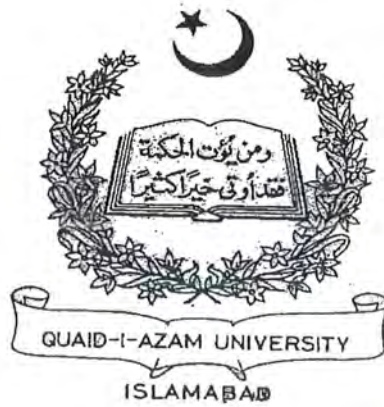# Pedagogical Training of Female Primary School Teachers and its impact on the Quality of Education:

## A Case Study of Village Bandala District Bhimber AJK

QUAID-I-AZAM UNIVERSITY
ISLAMABAD

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Final Approval of Thesis

This is to certify that we have read the thesis submitted by Mr. Aurangzeb. It is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of "Master of Philosophy in Anthropology".

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AURANGZEB

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# CHAPTER 1

## INTRODUCTION

Education may be defined as the systematic instruction or guidance of the elders of the society that passes through the new generation for accomplishment of a healthy life and the duties related to it. In this regard, the knowledge and teaching of elders or teachers is very important for the progress of a community. A good teacher can break the barriers of poorest system of any country. Even an excellent system may become worst if it has some bad teachers to teach in the schools. That is why it is said "no system of education is better than its teachers".

(Report of the commission on National Education 1959, p.265)

In order to develop good teachers, professional development plays vital role. For good teachers professional trainings for the capacity building of them is very important. Professional development can help overcome the shortcomings that may have been part of teachers' pre-service education and keep teachers along with of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Case studies from Bangladesh, Botswana, Guatemala, Namibia and Pakistan have provided evidence that ongoing professional development, especially in early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention.

(Carig, Kraft & du Plessis, 1998)

The modern teaching methodologies have their focus on children and their attitude; what they like, dislike and how they want to learn. So these techniques are more child-centered rather than teacher-centered. When Ethiopian teachers were interviewed about the degree to which their teaching practices were learner-centered and relevant to the student's lives, about half said they link lessons to daily life of pupils at least once a week. Almost two-thirds, however, said they never or rarely ask pupils what their interests are, or what they would like to learn

(Verwimp, 1999).

Greater understanding of student-centered learning can be encouraged through programs such as the Bangladeshi project on "Multiple Ways of Teaching and

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Learning". Begun in 1994, the project helps improve teachers' skills by integrating brain research and multiple intelligences theory as the foundation for understanding children's needs

(Ellison & Rothenberger, 1999).

Among the all child centered modern teaching methodologies pedagogical teaching methods got much significance in the education community of the world. The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy.

(Darling-Hammond, 1997)

Since the start of 12th century western countries' young boys were trained to become nation's leaders. It was the period when people of the world started to re-establish their own country. After countries were established, formal schools of all types came into being to teach the new generation of their nation. This was the period when world's earliest universities were set up in Europe.

The ideas of great philosophers or educators such as Socrates, Plato, and Confucius have shaped teaching and learning. Their influence is still being felt today. The teaching method by Socrates implies that teachers are to question learners, trying to formulate a definition of something and then attempting to test its accuracy by a careful analysis of its meaning. Via this type of questioning the learners are expected to arrive at a better personal understanding, a closer examination to the truth. To Socrates, no one knows the truth before using his or her own kind of questioning (Brownhill, 2002).Thus in a great sense this was the actual start of pedagogical teaching method.

On the other hand Plato introduced the authoritarian approach to teach. To Plato there exist two worlds, a world of material things and a world of absolutes. While the world of material things is the source of belief and opinion, the world of absolutes is the source of knowledge. Plato considered teachers as charlatans who offered the rhetorical skills to control versions of the truth for the payment of fees.

(Brownhill, 2002, p. 71)

The Socrates method enabled the process of discussion to become a joint exploration of a given topic, as Socrates never claimed to be an authority figure. He respected the

contribution of others, not only as human beings, but for their ideas. Therefore, his teaching method should be considered anti-authoritarianism. The reality is that the whole educational enterprise has been frozen into the very pedagogical teaching and learning

(Knowles, Holton, & Swanson, 2005).

Pedagogy can be defined as the art and science of teaching children. As the art and science, how has pedagogy prevailed in the education enterprises? We have to say that the ideologies revolving around pedagogy do make sense to many teachers and learners. Another primary reason is that pedagogy as an educational model was the only model available to teachers even prior to World War II.

(Knowles, Holton, & Swanson, 2005)

## 1.1 STATEMENT OF THE PROBLEM

Profession of the teaching in the rural areas of Pakistan as well as in AJK is dependent on those educated individuals who don't have any other job to do to earn their livelihood. The low salary structure of especially private and government primary teachers decreases their passion to teach the children energetically and professionally with all its essential ingredients. Likewise, AJK & Pakistan in many other countries, teacher salaries have declined in recent years, and teachers are not always paid on time. In Bangladesh, Nepal and Uganda, for example, the teachers of 27 per cent, 35 per cent of all students, respectively, were paid a month or later

(Postlewaithe, 1998)

To this most of the people only relay upon the methods which they themselves have i.e. traditional method of teaching. In our phenomenon most of us have ascribed traditional teaching styles from our own environment since years. While teacher education is perceived as a continuous process which consists of three closely inter-related consecutive stages; (a) pre-service education (b) induction; and (c) in-service education and training. (Siddiqi, 1991, p.3). So the in service training of available teachers is the key tool to make them capable to pass their knowledge appropriately to the students.

