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**A STUDY OF
MULTI CLASS TEACHING AT
PRIMARY LEVEL IN BALOCHISTAN**

by
**ABDUS SALAM TOOR
SALEEM AKBAR
MUHAMMAD NAWAZ**

USAID/Primary Education Development

UNIVERSITY OF BALOCHISTAN
SOCIOLOGICAL RESEARCH GROUP

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Abdus Salam Toor
(Principal Investigator)

Department of Sociology
University of Balochistan
Quetta

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EXECUTIVE SUMMARY

The present study basically aimed to collect baseline information about multi-class schools through anthropological case study method. The study was divided into five parts which were related to information about schools, multi-grade teachers, classroom resources, demonstration of lessons, and nature of students engagement in learning tasks. The scope of study in terms of its possible utilisation in planning and policy making about multi-grade schools makes it significant.

Universe of the study was all the one-teacher and two-teacher schools of Balochistan. Six districts namely Quetta, Loralai, Sibi, Dera Murad Jamali, Khuzdar, and Turbat were selected as study areas of the research. From each of the districts, 8 multi-class schools were selected through purposive and quota sampling to complete a total sample of 48 schools. Interviewing and observations were the major research tools which were sufficiently pre-tested before the task of data collection. The study was exploratory in nature where no specific hypothesis was formulated. It was more of a profile of multi-class schools. Four major parameters were, however, identified in the study, which served the purpose of independent variables and various cross comparisons. These variables were school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) and school rank (high/low).

The study was a combination of qualitative and quantitative approach. In-depth study of different items and variables generated a lot of qualitative data which were greatly helpful to understand the phenomenon of multi-class

teaching at primary level. Limited observation, exclusion of very far flung areas, and expected sensitization of the respondents were the major limitations of the study. However, sources of errors in data were tried to be overcome at every phase of the study from data collection to data analysis.

Findings and conclusions of the study have a lot of worth for improving the status and performance of multi-class schools.

In two-third of the schools, the highest class was class five. However, in a mentionable proportion of cases, the highest class was class two (10.4%) or class three (16.7%). In most of the cases actual and sanctioned primary teachers correlated. In all of the one-teacher schools, the number of actual and sanctioned teachers was equally one. Whereas, in more than two-third (76.9%) of the two-teacher schools, sanctioned teachers were also two. Total primary children in the schools were not very much greater in number. In a substantial proportion (16.7%) of schools total primary children were 20 or below. However, in one-half of the schools, total primary children ranged from 21 to 60.

In a significant proportion (47.9%) of schools, there was only one room used for classes. The percentage was somewhat higher for girls, rural, one-teacher, and low rank schools. Whereas in more than one-third (39.9%) of the schools, two rooms were used for classes. Different facilities were inadequately available in the observed schools. Drinking and washing water (for hands, takhtis etc.) was equally available in 27.1 per cent of the schools. Toilet was found in slightly lower than one-third (3.2%) of the schools. The percentage was higher for girls (50.0%)

schools. The facility of playground was available only in a small proportion (16.7%) of schools which were mainly boys, rural and two-teachers schools.

Number of multi-classes in the schools were proportionately much greater than those of single classes. In half of the cases, there were at least two multi-classes. On the other hand, in a significant majority (83.3%) of cases there was no single class in the school. A similar corresponding percentages were found about the number of teachers teaching multi-classes and single classes.

In a big majority (70.8%) of schools some rules existed for admitting children to Kachi class; whereas those schools (27.1%) where such rules were not in existence, were mainly girls-urban-one teacher schools. In more than half (55.9%) of the schools, admission was limited to children of five years of age. Submission of forms within due date, identification of numbers/alphabets, and age at least three/four years, were among the rules for admitting children to Kachi class. On the other hand, in a big majority (87.5%) of cases, there was no rule for attending but unadmitted Kachi children. Moreover, in nearly half (47.9%) of the schools there was no last date after which children were not admitted to Kachi class. In the most of remaining cases, March, June, September, and January were the last months of admission to Kachi class. Such variations were due to differences in school calendar. In more than one-fourth (29.2%) of the schools, there was no unadmitted student in Kachi class. It was encouraging that in most of the cases, unadmitted children were not refused. However, in those schools, where unadmitted children had ever been refused, the main reason was their too young age.

Regularity of the students had a direct relationship with the level of their class. Higher the level of class, greater the percentage of regular students. Moreover, in all of the classes, regularity of girls students was consistently lower than those of boys. In more than three-fourth (77.1%) of the schools, there were some rules about the attendance of children to ensure their regularity. The percentage was significantly higher for boys (91.7%), and two-teachers (84.6%) schools. In a big majority (81.1%) of schools, name of the student was struck off after one to two weeks if he/she remained absent from school. Informing the parents, fine, punishment and application from parents necessary, were some of the rules about the attendance of children.

Drop out ratio was differently found for different classes. The proportion of dropped out students was inversely related with the level of class. Moreover, in girls schools, the proportion of dropped out students was relatively lower than those of boys, in nearly all of class levels. However, the drop out ratio was higher for girls only in Kachi class.

In most of the schools, 1-10 students were repeating the same class. The proportion of repeating students gradually decreased from Kachi to next classes. Moreover, in all of the classes, percentage of repeating students was lower for girls schools as compared to those of boys. Lack of hardwork/non-seriousness of the students, irregularity, carelessness of parents, lengthy courses, seasonal migration of the students, deficiency of teachers, and language problem were the major reasons students repeated their classes.

In a big majority (72.9%) of cases, school was in session for five to five-and-a-half hours a day. In more than four-fifth (83.3%) of the schools, one break was given to the students during the day long school session. The schools where no break was given to the students were mainly boys-rural-high rank schools. In nearly two-third (65.0%) of the schools, a break of thirty minutes was given during school days. Whereas, in a small proportion of schools, a break of fifteen, twenty, or twenty five minutes was given to the students.

In all of the observed schools, there were some rules about promoting the students to a higher class. The only promotion rule was annual examination of the students. In most of the cases (64.6%), classroom teacher decided that which students might pass to the next class. In none of the schools, promotion was automatic. In a big majority (89.6%) of schools, all the children were tested for promotion. Usually, test was made by the Head Teacher, whereas it was generally given by the classroom teacher. In lower classes, the subject tested were only Math and Urdu. From class two to above, all the subject were tested for the promotion of students to a higher class.

Frequent visits of Supervisor were mentioned by the teachers of observed schools. Only in a small proportion (12.5%) of schools, Supervisor had made no visit to the school during the year. In all of the cases, Supervisor checked the attendance of teachers and students, tested the achievement of students, offered advice on better teaching and checked school supplies and furniture.

A big majority (58.4%) of the teachers in the present study were below 20 years of age. Balochi (31.2%) was found

as main mother tongue of the teachers. However, Pashto, Brahvi, and Seraiki were also spoken by substantial proportion of the teachers. Brahvi, Balochi, and Pashto were the main mother tongues of the students. The same are the three major languages spoken in Balochistan. Many of the observed classes were multi-lingual. Balochi, Brahvi, and Sindhi were the languages more oftenly found in mixture with the main mother tongue of the students. However, in a big majority (77.9%) of cases, Urdu was the most oftenly used language by the teachers to teach the students. In a substantial proportion of schools, multi-grade teachers either belonged to same town (41.7%) or nearby town/village (27.1%) where they taught. Educational and professional qualifications of the multi-grade teachers were very poor. Majority (64.6%) of them were only "Matric". On the other hand, a big majority (68.7%) of the teachers was untrained. The percentage was higher for girls and rural schools. Only 27.1 per cent of the total teachers interviewed were PTC/JVT. Moreover, a thin proportion (4.2%) of the teachers had got training in Brahvi course.

It was very discouraging that two-third of the teachers included in the sample had never participated in any of the inservice refresher courses. The percentage, in this regard, was significantly higher for girls, rural and low rank schools. Only less than one-third of the teachers had participated in one inservice refresher course. In half of the cases, total teaching experience of the teachers was only 1-2 years. The percentage of girls and low rank schools was greater, in this regard. The teachers included in the sample had sufficient experience of teaching multi-classes. Half of them had 1-2 years experience. Moreover, a large proportion (70.8%) of the teachers had taught in only 1-2 schools since they had started teaching.

Major difficulties described by the teachers, in teaching multi-classes, included distribution of time, coverage of course, discipline control, insufficient blackboards, wastage of time, interference of other classes, and inadequate space. On the other hand, more than one-fourth (27.1%) of the teachers were not at all having any difficulty in teaching multi-classes. They mainly belonged to girls-rural-one teacher schools. A big majority (79.2%) of the teachers gave no suggestion as to how textbooks could be made more useful for multi-classes. However, integrated curriculum, brief syllabi, and common lessons of general knowledge were the major suggestions in this regard. Moreover, one-fourth of the teachers were of the opinion that present textbooks were not at all useful to teach in a multi-class situation.

Though influence of local languages was prominent in the respective study areas yet Urdu was a strong mean of communication between teachers and the students during lesson time. Beating was mentioned by a fairly large proportion (83.3%) of the teachers as the main way to deal with the misbehaviour of students. In three-fourth of the cases, teacher paid more attention to deal with the slow learners. Advising properly, seating in the front row, informing the family, taking help from intelligent students, scolding, lesser assignment of work, and sending in lower class were the other ways of dealing with slow learners.

Teaching Kit was used by only 22.9 per cent of the total teachers; more than half (52.1%) did not use it. Whereas, wall charts were used by the teachers in a large proportion (54.2%) of the schools. On the other hand, blackboard was available in all of the schools and was used in nearly all (91.7%) of them.

A significant proportion (93.8%) of the teachers gave homework to their students. Usually, all of the classes were assigned some homework; children in the lower grades were of and on exempted. Urdu and Math were the main subjects of which homework was generally given. In most of the cases, homework was daily assigned to the students. However, the frequency of assigning homework per week was directly correlated with the class level of the students. Writing and learning the lessons by heart or some exercise work of Urdu and Math were the major homework tasks found in the study. In a multi-class situation, complementary methods of teaching such as using an intelligent child to help a slow child (79.2%), using an older child to teach the younger children (50.0%) and using a student to lead the class learning (68.8%) were also in practice.

Absence of teacher from school was a severe problem in one-teacher schools of far off rural areas. Absence without permitted reasons was rarely mentioned by the teachers as compared to absence with permitted reasons. It was encouraging that in more than two-third (68.8%) of the schools, parents occasionally came to school to talk with the teacher. The main reasons of parents' coming to school were getting awareness about the performance of child, requesting for another book, taking permission for leave, resolving the conflict of child with other students and complaining the irregularity of child.

In more than half (52.1%) of the observed schools, no student had left school since the beginning of school year. However, in 14.6 per cent of the schools, drop out ratio was above 20 per cent. migration of family, disinterest of students, carelessness of parents, shifting to some other

school, loose family control, poverty, distant school, domestic work, higher age, and marriage were the major reasons of students' drop out. A variety of suggestions were given by the teachers to improve learning in multi-classes. Need of additional teachers, sufficiency of teaching material, separate classrooms, short syllabi, lengthy periods, integrated books, spacious rooms, more capable teachers, and lesser children in the class were the major suggestions.

Classroom resources were generally poor in multi-grade classes. In a large number of schools all of the students were in one classroom. In an equal proportion (29.2%) of boys and girls schools, the observed class was unsheltered. Whereas, in only one-fifth of the schools, multi-classes were in several classrooms. Generally, the size of classroom was not sufficient. It was comparatively smaller for urban and low rank schools. However, it was encouraging to find that in a substantial proportion (27.1%) of classrooms, children filled about half of the space in the classroom. Only in 12.5 per cent of the observed classrooms all space was filled by the children.

In a big majority (75.%) of schools, desks were not observed in the classrooms. There were only 10.4 per cent of the schools where desks were present and sufficient for every child. However, students mats for sitting were widely in use among the observed schools. In 43.8 per cent of the classes students mats were present and sufficient for every child. In more than half (54.2%) of the observed classrooms, storage space for teacher was noted. Teacher's desk was found in more than two-third (69.0%) of the observed classrooms. Whereas, in a big majority (87.5%) of cases, teacher's chair was present. It was hopeless that in most

(64.8%) of the observed classrooms there was only one blackboard. Moveable and two-sides blackboards were not enough as to requirement of the classes. Less than half (47.9%) of the observed classrooms had only one blackboard which had two sides. In more than two-third (68.8%) of the cases, the size of blackboards was acceptable. Too small blackboards were observed in only 8.3 per cent of the classrooms. The condition of blackboards was also satisfactory. Only, in 14.6 per cent of the observed classrooms, blackboards were difficult to read. Wall charts were present in more than half (52.1%) of the classrooms. Whereas, teaching kit, syllabus, time table and learning aids such as flash cards etc. were rarely found in the observed classes. Textbook for the teacher was, however, among the most oftenly found teaching material in the observed classrooms.

Workload of the teachers was expectedly greater. Majority of the teachers in observed schools taught three classes. Strength of the students in observed classes was not much greater. In large proportion (41.7%) of observed classes, number of students ranged from 4-25. Whereas, in nearly one-third (37.5%) of the classes students ranged from 26 to 50 in number.

A specific type of seating arrangement was found in multi-classes. In a large number of cases (45.8%), different classes were seated in different rows. Another significantly found seating arrangement was that all classes sat in one large group. This pattern was more oftenly found in girls, rural, two-teachers and low rank schools. During observation of the multi-grade classes, a lot of conditions were found affecting teaching and learning in the class. Among these conditions, nearby traffic, noise within the class, mud

floor, insufficient shelter, unorganized sitting arrangement, insufficient learning material, distorted building, noise of adjacent class, multi-lingual group of students, loose control, lack of fans, insufficient mats/desks, insufficient space, insufficient light and insufficient blackboards were worth-mentioning.

In most of the schools (89.6%), multi-classes were observed for sixty minutes each. Usually, class teacher was the main person teaching in the class. For a large number (83.3%) of schools, observed class was led by a student for none of the time. However, the main activities of the teacher during the time a student was leading the class, were working with another class or supervision of the leading student.

Textbook (83.3%) and teacher speaking (81.2%) were the major models/examples of the students during learning. Something learnt by heart and teacher writing on blackboard were found in relatively low proportions. During observation of lessons, textbooks were used by the students in a significant majority of cases. The books were mainly used for reading, copying the lesson, doing exercise work, and learning something by heart.

Teacher's reaction has a lot of importance for the students when they response correctly or incorrectly. In most of the cases, teacher praised a child when he/she responded correctly during questions-answers session. Whereas, giving correct response by the teacher himself/herself and telling the child the response was wrong, were the most frequently observed reactions of teacher when a child responded incorrectly.

In half of the schools, during observation of lessons, no seat work was done. However, the most commonly observed system of seat work supervision was that teacher walked around room and observed/helped the students with work. In most (62.5%) of the cases, teacher's general way of behaving was kind. Mechanisms of discipline control is an important component of socialization process of the students. The most frequently observed method was that teacher corrected the students with words. Only, in a small proportion of cases, teacher corrected the children with slapping or beating. It was found that there was less permissibility of other activities to students during lesson. In a small proportion of cases, students were allowed to eat, drink, take a break, go to toilet or wash takhtis. In three-fourth of the schools during observation of lesson, teacher called all of the students about the same, indifferent of students who raised their hands or not as well a who sat in the front or in the back rows. The revealed pattern was favourable for improved teaching and learning in the multi-class situation. During observation of lessons, a large proportion (43.8%) of the teachers spent none of the time working with other class. However, in a substantial number of cases, half of the time (29.2%) or less than half of the teacher's time (20.8%) were also spent working with other class.

Major activities of the teachers during observation of lessons were, teaching the lesson, supervision of seat work, listening the lesson, dictation of IMLA and teaching tables/numbers. Other activities such as checking the assigned work, giving homework, controlling the class, leading the class, giving test, giving punishment, and asking children for self-reading were also noted.

On the other hand, major activities of the students during observation of lessons included, reading/reciting the lesson, narrating the previous lesson to teacher, learning by heart, writing IMLA on takhtis, and solving the questions. Other less frequently observed activities were reciting tables/numbers, self-studying, noting the homework, getting the assigned work checked, answering the questions and cleaning takhtis.

The proportion of engaged students in learning tasks was very high. In more than one-third (39.6%) of the cases, the percentage of engaged students during lesson was between 81 to 100. A fairly large proportion of the students kept engaged during lessons revealed a high level of teachers' performance. Similarly, four-fifth of the teachers were found involved in the learning tasks of students.

During demonstration of Urdu lesson, the most frequently used sources of activities were book, teacher speaking, and notebook. Whereas, during lessons of Math, book blackboard, and slate were more oftenly used by the students as the sources of their activities.

CHAPTER - I

INTRODUCTION

1.1 Statement of the Problems

The province of Balochistan is very wide in area where most of the population is scattered throughout the province. The provision of basic facilities such as health and education, is really a big problem. Urban areas of Balochistan are somewhat privileged but the situation in rural areas is much hopeless. That is the reason that in most of the rural areas, especially very far flung places, the primary schools are only one-teacher and two-teacher, where school organization and educational resources are poor. In multi-class situation, engagement of teachers and student in different teaching and learning tasks is relatively lower due to many structural handicaps.

Multi-class is a "Class" in our usage of the term means a group of children considered as a unit of instruction and organization. The children are grouped together because they have approximately the same scholastic attainments. The lowest class is "First Class", in which children are enrolled when they attain their sixth birthday. (Braithwaite, 1961).

Though multi-class teachers have a significant responsibility, yet they generally possess lower educational and professional qualifications. Many cases of poor teaching which are ascribed to lack of interest in children are basically due to the teachers' lack of ability or training (Lieberman, 1956). A teacher with the most idealistic

motives may find himself unable to control undesirable student behaviour. Lacking the training to understand why children behave as they do or what to do about it, he may take the action which intensifies the problems involved. Eventually he may come under a terrific mental and physical strain in the classroom. He may long for the end of the school day and the school term so that he can leave a classroom situation which has become unbearable to him. An outsider might infer that the teacher "was not interested in children", whereas the basic difficulty was lack of ability to handle classroom situations. Indifference or hostility to student is often the outcome of the teacher's inability to understand student behaviour and to take constructive action to direct or modify it. Such situations may be encountered in multi-class or two-teacher schools where all the burden of school management is usually on one-teacher.

A lack of ability may set in motion events which cause a teacher to reject desirable attitudes toward children and learn undesirable ones. These undesirable attitudes lessen the effectiveness of the teacher; and because they are often more apparent than the lack of ability which gave rise to them, there is an understandable tendency to overweight the attitudinal rather than the ability factors in assessing teachers.

The educational sector in Pakistan is presently beset with a number of pressing problems, foremost among which is the unprecedented increase in numbers at all levels (Malik, 1990). Another related problem is that of management of education. The old bureaucratic style persists which is neither sensitive nor responsive to the changes in the environment of education. Low budgets, high indiscipline, administrative lapses and political processes make decision

making in education hazardous. Constructive suggestion often cannot be implemented for lack of funds or they are politically inconvenient. Adhocism and the absence of an effective management philosophy and strategy deepen the crisis of education. Such conditions more obviously prevail in case of one-teacher and two-teacher schools of Balochistan.

The predominant influence on student learning is the quality of the schools and teachers to which children are exposed. "According to Hemenan (1983)", School and teacher quality appear to be the predominant influence on student learning around the world; and the poorer the national setting in economic terms, the more powerful this school effects to be.

Johnson (1936) assumed that the broad objectives of education are the same for all children, but that the special social settings, beyond the control of the school, must determine the channels through which these objectives are reached; and that it is the duty of education to adjust its procedures to the character of these social and cultural problems. In case of multi-class schools, specific structural and organizational arrangements should be kept in mind to evaluate the overall school performance.

Role of primary teachers is very much important for the character building of students. If the teacher is to act as a socializing agent, and to remedy the omissions of the home, he must be in a position to foster a sustained relationship with the child. He must occupy a place in the child's scheme of things which makes the transmission of values, standards and attitudes of mind in such a way which is easy and natural (Wilson, 1962). Such relationships

cannot be prescribed by any blue-point of institutional organization; they cannot be written into a contract. They must occur in a favourable climate where the teacher can cultivate children in this way. This particular facet of teacher's role is frequently neglected, although its consequences - the sensitive imagination, the appreciation of scholarly values, and the well rounded, sensible good citizen - are demanded perhaps more vociferously than ever before. Whilst this is the case, it is also true that an age of specializing the teachers role, like other social roles, has become more routinized, more impersonalized, more exposed to the time-calculation and the achievement orientation of our society. The wider social climate would appear to have increased the difficulty of drawing forth any high personal commitment of the kind which appears indispensable to the teaching role.

One of the major problems of education in Pakistan is the centralized planning with very little involvement of the people at the field operational level and the masses of the population need special consideration (UNESCO, 1979). If the involvement of the people is ensured in the planning process, the benefit of utilization of hidden resources of the community can provide support to proper planning, implementation, evaluation, modification and renewal of educational programmes. Community participation can really play a significant role to improve the present status of multi-class schools.

From the economic and social stand-point a country's educational system depends upon the size of the nation's budget and its fiscal capacity, and on its general political and administrative system (UNESCO, 1965). It seems certain that the nature of the social interaction between the

teacher and pupil must be significant in the determination of the pupil's learning (Brookover, 1943). But in case of multi-class situation such interaction is not much favourable due to certain classroom arrangements.

1.2 Objectives of the Study

Major objectives of the study are:-

1. To collect information about school organization and physical/academic resources of those schools where multi-class teaching is in practice.
2. To delineate the role set of teachers involved in teaching multi-class, including their patternized behaviours in dealing with these specific classes.
3. To explore the physical and instructional resources of multi-grade classrooms to point out their potential in teaching and learning of different academic tasks.
4. To analyze the nature of teaching and learning activities in multi-class situation through the observation of lessons.
5. To know the pattern of students engagement in different learning tasks in the environment of multi-classes under the supervision of one teacher.

1.3 Significance and Scope of the Study

1. Multi-class teaching is relatively a less explored area in Balochistan. The present research is a base-line study of multi-grade classes which provides a comprehensive profile of multi-class schools.
2. The research is not merely a theoretical exercise. It highlights the actual problems of teaching and learning in the environment of multi-grade classrooms. It is a problem-oriented study which generates feasible solutions in terms of concerned teachers' opinions to improve the quality of teaching and learning.
3. The comprehensive nature of the study makes it exclusive because it covers all the facets of multi-class teaching phenomenon by exploring a lot of problems and prospects in this regard.
4. The study encompasses whole scenario of Balochistan by including all of its six divisions in the sampling design. Therefore it can give better generalization about multi-class teaching at Primary level in Balochistan.
5. The significance of study is enhanced due to cross comparison of different variables and items with the major parameters such as school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) and school rank (high/low).

