical art.**

For Art teaching the colleges have Drawing Instructors who are matriculates. Their special qualification in art is a junior

~~ART~~

diploma.

In elementary colleges Art and Practical Art is a full fledged course carrying 100 marks. The textbook presents a rich variety of material (Annex 26). This is heartening. What makes it dismal is the way it is taught.

In the colleges observed the instructors dictate notes on the history and importance of arts on the various art forms and the importance of each. But art itself or its expressions are nowhere to be seen.

I quote from the notes of the instructor: "The instructor should be so flexible in his teaching methods that pupils should be motivated to learn, their curiosity should be roused and they should come up with new expressions."

The art instructors do not display an ability to discuss art and art forms<sup>1</sup>. So they hide behind sermons.

What is surprising is that with all the lip service paid to art, art is not taught in the primary schools of NWFP. I asked the PTC

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<sup>1</sup>The textbook on art is a practical manual which is full of instructions of ~~how~~ to make and do things. The instructors, it seems, cannot cope with the reality of artistic expressions.

~~(62)~~

teachers in a boy's school what the reason was. One replied, "the children are too young to understand art."

My interpretation is that art is defined in the school's curricula as industrial art and crafts. This subject is introduced in middle school. Art is not understood in the sense of creative expression in any form.

I quote from the notes, "Children should be allowed to express themselves freely and discouraged from copying models." Some of the work of the better TTs has been attached to give an idea of what they produce in art classes. TTs are rigid and cautious. They dare not express themselves.

They copy perfectly.

The art room in the colleges were devoid of any artistic expression. TTs had not produced anything worth mentioning. The art teacher of the girl's college was proud of the few models of houses in wood, glass and straw. She complained that she must have the Principal's permission to keep the door of the art room closed to discourage TTs from coming in.

OBSERVATION:

ART IS A DISPLAY FOR VISITORS, NOT  
A CREATIVE EXPRESSION OF THE TTs.

That is what her notes confirm as well.

The male art teacher had nothing to show by way of art work. He had a loud discouraging manner. In the art class I observed as he

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demonstrated how to make a geometric design with rectangles and triangles, he simultaneously asked TTs about  $\pi$  and circumference of a circle etc. If they could not answer satisfactorily he railed at them and used insulting language.

TTs lack spontaneity. Art is a creative outlet.

Art in PTC training must be upgraded. Art teachers must have post graduate qualifications in art.

OBSERVATION:

CHILDREN NEED ART FOR DEVELOPMENT. ART MUST BE  
RESTORED IN PRIMARY SCHOOLS. TTs NEED FREE  
EXPRESSION TO DEVELOP CREATIVITY.

#### **Teaching of physical education and mental hygiene**

This is a full fledged course which is conducted in the colleges by the Instructor Physical Education who is a junior instructor. The result is a mixed one.

In the women's college the Physical Education instructor is an energetic leader who has organized very strong teams in a variety of sports (Annex 27). But the internal exam results revealed that the greatest number of failures were in the written papers in Physical Education and Mental Hygiene (Annex 28). The instructor gives two 35 minute classes to the subject per section per week. She has a strong practical bias and is over worked. Among her other activities are giving girl guide training and organizing guide camping. Her guidance for the course work has not been effective.

*S. G. S.*

The Physical Education instructor of the men's college has similar activities. He has less work because the college has no CI courses. He has not been able to organize a strong sports team<sup>1</sup>.

Physical Education training as a practical exercise should be separated from the course work. The two exercises should be conducted by separate instructors. More time should be allocated to each so that due emphasis is given to both.

OBSERVATION:

PHYSICAL EDUCATION IN PRIMARY SCHOOLS  
IS NOT A COMPULSORY EXERCISE

WHAT TTs LEARN FROM THESE METHODS OF TEACHING

The TTs learn to be passive recipients of information.

The dictation method alienates the TT completely from the information he writes. He cannot assimilate by writing alone. He cannot connect. He does not learn what he writes. He learns that teaching means dictating. If the note taker is bored and alienated it is not the instructor's responsibility. The instructor has delivered the goods. Whether the TT shirks the burden of the delivered goods or carries it, it is no longer the instructor's concern. He therefore learns not to go back to the instructor with his burden. The instructor is impersonal. He

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<sup>1</sup>The results of the inter college championships show that they won the second prize in the volley ball match.

cannot and must not seek to connect with the instructor. There is no dialogue. There never will be. This is the training he receives. This is what he can practice. This is what he knows.

**The TTs never discuss or analyze.**

There is no class where any issue is brought under discussion. TTs do not give their views or opinions. Even during teaching practice TTs do not comment on the possibilities of doing it better. The instructors do not ask what they think.

**TTs do not evaluate the worth of the teaching methods.**

Long sessions with TTs on the methods and contents of teaching revealed that TTs do not analyze or evaluate the worth of the teaching methods. They express their likes and dislikes and dissatisfaction<sup>3</sup>.

The girls like their instructors. The TTs say the instructors treat them kindly. They wish they had been treated so respectfully by their teachers in school. The boys dislike most of their teachers. They think that the instructors are mostly

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<sup>3</sup>One TT who was shy but keen to express her opinion on the methods of teaching said: It is so difficult to say something like, "I don't understand", when everyone is quiet and the instructor has just finished explaining. It makes one feel guilty. It is easier to remain quiet. But if the situation were different and we were all doing something with the instructor then I would not feel so self conscious. I would simply ask her to do it again or I would do it myself until I understood how it worked.

insincere and waste their time by dictating from guides which all TEs already possess.

OBSERVATION:

NO TE WAS EVER FOUND TO RELATE WHAT HE LEARNS  
ABOUT THE METHODS OF TEACHING AND THE METHODS  
BY WHICH HE IS TAUGHT.

WHAT CAN BE THE FUTURE APPLICATIONS OF THE LEARNED ACTIVITIES

The trainees dissociate what they learn about teaching from the way they are taught. This is what they have effectively learned:

OBSERVATION:

HOW YOU LEARN TO TEACH IS NOT  
ESSENTIALLY THE SAME AS HOW YOU TEACH.

This can be illustrated by the experience of a trained PTC who qualified some years ago from NWFP.

I asked a PTC trained teacher how she explained to the students of class V that air has weight. She said she told them verbally that they can do an experiment but since there is no laboratory she could not demonstrate the experiment. I asked her to recall the experiment she had learnt when she was doing her lesson planning as a TE. She quickly recounted how two balloons, one filled with air, the other empty, are hung at the two ends of a stick. If the stick is hung from the middle the balance tilts towards the balloon filled with air. She looked a little confused then she said, "I know I could have brought the balloons and the

stick to the class...but then my teacher had also just dictated all this to me and I had taken down the notes. She didn't do it. I guess that's why I didn't do it."

OBSERVATION:

TTs LEARN TO TEACH BY THE WAY THEY ARE TAUGHT.

**SUPERVISION**

The Bureau of Curriculum Development does not supervise the quality of education in elementary colleges.

The director of the Bureau visits the elementary colleges often. He discusses general administrative matters. He sits with the Principal. He has never spoken to any instructor I interviewed about what he/she is doing with the TTs. He has never visited a class in progress in the colleges observed.

Among the functions the Bureau performs, budgeting is the most important. The Deputy Director is in charge of the budgets. One Assistant Director coordinates with the Directorate of Education on such activities as provision and promotion of staff. They coordinate with the textbook boards on the supply of books. There is no officer whose main task is supervising the quality of education in Elementary Colleges.

Material inputs are there but are not being used efficiently.

The Bureau has money. The money is not being spent in adequate amounts. Spending money involves difficult procedures.

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Faculty in Peshawar colleges is complete. Instructors like being in Peshawar (Annex 29). Faculty in Dargai is not complete. Out of 12, 7 posts are vacant. Everyone knows it.

Books are not available on time in the textbook boards. When books are available in the textbook boards Principals of colleges do not know it. When books are supplied to the College Instructors do not use them.

The material inputs are there. The users are there. The inputs are not being used. The users are reluctant. No one questions their intention or ability or current practices in using them. There is no accountability. No one asks anyone whether the work is done or not. If not, why not? How can the work be done more effectively?

In this whole hierarchy, there is no monitor, no guide, no supervisor, no coordinator. Each post is conveniently isolated. People in the system do not discuss problems with the related officers. They write letters and then wait for months for an answer.

The Deputy Director of the Bureau said, "I have never seen an elementary college. I don't even know the addresses. My job is sanctioning money. I know I should have a bigger job. I should go to the colleges, but the Director (now retired) believed in a one man show. He went everywhere alone. He did not share his work with me."

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The principals of elementary colleges do not supervise the quality of education in their own units.

The college is viewed as an administrative rather than a service unit.

In the women's college the principal has close contacts with the in Instructors. The Instructors report to her on arrival. She spends time with them during recess. She teaches School Organization. Her major concerns are how many faculty members and TTs are present. How to make sure that in the absence of an Instructor TTs should maintain discipline. She asks Instructors if the courses are being covered in time. She does not know the curriculum. She has never observed a class in progress. She is not concerned about the teaching methods of Instructors. She is conscientious but vague about what to do.

The Principal of the men's college comes to work on time. He leaves on time. He does not teach students. He has a Bachelor's degree in Theology. He sits on his chair the whole time. He is seldom seen in the corridors. The instructors report to him in the morning. They bring him the day's attendance sheet during recess. He stores it. Even if half the college has gone to the playfield against his wishes he does not address the students directly. He reports to his bosses. They visit him or write to him. At the least opportunity he rails at the whole system of education. He scorns the students and mistrusts the Instructors. He is voluble on the subject. I am told he is very quiet and

unobtrusive during the meetings of the Principals which are held several times a year on his college premises.

OBSERVATION:

NO ONE SUPERVISES THE QUALITY OF EDUCATION.

EVALUATION

The system of evaluation raises several questions. What is the formal system of evaluation in the PTC program? What is the nature of this evaluation? What is its impact on a TT's training? What are the other evaluation practices in the college? What is their impact?

**Semester system has been given up.**

The curriculum was designed for the semester system. For two years now the colleges have been converted back to the annual system. It was decided that under the semester system there was no external control or supervision. Hence the quality of training was suffering. Most TTs were being declared successful in the examination<sup>1</sup>.

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<sup>1</sup> Under the annual system the results of the two colleges show a large number of failures. In 1988-89 in the men's college of the 215 who appeared 113 failed. In the women's college of the 180 who appeared, 54 failed.

**Annual system has been restored.**

According to the annual system the rating of the college has 25% bearing on the total performance rating of a TT. For every subject 75% of the marks are reserved for external examiners.

There are ten subjects. Written examinations in each subject carries 100 marks. The college has <sup>2</sup> two sessions in a year: September - December and February - May. At the end of each session there is an internal exam, one in January and the other in June. The marks of the June exam are sent to the examination section of the Board of Intermediate and Secondary Education, Peshawar.

**The examination questions are descriptive.**

Question papers of the final examination held in August 1987 reveal that almost all questions in all the papers (other than mathematics) are factual and descriptive.

Thus perfect answers can be memorized and reproduced or simply copied out from texts the TTs carry illegally to the examination hall.

OBSERVATION:

EXAM QUESTION PROMOTE ROTE LEARNING

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Questions demand ability to reproduce theory.

A TT who has read and memorized long lists of features/functions, qualities will have no trouble answering without essentially understanding what he writes (Annex 30).

OBSERVATION:

THERE IS NO PRACTICAL PROBLEM SITUATION  
GIVEN IN A PAPER WHERE A TT MAY BE REQUIRED  
TO USE HIS COMMON SENSE TO SORT OUT THE ISSUE.

The system of evaluation determines what the TT will learn.

OBSERVATION:

EVALUATION IS THEORETICAL AND DESCRIPTIVE  
SO THE TT LEARNS TO BE NON-PRACTICAL AND  
NON-CRITICAL ABOUT THE CONCEPTS CONFRONTED.

In fact the highly rated TT is the one who memorizes and reproduces perfectly.

OBSERVATION:

EVALUATION METHODS DO NOT PROMOTE CREATIVE THINKING

Oral examination carries 200 marks. A TT is evaluated for performance in teaching practice on the basis of three lessons. This series is called the Director Lesson. The evaluation committee consists of the Principal of the college (internal evaluator) and two Principals of secondary schools (external evaluators). The internal evaluator has at his discretion 50 marks. The two external evaluators rate the TT out of 75 marks each.

## DIRECTOR LESSON

The term Director Lesson implies a group of three lessons which the TT prepares at the end of the session. The TT gives 3 teaching demonstrations for which he/she is rated by one internal and two external examiners.

**It does not evaluate spontaneity.**

The Principal asks the TTs a week in advance to prepare a lesson in maths and another in Urdu. TTs can choose a third lesson from among Science, Social Studies and Islamiyat.

The TT prepares audio visual aids for the lessons and the lesson plans.

**The external evaluators should have experience in teaching primary school children.**

The Director Lesson has been allocated 200 marks. The internal evaluator is the Principal of the Elementary College concerned and the two external evaluators are principals of local high schools. None of them has any experience of teaching in primary schools.

The external evaluators grade the performance of the TT out of 75 marks each. The principal of the college concerned grades the performance of the TT out of 50 marks. The marks are pooled.

**The evaluation procedure is poorly planned.**

There are 200 students per college on the average. They are distributed in 8 groups. Each group is sent into one primary school. About 20 - 25 TTs give lessons to 25 groups of children simultaneously. One class may have between 2 - 5 sections.

The examiners are expected to grade each TT for 3 lessons. The total time examiners spend examining the TTs of one college is 2 days. A significant part of this time is spent travelling between schools. The total time available is the 5 - 6 hours of 2 school days!

**Evaluators spend 2 - 3 minutes observing one TT.**

However shocking it may seem, this is what reportedly happens, evaluators spend 2-3 minutes observing the performance of one TT. The odds are against everybody. For all the efforts of the teaching practice and week long preparations of the Director Lesson a TT is evaluated for his/her performance during the 2 minutes that the evaluators spend observing him/her.

**The Director Lesson can rightfully claim to be the climax of the training program.**

The theory, practice, culture absorbed during a year of training is supposed to culminate in a TTs performance in the Director Lesson. The essence of what a TT has learned in the college is supposed to be glimpsed in his/her delivery of the Director Lesson.

I disagree that this should be so but it is. The curriculum designates prime significance to the Director Lesson. It is perplexing to note however that despite its importance the Director Lesson does not get its due time and emphasis.

Instructors and certificate holders unanimously maintain that the evaluators breeze through the corridors pausing for a few moments before each classroom entrance. They grade the TT who is in the classroom demonstrating a lesson plan and they walk on.

### **INTERNAL EXAMS**

**Internal exams do not prepare TTs for external exams.**

The internal exams are modelled on the external exams. The questions given to the TTs during the February exam reveal the same descriptive and unimaginative tendencies (Annex 31).

**TTs do not see the evaluated answer sheets. They do not know what mistakes they have made.**

In the girl's college TTs are only told the marks they have secured. They cannot use this experience to learn from their errors.

In the men's college, knowledge of their performance is withheld until a second internal exam is arranged for them. Instructors fear rousing emotions which they may not be able to control. Emotions are roused since students are impatient to know how they

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have done. The marks are eventually disclosed but the TTs are never shown their answer sheets<sup>2</sup>.

The general mistrust which prevails in the men's college could be dissipated if evaluated papers were not shrouded in secrecy.

#### WRITTEN INTERNAL EXAMINATION AND CLASS TESTS

**Secrecy of evaluated answer sheets promotes an inefficient evaluation system.**

The work of instructors is not supervised. They teach as they like. They are accountable to no one. If they were to give feedback to the TTs on the evaluation of internal exams they would behave more responsible since they would be answerable for every remark and grade given. There is no way of determining how they evaluate papers since everything is put away, sealed and secure.

**Class tests are infrequent.**

Class tests can be a means of finding out what TTs know and what they do not know. Feedback to TTs can help TTs to identify their mistakes and clarify their concepts. Observations revealed that class tests are infrequently held in the girl's college. The TTs

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<sup>2</sup>A TT told his maths instructor that what he was teaching them was different from what the college practiced. If a student can learn by understanding his errors then why are the TTs not shown the evaluated answer sheets. The maths teacher answered diplomatically, "If I have the Principal's permission I will show you the evaluated sheets."

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normally do not get back their answer sheets. They are only told in groups, whether the performance was satisfactory or not.

In the men's college TTs have never been given a class test. The maths instructors admit that this is because the instructors are lazy.

## **MALPRACTICES IN EXAMINATION BREED DISHONESTY**

I have already discussed the disadvantages resulting from the distribution of marks between theory and practice and the impact of this distribution on achieving the objectives of the curriculum. In this section we will talk about the degree of fairness with which the exams are conducted.

### **TTs cheat during written evaluation.**

TTs cheat to different degrees. Female TTs cheat less, men cheat more.

When female TTs do a class test they put their notebooks in their laps and read comfortably what the TT next to them is writing. They write on chair handles in fine print. They cover the palms of their hands with hints and clues. They whisper and share information. They show each other what they are writing.

The men in Gulbahar have never had a class test.

**Instructors are reluctant to catch a cheating male TT.**

The men cheat more thoroughly.

During the internal exams they were allowed to go to the toilets while the exam was in progress. Textbooks were stored in the toilets for consultation. They simply walked out with their answer sheets and came back to the hall from the toilets with completed answers. And what were the supervising instructors doing? Listening to the commentary on the one day cricket matches, right there in the hall.

**A cheating TT is allowed to sit again.**

The instructors try not to catch a TT cheating. It creates an issue. When they cannot avoid catching one, he is charged Rs.20/- per paper for using unfair means. He is allowed to continue with the exam.

**For women TTs there is no fine for using unfair means.**

Women when caught cheating are treated still more gently. A TT is caught cheating. Her paper is taken away for 10 minutes! It is given back to her. She continues with the exam.

**Cheating during the external exams.**

During the external exam the Directorate appoints invigilators to conduct the exam. Instructors of a college do not invigilate in

their own college. The pattern of these exams is the same as that of the Matric exams conducted by the Board of Intermediate and Secondary Education.

What I report here I have not seen. It is what different instructors and TTs have told me. The stories match quite closely. Students get together in groups. They select a group leader. The group leaders collect money from the members of the group. The group leaders get together to arrange a comfortable stay for the external staff. They take turns to provide the external staff with excellent meals. VCRs and TV sets are rented to provide entertainment. In return the staff does not interfere if TTs cheat.

Male TTs had different views about how many of them cheat. Some said 85% others said 90% - 95% some said 100%. The responsible looking TTs thought they should defend themselves. This was their explanation: When the lazy ones cheat they are likely to get good marks. If they don't they will get fewer marks. How can they bear that the lazy ones should beat them. I had heard the same explanation in the girls college.

**It is dangerous if an invigilator tries to stop an examinee from cheating.**

The Islamiyat instructor said he had vowed he would refuse to invigilate if he were asked to do so in future. It can be dangerous if an invigilator tries to stop an examinee from cheating. They usually have armed friends waiting outside the

premises. They are likely to harm the invigilator once he leaves the hall.

There is no dearth of teachers who wish to be selected to conduct external exams. They visit the Directorate much in advance to ensure their selection.

Such practices among the males make the practices in the women's college seem naive and harmless.

The results of the college are poor.

It is ironic that despite all this the results of the examination are not 100%. An instructor said, "These students may have an open book before them, but they still don't know what part of the text makes a relevant answer!"

OBSERVATION:

THE EXAMINATION PRACTICES HAVE MADE  
THE EVALUATION SYSTEM A COMPLETE FARCE.

#### HOW THE PTC TEACHERS VIEW THEIR TRAINING MANY YEARS LATER...

One of the tasks set in the work plan was to find out what the old students of the colleges thought about the quality of training they had received in the PTC course.

I located a group of PTC teachers of Dabgari Gate college in Abbottabad<sup>1</sup>.

These teachers had pleasant memories of the training they had received. Some had been teaching for more than 20 years. They were neither able to look at their performance critically nor were they able to analyze the utility of the PTC course<sup>2</sup>. The apparent reason for this seemed to be the physical<sup>3</sup> and social stress they are under.