My focus on the study is to investigate impact of the pedagogical training of primary teachers on the quality of education of the students, the ultimate beneficiaries of the trainings.

The need of the study covers all the aspects of primary teachers, their training on active learning techniques and its overall impact on the students as well as on the quality of education being enhanced by the service providers.

## 1.2 OBJECTIVE

The study attempts to achieve the following main objectives:

1. To identify the need behind the provision of pedagogical training to the teachers of the area.

2. To identify the implementation of all teaching techniques being provided to the teachers in the training.

3. To investigate the overall impact of the teacher training in pupil's learning and quality of education of the area.

## 1.3 SIGNIFICANCE OF THE STUDY

The result of the study may provide feedback to the teachers, trainers and trainees of education institutions to seek and search innovative aspects of teacher education according to the present needs and future demands of the students & teachers.

The study is designed to assess the performance of training program especially the professional development training with pedagogical lines offered to teachers of primary schools in Azad Jammu& Kashmir (AJK). It is an attempt to provide bases for the planners and organizers of in-service or pre service training courses for primary teachers in AJK and Pakistan.

The present study also carries immense significance in the context of teacher education in Pakistan general and in-service& pre-service in particular. This study represents and attempts to assess the overall effectiveness of in-service training offered to primary school teachers of Pakistan. This study may provide useful information to teacher educators and data relating to the existing setup of traditional and modern systems of teachers education in Pakistan. It may provide guideline to

teacher trainers to increase the efficiency and productivity of formal and non-formal system of teacher education.

The current study has also a lot of importance with reference to philanthropic organizations working in Pakistan and Kashmir region. All these non-profit and humanitarian organization has lots to do with education and teacher training in Pakistan. So this study will also help them by providing base line information of the condition of primary education and teacher trainings. They can get help from the findings of this study before taking some initiatives towards this cause.

This study has lots of significant in academia especially the students of Quaid-i-Azam University and many others who can get information before doing some sort of similar academic research in the area of education, trainings and impact evaluation of study related to educational and philanthropic initiatives in Pakistan.

Finding of the study may provide scientific evidence which may inform researchers, policy makers, planners and organizers of programs for improving the existing system of in-service short professional development trainings of primary teachers.

## 1.4 LOCALE

Locale of the present study is village Bandala Tehsil Smahni District Bhimbar AJK. The village Bandala is located about 13 km away from its major tehsil & city Samahni. While the Samahni city is situated almost 60 km toward North-East side from Mirpur AJK. To approach there at Bandala directly or by public transport one can get some public transport from different public bus stops of Rawalpindi and Islamabad mainly Pirwadhai or Faizabad. The public transport is available for the nearby Samahni city and it mainly consist of different types of Toyota and Hiases company vehicles. One can get these public transports from Rawalpindi and travel to Samahni via Dina, Mangla cant, Mirpur, Bhimber and then Samahni. From Samahni to Bandala village there is no any public transport so one can only reach the village through any personal means of transportation or could hire a taxi. I have selected this locale because there started a mega project in the area namely Pak-Italian Debt for Swap Agreement(PIDSA) for the purpose of AJK Rural Quality Education which will help and motivate me to find out the result of my studies. This project has lots to do with teacher trainings as a huge amount of this project is being utilizing for the teacher trainings program for the betterment of quality education in the area.

## 1.5 RESEARCH METHODOLOGY

### 1.5.1 METHODOLOGY

Methodology is the combination of the tools and techniques, which are used to collect information for the research purpose in anthropology. I have deal under methodology, with three meanings as per H. Russell Bernard (1993) first: methodology as epistemology that based on scientific and empirical knowledge. Second methodology as strategic choice that based on field research and thirdly methodology as the choice of tools of collecting data from the field, used were: Participant observation, observation checklist, informal discussion, in-depth interviews, focus group discussion, student assessment tool, semi-structured interviews and socio-economic survey.

### 1.5.2 PARTICIPANT OBSERVATION

This is the basic technique of anthropology, which differentiate anthropology from other disciplines and gives anthropology a dominant place in social science. The anthropological field worker should totally submerge himself in the lives of the people and then only be done through months of residence in the local community. Residence in the research community ensures, Pelto and Pelto suggest that.

*"Field worker observes details of daily life and activity enacted by people who become relatively indifferent to and to unabashed by the presence of the foreigner .The field worker sees elements of daily life repeated over and again; they become common place."*

*(Pelto and Pelto: 1978. 68)*

I have used this method during my fieldwork to develop a better understand with my respondent as well as with other native people. This participation has included the different schools of the area where the teacher and students are involved in active learning process of teaching. I have also joined teachers and students in their daily routine life for the better report building before the process of real data collection. Moreover have spent whole my research period in the area to get in touch closely with the local people.

