

REPORT
ON
**INTERACTIVE TEACHING AND LEARNING
METHODOLOGIES WORKSHOP FOR
GRADE IV TEACHERS**



JUNE 18-22, 2007

ORGANIZED BY

**CHILDREN'S RESOURCES INTERNATIONAL, PAKISTAN
(GUARANTEE) LIMITED**

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INTRODUCTION

CRI Pakistan is an educational institution, implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. These schools are located in the entire school District of Islamabad Capital Territory besides Rawalpindi City District, and the Karachi City District. The best global methodology tried and tested in more than 35 countries of the world was initiated in Pakistan in 2002 with the funding support of USAID to improve the capacity of the public sector management and delivery of services in education especially to the marginalized.

The five main implementation pillars of CRI Methodology are:

- Elementary Education (KG through Grade VIII)
- Family Literacy Program
- Families and Community Involvement Program
- Higher Education Program
- Inclusive Education

CRI Pakistan is also helping teachers to meet the new curriculum standards while implementing activity based learning by holding trainings on compatible methods of child-centered teaching. CRI has trained more than three thousand and eight hundred school teachers, principals and administrators in interactive teaching and learning methodologies at primary level through fifty one trainings.

CRI through Parent and Community Involvement Program involves family members in school life through planned activities by inviting them in their child's classroom to assist teacher by telling stories, sharing their knowledge, demonstrating and sharing professional skills thus creating communication channels between teachers and parents.

Our intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half an hour. With the introduction of the Family Literacy Program in 110 more schools over 5,000 more parents would benefit during the expansion phase.

CRI has also successfully introduced three specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by the Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as practical Basic Education guide and have been distributed among partner school teachers. Besides these books we have a number of other publications and modules that support us in the implementation of our program.

ABOUT THE WORKSHOPS

Four Grade IV trainings took place from June 18 to 22, 2007 in different TRCs (Teachers' Resource Centers) established by Federal Directorate of Education in public schools. Total 248 partner schools teachers attended these training workshops on interactive teaching and learning methodology whose contents were schematize by CRI's Master Teacher Trainers keeping Grade IV curriculum in mind. The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experience to the participants for understanding various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade IV.

Following are the TRCs where the four trainings took place simultaneously:

- Group I:** F.G Girls Model School, G-11/2 Islamabad
Group II: F.G Junior Model School I-8/1, Islamabad
Group III: F.G Junior Model School, G-7/3-1, Islamabad
Group IV: F.G Junior Model School, G-9/3, Islamabad

Duration of the training: Five days each

Number of Participants: Two hundred and forty eight (248)

Names of Trainers: Ms. Samina Anjum
Ms. Fakhira Najeeb
Ms. Tasneem Sarwar
Ms. Nazakat Bibi
Ms. Sadia Shakeel
Mr. Abid Hussain
Ms. Bushra Anis
Ms. Tayyaba Khan
Ms. Sabahat Yasmeen
Ms. Sarah Qaiser
Ms. Maryam Shah
Ms. Hina Khokab
Ms. Shabana Akram
Ms. Uzma Batool
Ms. Munazza Imran
Ms. Saima Qadeer
Ms. Joyce David
Ms. Humaira Jameel

WORKSHOP OBJECTIVES

- Implementation of interactive child-centered learning methodologies.
- Planning the lessons and teaching the children through various themes.
- To create a community of learners and an environment of mutual respect, trust and understanding.
- To enhance the professional capabilities of the learners.
- To share apprehensions and try to find solutions of their problems themselves.
- Teaching math by using things from our environment and doing various activities (Hands-on experiences through different activities).
- Teaching children through different mind/practical games.
- To establish teaching methods that inculcates fundamental democratic attitude and behaviors amongst the children.
- Utilize manipulative and indigenous material to teach different concepts of language and mathematics.

PROCEEDINGS OF DAY ONE

18th June 2007

SESSION I

Registration of Participants

The first day of the training started with the registration of the participants. The trainer shared the training agenda and introduced themselves to the participants.

Opening Activities

The trainer started the training by giving a brief account of work done by CRI in federal and regional sectors. The main highlights of the CRI methodology were also shared so that the participants can be prepared for the coming sessions of the training.

The session started with a very interesting activity in which each participant was given two colored cards i.e. blue and yellow, all they had to do was to write their fears and hopes from this training. These cards were then placed on sentence charts.

Group Formation

All participants were lined up in a circle. The trainer allotted them numbers from 1 to 10. Participants with same numbers were requested to sit in one group. The objective was to provide teachers an opportunity to mix up and share their ideas with one another. Participants were then requested to select any name for their groups from the category of birds and animals.

Participants mutually selected the following names for their groups:

- Eagle Group
- Fish Group
- Parrot Group
- Hudhud Group
- Peacock Group
- Bulbul Group
- Cuckoo Group
- Tiger Group
- Lion Group
- Fakhta Group

Assigning Jobs

Participants were given colorful paper of various shapes. They were asked to assign the following responsibilities among themselves:

- | | | |
|----------------------|----------------------|--------------|
| • Work Displayer | <i>symbolized as</i> | Pink Flower |
| • Table Manager | <i>symbolized as</i> | Blue Cloud |
| • Handout Collector | <i>symbolized as</i> | Yellow Apple |
| • Material Collector | <i>symbolized as</i> | Green Pear |
| • Time Keeper | <i>symbolized as</i> | Orange Cone |

Parking Lot

A chart called 'Parking Lot' that was displayed on the wall was also shared with the participants on which they were encouraged to write any comments, views or concerns they would like to deal with. The trainer also shared 'Reflection Box' that was available in the hall for the participants to give their reflections on the query asked everyday.

Training Rules

Following rules were set for organized proceedings in the upcoming sessions:

- No noise rule
- Every participant will raise hand before speaking
- Punctuality will be observed by both instructors and participants
- Wait for you turn to convey your message
- Cellular phones will be set on vibrator/silent mode
- Participants and trainers will use three inch voice rule

Name Tags

Participants were asked to write their names in bold letters on a name tag so that everyone in the hall can see them.

All the participants in the hall were divided into pairs for the next activity. The instructions given were that each participant will share their name, qualifications and one thing they like doing most with his/her partner. Two trainers practically demonstrated by introducing themselves so the participants understand the instructions clearly.

Morning Challenge

The trainer shared that 'Morning Challenge' would be displayed on the wall everyday and anyone who could successfully accomplish the challenge would win a

prize. Then she shared the morning challenge that was to draw four straight lines touching all nine dots given in the figure without lifting the pen from the paper.

Mystery Bag Activity

The distinction between active and passive learning styles was explained by carrying out a large group activity. Each group was given a mystery bag that contained numerous items. At the first stage, the trainer harshly asked them to make a list of items in the bag without touching them and strictly ordered them not to converse with each other. In the second stage she allowed them to touch the materials of the bags but still did not let them communicate with each other. In the final stage, she gave them full liberty to touch the bag as well as share information with each other. At the end of this activity, participants were asked to compare and analyze the lists of material made at each stage and decide in which stage they had listed more items. They all mutually agreed that the third stage brought far better results than the first two since the participants were allowed to make observations at ease and could consult each other freely. They agreed that in the first two stages teacher's attitude, restriction for exploration and no communication in the groups restrained them from working well.

A Chinese proverb was then shared with the participants at the end of the activity:

*"I hear, and I forget
I see, and I remember
I do, and I understand"*

Group Activity

Listing of learning components in a classroom

The groups were given a list of classroom learning components. They collectively had to rank them according to their importance. The trainer assured them that there was no perfect list as it differed according to the class environment and each teacher had a different way of teaching. The purpose of the activity was to stimulate the participants mind to think on terms of child centered learning.