There was a lot of noise when classes were on. The teachers were hoarse. Still conditions prevented the pupils from fully attending to what their teacher was saying<sup>4</sup>.

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<sup>1</sup>These ladies were from Mansehra. They had qualified in different years. They are now teaching in Government Girls High School in Abbottabad near the Civil Hospital. Their names and years of qualification are:

1960: Zainab Begum

1967: Zalaikha Jan

1968: Razia Begum

1973: Saeeda Bano

Saeeda Begum

Rashida Begum

Jamila Begum

Jatifunnisa Begum

1974: Shamim Akhtar

1982: Asiya Khatoon

<sup>2</sup>Earlier the <sup>PTC</sup> course was called Junior Vernacular or J.V. It had a similar list of subjects. The college routine retraced was also similar to the present one.

<sup>3</sup>Since the school has been upgraded to high school, the primary school has been pushed out of the classroom. They now cover the verandah floors and cluster under the trees in the ground. Classes IV and V have 50 pupils in each section. Children sit on bare floors with the teacher before them on a chair. Where one class ends the next begins.

<sup>4</sup>I sat down in the back row with the pupils of class III for  
(Footnote Continued)

Teachers with higher qualifications give the PTC teachers an inferiority complex. They think that they are not getting their due respect: The others refer to them derisively as "PTC teachers". The classrooms have been taken away from them and given to the high school. They work harder<sup>5</sup>. Their conditions of work are poorer. They earn less. They feel socially rejected.

Some extracts from our discussion on the usefulness of the PTC program....

PTC is a useful course. We are trained. We can definitely cope better than the untrained teachers we have seen.

We cannot apply the play way method under these circumstances.

For maths and science we use teaching aids such as books, pencils, matches, leaves, balloons, plants, water, etc.

We show the children what can be done with a prism and a thermometer.

The school curriculum is very heavy. We do wish there were fewer books to finish. We are so busy trying to finish the books. There is no time for activities like learning to spell and tables.

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(Footnote Continued)

an English lesson. I had a teacher behind me who was teaching the next class. I could follow her much better than the teacher before me who was addressing the class I was in!

<sup>5</sup>The primary school has 695 pupils, 16 teachers. There are 8 periods a day. Before recess a period is 45 minutes long. After recess a period is 30-35 minutes long. Each teacher teaches 34-36 periods a week.

Parents only come when children fail in their exams. They don't come to discuss the performance of the children. They come with letters and references (sifarish) to get the child promoted to the next class.

Methods like multiple class teaching can only be applied where there are few children of each educational level.

There is no physical training instructor in our school. We PTC teachers give physical training to children. Classes I-III have 3 periods a week. Classes IV-V have 2 periods a week. We make them do warm up exercises and play games.

Yes we do have an art class. The science teacher gives one art class a week to each group. She teaches children embroidery and knitting.

Children these days are not submissive. If we make a mistake they point it out immediately. If we are going too fast they check us.

Senior girls are not keen about learning from textbooks. They have guides. At the stationer's they are advised to buy guides to pass the exams.

Women who get PTC training what to work. Their families expect them to earn. Young married women come for the training if they have separated from their husbands or if the husband's family is very poor.

When we were doing teaching practice during the PTC training we never found out before hand what the children already knew. The children never took us seriously. They knew it was not their exam. It was our exam.

We never learnt to discuss during our training. Even today we can't discuss our grievances. We have never solved any problem by discussion and we have so many grievances.

We resent it when our own students do a CT short course<sup>6</sup> and come back. They have been singled out for preferential treatment right from the start. They remain in cities far longer. We are transferred to rural areas much more often.

Women make better teachers than men. They work more. They have to. Their colleagues keep a close check on their behavior. Any lapse is immediately reported to the head of the school. Women are keen to criticize each other. To keep out of trouble they must behave responsibly.

The PTC teachers have not developed a critical perspective to evaluate the worth of what they know.

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<sup>6</sup>There is a rule which says that if a registered/recognized private school or a government school certifies that an untrained teacher has served for a particular period the teacher is allowed to skip the training and take the exam. I have been told by PTC teachers in Islamabad and Abbottabad that some schools sell the forged certificate for several thousand rupees a piece. Candidates are thus able to take the examination without the required experience.

OBSERVATION:

THE PTC TEACHERS ARE FULL OF RESENTMENT TOWARDS THE SYSTEM WHICH OVERLOADS THEM WITH WORK, UNDER PAYS THEM AND IGNORES THEM. THEY ARE PRISONERS OF THEIR EXPERIENCES. THEY CANNOT DETACH THEMSELVES TO EVALUATE THE WORTH OF WHAT THEY HAD LEARNT IN THE CONTEXT OF WHAT THEY ARE DOING.

IMPORTANT FINDINGS

1. The curriculum developers seek perfection in practice. They have designed a course with a strong bias for theory.
2. Quality of textbooks has suffered because too many agencies are involved in making them.
3. The textbook writers have written texts devoid of examples. They do not provoke discussion or analysis but can be read and reproduced.
4. Level of difficulty of textbooks is not uniform.
5. The trainees come from lower middle class working group with modest landholdings. Both males and females are likely to work. The girls especially are driven to the profession by poverty.
6. The male trainees mostly don't want to be teachers. They are compelled to join training colleges by circumstances such as unemployment and political connections.

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7. The entering TTs are Matric second division. They come through a system riddled with malpractices. Some of them cannot read, write or speak Urdu.

8. The instructors are administrators who have no experience as primary school teachers and are here to train primary school teachers.

9. The Directorate sends over male instructors who have no place in the mainstream. A rare one gets to like or know his job.

10. The female instructors demonstrate a stronger desire to teach.

They motivate trainees to learn. They inspire the learners by their purposeful behavior.

11. TTs spent 17% of their time on teaching practice. They spend 83% of their time on learning from books and taking written examinations.

12. The allocation of marks proves that according to curriculum design, theory is five times more important than practice.

13. Trainees are not given the opportunity to use the library.

14. The laboratory is an expensive appendage to the system. In the present curriculum it has no utility.

15. Dictation of notes and delivering lectures are the most commonly used methods.

16. Teaching as is being practiced does not develop independent creative thinking.

17. TTs will go into their professional life thinking that teachers should do all the talking.

18. The instructors have no experience or training of running the programme according to the action oriented approach envisaged by the curriculum developers.

19. Evaluation is theoretical and descriptive so the TT learns to be non-practical and non-critical about the concepts confronted.

20. There is no practical problem situation given in a paper where a TT may be required to use his common sense to sort out the issue.

21. Exam questions promote rote learning

22. Using unfair means to pass exams is the norm rather than the exception. Most candidates are accepted due to their high grades in Matric. These may be acquired through unfair means.

23. The examination practices have made the evaluation system a complete farce.

24. How you learn to teach is not essentially the same as how you teach
25. TTs learn to teach by the way they are taught.
26. No TT was ever found to relate what he learns about the methods of teaching and the methods by which he is taught.
27. The trainees are expected to modernize primary school teaching methods but instructors cannot demonstrate what they preach.
28. The colleges are run like administrative units. They are not envisioned as service institutions.
29. People in the system talk in large official meetings. They are not aimed to solve problems through informal immediate cooperation.
30. The Bureau administers the colleges. It is not equipped to ensure quality education.
31. The PTC teachers are full of resentment towards the system which overloads them with work, under pays them and ignores them. They are prisoners of their experiences. They cannot detach themselves to evaluate the worth of what they had learnt in the context of what they are doing.

32. The trainees come from lower middle class working group with modest land holdings. Both males and females are likely to work. The girls especially are driven to profession by poverty (Annex 32).

33. The male trainees mostly don't want to be teacher. They are compelled to join training colleges by circumstances such as unemployment and political connections.

34. The equipment is there but trainees are not being extended lab and library facilities.

#### CONCLUSIONS

1. Women are more suitable for running primary schools than men.
2. Bachelor's degree should be the minimum requirement for a primary school teacher.
3. The training unit should be small; at the most 30 trainees in one unit.
4. The Elementary College and attached school are two independent units and very expensive to maintain. They do not provide an ideal learning environment. The two should be merged into a training unit. The primary school should be the training unit. The faculty of the training unit should run the primary school with trainees actually teaching and administering.

The primary school subject textbooks for trainees teach concepts

taught in primary school. These textbooks should be omitted. The clarity of concepts of the candidate should be tested before they are accepted for training.

The methods of teaching in all subjects should be presented in a two month orientation program at the beginning of the training.

5. The annual system of evaluation is highly influenced by the external environment. The semester system could give more controlled training. Better results can be expected if there is continuous internal evaluation.

6. High quality performance can be ensured if professionals are involved to provide external supervision for the training units. The Education Department has a bureaucratic outlook. NGOs known for excellence could be beneficial for ensuring quality in education.

7. The instructors need orientation and practical involvement in primary school teaching in order to provide realistic guidance.

8. The vague limitless concept of a library and lab is an expensive liability. A prescribed list of reference books and equipment would be provided to each training unit. The trainees will need textbooks from Class I - X. They must know what the primary school goers will have to learn in senior school so as to be able to give them an adequate base.

(11)

9. The Bureau's efforts at coordinating the working of other departments to provide facilities to the training colleges are not effective.

(LPE)

## PROPOSAL FOR A NEW SYSTEM

There can be two approaches for making recommendations: Patching up the old system or adopting a new system. Mending the old system will be an endless, futile effort. The system is structurally ill founded.

We need a new structure and a new set of relationships to generate quality education for trainees who want to teach in primary schools. The training should give them a mix of administrative and teaching abilities. This is what I propose:

**The training unit will be a primary school.**

The training unit will be a primary school. The Principal of the training unit will be the head mistress of the school. The teachers of the primary school will be the instructors of the training unit. At any time the training unit will have no more than 30 trainees. The trainees will be enrolled for a period of one year. This period will enable them to follow one complete cycle of the school year. When the trainees graduate the Principals and instructors will have an annual conference to exchange views with those incharge of other training units. The conference will be in phases so that small groups can discuss details and exchange experiences. The Bureau and the evaluating teams of NGOs will be involved in these discussions. Combined strategies will be worked out for the coming year.

The Principal and the instructors will have post graduate qualifications.

They will be fully incharge of running the primary school and training the internees simultaneously. They will draw a pay in keeping with their dual responsibilities.

A month before the internees are selected the principal and the instructors will plan the schedule for the coming sessions.

During the session they will review progress and change strategies if necessary.

The trainees will be female graduates.

The trainees must be graduates. Female graduates would form the corps of the primary school teachers. Males, if they really desire to follow the profession, will also be considered.

Entrance test will determine that they know the concepts relevant to the primary school curriculum.

They will have to undergo an entrance test to demonstrate an in depth awareness of concepts in all subjects, taught in primary schools. These concepts will not be taught during the training.

Command over speech and writing in Urdu and Pushto will be a must. Command in Pushto alone will not be entertained.

As future administrators and teachers they must communicate fluently in Urdu language. Equal abilities in Pushto and Urdu will be given preference.

## THE TRAINING

### THEORY:

Upon entry in July, trainees will be given six weeks of training (July and August) in "Methods of teaching and education." A week of reading and discussion will be held on each subject taught in primary school, concluding with model lesson plans.

### INTERNSHIP:

When the school opens in September, internees will spread out in groups of three. One group will take over the teaching in each class. One group will manage the Principal's office. Similar groups will manage registers, manage the inventory, and do book keeping and accounts. They will participate in meetings with official visitors.

The Principal and the instructors will teach, guide, monitor and supervise the activities of the internees.

Every week the internees will switch work, so that within about 36 weeks they have each done the following:

- a) Taught classes I to V.
- b) Taught all subjects at each level.
- c) Done school administration.
- d) Prepare test instruments and conduct and evaluate examinations.

The internees will work with the children and in the offices for half day under the observation of the instructors. The other half day will be spent evaluating performance, identifying problems, discussing options and preparing for the next day's work. Some instructors will continue to work with children.

An important part of the primary school teacher's work is to involve parents and community resource persons to improve school performance and services. Monthly meetings will be held with parents. These will be chaired by rotation by group leaders, who will appoint members to prepare the agenda, take down minutes and ensure follow up. They will report to the chairperson of the next meeting on the progress on issues identified in the last meeting.

Students will be graded for their performance in each activity. Semester system will be observed. End of term assignment will include analysis of problems and proposals for improving quality

of services in primary schools through debate, discussion and essay writing. 25% marks will be reserved for external evaluators.

The Bureau of Curriculum Development will ensure that all facilities of the training unit are upto the mark. Limited laboratory and library facilities will be available to each training unit comprising a prescribed list of equipment and reference material.

The Bureau will involve NGOs to provide external evaluation and supervisory facilities to the training units. The merit of the supervisory NGOs will be unquestionable. The team will be contracted to visit the training units regularly. They may pay surprise visits to training units if they consider it beneficial for the system. The team will provide quick feedback to the training units and the Bureau on its impressions.

The trained graduates will be absorbed as primary school teachers and given grade 16 or 17 at the start of their careers. If they serve in rural areas they will draw higher allowances than if they serve in cities.

~~(97)~~

**ANNEXURE -- 1**

LIST OF ELEMENTARY COLLEGES (MALE & FEMALE) N.W.F.P

1. GOVERNMENT COLLEGE OF EDUCATION FOR ELEMENTARY TEACHERS (MALE) HARIPUR
2. - DO - THANA (MALAKAND)
3. - DO - BARKHOT (SWAT)
4. - DO - GULBAHAR (PESHAWAR)
5. - DO - KOHAT
6. - DO - D.I.KHAN
7. - DO - GAURIWALA (BANNU)
8. - DO - MATHRA (PESHAWAR)
9. GOVERNMENT COLLEGE OF EDUCATION FOR ELEMENTARY TEACHERS (MALE)  
IN-SERVICE GULBAHAR (PESHAWAR)
10. GOVERNMENT COLLEGE OF EDUCATION FOR ELEMENTARY TEACHERS (FEMALE)  
IN-SERVICE CHIARSADA RD. (PESHAWAR)
11. GOVERNMENT COLLEGE OF EDUCATION FOR ELEMENTARY TEACHERS (FEMALE)  
DI.KHAN
12. - DO - KHUWAZA KHELA (SWAT)
13. - DO - DARGAI (MALAKAND)
14. - DO - DABGARI (PESHAWAR)
15. - DO - KOHAT
16. GOVERNMENT AGRO-TECH TEACHERS TRAINING CENTRE GULBAHAR (PESHAWAR)

*Daresk, Chitral?*

**ANNEXURE - 2**

## SYSTEM OF ORGANIZATION: PTC AND SCHOOLS OF N.W.F.P

PTC training is given in Government Elementary Training Colleges. These exist in settled and tribal areas. Some are providing services for training males, other for females. They are supervised by the Bureau of Curriculum Development and Extension Services, N.W.F.P whose headquarter is in Abbotabad. The Director who heads the Bureau is a Grade 20 officer. He is responsible to the Secretary of Education, N.W.F.P. The Instructors of Training colleges receive in-service training organized by the Bureau. There is, however, no supervision of the curricular training being given to the TTs. No supervisory post exists in the Bureau. The Director of the Bureau along with the Principals of the training colleges specify the dates for the various activities.

School Education is supervised by a different hierarchy. At the sub-district level the Primary Schools are looked after by the SDEOs (Sub-District Education Officers) who are 3 - 4 in number. The DEO (District Education Officer) supervises the High Schools. The N.W.F.P is divided into 6 divisions, i.e, Peshawar, Mardan, Hazara, Malakand, Dera and Kohistan. Each is headed by a Divisional Director of Education, They are under the Directorate of Education, N.W.F.P headed by the Director of Education, a Grade 20 officer.

There is a separate Directorate of Education to look after the schools of the tribal areas.

The transfers of the staff of training colleges is by the authority of the Directorate of Education and not by the Bureau.

**ANNEXURE - 3**

*Curriculum Content for Professional Courses*

## PRINCIPLES OF EDUCATION

1. Meaning and objectives of education
2. Islamic education
3. The process of teaching and learning
4. Principles of effective teaching
5.
  - a. Methods of teaching
  - b. Techniques of teaching
  - c. The Holy Prophet's methods of teaching
6. Aids for teaching
7. Planning a lesson
8. Procedure for teaching a lesson

## CHILD DEVELOPMENT AND GUIDANCE COUNSELLING

1. Scientific study of child development
2. Physical development of the child
3. Mental development of the child
4. Emotional development of the child
5. Social development of the child
6. Growth and growing skills
7. Individuality
8. Training and development
9. Mental health
10. Guidance and Counselling
11. Teachers, Parents and Community

## SCHOOL ORGANIZATION

1. Introduction
2. Curriculum planning for school organization
3. Staff of the school: Their duties and responsibilities
4. Problems of maintaining discipline in school
5. Reward and penalty
6. School building and other facilities
7. Time table
8. Admission and promotion of children
9. School and society
10. Adult literacy
11. Education for population planning
12. Extra curricular activities
13. School records

**ANNEXURE - 4**

## ENROLLMENT

The enrollment process begins in September and goes on till November. The enrollment profile of PTC C is as follows:

| MONTH     | No. OF STUDENTS ENROLLED |
|-----------|--------------------------|
| September | 30                       |
| October   | 36                       |
| November  | 43                       |
| December  | 46                       |
| January   | 42                       |

The attendance is called out twice a day, once in the morning and a second time after recess. The total number of registered presences in a month is therefore double the number of days in a month.

A sample from the register of PTC C is presented below. Every 5th girl was chosen in serial order.

|                | Sep | Oct | Nov | Dec | Jan |
|----------------|-----|-----|-----|-----|-----|
| Azra Bibi      | 31  | 31  | 47  | 30  | 45  |
| Rehmatun Nisa  | 25  | 25  | 49  | 32  | 51  |
| Misbah Irum    | 22  | 22  | 45  | 31  | 53  |
| Zahida Parveen | 29  | 29  | 47  | 30  | -   |
| Farhat Jabeen  | 31  | 31  | 39  | 30  | 47  |
| Gule Khinza    | 3   | 3   | -   | -   | -   |
| Maryam Rasul   | -   | 14  | 47  | 35  | 45  |
| Rashida Begum  | -   | -   | 45  | 23  | 51  |
| Nazima Bibi    | -   | -   | 19  | 34  | 53  |
| Attiya Qudrat  | -   | -   | -   | 18  | 53  |

The first to get admission (in September) are the ones who are selected on merit i.e, they have relatively the highest scores among those applying for admission to PTC. The selections on quota basis continue well into November and early December.

More don'ts in the system do not work towards better student management.

There is an elaborate attendance registration system.

Roll call is taken at the beginning of every class. The roll call at the beginning of the day and immediately after break is marked on the Register for the class. Yet of those who come in the morning some TTs leave during the break. The attendance sheet (see annexure) is daily submitted in the Principal's office.

|                    | PTC A [45] |     |     |     |     |     |     | Avg            |
|--------------------|------------|-----|-----|-----|-----|-----|-----|----------------|
|                    | Sep        | Oct | Nov | Dec | Jan | Feb | Mar |                |
| Musharaf Khan      |            | 52  | 30  | 33  | 54  | 40  |     | 41.8           |
| 6. Nazir Ahmad     |            | 48  | 50  | 30  | 54  | 44  |     | 45.2           |
| 11. Khial Mohammad |            | 36  | 38  | 32  | 54  | 45  |     | 41             |
| 16. Arshad Nadeem  |            | 41  | 30  | 25  | 54  | 39  |     | 37.8           |
| 21. Wazir Gul      |            | 52  | 48  | 36  | 54  | 44  |     | 46.8           |
| 26. Ram Zeb        |            | 52  | 48  | 34  | 52  | 42  |     | 45.6           |
| 31. Sardar Shah    |            | 30  | 48  | 34  | 54  | 45  |     | 42.2           |
| 36. Ashrafuddin    |            | -   | 14  | 34  | 54  | 46  |     | 37             |
| 41. Abdul Aziz.    |            | -   | -   | 34  | 54  | 44  |     | 44             |
|                    |            |     |     |     |     |     |     | ----           |
|                    |            |     |     |     |     |     |     | Average = 42.4 |

Enrollment complete in December 1989

The table shows that on the average trainee teachers (TTs) come 21 days per month to the college.

The following table shows the total amount of fine to be paid by TTs in the various months.