I especially spend most of my time with the students and the teachers of primary classes and closely observed their teaching and learning process during different hours. At first it was bit difficult to openly interact with them about my research issues but later I feel no fear to discuss and questioned anything about my topic. So in this regard participant observations allow me to get involve directly with my respondents.

Beside this I have participated in six different two days training workshops of Science Math and English subjects. I have also spent few of my time at READ Foundation's Institution for Primary Education and Trainings (IPET) where they have trained 65 teachers of Samahni for whole one year. The aim of the training of these teachers was the same the training held at filed level. Upon this trained teachers from both side i.e. IPET and Samahni field trainings have the same objectives in term of quality of education of the area. In short I have tried my best to participate in each and every activity of teacher training and after training during their teaching period to get a clear picture of the educational scenario of the area. This practice also helped me to develop my questionnaire and interview guide before conducted my in-depth interview and focus group discussions with teachers, parents as well as with the students of primary classes. As written under:

*"Developing interview questions, psychological tests, and other more specialized research tools. The relative systematized scanning of information through participant observation is basic to others, more refined, research techniques. Preliminary data from participant observation provide the fieldworker with insights and clues necessary for"*

(Pelto and Pelto: 1978. 69)

### 1.5.3 KEY INFORMANTS

In the field there I had the company of few persons who have extensive knowledge of that culture in which they are living. They also have such knowledge that others very rarely have. Few informants can provide capable information about a culture but it depends that we select such informants those have good or enough knowledge and expressed much that they know about .It means that one can select the informants for their competence rather than just for their representativeness.

In this regard I have bit relied on Mr. Zafar Nazir as a key informant for my research. I know this person on the basis of my professional relation i.e. my recent job with READ-Foundation. So I had a good relation with him before my field research period.

Mr. Zafar Nazir has done his Master in English from University of Modern Languages (NUML) Islamabad and serving the job of field coordinator at READ-Foundation Samahni-Bhimber. Due to his job nature he organized and was the part of

different teacher training activities that has directly link with my research. He facilitated me a lot to get involved in to the school programs i.e. training sessions and class room activities. He also introduced me with the different other people of the area especially female head teachers

About the key informants who have a lot of contribution in your field research, H.Russel Bernard says that.

"Do not choose your key informants too quickly. Allow you to go awash in data for a while and play the field. When you have several prospects; check on their roles and statuses in the community."

*(Bernard: 1994. 169)*

### 1.5.4 INTERVIEWS

I have mainly used informal In-depth Interview method with a portion of structured questionnaire to get the basic information as a researcher. This is the most widely used method in the cultural anthropology. In this way; I have explored the teaching methods of different teachers especially from public and few government schools of the area. While through structured interviews I have restricted the respondents in some basic information related to his/her personal and professional particular while I avoided this method for my specific research questions that was based on interview guide. Structure questionnaire limits the respondent that largely affects our research. This becomes very difficult to conduct such interviews because the respondents may answer those questions that you ask and not that which they want to say.

This type of interview is totally characterized by the lack of control and structure. Like H.Russell Bernard says about the informal interview in his book, research methods in anthropology, that

*"The researcher just tries to remember conversation heard during the course in the field. This requires constant jottings and daily sessions".* (Bernard: 1988. 171)



### 1.5.5 GROUP DISCUSSION

*Focused group discussion is used for exploratory studies, making generalization based on the information generated by them, or for purposes of sample survey*

*(Uma Sekaran: 2000. 156)*

I also used group discussion techniques, which helped me in reliable data collection because people are more correct in their informal gathering. This type of discussions helps to collect data on such things, which are difficult to be getting through the Interviews. In interviews, I had got the opportunity to talk with those persons who had their own views about pedagogical trainings and its impact. But in informal group discussions, I had more than one person upon this they had recorded some contradictory views upon my research issue this is what the beauty of this method which I gained through recording some different opinions of them. Along with this they have respond on most of my question in similar way also. However both style of

their response made me clear about the issue I have discussed with them in my focus group discussion.

Uma Sekaran defines it as,

*Group discussion typically consists of 8 to 10 members randomly chosen, with a moderator leading the discussion on a particular topic, item or product for about two hours.*

(Uma Sekaran: 2000. 256)



## 1.5.6 INTERVIEW GUIDE& OBSERVATION CHECKLISTS

It is an important source of getting information. I have developed an interview guide with few themes where I have enlisted lots of open ended questions to gather primary data. Moreover I had also attached a questionnaire along with this interview guide to collect some structure information about my respondent. The questionnaire is purposeful and quite according to the age categorization, professional experience, socio-economic and personal background of my respondents. But I have mainly emphasized on an in-depth guideline for the qualitative interview of general teachers. I also have utilize a checklist for class room observation and a structured question paper for the assessment of students of the different school of the locale to measure the impact of the targeted teacher's training on the quality of education.

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## 1.5.7 RAPPORT ESTABLISHMENT

Rapport building is another technique to collect basic information for the research purposes and without rapport establishment; we cannot take our participation properly as a member of that community in which we have to live a few months for the collection of data.