6. The study has a lot of practical scope and utility for educational planners and policy makers. The findings can substantially be utilized for improving the status and performance of multi-class schools.

1.4 Nature of the Study

The present study is basically an anthropological case study supplemented by sociological exploration of various items and quantification of different variables. It is a blend of qualitative and quantitative research. The study is comparative in many aspects because it compares boys-girls, rural-urban, one teacher-two teachers, and high-low rank schools where pattern of multi-class teaching existed.

1.5 Limitations of the Study

The present study has following major limitations:-

1. The physical scope of the study is limited to Balochistan. We cannot encounter the situation of multi-class teaching in other areas of Pakistan. Even no parallel study could be found regarding other provinces to compare the findings.
2. The study is only a cross-sectional analysis of multi-class teaching phenomenon. Longitudinal observations were impossible due to specific time bar. Observations made at different points of time might be more fruitful.
3. The study was theoretically limited to one-teacher and two-teacher schools only, though multi-class

teaching also exists in three-teachers or four-teachers schools. These schools were excluded in the sample to get a snap shot of traditional multi-grade classes.

4. The study is less descriptive and limited in its quantitative nature because no specific and precise hypotheses were formulated. It was an exploration of the total scenario of multi-grade classes.
5. Though the study compares urban and rural schools, yet schools of very far flung areas could not be included in the sample due to logistic problems and lesser approachability.
6. The observation of lessons in the selected multi-grade classes was limited to class two and class three. Other classes were not observed during field work due to time limitations. The revealed findings were expected to be at par with the teaching and learning activities in other classes.
7. An important limitation of the study was sensitization of the respondents during observation of lessons and school inspection. However, maximum efforts were made to minimize the errors in data, by making random visits to schools, without informing priorly, in most of the cases.
8. The total sample in the study was limited to 48 schools. The generalizability is relatively low due to small sample. However, the said sample was

appropriate to fulfill the requirements of case study approach.

CHAPTER - II

RESEARCH METHODOLOGY

Design of a study has a lot of value for its validity, reliability, and empirical nature. The status of a study is usually outlined by the design of its analysis. Procedural steps taken at different phases become a landmark in the interpretation of various items and variables.

2.1 Universe

Universe of the present study was spread all over the six divisions of Balochistan. No area was excluded because the findings were to be generalized about the whole of the province. All of the one-teacher and two-teacher schools of Balochistan where multi-class teaching was in practice comprised the physical and theoretical universe of the study. A complete list of such schools was available from the office of Balochistan Education Management Information System (BEMIS).

2.2 Sampling

In the first phase of sampling six districts were selected from the six divisions of Balochistan. These were:

1. Quetta
2. Loralai
3. Sibi
4. D.M. Jamali
5. Khuzdar
6. Turbat

In each of these districts, eight schools were purposively selected to compete a sample of 48 schools. In the selected schools of every district, four were boys and four were girls schools. In these four schools of each category, equal proportion (2-2 each) was given to one-teacher and two-teacher schools. School rank (high/low) was also tried to be evenly distributed among the selected schools. Total sample of the schools according to four major parameters of the study was:

- | | |
|----------------------------------|---------------------------|
| 1. School Type | a) Boys schools 24 |
| | b) Girls schools 24 |
| 2. School Location | a) Urban schools 24 |
| | b) Rural schools 24 |
| 3. Type of Multi-class
School | a) One-teacher schools 22 |
| | b) Two-teacher schools 26 |
| 4. School Rank | a) High Rank schools 22 |
| | b) Low Rank schools 26 |

The sampling design was confined to cluster and purposive, and quota sampling. Because these methods best suited the nature of the study. A sample of 48 schools was sufficient to meet the requirements of case study approach.

2.3 Tools of Data Collection

Preformulated interview schedules and observation guides, which were completely structured as to various items and variables of the study, were used as tools of data collection. The questions in these proformas were partly

open-ended and partly close-ended according to analytical requirements of various items. Each proforma separately covered the objectives of the study.

2.4 Pre-testing

The proformas used in the study were already pre-tested in Peshawar under the supervision of Dr. Andrea Rough. However they were again pre-tested in two-schools of Quetta district. It was basically meant for the training of research team. However, pre-testing highlighted the need of Urdu translation of all the five proformas to make sure the validity of data. These proformas, therefore, were translated into Urdu before actually going to field work.

2.5 Data Collection and Field Experience

Data were collected by a team of trained sociologists within a month long period of time. Field experience was very good. District Education Officer (DEO) of the selected districts were very cooperative during field work. Head Teachers and classroom teachers provided best of their support during interviewing and observation of lessons.

2.6 Data Analysis

Most of the questions in the proformas were pre-coded. After the collection of data, open-ended questions were coded on the filled in questionnaires. No separate coding sheets were prepared to avoid any incoming errors during such transference of data. Data were computerized in Rbase. All the items and variables of the study were crossed against four major independent variables i.e. school type (boys/girls), school location (urban/rural), type of multi

class school (one-teacher/two-teacher) and school rank (high/low). The tabulation was done on the basis of percentage distribution of different categories of the items/variables explored in the study. Major comparison was made between boys/girls schools. Comparisons were also made, where necessary, between rural/urban and one-teacher/two-teacher, and high/low rank schools to supplement the commentary on different items and variables of the study, to avoid the report from being overloaded with such tabulations at the cost of its readability.

CHAPTER - III

SCHOOL INFORMATION

Information about multi-class school provide base-line data about the physical and academic environment of these schools. such school information are of great help for improving their performance and status within the community.

3.1 The Highest Class in the School

The present study was only confined to primary schools. No "Middle" or "High" school was included in the sample, though many such schools had their primary sections. In two-third (66.7%) of the total schools, the highest class was class five (Table-3.1). The percentage was significantly higher for boys (75.0%), urban (75.0%), and two-teacher (84.6%) schools as compared to girls (58.3%), rural (58.3%) and one-teacher (45.4%) schools. Whereas no variation was found between high and low rank schools. In mentionable proportion of schools, however, the highest class was class two (10.4%) or class three (16.7%). In a very few schools (6.2%), the highest class was only class two. These were mainly girls, rural and one-teacher schools; most of them were newly opened.

3.2 Actual and Sanctioned Primary Teachers

In all of the one-teacher schools, the number of actual and sanctioned teachers was equally one (Table-3.2). Whereas, in more than three-fourth (76.9%) of the two teachers schools, the sanctioned teachers were also two. The proportion of two-teacher schools where sanctioned teachers

were one or three was 3.9 per cent and 19.2 per cent, respectively.

3.3 Total Primary Children in the School

There were only 16.7 per cent of the total sampled schools where all primary children were 20 or below (Table-3.3). The percentage for girls (29.2%) and rural (20.8%) schools was greater as compared to boys (4.2%) and urban (12.5%) schools. In one half of the schools, total primary children ranged from 21 to 60. No significant difference was found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). Moreover, in more than one-fourth (27.0%) of the total schools, primary children were above 80 in number; a substantial proportion (18.7%) of them was such where total primary children were above 100.

3.4 Total Rooms Used for Classes

In a significant proportion (47.9%) of schools, there was only one room used for classes (Table-3.4). The percentage was somewhat higher for girls (54.2%), rural (54.2%), one-teacher (72.7%) and low rank (53.8%) schools as compared to boys (41.7%), rural (41.7%), two-teacher (26.9%) or high rank (40.9%) schools. In more than one-third (39.6%) of the schools, two rooms were used for classes. The percentage was significantly higher for boys (50.0%), rural (54.2%) and two-teacher (57.7%) schools as compared to those of girls (29.2%), urban (25.0%), or one-teacher (18.2%) schools. No difference, in this regard, was found between high or low rank schools. In a small proportion of cases (12.5%), total rooms in the school used for classes were

three. Most of them were girls, urban, two-teacher and high rank schools.

3.5 Facilities Available in the School

Facilities available in the school reflect its status in the community. Facilities are convenient for both teaching and learning activities in the school.

a) **Drinking Water**

Drinking water was available in more than one-fourth (27.1%) of the schools (Table-3.5). The percentage was higher for girls (33.3%) and high rank (36.4%) schools as compared to boys (20.8%) or low rank (19.2%) schools. No significant difference was found in rural/urban and one-teacher/two-teacher schools.

b) **Washing Water (for Hands, Takhtis)**

Washing water was equally available in 27.1 per cent of the schools (Table-3.5). Most of them were those schools where drinking water was available. Girls and high rank schools were again privileged in this regard.

c) **Toilet (Dry or Flush)**

Toilet was found in slightly lower than one-third (31.2%) of the schools (Table-3.5%). The percentage was higher for girls (50.0%) and one-teacher (40.9%) schools as compared to boys (12.5%) or two-teacher (23.1%) schools. Whereas no significant difference was found as to school location (rural/urban) or school rank (high/low).

d) Playground

The facility of playground was available only in a small proportion (16.7%) of schools (Table-3.5). Such schools were mainly, boys (20.8%), rural (25.0%) and two-teacher (23.1%) schools. Whereas, this facility was equally available in high and low rank schools.

3.6 Number of Multi-classes in the School

Number of multi-classes in a school is contingent upon the number of teachers appointed in such schools. In half (50.0%) of the cases, there were two multi-classes in the observed schools (Table-3.6). The proportion was significantly higher for two teachers (84.6%) and high rank (63.6%) schools as compared to one-teacher (9.1%) and low rank (38.5%) schools. Whereas no difference, in this regard, was found between boys/girls or rural/urban schools.

In more than one-third (37.5%) of the schools, there was only one multi-class. The proportion was higher for boys (45.8%), rural (41.7%), one-teacher (77.3%) and low rank (42.3%) schools as compared to those of girls (29.2%), urban (33.3%), two-teacher (3.8%) or high rank (3.8%) schools. In a very few (12.5%) cases, three multi-classes were found in the observed schools. These were mostly, girls, urban, and low rank schools.

3.7 Number of Single classes in the School

As the study was related to multi-class phenomenon, in a significant majority (83.3%) of cases, there was no single class in the school (Table-3.7). Single classes were only

found in 17.6 per cent of the total observed schools. The percentage for two-teacher (23.1%) schools was higher than those of one-teacher (4.5%) schools. Whereas, no significant variation was found as to school type (boys/girls), school location (urban/rural) or school rank (high/low). Only in one of the schools, two single classes were found. It was girls, urban, two-teacher and low rank school.

3.8 Number of Teachers Teaching Multi-classes

In slightly more than half (56.2%) of the schools, only one teacher was teaching multi-classes (Table-3.6). The proportion was significantly higher for low rank (69.2%) schools as compared to high rank (40.9%) schools; however, all the teachers belonging to one-teacher schools, fell in this category (Table-3.6). No variation was found as to school type (boys/girls) or school location (urban/rural). In the remaining 43.8 per cent of the schools, two teachers were teaching the multi-classes.

3.9 Number of Teachers Teaching Single Classes

In a very big majority (83.3%) of cases, no teacher was teaching single class (Table-3.9); Whereas in 16.7 per cent of the schools, one-teacher was teaching single class. The percentage was slightly higher for girls (20.8%), urban (20.8%), two-teacher (26.9%) and low rank (23.1%) schools as compared to boys (12.5%), rural (12.5%), one-teacher (4.5%) or higher rank (9.1%) schools.

3.10 Rules For Admitting Children to Kachi Class

In every school, there are generally some rules for admitting children to Kachi class. These rules have

implications for maintaining discipline control and school standard in terms of teaching and learning activities. In a big majority (70.8%) of schools, some rules existed for admitting children to Kachi class. In slightly more than one-fourth (27.1%) of cases, such rules were not in existence. Most of these schools were girls, urban, one-teacher schools.

In more than half (55.9%) of the schools, the admission was limited to the children of five years of age (Table-3.10). The percentage was significantly higher for boys (84.2%) and low rank (46.2%) schools as compared to girls (20.0%) and high rank (31.8%) schools. In 23.5 per cent of the schools, "submission of forms within due date" was required; most of them were girls and two-teacher schools. "Identification of numbers/alphabets" (8.8%), "age at least four years" (8.8%) and "age at least three years" (2.9%) were among the other rules for admitting children to Kachi class.

On the other hand, in a big majority (87.5%) of cases, there was no rule for attending out unadmitted Kachi children (Table-3.11). No significant variation was found as to any of the independent variables i.e. school type, school location, type of multi-class school or school rank. "Identification of numbers/alphabets" (2.1%), "admission of brother/sister in the class" (4.2%), "regularity" (2.1%) and "admission in the beginning of the year" (2.1%) were some of the rules for attending but unadmitted Kachi children, as found in the study. Whereas in one of the schools, there were no unadmitted children.

3.11 Last Date for Admission to Kachi Class

In nearly half of the schools (47.9%), there was no last date after which children were not admitted to Kachi class. The percentage was somewhat higher for girls (54.2%) schools as compared to boys (41.7%) schools. In the rest of 52.1 per cent of the schools, some last date for admission to Kachi class existed. As the study was spread over six different districts of Balochistan, a lot of variation was found in such date (Table-3.12). In most of the cases, "March" (24.0%), "June" (20.0%), "September" (16.0%) and "January" (16.0%) were the last months of admission to Kachi class. After these months, no child was generally admitted to Kachi class. Such variations were due to differences in school calendar. No significant relation was found, in this regard, with school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

In a big proportion (77.1%) of schools, there was no last date of admission for attending but unadmitted children. In the rest of cases (20.9%), January or February were the months after which children were not seated in Kachi class as unadmitted children. Due to small proportion of cases, no significant variation can be delineated among different categories of schools.

3.12 Reasons of Refusing Unadmitted Students

In more than one-fourth (29.2%) of the schools, there was no unadmitted student in Kachi class (Table-3.13). In the rest of schools (70.8%), unadmitted students were found in various proportions. In most of the cases, unadmitted children were not refused. However, in those schools where

they had been refused, the main reason was their too young age (39.6%). The unadmitted children were also refused due to "too old age" (16.7%), "too many children in the unadmitted class" (16.7%), having "not enough teachers" (8.3%), "not enough physical space" (12.5%) and "wrong sex of children for the school" (8.3%). Because of few proportion of cases, no relationship can be found with school type, school location, type of multi-class school or school rank.

3.13 Regularity of Students

Teaching and learning activities can successfully be launched if the students regularly come in the school. It has implications for teacher's performance as well as for students engagement in different tasks. Moreover, regularity is an important component of discipline control. The proportion of regular students varied from class to class.

a) Unadmitted Students

Only in one-fourth of the schools, all the admitted children were regular (Table-3.14). The percentage of schools where "less than half" (10.4%) or "half or more" (14.6%) children were regular came in this proportion. In 16.7 per cent of the schools, none of the unadmitted student was regular. Whereas in one-third of the schools, no unadmitted student was found. Slight variations were found between boys and girls schools. In most of the cases, boys were more regular than the girls.

b) Kachi Class

In a big proportion (43.8%) of schools, all of the Kachi children were regular. Only in a few (4.2%) schools, none of the Kachi student was regular. In a substantial proportion of cases, "less than half" (22.9%) or "half or more" (27.1%) of the students were regular. Regularity was more conspicuous in boys schools as compared to those of girls.

c) Pakki Class

In half of the observed schools, all of the Pakki children were regular (Table-3.14). In a mentionable proportion (10.4%) of cases, none of the Pakki class children were regular.

d) Class Two

In more than half (80.4%) of the schools, all of the class two children were regular (Table-3.14). The percentage for boys (83.3%) was significantly greater than those of girls (37.5%). The proportion of schools where none of the such students was regular came as 6.2 per cent.

e) Class Three

Class three was at the top of regularity score (62.5%). There was not a single boys school, where none of the students was regular (Table-3.14). However, the percentage for girls schools was 25.0.

f) Class Four

In 8.3 per cent of the schools, class four was not present (Table-3.14). In a big majority (58.3%) of remaining cases, all of the students were regular. The percentage was again significantly higher for boys (91.7%) as compared to those of girls (25.0%). The proportion of schools where none of the students of class four was regular, came equal to those of unadmitted class (16.7%).

g) Class Five

In a substantial proportion (18.8%) of cases, none of the class five students was regular (Table-3.14); whereas, in half of the schools, all the students were regular. Moreover, in 12.5 per cent of the schools, no such class existed.

In recapitulation, it was interesting to note that higher the level of class, greater the percentage of regular students. In all of the classes, regularity of girls students was consistently lower than those of boys.

3.14 Rules about the Attendance of Children

Attendance rules are meant for the regularity of students. In more than three-fourth (77.1%) of the schools, there were some rules about the attendance of children. The percentage was significantly higher for boys (91.7%) and two-teacher (84.6%) schools as compared to those of girls (62.5%) and one-teacher (68.2%) schools. Whereas no

difference was found between rural/urban and high/low rank schools.

In a very big majority (81.1%) of schools, name of the students was struck off after one to two weeks, if he/she continuously remained absent from school. In more than one-fifth (21.6%) of the cases, parents of the child were informed in case of continuous absence from school. All such cases belonged to boys schools (Table-3.15). "Fine" (13.5%), "punishment" (2.7%) and "application from parents necessary" (5.4%) were among the other less frequently mentioned rules about the attendance of children. No significant variation was found as to school location (rural/urban), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

3.15 Dropped Out Students

Drop out ratio was differently found for different classes. In the following discussion, class-wise analysis of dropped out students is separately given.

a) Kachi Class

In a large number (62.5%) of schools, no student of Kachi class had left the school since the beginning of the year. The percentage was significantly higher for girls (75.0%) schools as compared to those of boys (50.0%) schools (Table-3.16). However, in one-third of the schools, 1-10 children had left the school. The proportion was significantly higher for boys (45.8%) schools as compared to those of girls (20.9%) schools.

b) Pakki Class

In Pakki class, more than three-fourth (85.4%) of the schools were such where no student had left school since the beginning of the year and did not come back. In a few cases (12.5%), 1-5 children had left school (Table-3.16). The proportion was somewhat higher for girls (16.7%) as compared to boys (8.3%). In one of the boys schools, the number of children who left school ranged from 21-25.

c) Class Two

In a few proportion (10.4%) of schools, 1-5 children of class two had left school since the beginning of the year. Whereas in most (85.4%) of the cases, no such children had left the school (Table-3.16).

d) Class Three

It was interesting to find that in none of the girls schools, class three students had left the school since the beginning of the year (Table-3.16). However, in a few (12.5%) cases, 1-5 students of boys schools had left school.

e) Class Four

In class four, there were also a few schools, where 1-5 children had left the school whereas in most (89.6%) of the cases, no student had left school since the beginning of the year. The proportion was higher for girls (95.8%) as compared to boys (83.3%).

f) Class Five

A similar kind of pattern was found among the students of class five. In a small proportion (10.4%) of schools, very few (1-5) children had left the school (Table-3.16).

To recapitulate, the proportion of dropped out students was inversely related with the level of class. Moreover, in girls schools, the proportion of dropped out students was relatively lower than those of boys in nearly all of the classes. However, the drop out rate was higher for girls only in Kachi class.

3.16 Repeating Students

Repeating students are those who fail to climb the next grade due to their poor performance and low capabilities. In more than half (60.4%) of the schools, varied number of Kachi class students, were repeating (Table-3.17) the same class. The percentage for boys (70.8%) was greater than those of girls (50.0%). In most of the schools, 1-10 students were repeating the same class.

In Pakki class, the proportion of repeating students (39.6%) was significantly low. Similarly, the proportion of repeating students gradually decreased from Kachi to next classes. In all of the classes, the percentage of repeating students was lower for girls schools as compared to those of boys'. It reveals the better academic performance of girls students.

Lack of hardwork/non-seriousness of the students (54.2%) was the major reason of students' failure described

by head teacher (Table-3.18). The percentage for boys (58.3%) was slightly higher than those of girls (50.0%). "Irregularity" (31.2%), "carelessness of parents" (18.8%), "lengthy courses" (16.7%), and "seasonal migration" (10.4%) were the other most frequently mentioned reasons the students repeated their classes. "Deficiency of teachers" (6.2%) and "language problem" (6.2%) were also mentioned by the head teachers of few schools. No significant differences were found as to school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

3.17 Duration of School Day

In a big majority (72.9%) of cases, school was in session for five to five-and-a-half hours a day (Table-3.19). The percentage, in this regard, was slightly higher for two teachers and low rank schools. No significant difference was found between boys/girls or rural/urban schools. In more than one-fifth (22.9%) of the schools, the duration was four to four-and-a-half hours a day. The proportion was higher for boys (29.2%) schools as compared to girls (16.7%) schools. In two girls-urban schools, the duration of schools was six hours a day.

In more than three-fourth (83.3%) of the schools, one break was given to the students during the day long school session. In the remaining 16.7 per cent of the schools, no break was given to the students. These schools were mainly boys, rural, high rank schools.

In nearly two-third (65.0%) of the schools, a break of thirty minutes was given during school day. Whereas, in a small proportion of schools, a break of fifteen (15.0%),

twenty (12.5%) or twenty five (7.5%) minutes was given to students during school day (Table-3.20).

3.18 Promotion of Students to a Higher Class

In all of the observed schools, there were some rules about promoting the students to a higher class. The only promotion rule was annual examination of the students. In most of the cases (64.6%), classroom teacher decided that which students might pass to the next class (Table-3.21). In a substantial proportion (31.2%) of schools, head teacher and classroom teacher together decided about the promotion of students. In two of the boys schools (8.3%), head teacher alone decided the same. No significant variation was found as to school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low) as to deciding the promotion of students to a higher class.

In a big majority (89.6%) of schools, all the children were tested for promotion (Table-3.22). The percentage for boys (95.8%) schools was greater than those of girls (83.3%). In a small proportion of schools (6.2%), some classes were tested and others were not. Whereas in one school, children were not formally tested, because the highest class was only class two. No significant variation, in this regard, was found between different categories of schools.

In nearly all of the schools, test was made by the head teacher. Whereas, it was generally given by the classroom teacher. In case of lower classes, the classroom teacher both made and gave the test for promotion. In lower classes, the subjects tested were only Math and Urdu. From class two to above, all the subjects were tested for the promotion of

students to a higher class.

3.19 Supervisor's Visits to School

Supervisor's visits to school keep the education officers in touch with the ongoing situation analysis of schools. These visits, many times are important of the improvement of schools.

In slightly less than half (45.8%) of the schools, supervisor visited the schools for 1-5 times during the year (Table-3.23). The proportion was significantly higher for girls (66.7%) schools as compared to boys (25.0%) schools. In 31.2 per cent of the schools, visits of supervisor to the observed schools ranged from 6 to 10, during the year. Proportion, in this regard, was much greater for boys (50.0%) schools as compared to girls (12.5%) ones. In a substantial proportion of boys schools (20.8%), supervisor came to school for more than 10 times in a year. No girls school was found in this category.