Total amount of fines for missing classes.

- Rs.21 fine for October 1989
- Rs.21 fine for November 1989
- Rs.65 fine for December 1989
- Rs.51 fine for January 1990
- Rs.05 fine for February 1990

If the TTs don't pay the fine it will be deducted from the stipend of Rs.800 which each one is entitled to, upon admission in the college. This stipend has not been paid to them.

September 1989

32 students.

| Name            | Oct | Nov | Dec | Jan 90 | Feb |
|-----------------|-----|-----|-----|--------|-----|
| Riaz Mahmood    | 50  | 44  | 31  | 54     | 44  |
| Shakirullah     | 50  | 46  | 30  | 54     | 37  |
| Mohammad Khalid | 50  | 44  | 30  | 52     | 45  |
| Sajid Ali       | 52  | 48  | 36  | 52     | 45  |
| Ali Ahmad Khan  | 48  | 42  | 31  | 52     | 40  |
| Ahmad Ali       | 52  | 44  | 33  | 50     | 46  |
| Infanullah      | 26  | 46  | 35  | 54     | 47  |
| Roedad Khan     | -   | 12  | 36  | 54     | 44  |
| Shehryar Khan   | -   | 2   | 34  | 54     | 46  |
| Tufail Mohammad | -   | -   | 24  | 54     | 47  |
| Ajmal Khan      | -   | -   | -   | -      | 14  |

ANNEXURE - 5

## COSTS BORNE BY A TRAINEE TEACHER

The trainee teacher (TT) has to pay for the following:

|                    |        |          |
|--------------------|--------|----------|
| Admission          | Rs.200 | Rs.200   |
| Hostel (per month) | Rs.200 | Rs.2,400 |
| Books              | Rs.200 | Rs.200   |
| Stationery         | Rs.300 | Rs.300   |
| Uniform (1 Suit)   | Rs.200 | Rs.400   |
|                    |        | -----    |
|                    |        | Rs.3,500 |
|                    |        | -----    |

## TT COSTS BORNE BY THE COLLEGE

No direct costs are met by the college. These indirect costs have been determined in the following way:

| Salaries of officers    | Total for the year<br>(in rupees) |
|-------------------------|-----------------------------------|
| BSP 16 - BSP 18         | 622,968                           |
| Salaries of lower staff | 38,497                            |
| Service charges:        |                                   |
| Electricity             | 12,000                            |
| Gas                     | 12,000                            |
| Water                   | 1,200                             |
| Maintenance and repair  | 6,000                             |
|                         | -----                             |
|                         | Rs.692,665                        |
|                         | -----                             |

### I. INDIRECT COSTS PER STUDENT:

- a) Per student cost to the college is  $(692,665/209) = \text{Rs.3,314}$   
 b) Per student cost to the government is  $(716,665/209) = \text{Rs.3,429}$

### II. DIRECT COSTS PER STUDENT: Rs.3,500

TOTAL COST PER STUDENT = b + II = Rs.6,929 (per year)  
 = Rs.577 (per month)

=  $\frac{716,665}{209} + \frac{692,665}{209}$   
 =  $\frac{1,409,330}{209}$   
 = Rs. 502

DIRECT COST PER STUDENT BORNE BY THE STUDENT HIMSELF

|                      |       |
|----------------------|-------|
| Sports fund          | 100   |
| Examination fund     | 75    |
| Medical fund         | 30    |
| Transport:           |       |
| Nowshera             | 1,764 |
| Peshawar             | 500   |
| Uniform              | 600   |
| Books and stationery | 250   |
| Scouts fund          | 150   |

-----  
3,469 (for Nowshera)

Stipend 800

-----  
2669 per year, 222 per month (Peshawar)

Student based in Peshawar Rs.2,205 per year

184 per month

} Peshawar

ANNEXURE - 6

MIR REHMAN KHAN  
PRINCIPAL GULDAHAR COLLEGE

SCHOLASTIC RECORD

|      |  |                     |   |
|------|--|---------------------|---|
| 1947 | First appeared for Matric exam, but due to confusion created during the Partition he had to reappear in 1948 |                     |   |
| 1948 | Matric   | Punjab University   | Science   |
| 1951 | F.A  | Peshawar University | English, Principles of Education, School Organization, Psychology |
| 1953 | B.A  | Peshawar University | Fiqah, Hadith, Arabic Literature                                  |
| 1954 | B.T  | Peshawar University | Old B.Ed  |

CAREER RECORD

|      |                      |                            |                           |
|------|----------------------|----------------------------|---------------------------|
| 1954 | SET                  | Government High School     | Tangi                     |
| 1960 | ADI                  | Peshawar, Charsadda Tehsil |                           |
| 1962 | Lecturer (Islamiyat) | Government College         | Mardan                    |
| 1964 | Head Master          | Government High School     | Alicai, Kurram Agency     |
| 1965 |                      | Government High School     | Parachinar <sup>1</sup>   |
| 1967 |                      | Government High School     | Jamrud, Landikotal        |
| 1968 | Head Master          | Government High School     | Darki Ismail Khel, Cherat |
| 1973 |                      | Government High School     | Dera Adam Khel, Sherpao   |
| 1976 |                      | Government High School     | Azakhel, Pirpai           |
| 1978 |                      | Government High School     | Darki Ismail Khel         |

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<sup>1</sup> He was posted here due to political pressure and Shia-Sunni discrimination.

1980 Government High School<sup>2</sup> Matra, Naude Payan  
(Corporation Area)

1985 Vice Principal Government Elementary College Inservice training,  
Gulbahar

Promoted to principal of Elementary College Kohat, but refused to join. Was then posted to Elementary College Matra, but still refused to join.

1987 Posted as principal of Elementary College Gulbahar.

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<sup>2</sup>Here there was total indiscipline, there was no assembly, no classes. They posted me here to teach me a lesson. I did not employ a clerk at the DIS's request and he made out an adverse report against me. However, I appealed against it.

MIR SAJJAD HUSSAIN  
VICE PRINCIPAL GULBAHAR COLLEGE  
SCHOLASTIC RECORD

M.A in Urdu (1967) and Persian (1969).

Presently teaches Urdu.

CAREER RECORD

|           |   |               |
|-----------|---|---------------|
| 1959      | Government High School                    | Peshawar      |
| 1972 G-17 | Government High School                    | Sheikhan      |
| 1973      | Government High School                    | Chaghar Matti |
| 1982      |   |               |
| 1984 G-18 | DEO                                       |               |
| 1988      | Moveover to next grade                    |               |
| Dec '88   | Promoted to G-19 and Divisional Director. |               |

MOHAMMAD ISMAIL BAIG

URDU

SCHOLASTIC RECORD

|      |                                      |                     |
|------|--------------------------------------|---------------------|
| 1955 | Matric<br>(Science)                  | Peshawar Board      |
| 1957 | F.A<br>(Economics, Civics, Persian)  | Peshawar Board      |
| 1961 | B.A<br>(English, Economics, Persian) | Peshawar University |
| 1981 | M.A<br>(Urdu)                        | Peshawar University |
| 1967 | B.Ed                                 | Punjab University   |

CAREER RECORD

|      |                |                               |                       |
|------|----------------|-------------------------------|-----------------------|
| 1964 | SET            | Government High School No.4   | Peshawar              |
| 1965 |                | Government High School No.4   | Mardan                |
| 1965 |                | Government High School No.1   | Peshawar              |
| 1967 | ADI            |                               |                       |
| 1967 |                | Government High School        | Land Kamar            |
| 1968 | SET            | Government High School No.2   | Kohat                 |
| 1968 | Vice Principal | Government High School No.2   | Peshawar              |
| 1986 | Principal      | Dara High School              | Dara Adam Khel        |
| 1986 |                | Government Elementary College | Gulbahar,<br>Peshawar |

YAR MOHAMMAD KHAN  
SCHOOL ORGANIZATION  
SCHOLASTIC RECORD

|      |                                   |                   |
|------|-----------------------------------|-------------------|
| 1948 | Matric<br>(Science)               | Punjab University |
| 1952 | F.A<br>(English, History, Pushto) | Punjab University |
| 1954 | B.A<br>(History, English, Pushto) | Islamiya College  |
| 1960 | M.A<br>(History)                  | Islamiya College  |
| 1964 | B.Ed                              |                   |

CAREER RECORD

|      |             |                               |                          |
|------|-------------|-------------------------------|--------------------------|
| 1962 | SET (UT)    | Government High School        | Batkhela                 |
| 1964 | Head Master | Government Middle School      | Chaghar Matti            |
| 1971 | SET         | Government High School No.1   | Peshawar Cantt.          |
| 1972 | SET         | Government High School No.1   | Peshawar City            |
| 1978 | Head Master | Government Middle School      | Nanak Para,<br>Peshawar  |
| 1979 | Head Master | Government High School        | Mohib Banda,<br>Nowshera |
| 1982 | Instructor  | Government Elementary College | Gulbahar,<br>Peshawar    |

MOHAMMAD HAYATULLAH

SCHOOL LEAVE RECORD

F.Sc Pre Engineering Subjects  
B.Ed  
B.Sc Double Maths, English and Mechanics  
M.A Urdu

After B.Ed served in St. Mar's School, so as to see the difference between English and Urdu medium schools.

CAREER RECORD

1963 Joined the education department  
1963 SET<sup>1</sup> Government High School No.2 Peshawar City  
1975 Promotion Bureau of Curriculum Development, Abbottabad  
1976 Head Master Government High School Dagi Banda  
1979 Head Master Government High School Kurram Agency, Mahadra  
1980 Head Master Government High School Khyber Agency, Lwora Mayana  
1981 Head Master Ikim Godar  
1982-88 Government Elementary College<sup>2</sup> Gulbahar, Peshawar

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<sup>1</sup>Taught Physics, Chemistry and Maths

<sup>2</sup>Subject Specialist

MAHMOOD UR REHMAN

CHILD DEVELOPMENT

SCHOLASTIC RECORD

|      |                     |                     |
|------|---------------------|---------------------|
| 1959 | Matric<br>(Science) | Peshawar Board      |
| 1962 | F.A <sup>1</sup>    | Peshawar Board      |
| 1966 | B.A <sup>2</sup>    | Peshawar University |
| 1967 | B.Ed                | Sindh University    |

CAREER RECORD

|                      |  |  |               |
|----------------------|--|--|---------------|
| 1969                 | S.E.T  | Government High School No.4                      | Peshawar      |
| 1977-82              | Went abroad. Worked with the general accounts department of a construction company in Damam, Saudi Arabia. |  |               |
| 1982<br>(Adjustment) | S.E.T  | Government High School,<br>Shakardara            | Kohat         |
| 1982                 | S.E.T  | Government High School,<br>Chagharmati (village) | near Peshawar |
| 1983                 | S.E.T  | Government High School,<br>Naude Payan (village) | near Peshawar |
| 1985                 | S.E.T <sup>3</sup>   | Government High School,<br>Tahkal                | near Peshawar |
| July 1987            | Promotion to Assistant Director Extension and Training. Posted to the Directorate.                         |  |               |
| 1989                 | Instructor   | Government Elementary<br>College for Men         | Peshawar      |

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<sup>1</sup>Subjects: Social studies, Urdu, English, Civics

<sup>2</sup>Subjects: English, Urdu, social studies

<sup>3</sup>Taught Urdu to F.A classes

IRSHAD AHMAD  
SCIENCE AND ISLAMIYAT  
SCHOLASTIC BACKGROUND

|      |                   |                      |          |
|------|-------------------|----------------------|----------|
| 1955 | Matric            | Edwardes High School | Peshawar |
| 1957 | F.Sc <sup>1</sup> | Edwardes College     | Peshawar |
| 1961 | B.Sc <sup>2</sup> | Islamia College      | Peshawar |
| 1965 | M.Sc <sup>3</sup> | Peshawar University  | Peshawar |
| 1967 | B.Ed              | Peshawar University  | Peshawar |

CAREER RECORD

|      |                         |  |                  |
|------|-------------------------|--|------------------|
| 1967 | SET <sup>4</sup>        | Comprehensive School                     | Mardan           |
| 1967 | SET                     | Government High School                   | Tehsil Bala      |
| 1972 | SET                     | Government High School                   | Peshawar         |
| 1985 | Principal               | Government High School                   | Ranomia Kohistan |
| 1986 | Instructor<br>(Science) | Government Elementary<br>College for Men | Peshawar         |

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<sup>1</sup>Subjects: Medical and Non-medical, both.

<sup>2</sup>Subjects: Zoology, Chemistry, English and Math courses  
"A" and B

<sup>3</sup>Subject: Zoology

<sup>4</sup>Taught elective math, physics and chemistry

MERAJ AHMED  
LIBRARIAN  
SCHOLASTIC RECORD

|      |                            |  |
|------|----------------------------|--|
| 1963 | Matric<br>(Science)        | Peshawar                                   |
| 1964 | Certificate in Commerce    | West Pakistan<br>Technical Education Board |
| 1967 | F.A <sup>1</sup>           | Peshawar                                   |
| 1974 | B.A <sup>2</sup>           | Peshawar                                   |
| 1975 | Diploma in Library Science | Peshawar                                   |
| 1984 | M.A <sup>3</sup>           | Peshawar                                   |

CAREER RECORD

|      |                              |  |
|------|------------------------------|--|
| 1965 | Junior Clerk                 | Education Department Tribal Areas                            |
| 1973 | Steno typist                 | Education Department Tribal Areas                            |
| 1975 | Librarian in various college | in Kohat and Umarzai   |
| 1979 | Senior Scale Stenographer    | Directorate of Education<br>(Schools), Peshawar, N.W.F.P     |
| 1982 | Librarian                    | Government Elementary College for<br>Men, Gulbahar, Peshawar |

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<sup>1</sup>Subjects: Urdu, Civics, English, Islamic studies

<sup>2</sup>Subjects: English, Urdu, Islamiyat, Persian

<sup>3</sup>Library and Information Science

KHURSHID AHMAD

METHODOLOGY OF MATHEMATICS

SCHOLASTIC BACKGROUND

|      |                                |              |                     |
|------|--------------------------------|--------------|---------------------|
| 1959 | Matric<br>(Urdu and Drawing)   | 2nd Division | Peshawar University |
| 1961 | F.A<br>(History and Economics) | 3rd Division | Peshawar University |
| 1963 | Honors in Urdu                 | Failed       |                     |
| 1964 | B.A<br>(History and Urdu)      | 2nd Division | Peshawar University |
| 1965 | B.Ed                           | 2nd Division | Peshawar University |
| 1967 | M.A<br>(Urdu)                  | 2nd Division | Peshawar University |

(M.A history, qualified one year but then dropped the course)

CAREER RECORD

|      |                         |  |           |
|------|-------------------------|--|-----------|
| 1962 | U.T, D.T                | Government High School                     | Albarpara |
| 1963 | U.T, D.T                | Government High School No.3                | Peshawar  |
| 1965 | S.E.T <sup>1</sup>      | Government High School No.3                | Peshawar  |
| 1966 | S.E.T                   | Government High School No.2                | Peshawar  |
| 1970 | S.E.T                   | Government High School No.3                | Peshawar  |
| 1977 | H.M <sup>2</sup>        | Government Middle School                   | Peshawar  |
| 1980 | S.E.T                   | Government High School                     | Inzary    |
| 1981 | Instructor <sup>3</sup> | Government Elementary College              | Kohat     |
| 1982 | H.M                     | Government High School                     | Adaitai   |
| 1984 | H.M                     | Government High School                     | Azakhel   |
| 1986 | Instructor              | Government Elementary College,<br>Gulbahar | Peshawar  |

-----  
<sup>1</sup>Taught English, math and social studies

<sup>2</sup>Taught English to Matric classes

<sup>3</sup>Promoted to instructor. Taught psychology

Name: Faisal Jamil Shah

Qualification: M.Sc (HPE)

Professional Qualification: A.C.T (scouts section)

MRS.RIZVI

PRINCIPAL OF DABGARI GATE COLLEGE

SCHOLASTIC RECORD

|      |   |                         |
|------|---|-------------------------|
| 1951 | Matric<br>(arts)                            | Allahbad Board, Lucknow |
| 1953 | F.A<br>(Hindi, English, Geography, Physics) | Allahbad Board, Lucknow |
| 1955 | B.A<br>(English, Philosophy, Education)     | University of Lucknow   |
|      | B.Ed  | University of Lucknow   |

CAREER RECORD

She was in India till 1956. She got her B.Ed from Lucknow. After marriage in 1956, she came to Peshawar University where her husband is the head of the Persian department.

| Service Grade | Year    | Post               | Institution                                      | Station  |
|---------------|---------|--------------------|--|----------|
| 14-16         | 1962-65 | S.E.T <sup>1</sup> | Lady Griffith School,<br>University Town         | Peshawar |
| 17            | 1973    | H.M <sup>2</sup>   | Government Girls High<br>School                  | Utmanzai |
|               |         | H.M                | Government Compgehensive<br>School, Yakatut      | Peshawar |
|               |         | H.M                | Government Girls High<br>School, University Town | Peshawar |

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<sup>1</sup>Senior English Teacher

<sup>2</sup>Head Mistress

<sup>3</sup>Her posting here was for 4 months

<sup>3</sup>Her posting here was only for a few days.

<sup>4</sup>Duration of posting was one and a half month

|    |         |                                 |   |          |
|----|---------|---------------------------------|---|----------|
|    | Dec '73 | H.M                             | Jogi Naray  | Peshawar |
|    | 1979    | H.M                             | Islamia Collegiate School, University Town <sup>5</sup> | Peshawar |
|    | 1982    | Instructor                      | Government Girls Elementary College                     | Dargai   |
|    | 1983    |                                 | Islamia Collegiate School <sup>5</sup>                  | Peshawar |
| 18 | 1987    | Incharge <sup>7</sup> Principal | Government Girls High, School Number.1                  | Mardan   |
|    | 1989    | Principal                       | Government Girls Elementary College, Dabgari Gate       | Peshawar |

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<sup>5</sup>Duration of posting was two and a half years

<sup>6</sup>Duration of posting was three and a half years

<sup>7</sup>Incharge principal draws the salary according to the grade but does not hold the post, since the post is not available.

ZAHIDA BEGUM

**SCHOLASTIC RECORD**

| YEAR | DEGREE        | SUBJECTS   | STATION  |
|------|---------------|--|----------|
| 1964 | Matric        | Arts, Home economics                             | Peshawar |
| 1966 | F.A           | Arabic, Islamiyat,<br>Outlines of Home economics | Peshawar |
| 1968 | B.A           | Arabic, Islamiyat, English                       | Peshawar |
| 1971 | B.Ed          |  | Peshawar |
| 1972 | M.A (Private) | Islamiyat  | Peshawar |

**CAREER RECORD**

| YEAR                     | POST                    | INSTITUTION                         | STATION  |
|--------------------------|-------------------------|-------------------------------------|----------|
| 1973                     | S.E.T <sup>1</sup>      | G.G.M.S <sup>2</sup> , Bakhshali    | Nardan   |
| 1974                     | S.E.T                   | G.G.H.S <sup>3</sup> , Yakatut      | Peshawar |
| 1980                     | H.M <sup>4</sup>        | G.G.M.S, Warasak Colony             | Peshawar |
| 1982                     | A.S.D.E.O (Admin)       |                                     | Peshawar |
| 1985                     | S.E.T                   | Comprehensive School                | Peshawar |
| 1986                     | Promoted to             | G.G.H.S, Dagai                      | Swabi    |
| Grade-17<br>(August '89) | Instructor <sup>6</sup> | G.G.E.C <sup>5</sup> , Dabgari Gate | Peshawar |

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<sup>1</sup>Senior English Teacher. She taught English and Islamiyat in this school.

<sup>2</sup>Government Girls Middle School.

<sup>3</sup>Government Girls High School

<sup>4</sup>Head Mistress. Her post was that of a head mistress but the pay scale was that of a S.E.T.

<sup>6</sup>As an instructor she teaches Islamiyat, Principles of Education, Child Development, English and School Organization in this institution.

<sup>5</sup>Government Girls Elementary College.