My key informant was a coordinator of teachers in READ Foundation Samahni. He was not only doing his job in the area and has a close professional link with my respondent but also is a noble native of the area. With the help of him I have been able to contact some of other influential people of my locale which were also proved to benefited for me during my stay in community and they also made my way paved to conduct the study easily and smoothly during whole my period in the area.

During the research period I have stayed in the hostel of READ Foundation's collage at Samahni near Agriculture Department Samhani. The building was also close to the government girl's degree college. It was a rented building upstairs to some road side shops attached with the market. There I have got the opportunity to discuss a lot on the issues related to this research and to get a picture of the culture of the local people with the senior teachers of the area.

At night this place was became a social sphere where people from different background used to set to gather for some chat. So these things also help me to get involve with the native people for the better understanding of their daily life as well as a good report building with them. While in day time along with my specific research demanding I use to get in touch with different key personalities of the area that could help me with more knowledge about the village and its people their culture, tradition and education. For this reasons I keenly maintained a healthy and friendly relation with the old personalities of the area who enlightened me about the vanishing old culture of the area and about its history too.

The other way to establish rapport among villagers and general people which I have applied was to make different casual visits before my research time, which I have done months before my research period. So I would say that this kind of my job helped me much to establish rapport not only among the teachers and educationist but also with the rest of the villagers.

### 1.5.8 SAMPLING

Sampling is an important tool used in collection of data. It is defined as

*"A sample as the name implies, is a smaller representation of larger whole."*

<div align="right">

*(Good and Hatt: 1981. 229)*

</div>

According to Bernard," Samples are used to estimate the true values or parameters of statistics in a population and to do so with a calculable probability of errors."

<div align="right">

*(Bernard: 1988. 11)*

</div>

### 1.5.8.1 RANDOM SAMPLING

By utilizing random sampling I have conducted 25 in-depth interview teachers who had got the pedagogical training6 from the trainers and 15 parents' in-depth interviews. Despite this I have conducted 2 focus group discussions of teachers and 2 with parents to assess the need, methodology and outcomes of these pedagogical trainings of primary school teachers under the umbrella of READ Foundation & Pak Italian Debt for SWAP Agreement (PIDSA) for the area where I have conducted this research. All the respondents for interviews and FGDs are selected through random sampling. Sampling has done to get more information in less time because it is impossible to interview all the members of research locale. So, a sample is taken from different trained teachers and in this way the whole community gets representation in the research. Therefore, with the help of interview guide I have used random sampling.

### 1.5.9 DAILY DIARY AND FIELD NOTES

Daily diary and field notes are effective means of keeping the record of a researcher's activity. It keeps a researcher to deal with loneliness, fear and other emotions that make field difficult. During data analysis, diary becomes an important professional document. Whereas field notes serve as a mean to store the daily information, so we can say that daily diary and field notes are the significant tools of research and very useful for researcher.

I have also used this method as a proof that I had been lived in the village to collect information and covered the purposeful data in the daily diary and field notes.

### 1.5.10 PHOTOGRAPHY

From the very beginning of my fieldwork, I have planned to get photographs of the area to get better help and orientation with the locale and its culture. While at the field, normally the use of this medium in open public places could be problematic as most of the women are not comfortable with their photographs taken. But interestingly as for as village Bandala is concerned I haven't feel such problem related to my photography. However I have avoided shooting the pictures of females in the community rather I have focused my photography at the village layout and some pictures of their cultural things. So in this regard I have used the camera technology with cultural sensitivity.

### 1.5.11 SECONDARY DATA

There is a room to rely on secondary data in the field of anthropology. In most of the situations researcher need to get in the history of that particular area or person where you are being conducting your research, and then it is impossible to avoid secondary data. For this purpose, anthropology gives concession to get and rely on the secondary or second hand data.

So as per demand of my research topic I mainly get lots of secondary data from READ-Foundation's Institute for Primary Education & Trainings (IPET) that was based on different modules, particulars of trainees, scheme of studies, institutes periodic result and different other data related to my topic. But including this I have also approached few government educational institutes to get the data related to the government primary school situated in my locale for the purpose of analysis of government and private initiatives towards teacher trainings and quality of education in the area.

### 1.6 LITRATURE REVIEW

In order to analyze and clearly understand the different dimensions of the study, a review of previous researches relevant to the present research has been made specifically on the aspects of teacher education, traditional and pedagogical modes of education and especially the training of the in-service primary teachers and with relevance to its impact on the education has been reviewed carefully. Detail of the reviewed material is written in the list of bibliography.

# CHAPTER 2

# VILLAGE PROFILE

## 2. LOCALE OF THE STUDY

Locale of the study is village Bandala Tehsil Samahni District Bhimber AJK. Samahni is the tehsil town is located almost 60 km away from Mirpur AJK and the village Bandala is situated about 13 km towards Eastern side of Samahni city. However the village is about 35 k.m away from Bhimber city. From the east and north-east side the village is entirely linked with the Line of Control (LOC) or Indian occupied Jammu& Kashmir.