In a small proportion (12.5%) of schools, however, the supervisor had made no visit to the school during the whole year. The proportion for girls (20.8%) schools was greater as compared to boys (4.2%) schools. No significant difference was found between urban/rural, one-teacher/two-teacher or high/low ran schools regarding number of visits made by the supervisor during the year.

In all of the cases, the supervisor checked the attendance of teachers and students (Table-3.24). Whereas, "testing the achievement of students" (82.0%), "offering advice on better teaching" (82.9%) and "checking school supplies and furniture" (85.5%) was also done by the

supervisor in a significant number of cases. No variations were found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

CHAPTER - IV

MULTI-GRADE TEACHER

This Chapter encompasses the opinions of multi-class teachers about various teaching and learning activities in these specific schools. Their view point is very helpful for indepth understanding of multi-classes, due to their direct involvement in this phenomenon.

4.1 Age Distribution of the Teachers

Age of a teacher has a lot of significance for the degree of performance and involvement in the teaching activities. Most of the times, young teachers are more enthusiastic and involved in the learning tasks of the students. A big majority (58.4%) of the teachers, in the present study, were below 20 years of age (Table-4.1). The percentage for girls, rural, two-teacher and low rank schools was equally higher (66.7%) than those of boys, urban, one-teacher and high rank schools (50.0%). Only a small proportion (18.7%) of teachers were of 35 years of age or above. No significant difference was found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). Moreover, in the total sample, the proportion of teachers whose age ranged only from 17 to 20 years were 18.8 per cent. Most of them belonged to girls and rural schools.

4.2 Mother Tongue of the Teachers

Balochi (31.2%) was found as the main mother tongue of the teachers (Table-4.2). However, Pashto (16.7%), Brahvi (14.6%), and Seriaki (10.4%) were also spoken by a

substantial proportion of the teachers. There was only one Persian speaking teacher. Urdu was also the mother tongue of a mentionable proportion (14.6%) of teachers. They mainly belonged to girls schools (Table-4.2). No significant difference was found as to school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). Different mother tongues of the teachers were due to six different study areas included in the sample.

4.3 Main Mother Tongue of the Students

Brahvi (33.3%), Balochi (22.9%), and Pashto (20.8%) were the main mother tongues of the students (Table-4.3). The same are the three major languages spoken in Balochistan. Sindhi was spoken only by 8.3% of the students. However, Urdu was the mother tongue of mentionable proportion (14.6%) of students; most of them belonged to girls, low rank, or one-teacher schools. Regarding composition of mother tongue of the students, no other significant differences were found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

4.4 Multi-lingual Nature of the Class

Multi-lingual nature of the class is a big barrier for viable teaching and learning activities. Communication is much easier if all of the students speak single language. In the present study, languages spoken by the students were relative six to different study areas. It was the reason that in slightly less than half (45.8) of the cases, there was no other language except the main mother tongue of the

students that many children spoke in the observed class (Table-4.4). Balochi (18.8%), Brahvi (18.8%), and Sindhi (10.4%) were the languages more oftenly found in mixtures with the main mother tongue of the students. Urdu (4.2%) and Pashto (2.1%) were rarely found in this regard. However, it was interesting to find that presence or absence of multi-lingual group of students was irrespective of school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

4.5 Instructional Language of the Teachers

In a big majority (72.9%) of cases, urdu was the most oftenly used language by the teachers to teach the students (Table-4.5). The percentage was significantly higher for girls (87.5%), rural (79.2%) and low rank (80.8%) schools, as compared to boys (58.3%), urban (66.7%), and high rank (63.6%) schools. No difference was found between one-teacher and two-teacher schools. It was very encouraging that in most of the cases, Urdu was used as instructional language by the teachers. The finding was also corresponding to the multi-lingual nature of the many observed classes. Local languages such as Pashto, Balochi, and Brahvi were more oftenly used in boys, urban, two-teacher, and high rank schools as compared to girls, rural one-teacher and low rank schools. However, the over all situation was favourable in the perspective of teaching or learning tasks.

4.6 Residential Locality of the Teachers

Residential locality of a teacher, in reference of his/her school, has a strong implication for punctuality and regularity. In a substantial proportion of cases, the multi-

grade teachers either belonged to same town (41.7%) or nearby town/village (27.1%), where they taught (Table-4.6). Their school was not far from their residential locality. Only, in less than one-third (31.2%) of the cases, the teacher came from a distant town/village. Residential locality of the teachers had no significant relationship with school type (boys/girls, school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

4.7 Educational Qualification of the Teachers

Majority (64.6%) of the teachers, teaching multi-grade classes were only "Matric" (Table-4.7). The proportion was higher for boys (75.0%), urban (70.8%), and high rank (77.3%) schools as compared to girls (54.2%), rural (58.3%), and low rank (53.8%) schools. No difference was found between one-teacher and two-teacher schools.

A small proportion (6.2%) of the teachers was only "Middle pass". These teachers exclusively belonged to girls, rural, low rank schools which clearly indicates the poor prospectives of teaching and learning in such schools. The educational qualification of nearly one-fifth (22.9%) of the teachers was F.A./F.Sc. However, the proportion of graduate (B.A./B.Sc.) teachers was very thin (6.2%). Due to a few number of cases, no generalization can be made as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). Generally, the teachers of multi-grade classes were not highly qualified, most of them were at the minimum criteria of recruitment.

In a very few cases (4.2%), the final grade (division) of the teachers, at the end of their highest level of general academic degree, was first division or grade-A (Table-4.8). In most of the cases, they were second division/grade-B (50.0%) or third-division/grade-C (45.8%). It was interesting to find out that grades achieved at the end of highest level of general academic degree were relatively poor for teachers of boys and low rank schools as compared to those of girls and high rank schools. No significant difference was found as to school location (urban/rural) or type of multi-class school (one-teacher/two-teacher). It was further confirmed that teachers of multi-grade classes generally had poor educational qualification.

4.8 Professional Qualification of the Teachers

Professional qualification of the multi-grade teachers was very hopeless; a big majority (68.7%) of them was untrained (Table-4.9). The percentage was higher for girls (79.2%), and rural (75.0%) schools as compared to boys (58.3%) and urban (62.5%) schools. Whereas, no significant variation was found between one-teacher/two-teacher schools and high/low rank schools. The need of professional training of the teachers belonging to girls and urban schools is strongly highlighted from the findings of the study. Only 27.1 per cent of the total teachers interviewed were PTC/JVT. The proportion was relatively higher for boys, urban, and high rank schools. Whereas no significant variation was found as to type of multi-class school (one-teacher/two teacher)

Moreover, a thin proportion (4.2%) of the teachers had got training in Brahvi course. But due to very few number of

cases, the finding is impossible to be crossed by any of the major independent variables of study such as school type, school location, type of multi-class school, or school rank.

4.9 Participation in Refresher Courses

Refresher courses are mainly meant to update the knowledge of teachers in the perspective of changing curriculum or improved teaching. It is a strong component of inservice training of the teachers. It was very discouraging that two-third (66.7%) of the teachers included in the sample had never participated in any of the inservice refresher courses during the whole length of their teaching service (Table-4.10). The percentage, in this regard, was significantly higher for girls (75.0%), rural (70.8%) and low rank (76.9%) schools as compared to boys (58.3%), urban (62.5%) and high rank (54.5%) schools.

Only less than one-third (27.1%) of the teachers had participated in one inservice refresher course. No significant variation was found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). In three cases (6.3%), the teachers had taken more than one inservice refresher courses. But no generalization can be made due to their small proportion.

4.10 Teaching Experience

Teaching experience of a teacher has a direct implication for his/her command on the teaching tasks. The more experienced teachers can better create a viable learning environment in the class.

a) Length of Total Service

In half of the cases, total teaching experience of the teachers was only 1-2 years (Table-4.11). The percentage was significantly higher for girls (70.8%) and low rank (69.2%) schools as compared to boys (29.2%) or high rank (27.3%) schools. Only slight variations were found between urban/rural schools or one-teacher/two-teacher schools. Slightly higher than two fifth (20.8%) of the teachers had teaching experience ranging from 3 to 4 years. Moreover, the proportion of teachers whose teaching experience was five years or more, were less than one-third (29.2%) of the total sample. These teachers mostly belonged to boys, urban and high rank schools. The percentage composition reflects the poor profile of girls, rural and low ran schools.

b) Experience of Teaching Multi-classes

The teachers included in the sample had sufficient experience of teaching multi-classes. Half of the total teachers had 1-2 years experience (Table-4.12). The percentage was relatively greater for girls, two-teacher and low rank schools as compared to boys, one-teacher and high rank schools. No significant difference was found as to school location (urban/rural). The percentage of teachers whose experience in teaching multi-classes ranged from 3-4 years was 20.8. More experienced teachers (having experience of teaching multi-classes 5 years or more) belonged to boys, urban and high rank schools as compared to girls, rural and low rank schools.

c) Experience of Teaching in Different Schools

Teaching in different schools during the length of service exposes the teacher to different environments and enhances his/her experience, command, commitment, and involvement. A large proportion (70.8%) of the teachers had only taught in 1-2 schools (Table-4.13). The percentage was greater for girls (83.3%) and urban (79.2%) schools as compared to boys (58.3%) or rural (62.5%) schools. Moreover, the proportion of teachers who had taught in three or more different schools during their total length of service, was relatively higher for boys (41.6%) and rural (37.5%) schools as compared to girls (16.7%) and urban (20.8%) schools. No other difference was found as to type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

d) Teaching Experience in the Present (Observed) School

A large proportion (47.9%) of the teachers had spent 1-2 years teaching in the schools where they were interviewed (Table-4.14). The percentage was higher for girls (58.3%) and low rank (57.7%) schools as compared to boys (37.5%) and high rank (36.4%) schools. Whereas no difference was found as to school location (urban/rural) or type of multi-class school (one-teacher/two-teacher). One-fourth (25.0%) of the teachers had only spent less than one year teaching in the present school. Moreover, the proportion of teachers who had spent three years or more teaching in the present school was consistently higher for boys and one-teacher schools. Whereas no significant variation was observed between rural/urban and high/low rank schools.

4.11 Difficulties of Teaching Multi-classes

Teaching and learning in a multi-class situation is very difficult for both of the teacher and students. There are many built-in difficulties which the teachers of multi-classes have to face during their every-day task. Some difficulties are hoped to be overcome whereas others are unavoidable in every case. The most frequently revealed difficulty of teaching multi-classes was "distribution of time" (37.5%). The teachers reported that most of the times they were unable to distribute their time while instructing the students of different classes (Table-4.15) "coverage of course" (35.4%), "discipline control" (31.2%), and "proper attention" (29.2%) were among the other most frequently mentioned difficulties. The understanding of these major problems highlights that how much difficult is the teaching of multi-classes. "Insufficient blackboards" (2.1%), "wastage of time" (8.3%), "interference of other classes" (6.2%) and "inadequate space" were among the less frequently stated problems by the teachers in teaching multi-classes. Slight variations were found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

On the other hand more than one-fourth (27.1%) of teachers were not at all having any difficulty in teaching multi-classes. The percentage was higher for the teachers of girls (37.5%), rural (37.5%) and one-teacher (37.5%) schools as compared to those of boys (16.7%), urban (16.7%) and two-teacher (18.2%) schools. Whereas, no difference was found between high rank or low rank schools.

4.12 Experience of Teaching Different Classes

In a multi-class situation, teacher has to teach the students of various classes. In this way, he/she gets experience of teaching different classes throughout the whole career.

a) Unadmitted Children

More than one-third (39.6%) of the total teachers had experience of teaching unadmitted children (Table-4.16). The proportion was higher for boys (50.0%), urban (50.0%) and low rank (46.2%) schools as compared to girls (29.2%), rural (29.2%) and high rank (31.8%) schools. The teachers were less experienced in this regard, because in many of the schools there was no unadmitted student.

b) Kachi Class

A big majority (83.3%) of the teachers had taught Kachi class since they had started teaching (Table-4.16). No variation was found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

c) Pakki Class

A fairly large proportion (89.6%) of the teachers had ever taught Pakki class during their teaching career (Table-4.16). No significant differences were found between boys/girls, rural/urban, one-teacher/two-teacher, or high/low rank schools.

d) **Class Two**

A large number (87.5%) of the interviewed teachers had an experience of teaching class two (Table-4.16). The proportion was somewhat higher for boys (95.8%) schools as compared to those of girls (79.2%). Whereas no variation was found as to other parameters of the study.

e) **Class Three**

The experience of teaching class three was spread over 81.2% of the teachers (Table-4.16). The proportion was significantly higher for boys (100.0%) and higher rank (95.4%) schools as compared to girls (62.5%) or low rank (69.8%) schools. Whereas, no variation was found as to school location (urban/rural) or type of multi-class school (one-teacher/two-teacher).

f) **Class Four**

Nearly two-third (68.8%) of the teachers were experienced in teaching class four (Table-4.16). The percentage for boys schools (95.8%) was very high as compared to girls schools (41.7%). Whereas no mentionable difference was found between rural/urban, one-teacher/two-teacher and high/low rank schools.

g) **Class Five**

Teachers' experience of teaching class five was relatively lower as compared to other classes. Only slightly higher than one-half (56.2%) of the teachers

had ever taught class five. The proportion was significantly higher for boys (75.0%) and urban (62.5%) schools as compared to girls (37.5%) and rural (50.0%) schools. Difference was also obvious between the teachers of high (72.7%) and low rank (4.3%) schools. In many of the rural, low rank, girls schools, class five was not present.

4.13 Suggestions to Make the Textbooks More Useful for Multi-classes

A big majority (79.2%) of the teachers gave no suggestion as to how textbooks can be made more useful for multi-classes (Table-4.17). However, "integrated curriculum" (8.3%), "brief syllabi" (10.4%) and "common lessons of general knowledge" (2.1%) were the major suggestions of the teachers to make the textbooks more useful for multi-classes. Due to small proportion of cases, no generalization can be made as to any of the independent variables of the study.

4.14 Job Satisfaction of the Teachers

Job satisfaction and job commitment are strongly correlated. The teachers more satisfied with their job are expected to be more involved in different teaching and learning tasks. Their performance might be enhanced due to their job satisfaction. In the present study, a large proportion (72.9%) of the teachers were enjoying teaching as a profession, all of the time (Table-4.18). The proportion was slightly higher for girls (75.0%), rural (83.3%) and one-teacher (79.2%) schools as compared to boys (70.8%), urban (62.5%) and two-teacher (61.5%) schools. Whereas no difference was found as to school rank (high/low).

The percentage of teachers who enjoyed teaching as a profession, some of the time or most of the time, was equally 10.4. Whereas, there were only two teachers (4.2%) who were not at all satisfied with their profession. No further generalization can be made due to small proportion of cases.

4.15 Speaking Urdu During the Lesson

Though influence of local languages was prominent in the respective study areas, yet Urdu was a strong mean of communication between teachers and the students during lesson time.

A substantial proportion (29.2%) of the teachers spent all of the time speaking Urdu with their students during lesson (Table-4.19). The percentage was somewhat higher for girls (41.7%), urban (37.5%), two-teacher (38.5%) and low rank (34.6%) schools as compared to boys (16.7%), rural (20.8%), one-teacher (18.2%) and high rank (20.8%) schools.

The percentage of teachers who spent some of the time (31.2%) or most of the time (37.5%) speaking Urdu with their students during lessons was also hopeful. However, no significant variation could be observed as to school type (boys/girls), school location (urban/rural), type of multi-class school (one teacher/two-teacher) or school rank (high/low).

4.16 Dealing with the Misbehaviour of Students

Dealing with the misbehaviour of students is a matter of deep concern with discipline control and character building. Beating was mentioned by a fairly large proportion

(83.3%) of the teachers as a main way of dealing with the misbehaviour of students (Table-4.20). The proportion was slightly higher for boys (91.7%) and rural (87.5%) schools as compared to girls (75.0%) or urban (79.2%) schools. Whereas no significant difference was found as to school rank (high/low) or type of multi-class school (one-teacher/two-teacher). However, it was encouraging that more than one-third (35.4%) of the teachers advised the students properly, if they misbehaved in the class. "Scolding" (22.9%), "Sending out of the Class" (16.7%), "restoration from school" (4.2%) and "Sending for father" (2.1%) were the other ways of dealing with the misbehaviour of students in the class. Due to small proportion of cases, the influence of independent variables cannot be delineated.

4.17 Dealing with the Slow learners

During lessons in the class, a teacher comes across both intelligent students and slow learners. The students with low ability are more demanding from the teacher. Many times it is a problem for the teacher to simultaneously run the both kind of students during every day lessons. In three-fourth (75.0%) of the cases, teacher paid more attention to deal with the slow learners. The percentage was significantly higher for boys schools (83.3%) as compared to girls schools (66.7%) (Table-4.21). Whereas no variation was found as to school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

A substantial proportion of the teachers advised such slow learners properly (27.1%), punished them (14.6%) or seat them in the front row (8.3%). "Informing the family" (4.2%), "taking help from intelligent students" (4.2%),

"scolding" (4.2%), "lesser assignment of work" (4.2%) and "sending in lower class" (2.1%) were among the less frequently mentioned ways of dealing with the slow learners. Only two-teacher (2.1%) said that they did not give any attention to such students. No significant variation was found in any of the above mentioned categories, regarding school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low) except in case of "advising properly". The percentage for girls schools (50.0%) was significantly higher as compared to those of boys (4.2%).

4.18 Usefulness of Textbooks in Teaching Multi-classes

In a multi-class situation, textbooks are rarely helpful to overcome the problems of teaching and learning. That was the reason that one-fourth of the teachers were of the opinion that textbooks were not at all useful to teach in a multi-class situation (Table-4.22). The percentage of teachers belonging to boys schools (37.5%) was greater as compared to those of girls schools (12.5%). One-third of the teachers thought textbooks somewhat useful in this regard. The percentage was slightly higher for girls and urban schools.

However, a mentionable proportion of the teachers were of the opinion that textbooks were frequently useful (14.4%) or very useful (27.1%). But no significant variation could be delineated as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

4.19 Use of Teaching Material

Teaching material is an unavoidable component of learning tasks of the students. It facilitates both teaching and learning in the class.

a) Teaching Kit

Teaching kit was used by 23.9 per cent of the total teachers; whereas more than half (52.1%) did not use it (Table-4.23). Furthermore, it was not available in a substantial proportion (22.9%) of schools. No significant variation was found between boys/girls, urban/rural, one-teacher/two-teacher or high/low rank schools regarding use of teaching kit. The non-availability of teaching kit was also fairly distributed in these categories of schools.

b) Wall Charts

Wall charts were used by the teachers in a large proportion (54.2%) of the schools (Table-4.23). The percentage was significantly higher for girls (70.8%) and two teachers (83.3%) schools as compared to boys (37.5%) and one-teacher (25.0%) schools. No variation was found as to school location (urban/rural) or school rank (high/low). Wall charts were not available in two schools which were boys schools located in the rural area.

c) Blackboard

Blackboard was available in all of the schools and was used in nearly all (91.7%) of them. No significant

variation was found as to any of the independent variables.

4.20 Assignment of Homework

Assigning homework to the students is part of their engagement in learning tasks at home. They are not supposed to remain idle during the whole time they are at home. Homework is mainly meant for the revision of school work. A significant proportion (93.8%) of the teachers gave homework to their students. Usually, all of the classes were assigned some homework. The children in lower grades were of and on exempted. Urdu and Mathematics were the main subjects of which homework was generally given. In most of the cases, homework was daily assigned to the students. However, the frequency of assigning homework per week was directly correlated with the class level of the students. Writing and learning the lessons by heart or some exercise work of Urdu and Mathematics were the major homework tasks found in the study.

4.21 Application of Different Teaching Methods

Shortage of time and too many students of different classes are the major handicaps of a multi-grade teacher. To overcome these constraints, teachers employ different complementary methods of teaching for viable engagement of students in learning tasks.

Majority (79.2%) of the teachers used an intelligent child to help a slow child (Table-4.23). In half of the cases, an older child was used to teach the younger children whereas, more than two-third (68.8%) of the teachers used a student (usually class monitor) to lead the class learning.

The latter pattern was more oftenly found in boys (79.2%), urban (79.2%) and two-teacher (66.7%) schools as compared to girls (58.3%), rural (58.3%) and one teacher (62.5%) schools. No significant variation was found as to school rank (high/low).

4.22 Absence of the Teachers from School

During field work, it was observed, (through interaction with the community people and the school students), that absence of the teacher from school was a severe problem in one-teacher schools of far off rural areas. Because such schools are not frequently inspected by the supervisors due to their physical location.

a) Absence with Permitted Reasons

A substantial proportion (29.2%) of the teachers said that they had never been absent from school during the year (Table-4.25). An equal proportion (29.2%) of the teachers had remained absent from school for 1-5 days during the year. In a few cases (8.3%), the teachers of multi-classes had remained absent from school for more than 15 days during the year. No significant variation was found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

b) Absence without Permitted Reasons

Nearly all (93.7%) of the teachers said that they did not remain absent from school during the year, without permitted reasons (Table-4.26). A small proportion (6.3%) of the teachers, however, reported their absence

for 2-7 days, in this regard. Due to few number of cases, no significant relation can be delineated as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

4.23 Parents' Coming to School

It was encouraging that in more than two-third (68.8%) of the schools, parents occasionally came to school to talk with the teacher. The proportion was slightly higher for boys (70.8%) and urban (79.2%) schools as compared to girls (66.7%) or rural (58.3%) schools. No significant difference was found between one-teacher/two-teacher schools or high/low rank schools.

The main reason of parents' coming to school was "to get awareness about the performance of child" (52.1%). In more than one-fourth (27.1%) of the cases, parents requested the teachers for their more attention (Table-4.27). "Requesting for another book" (12.5%) or "taking permission for leave" (10.4%) were also found in a mentionable proportion. "Resolving the conflict with other students" (2.1%) or "complaining the irregularity of child" (4.2%) were among the less frequently mentioned reasons of parents' coming to school. A similar kind of pattern was found in all of the categories of schools i.e. boys/girls, rural/urban, one-teacher/two-teacher, high/low rank schools.

4.24 Strength of Class and Drop out Ratio

In a big proportion (39.6%) of schools, the number of children enrolled in the class of the teachers at the beginning of school year were upto 25 (Table-4.28).

Similarly, in more than one-third (35.4%) of the schools the number of students ranged from 26 to 50. Whereas, in one-fourth of the cases, number of children enrolled at the beginning of school year was above 50. Most of the schools, in this regard, were girls, urban, one-teacher and high rank schools.