Address by Director Trainings and Colleges, FDE

Director of Trainings and Colleges Federal Directorate of Education, Professor Muhammad Rafique Tahir paid a surprise visit at one of the training centers at F.G.J.M.S I-8/1 and addressed to the participants. He briefed them about the aim of these workshops which was to transfer basic teaching techniques and methodology to the teachers and to create a community of learners and an environment of mutual trust and understanding. He shared that CRI team is working to enhance the professional capabilities of the teachers and told them that it was their privilege to get training from such learned and qualified Master Teacher Trainers. These

trainings are for skill development and capacity building of the teachers. He advised the participants to take full advantage of this workshop, grasp each and every skill and make practical use of the methodology being imparted to them. The Director also set the criteria of qualifying this workshop by at least obtaining grade 'B' to receive the training certificates at the end of the workshop. He also mentioned that the feedback from the trainers will be attached with the ACR (Annual Confidential Report) of the participants. Participants were urged to attend the workshop with full dedication and devotion and were assured that their class rooms will be equipped with active learning material and technical assistance for implementing CRI methodology will be given by CRI team.

At the end he thanked CRI team for their commitment and devotion in improving the educational system at grass root level and termed CRI program as the best among all the ongoing education programs in the country.

SESSION II

Overview & Philosophy

CRI promotes child centered education and to change the prevailing traditional teaching style teachers must impress upon interactive teaching and learning programs with healthy early childhood education (ECE) foundation. The aim of CRI is to enable the children to learn themselves, meet challenges and to prepare themselves as motivated learners. CRI encourages individualism, choice initiative and critical thinking. CRI does not only stress on school learning but believes that teachers and families should work in communion to support children's educational process.

The trainer shared with the participants that the philosophy of CRI is to prepare children as motivated learners with the ability to meet and effect change; encourage individualism, choice initiative, critical thinking; support community and family involvement; appreciate differences amongst people; learn through play to construct their understanding of the world and themselves; explore and manipulate open-ended materials; take responsibility, work, share and co-operate with other children; conform and adhere to classroom rules and work independently towards mastering different skills.

Implementation of CRI is ensured through internal and external evaluation done by CRI monitoring team and LUMS in all partner schools.

The trainer then elucidated the philosophy of child centered classrooms in detail. She explained that child centered classrooms are necessary because of the following factors:

- It facilitates children's involvement in a classroom.

- Enhance children's learning skills and enables them to face the challenges of the modern world.

She explained that CRI child centered interactive methodology program caters to the need of children belonging to different age group and enables them to become:

- Problem solvers
- Democratic thinkers
- Ready to accept changes
- Creative thinkers
- Risk takers
- And develop strong feelings of association with the environment, families and their county

A child can not possess these qualities unless he/she has been provided an environment that is conducive for active learning.

The trainer emphasized on the following three tenets of a child centered classroom which play vital role in child's development:

- Teacher
- School administration
- Family

Individualization, child choice and parental involvement were also discussed with the participants. The trainer urged them to focus on the individual and deal with children at their level. She explained that children have different understanding and coping levels and teachers should recognize these differences and deal with them accordingly.

The trainer also compared the traditional teaching method with child centered one. It was clarified that children benefit more in a congenial atmosphere rather than one with restrictions and limitations.

Story Telling

The trainer concluded the session by reading out an interesting story of '*What our heart wishes*' to the participants and visually enacted the story demonstrating interactive learning and how the children's attention could be gained by relating a story and kindle their creative thinking skills.

SESSION III

Morning Meeting

Philosophy of Morning Meeting

Morning meeting is a transition period that sets a tone for the day by sharing the agenda of the day with the children. The practice creates a positive tone in the classroom by engendering a sense of community, enhancing communication skills, and strengthening academic skills.

The trainer explained that the Morning Meeting sets a positive tone in the classroom and results in democratic behavior and attitude. The trainer shared four components of the Morning Meeting:

Greeting: Interaction leads to a healthy environment. Greeting enables children to get by the first step of interaction and use each others names. It gives children a chance to practice the art of being hospitable. Interaction leads to a healthy environment. Greeting enables children to get by the first step of interaction and use each others names. It gives children a chance to practice the art of being hospitable.

The trainer stressed that while conducting the greeting exercise the participants should shake hand and establish eye contact with the person they were interacting with. The trainer shared some examples by which different subjects could be incorporated in the greeting.

Sharing: The trainer explained that sharing develops skills of caring and communication and involvement with one another. Sharing is also a procedure that helps in building the confidence of the children. It encourages habits of inquiry and thought that are important for cognitive growth. The trainer stated that the sharing component should be open-ended as it induces reasoning skills in a child. The children should be allowed to share any event, interesting incident etc during that time. The teacher should prompt children to ask more and more questions.

Group Activity

The trainer explained that small and large groups could be accommodated in a morning meeting. She stated that simple things relating to the curriculum of grade IV could be incorporated in the group activity.

News & Announcements: The trainer said that the news and announcement chart is a form of written communication from the teacher which announces the general happenings of the academic day ahead. It could be written in any style on the chalkboard in a classroom.

The trainer shared that the four components of morning meeting are flexible and could be interchanged.

Demonstration of the Morning Meeting

Two participants from each table were called randomly to sit on the mat to form the inner circle and then the morning meeting session was demonstrated. The rest of the observers were told to sit around the inner circle. The participants in the inner circle were made to sit in a 'criss cross apple sauce' (legs crossed) position.



Greeting: The greeting component started with the trainer sharing her name and her occupation to the person sitting on her right. The trainer, while talking to the participant, shook her hand and maintained eye contact. The participants repeated the act till all the participants were introduced.

Sharing: Sharing was open ended and since it was the first day they were asked to share anything that they wanted to. Three questions regarding each sharing were then asked.

News & Announcement: The chart was read and filled by the participants for the news and announcement. Everyone read it together. The trainer informed the participants that the students of grade IV are old enough to be given a chance to display the news and announcements chart themselves.

Group Activity: The trainer shared a very interesting story named 'Kabhi Dil Chahta Hai' that depicted the endless list of child's wishes, some possible while others impossible. Participants went back to their seats where they were handed down colored papers on which they had to write down their wishes. Participants were given five minutes to complete this activity.

At the end of the day, the trainers helped the participants in writing their feedbacks about the training and their expectations from it.

The trainer informed the participants to paste their concerns and suggestions about the training on the chart called parking lot. She affirmed that their suggestions will be incorporated in the forthcoming sessions and their concerns will be responded appropriately in the opening sessions.

PROCEEDINGS OF DAY TWO

19th June 2007

Reflections

GROUP I The trainer asked participants to share their views regarding the first day of the training. The participants shared that they found morning meeting assembly very useful however it was not feasible to conduct it due to large number of students in the classrooms. The trainer assured them that if they managed their time and plan the session appropriately then they would be able to accomplish the morning meetings without any hitch. She also asked them to exclude the component of group activity from the morning meeting which could be done in the later part of the day.

GROUP II The trainer shared feedback about the training with the whole group first thing in the morning. Very effectively she reviewed last day's activities and asked participants to share which session they liked most and why. The feedback from the participants showed that they were satisfied with all the sessions and were trying to grasp maximum out of this training workshop. Overall they all were of the view that the day was very productive.

GROUP III The trainer went over the suggestions posted on the parking lot from the previous day with the participants. One of the propositions raised by the participants was that lessons taught should be given in written form as well. The trainer assured them that they would be receiving handouts of all the lessons delivered. Another concern raised was that the training days should be altered but the trainers notified that since the schedules have been set up prior to the training sessions, it was not feasible to shift or change the existing schedule. Overall the participants were very satisfied with the training sessions.