MISS. RUBINA SHAHID

SCHOLASTIC RECORD

| YEAR | DEGREE | SUBJECTS  | STATION              |
|------|--------|---|----------------------|
| 1974 | Matric | Science subjects  | Peshawar             |
| 1986 | F.A    | Urdu, Iqbaliyat,<br>Food & Nutrition                    | A.I.O.U <sup>1</sup> |
| 1989 | B.A    | Passed: Islamiyat,<br>Social studies<br>Failed: English |                      |

Miss.Rubina is also doing a correspondence course form A.I.O.U, Islamabad, in Homeopahctic medicine (final year).

CAREER RECORD

| YEAR | POST                | INSTITUTION                         | STATION  |
|------|---------------------|-------------------------------------|----------|
| 1977 |                     | G.H.S <sup>2</sup> , Cantt No.2     | Peshawar |
| 1984 |                     | G.M.S <sup>3</sup> , Cantt No.1     | Peshawar |
| 1989 | Drawing<br>mistress | G.G.E.C <sup>4</sup> , Dabgari Gate | Peshawar |

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<sup>1</sup>Allama Iqbal Open University

<sup>2</sup>Government High School

<sup>3</sup>Government Middle School

<sup>4</sup>Government Girls Elementary College

MRS. NASIRA PARVEEN

SCHOLASTIC RECORD

| YEAR | DEGREE | SUBJECTS                                | STATION  |
|------|--------|---|----------|
| 1958 | Matric | Arts                                    | Peshawar |
| 1961 | F.A    | Islamiyat, Arabic, History              | Peshawar |
| 1964 | B.A    | Islamiyat, Arabic,<br>Political Science | Peshawar |
| 1966 | M.A    | Islamiyat                               | Peshawar |
| 1966 | B.Ed   |   | Peshawar |

CAREER RECORD

| YEAR                  | POST                    | INSTITUTION             | STATION  |
|-----------------------|-------------------------|-------------------------|----------|
| 1967                  | S.E.T <sup>1</sup>      | G.G.H.S                 | Nowshera |
| 1967                  | S.E.T                   | Shahabuddin High School | Peshawar |
| 1968                  | S.E.T <sup>2</sup>      | Cantt No.1              | Peshawar |
| 1979<br>(May - Sep')  | H.M <sup>3</sup>        | G.G.M.S, Khairabad      | Kund     |
| 1979<br>(Sep' - Nov') | H.M                     | G.G.H.S, Rabat          | Dir      |
| 1979<br>(Nov' - Dec') | H.M                     | G.G.H.S, Subhan Khwar   | Peshawar |
| 1980                  | S.D.E.O (Admin)         |                         | Swat     |
| 1981                  | D.D.E.O (Admin)         |                         | Peshawar |
| 1987                  | (On leave)              | G.G.H.S                 | Dargai   |
| 1988                  | Instructor <sup>4</sup> | G.G.E.C                 | Peshawar |

-----  
<sup>1</sup> Taught English and social studies

<sup>2</sup> Taught English, social studies and Islamiyat

<sup>3</sup> Taught English

<sup>4</sup> Teaches Urdu, school organization, social studies, principles of education and English.

SAEEDA RAFIQ

**SCHOLASTIC RECORD**

| YEAR | DEGREE | SUBJECTS                                     | STATION  |
|------|--------|--|----------|
| 1953 | Matric | Science                                      | Peshawar |
| 1957 | F.Sc   | Physics, Chemistry,<br>Mathematics           | Peshawar |
| 1964 | C.T    |  |          |
| 1969 | B.A    | English, Urdu, Islamiyat,<br>General Science | Peshawar |
| 1971 | B.Ed   |  | Peshawar |
| 1989 | M.A    | Islamiyat                                    | Peshawar |

**CAREER RECORD**

| YEAR | POST                            | INSTITUTION             | STATION  |
|------|---------------------------------|-------------------------|----------|
| 1958 | U.T <sup>1</sup>                | Shahabuddin High School | Peshawar |
| 1964 | Science<br>teacher <sup>3</sup> | Shahabuddin High School | Peshawar |
| 1973 | H.M                             | G.G.M.S                 | Mardan   |
| 1973 | S.E.T <sup>4</sup>              | G.G.H.S                 | Nowshera |
| 1974 | S.E.T                           | Shahabuddin High School | Peshawar |
| 1983 | Grade-16                        | Shahabuddin High School | Peshawar |
| 1985 | H.M <sup>5</sup>                | Dobiyan High School     | Peshawar |
| 1986 |                                 | G.G.H.S                 | Charsada |
| 1987 | Instructor <sup>2</sup>         | G.G.E.C, Dabgari Gate   | Peshawar |

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<sup>1</sup>Untrained Teacher

<sup>3</sup>Grade-9

<sup>4</sup>Grade-14

<sup>5</sup>Grade 17 B. Lower than Grade-17 A

<sup>2</sup>At this post Ms.Saeeda has taught Maths, School Organization, Principles of Education and Urdu, at different times.

RAZIA MALIK

SCHOLASTIC RECORD

| YEAR | DEGREE | SUBJECTS                      | STATION  |
|------|--------|-------------------------------|----------|
| 1950 | Matric | Arts                          | Peshawar |
| 1961 | F.Sc   | Pre-Medical                   | Peshawar |
| 1964 | B.Sc   | Chemistry, Zoology,<br>Botany | Peshawar |
| 1967 | M.Sc   | Chemistry                     | Peshawar |

Inservice training courses:

Integrated science, pollution, designing of science syllabus, general science course, population education.

CAREER RECORD

| YEAR    | POST                      | INSTITUTION          | STATION      |
|---------|---------------------------|----------------------|--------------|
| 1969    | Science teacher           | G.G.H.S <sup>1</sup> | Saidu Sharif |
| 1969-75 | Incharge H.M <sup>2</sup> |                      |              |
| 1975-77 | Incharge H.M <sup>3</sup> | G.G.H.S              | Mingora      |
| 1977-80 | Science teacher           |                      |              |
| 1980    | A.S.D.E.O <sup>4</sup>    |                      | Chitral      |
| 1980    | A.S.D.E.O <sup>5</sup>    |                      | Mingora      |
| 1981    | Incharge H.M              |                      | Dir          |
| 1982-88 | Instructor                | G.G.E.C              | Dargai       |
| 1988-   | Instructor                | G.G.E.C, Dabgari     | Peshawar     |

At her current post Ms.Razia teaches mathematics and science.

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<sup>1</sup>Government Girls High School

<sup>2</sup>Head Mistress

<sup>3</sup>Not promoted to Grade-17. However, DDO services were given to her.

<sup>4</sup>Promoted to Grade-16

<sup>5</sup>Promoted to Grade-17

ZARINA MOHSIN NAQVI

**SCHOLASTIC RECORD**

| YEAR | DEGREE  | SUBJECTS  | STATION  |
|------|---------|---|----------|
| 1961 | Matric  | Arts  | Sargodha |
| 1963 | F.A     | Islamic studies,<br>History, Urdu, Persian<br>English | Sargodha |
| 1965 | B.A     | History, Persian,<br>English                          | Peshawar |
| 1966 | Diploma | Library Science                                       | Peshawar |
| 1969 | M.A     | Political Science                                     | Peshawar |
| 1979 | B.Ed    |   | Peshawar |

**CAREER RECORD**

| YEAR    | POST      | INSTITUTION                   | STATION  |
|---------|-----------|-------------------------------|----------|
| 1967-84 | Librarian | Lady Griffith,<br>High School | Peshawar |
| 1985    | Librarian | G.G.E.C                       | Peshawar |

REHANA SHAFIQ  
PHYSICAL EDUCATION INSTRUCTOR

SCHOLASTIC RECORD

| YEAR | DEGREE                               | INSTITUTION             | STATION  |
|------|--------------------------------------|-------------------------|----------|
| 1963 | Matric                               | Lady Griffith School    | Peshawar |
| 1966 | F.Sc                                 | Frontier College        | Peshawar |
| 1968 | Junior diploma in physical education |                         | Lahore   |
|      | B.A                                  | Shahabuddin High School | Peshawar |
| 1980 | Senior Diploma                       |                         | Lahore   |
| 1984 | M.Sc                                 | Gomal University        |          |

CAREER RECORD

| YEAR    | POST               | INSTITUTION          | STATION  |
|---------|--------------------|----------------------|----------|
|         | D.P.E <sup>1</sup> | Jogi Wara School     | Peshawar |
| 1982-87 |                    | G.G.E.C <sup>2</sup> | D.I.Khan |
| 1987-90 | D.P.E              | G.G.E.C              | Peshawar |

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<sup>1</sup> Directoress Physical Education

<sup>2</sup> Government Girls Elementary College

IMTIAZ KHAN FARAZ

| YEAR | DEGREE | SUBJECTS                   |  |
|------|--------|----------------------------|--|
| 1965 | Matric | Science Subjects           |  |
| 1967 | F.Sc   | Pre-Medical                |  |
| 1969 | B.Sc.  | Botany, zoology, chemistry |  |
| 1971 | M.Sc   | Botany                     |  |

  

| YEAR                 | DESIGNATION        | INSTITUTION                            | STATION  |
|----------------------|--------------------|--|----------|
| 1973                 | S.E.T <sup>1</sup> |  |          |
| 1974                 | H.M <sup>2</sup>   | Middle School                          | Takthbai |
| 1975                 | H.M                | Middle School, Gulbadshahji            | Peshawar |
| Oct. '75<br>- '78    | Science teacher    | G.G.H.S <sup>3</sup> , Begum Shabuddin | Peshawar |
| 1978-79              | S.E.T              | G.G.H.S, Lady Griffeth                 | Peshawar |
| 1979-81              | S.E.T              | G.G.H.S, Jogi Wara                     | Peshawar |
| 1981-86              | S.E.T              | G.G.H.S, Cantt No.2                    | Peshawar |
| 1986-89              |                    | G.G.H.S, Dabgari                       | Peshawar |
| Promoted to Grade 17 |                    |  |          |
| 89-(7 months)        | H.M                | G.G.H.S, Bigar Ganj                    | Mardan   |
| Aug '89              | Instructor         | G.G.E.C <sup>4</sup> , Dabgari         | Peshawar |

-----  
<sup>1</sup>Senior English Teacher

<sup>2</sup>Head Mistress

<sup>3</sup>Government Girls High School

<sup>4</sup>Government Girls Elementry College

MRS. ANEES KHATOON

B.Sc B.Ed M.A (Urdu)

| YEARS | DESIGNATION        | INSTITUTION                        | STATION  |
|-------|--------------------|------------------------------------|----------|
| 1966  | Science teacher    | G.G.H.S <sup>1</sup> , No.1, Cantt | Peshawar |
| 1969  | S.E.T <sup>2</sup> | G.G.H.S, Begum Shahuddin           | Peshawar |
| 1978  | H.M <sup>3</sup>   | G.M.S <sup>4</sup> , Bahlol Dana   | Peshawar |
| 1979  | H.M                | Akora Khattak                      | Nowshera |
| 1981  | H.M                | G.G.H.S, Nishtarabad               | Peshawar |
| 1984  | V.P <sup>5</sup>   | G.G.H.S, Mardan                    | Mardan   |
| 1989  | Instructor         | G.E.C <sup>6</sup> , Dabgari       | Peshawar |

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<sup>1</sup>Government Girls High School

<sup>2</sup>Senior English Teacher

<sup>3</sup>Head Mistress

<sup>4</sup>Government Middle School

<sup>5</sup>Vice Principal

<sup>6</sup>Government Elementary College

**ANNEXURE - 7**

See → 2<sup>nd</sup> page

The lecture of the instructor does not have a dialogue identifier before it; it starts from the left margin. If a situation is described, it is put within parentheses. Responses of the trainee teachers start one tab from the margin and have been marked II.

### SCIENCE CLASS

Write down the next question.

(Lecture in Urdu, instructions in Pushto)

Write a detailed note on Evaluation. It literally means taking a test or an exam. It is very important in teaching, we have tests every 3rd, 6th, 9th and 12th month. We don't have 3rd month exam. In the end we have an exam, there is an exam, pass, fail. In Western countries the children have tests after every unit of work. Every child has an evaluatory file. This is accumulated and in the end they are passed. There is no question of failing. Here students fail if they get less than 33% marks. Now write, you must write because there will be a question in the final exam.

Teaching of maths is a constant activity. For this a plan or programme or syllabus is prepared by the teacher and he implements it and then the teacher who wants to achieve a special objective, i.e. he wants to know...

(Lots of noise outside the room which provokes laughter)

... how effective his teaching is. How far have the children understood the lesson taught. To know this in the teaching institutions there is an evaluatory method practiced - children are given a few questions, they select three, four, or five questions and answer these. Exams are in four parts. We can say that after every three months there is an exam, 3 monthly, 6 monthly, 9 monthly and annual exams. Nowadays the first two exams have been abolished. Only 9 monthly and annual exams are taken. In our country in the schools importance is given only to the final exams. On this is based the decision to promote or detain a student. There is no past record, no record is kept of the performance of the child throughout the year. Evaluation means to find out educational progress and the institution's academic performance. If there is a fault, this should be removed. The children's mental inclination and level can be identified. This is a way of teaching as well. With the help of evaluation we can remove weaknesses.

(The TTs stop writing)

Now listen to me.

The child has learnt by heart and gets through. What is  $2 \times 3$

He says 6

What does this mean? He cannot apply it.

You can similarly tell them to learn the characteristics of a "Cow". They can reproduce the characteristics without really knowing what a cow is. It is better to take the children to the cow and observe.

Bring them back to class. Tell them to write about the cow.

Similarly with counting. In class 1 you can hold a pencil in your hand and say "Children what is the color of this pencil?"

The illiterate in the village knows what is maunds, seers, kilos etc. So you can ask him to add the weights of two items. The children have also picked up the concept of numbers by the time they come to school. The child can instinctively, unconsciously recall the numbers. You can teach the tables. In our schools, they make them shout  $5 \times 1 = 5$ . Then they tell them to go home and they all run away and forget about it.

You can make heaps of five pebbles and ask them by showing one heap  $5 \times 1 = 5$  and so on; they will remember better.

Where were we? now write.

It is important to remember that when we evaluate children we should know what the basic principles of evaluation will be.

These are as follows:

1. Examination records must be maintained. During the year, the child's progress must be reviewed. The weaker children should be given special attention.
2. The teacher should evaluate his own teaching methods and for the following session the teaching methods should be modified to meet the needs.
3. If the result is less than  $3/4$ , the teacher should repeat.
4. During evaluation the children should have the opportunity to select (this means choice. You may give him 4 questions and he may answer 2. This is important. He may not have learnt all the questions that you have taught him in class)
5. For evaluation it is necessary that when one method is taught this should be evaluated. It is not necessary to appoint a particular time for evaluation. Evaluation should be often and unexpected. This removes fear of exams in children.
6. To guide the weak children, it is important to communicate with them.
7. After assessing children, they must be told about their weaknesses so that they can be careful in future.

That's all. Any questions about what you have learnt?

TT: If you take four exams, it wastes time.

That is not true. If we have dropped the system of quarterly exams, the reasons are different. I will tell you frankly, the teacher is lazy, no printing, no paper, we save money as well.

TT: But it's a waste of time.

▷ No it is not. It is because our teachers are lazy. Teachers are given summer vacations to prepare for the fall session, to clean and decorate the school.

I will tell you a story. We went to Burnhall School. The Christian teacher was cleaning windows. He had finished cleaning

the fans. It was his summer vacation. He thought it his duty to clean the classroom and decorate it in the summer vacation.

Giving a quarterly exam is not very difficult. We can prepare 2 to 3 questions which demand short answers. Two teachers can supervise exams. 3 can evaluate them. Then we can call the parents and tell them where the child needs help. We have only annual exams. You have an internal exam which is part of your annual. That is why you are serious about it.

TT: You have not mentioned about parents' contribution to pupils' development.

In Western countries the instructor will go to the home of the child. He has an accumulative record, a whole file on each child, his hobbies, his ailments. He will check the nutrition of the child at home, whether he has ever run away from school, does he run away from math class? here (in Pakistan) the teacher beats him with a stick.

You saw the child at the carpet weaver's, who earns Rs.6 for the whole day, he is poor. The psychiatrist there said that atleast 3 hours of education should be provided to him. We have illiterate teachers who mistreat children. The children run away.

TT: We depend upon the final exam, a capable person may fall ill. How can he be helped?

The Junior inspector of schools conducts the exam. The TT is rejected if he cannot appear in the exam due to ill health. In Europe this will not happen. His past record shows him to be an "A" grade student. He will be qualified. In Pakistan special effort has to be made, his father, if an influential person will find out where the junior inspector is going next, he can be examined in the next centre.

Our pre-medical students, when frustrated, go to Russia to become doctors. The influential, the tribals use their power to get admission and even outstanding results. If a child is transferred from one school to another in class IV, he should be tested before being given admission. 30 boys wanted admission in Edward College. In Matric they had 615 to 630 marks. When they were called for a test 17 ran away out of fear. They were afraid of taking exams.

if we evaluated students before entry into the next level, those obtaining marks through illegal methods would be eliminated from the system.

TT: You have mentioned this principle. You can apply it here. Tell us what our mistakes were in the exam.

When I evaluate your papers, I will ask the principal. If he allows it I will tell you what your mistakes were.

TT: You may have noted some faults already, why don't you tell us now.

You waste time using red and green pencils, decorating your papers with circles, lines and flowers.

ANNEXURE - 8

NAME OF TRAINING COLLEGE: GOVERNMENT COLLEGE OF EDUCATION FOR  
ELEMENTARY TEACHERS (FEMALE), PESHAWAR.

APPLICATION FORM FOR ADMISSION  
FOR THE SESSION 1989 - 90

Adm No. \_\_\_\_\_

Class to which admission is sought \_\_\_\_\_

1. Name (BLOCK LETTERS) \_\_\_\_\_
2. Father's name (BLOCK LETTERS) \_\_\_\_\_
3. Permanent address (Home) \_\_\_\_\_  
\_\_\_\_\_
4. Present postal address \_\_\_\_\_  
\_\_\_\_\_
5. Date of Birth (a) In figures \_\_\_\_\_  
(b) In words \_\_\_\_\_

6. Academic Qualification

| <u>Examination</u><br><u>Passed</u> | <u>Marks</u><br><u>Obtained</u> | <u>Total</u><br><u>Marks</u> | <u>Year of</u><br><u>Passing</u> |
|-------------------------------------|---------------------------------|------------------------------|----------------------------------|
| i) S.S.C                            | _____                           | _____                        | _____                            |
| ii) FA/F.Sc                         | _____                           | _____                        | _____                            |
| iii) BA/B.Sc                        | _____                           | _____                        | _____                            |
| iv) MA/M.Sc                         | _____                           | _____                        | _____                            |
| v) _____                            | _____                           | _____                        | _____                            |

(Attach photostat copies duly attested for all the entries)

7. Category of Selection \_\_\_\_\_

(Open merit/Inservice teachers/Teacher's son/Ex-Service man/Military personnel's son/Education department employee's son/Government employee's son/Minorities)

8. Games played in school/college \_\_\_\_\_

I hereby solemnly declare that:

- i) The information given above is correct to the best of my knowledge and belief.
- ii) I will abide by all the rules and regulations of the college in letter and belief.
- iii) I will not indulge in any activity repugnant to the good name of the college and that of the teaching profession in consequence of which, I will have no objection to any disciplinary action taken against me which may include rustication from the college roll.

SIGNATURE OF CANDIDATE

SIGNATURE OF OFFICER

ADMISSION ALLOWED

SIGNATURE OF PRINCIPAL

### SELECTIONS FOR ADMISSION

|                    |   |     |
|--------------------|---|-----|
| Merit              | - | 40% |
| Special quota      | - | 25% |
| Teacher's children | - | 10% |
| Untrained teachers | - | 10% |
| Minorities/Army    | - | 5%  |

Seats available - 200

College accepts candidates as follows:

|               |   |    |
|---------------|---|----|
| On open merit | - | 75 |
| Special quota | - | 50 |
| Other quota   | - | 75 |

Last year the college accepted 235 candidates, 36 boys were from Mardan and Swabi. This year there are no boys from Mardan and Swabi. Total enrollment this year was 180.

ANNEXURE - 9

## COMMENTS OF STUDENT OF PTC "D"

On being here...