In more than half (52.1%) of the observed schools, no student had left the school for ever (Table-4.29). The percentage was significantly higher for two-teacher (57.7%) and low rank (65.4%) schools as compared to one-teacher (45.4%) or high rank (36.4%) schools. No variation was found as to school type (boys/girls) or school location (urban/rural). However, in one-third (33.3%) of the schools, a few (1-5) students had left the school and did not come back. The proportion of girls and rural schools was somewhat higher as compared to boys and urban schools.

On the basis of the dropped out students per class, a drop out ratio was calculated for each observed class. It was hopeful that in a big majority (52.1%) of cases, this ratio was zero (Table-4.30). In 14.6 per cent of the schools, the drop out ratio was above 20 per cent. Due to small proportion of cases, no significant variation could be observed as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

Migration of family (27.1%), disinterest of students (12.5%), carelessness of parents (10.4%) and shifting to some other school (6.2%) were the major reasons of drop out of students (Table-4.31). "loose family control" (2.1%), "poverty" (4.2%), "distant school" (6.2%), "domestic work" (2.1%), "higher age" (2.1%), and "marriage" (2.1%) were

among the less frequently mentioned reasons of students' drop out. Due to small proportion in each of these cases, no relationship could be delineated with school type, school location, type of multi-class school or school rank.

4.25 Suggestions for Improvement of Learning in Multi-class

A variety of suggestions were given by the teachers to improve learning in multi-classes. It reveals a great deal of their concern over better achievements in teaching and learning tasks. A significant majority (60.4%) of the teachers pointed out the need of additional teachers if learning is to be improved in multi-classes (Table-4.32). "Sufficiency of teaching material" (29.2%), "separate classrooms" (25.0%) and "short syllabi" (10.4%) were also suggested by a substantial proportion of the teachers. "Lengthy periods" (4.2%), "integrated books" (2.1%), "spacious rooms" (8.3%), "more capable teachers" (6.2%) and "lesser children" (6.2%) were the less frequently mentioned suggestions by the teachers to improve learning in multi-classes. A similar kind of pattern was found in all of the schools, regardless their type (boys/girls), location (urban/rural), nature (one-teacher/two-teacher) or rank (high/low).

CHAPTER - V

CLASSROOM RESOURCES

This chapter comprises the physical and instructional resources of multi-grade classrooms. These classroom resources directly point out the potential of multi-classes in teaching and learning of different academic tasks.

5.1 Location of Class

Location of classes is very much important to evaluate the learning process. In a large number (39.6%) of schools, all of the students were in one classroom (Table 5.1). The percentage for boys schools was somewhat higher (41.7%) than those of girls schools (37.5%). In an equal proportion (29.2%) of boys and girls schools, the observed class was unsheltered. Only one-fifth (29.9%) of the observed multi-classes were in several classrooms. No significant difference was found regarding school location (urban/rural), and type of multi-grade school (one-teacher/two-teacher). However the percentage of unsheltered classes was greater (34.6%) for low rank schools, as compared to high rank schools.

5.2 Size of Classroom

Size of classroom has a lot of significance for multi-grade classes. Because students of different classes are to be accommodated within the same classroom. Adequate space for the students facilitates the learning process; otherwise congested environment within the class creates a lot of problems regarding seating arrangements, management of

lessons, discipline and control. As it has earlier been mentioned, a large number of classes (29.2%) in both of the boys and girls schools were unsheltered. Among the remaining schools, the size of classroom was not sufficient enough. Only one-third of the classrooms were above 200 square feet in their size. Nearly an equal proportion (29.2%) of the classrooms were of 100-200 square feet (Table-5.2). Whereas 8.3% of the classrooms were below 100 square feet. The size of classroom was comparatively smaller for urban and low ranking schools. No significant difference was found between one-teacher and two-teacher schools regarding size of classroom.

Comparison of the size of the observed classroom with others in the school revealed that in 12.5% of cases, the size was larger than most other classrooms (Table-5.3), for both boys and girls schools. Whereas, in 20.9% of the girls schools, the size was smaller than most other classrooms as compared to only 8.3% of the boys schools. Moreover, in one-third (33.3%) of the boys schools, the observed classroom was about the same size as other classrooms, compared to only 12.5% of the girls schools.

While rural and urban schools were compared, the only difference was that the proportion of classrooms which were about the same size as other classrooms was much greater (33.3%) for rural schools as compared to urban ones (12.5%). Moreover, the proportion of observed classrooms which were smaller than most other classrooms in the school, was greater (23.1%) for two-teacher schools as compared to one-teacher schools (4.2%). No difference was found among high and low ranking schools regarding comparative size of the observed classroom.

Another variable related to the size of classroom is the space filled by all children in the classroom. It was encouraging to find out that in a large proportion of classrooms (25.1%), children filled about half of the space in the classroom (Table-5.4). The percentage for girls schools was greater (27.5%) as compared to boys schools (16.7%). Only in 12.5% of the observed classrooms, all space was filled by the children in the classroom. In this regard, boys schools were greater (20.8%) in proportion as compared to girls schools. Moreover, in only 8.3% of the schools, less than half of the space was filled by the children in the classroom. The proportion of girls schools was greater in this regard, because in most of the girls schools, number of enrolled students was also lesser. No significant difference was found as to school rank, school location (urban/ rural) or type of multi-class school (one-teacher/two-teacher).

5.3 Students Desks and Mats

Students desks and mats are unavoidable items of classroom resources. No one can conceive a classroom without desks or mats. In some cases, where mats are not provided by the schools, students are expected to bring their mats with them.

a) Desks

As a common observation, desks are not usually used at primary level. It was the reason that in a big majority (75%) of the schools, desks were not observed in the classrooms (Table-5.5). The proportion was greater for boys schools (79.2%) as compared to girls schools

(70.8%). Rank of school was also important in this regard. The proportion of classrooms where desks were not used, was greater (80.8%) for low rank schools as compared to high rank ones (68.2%). School location (urban/rural) or type of multi-grade school (one-teacher/two-teacher) were ineffective in this regard.

There were only 10.4% of the schools where desks were present and sufficient for every child. Whereas in 14.6% of the schools desks were present but not sufficient for every child. However, it was interesting to note that sufficiency of desks was relatively affirmative in rural and two-teacher schools, as compared to urban and one-teacher schools.

b) Mats

Students mats for sitting were widely in use among the observed schools. There were only 14.5 per cent of the schools where no mats were used (Table-5.6). The proportion was greater for girls, urban, two-teacher and low rank schools as compared to vice versa.

In 43.8% of the classes, students mats were present and sufficient for every child. Whereas, in 41.7% of the observed classrooms, these mats were present but not sufficient for every child. No significant difference was found regarding school type (boys/girls), school location (urban/rural), type of multi-grade school (one-teacher/two-teacher) and school rank (high/low).

5.4 Teacher's Possessions

Teacher's possessions such as storage place (that can be locked), desk, and chair are also important items of classroom resources. These items significantly facilitate a teacher in his/her teaching activities.

a) Storage Space

In more than half (54.2%) of the observed classrooms storage space for teacher was noted (Table-5.7). The percentage was slightly higher for girls, urban, two-teacher, and high rank schools as compared to vice versa.

b) Teacher's Desk

Teacher's desk was found in more than two-third (69.0%) of the observed classrooms (Table-5.7). The percentage for boys and urban schools was greater as compared to girls and rural schools. Similarly, the facility of teacher's present was found in more of the two-teacher and high rank schools as compared to one-teacher and low rank schools.

c) Teacher's Chair

In a big majority (87.5%) of the observed classrooms, teacher's chair was present (Table-5.7). The percentage of its presence was much greater than those of storage place (54.2%) or teacher's desk (69.0%). It reveals that teacher's chair is the most desirable item for the classroom resources. There was no difference among boys and girls schools regarding presence of teacher's chair

in the classroom. However, slight differences were found between urban/rural, one-teacher/two-teacher, and high/low ranking schools. In more of the rural, two-teacher, and high rank schools, this item was found in the classroom.

5.5 Blackboards

Blackboard is a basic tool for learning of the students in the classroom. Most of the class work heavily depends upon blackboard. Especially in case of multi-class teaching, blackboards facilitate in inducing instructions to the students.

a) Total Number of Blackboards

In a big majority (64.6%) of the observed classrooms, there was only one blackboard (Table-5.8). The percentage was, however, slightly greater for girls, one-teacher, and low rank schools, whereas no difference was found among rural and urban schools. More than one-fifth (20.8%) of the observed classrooms had two blackboards. The percentage for boys schools was greater (29.2%) as compared to girls schools (12.5%). However, there were only 10.4% of the classrooms where the blackboards were more than two in number. Whereas there were only two schools (4.2%) where there was no blackboard in the observed classroom. These were male-urban-low rank schools. The overall position of blackboards was, however, satisfactory as to multi-grade classes.

Moveable Blackboards

Movable blackboards are convenient to teach the classes, in and out of the classroom. Slightly less than two-third (62.5%) of the observed classrooms has one movable blackboard (Table-5.9). Exactly same proportion was found for boys/girls, rural/urban, one-teacher/two-teacher, and high/low rank schools. Only 14.6% of the classrooms had more than one movable blackboard. However, more than two-fifth (22.9%) of the classrooms had no movable blackboards. The percentage for girls, urban, one-teacher, and low rank schools was greater as compared to vice versa.

Two-sides Blackboards

Two-sides blackboards are very much convenient in teaching multi-classes. In one-third of the observed classrooms, there was no two-sides blackboard (Table-5.10). No difference was found between boys and girls schools. However, the percentage was greater for urban, one-teacher, and low rank schools. On the other hand, less than half (47.9%) of the observed classrooms had only one blackboard which had two-sides. The proportion of classrooms which had more than one, two-sides blackboards was only 16.8. No differences were found regarding school rank, type of multi-class school (one-teacher/two-teacher), or school location.

b) Condition of Blackboard(s)

For viable teaching and learning process within the classroom, condition of the blackboard cannot be ignored. In more than half (52.1%) of the observed classrooms, condition of the blackboard(s) was acceptable (Table-5.11). Whereas, in more than one-

fourth (29.2%) of the observed cases, blackboards were easy to read. The percentage in both cases was greater for girls schools as compared to boys ones. Only, in 14.6% of the observed classrooms, blackboards were difficult to read. The percentage for boys and low rank schools was greater as compared to girls and high rank schools.

c) Size of the Blackboard(s)

Though the size of blackboard is less significant yet its implication cannot be negated. Because it is a mean of visual expressions during teaching and learning. In more than two-third (68.8%) of the observed classrooms, the size of blackboards was acceptable (Table-5.12). Only 18.8% of the classrooms were found with large blackboards. The percentage for girls schools (25.0%) was greater as compared to boys schools (12.5%). Too small blackboards were observed in 8.3% of the classrooms. The percentage was relatively greater for two-teacher and low rank schools.

5.6 Teaching Material

Appropriate teaching material is a pre-requisite for improved instructions in the class. It also creates attractive learning environment. In another way, sufficient teaching material may also be a good indicator of school rank in terms of its performance.

a) Wall Charts

Wall charts are essential for repeated learning, because they always remain before the vision of the

students. In more than half (52.1%) of the observed classrooms, wall charts were present (Table-5.13). The percentage for girls and rural schools was greater as compared to boys and urban schools. Similarly wall charts were present in more of the two-teacher and high rank schools, as compared to one-teacher and low rank schools. It seems that decoration of classrooms through wall charts was an obvious phenomenon in rural schools as well as in girls schools.

b) Teaching Kit

Teaching Kit was rarely found in the observed classrooms. It was only present in one-fourth of the observed classes (Table-5.13). The percentage for girls, urban and two-teacher schools was relatively greater as compared to boys, rural and one-teacher schools. The inadequacy of teaching kit reveals poor academic performance in multi-grade classes.

c) Syllabus

Syllabus as an outline of studies is supposed to be present with every teacher, but it was found in less than two-fifth (18.8%) of the observed classrooms (Table-5.13). No significant difference was found as to school type (boys/girls), school location (urban/rural), or school rank (high/low). However, the percentage for two-teacher schools was much higher (33.3%) as compared to one-teacher schools (4.2%).

d) Time Table

Time table was also found in a small proportion (14.6%) of the observed classrooms (Table-5.13). No difference was found among boys/girls and urban/rural schools as well as high/low rank schools. However, time table was found in more of the two-teacher school (24.0%) as compared to one-teacher ones (4.2%).

e) Textbook for Teacher

Textbook for the teacher was among the most oftenly found teaching material in the observed classrooms. It was present in 52.1% of the cases (Table-5.13). The percentage for girls and two-teacher schools was greater as compared to boys and one-teacher schools. No difference was found regarding school location (urban/rural). However, textbook for teacher was found in more of the high rank schools as compared to low rank schools.

f) Learning Aids

Learning aids such as flash cards etc. were only found in 6.2% of the schools (Table-5.13). No significant difference was found regarding school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). Learning aids supplement the teaching process, but they have not as much primary importance as other teaching material. It was the reason that they were very rarely found in the observed classes.

5.7 Workload of Teachers

In a situation of multi-class teaching, the teacher is always over loaded because he/she has to teach many students of different classes. Number of classes taught by a teacher is a direct indicator of workload. Majority (31.2%) of the teachers in observed schools taught three classes (Table-5.14). The percentage for girls and two-teacher schools was relatively greater than those of boys and one-teacher schools.

In none of the observed schools, teacher taught only one class. It is obvious because the study was related to multi-class teaching. One-fourth of the teachers taught two classes. The percentage for two-teacher (42.3%) and low rank (34.6%) schools was significantly greater as compared to one-teacher, and high rank schools. Moreover, one-fourth (25%) of the teachers taught all of the six classes; all of them belonged to one-teacher schools.

5.8 Strength of Students in Observed Classes

The number of students taught by a teacher is another indicator of teacher's workload. In a large number (41.7%) of observed classes, number of students ranged from 4 to 25 (Table-5.15). The percentage for girls schools as well as for two-teacher and low rank schools was greater. In more than one-third (37.5%) of the observed classes, students ranged from 26 to 50 in number. Only, in one of the observed class, students were above 100; that was girls-rural-two-teacher-low rank school.

5.9 Seating Arrangement of Different Classes

A multi-grade class requires specific seating arrangement to meet the class requirements. In a big majority (45.8%) of cases, different classes were seated in different rows (Table-5.16). The percentage was much greater for boys schools (58.3%), rural schools (50.0%), two-teacher schools (50.0%) and high rank schools (50.0%), as compared to girls, urban, one-teacher, and low rank schools. Another significantly found seating arrangement was that all classes sat in one large group (37.5%). This pattern was more oftenly found in girls, rural, two-teacher, and low rank schools.

5.10 Conditions in the Class Affecting Teaching and Learning

During observation of the multi-grade classes, a lot of conditions were found affecting teaching and learning in the classes. Among these conditions, nearby traffic (39.6%) was the most significant (Table-5.17). It was due to the reason that in many of the schools there was no boundary wall, and school was situated just on the road side. This condition was only found in boys schools. No girls school was reported in this category because concept of "Purdah" more applies to them. No variation was found as to school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). "Noise within the class" (12.5%) and "mud floor" (8.3%) were also two important conditions affecting teaching and learning in the class.

Among other less significantly mentioned conditions were: insufficient shelter, unorganized sitting arrangement, insufficient learning material, distorted building, noise of adjacent class, multi-lingual group of students, loose

control, lack of fans, insufficient mats/desks, insufficient space, insufficient light, and insufficient blackboards.

CHAPTER - VI

OBSERVATION OF LESSONS

This chapter includes the analysis of various items related to teaching and learning activities during lesson time. The observation of lessons in multi-class situation delineates the patterns of day to day activities in one-teacher or two-teacher schools.

6.1 Time of Observation

In most of the schools (89.6%) multi-classes were observed for sixty minutes each. Only in 5 schools (10.4%), this observation of lessons could only be made for thirty minutes. The main reasons were short timings of schools, off reach location of schools, and late arrival of research team. Due to logistic problems these schools could not be followed for the next time. Because two days had already been spent in each school. But it did not make any difference at the later stages of analysis and interpretation.

6.2 Observed Classes

In most of the cases (52.1%), class three was observed during observation of lessons (Table-6.1). The percentage for class two was 45.8. Only one observed class was Pakki (class one). In that school the highest class was class two in which there was only one child and on the day of observation of lessons, that child was absent from school. Total strength of students in the school was only 6. It was the only possible arrangement in the said school. No other variation was found regarding school location (urban/rural),

type of multi-class school (one-teacher/two-teacher), or school rank (high/low). However, the percentage of observed class three was greater for boys schools (62.5%) as compared to girls schools (41.7%). But on the other hand, the percentage of observed class two was greater for girls schools (51.2%) as compared to those of boys' (37.5%).

6.3 The main Person Teaching in the Class

In a significant majority (85.4%) of schools, the main person teaching in the class was concerned class teacher (Table-6.2). However the percentage for boys schools (95.8%) was much greater than those of girls schools (75.0%). In a few of girls schools (16.7%) head teacher was the main person teaching in the observed class whereas no such situation was found in boys schools. Student monitor was also found teaching in the observed classes; but the percentage of such schools was very low (2.1%). No significant differences were found regarding school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). The finding reveals that teachers of the multi-classes fulfilled their duties properly.

6.4 Student Leading the Class

It is a common observation that in primary schools, one student leads the whole class during recitation of lessons. But in the present study, a large number (83.3%) of schools were such where the observed class was led by a student for none of the time (Table-6.3). The percentage for boys, urban, one-teacher, and low rank schools was greater as compared to vice versa. Moreover, in a small proportion of schools, a student led the whole class for less than half

(6.2%), about half (4.2%) or more than half (6.2%) of the time during observation of lesson. It might be due to the reason that teachers had become sensitized by the presence of research team. They might have adopted the more appropriate or approved way of behaving in the class by giving better attention to the students.

The main activity of the teacher during the time a student was leading the class (Table-6.4) was working with another class (16.7%). The percentage was greater for girls, rural, and one-teacher schools as compared to boys, urban, or two-teacher schools. Another activity of the teacher during the time a student was leading the class was supervision of the leading student (4.2%). The revealed patterns were expected in the multi-class teaching situation.

6.5 Activities of Teachers and Students

During observation of lessons, all the activities of teacher as well as those of the students were noted. These activities highlight the teaching and learning process in a multi-class.

i) Activities of Teachers

The most oftenly observed activities of the teachers (Table-6.5) included, revision of already known work (68.8%), demonstration of new lesson (70.8%), and helping children practice (62.5%). No significant differences were found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). However, teacher's activity of assigning homework was more frequently observed

in girls and low rank schools; though it was found in one-fourth (25.0%) of the observed schools. Supervision of seat work as one of the activity of teacher was observed in more of boys, urban, and two-teacher schools as compared to girls, rural, and one-teacher schools.

a) **Revision of Already Known Work/Homework**

Already known work was revised by teachers in more than two-third (68.8%) of the schools during observation of lessons (Table-6.5). No significant difference was found between urban/rural, boys/girls, one-teacher/two-teacher and high/low rank schools. This activity was evenly common among all of the sampled schools.

b) **Explanation/Demonstration of New Lesson**

The new lesson was explained/demonstrated by the teachers in a large number (70.8%) of cases (Table-6.5). The percentage was relatively greater for boys schools (75.0%), two-teacher schools (79.2%), and low rank schools (73.1%) as compared to girls schools (66.7%), one-teacher schools (62.5%) and high rank schools (68.2%). However no difference was found as to school location (rural/urban).

c) **Helping Children Practice**

The activity of teachers in terms of helping children practice (Table-6.5) was more oftenly observed in rural schools (75.0%) and two-teacher schools (69.2%) as compared to urban (50.0%) and one-teacher (54.5%) schools. No difference was found as to school type (boys/girls) or school rank (high/low).

d) Supervision of Seat Work

Supervision of seat work, as one of the activities of teacher during observation of lessons, was only found in slightly more than one-third (35.4%) of the schools (Table-6.5). The percentage for boys (45.8%) and urban (41.7%) schools was slightly higher as compared to girls (25.0%) and rural (29.2%) schools. However, no mentionable difference was found as to one-teacher/two-teacher schools and high/low rank of schools.

e) Assigning Homework

Homework was assigned by only one-fourth of the total teachers during observation of lessons (Table-6.5). The percentage for girls (33.3%) and two-teacher (38.5%) schools was greater as compared to boys schools (16.7%) and one teacher schools (9.1%). No difference was found as to school location (urban/rural) or school rank (high/low).

Concludingly, demonstration of new lessons and revision of already known work were the two major activities observed during the lessons. Really, the most of teaching work revolves around these two mentioned activities. The other activities are supplementary to them.

(ii) Activities of Students

Different activities of students during lesson reflect the nature of their involvement in learning tasks. These

activities are also an indirect indicator of teacher's performance.

a) **Answering Questions**

Students' activity in terms of answering questions asked by the teacher reveals their expressiveness during classroom participation. This activity was only observed in more than one-third (39.6%) of the schools (Table-6.6). However, the percentage was greater for boys (54.2%) and rural (45.8%) schools as compared to girls (25.0%) and urban (33.3%) schools. Whereas, no difference was found among one-teacher/two-teacher or high/low ranking schools.

b) **Reading**

Reading as a major part of classroom activities of students during lessons was observed in three-fourth of the schools (Table-6.6). The same big proportion was found in all of the schools. No variation came as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher), or school rank (high/low).

c) **Practice Writing**

The practice of writing is strongly emphasized at early school grads. This practice is usually done on "Takhtis", "Slates" or "Copies". In half of the schools, this activity was noted during observation of lessons (Table-6.6). The proportion was twice (66.7%) for girls and two-teacher schools as compared to boys and one-teacher schools (33.3%). The percentage was,

moreover, slightly higher in case of urban and low rank schools.

d) Copying

Copying is a part of practice writing. It also enhances the comprehension of students about the learned lesson. This activity was only observed in one-third of the schools (Table-6.6). However, it was more oftenly found in girls, rural, two-teacher, and low rank schools as compared to boys, urban, one-teacher and high rank schools.

e) Repeating Passages/Letters/Numbers

Repeating passages/letters/numbers is thought to learn them by heart. It is one of the traditional methods of teaching and learning. The said activity was found in more than two-fifth (41.7%) of the schools during observation of lessons (Table-6.6). However, the percentage was higher for boys (50.0%), rural (45.8%), and high rank (50.0%) schools as compared to girls (33.3%), urban (37.5%) and low rank (34.6%) schools. Whereas no significant difference was found between one-teacher and two-teacher schools.

f) Working at Assignment Alone

Students' working at assignments alone is necessary to build their self-potentials in learning tasks. It is also important for developing self-confidence and independency. However, during observation of lessons, this activity was only found in one-third of the schools (Table-6.6). The percentage for boys, two-

teacher, and high rank schools was slightly higher as compared to girls, one-teacher, and low rank schools. Whereas no difference was found between urban and rural schools.

g) Listening to Teacher's Instructions

Students and teachers have face-to-face interaction during classroom activities. It is reciprocal two-way process. Students and teacher both listen and talk to each other. Students listening to teacher's instruction were found during 47.9% of the observed lessons (Table-6.6). The percentage for boys, rural, two-teacher, and low rank schools was comparatively higher than the girls, urban, one-teacher, and high rank schools.

h) Sitting for a Time without Learning

School day is though considered a continuum of various teaching and learning activities, yet in many cases, students get some time beside recess time when they sit without learning. The situation is more obvious in case of multi-class teaching where teacher has to give attention to students of different classes/grades. He/she cannot have continuous attention on single class. The children ultimately have to sit for a time without learning. During observation of lessons, in more than one-third (37.5%) of the schools, students were found sitting for a time without learning (Table-6.6). The percentage for boys (58.3%) was much greater than those of girls (16.7%) schools. It may be inferred that in girls schools students of multi-classes are kept more engaged as compared to boys schools. Similarly more of the students of rural and two-teacher

schools were found sitting for a time without learning comparable to those of urban and one-teacher schools. Whereas no variation was found among high and low rank schools regarding this item.

i) **Taking Test**

Taking test was the least observed activity of the students during lessons. It was only found in one-fifth (20.8%) of the schools (Table-6.6). This activity was observed in more of the boys and urban schools as compared to girls and rural schools. Whereas, no variation was found as to school rank (high/low) or type of multi-class school (one-teacher/two-teacher).