GROUP IV The second day of the training started with the sharing of the views of the participants which were written in their Reflection Journals. The participants seemed quite satisfied with the first day's training sessions. One of the participants encouraged the new training strategies and said that the philosophy of CRI and the objectives of Morning Meetings were quite motivational. CRI's strategy to 'Share' is one of the best ways to help everyone to share their ideas in democratic environment. The participants also appreciated the training rule of hand rising to gain attention. One of the teacher shared that no doubt children learn better through new ideas and they too want to implement these techniques but the problem that they fear they would face would be the uncooperative behavior of the Heads. The trainer

responded that CRI is trying to make Heads realize that these methodologies are easy for the teachers and for the children to teach and learn effectively.

SESSION I

Morning Meeting

The trainer called two participants from each group to sit on the meeting mat.

Greeting: The greeting component was performed by making a word chain. The participants told their names and spell out a word from the last letter of their name. This activity had twofold purpose:

- It increases vocabulary
- It encourages children and makes them have a feeling of accomplishment.

Sharing: The sharing was open ended. The participants were asked to share stories. Other participants in the inner circle asked questions related to the stories. The trainer stressed on the teachers to encourage open ended questions in their respective classrooms so that children can make use of more words.

Group Activity: It was a language related activity in which compound words were to be created. Half of the participants were given pink cards while the rest were given blue cards with words written on them. They had to match the pink and blue cards to form a correct compound word. The participants were also given strips of paper on which they were required to write a sentence containing the compound word that they had made.

News & Announcement: It was read by one of the group who announced the date, day, weather and agenda of the day.

SESSION II

Language Arts

The session started by asking each group to share what they know about the language. The trainer then explained the following four basic language skills in detail:

- Listening
- Speaking
- Reading
- Writing

The trainer shared that all the four skills are interrelated. She also shared that if parents are interactive and are involved in their child's activities then their children will be more receptive and have strong command over language.

The participants were then asked to share problems while teaching language in a class. One group raised objections that students have problems in punctuation and pronunciation. Another group complained that students coming from different backgrounds have different accents and speak in their mother tongues. Some shared the problem of poor vocabulary of children and asked solution for it. Some participants were quite worried about their student's no command over sentence formation. The trainer very effectively gave them proper solutions and shared some reading techniques with them:

- Reading aloud
- Shared reading
- Guided reading
- Silent or independent reading

The trainer shared that students of grade IV are old enough to read. The solution to make them better at understanding language is to ask them to read chapters and underline difficult words that can be later explained by the teacher.

The use of a dictionary in the class is imperative, the trainer expounded that teachers should read out books to their students so to motivate them towards reading. She also suggested maintaining a small library in a classroom.

The trainer also explained the role of teachers in a child's learning process and showed the procedures of webbing and brainstorming that could help in teaching writing to the children.

The trainer deliberated following six facets that influence the child to read and learn in the class:

- Teacher should be a role model for the children
- Children should have full exposure of the books in classrooms and at homes
- Children should be given choice time
- They should be given opportunities to learn together
- Children should be provided with books on various topics
- Teachers should manage time well and design activities related to the subjects under study

Word Wall

Each group was given newspapers. Participants were asked to cut the newspaper clippings and to underline verbs and nouns in the article. Each participant was given two balloon shaped papers and they were instructed to write five nouns and five verbs on them. They were then asked to paste those balloons on the noun word wall and verb word wall.

The objectives of this activity were:

- To learn new words
- To distinguish between nouns and verbs
- Learn to read
- Provide choice time; (children were given a choice on which article they want to cut)

Curriculum Related Activity

Another task was given to the groups in which they were asked to prepare different types of writings in Urdu or English and to make presentations. Different tasks were assigned to different groups.



The topics were as follows:

- Design a mural and write a few sentences on the four seasons
- Write a play on the poem of the spider and the fly
- Perform a role play on the topic 'Cleanliness'
- Picture description
- Form a story from the comic strips given
- Write a story from the poem and draw it on a chart
- Change the ending of the given story
- Write sentences on the happenings of the past, the present and the future
- Mime some professionals and write about your favorite profession

The time for this activity preparation was half an hour.

The activity helped the participants in building vocabulary and developing interest, curiosity and a sense of role playing. The activity clearly stimulated the creative and emotional side of the participants and they expressed themselves properly when making the presentations. The activity also covered all the basic reading, writing, listening and speaking skills.

SESSION III

Book Making

The trainer described the types of books available. She stated that age appropriate books should be provided to the children in classrooms for them to develop interest in reading and writing.

The trainer stated that while making books the grade IV teacher should keep the following two things in mind:

- The topic should be interesting
- The topic should be age appropriate

The trainer explained the process of writing in detail. She linked the process of reading and writing together.

She asked whether anyone from the participants liked to write. A few raised their hands. She then gave envelopes to each group that contained topics for the participants on which they were to make books individually.

The following topics were shared with the participants:

- Biographies
- Animals
- Science
- Math
- Social studies
- Islamiat
- Professions
- Grammar



The format of the book was also shared by the trainer.

Following points to be kept in mind while making book that were:

- Illustration
- Title of the book
- Title page
- The subject
- Use of simple words
- Author's name
- Epilogue

All participants were to make books individually. When the participants had prepared the books, they were given the chance to sit on the author's chair and read it to all the groups.

The day ended by taking participants views regarding the day's sessions. The participants showed eagerness to use the material at hand and shared that if such material was provided to them they would really like to involve children in such activities as well.

PROCEEDINGS OF DAY THREE

20TH June 2007

Reflections

GROUP I The third day of the training started with the sharing of the previous day's reflections from the participants who expounded that they were being taught new techniques that they had never encountered before. The participants thought that the methods introduced by CRI were likely to be easier for the students and appreciated the activities constantly carried out during the workshop.

The participants highly praised the book making session and thought that the activity was very fascinating. Their only concern was that the children would not be able to complete such an activity with in the given time span. One of the groups appreciated the miming activity and lauded the efforts done by the trainers in that session. The presentations were also thoroughly enjoyed by the participants and they seemed eager to perform them while teaching their students as well. Some of the participants raised concerns that the syllabus of grade IV was very lengthy and it would be very difficult to incorporate activities with the extensive syllabus but when the trainer assured them that only by planning activities properly they would certainly find no problems they seemed satisfied.

GROUP II Reflections of the participants were shared in which participants liked the concept of author's chair, book making and story activity of language session and showed their eagerness to share them with their students. Some participants shared the problem of having large number of students in classes making it impossible to engage them in different activities. The trainer very effectively satisfied their concern by suggesting forming small groups of students in class and plan lessons appropriately.

GROUP III The trainer went over the parking lot's concerns of the participants regarding how to involve parents in the education of their children; the trainer suggested sending letters to parents asking their participation in any event or school function and also to asked to give orientation before the start of the term.

Morning meeting was highly appreciated by all the participants and they reflected that this method could enhance the communication skills and confidence in the children. They also appreciated the way in which subjects can be incorporated in the morning meeting sessions.

GROUP IV Participants said that they learnt teaching math by using material that made it much easier for everybody to understand how to teach the subject in a better way. They also exclaimed that all the activities taught to them in math work stations were very useful indeed. All the participants appreciated the efforts of CRI and agreed that because of CRI teaching has become fun. One of them also said that he has realized that as a teacher one can interactively use different material in order to teach effectively and develop interest in children.

SESSION I

Morning Meeting

Morning meeting was conducted by calling two selected groups and asking them to form the inner circle.

Greeting: The trainer initiated the greeting by sharing her favorite number and its significance in her life. Later the participants followed her and shared their favorite number.

Sharing: It was open in which the participants shared with the group about the people who influenced them the most. Three participants shared their stories while others asked questions related to it.

Group Activity: Keeping in mind the session of the class room environment in the later part of the day a large group activity, of listing necessary classroom items, was conducted by the trainer. A story called '*If you take a mouse to school*' was narrated by the trainer who asked the participants to record the items that were used in the school in the story book.