We are poor people. We wanted jobs. We did not want to be here. Now that we are here most of us will stay in the profession.

On visiting the science room...

It is always locked, we have never been to it.

On using the library...

There is no library period. The librarian mostly sits in the principal's office. If we go to the library we will have to miss a class and then we will be fined.

On using Guides...

Only the Urdu teacher, Mir Sajjad Hussain told us in the beginning that we should buy text books. No other teacher has ever mentioned the need for any text book. The notes we are given are from these guides.

On subjects taken at Matric level...

Most of us had science in Matric. 10 out of 40 had arts subjects.

On language difficulties...

Most of us can't speak Urdu but we can understand it. This poses a big problem.

On favorite teacher...

Mir Sajjad Hussain, the Urdu teacher is an ideal teacher. He is a historian as well. He told us the library has text books and we should borrow them.

On home assignments...

Mir Sajjad Hussain gave us the following home assignments:

1. What is motivation ?
2. The importance of Urdu.
3. The historical background of Urdu.
4. The virtues of a good teacher.

We submitted the assignments. They were not given back to us, but he generally told us what our spelling errors were.

On discipline during exams...

(The students discussed among themselves if they should tell me. Some were of the view that the truth would destroy their image. I told them that their problems were mine. We all had one home. I must know. If anything I would help them. My purpose was not to betray but to correct the system. This seemed to reassure most of them. They did not look guilty in disclosing the following facts:)

85, no 90, no 95, no 100% cheat.

I asked them how they cheated.

During the February exam when someone finished the exam he put the finished paper on a table lying next to the exit. Any student who wanted to cheat would pretend he was

submitting the paper but instead he would walk out of the door with the paper. He would write down the answers after consulting the notes/guides lying in the toilets. Then with the solved papers he would come back to his seat. If an invigilator asked "aren't you the one who just submitted the paper?" he would say "No sir ! I had gone to the toilet." Then after a while he would submit his paper and leave the room.

I asked what the instructors were doing in the examination hall.

They were listening to the commentary on the one day cricket matches.

During the Matric exams the external invigilators are locked after in an organized manner. Money is pooled to arrange for sumptuous meals. In the evenings VCRs are arranged for their entertainment. They are obliged so overwhelmingly, that their connivance is totally ensured. They don't pose any threat to anyone cheating during the exams.

On penalty for being caught red-handed...

A student is fined upto Rs.20 per paper. He is failed and is then reexamined.

On regularity of classes...

On the average 3 to 5 classes are held.

(It was 11:29, however no classes were being held in PTC "B", "C" and "D". There was no particular reason for this.)

ANNEXURE - 9.A

GULBAHAR P.T.C  
SCHEDULE FOR THE YEAR 1988-89

|                    |   |
|--------------------|---|
| 31/10/88           | Classes began   |
| 15/1/89 to 3/2/89  | Short term teaching practice                          |
| 4/2/89 to 14/2/89  | 1st internal exam                                     |
| 28/5/89 to 30/5/89 | Director lesson                                       |
| 30/6/89            | Second internal exam (which the boys refused to take) |
| August 1989        | External exam   |
| 18/1/90            | Results declared                                      |

## SCHEDULE FOR THE YEAR 1989-90

|                           |   |
|---------------------------|---|
| September 12              | College began   |
| September 16 - January 15 | Classes were held   |
| January 16 - January 27   | Internal exam   |
| January 28 - February 3   | Short term lesson<br>planning demonstrations                |
| February 7 - March 29     | Short term lesson<br>planning with attached<br>school       |
| March 29 - April 29       | Long term lesson planning<br>with other schools in Peshawar |
| May                       | Evaluation of Director<br>lesson                            |
| June 1 - June 15          | Internal exam   |
| June 16 - August 15       | Holidays  |
| August 15 - September 1   | External exams  |

**ANNEXURE - 10**

## DISTRIBUTION OF MARKS FOR THE PTC EXAMINATION

|                         |       |
|-------------------------|-------|
| Urdu                    | 100   |
| Islamiyat               | 100   |
| Mathematics             | 100   |
| Social studies          | 100   |
| Physical Education      | 100   |
| Art and Craft           | 100   |
| Science                 | 100   |
| School Organization     | 100   |
| Principles of Education | 100   |
| Guidance Counselling    | 100   |
|                         | ----- |
|                         | 1,000 |

For each subject 25 marks are from the internal examination and 75 marks are from the external examination.

|  |           |
|--|-----------|
| Short term lesson planning practice (3 weeks)      | 25 Marks  |
| Long term lesson planning practice (5 weeks)       | 25 Marks  |
| Director lesson (external exam of lesson planning) | 150 Marks |
|  | -----     |
| Total marks for lesson planning                    | 200       |
| Total marks for the PTC exam                       | 1,200     |

Pass marks = 40 %

The student must get at least 40% in the internal and external exams separately.

ANNEXURE - 11

| CHAPTERS | CONTENTS                        |
|----------|---------------------------------|
| 1.       | Basic Concepts                  |
| 2.       | Method of Teaching              |
| 3.       | Teaching Methods and Procedures |
| 4.       | Preparing a Lesson              |
| 5.       | Feedback and Evaluation         |
| 6.       | Set and Related Concepts        |
| 7.       | Decimal System                  |
| 8.       | Fractions                       |
| 9.       | Metric System                   |
| 10.      | Average                         |
| 11.      | Factors                         |
| 12.      | Basic Concepts of Geometry      |
| 13.      | Shapes and their Properties     |
| 14.      | Perimeter and Area              |
| 15.      | Bodies and their Volume         |
| 16.      | Bar and Line Graphs             |

*Content*

*Methodology*

*Content*

## PTC MATHEMATICS

### PART - I: METHODS

1. Basic concepts
2. Methods of teaching
3. Methods and procedure for lesson presentation
4. What to remember when planning for a lesson
5. Evaluation

### PART - II: MATTER

6. Concept of sets
7. Decimal system
8. Fractions
9. Metric system
10. Averages
11. Factors
12. Basic concepts of geometry
13. Shapes and their properties
14. Perimeter and area
15. Bodies and their volume
16. Bar graphs and line graphs
17. Answers to problems in the book

## MATHEMATICS FOR CLASS - V

- I. Roman numerals
- II. Odd and even numbers  
Lowest common multiple  
Highest common factor  
Serial numbers  
Equations
- III. Fractions  
Lowest fractions  
Fraction as decimal  
Addition of decimals  
Subtraction of decimals  
Multiplication of decimals  
Division of decimals  
Changing fractions into decimals, changing decimals into fractions  
Brackets
- IV. Rates
- V. Averages
- VI. Geometry:  
Straight lines  
Angles  
Uneven shapes  
Triangles, four sided figures and their perimeter  
Volume  
Area
- VII. Bar graphs and line graphs
- VIII. Answers to problems in the book

TEACHING SCIENCE FOR PTC  
PUNJAB TEXT BOOK BOARD, LAHORE  
APPROVED BY THE NATIONAL REVIEW COMMITTEE  
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GOVERNMENT OF PAKISTAN  
1st EDITION  
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DATE OF PUBLICATION : AUGUST 1988  
PRINTED 9 TIMES

CONTENTS (Part I)

| CHAPTER | CONTENTS  |
|---------|---|
| 1.      | (a) Science and its significance<br>(b) Objectives of science teaching<br>(c) Elementary science curriculum |
| 2.      | Islam and science   |
| 3.      | Methods of teaching science   |
| 4.      | Equipment for science teaching  |
| 5.      | Audio visual aids   |
| 6.      | Feedback and evaluation   |

(Part II : Biology)

| CHAPTER | CONTENTS  |
|---------|---|
| 1.      | Biology and its branches                                  |
| 2.      | Living things and categories of living things             |
| 3.      | Advantages and disadvantages of plants                    |
| 4.      | Plants that generate from seed, their parts and functions |
| 5.      | Living things and their food                              |
| 6.      | Seeds and pollination                                     |
| 7.      | How living things grow                                    |
| 8.      |   |

(Part III : Physics and Chemistry)

| CHAPTER | CONTENTS |
|---------|----------|
| 1.      | Matter   |
| 2.      | Water    |
| 3.      | Air      |

| CHAPTERS | CONTENTS     |
|----------|--------------|
| 4.       | Temperature  |
| 5.       | Sound        |
| 6.       | Machines     |
| 7.       | Electricity. |
| 8.       | Motion       |
| 9.       | Light        |
| 10.      | Magnetism    |
| 11.      | Planets      |
| 12.      | Earth        |

## PTC SOCIAL STUDIES

1. Society
2. Security and defense
3. Pakistan, its location, climate and topography
4. Natural resources
5. Human resources
6. Industrialization and Agricultural development
7. Governments: Federal, Provincial and local
8. Social welfare organizations
9. Cultural heritage:  
The Prophet, four Caliphs, Muslim entry into the Sub-continent, Two-nation theory
10. Pakistan - other nations  
Islamic world, U.N, Pakistan's relations with other Islamic countries

### PART - II

11. Meaning and importance of social studies
12. Curriculum of social studies  
Elements of curriculum  
Objectives of education  
Limits to knowledge
13. Objectives of teaching social studies at the societal level  
Why is it necessary to teach social studies
14. Effective teaching of social studies
15. Audio visual aids for teaching social studies
16. Evaluation of social studies
17. Lesson planning for social

## SOCIAL STUDIES SYLLABUS FOR CLASS - V

1. Our country  
Difference between Muslim and Hindu  
Culture - The need for an independent state  
Ideology of Pakistan  
The bad intentions of India for Pakistan.
2. Our motherland  
Area-location on the tropics  
Strategic location,  
Neighboring countries
3. Topography
4. Climate  
Monsoons, dust storms
5. Irrigation
6. Natural resources  
Forests
7. Agriculture
8. Minerals  
Hydel power stations
9. Population and census  
Occupations, languages, dress and lifestyles, famous cities  
Relations between people of various provinces
10. Survival of the country
11. Organization
12. Communication
13. Social welfare organizations
14. Our problems and their solutions
15. Some important personalities  
Wife of the Prophet,  
Daughter of the Prophet,  
Grandson of the Prophet,  
Mohammad Bin Qasim (first Arab invader of Sindh),  
Mahmood Ghaznavi, King Aurangzeb, Shah Waliullah, King Tipu, Syed Ahmad Khan,

studies

18. Sample lesson plan

Syed Jamaluddin Afghani,  
Maulana Obaidullah Sindhi,  
Dr. Mohammad Iqbal, Mohammad  
Ali Jinnah.

ANNEXURE - 12

## LESSON PLANNING FOR FRACTIONS

No mention was made of what class the lesson was being planned for. No mention was made of what the previous knowledge of the students would be. No mention of instructional materials was made. When the instructor reached the phase of group activity for children she said that one group can cut paper circles, another can cut pears. (Cutting pears can be very tricky, especially for children and very messy as well). How many pears were needed, who was to cut them, into how many pieces, what would be the precise objective of doing so. How would student performance be evaluated. None of these was mentioned.

In 35 minutes the instructor covered the three types of fractions: a simple fraction, an unequal fraction and a whole number with a fraction. "I have done this with you in 35 minutes", she said, "you can therefore do it with the children in the same time." This seems highly unlikely.

The instructor spoke uninterrupted and at a very high speed. She did not tolerate any noise in class. No questions came from the trainee teachers. When there was a murmur she said, "No talking". Towards the end she said that children must be allowed to talk freely if they are to learn.

Instructor: Mrs. Razia Malik

MATH CLASS

(the lecture was in urdu)

Instructor to students:

Today I will tell you about lesson planning.  
There are six points to remember.  
Come and write on the board.

(Student writes on board as instructor talks.)

1. Objectives of teaching
2. Methodology
3. Teaching
4. Teaching material
5. Observation
6. Group work

Lets go to the first point.  
You can ask the students some questions about the subject that they are going to study. This will refresh their memory.

You want to teach the child tables.  
What is zero?  
What is a fraction?

Half a lesson is a unit  
A full lesson is called a lesson

We want to teach the child what are the parts of a fraction, what are the kinds of fractions.

Teacher says to me (Huma)  
You help us please.  
My response: I am here only to observe. You are doing fine.

Teacher to students:

Use old knowledge to teach new.  
We come to the third point, use paper circles or other material to teach.

My observation: That's all she said about using materials

The fourth point is: refresh background  
We want to teach the child about fractions. This is presented differently from a lesson in Urdu.

In maths you can show him a fruit and ask what is this, he will say "pear".  
Is it complete? Yes

You show him a rectangle, a circle.  
Don't tell him about fractions.  
You cut the circle or the pear.  
Ask the child how many parts you have cut it in.  
The pupil says you have cut it in 2 or 4 parts.  
Tell him these are pieces.  
Now you tell him that these pieces are "fractions"  
Fraction means you cut up a whole.  
One of the pieces is a "fraction".

The girls repeat the last word (fraction) with the teacher.

How to write a fraction?  
You take one piece out.  
Take one out = it is  $1/4$   
The upper is what?  
Girls (chorus): numerator  
The lower is?  
Girls (chorus): denominator  
If we take two?  
Chorus:  $2/4$   
If we take all four?  
Chorus: This is  $4/4$   
What is left behind?  
Chorus: Nothing  
Remember you have 35 minutes and 3 objectives. These are: to  
teach the class the different kinds of fractions.

(Writes on blackboard)

(a)  $1/2$  we cut

Chorus:  $1/2$

Teacher: We write  $1/2$

Teacher: Here the numerator is?

Chorus: Small

Teacher: The denominator is?

Chorus: Large

(Writes on blackboard)

(b)  $3/2$  we cut

C:  $1/2$

T: We write  $1/2$

T: The numerator?

C: big

T: Denominator?

C: Small

(Writes on the blackboard)

(c) we cut

C:  $1/2$

T: We write  $1/2$

T: We add 1, this is a whole.

T: What do we call such a fraction where, numerator is small and  
denominator big?

C: Fraction

C: Numerator big, denominator small, unequal fraction

C: Whole number + fraction

T: Show fruits, cut fruits. Then call the children, they cut fruits and call them by fractions.

T: Now we come to point 5

(Observation: Question - Answer session)

Teacher to students:

Ask questions according to each objective.

If one pupil cannot answer, ask another pupil.

Give examples.

This gives you feedback.

Next is point 6, i.e, group work.

The children must be allowed to talk freely.

Don't forbid them to speak.

Divide the children in groups.

You may ask one group to cut up a whole and produce different fractions.

Another group may be asked to separate the different types of fractions.

See, you can do it all in 35 minutes.

Remember, when I asked you in the beginning none of you knew what a fraction is, because you had done no practical work.

Now you will never forget.

For multiplication you can do it with a ball frame.

A child can work with match sticks up to 9 it is easy, zero is a more difficult concept.

Dundle of ten - okay?

Chorus: Yes miss.

(Observation: Girls very enthusiastic and curious about me. Wanted me to stay for the Urdu lesson as well)

Teacher: I am M.Sc in Chemistry. But there are 4 science teachers here. I am interested in maths. So I am teaching maths.

## LESSON PLANNING

Miss.Zahida said that the instructors had no experience in lesson planning. It was a new concept for the,. They were guided by the Director Lessons left behind by the batches who had left in the previous years. These were used as samples.

ANNEXURE - 13

TOTAL STRENGTH: 42 students  
PRESENT : 30 students  
INSTRUCTOR : Mrs. Imtiaz Khan Faraz  
SETTING : One chalk board, one table on which there is a stone, a glass of water, and a balloon.  
The trainee teacher conducting the presentation is standing next to the chalk board and the instructor is right next to her.

The following is the transcript of the dialogue between the trainee teacher, who is giving the presentation, the instructor and the class of trainee teachers. All the responses of the class have been marked TT, and start one tab from the left margin. The responses of the instructor do not have a dialogue identifier before them, but they start two tabs from the left margin. Everything else along the left margin, unless otherwise marked, is the speech of the trainee teacher giving the presentation.

9:10 Class starts

### LESSON PLANNING; SUBJECT: SCIENCE

(Majida Bibi to the TTs):

This is a stone

How do we tell what are the differences between gas, solid and liquid. Tell them that the object which does not change shape is solid.

An object that does not change its shape is a solid.

Say it does not change shape.

It does not change its shape.

The second form of matter is liquid.

It changes shape according to the vessel available.

It occupies space.

If we put a stone in a glass will it change shape?  
But if you do it with water it changes shape.

A stone will not change shape if put in a vessel, however water will do so.

If we put it in a bottle?

It changes shape.

The third form of matter is gas.

What is in this balloon?

It has weight and occupies space.

Explain the properties of gas.

Wherever you put it, it will adapt the shape of its container.

Now, say this to the pupils.

Gas adapts the shape of its container.  
Now I will give some examples of solids:  
Wood, iron, sand.

Now you can ask:

Sand changes shape, so why do we call it a solid?

Because sand does not flow.

A liquid keeps its surface even, with sand this is not the case.

(TT repeats the above)

(Instructor writes on the chalk board)

Liquids = milk, ink

Gas = air

(Addressing the class)

Do wood, iron and sand occupy space?

Trainee Teachers (TT) (chorus): Yes

Do ink and milk occupy space?

TT (chorus): Yes, but milk and ink change shape.

It's the same with gas, but it is invisible.

Now get feedback from the class, ask the pupils some questions.

What are the different types of matter?

TT (chorus): Solid, liquid and gas

What is a solid?

TT (chorus): A solid is something that has weight, occupies space but does not change its shape according to its container.

What is a liquid?

TT (chorus): Matter that has weight, occupies space and changes its shape according to its container.

What is gas?

TT (chorus): Matter that has weight, occupies space and changes its shape according to its container, but is also invisible.

Do these occupy space and possess weight?

TT (chorus): Yes

Now you sit down Majida Bibi, Ghazala you come and demonstrate.

(Ghazala to the TTs):

Children, what are these objects lying on the table?

First ask them what is lying around them.

Children, what is lying around you?

TT (chorus): Tables and chairs.

What is on the table?

TT (chorus): A balloon, a stone and a glass of water.

What is this? (pointing towards the stone on the desk)

TT (chorus): It's a solid.

But the pupil is not supposed to know this as yet.

Matter is something that has weight and occupies space.

A solid is something that has weight, occupies space but does not change its shape according to its container.

Give the properties of solids

Solids do not acquire the shape of their container.

They are rigid, i.e, they maintain their shape.

Now give them examples of solids. Show them the chart which shows all three types of matter.

Say "Now I will tell you the three types of matter"

Now you will tell them that this is a solid.

Observation: The trainee teacher giving the presentation (Ghazala) is reluctant and visibly upset.

Come on, come on, you have to teach. Start again.

Observation: Ghazala could not continue her presentation.

Ghazala, you can sit down. Sara you come - pretend there is no one here, only your pupils.

(Sara to the TTs):

What are the objects in the room?

TT (mumble in chorus): Tables and chairs.

What is on the table?

What is on the table?

What is in the glass?

Stone.

TT (Repeat, chorus): Stone

Any difference between these three objects on the table?

What are the differences?

First you must tell them what matter is.

Matter is something that has weight and occupies space.

Sara you sit down, Naseem you come.

(Naseem to the TTs):

What can you see on the table?

TT (chorus): A glass of water, a balloon and a stone.

What is in the glass?

TT (chorus): Water.

(Picks the stone)  
What is this?

TT (chorus): A stone.

(Picks the balloon)  
What is this?

TT (chorus): A balloon.

Can you see what is in the balloon?

TT (chorus): No

The objects which possess weight and occupy space are called matter.

Can you see anything on the chart?

Observation: 10 different pencil drawn objects on the chart, not clearly visible from the back rows.

Do they occupy space and possess weight?

TT (chorus): Yes

These are called matter.

Speak louder.

Matter has three forms: solid, liquid and gas.

A stone is a solid because it has weight, occupies space but does not change its shape.

Water is liquid because it has weight, occupies space and changes its shape according to its container.

Air is gaseous because it has weight, occupies space and changes its shape according to its container, but is also invisible.

We can't see it but we can tell.

How? Because the balloon is swollen.

If we make tea, the vapor we see escaping is gas.

Now ask them if they have understood.  
Ask brief questions.

What is this?