Concludingly, the most frequently observed activities of the students during observed lessons were reading (75.0%), practice writing (50.0%), listening to teacher instruction (47.9%) and repeating passages/letters/numbers (41.7%).

6.6 Students' Models/Examples during Learning

Models/examples used by the students during learning tasks vary as to different classroom activities. But they have prime importance for viable learning process because they are actually the tools of learning.

a) **Something Learned by Heart**

Learning by heart was only observed in one-fifth (20.8%) of the schools (Table-6.7). This is mostly used in the earliest grade. The observed classes were mainly class two and class three, so was the reason that its

percentage came such lower. No significant differences were found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) and school rank (high/low).

b) Textbook

In a significant majority of cases (83.3%), textbook was used as model/example by the students during observation of lessons. The percentage for boys (87.5%) and two-teacher (92.3%) schools was greater than those of girls (79.2%) and one-teacher (72.7%) schools. Whereas, no variation was found as to school location (urban/rural) or school rank (high/low).

c) Teacher Speaking

Speaking of teacher was used as model/example by a large proportion of the students (81.2%) during observation of lessons (Table-6.7). The percentage for boys (87.5%), rural (87.5%) and high rank (86.4%) schools was somewhat greater than those of girls (75.0%), urban (75.0%) and low rank (76.9%) schools. However, no variation was found between one-teacher and two-teacher schools.

d) Teacher Writing on Blackboard

Blackboard is an important tool in teaching and learning activities. But the finding was not in line with the general expectations. Teacher's writing on blackboard was used by the students as model/example during lessons in less than half (45.8%) of the cases (Table-6.7). No variation was found as to school type

(boys/girls), school location (urban/rural) or school rank (high/low). However, teacher's writing on blackboard was used by more of the students of two-teacher schools (61.5%) as compared to those of one-teacher schools (27.3%).

6.7 Use of Textbooks

During observation of lessons, textbooks were used by the students in a significant majority (89.6%) of cases. No difference was found as to school type (boys/girls), school location (urban/rural), and school rank (high/low). However, textbooks were used in more of two-teacher schools (96.1%) as compared to one-teacher schools (81.8%). The use of textbooks by a big majority of the students, during observation of lessons, reveals their strong importance in teaching and learning tasks.

Textbooks were mainly used by the students for reading (68.8%). The percentage for boys schools (83.3%) was much greater than those of girls (54.2%) schools (Table-6.8). "Copying the lesson" (12.5%) "doing exercise work" (12.5%) and "learning (something from the book) by heart" (10.4%), were among the other worth-mentioning ways textbooks were used by the students during observation of lessons. No significant differences were found as to school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). The variety of ways textbooks were used by the students indicate their proper use during lessons. It also reveals the dynamics of teaching and learning activities in classroom situation.

6.8 Teacher's Reaction when a Child Responds Correctly

During teaching and learning in the classroom situation, responses are asked by the teacher to evaluate the comprehension of the students about the taught lessons. Teacher's reaction has a lot of importance for the child when he/she responds correctly. Because in terms of social exchange, the future behaviour of child can be channelized into certain direction. Different kinds of teacher's reactions have been explained in the following discussion. These reactions highlight the general interactional patterns in a classroom situation during questions-answers session.

a) Ignoring the Child

In a very few cases (8.3%) teacher ignored the child when he/she responded correctly (Table-6.9). The percentage for rural and boys schools was slightly higher than those of girls and urban schools. Whereas, no difference was found regarding type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

b) Praising the Child

It was very encouraging that in most of the cases (47.9%) teacher praised the child when he/she responded correctly (Table-6.9%). The percentage for girls (62.5%), urban (58.3%), and two-teacher schools (53.8%) was significantly higher as compared to boys (33.3%), rural (37.5%) and one-teacher (40.9%) schools. However, no difference was found between high or low ranking schools.

c) Asking the Child for Explanation of Correct Response

Though it is not very much important to ask the child for explanation of correct response yet in some cases, it may broaden the conceptual clarity of a child. In less than one-third (29.2%) of the cases, teacher asked the child for explanation of his/her answer when he/she responded correctly (Table-6.9). This exercise really helps other children in learning as well as building their expressive quality. The percentage was slightly higher for boys (45.8%), urban (33.3%), two-teacher (30.8%) and high rank (40.9%) schools as compared to girls (12.5%), rural (24.0%), one-teacher (27.3%), and low rank (19.2%) schools.

d) Repeating Correct Response

When a teacher repeats correct response of a student in the class, it becomes more valid for the students to remember it. Moreover, it indirectly praises that child who responds correctly. This reaction of teacher was widely (41.7%) noted during observation of lessons (Table-6.9). The percentage was significantly higher for boys (54.2%) and high rank (63.6%) schools as compared to girls (29.2%) and low rank (23.1%) schools. Whereas no mentionable difference was found as to school location (urban/rural) or type of multi-class school (one-teacher/two-teacher).

(e) No Response Asked

There were only a few schools (14.6%) where no response was asked by the teacher during observation of lessons

(Table 6.9). This pattern was found in more of two-teacher schools as compared to one-teacher schools. Whereas no significant difference was found between boys/girls, rural/urban or high/low rank schools.

Concludingly, in most of the cases teacher praised the child or repeated the correct response when a child responded correctly during questions-answers session.

6.9 Teacher's Reaction when a Child Responds Incorrectly

Teacher's reaction when a child responds incorrectly is equally important as of his/her reaction when a child responds correctly. It is the other side of same coin. Following discussion reveals the major reactions of teacher when a child responded incorrectly to the questions asked by the teacher during demonstration of lesson.

a) Simplifying the Question and Asking the Same Child for Response

This reaction of teacher is very much important for making the child more expressive and confident. In one-fourth of the cases, teacher simplified the question and asked the same child for response (Table-6.10). The percentage for boys (33.3%) and high rank (40.9%) schools was significantly greater as compared to girls (16.7%) and low rank (11.5%) schools. No difference was found as to school location (urban/rural) or type of multi-class school (one-teacher/two-teacher).

b) Telling the Child the response is Wrong

For cognitive clarity of the child there is no harm to tell that the response is wrong. But the way should not

be embarrassing for the child. In more than one-third (37.5%) of the cases, during observation of lessons, teacher told the child the response was wrong (Table-6.10). The percentage, in this regard, was slightly higher for boys (41.7%), rural (45.8%), two-teacher (42.3%) and high rank (45.5%) schools as compared to girls (33.3%), urban (29.2%), one-teacher (31.8%) and low rank (30.8%) schools.

c) Correct Response Given by the Teacher

For improving the learning capabilities of the students it is essential that teacher himself/herself should give the correct response if no other child responds correctly. Because teacher is the major model/example for the students during classroom activities. In more than half (52.1%) of the schools, during observation of lessons, teacher gave the correct response to the class when a child responded incorrectly (Table-6.10). Some variation was found between boys (58.3%) and girls (45.8%) schools. Whereas no significant difference was found as to school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

d) Asking Another Child for Correct Response

A good teacher always tries to explore the correct response from other students if any one of them responds incorrectly. It creates favourable interactional environment within the class. In more than one-fourth (29.2%) of the schools, during observation of lessons, teacher asked another child for correct response in case a child responded incorrectly

(Table-6.10%). The percentage for girls (33.3%), rural (66.7%), two-teacher (34.6%), and high rank (36.4%) schools was greater as compared to boys (25.0%), urban (25.0%), one-teacher (22.7%) and low rank (23.1%) schools.

e) **Punishing the Child with Harsh Words or Beating**

Punishment to a child on account of giving incorrect response to teacher's question may induce withdrawal or fear in a student. Though it is practised for the remembrance of a student yet it is not well approved way of behaving. Only, in a very few cases (8.3%), teacher punished the child with harsh words or beating when he/she responded incorrectly (Table-6.10). Due to smaller proportion of cases, finding cannot be interpreted or generalized as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher), or school rank (high/low).

Concludingly, giving correct response by the teacher himself/herself and telling the child the response was wrong, were the most frequently observed reactions of the teacher when a child responded incorrectly.

6.10 **Supervision of Seat Work**

Supervision of seat work is a component of students every day evaluation by the teacher. Every teacher adopts some system to supervise the seat work during classroom activities.

In half (50.0%) of the schools, during observation of lessons, no seat work was done (Table-6.11). The percentage, with slight variation, was evenly distributed among boys/girls schools, urban/rural schools, one-teacher/two-teacher schools, and high/low ranking schools.

However, the most commonly observed system of seat work supervision was that "teacher walked around room and observed/helped the students with work" (27.1%). Another important pattern was that "teacher helped only those children who raised their hands or came to teacher" (10.4%). No other system of seat work supervision was in such a significant proportion to generalize it as to major parameters of the study i.e. school type, school location, type of multi-class school, or school rank.

6.11 Teacher's Way of Behaving with the Students

Teacher's general way of behaving with the students has a lot of implications for learning tasks of the students. In a large proportion (62.5%) of schools, teacher was kind during observation of lessons (Table-6.12). The percentage was slightly higher for boys, urban, two-teacher and low rank schools as compared to vice versa. More than one-fourth (29.2%) of the teachers were firm in their behaviour while observation of lessons was made. The percentage for boys and rural schools was greater as compared to those of girls and urban schools. No variation was found as to school rank (high/low) or type of multi-class school (one-teacher/two-teacher).

In the total sample of study, proportion of harsh teachers (6.2%) was very low. These teachers mainly belonged to girls and urban schools. In an overall view, teachers

from girls and urban schools were more strict in their way of behaving with the students.

6.12 Discipline Control

Mechanisms of discipline control generally govern the behaviour of students during teaching and learning activities in the classroom situation. It is an important component of socialization process of the students. Three different kinds of discipline control were generally prevailing in the class. The most frequently observed (81.2%) mechanism was that teacher corrected the children with words (Table-6.13). No significant variation was found as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). In more than one-third (35.4%) of cases, class behaved without control by teacher. The percentage was greater for boys (54.2%), urban (41.7%), two-teacher (41.7%), and high rank (50.0%) schools as compared to girls (16.7%), rural (29.2%), one-teacher (31.8%) or low rank (23.1%) schools.

In a small proportion of cases (18.8%) the teacher corrected the children with slapping or beating (Table-6.13). However, no significant variation could be observed as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low). Generally the discipline control was not strict during the observation of lesson. It might be due to sensitization of the respondents or low grades (class two/class three) of the students. Precisely, there was favourable environment within the class for both teaching and learning activities.

6.13 Main Language Used by the Teacher

During demonstration of lesson, more than half (52.1%) of the teachers used urdu as the main language (Table-6.14). No difference was observed among boys/girls schools, urban/rural schools, and high/low rank schools. However, slight variation was found as to type of multi-class school. In more of two-teacher schools (57.7%), urdu was used as a main language by the teacher as compared to those of one-teacher schools (45.5%). But no inference can be drawn; it might be occasional during the observation of lesson. For the rest of the cases (45.9%) local language of the respective area was used by the teacher during demonstration of lesson. As there were six study areas, no valid generalization can be made. However, Urdu was obvious in most of the cases.

6.14 Main Language Used by the Students

It was further encouraging that in nearly half (47.9%) of the schools, Urdu was used by the students as main language during communication in the classroom activities (Table-6.15). The percentage for girls (54.2%), urban (54.2%), and two teachers (53.8%) schools was slightly higher than those of boys (41.7%), rural (41.7%), and one-teacher (40.9%) schools. Whereas, no variation could be find among high or low ranking schools regarding use of Urdu as main language. Other local languages of the respective study areas were also found. But they were relatively in very small proportion to delineate any generalization.

6.15 Permissibility of Other Activities During Lesson

Theoretically, during lesson time, there is less provision of other activities except teaching and learning. However, during observation of lesson, students were also permitted for other activities.

a) Eat

In a very few (4.2%) cases, students were allowed to eat something during lesson time (Table-6.16). Due to small proportion of cases (only two) no worthwhile variation can be interpreted.

b) Drink

In more than one-fifth (20.8%) of the total schools, students were allowed to drink water etc. during lessons (Table-6.16). The percentage was slightly higher for boys (25.0%), rural (25.0%), and high rank (31.8%) schools as compared to girls (16.7%), urban (16.7%), and low rank (11.5%) schools. Whereas, no variation was found between one-teacher and two teacher schools.

c) Take a Break

In the situation of multi-class teaching, lessons cannot be demonstrated to each of the class simultaneously. Ultimately some class has to take break while the teacher is engaged with other class. That break may be situational requirement as well as permissive by the schools that students were allowed to take break during lessons (Table-6.16). The percentage

was significantly higher for boys (37.5%), rural (37.5%), and high rank (37.5%) schools as compared to equally low proportion (20.8%) of girls, urban and low rank schools. No variation was found as to type of multi-class school (one-teacher/two-teacher).

d) Go to the Toilet

In one-fourth of the total schools, students were allowed to go to the toilet during lesson (Table-6.16). The percentage was slightly higher for boys, rural, two-teacher and high rank schools; but the differences were not significant.

e) Was Takhtis

In a very few cases (10.4%), students were allowed to wash their takhtis during lesson (Table-6.16). The proportion was so small to generate any valid differences as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) or school rank (high/low).

6.16 Children Called by the Teacher on Most

During explanation/demonstration of lessons a teacher usually calls the students randomly to make sure that lesson is being understood by all of them. In this connection, a good teacher always tries to give equal attention to the whole class. In three-fourth (75.0%) of the schools, during observation of lesson, teacher called all of the students about the same (Table-6.17), indifferent of the students who raise their hands or not as well as who sit in the front or in the back rows. In later cases, the proportion was so

small to give any valid explanation. A similar kind of pattern was found in all of the boys/girls, rural/urban, one-teacher/two-teacher, and high/low rank schools. The revealed pattern was favourable for improved teaching and learning in the classroom situation.

6.17 Working with Other Class

In a multi-class situation, teacher continues working with different classes in different intervals and many time simultaneously engages two classes or more by assigning them different learning tasks. Therefore, teacher's time is usually divided in concentrating on different classes.

During observation of lessons, a large proportion (43.8%) of teachers spent none of time working with other class (Table-6.18%). The percentage was somewhat higher for two-teacher schools (50.0%) as compared to one-teacher schools (36.4%). However, no significant difference was found as to school type (boys/girls) school location (urban/rural), or school rank (high/low). In a substantial proportion of cases, half of the time (29.2%) and less than half (20.8%) of the teacher's time was also spent working with other class. However, no further variation was found as to major parameters of the study. Two-teacher schools were privileged in the sense that load of teacher was relatively lower due to presence of another sanctioned teacher.

6.18 Summary of Teacher's and Students' Activities During Observed Lesson

During observation of lessons, activities of concerned teacher with all the classes and engagements of all the students present in the observed class were noted to summarize the teaching and learning tasks undertaken during

the lesson. This summary highlights the classroom environment of multi-classes during lessons.

a) Teacher's Activities

In order of hierarchy, the five most frequently observed activities of the teacher during observation of lesson (Table-6.19) included, "teaching the lesson" (91.7%), "Supervision of seat work" (43.8%), "Listening the lesson" (33.3%), "Dictation of IMLA" (20.8%), and "Teaching tables/numbers" (18.8%). These activities substantially cover the major teaching tasks during lesson. "Checking the assigned work", "giving home work", "controlling the class", "leading the class", "giving test", "giving punishment", and "asking the children for self-reading" were among the other less frequently observed activities of the teachers during lesson. A similar kind of pattern was found in all of the schools with slight variations. No significant differences were delineated as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher, or school rank (high/low).

b) Students' Activities

Students' engagement in learning tasks is relative to the teacher's activities. Because they are counterparts of the same process. In the order of hierarchy, the five most frequently observed activities were "reading/reciting the lesson" (75.0%), "narrating the previous lesson to teacher" (35.4%), "learning by heart" (35.4%) "Writing IMLA on Takhtis" (29.2%), and "solving the questions" (18.8%). Other activities in

the low order of hierarchy (Table - 6.20) included "reciting tables/numbers", "Self studying", "noting the homework", "getting the assigned work checked", answering the questions", "taking test", and cleaning takhtis". No significant variation in the revealed pattern was found as to school type (boys/girls), school location (urban/rural) type of multi-class school (one teacher/two teacher) or school rank (high/low).

CHAPTER -VII

STUDENTS ENGAGEMENT IN LEARNING TASKS

The nature of students engagement in learning tasks not only reveals the general classroom environment but also delineates the pattern of concerned teacher's involvement with the students during demonstration of lessons. Such interrelationships are helpful to understand the teaching and learning perspectives in multi-class situation.

7.1 Proportion of Engaged Students in Learning Task

In every school, included in the sample, lessons were observed for sixty minutes in six continuous intervals of ten minutes each. In each interval, number of engaged and non-engaged students was noted. Later on, a mean value of the proportion of engaged students was calculated for each observation of lesson. This percentage of engaged students indirectly indicates the performance of teacher during demonstration of lesson. Then found proportion of engaged students was crossed by each of the four major parameters of the study i.e. school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) and school rank (high/low).

Table-7.1 indicates that in a few (4.2%) schools, no student was engaged during observation of lesson. The proportion was exclusive for girls (8.3%), rural (8.3%), and one-teacher (9.1%) schools. A slight variation, in this regard, was found among high (4.5%) and low (3.8%) rank schools. Moreover no such school was found where the percentage of engaged students was upto 20 per cent. In rest of all the schools, the proportion of engaged students was

above twenty per cent.

In more than one-third (39.6%) of the cases, the percentage of engaged students during lesson was 81 to 100 per cent. It reveals high level of teachers' performance during demonstration of lesson. The percentage was significantly greater for boys (54.2%), urban (50.0%), one-teacher (45.5%) and high rank (45.5%) schools as compared to girls (29.2%), rural (29.2%) two-teacher (34.6%) and low rank (34.6%) schools. Somewhat lower than one-third (29.2%) of the schools were such where percentage of engaged students ranged from 61 to 80. No significant difference could be found as to school type (boys/girls), school location (urban/rural) or school rank (high/low). However, the percentage, in this regard, was greater for two-teacher schools (38.5%) as compared to one-teacher schools (18.2%).

In below two-fifth (18.8%) of the schools, the engaged students during observation of lesson were 41-60 per cent. No significant difference was found as to any of the major independent variables of the study. Table-7.1 reveals that a fairly large proportion of the students were kept engaged during lessons. The performance of teachers was satisfactory in this perspective.

7.2 Teacher's Involvement

Teacher's involvement in learning tasks was also directly measured during six different intervals of observation of lesson. In each interval of 10 minutes' observation, every teacher was scored either involved or not; a mean value of which was calculated to estimate the percentage of involvement, in general.

In the total sample, nearly four-fifth (79.9%) of the teachers were found involved in learning tasks of the students (Table-7.2). The percentage was relatively higher for boys (84.0%), urban (85.4%), two-teacher (91.6%), and low rank (83.3%) schools as compared to girls (75.0%), rural (73.6%), one-teacher (67.4%), or high rank (75.7%) schools. A significant difference between one-teacher and two-teacher schools clearly reveals the correlation of teacher's workload with his/her involvement in learning tasks of the students. The finding was in line with the general expectations.

7.3 Involvement Activities of Teachers/Students

Involvement activities of teachers and students were noted in detail during observation of lesson. The interpretation of these activities is given in Chapter-VI (Table-6.19, 6.20). It is merely a repetition to explain the said activities in the present chapter. In different six intervals of ten minutes each, teachers' and students' activities were separately noted, but the percentage composition was not different from that already given in Chapter-IV (Table-6.19, 6.20).

7.4 Source of Activity During Students Engagement in Learning Tasks

Lessons were observed during teaching of two major subjects i.e. Urdu and Mathematics. Source of students activity during their engagement in teaching tasks was also noted to highlight the perspective of teaching and learning environment in the class. During demonstration of Urdu lesson, the most frequently used sources of activities were "book" (47.3%) "teacher speaking" (13.2%), and "note book" (6.2%). Whereas, during lessons of mathematics, "book"

(18.1%), "blackboard" (18.1%) and "slate" (11.3%) were more often used by the students as the sources of their activities (Table-7.3). "Takhti" and "something learnt by heart" were also found as the less frequently used sources.

No significant differences, in this regard, were observed as to school type (boys/girls), school location (urban/rural), type of multi-class school (one-teacher/two-teacher) and school rank (high/low). The use of books, blackboard, or teacher speaking in a substantial proportion of cases, indicate direct contacts of students with their teacher during their engagement in learning tasks.

CHAPTER - VIII

RECOMMENDATIONS

In the light of findings of the present study, following recommendations are made to improve the status of teaching and learning in the multi-class schools.

1. The present study was only a cross-sectional view of multi-class teaching phenomenon. Other follow up studies should also be conducted at some later point of time by including other major parameters as independent variables. Some specific hypotheses may also be formulated to precisely measure the different intervening variables to highlight the various other aspects of multi-class teaching in terms of students and teachers engagements in teaching and learning tasks. An increased size of sample may give more better generalizations. Moreover, similar kind of studies should be conducted in all of the provinces to get fruitful comparisons across the country. It will enhance the understanding of the multi-class teaching in various specific geographical and social perspectives. The present study was only limited to the observation of class two and class three. In future studies, all of the classes should be observed to highlight their specific problems. Repeated observations are again strongly emphasized.
2. Inadequacy of space was highly conspicuous in the observed schools. Number of rooms and teachers are strongly required to be increased for bringing improvements in the teaching and learning activities of

such schools. Number of actual and sanctioned teachers should also correlate. Because in most of the cases, teachers were sanctioned but were not present actually. One more room should be added to one-teacher schools. Furthermore, to improve the performance of teachers, there should be at least two-teacher in multi-class schools.