The intention was to boost skills such as listening, memory, observation and concentration in the children. The participants enthusiastically participated in the activity.

News & Announcements: The agenda of the day, date and weather of the day were shared with the participants.

SESSION II

Classroom Environment

Before starting the session, the trainer asked the participants of the challenges faced by them in their classrooms.

They shared the following problems:

- Congested, dingy classrooms with large number of students
- Furniture provided by the school is not age appropriate
- Uncooperative behavior of school heads and senior teachers
- A long procedure of taking permission from heads is required before conducting any activity
- Activity resources are not available

After collecting all their concerns the trainer formally started the session by narrating a story of '*Hasan.*' All the participants were given heart shaped papers and they were told to tear one bit of a heart whenever they felt that Hasan's heart broke during the story.

The participants at the end of the case study shared that Hasan's heart was broken by the teacher, his parents and classmates due to which his confidence was shattered and increased his insecurity in class.

Keeping grade IV children's ages (8-9) in mind, the trainer emphasized that activities should be planned so that they are achievable by the children. She stressed on individualization and told participants that the activities should neither be too easy nor too difficult for them.

The trainer shared the importance of healthy learning environment and discussed the following types of classroom environments:

- Psychological environment
- Physical environment

Psychological Environment

The teacher's attitude, body language and way of interaction with children constitute the psychological part of the classroom. These factors can either turn into a warm and loving relationship between the child and the teacher or become the very reason for the lack of interest in studies of the child. A positive relationship helps building mutual trust and understanding which gives a sense of security to the child, often enabling him to do better in his studies.

Physical Environment

The trainer also emphasized on the physical environment of the classroom which constitutes seating arrangement, material setup, activity centers and display of students' work on the walls. The trainer also stated that the work displayed should be more of the students than of the teacher.

The participants were briefed about the five



basic learning centers:

- Mathematics center
- Art center
- Literacy center
- Science center
- Social studies center

The trainer asked the participants to establish such activity centers in classrooms where children would be allowed some time to do activities of their own choice. The trainer also informed participants to label the materials so that the children stay familiar with the names of the objects. She furthermore asked the participants to delegate jobs for the proper usage of activity centers and to make rules for the classroom so that the children have some responsibility and would be accountable to anything happening to the material.

Activity

- **Creating Ideal classroom**

Interactive classrooms are the best area for a child's grooming. The participants were told to create their ideal classrooms and display their work on the walls. They were also told to list down some material that they would want to place in the classroom's activity centers. All the participants worked with fervor and enjoyed working as a group. By actively participating in this activity they learnt how to change the structure of the class. As compared to the traditional methods of teaching the difference in classroom environment was visible. The participants showed their creative sides and showed that changes could be made in the class room if they were given proper resources and guidance by CRI.



- **Interactive Video Documentary**

An interactive CRI classroom documentary was shared with the participants that helped them realize and understand how CRI methodology could be practiced in their classes. The participants noticed that the teacher-child interaction was very positive as teacher was coming to the level of the child to explain his problems. The documentary also showed charts made by children displayed on the walls and properly arranged activity centers in the classrooms was making it looked like an ideal classroom.

The trainer informed the participants that the activity centers established in all CRI classrooms are based on developmental domains of the child. Science and

social studies centers help in the development of cognitive and physical domain. Art and literacy center cater to the needs of social and emotional domains while math center helps in developing the cognitive domain of the child.

SESSION III

Family Involvement

The philosophy of involving adults in the classrooms was shared among the participants. A teacher would be able to assess children in a better way if he/she knew their family background. The trainer discussed the impact of parents' involvement in child's development and education with the participants.

Changes are easily noticeable in a child when his family members actively participate in his learning. It is a source of encouragement for the child to see his/her family in the classroom. The trainer shared that a child is fully groomed and honed if the teacher and the parents work together. Another advantage of family involvement is that teachers get to know the background of the child and treat him accordingly.

Participants gave their views on the involvement of parents in their classrooms. They said that those students whose parents came regularly to enquire about their children were mostly the ones who achieve the high grades. They also shared that if teachers and parents work together they can solve many psychological problems of the child.

Activity

Helping hand

Participants were asked to trace out their hands on a piece of paper and write five tasks that parents could do if they were in a classroom.

The trainer explained the benefits of parental involvement in the learning process of the children. Children would have better attendance and a positive attitude towards work. The teachers on the other hand would have more support from the families. The teachers would have a higher morale and would work more efficiently. The parents, especially the low literate and non literate parents would get a chance to read and write themselves. They would take more interest in their child's life.

The trainer shared five benefits of the parents for the teachers in the classrooms that were:

- Teacher can manage more groups
- Link between teacher and parents make children feel secure in both places
- Parents feel a part of child's education
- Parents become aware of the curriculum that their children are studying

- Teachers will have more time to spend with the children

Energizer

A guessing game was conducted by the trainer. A participant was called on stage. An animal's name was attached to her back. She had to guess the name of the animal asking three questions from the rest of the participants.

For the children, such activities involve them in class and help them have a questioning approach to things.

Family orientation

The trainer explained that the best time to meet the parents is at the beginning of the new session. Parents are keen to see how their children will do in the coming year and usually pay visits to school. The teachers should tell them about the importance of family involvement in a child's development.

The participants shared that at the parent teacher meetings, the parents critiqued the teaching methods and styles of the teacher.

Family Tree

Participants were given a paper cutout in a shape of a leaf. They were asked to divide the leaf into portions according to the amount of help a family member could do in a classroom. The participants pasted the leaves on the wall and formed a family tree.



The trainer shared that family involvement not only help parents to know what their child is learning and how well he is performing but also to the teachers who would be able to manage their class better with the help of the parents.

The day ended with a poem '*I love you as much,*' which shows how much mothers love their children and to what limit they can go for the betterment of their children.

PROCEEDINGS OF DAY FOUR

21st June 2007

Reflections

GROUP I The fourth day of the training started with the reflections of the previous day. Participants found the techniques to involve families in the class were very enlightening. They were eager to use these ways for enhancing parent's involvement in their schools. The creative activity of the ideal classroom was also appreciated and participants shared that through this training they understood that interactive teaching could really make a difference in a child's developmental process. The participants wanted to know if they would be given some written guidance on the child centered learning methodologies. They were assured by the trainer that at the end of the workshop, they will be provided with books on these methodologies.

GROUP II Morning challenge was shared with the participants. Participants enjoyed the previous session a lot especially grandma's trunk, news and announcements, group work, interactive demo video, activity on classroom set up and tower making.

GROUP III The trainer shared the parking lot's concerns with the participants. She pointed out the issues raised by the participants and responded accordingly. Participants found Math activities very effective. Various materials used to understand the concepts like base-10 and fake currency were appreciated by the participants who shared that such material help in understanding mathematic techniques very easily. One of the participants termed story telling as an effective tool for teaching mathematical operations.

GROUP IV One by one the participants sat on the Author's Chair and shared their views with class. One of the participants reviewed all the sessions of the previous day. She shared that the sessions have helped many of them to realize that by adopting new and useful teaching methodologies not only they would be helped while teaching but also the children to understand the concepts taught to them more easily.

The other participant appreciated the lectures delivered by the trainer and applauded story telling session.

SESSION I

Morning Meeting

Two groups were called on the stage for the morning meeting.

Greeting: Greeting was held in English language. All they had to do was simply greet each other in English.

Sharing: Participants seated in the circle were asked to share co-operative learning techniques in their respective classrooms. Others were encouraged to ask questions regarding the sharing.

News & Announcements: News and announcement session was also held in English. Date, weather and temperature of the day were written on a chart by different participants. The announcement of the day was that 'Today we will be having a session on Co-operative Learning'.