## 2.1. BOUNDARIES OF THE LOCALE

The research was conducted in village Bandala that is situated along with Line of Control (LOC) from East and north-eastern ridge of the area. North and east side of the village is entirely linked with occupied Kashmir. Across the LOC there is the city Indian occupied city of Nowshehra. While to the West side village Bandala is linked with Samahni which is only 13 km away from it. On southern side Bandala village is linked with its neighbor village Jandi Chontra.

## 2.3. HISTORY OF DISTRICT AND THE LOCALE

Famous Chinese tourist Hune Sang has talked about Bhimber in his journeys in seventh century A.D. For centuries, Bhimber has remained as capital city of Chibhal. Raja Chib Chand who was the first Chib came to Bhimber about 1400 years ago. In Chibs, the first who embraced Islam was Sirsadi who is famous as Hazrat Baba Shadi Shaheed. He died during the reign of King Aurangzeb Alamgir. The last ruler of Chibhals was Raja Sultan Khan (1800-1840). Bhimber has been important strategically. It lies on the route that was followed by the Mughal Emperor for their frequent visits to the Kashmir valley. It is also known as *Baab-e-Kashmir* (Door to Kashmir) because of its importance and geographical location which was ideal for

Mughal Emperors to enter Kashmir. Therefore, the Mughals used Bhimber as a staging point for journey to Srinagar. Mughal Emperor jahangir discussed Bhimber in his book *Tuzk-e-Jahangiri*.

Bhimnber, administratively declared as an Independent district in 1996, was a sub division of district Mirpur. This district is very rich in Archaeology arid wildlife, whereas, it's enchanting valleys present panoramic views to the visitors.

- Bhimber
- Baghsar
- Jandi Chontra

Bhimber, the district headquarter is an old historical town, discussed by Mughal Emperor, "Jahangir" In his book *"Tuzhk-eJaharigiri"*. It falls on the route that was followed by the Mughal Emperors for their frequent visits to the Kashmir Valley. Bhimber town is located at a distance of 50 kilometers from Mirpur and 166 kilometers from Rawalpindi. This town is connected both with Mirpur & Gujrat through all-weather black top roads. All the basic amenities of life are available in Bhimber.

(District census survey report 1998)

## BAGSAR

Baghsar, 975 meters in elevation is an ideal tourist resort in the Samahni Valley. The Sar, local name for a lake is nearly half kilometer long sheet of crystal-clear water that soothes the senses of a visitor after traveling 64 kilometers journey from Gujrat via Bhimber. On the top of hill is a famous Mughal fort overlooking the lake that acids grandeur to the whole area. This four-storied massive structure of granite is a feat of Mughal engineering that has stood the ravages of time. It has also played important roles in the history during the times of Ahmad Shah Abdali, Ranjeet Sing and Gulab Sing. It is said that Emperor Jahangir on his way back from Kashmir fell ill and ultimately expired in this Fort.

## JANDI CHONTRA

This scenic spot is situated at 17 kilometers from Bhimber and 67 kilometers from Mirpur. Despite its panoramic views, this area is well- known due to the Shrine of Baba Shadi Shaheed nearby Jandi Chontra that values the importance of the area. A Tourist Rest House serves the tourists by providing accommodation facilities. This spot is only 15 kilometer away from Bandala village.

(District census survey report 1998)

Table #1

| AREA, POPULATION, DENSITY, GROWTH RATE & HOUSEHOLD-SIZE of district Bhimber AJK | | | | | | |
|---|---|---|---|---|---|---|
| District | Area (Sq.Kms) | Population Census 1998 (Millions) | | MICS 2007-08 | Projected Population 2010(million) | Density in2010 (Persons/Sq .Km) |
| | | Population | GROWTH RATE | HOUSE-HOLD* SIZE | | |
| BHIMBER | 1516 | 0.302 | 2.60% | 6.7 | 0.411 | 271 |

(Source AJK at a Glance 2010). Projected on the basis of 1998 census.

Sources:-Population Census Organization Islamabad. District Map



(Source: Planning & Development Departt. Gov. of AJK)

## 2.4. FAUNA

In Bandala Owls, *Baz,* pigeon, crow and parrot, dove, sparrow and Batteries (*quail*) are found in abundance.

The lizards are numerous and of various species, including Sanda (the oil of which has restorative power). The lizards include three poisonous species called Kirla, Gohiri and if it bites someone, he is proposed to run towards the water to take a dip into it. It is said that whosoever, the victim or lizard reaches the water first, is saved from the consequent death. The snakes which are commonly found are of various species namely, *kala mushki, sangchoor* (yellowish), Dhobi, *Lundi khapra* and jalebi of these are the most poisonous and their bite is fatal. (Census Survey Report 1998)

## 2.5. FLORA

The principal trees species found in the vicinity of the village are*Amb* (Mango), *Beri* (Zizyphus Jajaba), *Tahli* (Dilbergia sisso) and *Kikar* (Acacia Arbica).