3. Many of the basic facilities such as playground, drinking water and toilet were lacking in a substantial proportion of schools. It should be made sure that these facilities are evenly available in all of the schools.
4. Supervisors should abide by a certain schedule of their school visits rather randomly visiting them. Schools located in the far flung areas require more attention. The repeated visits of Supervisors in such schools may improve their performance and status in the community. One-teacher schools should especially kept under continuous observation. Because the absence of teachers in these schools collapses the whole organization of school. Community people and students complained the continuous absence of teachers in many of the one-teacher schools during field work.
5. In most of the multi-class schools, very young teachers with low academic and no professional qualification were appointed. Who just had completed their "Matric" and joined the labour force of teaching. Such teachers should be encouraged to improve their educational and professional qualification by giving them some incentives. The training of these teachers will sufficiently contribute in the improvement of multi-

class schools. The teachers should also be given opportunities to participate in the inservice refresher courses.

6. In most of the cases, students composed of multi-lingual group. The use of local languages by teacher and students should be discouraged to create a viable atmosphere of teaching and learning in the class. Urdu should be strongly emphasized for better communication among the whole class.
7. Most of the multi-class teachers had very short experience of teaching. To improve the quality of learning in multi-class schools, more experienced teachers should be appointed in such schools. Newly recruited teachers should spend some time in high rank primary schools; later on they may be transferred to multi-class schools. They can show much better performance if they are not overloaded in the beginning.
8. Integrated curriculum is strongly recommended for multi-class schools. Because it is very difficult for a teacher to teach various different subjects to lot many classes during the school session. Better coverage of course can also be done by reducing the present syllabi. Too many books are really a burden for both teacher and students. Learning through games, practical work and exposure to the external world should be enhanced to improve the quality of multi-class schools.
9. The availability and use of teaching material in every multi-class school should be made sure. It will sufficiently complement the teaching and learning in

multi-class situation. Adequate teaching material will facilitate the teacher to engage the students of different classes in various learning tasks.

10. To check the drop out ratio in multi-class schools, a deep parental and community involvement should be sought through literacy campaigns especially for girl child. Parents should be motivated through these campaigns to educate their children keeping, in view all of its future prospects. Demonstrations through documentary films, posters, and collective meetings with the community people would be of great help.
11. Classroom resources in one-teacher and two-teacher schools were very poor. Many classes were sitting under the open sky. It is strongly recommended that all classes should be provided some shelter to avoid the intervention of environmental factors in the teaching and learning activities. Mats/desks should be sufficient for every child. Blackboards, especially moveable and two-sides, should be in required quantity. Their conditions should be better (easy to read) and size should be according to strength of the students. Precisely, an environment of viable teaching and learning should prevail for better and improved performance.
12. In nearly all of the multi-class boys schools, boundary wall was absent. The interference of nearby traffic disturbed the classes throughout the day. Many buildings were also distorted where there was no fans for summer season; light was also insufficient. Such conditions were greatly affecting the teaching and learning in the class. To improve the quality of

teaching in such schools, these factors should appropriately be overcome.

13. Loose discipline control was another character of multi-class schools, which was a big barrier in the way of improved teaching and learning. Many times it was impossible for the teacher to engage one class in learning tasks and simultaneously control the other class waiting for its turn. Discipline control should be kept strict to ensure the better engagements of students.

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APPENDIX - A

School rank (provided by supervisor) 1 _____ 2 _____ 3 _____ 4 _____
 School number _____ Form M-1
 School location: Urban _____ Rural _____
 School type: Male _____ Female _____
 Person interviewed _____
 Date of interview _____
 Researcher name _____

PROFORMA 1: SCHOOL INFORMATION

MULTI-CLASS STUDY

Multi-classes consist of two or more classes under one teacher. Fill one proforma for each school by interviewing the Head Teacher or another responsible member of the staff.

1.

 The highest class in the school

2.

 The number of sanctioned primary teachers

3.

 The number of actual primary teachers

4.

 The total primary children in the school

5.

 5a. The total rooms in the primary (section) building

 5b. The total rooms in the primary (section) used for classes

6. Does your school have the following:

Code 0=No

1=Yes

 6a. Drinking water

 6b. Washing water, for hands, takhtis, etc

 6c. Toilet facilities (dry or flush)

 6d. Playgrounds

7. During class time are children allowed to:

Code 0=No

1=Yes

- 7a. Drink water
- 7b. Wash takhtis, etc
- 7c. Use toilets

8.

- 8a. The number of multi-classes in the school
- 8b. The number of single classes in the school

9.

- 9a. The number of teachers teaching multi-classes in the school
- 9b. The number of teachers teaching single-classes in the school

10. Write the classes each teacher teaches.

10a. Teacher 1: Kachi___ One___ Two___ Three___ Four___ Five___

10b. Teacher 2: Kachi___ One___ Two___ Three___ Four___ Five___

11. How many children are in the class of each teacher above?

- 11a. Tot.children in the class of teacher 1
- 11b. Tot.children in the class of teacher 2

12. Do you have rules for admitting children to Kachi class?

Code 0=No
1=Yes

If yes, what are these rules for Kachi?

If yes, what are these rules for attending but
but unadmitted Kachi children?

13. Is there a date after which Kachi children are not admitted to school?

Code 0=No
1=Yes

If yes, what is the date for Kachi?

If yes, what is the date for attending but unadmitted Kachi children?

14. Have you refused "unadmitted" students for the following reasons?

Code 0=No

1=Yes

9=No unadmitted children in this school

- 14a. Because children are too young for entry
- 14b. Because children are too old for entry
- 14c. Because there are too many children in the "unadmitted" class
- 14d. Because there are not enough teachers for "unadmitted" children
- 14e. Because there is not enough physical space for "unadmitted" children
- 14f. Because the children were the wrong sex for the school
- 14g. Other (Specify)

15. Do children come to school regularly (almost every day)?

Code 0=None come regularly

1=Less than half come regularly

2=Half or more come regularly

3=All come regularly

9=These classes do not exist

- 15a. "Unadmitted" children
- 15b. Kachi children
- 15c. Pakki children
- 15d. Class 2 children
- 15e. Class 3 children
- 15f. Class 4 children
- 15g. Class 5 children

16. Do you have any rules about the attendance of children?

Code 0=No

1=Yes

If yes, explain the rules:

17. How many children left school and did not come back since the beginning of the school year? Look at register.

- 17a. No. of Kachi children who left school
 17b. No. of Pakki children who left school
 17c. No. of Class 2 children who left school
 17d. No. of Class 3 children who left school
 17e. No. of Class 4 children who left school
 17f. No. of Class 5 children who left school

18. What are the main reasons children leave school?
(In priority order)

- Reason 1: _____
Reason 2: _____
Reason 3: _____
Reason 4: _____
Reason 5: _____

19. How many children are repeating each class? Look at register

- 19a. No. of Kachi children repeating
 19b. No. of Pakki children repeating
 19c. No. of Class 2 children repeating
 19d. No. of Class 3 children repeating
 19e. No. of Class 4 children repeating
 19f. No. of Class 5 children repeating

20. What are the main reasons children repeat classes.
(In priority order)

- Reason 1: _____
Reason 2: _____
Reason 3: _____
Reason 4: _____
Reason 5: _____

21.

- No. of hours a day the school is in session

22.

 22a. Number of breaks in the school day 22b. Number of minutes in all breaks

23. Is teaching multi-classes more difficult than teaching single classes?

 Code 0=No
1=Yes

If yes, what is more difficult about multi-classes?

24. Do you have rules about prompting students to a higher class?

 Code 0=No
1=Yes

If yes, explain these promotion rules for each class?

25. Who decides which students may pass to the next class?
Code 0=No

1=Yes

 25a. Classroom teacher(s) decide promotion 25b. The Head Teacher decides promotion 25c. The Head Teacher and classroom teacher(s) together 25d. Supervisors decide with recommendation of teacher(s) 25f. Other (describe) _____

26. Do you test children for promotion?

 Code 0=No, children are not tested
1=Yes, all children are tested
2=Some classes are tested and some are not
9=Promotion is automatic

If children are tested for promotion, fill in the following:

Class	Subjects Tested	Who makes tests	Who gives tests
Kachi	_____	_____	_____
Pakki	_____	_____	_____
Two	_____	_____	_____
Three	_____	_____	_____
Four	_____	_____	_____
Five	_____	_____	_____

27. Write number of times supervisor comes to your school during the year (check the log)

28. Does the supervisor do any of the following:

Code 0=No

1=Yes

9-No supervisor comes

- 28a. Check attendance of teachers and students
- 28b. Test the achievement of students
- 28c. Offer advice on better teaching
- 28d. Check school supplies and furnishings
- 28e. Other (specify) _____

29.

The average age of children when they start Kachi

30.

The average age of children when they complete Class 5

31. Can you suggest ways to make teaching multi-classes easier?

Teacher name _____
 Sex _____
 School location: Urban _____ Rural _____
 School type: Male _____ Female _____
 Date of interview _____
 Researcher name _____

Form M-2

PROFORMA 2: MULTI-GRADE TEACHER INTERVIEW

One proforma should be filled per school. The teacher interviewed should be the teacher observed using proforma 4.

1. Sex

Code 1= male
2= female

2. Age

Write age in years

3. What is your mother tongue?

Code 1=Urdu
2=Pashto
3=Balochi
4= Brahvi
5= Sindhi
6= Persian
7= Other (specify) _____

4. What is the main mother tongue of your students?

Code 1=Urdu
2=Pashto
3=Balochi
4= Brahvi
5= Sindhi
6= Persian
7= Other (specify) _____

5. Is there another language that many children in your class speak?

Code 0= No other language
1=Urdu
2=Pashto
3=Balochi
4= Brahvi
5= Sindhi
6= Persian
7= Other (specify) _____

6. What language do you use most often to teach the children?
 Code 0=No other language
 1=Urdu
 2=Pashto
 3=Balochi
 4=Brahvi
 5=Sindhi
 6=Persian
 7=Other (specify) _____
7. Do you come from the same locality where you teach?
 Code 1=Same town/village where I teach
 2=Nearby town/village
 3=Distant town/village
8. What is the last grade of general schooling that you completed?
 Code 1=1 year
 2=2 years
 3=3 years
 4=4 years
 5=5 primary certificate
 6=6 years
 7=7 years
 8=8 middle pass
 9=9 years
 10=10 matric
 11=11 years
 12=12 FA or FSc
 13=13 years
 14=14 BA or BSc
 15=14+Higher than BA
9. What was your final grade (division at the end of your highest level of general academic degree)?
 Code 1=Grade A
 2=Grade B
 3=Grade C
 4=Grade E
 5=Grade F
 6=Division I
 7=Division II
 8=Division III
 9=Not applicable
10. What is your professional qualification?
 Code 0=Untrained
 1=PTC/JVT
 2=SV
 3=CT
 4=OT

- 5=BA BEd
 6=BSc BEd
 7=MA BEd
 8=MA BSc
 9=Other (specify) _____

11. From the time you started teaching, how many inservice refresher courses have you taken?

Write number of refresher courses

12. What was the year of your appointment as teacher? (1991, 1987, etc)

Write year of your appointment

13. How many year have you taught multi-classes?

Write number of years teaching multi-classes

14. In how many different schools have you taught?

Write number of schools

15. How many years have you taught in this school?

Write number of years in this school

16. List the main difficulties of teaching multi-classes

17. Have you taught any of the following class(es) since you started teaching? .

Code 0=No

1=Yes

17a. "Unadmitted" children

17b. Kachi

17c. Pakki

17d. Class 2

17e. Class 3

17f. Class 4

17g. Class 5

18. Can you suggest ways to make textbooks more useful for multi-classes?

19. Do you enjoy teaching as a profession?

Code 0=Not at all
1=Sometimes
2=Most of the time
3=All of the time

20. How much time during lessons do you speak Urdu with your Students?

Code 0=Not at all
1=Sometimes
2=Most of the time
3=All of the time

21. What do you do when a child misbehaves in your class?

22. What do you do when a child is a slow learner (has low ability)?

23. How useful are the textbooks in teaching multi-classes?

Code 0=not useful at all
1=somewhat useful
2=frequently useful
3=very useful
4=no textbooks

24. Do you often use the following in teaching?

Code 0=No
1=Yes
9=Not available

- 24a. Teaching kit
 24b. Wall charts
 24c. Blackboard
 24d. Other instructional aids (specify) _____

25. Do you give homework to the children in your classes?

- Code 0=No
1=Yes

If yes, fill below:

Class	Subject	Times a week	Tasks
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

26. Do you use the following ways to teach your classes?

Code 0=No
1=Yes

- 26a. Use an older child to teach a younger child
 26b. Use an intelligent child to help a slow child
 26c. Use a student to lead class learning
 26d. Other (specify)

27. How many days have you been absent from school this year?
(Check the attendance log)

- 27a. Write days absent for permitted reasons
 27b. Write days absent without permitted reasons

28. Do parents come to school to talk with you?

- Code 0=No
1=Yes

If yes, what are the reasons they come?

Reason 1: _____
Reason 2: _____
Reason 3: _____
Reason 4: _____

29. 29a. Write the number of children who left your class(es) since the beginning of the year and did not return to school

29b. Write the number of children who were enrolled in all your class(es) at the beginning of the school year

If children left school, what are the reasons?

Reason 1: _____
Reason 2: _____
Reason 3: _____
Reason 4: _____

30. Do you have any suggestions about how learning could be improved for multi-classes?

Teacher name _____

Form M-3

Sex _____

School location: Urban_____ Rural_____

School type: Male_____ Female_____

Date of interview _____

Researcher name _____

PROFORMA 3: CLASSROOM RESOURCES OF MULTI-CLASSES

One proforma should be filled in for the multi-class teacher being observed. This proforma asks for information on all classes under the responsibility of this teacher.

1. Location of class. Children are:

- Code 1=Unsheltered
 2=Some in a classroom/some unsheltered
 3=All in one classroom
 4=All in several classrooms
 5=Other (specify) _____

2. Size of classroom

Write the length and the width in feet _____

3. Size of this classroom compared to others in the school

- Code 1=larger than most other classrooms
 2=smaller than most other classrooms
 3=about the same size as other classrooms
 4=children of this class are unsheltered
 5=No other classrooms

4. Space filled by all children in the classroom

- Code 0=No classroom
 1=Children fill less than half classroom space
 2=Children fill about half the classroom space
 3=Children fill more than half the classroom space
 4=Children fill all the classroom space

5. Student desks and chairs in the class

- Code 0=No desks used
 1=Present but not sufficient for every child
 2=Present and sufficient for every child

6. Student mats for sitting

- Code 0=No mats used
 1=Present but not sufficient for every child
 2=Present and sufficient for every child

7. Does the teacher have the following:

Code 0=No

1=Yes

- 7a. Storage space that can be locked
- 7b. Teacher desk
- 7c. Teacher chair

8. Blackboards

- 8a. Write the number of blackboards for this teacher
- 8b. Write the number of blackboards that are moveable
- 8c. Write the number of blackboards that have two sides?

9. Condition of the blackboard(s)

- Code 1=Difficult to read
- 2=Acceptable
- 3=Easy to read
- 9=No blackboards

10. Size of the blackboard(s)

- Code 1=Large
- 2=Acceptable
- 3=Too small
- 9=No blackboard

11. Do you see the following for this class?

Code 0=No

1=Yes

- 11a. Wall charts
- 11b. Teaching kit
- 11c. Syllabus
- 11d. Time table
- 11e. Textbook for teacher
- 11f. Learning aids (flash cards, etc.)
- 11g. Other aids (specify) _____

12.

- Write the number of classes taught by this teacher

Tick all the classes taught by this teacher:

Unadmitted class____ Kachi____ Pakki____ Two____ Three____
Four____ Five____

13. Write all the children you see in every class taught by this teacher?

Class	No. of boys	No. of girls
Unadmitted	_____	_____
Kachi	_____	_____
Fakki	_____	_____
Two	_____	_____
Three	_____	_____
Four	_____	_____
Five	_____	_____

14. Write the total number of children taught by this teacher (all classes)

15. How does the teacher seat the children of different classes?

- Code 0=No other class present in the same room
 1=Children of the observed class face one direction; other class(es) face another
 2=All classes sit in one large group
 3=Observed class sits in front; other class(es) in back
 4=Observed class sits in back; other class(es) in front
 5=Classes are seated in different rows
 6=Other (specify) _____

16. Describe other conditions in this class that affect teaching and learning:

Teacher name _____

Form M-4

Sex _____

School location: Urban _____ Rural _____

School type: Male _____ Female _____

Date of interview _____

Researcher name _____

PROFORMA 4: OBSERVATION OF LESSONS IN MULTI-CLASSES - 0

Choose a multi-class that includes Class 1, Class 2 or Class 3. ANSWER THE QUESTIONS FOR ONE OF THESE CLASSES ONLY, ignoring any other classes in the same room. During the school day, fill in 4 proformas if possible (one each for the period when this class is studying Urdu, Math, Science and Social Studies). If a teacher does not teach all 4 subjects, complete as many forms as subjects taught.

1. Time of observation (subject lesson)

 1a. Starts _____ 1b. Ends _____

2. Which class is being observed now?

Code 0=No

1=Yes

 2a. Pakki 2b. Class 2 2c. Class 3

3. Tick all classes taught by this teacher:

Unadmitted _____ Kachi _____ Pakki _____ Two _____ Three _____ Four _____ Five _____

4. Who is the main person teaching in this class?

 Code 0=No one (teacher absent from class)

1=Teacher of this class

2=Head Teacher

3=Student monitor

4=Other (specify) _____

5. How much time is a student leading the class?

 Code 0=None of the time

1=Less than half of the time

2=About half the time

3=More than half the time

4=All the time

6. During the time a student is leading the class, what is the teacher doing?

Code: 0=No

1=Yes

2=Students do not lead class

- 6a. Teacher leaves the room
- 6b. Teacher works with another class
- 6c. Teacher supervises the student leading the class
- 6d. Teacher remains with class but is not involved with it
- 6e. Other (specify) _____

7. What is the main subject of this class?

Code: 0=Children are not learning any subject

1=Math

2=Urdu

3=Local language (such as Pashto)

4=Social Studies

5=Science

6=Other (specify) _____

8. Does the teacher do the following with this class?

Code: 0=No

1=Yes

9=No teacher present

- 8a. Teacher revises already known work/homework
- 8b. Teacher explains/demonstrates new lesson
- 8c. Teacher helps children practice
- 8d. Teacher supervises seat work
- 8e. Teacher assigns homework

9. Do students of this class do the following during this lesson?

Code: 0=No

1=Yes

- 9a. Students answer questions
- 9b. Students read
- 9c. Students practice writing
- 9d. Students copy
- 9e. Students repeat passages/letters/numbers
- 9f. Students work at assignments alone

- 9g. Students listen to teacher instruction
- 9h. Students sit for a time without learning
- 9i. Students take tests
- 9j. Other (specify) _____
10. What are the children using as models/examples for what they do?
Code 0=No
1=Yes
- 10a. Something learned by heart (poems, times tables, etc.)
- 10b. Textbook
- 10c. Teacher speaking
- 10d. Teacher writing on blackboard
- 10e. Other (specify) _____
11. Did children of this class use textbooks during this lesson?
 Code 0=No
1=Yes
If yes, what did they do with them?

12. Does the teacher do the following when a child responds correctly?
Code 0=No
1=Yes
8=No responses asked of students
9=No teacher present
- 12a. Teacher ignores child
- 12b. Teacher praises child
- 12c. Teacher asks child for explanation of correct response
- 12d. Teacher repeats correct response
- 12e. Other (specify) _____
13. Does the teacher do the following when a child responds incorrectly?
Code 0=No
1=Yes
8=No responses asked of students
9=No teacher present
- 13a. Teacher simplifies and asks same child for a response
- 13b. Teacher tells the child the response is wrong

- 13c. Teacher gives the correct response
- 13d. Teacher asks another child for correct response
- 13e. Teacher punishes the child with harsh words or beating
- 13f. Other (specify) _____
14. Which of the system used by this teacher to supervise seat work?
- Code 0=No seat work during this time
 1=Teacher is present but ignores children
 2=Teacher walks around room and observes/helps students with work
 3=Teacher helps only children who raise their hands or come to teacher
 4=Other (specify) _____
 9=No teacher present
15. What is the teacher's way of behaving with the students in this class?
- Code 1=Kind
 2=Firm
 3=Harsh
 9=No teacher present.
16. Do you observe any of the following kinds of discipline control in this class?
- Code 0=No
 1=Yes
- 16a. Class behaves without control by teacher
- 16b. Teacher corrects children with words
- 16c. Teacher corrects with slapping or beating
- 16d. Other (specify) _____
17. What is the main language used by the teacher with this class?
- Code 1=Urdu
 2=Pashto
 3=Balochi
 4=Brahvi
 5=Sindhi
 6=Persian
 7=Other (specify) _____
18. What is the main language used by the students during this lesson?
- Code 1=Urdu
 2=Pashto
 3=Balochi
 4=Brahvi

5=Sindhi
 6=Persian
 7=Other (specify) _____

19. Are the children given time for the following during this lesson?
 Code 0=No
 1=Yes
- 19a. Eat
- 19b. Drink
- 19c. Take a break
- 19d. Go to the toilet
- 19e. Wash takhtis
- 19f. Other (specify) _____
20. Which children does the teacher call on most in this class?
 Code 1=The children who raise their hands most
 2=The children who sit without raising their hands
 3=The children in the front rows
 4=The children in the back rows
 5=All about the same
 6=Other (specify) _____
 7=No teacher present
21. How much of this teacher's time was spent working with other class(es) during this subject lesson?
 Code 0=None (teacher was present)
 1=Less than half the time
 2=Half the time
 3=More than half time
 4=All of the time
 5=No teacher present
22. Describe what the teacher does with ALL classes and what the children of ALL classes do during this time?
 List activities in order:
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

1

School name _____

Form M-5

School name _____

Teacher name _____

Sex _____

Total Children in obs.cl. _____

Multi-class _____ Single Class _____

Time observation starts _____

School Location: U _____ R _____

School Type: M _____ F _____

Date of Observation _____

Researcher Name _____

Time observations ends _____

PROFORMA 5: STUDENT ENGAGEMENT IN LEARNING TASKS

Items	Ten Minutes Intervals			
	1	2	3	4
Engaged:				
Not Engaged:				
Teac. invol. (N=0; Y=1) Describe activity				
Student activity				
Source of activity				
Subject				
	5	6	7	8
Engaged:				
Not Engaged:				
Teac. invol. (N=0; Y=1) Describe activity				
Student activity				
Source of activity				
Subject				

INSTRUCTIONS FOR PROFORMA 5

Complete all intervals of proforma 5 for the class being observed trying to have information for Urdu and Math and then other subject if possible.