Group Activity: Today's activity pertained to reading time on a clock. Participants sitting in the circle were divided into smaller groups of four. The task given was to draw a wall clock and then convert the time shown in minutes. The active listeners were also asked to participate in this activity and draw their own clocks. This activity can help students practice their multiplications skills and improve their drawings.

SESSION II

Hands on Math

The session began with the trainer explaining the activity carried out during the morning meeting. She deliberated that the participants should be able to think of new activities instead of restricting themselves to the activities carried out during the workshop. She emphasized that teaching could be made much more enjoyable if teachers made their own activities related to the topics at hand.

The trainer shared the importance of mathematics in everyday life. Goals and objectives of math were also shared. She shared the reasons why most teachers do not like teaching math because their own basic concepts are unclear. The trainer also shared that math Grade IV syllabus for math is lengthy and not age appropriate. Nothing can be done about the lengthy syllabus but the concepts can be made easy and interesting by using the following techniques:

- Through games
- Using manipulative
- From the environment
- Integrating math with daily life activities

The trainer highlighted the role of a teacher as a facilitator and reinforced them to use innovative techniques for teaching math. The trainers also shared how

mathematical concepts can be integrated in morning meeting sessions. She urged them to teach children math in a play full manner.

Group Activity

'I have got your number'

Twenty participants were given cards randomly. Each card had a number (starting from the number 2) and a question written on it. The participants asked questions and who so ever had the answer was to stand up and ask the next question forming a math chain.

Such activities, the trainer shared, can be performed with the whole class or with a selection of students. Basic calculations can be learned through such activity.

The trainer shared that such activities help in developing the following skills:

- Listening skills
- Mental calculations
- Concentration

The trainer stated that small sums, tables and place value problems should be introduced in the daily routine of a grade IV learning style. The children should develop critical approach. The trainer gave examples of everyday life, sharing her own experiences to show how children can be involved in activities relating to mathematics.

Trainer stressed on involving parents while teaching mathematics to strengthen child's mental solving technique.

Ways of Learning Math

- By relating to the previous knowledge of the child
- Taking children from simple to complex problems
- By using manipulative
- Problem solving
- By ensuring that children know the process and not just the answer to the problem
- By relating the activities to real life incidents

The trainer explained that every child has a different way of learning.

Three common learning styles were then shared with the participants:

- Visual
- Psychomotor
- Auditory

Here, teachers are required to assess the learning styles of their students and devise strategies accordingly.

Methods of Teaching

- By demonstrating
- Direct instruction
- Guided lessons
- Individual tasks
- Group learning

Material Exploration

Participants were asked to clear the tables and then they were given math material for self exploration.

Tooth Picks: The participants used match sticks to make different shapes that were shown on the projector.

Pattern Blocks: Participants were given pattern blocks to make different numbers and solve different problems through patterned blocks like angles, fractions and measurement.



Dominoes: The use of dominoes was demonstrated in a number of ways. The participants were asked to use them and later sharing was taken.

Base Ten: Base ten unit application was also established. The incorporation of base ten was shown by the trainer. Later she asked participants to think of ways to use base ten.

Graph: Graph papers were distributed among the groups. Participants were provided with the task sheets and they had to solve the tasks using the graph sheets. They were required to read the graph and write answers on the note pad. At grade IV there is no work of scales. The concept of axes (horizontal and vertical) and how to read a bar chart were discussed.

Geometry Sets: Groups were asked to make a word wall for geometric shapes with short paper strips and geometry set. Participants came out with very creative and individual ideas. Excellent display and group cooperation was visible among them. The concept behind making word wall in math is to memorize difficult terminologies to the students.

Fake Currency: Word problems were given. The participants had to solve the problems by using the currency they had been supplied with. The concept of sharing and subtraction was learned from the activity.

Measuring Tape: A wool spool and a measuring tape were provided to each group. They were asked to measure the circumference of the table they were sitting on and were required to calculate the perimeter and area of the A-4 size sheet they had been given.



The trainer shared that a mathematics teacher should have the ability to motivate the children, so that they become interested in the subject. At grade IV the teachers should be able to devise ways to build a strong base of mathematics of the children. Children should be able to estimate, multiply, divide and distinguish numbers and solve fractions.

Work Stations of Math

The trainer stated that nowadays children do not understand mathematical terminologies, for that she instructed the participants to build a math vocabulary wall by writing some terminologies used in math classes.



A set of tasks that covered all the work stations of math were given to the participants who were asked to do them in groups.

Task One: Addition & subtraction by using base 10

The concept of base 10 was explained earlier by the trainer. The participants were then asked to do addition and subtraction sums with help of place value concept.

Task Two: Problem solving story

A story was shared with all the participants. That story included small mathematical questions which were required to be solved by the participants. The concept behind this problem solving story was to make teachers realize that they can use stories to clear small mathematical concepts in children.

Task Three: Line graph

Two different line graphs were given to the participants and they were asked to read and answer the questions. With this activity, the line graph concept was taught in a playful manner.

Task Four: Multiplication and division of fraction:

Multiplication of fractions was done in a very innovative and different manner. A paper was length wise folded in 7 equal parts and 3 parts were colored, then it was folded widthwise in 5 equal parts and 2 parts were colored. Two colors blended and made a new color. 6 out of 35 were of different color showed the answer i.e. $\frac{6}{35}$.

At the end of the day, the trainer concluded the session by stressing on the need to involve families for learning mathematics. She gave examples where children could learn math at home i.e. in the kitchen or during shopping or while having meals. This would help children become problem solvers and would also strengthen their mental solving techniques.

PROCEEDINGS OF DAY FIVE

22nd June 2007

Reflections

GROUP I The last day of the training workshop started with the sharing of the reflections of the participants who appreciated morning meeting session and articulated that various techniques that they learnt in the last four days were indeed very effective and useful. They stated that the material used for teaching math would really make children interested in the subject and help teachers remove the fear of mathematics in children.

GROUP II Morning challenge and reflections were shared with the participants. All participants liked math session a lot especially word wall, fractions, poem and use of problem solving story. But their concern was about covering the syllabus of math which was very lengthy. The exercises and methods to solve them were quite tough and time taking. They shared that they really liked new techniques taught to them in this workshops but would not be able to apply them effectively in their classes as they were time taking. The trainer told them that by integrating activities with the subject it will become easier for them to conduct them in classrooms.

GROUP III Participants shared that they liked the book making activity a lot as it helped in bringing out their creative and artistic skills. They also appreciated the hard work of the trainers through out the training workshop.

GROUP IV Participants were very happy about all the training sessions which according to them were dealt very skillfully by the trainers. They shared that Language session was very interactive and informative and Book Making was one of the best strategies to motivate a child towards reading.

SESSION I

Morning Meeting

The morning meeting session was conducted little differently that day. The four components of the morning meeting were done by the four participants.

Greeting: It was done in Urdu and was fairly simple. All participants had to do was to greet each other in Urdu while making an eye contact with their partners.

Sharing: The sharing was related to the experiences of the five-day training workshop. It was asked from the participants to share which activity was most enjoyed by them. All participants share their opinions. They shared that the morning meeting was a new technique that they would use in their classrooms. Book making and animal charade were enjoyed by participants as well.

News & Announcement: The news and announcement chart had been made by the participant. It was also read and filled by them.

Group Activity: A small group of participants was formed from the inner circle. They were asked to make compound words in Urdu.

Participants were explained that the purpose for conducting Morning meeting sessions were to give them hands on experience and make them able to communicate with others.

Big Book

A big book was made by the participants. The material collectors were told to collect leaves of various shapes and sizes from outside the training hall.