TT (chorus): Liquid

How can you tell that this is liquid?

TT (chorus): Because it changes shape according to its  
container.

9:30 End of class

Mrs. Imtiaz (the instructor) talks to the observer (Huma)

First the teacher gives a model lesson, then a student gives a  
model lesson. Finally, other girls copy the model lesson.

Observation: For spontaneous evaluation of the students, the  
teacher distributes prepared cards<sup>1</sup> amongst the  
pupils, on which they are supposed to write down  
whatever they have understood during the lecture.

---

<sup>1</sup>See serial No.6 of lesson preparation by Majida Bibi.

NAME OF TRAINEE TEACHER: MAJIDA BIBI  
 PREPERATION FOR CLASS THREE<sup>1</sup>  
 SUBJECT : SCIENCE  
 UNIT : MATTER  
 OBJECTIVE : LESSON PLANNING  
 DATE : FEBRUARY 11, 1990

| SERIAL No. | HEADINGS            | PROCEDURE   |
|------------|---------------------|---|
| 1          | Teaching Objectives | After reading this lesson the students should be able to:<br>1. Define matter<br>2. Explain the three forms of matter.<br>3. Differentiate between solids, liquids, and gases.<br>4. Be able to categorize the objects in their surroundings into 3 groups.   |
| 2          | Method of teaching  | Observational,<br>Demonstrative,<br>Question / Answer   |
| 3          | Teaching aids       | Some stones, pencils, a glass of water, a balloon filled with water.  |
| 4          | Teaching material   | Ask the children some questions from what they have previously learned.<br>1. What are the objects in this room ?<br>2. Do the objects occupy space ?<br>3. Do these objects posses weight ?<br>Do you know what these objects are called in scientific terminology. The children may not be able to answer. So I will tell them that these objects are called "matter".<br><br>Matter is defined as "those objects which occupy space and possess weight. I will put the teaching aids before the children and I will tell them that the lesson we are going |

---

<sup>1</sup>This lesson was planned by Majida Bibi, a PTC trainee teacher as home assignment.

to learn today is called "matter". I will write the title on the chalk board. Matter has three forms: solid, liquid, gas.

1. Solid: It does not change shape. It cannot be broken easily.

2. Liquid: It flows, i.e, what flows is called liquid. When you put it in a vessel it adapts the shape of the vessel.

3. Gas: It is shapeless. It occupies space. It possesses weight. It is present all around us but we cannot see it. To give the children an observational or experimental experience, blow air into the balloon.

Then I will draw a table for them:

| Solids | Liquids | Gases             |
|--------|---------|-------------------|
| Sand   | Water   | Air in balloon    |
| Stone  | Milk    | Air in a ball     |
| Wood   | Ink     | Air in a football |

Do sand and stone possess weight. Then I will tell the children that chalk, sand and stone is matter. This is the solid form of matter.

Are water and milk matter? Then I will tell the children that these are also forms of matter. These are the liquid forms of matter.

Do air and vapor occupy space and do they possess weight? I will tell them that they possess weight and occupy space.

5            Observation

To find out if the pupils have understood or not, I will ask them a few questions.

1. Define matter.
2. What are the different

forms of matter?

3. Differentiate between solids, liquids and gases.
4. Does matter possess weight?
5. What are the liquids that you drink?

6            Group work

Divide the children into three groups. Distribute cards to verify their learning.

Group 1: Fill in the blanks.

1. Flowing things are called \_\_\_\_\_.
2. Matter has \_\_\_\_\_ forms.
3. Oil is a \_\_\_\_\_.
4. A table is the \_\_\_\_\_ form of matter.

Group 2: Select the correct answer.

1. Milk is (solid, liquid, gas).
2. What occupies space is called (matter, energy, temperature).
3. Air is (Solid, liquid, gas).

Group 3: Reply briefly.

1. How many forms of matter are there?
2. What is a flowing thing called?
3. Can we break solids easily?
4. Can we keep gas in an open vessel?

ANNEXURE - 14

INSTRUCTOR: Mrs. S. Rafiq

SETTING : A flannel board, chalk board, table, paper stencils with numbers one to nine cut out, match sticks, marbles and books.

Ten girl students (age 5 years) from the prep class of the attached middle school are brought to give the trainee teachers a simulation of the real class. They are made to sit in the front row. The trainee teachers sit behind the prep class students.

In the following dialogue, the trainee teacher's questions and responses start from the left margin. The pupils' (the 10 prep class girls) responses are one tab from the left margin. Descriptions of the situations have been put in parentheses.

### LESSON PLANNING

What is this?

(No response from the pupil)

It is made of wood.

It's a stick.

How many sticks?

One

(The trainee teacher (TT) makes the pupils repeat this six times)

How many balls are these?

Two.

(One pupil is brought forward and made to face the class)

Teacher to pupil:

How many balls are these?

Three

What are these?

Three

What are these?

Marbles

How many?

Four (chorus)

(Calls another pupil to the front of the class)

Teacher to pupil:

What are these?

Paper boats

How many?

Five

What are these?

Matches

How many?

(The pupil picks them out of the TT's hand one by one)

Six (chorus)

What are these?

Boats  
How many?  
Seven

The TT collects books from the pupils and calls another girl to the front of the class)

How many books are these?

(The pupil picks the books from the TT's hand)

Eight

What are these?

Books

The TT shows the pupil some matches)

How many matches are these?

(The pupil picks them one by one)

Eight

The TT goes to the flannel board with numbers stuck on it. As she indicates, the students speak out the numbers in chorus)

The TT then goes to the chalk board and sticks stencils of numbers on it)

What is this?

Two (chorus)

The TT makes a child write on the chalk board, through the stencil)

What is this?

Two (chorus)

This exercise is repeated with a new child for every next number. Up to the number 9).

EXT PHASE:

The TT asks a pupil to the front of the class.)

Pick up this picture.

Call the class how many objects there are in the picture.

Two

A TT picks up eight books from the other TTs)

What is this?

(The girl has a problem, the instructor guides her.)

Call the class there are eight books.

There are eight books

The instructor comes to the observer (Huma).

That's all, the class is over. The girls have to go for their sports class."

ANNEXURE - 15

The lecture of the instructor does not have a dialogue identifier before it; it starts from the left margin. If a situation is described, it is put within parentheses. Responses of the trainee teachers start one tab from the margin and have been marked IT.

Class begins: 11:45

### PHYSICAL EDUCATION

You learn a chapter a day. Among all the three sections, you girls have performed the worst. You have 3 periods a week. If you have an extra period after school, you can have a test every day for 12 days at a stretch.

ITs: We are fasting. We need rest.

No. You can work for half an hour.

(The instructor spots me)

Take out your lesson plan, the one that I have given you. Have you brought your books. There is a lesson called "small area". This lesson plan is for classes 3,4 and 5. Can you tell me what games you can make the children of class 3,4 and 5 play?

IT: Hide and seek, gymnastics

We will go out. Anyone ready to demonstrate a lesson?

(We go into the lawn)

This is the first practical demonstration.

(They have no practice)

We need at least 10 girls.

(A IT, Shazia has volunteered to be the instructor)

What will you tell them to do first?

S: Tie your dupattas

What is in your lesson? Just follow your lesson plan.

S: Disperse and jump on your toes - speed up.

Should they move around or stay where they are?

S: They can move around. Now make three rows.

Tell them that the taller girls should go to the back of the rows

S: Get into proper rows

(ITs get into 4 rows)

S: Now jump where you are

(The TTs do as they like)

must tell them to maintain discipline. First you warned them but then you told them to do leg exercises. You may change the ops but maintain the exercise. Shazia please explain the exercise. Tell them whether you will give numbers or commands.

S: When I say "One", you hold your arms out straight. When I say "Two", you drop your arms to the sides.

S: Now for chest exercises. Put your hands on your hips.  
Bend your body forward.  
Stand straight  
Bend your body backwards  
Stand straight  
Bend your body to the right  
Stand straight  
Bend your body to the left  
Stand straight  
Now for stomach exercises. Stretch your legs before you.  
Touch your toes without bending your knees.

(Girls laugh)

or students are laughing, will you let them laugh?

S: Keep quiet !  
Next stomach exercise.  
Now touch the knee with your head. Now stand on your knees. This is a balancing exercise. On the count of "one", lift your right knee on "two" put both your knees on the ground. On "three" lift your left knee.

ie are not following you.

S: Come on everybody, balance your bodies.

ch Saima (a TT), don't ignore anyone.

TTs: This was very difficult.

t game will they play?

S: "Kho"

l them what the rules are.

S: One group sits down. One group keeps standing. One member of the standing team runs round the row and touches a sitting girl. As soon as she is touched she gets up and starts running. She is chased by a standing member of the team who tries to catch her. Once caught, she is out of the game.

get them back into rows. What are your concluding exercises?

S: Get into rows. Just lift your legs alternately with your hands on your hips. Now go to the class in single file.

ANNEXURE - 16

## LIBRARY SYSTEM

Removal of

The library is managed by a librarian. The present one has been here for five years. The library opens in the morning, closes during the recess. It operates after recess till the classes are over.

The library books are in cupboards situated in two rooms. One is used as a store. The room is clean and looks unused.

The Librarian attends to one section of PTC or CT every day during the zero period. She selects magazines like Akhbar-e-Janani and Wahdat-e-Jahan and takes them to the classroom. She distributes them among the girls. When the period is over, she collects and brings them back. If the librarian is absent, Mohul Ain, the projectionist operates the library. The books in the library are as follows:

|              |       |
|--------------|-------|
| Urdu         | 3,800 |
| English      | 2,000 |
| Urdu/Persian | 132   |
| Science      | 300   |
|              | ----- |
|              | 6,232 |

### STRUCTURE OF BOOKS IN THE LIBRARY:

There are books on Islamiyat, education, status of woman, Muslim woman, Pakistani woman, social problems and famous folklores.

The issuing register shows that 175 books have been issued since October 1987. Of these, 21 PTC students have had books issued.

Lack of interest in the library seems to be due to many reasons.

1. There is no library period. Girls can only come to the library if they miss a class.
2. During recess the library is closed.
3. There is no library security fund. If a book is misplaced the teacher has to pay the fine. The Auditor General's office has prescribed that this fine is thrice the price of the book. The librarian, therefore, discourages the borrowing of books.
4. PTC girls normally borrow books during long term lesson planning. They borrow test books of primary schools.

### COMMENTS:

The absence of a library security fund is a serious handicap. The

brarian is reluctant to issue books because she had to pay a heavy fine several times. The girls infact do not have proper access to the library books. The whole system discourages them from cultivating their reading habit.

There is no special time slot which the TTs can utilize to go to the library, so they don't.

**ANNEXURE - 17**

## EQUIPMENT IN THE SCIENCE LAB (PTC DABGARI GATE)

1. Plastic models of:
  - a. Frog's body
  - b. Human body
  - c. Solar system
  - d. Human face
  - e. Eye
  - f. Ear
  - g. Stem
  - h. Fruits
  - i. Models of skin cells
2. Barometers
3. Globe.
4. Telephone
5. Weighing machine
6. Organs in moulds
7. Balances
8. Microscopes
9. Planetarium
10. T.V screen
11. Projector
12. Cross section of a leaf
13. General science charts in color
14. 100 flasks
15. 50 test tubes
16. Davy's lamps
17. Thermometer
18. Cylinders
19. 50 beakers
20. 50 jars
21. 50 glass slabs
22. Mirrors
23. Cans
24. Conical flasks
25. Round bottom flasks
26. Bits
27. Jars (as yet unpacked)
28. Charts
29. Litmus paper
30. Chemicals
31. Building sets of wheels and axles
32. Spirit lamps
33. Model of a generator
34. Thermometers
35. Weight boxes
36. Human skeleton
37. Projector slides
38. 6 optical benches
39. Demonstration set for:
  - a. Magnetism
  - b. Molecules
  - c. Balance
  - d. Electromagnetism
  - e. Static electricity

COMMENTS:

The Science Laboratory is a large airy room and can easily accommodate 40 girls at a time. There is adequate equipment and furniture. The trainee teachers (TTs) from the PTC have each been to the laboratory once since September to do an experiment on light.

Whenever the instructor wants to demonstrate some concept in class she takes the necessary equipment from the library. This may be a magnet or a chart.

The laboratory remains locked most of the year. The science instructor Ms. keeps the keys. It is very tidy. Most of the equipment seems never to have been touched at all since it was bought. There is a fine permanent dust inside the cupboards with glass jars and tubes/

The instructor said the college needs a laboratory assistant. I do not agree. Under the present system the laboratory is superfluous. If the college intended to use it the effort of maintenance would be minimal. Each instructor could have a key. The lack of use of the laboratory demonstrates the theoretical emphasis of teaching methods in science. The TTs need to get out of the classroom and discover phenomenon, laboratory would be one such situational change to encourage them to do rather than just be.

**ANNEXURE - 18**

INSTRUCTOR :  
CLASS STARTS :

The lecture of the instructor does not have a dialogue identifier before it; it starts from the left margin. If a situation is described, it is put within parentheses. Responses of the trainee teachers start one tab from the margin and have been marked TT.

### URDU LESSON

Open your books to page 87.

(On page 87 there is a poem, "Qasida-i-Baharia-Natiya")

(A TT gets up to read the poem at the teacher's instruction) had explained half the poem.

I had told you that this poem refers to the birth of the prophet. People before him were ignorant and they worshipped idols.

God got emotional. He had sent prophets to remove the veil of darkness. When the earlier prophets were taken away the people reverted to bad deeds. Our prophet is for the whole world not for one group. God blessed the people by sending the prophet. By his conduct the prophet guided them. He was not discouraged. The poet says "Drink wine", this means celebrate.

Rain is also a blessing. This means be happy. The celebration is for the birth of the prophet.

(Wherever the instructor explains the poem using first person singular, it has been enclosed in quotation marks)

"God's blessings are raining on you."

Lightning and thunder are playing games with each other in the sky. I hope whatever I write, I should write about the Holy prophet."

"It is so daring to think of the Prophet"  
This is the way the poet describes the status of the prophet. To be in love with him is such a formidable step in the life of the poet. And now he prays that he may forever write only about him.

You know that Urdu has words from Persian and Arabic.

\* TT: Sanskrit also.

The rain is falling continuously.

It seems as if the angels are singing in praise of the prophet.

The rain that falls constantly and the drops falling in

continuity are like threads of water, the angels seem to be saying the rosary."

The beads in a rosary are compared to the drops of water that fall thread-like.

(Repeats the above explanation for the whole verse)

Do you understand?

What is Kausar?

TT: A fountain

Which ?

TT: In Heaven

Those who are blessed will be showered with this water.

What is Tooba?

TT: It's a tree in Heaven

"Firdaus-i-Barin" is Heaven

"Luban" is milk

"Abeel" is honey

He (the poet) is bringing before you the image of heaven. Those who are good will get milk and honey and the shade of heavenly trees.

(Repeats the explanation for the couplet)

There will be milk and honey flowing in heaven.

These will be a reward for those who are good.

(Repeats the above explanation again)

Do you understand?

"The prophet is like a flower".

He was born in Madina. Mecca and Madina are important because of the prophet.

"Daman" is edge of a dress.

"Zaib" is beauty

(Bell rings)

"Turrah" is pride, "Dastar" is turban.

"The prophet was for all times, for all people he was a blessing.

He was like a flower, all feel proud of him."

"Turrah" is the tip of the wrapping on the turban, which is the pride of the turban.

The prophet's status was unique. Mankind got its beauty because of him.

He is like the tip of the turban, the pride of the turban.

(Repeats, repeats and repeats the above explanation)

Humanity got the light of Islam. With the birth of the prophet, ignorance was removed. Light takes away darkness, an ugly place is transformed into a beautiful place by the spreading of the light. He spread the message of Islam.

(Repeats, repeats, repeats and repeats the above)

TT: The period is over

(Instructor leaves the class)

ANNEXURE - 19

The lecture of the instructor does not have a dialogue identifier before it; it starts from the left margin. If a situation is described, it is put within parentheses. Responses of the trainee teachers start one tab from the margin and have been marked II.

TOTAL ATTENDANCE: 31

TIME : 10:25

### URDU LESSON

(The boys were being called for games. The instructor said they could go after class. The boys did not have their notebooks. The instructor did not address the students. He went straight to the chalkboard and wrote the following:)

to give a through shake-up

to lose very badly

to find fault with everything and everyone

to wander around aimlessly

to be critical of everything

to be late for improvement

to be a little, as to be unnoticeable

to give respect to someone

To become shameless

(Then he wrote a sentence using the 9 idioms, as follows)

\*Pakistan gave a thorough beating to India in the 1965 war.

Ahmad lost so badly in the football match that he could not recover from the disappointment for a long time.

(A lot of noise outside)

You are finding fault with everything. He forgives no one.

Aslam tried very hard but could not get a job. Now he wanders the streets aimlessly.

Ahmed you criticize everything.

I tried very hard to convince my pupil that he should stay away from bad company. But he disobeyed. Now it is too late to save him.

Your cooperation with me is nominal.

(There is only one tube light in the classroom at the back of the class. Wires hand down from the other points for lights and ceiling fans. Boys are sitting in the corridors and talking loudly)

These days he is even rude to his parents

There is a man in our street who behaves shamefully. He listens to no one. He is shameless.

(On the street outside our window, boys are playing football)

(The instructor addresses me:)

The class ends at 10:50. There is a 20 minute break. What is your program? Would you like a cup of tea?

Huma: Will your class continue after recess?

No my class is over at 10:50.

(Some TTs casually note down the contents of the board. Others are mumbling. The teacher does not address a word to them. He opens the door and they leave the room talking to each other)

**ANNEXURE - 20**

The lecture of the instructor does not have a dialogue identifier before it; it starts from the left margin. If a situation is described, it is put within parentheses. Responses of the trainee teachers start one tab from the margin and have been marked TT.

Class starts: 11:29

### ISLAMIYAT CLASS

(The instructor has been writing on the black board since the class started)

Discipline is possible if you are affectionate to children and obedient to parents.

(Used some English words)

If you suppress children they will revolt one day.

If you help one cheat in the exam. Help should be given in those areas which are acceptable deeds in the eyes of God. One who helps others is helped by God.

TT: What if the other person is from another religion ?

This is a matter of pride. He may be impressed so much that he may adopt your religion. Islam does not bar a Muslim from helping people of other religions. Even in times of war, a Muslim treats his prisoners of war well.

Class ends: 11:35

ANNEXURE - 21

The lecture of the instructor does not have a dialogue identifier before it; it starts from the left margin. If a situation is described, it is put within parentheses. Responses of the trainee teachers start one tab from the margin and have been marked TT.

Class starts: 10:15

### TEST ON PRINCIPLES OF EDUCATION

(Ms.Zahida comes in the class)

I gave you a chapter to learn.

(Girls quiet)

Close your books.

(Instructor addresses me:)

They have finished their course.

(Addressing the TTs)

What are the problems of P.S ?

TT: Too many children.

TT: Few schools, many children.

TT: There is inadequate furniture.

TT: Water and electricity are not available.

(TT walks in)

Do you have a compass ?

TTs: No.

What are the other problems ?

TT: One teacher has to teach many classes simultaneously.

TT: Some schools have only one teacher.

TT: There is no equipment.

We have said that already.

TT: Children can leave classes without being noticed.

TT: There is no discipline.

TT: There is overcrowding in classes.

What are the effects of overcrowding ?

TT: Evaluation becomes difficult.

TT: Teacher can't express his skills.

Teacher can't express his skills ?

TT: Teacher can't bring out the students' skill.

TT: There is no individual attention.

TT: Teacher has to work harder.

Can the teacher employ all the techniques she has learnt. What is the solution ?

TT: Build more schools.

TT: There should be 2 teachers in one school.

TT: Increase the number of class rooms.

TT: Untrained teachers should be trained.

TT: There should be more professional training, instead of general education.

TT: Open more schools.

Yes, philanthropists can help.

TT: Improve physical facilities, provide furniture, supply water.

Yes, electricity and water are necessary, so children don't drop out. Why do children drop out of P.S schools ?

TT: Due to parents' illiteracy.

Explain.

TT: The parents don't know the importance of education.

TT: Parents can't bear the expenses.

TT: Parents spoil children.