(Census Survey Report 1998)

## 2.6. CLIMATE

The climate is extremely hot in summer and cold in winter. The summer season starts in April and continues till October. May, June and July are the hottest months. The mean maximum and minimum temperatures for this period are 38 and 25 centigrade respectively. December, January, February and March are the coldest months. The mean maximum and minimum temperatures for this period are 20 and 4 centigrade respectively. The months of November, February and March are pleasant.

The annual of rain precipitation is from 170 to 250 millimeters, which usually occur during the monsoon season that is July and August. The average rainfall is 40 to 85 centimeters during moon soon season. The sky usually remains over-cast satisfactory rain. The winter rain are received in the month of January and sometimes if February.

(Census Survey Report 1998)

## 2.7. POPULATION

The total population of the village is 1500 persons in which 788 are males and 712 are females. This means that males are more in number but the difference is very low.

**Graph# 1**

**Population**
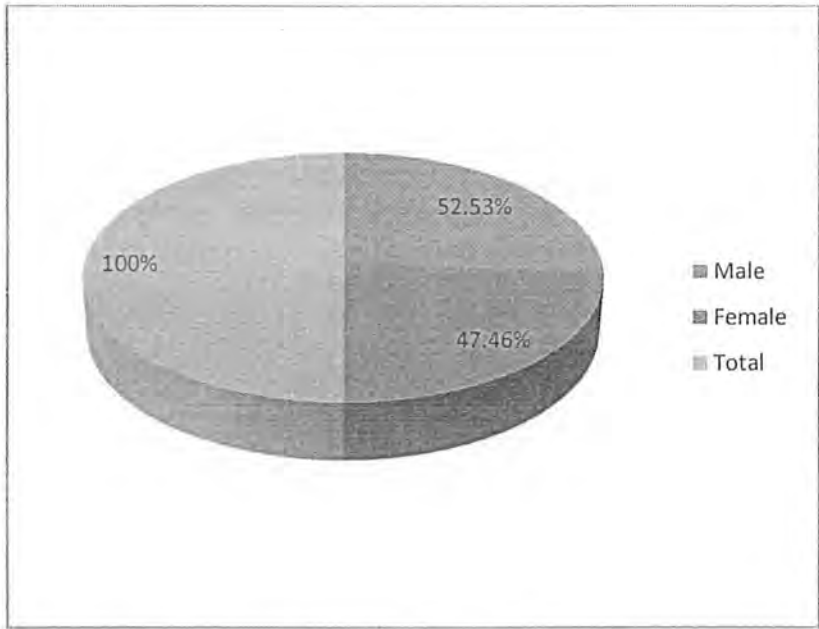


(Source: Socio-economic forms)

As shown in the graph ratio of the population for male and female is respectively 52.53% male and 47.46% female

## 2.8. ROADS AND STREETS

There is a main metaled road that's called Samahni to Bhimber road while the same road is connected to district Mirpur road also. Village Bandala is situated on the eastern side of Samahni town, which is the tehsile city of District Bhimber. Distance from Samahni to Bandala is only13 k.m. The road that links village Bandala to Samahni is also completely metaled. Village population is scattered and almost all the localities of the village have proper street system in the village. These streets are very clean with satisfactory drainage system.

## 2.9. HOUSE PATTERN

In regard to house patterns of the village there are verity of houses situated in the village include *kacha pakka* and semi *pakka* houses. Mostly people of the village lives in the *Pakka* (72%) and semi *pakka* houses (19.6%) and some peoples also lives in *kacha* (8.4%) houses. Educated families of the village have kitchen and bathrooms while poor people of the village have no proper kitchen system in their home. They used open kitchen for their family.

**Figure:**

**Types of houses**
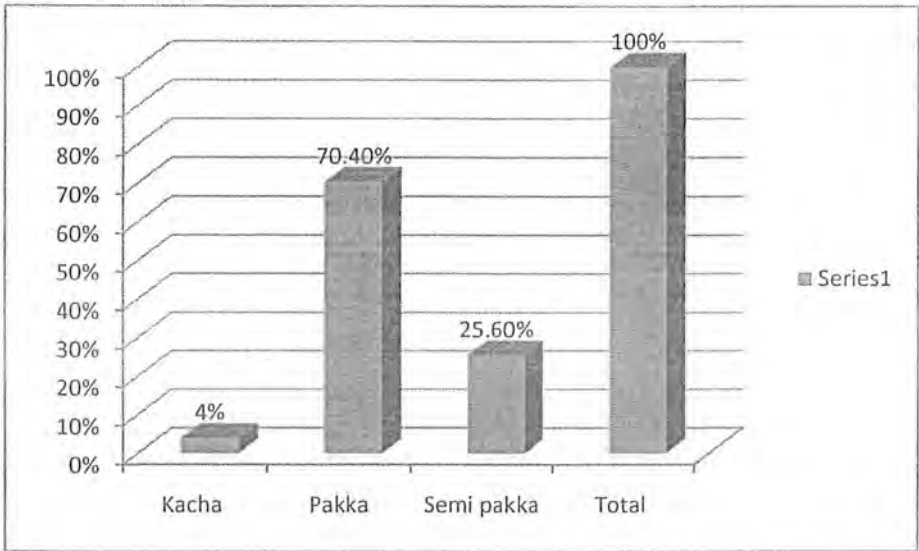


(Source: Socio-economic forms)

Graph # 2 highlights the percentage of *kacha, pakka* and semi *pakka* houses in the village which are 4, 70.4, and 25.6 % respectively.