STUDENT ENGAGEMENT: Every 10 minutes, make a tick for each student who is "engaged".

"Engaged" means the student is doing what teacher expects-- listening to the teacher, solving a problem, answering questions, doing seat work.

The remaining students are ticked in the "not engaged" box.

"Not engaged" means the student is not doing what the teacher expects. He/she may be talking with another student about non school subjects, looking out the window, playing, etc.

The ticks in a 10 minute interval total the students in the observed class.

TEACHER INVOLVEMENT: Every 10 minutes, the researcher marks first if the teacher was "involved" in an activity with the students of the observed class or not (N=0, Y=1), and then writes what the teacher is doing ONLY IF THE TEACHER IS INVOLVED WITH THE OBSERVED CLASS.

"Involved" means that the teacher is working with the students, demonstrating, helping them practice, supervising their work, etc.

STUDENT ACTIVITY: Every 10 minutes, the researcher will write the main learning activity the students should be doing.

A "learning activity" includes answering questions orally, reading passages, solving problems, copying, reciting, watching demonstrations, listening, correcting homework, etc. If the teacher expects children to do an activity not related to learning--"sitting quietly and waiting for a new lesson to begin," or "closing books and taking out a new book". These tasks may be called "non-instructional ones."

SOURCE OF THE ACTIVITY: Every 10 minutes, the researcher will write what is the main source of the learning activity.

A "source" may be a textbook, writing on a blackboard, a teacher's words as in dictation, wall charts, words of a monitor, child's memory as in time tables, etc.

SUBJECT: Every 10 minutes, the researcher writes the subject taught: Urdu, Math, Religion, Social Studies, Science, etc.

Table - 3.1

The Highest Class in the Schools

Highest Class	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
2	0.0	12.5	6.2
3	4.2	16.7	10.4
4	20.8	12.5	16.7
5	75.0	58.3	66.7
Total	100.0	100.0	100.0

Table - 3.2

Number of Actual Primary Teachers by Number of Sanctioned Teachers in the Schools

No. of Sanctioned Teachers	No. of Actual Primary Teachers		
	One	Two	Total
	% (N=22)	% (N=26)	% (N=48)
1	100.0	3.9	47.9
2	0.0	76.9	41.7
3	0.0	19.2	10.4
Total	100.0	100.0	100.0

Table - 3.3

Total Primary Children in the Schools

Total Primary Children in the School	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
06 - 20	4.2	29.2	16.7
21 - 40	33.3	25.0	29.2
41 - 60	25.0	16.7	20.8
61 - 80	12.5	0.0	6.2
81 - 100	12.5	4.2	8.3
101 - 150	8.3	12.5	10.4
151 - 187	4.2	12.5	8.3
Total	100.0	100.0	100.0

Table - 3.4

Total Rooms in Primary Section Used for Classes

Total Rooms	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
1	41.7	54.2	47.9
2	50.0	29.2	39.6
3	8.3	16.7	12.5
Total	100.0	100.0	100.0

Table - 3.5
Facilities Available in the Schools

Facilities in the School	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Drinking Water	20.8	33.3	27.1
B - Washing Water (For Hands, Takhtis etc.)	20.8	33.3	27.1
C - Toilet (Dry or Flush)	12.5	50.0	31.2
D - Playground	20.8	12.5	16.7

Table - 3.6
No. of Multi-classes in the Schools

No. of Multi-classes	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
1	45.8	29.2	37.5
2	54.2	45.8	50.0
3	0.0	25.0	12.5
Total	100.0	100.0	100.0

Table - 3.7

No. of Single Classes in the Schools

No. of Single Classes	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
1	12.5	16.7	14.6
2	0.0	4.2	2.1
0	87.5	79.2	83.3
Total	100.0	100.0	100.0

Table - 3.8

No. of Teachers Teaching Multi-classes

No. of Teachers	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
1	50.0	62.5	56.2
2	50.0	37.5	43.8
Total	100.0	100.0	100.0

Table - 3.9

No. of Teachers Teaching Single Classes

No. of Teachers	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
0	87.5	79.2	83.3
1	12.5	20.8	16.7
Total	100.0	100.0	100.0

Table - 3.10

Rules for Admitting Children to Kachi Class

Rules	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Age Five Years	84.2	20.0	55.9
Submission of Forms within Due Date	0.0	53.3	23.5
Identification of Numbers /Alphabets	5.2	13.3	8.8
Age at Least Three Years	0.0	6.7	2.9
Age at Least Four Years	10.5	6.7	8.8

Table - 3.11

The Rules for Attending but Unadmitted Kachi Children

Rules	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Identification of Numbers /Alphabets	4.2	0.0	2.1
Brother/Sister in the Class	0.2	8.3	4.2
Regularity	4.2	0.0	2.1
Admission in the Beginning of Year	4.2	0.0	2.1
No Unadmitted Children	4.2	0.0	2.1
No Rules	83.3	91.7	87.5
Total	100.0	100.0	100.0

Table - 3.12

Last Date for Admission of Children to Kachi Class

Date/Month	School Type		
	Boys	Girls	Total
	% (N=11)	% (N=15)	% (N=25)
January	0.0	28.6	16.0
February	0.0	14.3	8.0
March	9.1	35.7	24.0
April	0.0	7.1	4.0
May	9.1	0.0	4.0
June	36.4	7.1	20.0
August	9.1	0.0	4.0
September	27.3	7.1	16.0
October	9.1	0.0	4.0
Total	100.0	100.0	100.0

Table - 3.13

Reasons of Refusing "Unadmitted" Students

Reasons	School Type / Response Percentage									
	Yes			No			No Unadm. Childrn			Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
	% (N=24)		%N=48	% (N=24)		%N=48	% (N=24)		%N=48	% (N=48)
A-Too Young Children	45.8	33.3	39.6	29.2	22.4	31.3	25.0	33.3	29.2	100.0
B-Too Old Children	20.8	12.5	16.7	54.2	54.2	54.2	25.0	33.3	29.2	100.0
C-Too Many Children in Unadmitted Class	12.5	20.8	16.7	62.5	45.9	54.2	25.0	33.3	29.2	100.0
D-Not Enough Teachers	12.5	4.2	6.3	62.5	62.5	62.5	25.0	33.3	29.2	100.0
E-Not Enough Physical Space	20.8	4.2	12.5	54.2	62.5	58.3	25.0	33.3	29.2	100.0
F-Wrong Sex of Children for School	12.5	8.3	10.4	62.5	58.3	60.5	25.0	33.3	29.2	100.0

Table - 3.14
Regularity of the Students of Different Classes in the
Observed Schools

Class	Percentage of Regular Students / School Type															Total
	None			Less Than Half			Half or More			All			No Such Class			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
	% (N=24)	%N=48		% (N=24)	%N=48		% (N=24)	%N=48		% (N=24)	%N=48		% (N=24)	%N=24	%N=48	
Unadmitted	8.3	25.0	16.7	4.2	16.7	10.4	20.8	8.3	14.6	29.2	20.8	25.0	37.5	29.2	33.3	100.0
Kachi	0.0	8.3	4.2	16.7	29.2	22.9	29.2	25.0	27.1	54.2	33.3	43.8	0.0	4.2	2.1	100.0
Pakhi	4.2	16.7	10.4	12.5	29.2	20.8	16.7	16.7	16.7	66.7	33.3	50.0	0.0	4.2	2.1	100.0
Two	0.0	12.5	6.2	4.2	29.2	16.7	12.5	16.7	14.6	33.3	37.5	60.4	0.0	4.2	2.1	100.0
Three	0.0	25.0	12.5	3.3	25.0	16.7	0.0	8.3	4.2	91.7	33.3	62.5	0.0	8.3	4.2	100.0
Four	0.0	33.3	16.7	0.0	20.8	10.4	3.3	4.2	6.2	91.7	25.0	58.3	0.0	16.7	8.3	100.0
Five	8.3	29.2	18.8	4.2	20.8	12.5	4.2	8.3	6.2	79.2	20.8	50.0	4.2	20.8	12.5	100.0

Table - 3.15

Rules about the Attendance of Children

Rules	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Stricking off the Name after One-Two Weeks	86.4	73.3	81.1
Application from Parents necessary	9.1	0.0	5.4
Informing the Parents	36.4	0.0	21.6
Fine	0.0	33.3	13.5
Punishment	4.5	0.0	2.7
No Permission for Unnecessary leave	0.0	4.5	2.7

Table - 3.16

Class-wise Percentage Distribution of the Students who Left School since the Beginning of the Year and did not Come Back

No. of Children	Class-wise Percentage Distribution / School Type											
	Racni		Pakki		Two		Three		Four		Five	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	% (N=24)		% (N=24)		% (N=24)		% (N=24)		% (N=24)		% (N=24)	
0	50.0	75.0	87.5	83.3	79.2	91.7	87.5	100.0	83.3	95.8	91.7	87.5
1 - 5	20.8	16.7	8.3	16.7	16.7	4.2	12.5	0.0	16.7	4.2	8.3	12.5
6 - 10	25.0	4.2	0.0	0.0	4.2	4.2	0.0	0.0	0.0	0.0	0.0	0.0
11 - 15	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
16 - 20	0.0	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
21 - 25	0.0	0.0	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
25 - More	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table - 3.17

Class-wise Percentage Distribution of Repeaters

No. of Children	Class-wise Percentage Distribution / School Type											
	Kachi		Pakki		Two		Three		Four		Five	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	% (N=24)		% (N=24)		% (N=24)		% (N=24)		% (N=24)		% (N=24)	
0	29.2	50.0	54.2	66.7	58.3	66.7	70.8	75.0	79.2	87.5	87.5	100.0
1 - 5	29.2	16.7	33.3	20.8	37.5	33.3	29.2	25.0	20.8	12.5	12.5	0.0
6 - 10	20.8	29.2	8.3	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11 - 15	12.5	0.0	4.2	0.0	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
16 - 20	4.2	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
21 - 25	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
25 - More	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table - 3.18

Main Reasons of Students Failure

Reasons	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Non-seriousness of Students/lack of Hardwork	58.3	50.0	54.2
Irregularity	29.2	33.3	31.2
Carelessness of Parents	33.3	4.2	18.8
Lengthy Courses	16.7	16.7	16.7
Deficiency of Teachers	12.5	0.0	6.2
Language Problem	12.5	0.0	6.2
Seasonal Migration	12.5	8.3	10.4

Table - 3.19

Schools Duration (in hours)

No. of Hours	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
4 - 4.5	29.2	16.7	22.9
5 - 5.5	70.8	75.0	72.9
6	0.0	8.3	4.2
Total	100.0	100.0	100.0

Table - 3.20
Length of Break During School Day

Minutes	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
15	16.7	13.6	15.0
20	11.1	13.6	12.5
25	5.6	9.1	7.5
30	66.7	63.6	65.0
Total	100.0	100.0	100.0

Table - 3.21
Person Taking Decision to Promote the Students
to Next Class

Person	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Classroom Teacher	66.7	62.5	64.6
Head Teacher	8.3	0.0	4.2
Head Teacher and Class Teacher Together	25.0	37.5	31.2
Total	100.0	100.0	100.0

Table - 3.22

Testing Children for Promotion

Response	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
No one is Tested	0.0	4.2	2.1
All Children are Tested	95.8	83.3	89.6
Some Classes are Tested and Some are not	4.2	8.3	6.2
Unknown	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 3.23

Supervisor's Visits to the Schools During the Year

No. of Visits	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
0	4.2	20.8	12.5
1 - 5	25.0	66.7	45.8
6 - 10	50.0	12.5	31.2
More than 10	20.8	0.0	10.4
Total	100.0	100.0	100.0

Table - 3.24

Supervisor's Tasks During School Visit

Tasks	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Checking Attendance of Teachers and Students	100.0	100.0	100.0
B - Testing the Achievement of Students	95.6	68.4	82.0
C - Offering Advice on Better Teaching	86.9	78.9	82.9
D - Checking School Supplies & Furniture	86.9	84.2	85.5

Table - 4.1

Age Distribution of the Teachers

Age (in years)	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
17 - 20	8.3	29.2	18.8
21 - 25	41.7	37.5	39.6
26 - 30	29.2	16.2	22.9
31 - 35	8.3	12.5	10.1
36 - 40	12.5	0.0	6.2
More (53)	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 4.2

Mother Tongue of the Teachers

Mother Tongue of Teacher	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Urdu	4.2	25.0	14.6
Pashto	25.0	8.3	16.7
Balochi	33.3	29.2	31.2
Brahvi	25.0	4.2	14.6
Sindhi	12.5	8.3	10.4
Persian	0.0	4.2	2.1
Seraiki	0.0	20.8	10.4
Total	100.0	100.0	100.0

Table - 4.3

Main Mother Tongue of the Students

Mother Tongue	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Urdu	0.0	29.2	14.6
Pashto	25.0	16.7	20.8
Balochi	29.2	16.7	22.0
Brahvi	29.2	37.5	33.3
Sindhi	16.7	0.0	8.3
Total	100.0	100.0	100.0

Table - 4.4

Any Other Language that Many Children Spoke
in the Class

Language	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
No Other Language	50.0	41.7	45.8
Urdu	0.0	8.3	4.2
Pashto	0.0	4.2	2.1
Balochi	25.0	13.5	18.8
Brahvi	20.8	16.7	18.8
Sindhi	4.2	16.7	10.4
Total	100.0	100.0	100.0

Table - 4.5

The Language Most Often Used by the Teachers
to Teach the Children

Language	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Urdu	58.3	87.5	72.9
Pashto	8.3	4.2	6.2
Balochi	12.5	4.2	8.3
Brahvi	20.8	4.2	12.5
Total	100.0	100.0	100.0

Table - 4.6

Residential Locality of the Teachers

Locality	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Same Town	45.8	37.5	41.7
Nearby Town/Village	25.0	29.2	27.1
Distant Town/Village	29.2	33.3	31.2
Total	100.0	100.0	100.0

Table - 4.7

Educational Qualification of the Teachers

Educational Qualification	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Middle	0.0	12.5	6.2
Matric	75.0	54.2	64.6
F. A. /F. Sc.	16.7	29.2	22.9
B. A. /B. Sc.	8.3	4.2	6.2
Total	100.0	100.0	100.0

Table - 4.8

Final Grade (Division) of the Teachers at the End
of Highest Level of General Academic Degree

Grade / Division	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Grade A	0.0	4.2	2.1
Grade B	0.0	20.8	10.4
Grade C	0.0	12.5	6.2
Division I	0.0	4.2	2.1
Division II	33.3	45.8	39.6
Division III	66.7	12.5	39.6
Total	100.0	100.0	100.0

Table - 4.9

Professional Qualification of the Teachers

Professional Qualification	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
PTC/JVT	33.3	20.8	27.1
Brahvi Course	8.3	0.0	4.2
None (Untrained)	58.3	79.2	68.7
Total	100.0	100.0	100.0

Table - 4.10

Number of Inservice Refresher Courses Attended
by the Teachers

No. of Courses	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
0	58.3	75.0	66.7
1	29.2	25.0	27.1
2	8.3	0.0	4.2
3	4.2	0.0	2.1
Total	100.0	100.0	100.0

Table - 4.11

Length of Teaching Experience of the Teachers

Teaching Experience (in years)	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
1 - 2	29.2	70.8	50.0
3 - 4	25.0	16.7	20.8
5 - 6	25.0	8.3	16.7
7 - 8	8.3	4.2	6.2
9 - 10	8.3	0.0	4.2
11 - More	4.2	0.0	2.1
Total	100.0	100.0	100.0

Table - 4.12

Number of Years Spent by the Teachers in
Teaching Multi-classes

No. of Years	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Less than one	12.5	12.5	12.5
1 - 2	33.3	66.7	50.0
3 - 4	25.0	16.7	20.8
5 - 6	8.3	4.2	6.2
7 - 8	12.5	0.0	6.2
9 - 10	4.2	0.0	2.1
11 - More	4.2	0.0	2.1
Total	100.0	100.0	100.0

Table - 4.13

Number of Different Schools, the Teachers
had Taught in

No. of Schools:	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
1 - 2	58.3	83.3	70.8
3 - 4	33.3	12.5	22.9
5 - More	8.3	4.2	6.2
Total	100.0	100.0	100.0

Table - 4.14

Number of Years Spent by the Teachers in Teaching
in the Present School

No. of Years:	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Less than one	29.2	20.8	25.0
1 - 2	37.5	58.3	47.9
3 - 4	20.8	20.8	20.8
5 - More	12.5	0.0	6.2
Total	100.0	100.0	100.0

Table - 4.15

Main Difficulties of Teaching Multi-classes

Difficulties	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Discipline Control	16.7	45.8	31.2
Insufficient Blackboards	4.2	0.0	2.1
Proper Attention	45.8	12.5	29.2
Distribution of Time	54.2	20.8	37.5
Wastage of Time	12.5	4.2	8.3
Interference of Other Classes	12.5	0.0	6.2
Inadequate Space	0.9	8.3	4.2
Coverage of Course	37.5	33.3	35.4
No Difficulty	16.7	37.5	27.1

Table - 4.16

Experience of Teachers in Teaching Different Classes

Class	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Unadmitted Children	50.0	39.2	39.6
Kachi	87.5	79.2	83.3
Pakki	91.7	87.5	89.6
Two	95.8	79.2	87.5
Three	100.0	62.5	81.2
Four	95.8	41.7	68.8
Five	75.0	37.5	56.2

Table - 4.17

Suggestions of the Teachers to Make Textbooks More
Useful for Multi-classes

Suggestions	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Integrated Curriculum	4.2	12.5	8.3
Common Lessons of General Knowledge	4.2	0.0	2.1
Brief Syllabi	16.7	4.2	10.4
No	75.0	83.3	79.2
Total	100.0	100.0	100.0

Table - 4.18

Enjoying Teaching as a Profession

Response	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
None of the Time	0.0	8.3	4.2
Some of the Time	8.3	12.5	10.4
Most of the Time	20.8	0.0	10.4
All of the Time	70.8	75.0	72.9
Not known	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 4.19

Time Spent by the Teachers Speaking Urdu with their Students During Lessons

Time	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Some of the Time	45.8	16.7	31.2
Most of the Time	37.5	37.5	37.5
All of the Time	16.7	41.7	29.2
Not known	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 4.20

Way of Dealing with the Misbehaviour of Students in the Class

Way of Dealing	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Advising Properly	54.2	16.7	35.4
Beating	91.7	75.0	83.3
Scolding	16.7	29.2	22.9
Restiction from School	4.2	4.2	4.2
Sending Out of the Class	8.3	25.0	16.7
Sending for Father	4.2	0.0	2.1
Total	100.0	100.0	100.0

Table - 4.21

Teachers' Way of Dealing with the Slow Learners

Way of Dealing	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
More Attention	83.3	66.7	75.0
Informing the Family	0.0	8.3	4.2
Punishing the Child	12.5	16.7	14.6
✓ Advising Properly	4.2	50.0	27.1
Taking Help from Intelligent Students	8.3	0.0	4.2
No Attention	0.0	4.2	2.1
Scolding	4.2	4.2	4.2
Lesser Assignment of Work	4.2	4.2	4.2
Seating in the Front Row	8.3	8.3	8.3
Sending in Lower Class	4.2	0.0	2.1

Table - 4.22

Usefulness of Textbooks in Teaching Multi-classes

Response	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Not Useful at all	37.5	12.5	25.0
Somewhat Useful	16.7	50.0	33.3
Frequently Useful	12.5	16.7	14.6
Very Useful	33.3	20.8	27.1
Total	100.0	100.0	100.0

Table - 4.23

Use of Teaching Material by the Teachers

Teaching Kit	Extent of Use (%) / School Type												Total %(N=48)
	Yes			No			Not Known			Not Available			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
	% (N=24)	%N=48		% (N=24)	%N=48		% (N=24)	%N=48		% (N=24)	%N=48		
Teaching Kit	25.0	20.8	22.9	54.2	50.9	52.1	0.0	4.2	2.1	20.8	25.0	22.9	100.0
Wall Charts	37.5	50.8	54.2	54.2	25.0	39.6	0.0	4.2	2.1	8.3	0.0	4.2	100.0
Blackboards	37.5	25.8	31.7	12.5	0.0	6.2	0.0	4.2	2.1	0.0	0.0	0.0	100.0

Table - 4.24

Application of Different Teaching Methods
to Teach the Multi-classes

Ways	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Use an older child to teach a younger child	45.8	54.2	50.0
B - Use an intelligent child to help a slow child	79.2	79.2	79.2
C - Use a student to lead class learning	79.2	58.3	68.8
Total	100.0	100.0	100.0

Table - 4.25

Number of Days a Teacher Remained Absent from School
During the Year (with Permitted Reasons)

No. of Days	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
0	20.8	37.5	29.2
1 - 5	54.2	4.2	29.2
6 - 10	20.8	16.7	18.8
11 - 15	4.2	25.0	16.6
16 - 20	0.0	4.2	2.1
21 - More	0.0	12.5	6.2
Total	100.0	100.0	100.0

Table - 4.26

Number of Days a Teacher Remained Absent from
School During the Year (without Permitted Reasons)

No. of Days	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
0	91.6	95.8	93.7
2	4.2	0.0	2.1
6	0.0	4.2	2.1
7	4.2	0.0	2.1
Total	100.0	100.0	100.0

Table - 4.27

Reasons of Coming the Students' Parents to School

Reasons	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
To request for another Book	20.8	4.2	12.5
To get awareness about the performance of child	54.2	50.2	52.1
To take permission for leave	8.3	12.5	10.4
To resolve the conflict with other students	0.0	4.2	2.1
To request for more attention	33.3	20.8	27.1
To complain the irregularity of child	8.3	0.0	4.2
To advise for the upgradation of school	0.0	4.2	2.1

Table - 4.28

Number of Children Enrolled in the Class of the Teachers
at the Beginning of School Year

No. of Children	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
1 - 25	33.3	45.8	39.6
26 - 50	45.8	25.0	35.4
51 - 75	8.3	16.7	12.5
76 - 100	12.5	8.3	10.4
101 - More	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 4.29

No. of Students who Left the Class of the Teacher since the
Beginning of the Year and did not Come Back

No. of Students	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
0	50.0	54.2	52.1
1 - 5	29.2	37.5	33.3
6 - 10	12.5	8.3	10.4
11 - 15	4.2	0.0	2.1
16 - More	4.2	0.0	2.1
Total	100.0	100.0	100.0