Once they had brought them inside a graph was given to measure the area of the leaf. Each group was required to paste the leaf sample on a piece of paper and describe its size, color, smell and shape. Pages were collected from all the participants and a Big Book was made.



SESSION II

Co-operative Learning

Co-operative learning is a process in which everyone is involved in the activity. A story called 'Swimmy' was shared with the participants. The story was about a fish named swimmy which was different from the rest of the fishes in the sea. And when one by one all the fishes were being eaten by a large fish swimmy came up with a brilliant idea. He asked all the fishes to swim together in such a way that they would appear as a giant fish.

The lesson taught was that big achievements are made possible when everyone works in accordance. Also, till we do not work together, we can not accomplish any positive results or attain bigger goals.

Advantages of Cooperative Learning

The trainer then discussed the following advantages of cooperative learning:

- Children realize their strengths and overcome their weaknesses when work as a team
- They carefully plan and find answers to complex questions by doing specific task to reach conclusions
- They build their knowledge through different backgrounds and share the experiences of all the group members
- Cooperative learning helps in building social skills in the child
- Children learn to respect each other and also their ideas
- They become confident
- They learned to trust each other
- The work is achieved in less time period

Role of a teacher for Cooperative learning:

Teacher plays a key role in child-centered interactive classroom.

- Teacher should brief children about the objectives of the lesson, academic as well as social
- Planning should be done before giving instructions to the class. Group formation, room arrangement, material lesson plans, job chart etc
- The teacher should facilitate the students
- Teacher should monitor the behavior of the students and encourage them
- Help in inculcating social skills in students
- Evaluate and celebrate students' learning

Groups are vital aspect of co-operative learning as they multiply strengths and lessen weaknesses. The strategy to learn in collaboration was then taught to the participants in detail.

Story telling

The trainer shared a story book with the participants called '*Ship, ship.*' The objective of story telling was to show that by working together one is able to achieve higher goals. The trainer asked the participants to share their views on cooperative learning.

Their views were that if children work together they will be able to:

- Learn from each other
- Enjoy more
- Understand quickly
- Build a communion
- Build on each others strengths and weaknesses

Some of the techniques shared by the trainer for cooperative learning were:

Birthday Lineup

The participants were instructed to form a U shape and stand according to the month of their birthday. The participants communicated through signals and expression which was important aspect of co-operative learning.

Through this activity participants learned how to:

- Form lines
- Learn counting
- Take instructions
- Learn the name of the months

Counting Squares

The trainer gave handouts to participants which had a number of squares drawn on it. The participants were asked to count the squares individually. At the end of the activity participants shared different number of squares. They were again asked to count the squares but in a group. At the end of the activity the result obtained was more accurate than the previous result. The trainer shared that in groups the results were always better than individual performances.

Island Adventure

The trainer told the participants to close their eyes and imagine an island and to envisage the following things there:

- The trainer asked the participants to name the island
- Make a banner or a flag for their island
- Make five to seven rules to live on the island

The participants worked hard and later gave presentation after completing their task. The purpose of the activity was to make participants realize how they could encourage children to name their groups and set rules for the classroom and assign jobs to avoid disciplinary problems.

Closing Ceremony

The participants were given evaluation forms for their feedback on training. The methodology books were also provided to them. Small gifts were given to the participants for various activities during the training sessions.

CRI trainers presented certificates to the candidates on successfully completing the five-day training. The participants were allowed to take home any materials displayed on the walls which they found interesting.

The trainers appreciated the hard work of all the participants and thanked them for attending the workshop with full dedication and enthusiasm. The trainers urged all the participants to implement the learned techniques in their classrooms as well. Participants were also welcomed to share their views about the training workshop. They appreciated the CRI team and admired CRI efforts in bringing changes in the education sector through such training workshops. Most of the participants appreciated the friendly and interactive environment through out this training.



LIST OF PARTICIPANTS

(Hall: G-7/3-1)

Sr. #	Teacher	School
1	Zenobia Peter	FGGPS, Alipur Frash (MV, Islamabad
2	Nargis Abbas	FGJMS, PTC Sihala, Islamabad
3	Muhammad Ayaz	FGJMS, Humak, Islamabad
4	Saleemullah Buzdar	FGBPS, Khadraper, Islamabad
5	Zawar Hussain	FGBSS, Jagiot, Islamabad
6	Abida Shaheen	FGJMS, Rawat, Islamabad
7	Muhammad Bilal	FGBJMS, Bhimber Trar, Islamabad
8	Rashid Ullah Khan	FGBJMS, Lohi Bher, Islamabad
9	Muhammad Aslam	FGBMS, Khana Nai Abadi, Islamabad
10	Imtyaz-ur-Rehman	FGBPS, Sharifabad, Islamabad
11	Haq Nawaz	FGBJMS, Tarlai, Islamabad
12	Wazir Zada	FBPS, boora Bangial, Islamabad
13	Muhammad Malik	FGBMS, Pehount, Islamabad
14	Muhammad Asghar Khan	FGBPS, Sohan, Islamabad
15	Hayat Khan	FGBMS, Khanna Nai Abadi, Islamabad
16	Muhammad Shuaib	FGBPS, Jang Syedan, Islamabad
17	Tasneem Khanum	FGGHS, Dhoke Gangal, Islamabad
18	Um-e-Kaloom	FGGSS, Nilore, Islamabad
19	Shahzad Begum	FGGPS, Mianthub, Islamabad
20	Zahid-un-Nisa	FGJMS, G-7/1, Islamabad
21	Asma Aziz	FGJMS, G-7/1, Islamabad
22	Tuoseef Ahmed	FGBJMS, Lohi Bher, Islamabad
23	Shamim Akhtar	FGJMS, PTC Sihala, Islamabad
24	Kausar Parveen	FGGHS, Dhoke Gangal, Islamabad
25	Farhat Jabeen	FGGHS, Dhoke Gangal, Islamabad
26	Bistaj Begum	FGGHS, Dhoke Gangal, Islamabad
27	Shaista Kalim	FGJMS, PTC Sihala, Islamabad
28	Zohra Nazar	FGGPS, Kijnah, Islamabad
29	Bushra Yasmin	FGGMS, New Shakrial, Islamabad
30	Rabia Sadiq	FGGMS, Rajwal, Islamabad
31	Taseer Maqsud Qureshi	FGGSS, Lohi Bher, Islamabad
32	Zahida Perveen	FGGPS, Sihala Mirzian, Islamabad
33	Amna Nazir	FGJMS, PWD Colony, Islamabad
34	Naheed Akhtar	FGGPS, Humak, Islamabad
35	Shamim Akhter	FGGPS, Humak, Islamabad
36	Shehla Rubab	FGGPS, Kangota Syeda, Islamabad
37	Fakhraj Begum	FGGHS, Dhoke Gangal, Islamabad
38	Zahdia Perveen	FGJMS, G-7/3-1, Islamabad
39	Beenish Mehnaz	FGGPS, Mughal, Islamabad
40	Rafia Tasneem	FGGMS, Mohri Rawat, Islamabad
41	Hamida Baigum	FGGMS, Jaba Taili, Islamabad
42	Robina Shamim	FGGMS, Jaba Taili, Islamabad
43	Khalida Naheed	FGGHS, Jagiot, Islamabad
44	Najam-us-Seher	FGGHS, Jagiot, Islamabad
45	Shamim Akhter	FGJMS, Rawat, Islamabad