## 2.10. BULDING STURUCTURE

The villagers are enjoying good life style as they have a lot of *Pakka* houses while a small number of *Kacha* houses are also located in the village. There are also some modern houses in the village that tells the good economic status of its owners. These houses has minimum two or in some cases more than two stories. Use of modern marble slabs also could be seen in the modern houses of the village.

## 2.11. FAMILY STRUCTURE

Raymond Firth define family as, "member of a society look for a reliable guide to action and the structure of society give this through it family and kinship system".

(Raymond Firth: 1959. 40)

Mostly families of village are living in joint family structure, where head of the household have dominant role within the family. Most important decisions are also making according to his well and guidance. Head of the family also have significant role among different political parties because this is he who make the decision of vote casting in the favor of any political party.

Table # 2

Family Structure

| Types of family | No. of household | Percentage |
| --- | --- | --- |
| Nuclear family | 17 | 6.8% |
| Extended family | 24 | 9.6% |
| Joint family | 209 | 83.6% |
| Total | 250 | 100% |

(Source: Socio-economic forms)

Table # 2 indicates that mostly people are living in joint families and the percentage of joint families is 83.6 % that is very much higher than nuclear families that are only 6.8 %. The percentage of extended family is 9.6 % in the village.

## 2.12. SOCIAL ORGANIZATIONS:

### 2.12.1 RELIGION

All the population of the village is Muslim with the dominant *Sunni* included *(Deoband& Brelvi)* sect while there are some people that from *Ahl-i-Hadis* or *Wahabi* sect famous also in Pakistan. In this way there are 74.4% *Sunnis* and 25.2% Wahabies and only 0.4% are shia muslims that are living in this village. In spite of these three different sects of the village people are living with the great harmony.

21
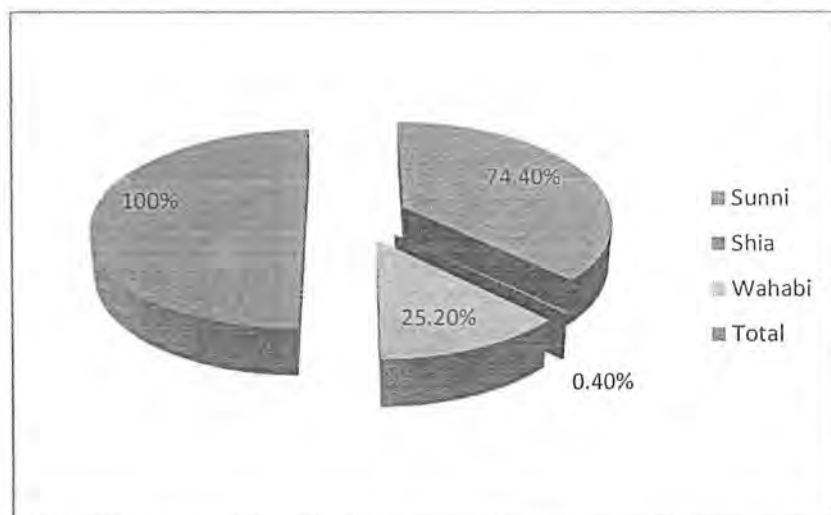
**Graph: 3**

Sect



(Source: Socio-economic forms)

Graph # 3 indicates that the majority of the population belongs to Sunni sect (186) while there are 63 households related with *Wahabi* sect and only 1 house is belongs to *Shia* sect.

### 2.12.2 LANGUAGE

There are two basic languages are spoken in the village that are *Pahari* and Urdu. While Urdu has been spoken by very limited educated families only with the children of the household while the elder person of those families converse in *pahari* language. However most of the people use to communicate in *Pahari* language at home and public spheres. Mover over the *pahari* ascent of this area is entirely different with rest of Kashmiri region. *Pahari* accent of Bhimber region is highly relevant with Punjabi accent. This is because this region has its roots with Jhelum and Gujrat.

### 2.12.3 DRESS PETREN

Gents usually wear *Shalwar* and *Qameez* and women wear *Shalwar Qameez* with *Duppata* and *Chappal* (sandal) in their feet, women also wears some traditionally ornaments. Some young students also wear trouser shirt in the village. While children wear *kurta Shalwar* and shoes of different Pakistani local brands in their feetnormally.

But along with this pant shirt and jeans now also become the famous dresses of the village people same like other part of the Pakistan.

### 2.12.4 CASTE SYSTEM

There are different *Jatties*in the village like *Rajput, Jutt, Mirza* and *Mughal*. All the caste of the village has their own lineage and origin. They define their lineage through their father side. In this way the people of the village are Patriarchal.