Table - 4.30

Percentage of Dropped Out Students

Percentage	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
0	50.0	54.2	52.1
1 - 5	12.5	16.7	14.6
6 - 10	4.2	12.5	8.3
11 - 15	8.3	4.2	6.2
16 - 20	8.3	0.0	4.2
21 - 25	4.2	4.2	4.2
26 - 50	12.5	4.2	8.3
51 - More	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 4.31

Reasons of Leaving School by the Students

Reasons	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Migration of Family	33.3	20.8	27.1
Wandering/Disinterest	12.5	12.5	12.5
Loose Family Control	4.2	0.0	2.1
Carelessness of Parents	8.3	12.5	10.4
Shifting to Other School/ City School	12.5	0.0	6.2
Poverty	4.2	4.2	4.2
Distant School	4.2	8.3	6.2
Domestic Work	0.0	4.2	2.1
Higher Age	4.2	0.0	2.1
Marriage	0.0	4.2	2.1

Table - 4.32

Suggestions of the Teachers to Improve the Learning
for Multi-classes

Suggestions	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Additional Teachers	50.0	70.8	60.4
Sufficiency of Teaching Material	33.3	25.0	29.2
Separate Classrooms	25.0	25.0	25.0
Short Syllabi	8.3	12.5	10.4
Lengthy Periods (More than 30 minutes)	4.2	8.3	6.2
Integrated Books	4.2	0.0	2.1
Spacious Rooms	8.3	8.3	8.3
More Capable Teachers	8.3	4.2	6.2
Lesser Children	8.3	4.2	6.2

Table - 5.1

Location of the Observed Class

Location of Class	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Unsheltered	29.2	29.2	29.2
Some in a Classroom/ Some Unsheltered	8.3	8.3	8.3
All in One Classroom	41.7	37.5	39.6
All in Several Classrooms	20.8	25.0	22.9
Total	100.0	100.0	100.0

Table - 5.2

Size of the Observed Classroom

Size of Classroom (Sq Ft)	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Below 100	4.2	12.5	8.3
100 - 150	8.3	12.5	10.4
151 - 200	20.8	16.7	18.8
201 - 250	16.7	16.7	16.7
251 - 300	16.7	8.3	12.5
301 - 350	4.2	4.2	4.2
No Classroom	29.2	29.2	29.2
Total	100.0	100.0	100.0

Table - 5.3

Size of the Observed Classroom Compared to Others
in the School

Size of the Classroom	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Larger than most other Classrooms	12.5	12.5	12.5
Smaller than most other Classrooms	8.3	20.8	14.6
About the same size as other Classrooms	33.3	12.5	22.9
Children are sheltered	29.2	29.2	29.2
No other Classroom	8.3	16.7	12.5
Total	100.0	100.0	100.0

Table - 5.4

Space Filled by all Children in the Classroom

Space Filled	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Less than half	4.2	12.5	8.3
About half	16.7	37.5	27.1
More than half	29.2	16.7	22.9
All Space	20.8	4.2	12.5
No Classroom	29.2	29.2	29.2
Total	100.0	100.0	100.0

Table - 5.5

Student Desks and Chairs in the Classroom

Desks and Chairs	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Present but not Sufficient for Every Child	8.3	20.8	14.6
Present and Sufficient for Every Child	12.5	8.3	10.4
No Desks Used	79.2	70.8	75.0
Total	100.0	100.0	100.0

Table - 5.6

Students Mats for Sitting in the Class

Students Mats	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Present but not Sufficient for Every Child	45.8	37.5	41.7
Present and Sufficient for Every Child	41.7	45.8	43.8
No Mats Used	12.5	16.7	14.5
Total	100.0	100.0	100.0

Table - 5.7

Teacher's Possessions in the Observed Classes

Teacher's Possessions	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Storage Space	50.0	58.3	54.2
B - Teacher's Desk	70.8	50.0	69.3
C - Teacher Chair	87.5	87.5	87.5
Total	100.0	100.0	100.0

Table - 5.8

No. of Blackboards for the Observed Teachers

No. of Blackboards	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
1	54.2	75.0	64.6
2	29.2	12.5	20.8
3	4.2	0.0	2.1
4	0.0	4.2	2.1
5	4.2	8.3	6.2
No Blackboard	8.3	0.0	4.2
Total	100.0	100.0	100.0

Table - 5.9

No. of Movable Blackboards for the Observed Teachers

No. of Blackboards	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
1	62.5	62.5	62.5
2	12.5	8.3	10.4
5	4.2	4.2	4.2
No Blackboard	20.8	25.0	22.9
Total	100.0	100.0	100.0

Table - 5.10

No. of Two Sides Blackboards for the Observed Teachers

No. of Blackboards	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
1	45.8	50.0	47.9
2	16.7	8.3	12.5
3	0.0	4.2	2.1
5	4.2	4.2	4.2
No Blackboard	33.3	33.3	33.3
Total	100.0	100.0	100.0

Table - 5.11

Condition of Blackboards in the Observed Classrooms

Condition of Blackboards	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Difficult to Read	20.8	8.3	14.6
Acceptable	50.0	54.2	52.1
Easy to Read	20.8	37.5	29.2
No Blackboard	8.3	0.0	4.2
Total	100.0	100.0	100.0

Table - 5.12

Size of Blackboards the Observed Classrooms

Size of Blackboards	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Large	12.5	25.0	18.8
Acceptable	70.8	66.7	68.8
Too Small	8.3	8.3	8.3
No Blackboard	8.3	0.0	4.2
Total	100.0	100.0	100.0

Table - 5.13

Teaching Material in the Observed Classrooms

Teaching Material	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Wall Charts	41.7	62.5	52.1
Teaching Kit	20.8	29.2	25.0
Syllabus	16.7	20.8	18.8
Time Table	12.5	16.7	14.6
Textbook for Teacher	45.8	58.3	52.1
Learning Aids (Flash Cards etc.)	4.2	8.3	6.2

Table - 5.14

No. of Classes Taught by the Observed Teachers

No. of Classes	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
2	20.8	29.2	25.0
3	20.8	41.7	31.2
4	8.3	12.5	10.4
5	8.3	8.3	8.3
6	41.7	8.3	25.0
Total	100.0	100.0	100.0

Table - 5.15

Total No. of Children (All Classes) Taught by the
Observed Teachers

No. of Children	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
4 - 25	33.3	50.0	41.7
26 - 50	50.0	25.0	37.5
51 - 75	12.5	16.7	14.6
76 - 100	4.2	4.2	4.2
101 - 127	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 5.16

Seating Arrangement of Different Classes Within the Classroom

Seating Arrangements	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Children of the Observed Class Face One Direction's Other Class(es) Face Other	8.3	0.0	4.2
B - All Classes Sit in One Large Group	25.0	50.0	37.5
C - Observed Class Sits in Front; Other Classes in Back	4.2	8.3	6.2
D - Observed Class Sit in Back; Other Class(es) in Front	4.2	8.3	6.2
E - Classes are Seated in Different Rows	58.3	33.3	45.8
Total	100.0	100.0	100.0

Table - 5.17

Conditions in the Class Affecting Teaching and Learning

Conditions	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Nearby Traffic	79.2	0.0	39.6
Sunshine (Insufficient Shelter)	4.2	4.2	4.2
Unorganized Sitting Arrangement	8.3	0.0	4.2
Insufficient Learning Material	4.2	0.0	2.1
Distorted Building	4.2	0.0	2.1
Shortage of Time	0.0	8.3	4.2
Noise within the Class	16.2	8.3	12.5
Domestic Movements (Home School)	0.0	4.2	2.1
Noise of Adjacent Class	8.3	0.0	4.2
Mud Floor	12.5	4.2	8.3
Multi-lingual Group of Students	0.0	4.2	2.1
Loose Control	4.2	4.2	4.2
Lack of Fans	4.2	0.0	2.1
Insufficient Mats/Desks	0.0	12.5	6.2
Insufficient Space	4.2	4.2	4.2
Insufficient Light	4.2	8.3	6.2
Two Teachers in One Class	4.2	4.2	4.2
Insufficient Blackboards	4.2	4.2	4.2
Total	100.0	100.0	100.0

Table - 6.1
Level of Observed Class

Class	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=24)
A - Pakki	0.0	4.2	2.1
B - Two	37.5	54.2	45.8
C - Three	62.5	41.7	52.1
Total	100.0	100.0	100.0

Table - 6.2
The Main Person Teaching in the Observed Class

Person	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
No One (Teacher Absent from Duty)	0.0	4.2	2.1
Teacher of the Class	95.8	75.0	85.4
Head Teacher	0.0	16.7	8.3
Student Monitor	4.2	4.2	2.1
Total	100.0	100.0	100.0

Table - 6.3

Time for which a Student was Leading the Class
During Observed Lesson

Time	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
None of the Time	91.7	75.0	83.3
Less than Half	0.0	12.5	6.2
About Half	4.2	4.2	4.2
More than Half	4.2	8.3	6.2
Total	100.0	100.0	100.0

Table - 6.4

Activity of the Teacher During the Time
a Student was Leading the Class

Teacher's Activity	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Teacher leaves the Room	4.2	0.0	2.1
B - Teacher Works with another Class	4.2	29.2	16.7
C - Teacher Supervises the Student leading the Class	0.0	8.3	4.2
D - Teacher Remains with Class but is not Involved with it	4.2	0.0	2.1

Table - 6.5

Teacher's Activities During Observed Lesson

Activities	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Teacher Revises Already Known Work/Homework	70.8	66.7	68.8
B - Teacher Explains/Demonstrates New Lesson	75.0	66.7	70.8
C - Teacher Helps Children Practice	62.5	62.5	62.5
D - Teacher Supervises Seat Work	45.8	25.0	35.4
E - Teacher Assigns Homework	16.7	33.3	25.0

Table - 6.6

Activities of the Students During Observed Lesson

Activities	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Students Answer Questions	54.2	25.0	39.6
B - Students Read	75.0	75.0	75.0
C - Students Practice Writing	33.3	66.7	50.0
D - Students Copy	29.2	37.5	33.3
E - Students Repeat Passages/ Letters/Numbers	50.0	33.3	41.7
F - Students Work at Assign- ment Alone	41.7	25.0	33.3
G - Students Listen to Teacher Instruction	58.3	37.5	47.9
H - Students Sit for a Time Without Learning	58.3	16.7	37.5
I - Students Take Tests	33.3	8.3	20.8

Table - 6.7

Models/Examples Used by the Students During Learning Tasks

Models/Examples	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Something learnt by heart	25.0	16.7	20.8
B - Textbook	87.5	79.2	83.3
C - Teacher speaking	87.5	75.0	81.2
D - Teacher Writing on Blackboard	45.8	45.8	45.8

Table - 6.8

Use of Textbooks During Observation of Lesson

Use of Textbooks		School Type		
		Boys	Girls	Total
		% (N=24)	% (N=24)	% (N=48)
Reading	1	83.3	54.2	68.8
Understanding Questions	2	4.2	0.0	2.1
Copying the Lesson	3	8.3	16.7	12.5
Learning by Heart	4	4.2	16.7	10.4
Reciting the Lesson	5	8.3	0.0	4.2
Doing Exercise Work	6	8.3	16.7	12.5
Learning New Lesson	7	8.3	0.0	4.2
Revising Lessons	8	0.0	12.5	6.2
Marking on the Book	9	0.0	4.2	2.1

Table - 6.9

Teacher's Reaction when a Child Responds Correctly

Reaction	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Teacher Ignores Child	12.5	4.2	8.3
B - Teacher Praises Child	33.3	62.5	47.9
C - Teacher Asks Child for Explanation of Correct Response	45.8	12.5	29.2
D - Teacher Repeats Correct Response	54.2	29.2	41.7
E - No Response Asked	12.5	16.7	14.6

Table - 6.10

Teacher's Reaction when a Child Responds Incorrectly

Reaction	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Teacher Simplifies and Asks Same Child for a Response	33.3	16.7	25.0
B - Teacher Tells the Child the Response is Wrong	41.7	33.3	37.5
C - Teacher Gives the Correct Response	58.3	45.8	52.1
D - Teacher Asks Another Child for Correct Response	25.0	33.3	29.2
E - Teacher Punishes the Child with Harsh Words or Beating	4.2	12.5	8.3

Table - 6.11

System Used by the Teacher to Supervise Seat Work

Reaction	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Teacher is Present but Ignores Children	8.3	0.2	4.2
Teacher Walks Around Room and Observes/Helps Students with Work	29.2	25.0	27.1
Teacher Helps Only Children who Raises their Hands or Come to Teacher	8.3	12.5	10.4
Teacher Sits on Chair and Watches the Students	0.0	4.2	2.1
Teacher Calls the Students One by One	8.3	0.0	4.2
No Teacher Present	0.0	4.2	2.1
No Seat Work During the Observed Lesson	41.7	54.2	50.0

Table - 6.12

Teacher's Way of Behaving with the Students

Way of Behaving	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Kind	66.7	58.3	62.5
Firm	33.3	25.0	29.2
Harsh	0.0	12.5	6.2
No Teacher Present	0.0	4.2	2.1

Table - 6.13

Kinds of Discipline Control in the Class

Kind of Discipline Control	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Class Behaves without Control by Teacher	54.2	16.7	35.4
B - Teacher Corrects Children with Words	83.3	79.2	81.2
C - Teacher Corrects with Slapping or Beating	20.8	16.7	18.8

Table - 6.14

Main Language Used by the Teacher with the Class

Language	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Urdu	50.0	54.2	52.1
Pashto	12.5	4.2	8.3
Balochi	20.8	20.8	10.8
Brahvi	12.5	0.0	6.2
Sindhi	4.2	12.5	8.3
Persian	0.0	4.2	2.1
No Teacher Present	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 6.15

The Main Language Used by the Students During
Observed Lesson

Language	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Urdu	41.7	54.2	47.9
Pashto	16.7	12.5	14.6
Balochi	20.8	16.7	18.8
Brahvi	12.5	0.0	6.2
Sindhi	4.2	8.3	6.2
Seraiki	0.0	4.2	2.1
Every Student in his Own Language	4.2	0.0	2.1
No Teacher Present	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 6.16

Permission to Students for Other
Activities During Lesson

Activities	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - Eat	8.3	0.0	4.2
B - Drink	25.0	16.7	20.8
C - Take a Break	37.5	20.8	29.2
D - Go to the Toilet	29.2	20.8	25.0
E - Wash Takhtis	12.5	8.3	10.4

Table - 6.17

The Children Called by the Teacher on Most
During the Observed Lesson

Response	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
The Children who Raised their Hands Most	4.2	12.5	8.3
The Children who Sit without Raising their Hands	0.0	12.5	6.2
The Children in the Front Rows	4.2	0.0	2.1
The Children in the Back Rows	0.0	8.3	4.2
All about the Same	87.5	62.5	75.0
No Teacher Present	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 6.18

Teacher's Time Spent Working with Other
Class During Observed Lesson

Time Spent	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
None (Teacher was Present)	41.7	45.8	43.8
Less than half	16.7	25.0	20.8
Half the Time	37.5	20.8	29.2
More than half	4.2	0.0	2.1
All of the Time	0.0	4.2	2.1
No Teacher Present	0.0	4.2	2.1
Total	100.0	100.0	100.0

Table - 6.19

Teacher's Activities During Observed Lesson

Activities	School Type		
	Boys	Girls	Total
	% (N:24)	% (N:24)	% (N:48)
Listening the lesson	37.5	29.2	33.3
Checking the Assigned Work	16.7	16.7	16.7
Teaching the lesson	91.7	91.7	91.7
Dictation of "HMA"	8.3	33.3	20.8
Teaching Tables and Numbers	16.7	20.8	18.8
Giving Homework	4.2	25.0	14.6
Giving Punishment	4.2	8.3	6.2
Giving Test	8.3	4.2	6.2
Supervision of Seat Work	50.0	37.5	43.8
Leading the lesson	4.2	12.5	8.3
Controlling the Class	4.2	16.7	10.4
Spending Some Time out of the Class	12.5	0.0	6.2
Asking the Children for Self-reading	4.2	0.0	2.1

Table - 6.20

Students Activities During Observed Lesson

Activities	School Type		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
Narrating the Previous Lesson to Teacher	45.8	25.0	35.4
Getting the Assigned Work Checked	8.3	8.3	8.3
Reading/Reciting the Lesson	66.7	83.3	75.0
Answering the Questions	12.5	0.0	6.2
Solving the Questions	25.0	12.5	18.8
Writing "IMLA" on "Takhti"	8.3	50.0	29.2
Reciting Tables and Numbers	16.7	12.5	14.6
Learning the Lesson by Heart	25.0	45.8	35.4
Doing Nothing	33.3	12.5	22.9
Self-studying	16.7	8.3	12.5
Making Noise	4.2	4.2	4.2
Taking Test	4.2	4.2	4.2
Noting the Homework	0.0	25.0	12.5
Cleaning "Takhtis"	0.0	4.2	2.1

Table - 7.1

Percentage of Engaged Students in Learning Tasks
During Observation of Lessons

Percentage of Engaged Students	V A R I A B L E S								
	School Type		School Location		Type of Multiclass Schs		School Rank		Total
	Boys	Girls	Urban	Rural	One-Teacher	Two-Teacher	High	Low	
	% (N=24)	% (N=24)	% (N=24)	% (N=24)	%(N=22)	%(N=26)	%(N=22)	%(N=26)	%N=48
0	0.0	8.3	0.0	8.3	9.1	0.0	4.5	3.8	4.2
1 - 20	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
21 - 40	12.5	4.2	8.3	8.3	9.1	7.7	4.5	11.5	8.3
41 - 60	8.3	29.2	16.7	20.8	18.2	19.2	18.2	19.2	18.8
61 - 80	25.0	33.3	25.0	33.3	18.2	38.5	27.3	30.8	29.2
81 - 100	54.2	29.2	50.0	29.2	45.5	34.6	45.5	34.6	39.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table - 7.2

Teachers Involvement in Learning Tasks During Different
Intervals of Observation

Variable	Involvement.		
	Boys	Girls	Total
	% (N=24)	% (N=24)	% (N=48)
A - School Type			
Boys	84.0	16.0	100.00
Girls	75.0	25.0	100.0
B - School Location			
Urban	85.4	14.6	100.0
Rural	73.6	24.4	100.0
C - Multi-class Schools			
One-teacher	67.4	32.6	100.0
Two-teacher	91.6	8.4	100.0
D - School Rank			
High	75.7	24.3	100.0
Low	83.3	16.7	100.0
Total	79.9	20.5	100.0

Table - 7.3

Source of Activity During Students Engagement in Learning Tasks

Source of Activity	Subject / School Type						
	Hindi			Math			Total
	Boys	Girls	Total	Boys	Girls	Total	
	% (N=24)	% (N=24)	% (N=48)	% (N=24)	% (N=24)	% (N=48)	% (N=48)
Book	41.7	52.8	47.3	23.6	12.5	18.1	32.7
Note Book	8.3	4.2	6.2	4.2	6.9	5.6	5.9
Slate	4.2	1.4	2.9	19.4	4.2	11.8	7.3
Something learned by Heart	6.9	4.2	5.6	8.3	3.7	9.0	7.3
Blackboard	6.9	9.7	8.3	13.9	22.2	18.1	13.2
Teachers Speaking	16.7	9.7	13.2	8.3	8.3	8.3	10.8
Takhti	1.4	5.6	3.5	1.4	2.8	2.1	2.8
Monitor Speaking	1.4	0.0	0.7	0.0	0.0	0.0	0.4
None	9.7	12.5	11.1	15.3	16.7	16.0	13.6

LIST OF SAMPLED SCHOOLS

1. Govt. Primary School Salsamabad, Khuzdar.
2. Govt. Primary School Qadiria Qasimia, Khuzdar.
3. Govt. Primary School Balina Kathan, Khuzdar.
4. Govt. Primary School Killi Mangalabad, Zarina Kathan, Khuzdar.
5. Govt. Girls Primary School Lizzo, Khuzdar.
6. Govt. Girls Primary School Kherabad, Khuzdar.
7. Govt. Girls Primary School Kango, Khuzdar.
8. Govt. Girls Primary School Faizabad, Khuzdar.
9. Govt. Primary School Mangoli, D.M. Jamali.
10. Govt. Primary School Notal, D.M. Jamali.
11. Govt. Primary School Abdur Rehman, D.M. Jamali.
12. Govt. Primary School Chak No.9, D.M. Jamali.
13. Govt. Primary School Jat Muhallah, Railway Colony, D.M. Jamali.
14. Govt. Girls Primary School Bhatta Muhallah, D.M. Jamali.
15. Govt. Girls Primary School Notal, D.M. Jamali.
16. Govt. Girls Primary School Shori Data, D.M. Jamali.
17. Govt. Primary School Gull Shahr Jajeed, Sibi.
18. Govt. Primary School Hamalbad, Sibi.
19. Govt. Primary School Faizul Aloom, Sibi.
20. Govt. Primary School Killi Umani, Sibi.
21. Govt. Girls Primary School Marghazani, Sibi.
22. Govt. Girls Primary School Karak, Sibi.
23. Govt. Girls Primary School Depal Kalan, Sibi.

24. Govt. Girls Primary School Shudan Zai, Sibi.
25. Govt. Primary School Aabsari Lad, Turbat.
26. Govt. Primary School Rest House Bazar, Turbat.
27. Govt. Primary School Sohrani, Bund Gaap, Turbat.
28. Govt. Primary School Ali Abad, Turbat.
29. Govt. Girls Primary School Tanzaak, Turbat.
30. Govt. Girls Primary School Shehani Bazar, Turbat.
31. Govt. Girls Primary School Dashti Bazar, Turbat.
32. Govt. Girls Primary School Aabsar, Turbat.
33. Govt. Primary School Lalabad, Killi Muhammad Hasni, Quetta.
34. Govt. Primary School Sona Khan, Quetta.
35. Govt. Primary School Razi Nasiran, Quetta.
36. Govt. Primary School Killi Raheem Gul, Quetta.
37. Govt. Girls Primary School Killi Jew, Quetta.
38. Govt. Girls Primary School Killi Khaliq, Quetta.
39. Govt. Girls Primary School Killi Kirani, Quetta.
40. Govt. Girls Primary School Killi Kiazai, Quetta.
41. Govt. Primary School Haji Koze Gali, Loralai.
42. Govt. Primary School Killi Lahore, Loralai.
43. Govt. Primary School Orath Shaborai, Loralai.
44. Govt. Primary School Pathankot, Loralai.
45. Govt. Girls Primary School Dali, Loralai.
46. Govt. Girls Primary School Durgi Kalan, Loralai.
47. Govt. Girls Primary School Killi Lahore, Loralai.
48. Govt. Girls Primary School Pathankot, Loralai.