TT: Students don't get individual attention.

TT: Teachers spend more time with their friends, rather than doing their work.

TT: In single teacher schools, pupils feel neglected.

TT: Proper transport is not available. During rains, the children can't come to school.

TT: Economic problems. If the breadwinner dies, the minors have to earn for the family.

TT: Children are spoiled.

We have already said that.

TT: If there are uneducated, unemployed elder brothers, the younger ones are discouraged from getting education.

TT: Farmers are not interested in education.

TT: Children are attracted to the profession of their elders

Poverty, you have not mentioned poverty.

TT: Yes we have, we said that they have to earn for the family.

The parents want them to earn now. They send them to motor mechanics. We have finished this chapter. Open chapter 7, page 225, "Preparation of a lesson". I'll test you tomorrow, then on Saturday you will have a competition with PTC C.

(Addressing me:)

Now they are preparing the next chapter.

TT: When are we having our holidays ?

You will have Eid va ions. You will spend Ramazan here.

ANNEXURE - 22

The lecture of the instructor does not have a dialogue identified before it; it starts from the left margin. If a situation is described, it is put within parentheses. Responses of the trainee teachers start one tab from the margin and have been marked IT.

Class starts: 10.53

### DRAWING

(The teacher came to the class. The ITs stood up. She briefly left the class and then came back, each time the ITs stood up.)

Today we will learn to make a lamp-shade. Take a piece of cardboard. Make two circles on it. Put an "A" in it. Like this (In English):

Give me a compass

(She puts the cardboard on the table and draws on it. Girls stand up to see but stay in their own places)

Make two concentric circles and then cut.

(She repeats this instruction and then cuts)

Now you can fold it and hold it in place with a pin. You may like to stitch it. Make it as conical as you like. Now we have this colored paper which you often find in the house. You can cut petals of a flower.

ITs: We can draw with a pencil.

Yes you can use water colors or oil paints. You fold the paper, so when you cut you get many petals. Cut some green paper and complete the stem and leaves. You can repeat the pattern. This lamp shade can be used for the bulbs from the ceiling. You can make a cylindrical shape with another piece of cardboard. Through this you can pass a wire and put a bulb in it. You can put it in your room.

(Girls laugh)

You can cut four long rectangular pieces. Join these to get a rectangular stand. Join the sides with scotch tape. Cut out small

squares from the sides.

Now you have a stand with legs. You can decorate the stand with similar design.

(Cuts petals to decorate the stand with red petals)

Can Chitral see?

TT: The Chitrali girls can see. Chitral can't see.

(One TT who has been helping the teacher displays it to the class)

(Instructor addresses me:)

You like it?

Huma: Very pretty.

We have some time. We can make something else. You have seen children running around with those . Cut out a square. Fold it into two triangles. Then open and fold it again, joining the opposite corners. Open again. Fold alternate corners to join at the centre.

Cut along the folds. Then fold like this.

Now tie the fan to a pin. If you run it goes round and round. Make them yourself in the hostel. They come and show me.

(Girls put away the rest of the glazed paper in the cupboard)

ANNEXURE - 23

The lecture of the instructor does not have a dialogue identifier before it; it starts from the left margin. If a situation is described, it is put within parentheses. Responses of the trainee teachers start one tab from the margin and have been marked II.

### SCHOOL ORGANIZATION

(More than half the class was standing around the instructor's desk throughout the 35 minute class, straining in order to see the register which was lying on the instructor's table. The other half was talking among themselves).

Suppose that a girl Shazia came first for admission. If there are 20 students she will be number one in your class.

TT: If the girl is number 2 and her admission number is 115, which sequence will we follow.

This can't be. The date will determine what her serial number should be. The girls in the middle school and high school will follow different serial orders. A girl who comes on 12/3/89 will be on top of the list. Serially she will be number 1, with an admission number 111. The serial number tells us the number of girls in a class.

TT: What if a girl is admitted in class 7, gets 112, another girl later comes to class 8?

Yes, this according to the dates in the register.

There are 2 roll calls - morning and after break. If its a girls school they won't leave during recess.

TT: But the primary school girls may leave during recess.

Yes, the boys school has this problem as well.

The red columns indicate holidays. It is good to write the date and color the columns red before hand. It is good to do this earlier. You may carelessly mark the presences on a holiday. At the end you the totals. The school record must be in consonance with other classes. If all teachers say there were 25 working days.

Instead of counting the presences you count absences and subtract from the total number of days in a month. Then comes the column of accumulated totals. You total previous presences and the present month's presence.

At the bottom you have some columns. You have to write down how many students were there in the beginning of the month and how many at the end.

TT: Why do we write how many students were there at the end.

\* If someone attends till the 12th, and then after that she is absent, you have to charge her fine if she does not come and

neither does she sends in her leave application. You must instruct her to give in her application. Collect these in the file. This discourages the student from irresponsibly skipping school. Don't store the applications randomly, open a separate file. If there is no application the student has to pay a fine.

If your session starts in April and you have 47 students present. In May you have 50 students. You add these up. This goes on, you are required to add up the presences of all the students for a month:

|       |   |       |
|-------|---|-------|
| April | - | 47    |
| May   | - | 50    |
|       | - | ----- |
| Total |   | 97    |

You check the other teacher's register. She checks yours and she signs it. Then you send it to the Principal. If you sign without checking you may get into trouble.

Today I have explained the attendance register to the group leaders. The leaders will tell their groups. Then tomorrow you will tell me if everyone has understood.

Now settle down everybody, back to your seats. Buy a register and distribute a page to each of the girls. You will fill it out yourself. Then you will understand better. Tomorrow I will tell you about admission work and forms.

ANNEXURE - 24

105  
205

The lecture of the instructor does not have a dialogue identifier before it; it starts from the left margin. If a situation is described, it is put within parentheses. Responses of the trainee teachers start one tab from the margin and have been marked TT.

Class starts: 11:38

### ART CLASS

(The instructor has question papers in hand. Shows me Part II of the question paper, with the following figure drawn on it:)

This is a sample for cutting paper. Fold the paper into squares. Cut off the rest. You know what a square is? Any definition?

(Repeats the question in Pushto and Urdu)

TT: All sides equal

Any other

TT: All angles are right angles

Do you know what a rectangle is?

TT: Opposite sides are equal and all angles are right angles.

There is a 6" long piece of paper, I fold it - double. Then fold it again. Now I fold it diagonally. What is this? (Pointing to the hypotenuse)

TT: Hypotenuse

Hypotenuse

TT: What is hypotenuse? (Question in Pushto)

You, Shabil, what is a hypotenuse?

TT: Passes through the centre of a circle<sup>1</sup>.

---

<sup>1</sup>This is not true. But the TT was not corrected. I am not sure if the error was spotted by the instructor.

And in a square ?

TT: Yes, here too.

(The instructor draws a circle, shows the diameter and writes " $\pi$ ". Asks in Pushto:)

What is this symbol  $\pi$  ?

TT: Pie, 22/7

What is Pie ?

TT: Area? Perimeter?

No! You must be a teacher's son, that's why you don't know.  $\pi$  is a constant value. Some of you are F.Sc and B.A. Did you have math in F.Sc ?

TT: Math - no.

Hafiz sahib (a TT) you had math in F.Sc ?

TT: The circumference, diameter

The ratio is  $22/7 = 3$  or 3.142. What does this sign (writes "=") mean? Will this "=" be used only in this formula ?

TT: No sir it is the sign of equation.

We have learnt how to measure circumference. How will you measure it ?

TT: With a piece of thread.

You know radius. Diameter is the double of radius. If we know....

TT: If we know the circumference, we can find radius and diameter.

Yes. Now the square paper is folded diagonally. Cut it from the fold.

(TT cuts)

You can use any glazed paper. Make any design you like. You open the folded paper and get a square. What is this shape? (Folding the paper and making a triangle)

(No answer from the TTs)

TT (Taking the triangle from the teacher): A triangle

Did you need to touch it to know that it was a triangle ? Musharaf Khan, you are clever, what is this angle ? It's not a right angle, is it ?

TT: Yes it is.

TT: This is an isosceles triangle.

Hafiz sahib what are the base angles ? Did you pass your matric exam ? You did ? Where from ?

Hafiz: No.2 school

I'm asking you, what are the base angles ?

TT:  $60^\circ$

How can you ? They have to be less than that.  
Take these triangles and paste them like this. There is no compulsion, you can paste them either on a separate sheet of paper or on the answer book.

TT: The glazed paper will be ours ?

Yes. Let us now make another design. Fold a square 4 times to get a very small square.

(TT cuts)

Open up, cut now

(TT cuts)

Paste this.

You can practice making these at home.

(After this exercise the instructor started a different dialogue with the TTs)

$\frac{1}{2}$  is called a fraction in math. Musa Al Kharaz an Egyptian invented the fraction. How can we make equivalent fractions from this fraction ?

TT: By multiplying the numerator and the denominator by the same number. This can be infinite.

(To another TT) Tell me what is infinite ?

(TT silent)

Are you the son of a teacher ?

TT: Yes, I am.

That's why you don't understand. Where is your father ? Is he still alive ?

TT: Yes, he is alive. He is in Rural Academy.

Just shows what teachers are like.

TT: Sir, he himself is a math teacher.

Must have ruined the poor students. .

If you divide them, you will eventually get the same original figure.

(Some TTs can't see. Three rows around the table)

What is a fraction ?

(No answer from the TT)

You look like a teacher's son.

TT: Something that is reduced.

No

TT: Something that is incomplete.

TT: There is a decimal fraction as well, e.g, 0.3, this is incomplete.

Here are two fractions:  $\frac{3}{4}$  and  $\frac{1}{2}$ . Who is the one in the cap ?

TTs: Nadeem Jan. He is the principal's son.

One of these fractions is bigger than the other.

TT:  $\frac{1}{2}$  is bigger than  $\frac{3}{4}$

I will tell the principal this is what your son tells me.

ANNEXURE - 25

45  
210

The lecture of the instructor does not have a dialogue identifier before it; it starts from the left margin. If a situation is described, it is put within parentheses. Responses of the trainee teachers start one tab from the margin and have been marked TT.

Class starts: 9:30

### MATH CLASS

(Class room floor unswept)

Today we will make a rectangle whose sides are ?

TTs: 3" and 4"

What will we do ? Dilshad ?

TT: Make a rough shape

(Instructor draws on board)

According to this we will draw the rectangle. First draw a straight line AB 12", so that 1" = 3", so as to make it visible on the black board. With a compass we draw a right angle.

(Draws)

From BL we cut off 3". We have several possibilities of completing this.

With A as centre we draw an arc 3" long. With J as centre we draw an arc 4" long. The intersection is at D.

(In Pushto)

Have you all understood ?

TTs: Yes

(Makes one TT get up and demonstrate on the board)

Now tell the class.

(The TT as he draws, comments in Urdu. The compass is giving trouble. They fix a new chalk. The class is amused, TTs say in Pushto, "Come on lecture")

You look amused. When you get up you will have problems. Haleem you try.

Haleem: Sir I wasn't commenting

(Instructor tells him to complete the arc. Helps him manually)

(The TT puts the scale incorrectly on the board)

Its wrong, pull it up to the intersection.

Yes its correct. It looks more like a square.

Now for another method. All four angles are right angles. If AB is 3" and we draw a right angle at A as well as B. Cut the perpendicular at 2" then join them  $BJ = AD$ ,  $DJ = AB$   
Adjacent lines are ?

TTs: Equal

Equal? No! Unequal. Opposite sides are equal. Write down now.

TTs (in Pushto): We don't have any compasses.

(Instructor, in Urdu:)

Doesn't matter. Write: Make a rectangle whose sides are 2.5" and 3.5" long.

TTs: We have no scales

Doesn't matter

(TTs murmur as they write)

(Instructor goes around the class murmuring in Pushto)

Write down the steps in serial order.

(Instructor picks up a piece of finished work. One TT asks for permission to go out)

TTs: We are through sir.

(Instructor reads the papers and brings the finished work to me. Most TTs have used the fist method. Instructor goes around looking at the TTs work. TTs talk to each other. Asks me what I think)

Huma: They are fine.

Aren't they.

(Goes back to the rostrum)

Pay attention for two minutes please. Some of you boys have incomplete biodata as I call out your names:

|                            |          |   |
|----------------------------|----------|---|
| Sauaf                      | 5/2/69   | Address: Khashki Payan                  |
| Misal Khan                 | Absent   | -                                       |
| Niaz Mohammad              | 2/8/69   | Address: Rehman Gari, District Peshawar |
| Maqsood Mashil             | Absent   | -                                       |
| Imtiazullah                | 10/8/69  | Address: Chamkari Town                  |
| Shahid Ali S/O Abdul Basir | 10/10/71 | Address: Khashki Payan                  |
| Hidayat Shah               | 1/3/60   | Address: Azad Paya Khel                 |

(All TTs repeat in chorus)

|                                  |         |  |
|----------------------------------|---------|--|
| Abidullah                        | 2/5/69  | Address: Nasir Bagh, District Peshawar   |
| This goes into your certificates |         |  |
| Ikramullah                       | 29/1/71 | Address: Shakar Gurah, District Peshawar |
| Amir Saleem                      | Absent  | -  |
| M. Shehzad                       | Absent  | 5/4/69 Address: Nasirgul Peshawar        |
| Akhtar Ali                       | Absent  | -  |

(TTs talk to each other)

(In Pushto)

You have understood the construction of a rectangle. Make rectangles at home, different from each other. Write steps.

TTs: On copies?

Yes

TTs: Is tomorrow a holiday. We have to prepare for the scouting trip.

Don't talk nonsense. Just keep quiet.

Addressing me: My period is over. The next instructor is not here. I will tell them to sit silently. No work.

ANNEXURE - 26

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## ART AND PRACTICAL ART

### PART - I

1. Teaching art in school.  
Old methods of teaching art.  
New methods of teaching art.
2. Art teacher  
Encouraging self expression.  
Guidance, observation, analysis and criticism.  
Classifying children's art.  
Comparing and competing.  
Guidelines for teachers.
3. Art room, equipment and furniture.  
Reorganizing the art room.  
Essentials for children's art.
4. Conceptual art  
Phases of growth and development in child's concepts and their expression.  
Resolving individual differences.
5. Status of art in school curriculum.  
Language arts  
Social studies  
Science  
Music  
Mathematics  
Art in Unit planning  
Film box  
Three dimensional box  
Semi group activities  
Murals  
Panorama  
Duo rama  
Exhibition  
Bulletin board

### PART - II

6. Scribbling patterns  
Paste marbling or finger painting  
Finger painting  
Stencil printing  
Printing  
Spray design  
Block printing  
Monoprinting
7. Working with paper  
Cutting and tearing paper for imaginative work  
Using paper bands  
Cutting paper designs  
Making paper flowers  
Making paper models

Making toys from cardboard boxes  
Paper mache  
Screen

8. Imaginative embroidery and stitching
  - Basic stitches
  - Stitching wooden picture frames
  - Applique
  - Woolen dolls
  - Folding cloth to make dolls
  - Using old socks to make dolls
9. Modern crafts
  - Mosaic
  - Collage
  - Stabile
  - Mobile
10. Working with clay
  - Classroom preparation for clay work
  - Creative work with clay
  - Pottery
11. Division of equipment
  - Lesson preparation - 12 important factors
  - Guidelines for art teachers

Questions on the 11 chapters.

ANNEXURE - 27

# RESULTS OF INTER COLLEGE SPORTS

|                                |   |           |
|--------------------------------|---|-----------|
| Volley ball                    | - | 1st       |
| Volley tennis                  | - | 2nd       |
| Badminton (Double and singles) | - | 1st       |
| Table tennis (Doubles)         | - | 2nd       |
| Discus throw                   | - | 1st & 2nd |
| Javelin throw                  | - | 3rd       |
| Race                           | - | 1st       |
| Jump                           | - | 2nd       |

ANNEXURE - 28

GRADE PERFORMANCE IN THE INTERNAL EXAM (JAN 15 -FEB 3, 1990)

MATHEMATICS

| SECTIONS   | GRADES | <40% | 40-49% | 50-69% | 70-100% |
|------------|--------|------|--------|--------|---------|
| PTC A (43) |        | 3    | 0      | 0      | 40      |
| PTC B (44) |        | 8    | 0      | 30     | 6       |
| PTC C (42) |        | 8    | 13     | 5      | 16      |

SCIENCE

| SECTIONS   | GRADES | <40% | 40-49% | 50-69% | 70-100% |
|------------|--------|------|--------|--------|---------|
| PTC A (43) |        | 17   | 0      | 11     | 15      |
| PTC B (44) |        | 17   | 0      | 5      | 20      |
| PTC C (42) |        | 10   | 18     | 12     | 2       |

PHYSICAL EDUCATION

| SECTIONS   | GRADES | <40% | 40-49% | 50-69% | 70-100% |
|------------|--------|------|--------|--------|---------|
| PTC A (43) |        | 17   | 0      | 10     | 16      |
| PTC B (44) |        | 22   | 11     | 10     | 1       |
| PTC C (42) |        | 25   | 12     | 4      | 1       |

GUIDANCE COUNSELLING AND CHILD DEVELOPMENT

| SECTIONS   | GRADES | <40% | 40-49% | 50-69% | 70-100% |
|------------|--------|------|--------|--------|---------|
| PTC A (43) |        | 5    | 9      | 21     | 9       |
| PTC B (44) |        | 10   | 5      | 12     | 17      |
| PTC C (42) |        | 6    | 9      | 16     | 11      |

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URDU

| SECTIONS   | GRADES | -40% | 40-49% | 50-69% | 70-100% |
|------------|--------|------|--------|--------|---------|
| PTC A (43) |        | 8    | 13     | 20     | 2       |
| PTC B (44) |        | 13   | 8      | 16     | 7       |
| PTC C (42) |        | 15   | 13     | 22     | 2       |

SCHOOL ORGANIZATION

| SECTIONS   | GRADES | -40% | 40-49% | 50-69% | 70-100% |
|------------|--------|------|--------|--------|---------|
| PTC A (43) |        | 8    | 20     | 25     | 0       |
| PTC B (44) |        | 13   | 9      | 17     | 5       |
| PTC C (42) |        | 7    | 18     | 12     | 5       |

DRAWING

| SECTIONS   | GRADES | -40% | 40-49% | 50-69% | 70-100% |
|------------|--------|------|--------|--------|---------|
| PTC A (43) |        | 6    | 13     | 19     | 5       |
| PTC B (44) |        | 4    | 14     | 24     | 2       |
| PTC C (42) |        | 10   | 15     | 22     | 5       |

PRINCIPLES OF EDUCATION

| SECTIONS   | GRADES | -40% | 40-49% | 50-69% | 70-100% |
|------------|--------|------|--------|--------|---------|
| PTC A (43) |        | 8    | 11     | 21     | 3       |
| PTC B (44) |        | 15   | 4      | 15     | 10      |
| PTC C (42) |        | 8    | 19     | 10     | 5       |

ISLAMIYAT

| SECTIONS   | GRADES | -40% | 40-49% | 50-69% | 70-100% |
|------------|--------|------|--------|--------|---------|
| PTC A (43) |        | 4    | 0      | 9      | 30      |
| PTC B (44) |        | 6    | 11     | 13     | 14      |
| PTC C (42) |        | 3    | 11     | 9      | 19      |

SOCIAL STUDIES

| SECTIONS   | GRADES | -40% | 40-49% | 50-69% | 70-100% |
|------------|--------|------|--------|--------|---------|
| PTC A (43) |        | 4    | 16     | 19     | 4       |
| PTC B (44) |        | 6    | 10     | 15     | 13      |
| PTC C (42) |        | 6    | 10     | 8      | 18      |

- 40% : Fail
- 40 - 49% : Grade C
- 50 - 69% : Grade D
- 70 - 100% : Grade A

ANNEXURE - 29

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## STAFF

### Grade - 1 Staff:

|               |   |   |
|---------------|---|---|
| Naib Qasid    | - | 2 |
| Chowkidar     | - | 2 |
| Bahishti      | - | 1 |
| Lab Attendant | - | 2 |
| Sweeper       | - | 2 |

### Grade - 11 Staff:

|                |   |   |
|----------------|---|---|
| Superintendent | - | 1 |
| Clerk          | - | 1 |

### Grade - 16 Staff:

|                             |   |   |
|-----------------------------|---|---|
| Director Physical Education | - | 1 |
|-----------------------------|---|---|

### Grade - 17 Staff:

|                   |   |                         |
|-------------------|---|-------------------------|
| Yar Mohammad Khan | - | School Organization     |
| Shehzad Mir       | - | Mathematics             |
| Inayatullah Khan  | - | Islamiyat               |
| Khurshid          | - | Mathematics             |
| Ismail Beg        | - | Urdu                    |
| Irshad Ahmad      | - | Science                 |
| M. Tahir Shah     | - | Principles of Education |
| Mahmood ur Rehman | - | Child Development       |
| Meraj             | - | Librarian               |

### Grade - 18 Staff:

|                     |   |                |
|---------------------|---|----------------|
| Inayatullah Dragzai | - | Social studies |
|---------------------|---|----------------|

### Grade - 19 Staff:

|                   |   |           |
|-------------------|---|-----------|
| Mir Sajjad Hussai | - | Urdu      |
| Mir Rehman        | - | Principal |

STAFF

| DESIGNATION                    | NUMBER |
|--------------------------------|--------|
| Principal                      | 1      |
| Instructors                    | 10     |
| Directoress Physical Education | 1      |
| Librarian                      | 1      |
| Drawing Mistress               | 1      |
| Projectionist                  | 1      |

ANNEXURE - 30

## LEARNING BY ROTE AND REASONS FOR ROTE LEARNING, CONSEQUENCES OF ROTE LEARNING AND HOW TO BREAK AWAY FROM IT

Learning by rote means memorizing complete chunks of written material without necessarily understanding it. The tradition goes back to the way the Holy Quran is presented for learning to the children in the Muslim households. Great respect is shown to minors who demonstrate the capability of memorizing original Quranic verses (in Arabic) without any understanding. A Hafiz-e-Quran (one who has memorized the Holy Book) is regarded as a blessed being and may carry the title of "Hafiz" permanently before his name, like "Sir", or "Lord".