46	Nighat Hanif	FGGPS, Herno, Islamabad
47	Shazia Ahmad	FGGMS, Darkala, Islamabad
48	Mukhtar Ahmad	FGBPS, Mughal, Islamabad
49	Arshad Mahmood	FGBSS, Jagiot, Islamabad
50	Mohammad Shafi Ullah	FGBJMS, Sihala, Islamabad
51	Ghulam Sarwar	FGBJMS, Sihala, Islamabad
52	Tahir Waseem Raza	FGBPS, Bhangril Sihala, Islamabad
53	Muhammad Saleem	FGBPS, Jhang Syedan, Islamabad
54	Ghafoor Ahmad	FGBPS, Mughal, Islamabad
55	Shahida Shahid	FGJMS, PTC Sihala, Islamabad
56	Sarwa Maqbool	FGJMS, Sohan, Islamabad
57	Saiqa Iqbal	FGJMS, Sohan, Islamabad
58	Parveen Akhtar	FGGHS, Lohi Bher, Islamabad
59	Imran Tanveer Hashmi	FGBJMS, Bhimber Trar, Islamabad
60	Ashfaq Rasool	FGPS, Ara, Islamabad
61	Nazir Ahmed	FGBPS, Mohra Kalu, Islamabad
62	Farzana Jabeen	FGGPS, Alipur Frash (MV, Islamabad

(Hall: G-9/3)

Sr. #	Teacher	School
1	Zahid Ali Bhutto	FGBPS, Maira Akku, Islamabad
2	Mushtaq Ahmed	FGBPS, Maira Akku, Islamabad
3	Shaheen Akhtar	FGPS, Dhoke Suleman, Islamabad
4	Bada-un-Nisa	FGPS, Dhoke Suleman, Islamabad
5	Rubina Sardar	FGGMS, Badia Qadir Bukhsh, Islamabad
6	Iram Akhtar	FGGSS, Bhadana Kalan, Islamabad
7	Sadia Khurram	FGGMS, Maira Beri, Islamabad
8	Shahid Hussain	FGBMS, Maira Beri, Islamabad
9	Arooj	FGGPS, Sarai Kharbuza, Islamabad
10	Muhammad Ibrahim	FGBPS, Sarai Kharbuza, Islamabad
11	Ali Muhammad Shigri	FGBPS, Sarai Kharbuza, Islamabad
12	Surraya Begum	FGGHS, Golra, Islamabad
13	Iffat Ara	FGGSS, Golra, Islamabad
14	Sarfraz Sadiq	FGBSS, Golra, Islamabad
15	Muhammad Iqbal Khani Niazi	FGBSS, Golra, Islamabad
16	Muhammad Ahmad	FGBPS, Pind Parian, Islamabad
17	Haleema Saadia	FGPS, Pind Parian, Islamabad
18	Nosheen Akhtar	FGGPS # 55, I-14, Islamabad
19	Perveen Akhter	FGGPS # 55, I-14, Islamabad
20	Yasmin Sadiq	FGGPS # 55, I-14, Islamabad
21	Nazima Durr-e-Shahwar	FGGSS, Bhadana Kalan, Islamabad
22	Samina Bibi	FGGSS, Bhadana Kalan, Islamabad
23	Sadia Athar	FGGHS, Sangjani, Islamabad
24	Muhammad Zulfiqar Khan	FGBPS, Sang Jani, Islamabad
25	Kaleem Farooq	FGGSS, Sang Jani, Islamabad
26	Muhammad khalil	FGBPS, Shah Allah Ditta, Islamabad
27	Syeda Sabreen	FGGSS, Shah Allah Ditta, Islamabad
28	Khalid Mahmood	FGBPS, Noon, Islamabad
29	Rehana Kausar	FGGMS, Noon, Islamabad
30	Shafqat Munir	FGGMS, Noon, Islamabad
31	Nosheen Chishty	FGGMS, Noon, Islamabad
32	Muhammad Mumtaz Munawar	FGBSS, I-14, Islamabad
33	Khurshid Akhter	FGGMS, Pind Paracha, Islamabad
34	Imtiaz Gilani	FGGMS, Pind Paracha, Islamabad
35	Shahida Yasmin	FGGPS, Sheikhpur Noon, Islamabad
36	Nargis Arif	FGGPS, Sheikhpur Noon, Islamabad
37	Muhammad Arfan Siddique	FGBPS, Sheikhpur Noon, Islamabad
38	Farhat Yasmin	FGGHS, Naugazi, Islamabad
39	Shazia Nasreen	FGGSS, Naugazi, Islamabad
40	Nazia Tabassum	FGGMS, Dhreak Mohri, Islamabad
41	Bakht Zamir	FGBPS, Dhreak Mohri, Islamabad
42	Parveen Akhtar	FGGMS, Dhreak Mohri, Islamabad
43	Amna Qureshi	FGPS, Dhoke Hashoo, Islamabad
44	Misbah Tauseef	FGGPS, Dhoke Hashoo, Islamabad
45	Muhammad Hussain	FGBMS, Dhoke Juri, Islamabad
46	Saja Gul	FGGMS, Dhoke Juri, Islamabad
47	Nelofer	FGGMS, Dhoke Juri, Islamabad
48	Amina Aziz	FGGMS, Dhoke Juri, Islamabad

49	Amina Balqees	FGGMS, Dhoke Juri, Islamabad
50	Deedar Ali Khawar	FGBPS, Tamman, Islamabad
51	Shafi Ullah Khan	FGBPS, Tamman, Islamabad
52	Tasleem Bhatti	FGGSS, Jhangi Syedan, Islamabad
53	Safi Ullah Shah	FGBPS, Johd, Islamabad
54	Gulzar Muhammad	FGBMS, Bhadana Kalan, Islamabad
55	Muhammad Shahid Imran	FGBMS, Chellow, Islamabad
56	Attaullah Balouch	FGBPS, Sorian, Islamabad
57	Shaheen Anwar	FGGPS, Sarai Maddhu, Islamabad
58	Nargis Begum	FGGPS, Dhoke Paracha, Islamabad
59	Shakeela Pervez	FGPS, Behkan Syedan, Islamabad
60	Haji Muhammad Ashgar Khan	FGBPS, Dora, Islamabad
61	Akhmed Hussain	FGBPS, Pind Hoon, Islamabad
62	Basharat Ali	FGBPS, Karamabad, Islamabad
63	Ahmed Khan Chandio	FGBPS, Sari Saral, Islamabad
64	Luqman Hakim	FGBPS, Bokra, Islamabad
65	Muhammad Ali	FGBPS, Dhoke Lubana, Islamabad
66	Rukhsana Kokab	FGGMS, Golra, Islamabad
67	Nasreen Akhtar	FGPS, Jhangi Syedan, Islamabad
68	Muhammad Aslam Javed	FGBPS, Golra, Islamabad
69	Rabiha Khanam	FGGMS, Golra, Islamabad
70	M. Mumtaz Munawer	FGBPS, I-14, Islamabad
71	Abdul Rasheed	FGBPS, Tamman, Islamabad
72	Muhammad Rizwan	FGBSS, Naugazi, Islamabad

(Hall: G-11/2)