Reading the Quran is compulsory for all Muslim children. Early training in rote memorization is received by all Muslim children (with a few exceptions). Each must at least learn the prayer and a few other Quranic verses by heart.

This is later reinforced in secular education with the practice of learning tables for maths in primary classes. Even the basic primer/reader (despite its being in the mother tongue or in a language known to the child) is usually learnt by this method. Due to over crowding of classes individual attention is mostly not possible in primary school and the defect ripens. When it is detected in secondary school where the rote method no longer pays, it is already an ingrained habit.

Most trainee teachers (TT) practice learning by rote. There are probably 1% exceptions.

When asked why they memorize science lessons, most of them said they do not understand some difficult concepts. When the teacher explains once they still do not understand. They are afraid to admit their ignorance before their peers because their peers make fun of them after class. That is humiliating. They are labelled off as the ignorant ones. They prefer remaining silent.

When asked how they could break out of the vicious circle, a suggestion emerged from the students who had done badly in the exam. The lecture method makes them self-conscious. They dare not interrupt the instructor and become the laughing stock of the entire class. But if there were some activity or demonstration in which they were all involved they could concentrate on it. If during the activity something were to happen which they did not understand, it would be easier to say "How did this happen?" or "Why is this so?"

At present however, there is so much they do not understand that in sheer panic they memorize complete books especially the parts on methodology which are descriptive.

ANNEXURE - 31

## ART AND CRAFT

### P T C

Max. Marks : 50.

Time : 2 Hrs

1. Fill in the blanks:

- i) Art is a \_\_\_\_\_ process.
- ii) Art is a \_\_\_\_\_ language.
- iii) Art develops \_\_\_\_\_.
- iv) Art is the foundation of \_\_\_\_\_.
- v) Children use their \_\_\_\_\_ for observation.
- vi) Art is a \_\_\_\_\_ skill.
- vii) Whatever the children make should be \_\_\_\_\_.
- viii) Rajput art is the reflection of popular tastes and \_\_\_\_\_ thinking.
- ix) Rajput art reflects \_\_\_\_\_.
- x) Painting is an activity which emphasizes the decoration of \_\_\_\_\_.

5 Marks

2. Answer the following briefly:

- i) What is art?
- ii) What do you mean by practical art?
- iii) What is the importance of studying about manual skills?
- iv) What do you mean by Rajput painting?
- v) What is an educational film?

3. Answer three of the following in detail:

- i) What is the importance of art in the curriculum?
- ii) What is the importance of art in the primary schools?
- iii) What is the importance of an art gallery for an educational institution?
- iv) What are the qualities of a good teacher?
- v) Comment on the art of the Ajanta Caves and.... (sentence left incomplete in the question paper)

# MATHEMATICS

## P T C

Max. Marks : 50

Time : 2 Hrs.

1. Answer in two lines

- i) What are the different stages of the project method of learning? Name the stages.
- ii) Analytical and deductive method.
- iii) Soldier's game
- iv) Types of audio visual aids
- v)  $1.5 \times 0.5$

10 Marks

2. Mark true and false:

- i) The Arabs invented 0, thus taking numbers beyond 9.
- ii) There are three basic objective of teaching maths.
- iii) In learning by play there are three games which use the circle.
- iv)  $5 : 0.25 = 5$
- v) A dozen oranges cost Rs.9. Therefore 6 oranges cost Rs.6

5 Marks

3. Fill in the blanks by selecting an appropriate word from the brackets:

- i) The people of Rome used \_\_\_\_\_ to express counting. (Lines, numbers, letters)
- ii) There are \_\_\_\_\_ basic principles of maths. (8,10,5)
- iii) 26895 can be divided by \_\_\_\_\_. (9,6,2)
- iv)  $5.2 \times 3.2 =$  \_\_\_\_\_. (17.53, 166.4, 16.64)

5 Marks

4. Solve two of the following:

- i) How many basic principles of maths teaching are there? Write in detail.
- ii) What audio visual aids can be used for teaching maths? Write in detail.
- iii)  $(3.2 - (12.4 - 8.7) - 7.5) + 8.4$
- iv) 15 people earn Rs.8 per day per person. If 14 people earn on the average Rs.7.50 per person per day, what is the income of the 15th person?

15 Marks

121

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CHILD DEVELOPMENT AND GUIDANCE COUNSELLING

Marks : 50

Time : 2 Hrs

(Part A - Compulsory)

1. Answer in yes or no.

- i) Children can be experimentally studied in three different ways.
- ii) A one year old child can sit without support.
- iii) When a child is three years old, his height is half that of his height as an adult.
- iv) Intelligence is what intelligence tests can measure.
- v) Compared to cities, rural life is stagnant.

5 Marks

2. Mark the correct statements:

- i) The phases of growth are in the following sequence.
  - a) Infancy, childhood, puberty, adulthood.
  - b) The nursing period, childhood, puberty, maturity.
  - c) Puberty, maturity, childhood.
- ii)
  - a) Intelligence means the individual's personal abilities which help him face the problems of life.
  - b) Intelligence is an inborn faculty which expresses itself through correct and proper behavior.
  - c) Intelligence is the individual's personal ability which help him face life's events in a conscious manner.
- iii) Children who are involved in their own thoughts are called:
  - Introverts
  - Extroverts
  - None of these
- iv) Intelligent children have an IQ of:
  - 140 and more
  - 110 to 139
  - 90 to 110
- v) Which of the following affects the weight of a person more than his height:
  - Environment
  - Food
  - Clothing
  - Education

5 Marks

3. Fill in the blanks with appropriate words:

- i) At birth the child has \_\_\_\_\_ emotions.
- ii) Choleric people show \_\_\_\_\_ in their behavior.
- iii) \_\_\_\_\_ children cannot go to a normal school.
- iv) In our school most of the children belong to the \_\_\_\_\_ class.
- v) In the \_\_\_\_\_ educational facilities are relatively limited.

5 Marks

4. Answer briefly:

- i) Write down the four principles of emotional training (write the subtitles only).
- ii) Which three factors are the most important for the social upbringing of a child.
- iii) What type of activity is called evolutionary activity.
- iv) What do you mean by individual differences?
- v) What do you mean by suitable education?

10 Marks

(Part B)

Solve any three:

1. Write in detail the six characteristics of emotions.
2. What are the three important ways of studying children experimentally?
3. What are the possible difficulties of training children.
4. How can individual differences affect the teaching procedure? What are the principles that can be effective for teaching children?

8 + 8 + 8 Marks

# PHYSICAL EDUCATION

## P T C

Max. Marks : 50

Time :

(Part - 1)

Do any five:

1. Describe the significance and purpose of physical education.
2. Write down the activities for one period (one class = 35 minutes) for classes II and III.
3. What is the importance of activities without equipment? Why are such activities necessary?
4. Why is equipment important for physical activities?
5. What do you mean by posture? Mention some defects in posture. How can these be corrected?
6. Why is environmental cleanliness necessary from the point of view of health.
7. Why is it important to keep the house clean? How can we ensure cleanliness in a house?

## SOCIAL STUDIES

### P T C

Max. Marks : 50

Time : 2 Hrs

#### I. Fill in the blanks:

1. Just like an individual cannot lead a satisfactory life without society, similarly without the \_\_\_\_\_ of individuals society cannot be formed.
2. Along with education a school provides a child awareness of life and its problems.
3. \_\_\_\_\_ thinking implies possessing noble sentiments and a will to sacrifice one's personal gains for the sake of one's country.
4. The blossoming of the personality and the \_\_\_\_\_ of an individual are a product of society.
5. It is important to be aware of the \_\_\_\_\_ around us and the knowledge of how to cope in emergency if we want to lead a calm and successful life.

#### II. Answer in "Yes" or "No":

1. A cure was found in this century to the bite of a mad dog.
2. A way to prevent honey bees from attacking is to lie down on the ground.
3. One who spends his resources carelessly is a spendthrift.
4. The furnishings and decorations of a house are called property.
5. The popular profession of the people of Baluchistan is

#### III. Answer the following in two sentences each:

1. In how many parts can we divide Pakistan climatically?
2. What are the measures undertaken by the government to prevent floods?
3. What are the natural resources of Pakistan?
4. What are the problems that have resulted from over population?
5. What are the 4 elements of the syllabus?

#### IV. Answer 3 of the following in detail:

1. Why is the number of accidents increasing these days?
2. Write a note on \_\_\_\_\_ of Pakistan.
3. What are the characteristics of good teaching?
4. What are the different types of evaluation?

ANNEXURE - 32

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PROFILE OF A TT,

Name : Ahsanullah Aslam  
Age : 18 years  
Father's name : Qari Mohammad Aslam  
Father's occupation : Teacher  
Father's place of work: Government Primary School, Gulbahar No.2,  
Peshawar  
Father's income : Rs.1,600 per month

Education of Ahsanullah Aslam:

|        |   |                                      |
|--------|---|--------------------------------------|
| Matric | Urdu, English, Islamiyat Compulsory<br>Islamiyat Elective, Pushto, General<br>Science, Math | Gov't High<br>School No1<br>Peshawar |
|--------|---|--------------------------------------|

Passed Matric in 2nd division.

Admitted in the PTC on teacher's quota.

Ahsanullah on his family background...

Used to live in a joint family system with paternal grandmother and uncles. Started a business, collecting old rubber tires to cut into shoe soles. This gave an income to Rs.600 per month. Father used to contribute Rs.400 to grandmother's budget for feeding the family. Grandmother was a midwife and a very resourceful person. Grandfather, a political activist during the pre-partition days, never made any contributions to the family income. Grandmother collected the monthly contribution of Rs.400 and eventually gave it back in a lumpsum to buy land in Gulbahar with a loan from House Building Finance Corporation. With the help of this loan, father was able to construct a house and move the family to the new premises.

Father is a patient man, wants him to get education. He may go on to do his F.A. and B.A. and perhaps join the army one day.

MALE TRAINEE TEACHER'S PROFILE

Name : Khalil Mohammad Khalil

Age : 20 Years

Village : Shagaitana

Post Office : Sufaid Sang

Father : Retired from the army

Father's Present occupation: Superintendent, Gemstone Corporation

EDUCATION:

Class V Primary school, Shagaitana  
English, Urdu, Maths,  
General science, Islamiyat  
Pushto, Pakistan studies

Class VIII Matra

Class X Matra

Worked as junior clerk to a laboratory assistant.

Planned to do civil engineering, but was not admitted into F.Sc.  
Taught in a primary school, and came to like it.

Does not have all the textbooks. He thinks that instructors teach according to the syllabi. Most of them dictate notes 50% of the time. The other 50% of the time they explain concepts from the notes.

He thinks that the books must have been written 20 years ago.  
They must be out dated anyway.

## PROFILE OF A TRAINEE TEACHER

Name: Fauzia Gul

Father's education: F.A

Father's profession: Road inspector, Public Works Department  
(PWD)

Village: Kalkatak

District: Chitral

Has 4 brothers and 2 sisters. All go to school. Elder sister is married and is educated up to Matric.

### EDUCATION:

Passed primary school from own village. For middle school went to village of maternal grand parents in Auun. For high school went to Chitral city and stayed with maternal aunt.

Stayed away from home for 5 years. She completed Matric in 1987. She was married in January 1989. In September 1989 she was admitted to this college.

On November 24 1989 she had a baby. After the birth of the baby, she briefly went to Peshawar. When the baby was 7 days old her father and husband took the baby to Chitral. Her mother-in-law looks after the baby.

### EDUCATION IN THE FAMILY:

Her husband is a matriculate. He looks after his lands. His father and brother are also farmers. They live and work together.

One of her brothers has passed 8th grade. He is a soldier. Another is now in 8th grade. A sister is matriculate. Another is in 4th grade.

Most cousins have studied upto class V. An aunt, who was a matriculate got married to the Principal of Commerce College in Chitral. With his guidance and help, she has now passed M.A in Islamiyat. She is DEO of Chitral.

Fauzia is aware that teaching is a challenging job. She will have no problem getting a job. Majority of the teachers are unqualified matriculates. The first two years she expects to be sent to some far flung areas. Later she will be sent to the city. She will earn Rs.1,100.

## THE PROFILE OF A TRAINEE TEACHER

Name : Shehnaz Nizakat

Marital status : Married

Age : 21 years

Village : Behr Kund

District : Mansehra

### EDUCATION:

|                            |                                 |          |
|----------------------------|---------------------------------|----------|
| Primary school             | Khawaj Garan                    | Mansehra |
| Matric                     | Government Girls High School    | Mansehra |
| F.A<br>(Failed in English) | Government Girls Degree College | Mansehra |

Two children: Daughter (3 years), being looked after by paternal grandmother. Son (One and a half years old) is being looked after by maternal grandmother.

Selected on open merit

Matric - First division (488/850 marks)

Enrollment position: 44

Intends to work. Husband expects her to work. She will not be able to work if transferred outside Mansehra. However, her uncle who is a manager in the Pakistan Tobacco Company<sup>1</sup> is a friend of the Chief Minister, N.W.F.P. Thus she hopes she will get a desirable posting.

### FAVOURITE SUBJECTS:

Psychology, Principles of Education, Urdu, Art and Physical Education.

She is weak in maths. The maths teacher (Saeeda Rafiq) is responsive. She repeats the explanation, if she finds out that the problem has not been understood.

If she needs guidance she goes to Rubina who is in her patrol group.

### HOME ASSIGNMENTS:

The science teacher expects that the girls will read what they have learnt. She asks them questions on the previous days lesson before proceeding to the new lesson. The other instructors do not get feedback on the previous day's work.

-----  
<sup>1</sup>I have not verified this.

## THE PROFILE OF A TRAINEE TEACHER

Name : Rubina Bibi

Marital status: Single

Age : 21 years

Village : Havelian

District : Abbottabad

She fell as a child and broke a leg. The ankle is bent backward. She has trouble walking.

### EDUCATION:

Primary education - Private  
Matric - Private  
Matric first division (560/850 marks)

Selection on open merit.

For secondary school she chose science subjects. But she needed to complete practical assignments for which it was necessary to get enrolled in school. An old friend coached her in science at home. This could not last. The science teacher left the school. The friend dropped science and had to opt for arts. Rubina also opted for arts. She prepared for Matric exams by studying test papers. During the Matric exams she had to be carried to the examination centre and back.

### WORK EXPERIENCE:

She worked for 3 years (1985-89) in a private primary school. Used audio visual aids for teaching. She gathered some concepts of psychology and principles of education.

### FINANCIAL BACKGROUND:

Her father has a shop in Havelian. He is a poor man and is involved in litigation. She helped her family financially. She also saved some money for PTC training. She goes home very seldom because it costs Rs.50 to make a round trip.

### ACADEMIC PERFORMANCE IN PTC:

She is at the top of the list in the PTC internal exam. She helps other girls with their studies. They in turn take care of her physical needs, such as washing her clothes etc.

### FAVOURITE SUBJECT:

She likes science and maths. Maths is her favorite subject. She likes it because it is a perfect subject. Her maths instructor (Saeeda Rafiq) is an experienced teacher. She has a balanced outlook.

She considers PTC an effective course. She suggests that it should give a lot more practical training for classroom teaching.

### **Most TTs would like to work.**

It is unlikely that any TT, including the females would decide not to join the profession. They don't have a choice. Their investments, emotional and financial are considerable. It is their need to work.

The males are likely to seek better paying jobs.

Both males and females are likely to work privately for upgrading their education so as to improve their job qualifications and earn better pay.

Appearing privately for examination seldom adds to knowledge of training under the current system. However, this is done mostly at the expense of the children.

After admission, the next issue is syllabus and quality of textbooks.

### **Boys have low motivation for teaching.**

In conversations with the groups, all boys unanimously said they did not want to come here. They are poor people who were either refused admission for higher studies or they could not get jobs.

### **Girls coming through quota are desperate to earn.**

The girls who come in through quota are equally incompetent. The weakest among them cannot speak Urdu. But there is one major difference. They are here because their families want them to earn. The Chitralis are very poor. Their desperation is obvious. Five of the fifteen Chitralis in PTC are married. Newly weds are here. Two were pregnant when they arrived here. One gave birth to her first baby in Peshawar in a relative's home. Her father and brother took away the baby when it was seven days old. She continued with her studies. This is true of TTs from Mansehra as well. Infants are left with maternal grandparents and sometimes with paternal grandparents, while mothers come away for a year. One thing is certain, these women are going to work. Their families mean business.

### **The girls have high motivation for teaching.**

The motivation of these women is high. They want to be teachers. They had not planned for anything else. They want to earn. They know that their starting pay will be Rs.1,100/- They like their studies. They are involved. They look forward to teaching in their own districts, near home.

There are 15 Chitrali girls in the PTC. The girls are poor in their studies. The Principal thinks that the college shows poor performance in the external exam because of the generally poor performance of the Chitrali girls.

When asked why their performance was poor these were the reasons the group identified:

In Chitral students are taught in Chitrali upto Matric even though the exam is in Urdu.

There were no science and maths teachers in the schools where these girls studied. Fauzia's father coached her in maths. Tahira was in a boy's school where there was a maths teacher.

Their school teachers were untrained matriculates.

Upto eighth class passing an exam did not need much preparation. The supervisor was a Chitrali. He did not check if the girls and boys brought books and copied out answers during the board exams.

It was only during the Matric exam that things were different. The supervisor was from Peshawar. This lessened the opportunities to cheat. Many people failed. With Fauzia there were 5 regular and 17 private female candidates taking the exam. The former passed the exam. Of the private, 10 failed.

Of the 15 Chitrali girls 4 are married. One of the four left 25 days ago on medical leave. She has had a baby boy. If she comes back whenever she does, she will, be accepted by the college. A fifth had enrolled but she missed her children. She dropped out. A sixth had brought along a year old daughter to stay with her in the hostel. She could not cope with her studies. She has dropped out.

The Chitralis who accept to stay under such difficult conditions seem financially desperate.

During the year they seldom go home to see their families. One way air fare is Rs.190. But very often due to bad weather flights are cancelled.

When male family members come to Peshawar, most of them cannot meet the girls. The girls have to give in the name of one visitor only on the admission form. They are not allowed to speak to anyone on the telephone. They are very lonely, and long for home.