Sr. #	Teacher	School
1	Razia Begum	FGJMS # 54, E-9, Islamabad
2	Imtiaz Bibi	FGJMS # 54, E-9, Islamabad
3	Humaira Shaheen	FGJMS, G-7/2, Islamabad
4	Imtiaz Akhtar	FGJMS, G-7/1, Islamabad
5	Nighat Altaf	FGJMS, F-6/1, Islamabad
6	Saeeda Begum	FGJMS, G-7/1, Islamabad
7	Rashda Yasmeen	FGJMS, G-7/1, Islamabad
8	Faheema Yousuf	FGJMS, G-7/1, Islamabad
9	Kalsoom Barlas	FGJMS # 5, G-7-3-4, Islamabad
10	Samina Zafar	FGJMS, G-8/3, Islamabad
11	Barjees Nighat	FGJMS # 5, G-7-3-4, Islamabad
12	Shaista Mehfooz	FGJMS, G-7/4, Islamabad
13	Asya Jabeen	FGJMS # 34, G-8/2, Islamabad
14	Fahmida Akhtar	FGJMS # 3, E-8, Islamabad
15	Shahzadi Iqra Naz Malik	FGJMS # 32, E-8, Islamabad
16	Rehana	FGJMS # 44, G-8/4, Islamabad
17	Sabiha Rauf	IMCB, I-10/1, Islamabad
18	Ayesha Khan	IMCB, F-11/1, Islamabad
19	Siraj Begum	FGJMS # 37, E-7, Islamabad
20	Naheed Kausar	FGJMS # 3, E-8, Islamabad
21	Zulekha Bibi	FGJMS, G-7/2, Islamabad
22	Irshad Hafeez	FGJMS, G-7/2, Islamabad
23	Zenab Jamil	FGJMS # 54, E-9, Islamabad
24	Rehana Yasmeen	FGJMS # 54, E-9, Islamabad
25	Safia begum	FGJMS # 54, E-9, Islamabad
26	Shagufta Tabasum	FGJMS # 7, G-7/3-3, Islamabad
27	Maryam Kiani	FGJMS # 7, G-7/3-3, Islamabad
28	Ayesha Maqbool	IMCB, I-8/3, Islamabad
29	Rozina Kausar	IMCB, I-8/3, Islamabad
30	Amna Khan	IMCB, G-11/1, Islamabad
31	Taskeen Fatima Ghauri	IMCB, G-10/4, Islamabad
32	Fozia Ashraf	IMCB, G-10/4, Islamabad
33	Nuzhat Naseem	FGJMS, G-7/4, Islamabad
34	Shamshad Akhter	FGJMS, G-7/4, Islamabad
35	Samina Bahadar	FGJMS, F-6/1, Islamabad
36	Shahnaz Begum	FGJMS, G-7/4, Islamabad
37	Shabana Manzoor	FGJMS # 2, G-8/2, Islamabad
38	Zubeela Nawaz	FGJMS # 1, G-7/2, Islamabad
39	Perveen Akhtar	FGGMS # 44, G-8/4, Islamabad
40	Talat Nazneen	FGJMS, F-8/3, Islamabad
41	Tahira Kaleem	FGJMS, F-8/3, Islamabad
42	Sadia Fazila	FGJMS, F-8/3, Islamabad
43	Kiran Shafiq Aslam	FGJMS, G-6/1-2, Islamabad
44	Nasim Ashraf	FGJMS, G-6/1-2, Islamabad
45	Nasim Begum	FGJMS # 9, F-6/3, Islamabad
46	Fahmida Yasin	FGJMS # 9, F-6/3, Islamabad
47	Rukhsana Akhtar	FGJMS, F-7/2, Islamabad
48	Shahida Perveen	FGJMS, G-8/3, Islamabad

49	Qamar-un-Nisa	FGJMS, G-7/2, Islamabad
50	Farzana Akram	IMCB, I-10/2, Islamabad
51	Maroona Taj	IMCB, F-11/1, Islamabad
52	Farah Naz	IMCG, I-10/4, Islamabad
53	Shahida Parveen	FGJMS, F-7/2, Islamabad
54	Baitullah Miraj	IMCG, I-10/4, Islamabad

(Hall: I-8/1)

Sr. #	Teacher	School
1	Saira Batool	IMCB, F-11/3, Islamabad
2	Nighat Azhar	IMCB, F-11/3, Islamabad
3	Monazza Khuram	ICB, G-6/3, Islamabad
4	Irum Shahzadi	ICB, G-6/3, Islamabad
5	Tehseen Kausar	ICB, G-6/3, Islamabad
6	Nadia Naveed	ICG, F-6/2, Islamabad
7	Sardar Begum	ICG, F-6/2, Islamabad
8	Rubina Anwar	ICG, F-6/2, Islamabad
9	Sakina Ameer	IMCG, F-8/1, Islamabad
10	Sadaf Javed	IMCG, F-8/1, Islamabad
11	Samina Noreen	IMCG, G-10/2, Islamabad
12	Maryam Mushtaq	IMCG, G-10/2, Islamabad
13	Hameeda Parveen	FGJMS # 30, F-8/2, Islamabad
14	Akhtar Javed	FGJMS, F-10/1, Islamabad
15	Nargis Qayyum Butt	FGJMS, F-10/2, Islamabad
16	Tahira Ambreen	FGJMS, F-10/4, Islamabad
17	Razia Sultana	FGJMS # 1, G-6/1-4, Islamabad
18	Shabana Maqsood	FGJMS # 1, G-6/1-4, Islamabad
19	Shamim Zohra	FGJMS # 1, G-6/1-4, Islamabad
20	Gulnaz Shahzadi	FGJMS, G-9/4, Islamabad
21	Salma Akhtar	FGPS # 24, G-9/2, Islamabad
22	Shagufta parveen	FGJMS # 24, G-9/2, Islamabad
23	Farida David	FGPS # 24, G-9/2, Islamabad
24	Hamida Akhter Jaffri	FGJMS # 36, G-9/2, Islamabad
25	Shamshad Begum	FGJMS # 36, G-9/2, Islamabad
26	Yasmeen Asghar	FGJMS # 36, G-9/2, Islamabad
27	Shamim Akhter	FGJMS # 36, G-9/2, Islamabad
28	Amirun Nisa Bibi	FGJMS # 36, G-9/2, Islamabad
29	Batool Azra	FGJMS St 68, G-9/3, Islamabad
30	Tasneem Akhtar	FGJM, G-10/1, Islamabad
31	Surriya Bano	FGJMS # 51, G-10/2, Islamabad
32	Musarrat Parveen	FGJMS, I-9/4, Islamabad
33	Huma Anjum	FGJMS, I-9/4, Islamabad
34	Nayyer Jabeen	FGJMS, I-9/4, Islamabad
35	Abida Parveen	FGJMS, I-9/4, Islamabad
36	Samina Hamayun	FGJMS # 31, I-9/1, Islamabad
37	Najma Jamal	FGJMS # 31, I-9/1, Islamabad
38	Khalida Yasmin	FGJMS # 43, G-10/4, Islamabad
39	Asghari Khanum	FGJMS, G-11/1, Islamabad
40	Shamim Akhtar	FGJMS # 45, H-8, Islamabad
41	Dilshad Begum	FGJMS # 29, I-9/4, Islamabad
42	Shamim Anjum	FGJMS # 29, I-9/4, Islamabad
43	Rubina Khalid	FGJMS # 50, I-9/4, Islamabad
44	Seema Nawab	FGJMS, I-10/2, Islamabad
45	Nusrat-un-Nisa	FGJMS, I-10/2, Islamabad
46	Shehnaz Akhter	FGJMS, I-10/2, Islamabad
47	Samina Bibi	FGJMS # 40, I-10/1, Islamabad
48	Rubina Shaheen	FGJMS # 40, I-10/1, Islamabad

49	Nabeela Habib	FGJMS # 40, I-10/1, Islamabad
50	Najma Parveen	FGJMS # 40, I-10/1, Islamabad
51	Rubina Nazli	FGJMS # 19, G-8/1, Islamabad
52	Nusrat Fatima	FGJMS # 19, G-8/1, Islamabad
53	Samina Khalil	IMCG, I-8/4, Islamabad
54	Rubina Malik	FGJMS, G-11/1, Islamabad
55	Mamona Fatima	FGJMS, G-10/1, Islamabad
56	Nighat Shaheen	FGJMS, G-10/1, Islamabad
57	Sumaira Shaheen	FGJMS # 50, I-9/4, Islamabad
58	Asma Sadaf	FGJMS, I-10/2, Islamabad
59	Saeeda Shahnaz	FGJMS # 1, G-6/1-4, Islamabad
60	Shamsa Sadiq	FGJMS # 40, I-10/1, Islamabad