**Graph: 4**

**Castes**
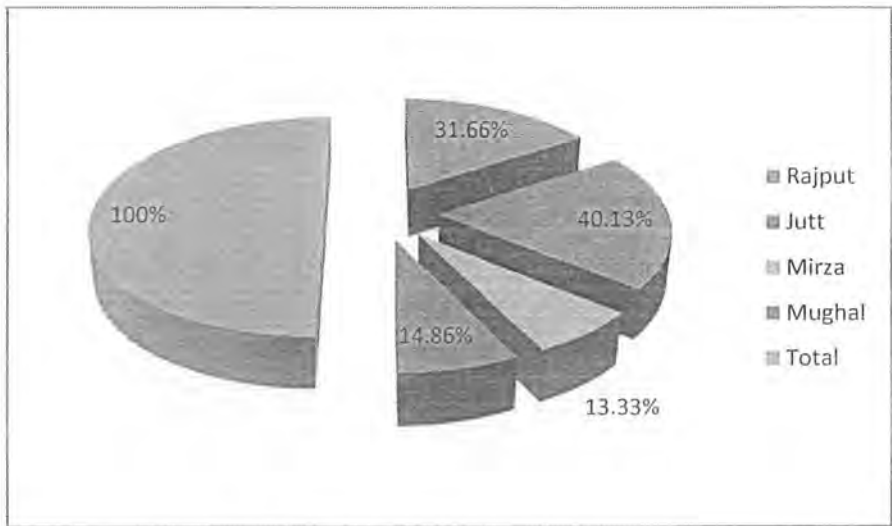


(Source: Socio-economic forms)

Graph # 4 shows that the major castes of the village are*Jatt Rajput* which is 40.13 % and 31.66 % respectively. Along with these two *jaties, Mirza* are 13.33% and *Mughals* are 14.86%. So, In this regard the ratio of *Mirza* and *Mughals* are almost equal. While on the other hand *Rajput* and *Jutt* are in majority with bit different ratio.

### 2.12.5 ROLE OF WOMEN

The villages women are usually stay at home to look after the children and other home business. While in the *Asoo* season most women use to cut the grass for their cattle from the nearby mountains. However there is abundant of animal fodder due to

enough land in the valley. Few of the women also work in their field with their husbands or family. While almost all of them also perform a full time job in their kitchen for preparing the daily meal for their family as well as for the guests. The women from rich families just stay in their homes and look after their home affairs.

## 2.13 POLITICAL SYSTEM

*Biradari* based political system is working there in the village. Due to multi *birradri* system head of the *birradri* enjoys significant and dominant role in the community. All the major decisions and votes are cast on *birradri* based system.

### 2.13.1 POLITICAL PARTIES

There are different political parties working in the village. In this regard all the major political parties of Pakistan like PML (N), PPPP and Jamat-i-Islami have their groups in AJK political system and the village Bandala as well.*Rajpoot* and *Jutts* are the dominant castes in the village and have the political influence in their area. Most of the time both castes nominate the candidates from their own *biradri*. Due to this in every election the elected candidates came in to power either from the votes of *Rajpoots* or *Jutt* family.

### 2.14 HOUSEHOLD AUTHORITY

In village Bandala house hold authority controlled by the head of the family. In extended family system this power holds by the grandfather of the family and in joint family this authority holds by the father of the family. In this regard all the important decisions are settled according to the 100% well of him. Head of the house is also responsible for making marriage decisions of his family couples.

### 2.15 BASIC FACILITIES OF LIFE

There is a Basic Health Unit (BHU) hospital at Piana Bandala serve for village population and its surrounding area. There is a Doctor a Lady Health Visitor (LHV) and two dispensers are for the different health issues of the village people. However there is a Bandala Welfare Hospital which is established by a local organization.

Basic health facilities are also provided by this hospital on comparatively less charges. However villagers also utilized the facilities of nearby Tehsile Headquarter hospital for some of their major health issues. Although there are few *Hakeems* & Homeopathic doctors who have their clinics in the village. But in major health problems people usually go to seek health facilities from nearby big cities like Bhimber, Mirpur and Rawalpindi.

There are three *Jamia* mosques in the village. All the mosques are provided with its own Imam and *Moazan*. Imam *Masjid* has also a significant role in the village due to his religious duty that he provides to the villagers. He also teaches religious teachings to the children.

While there is no specific market in the village, but there is a little *Bazar* and few scattered shops and *karyana* Stores in the village. People usually go to Samahni town for their shopping. In the village there is facility of Electricity. Peoples are enjoying this facility since 35 years before. Government provided the village this facility of electricity from Samahni grid station. Due to the facility of electricity people are also enjoying different modern facilities of different home appliances like refrigerator, T.V Video, Tape recorder and C.D players.

There is no proper water supply system provided to the village by Samahni municipal committee. So people are utilizing locally water supply system that is attached with different local *Chashmas* (water spring). While people also have their own electric water pumps. There are also few grave yards around the village but people usually buried their relative in their own *bridari* based graveyards. However there is also practice of burring dead person near their home in their fields.

Wheat is the basic food but millet, maize and rice are also liked. Most of the families of the village used to eat *roti* with *salan* (cooked vegetable or curry), while in the morning use of the *lassi* also very common in the village. People of the village enjoy good health and average age is about 65 years.
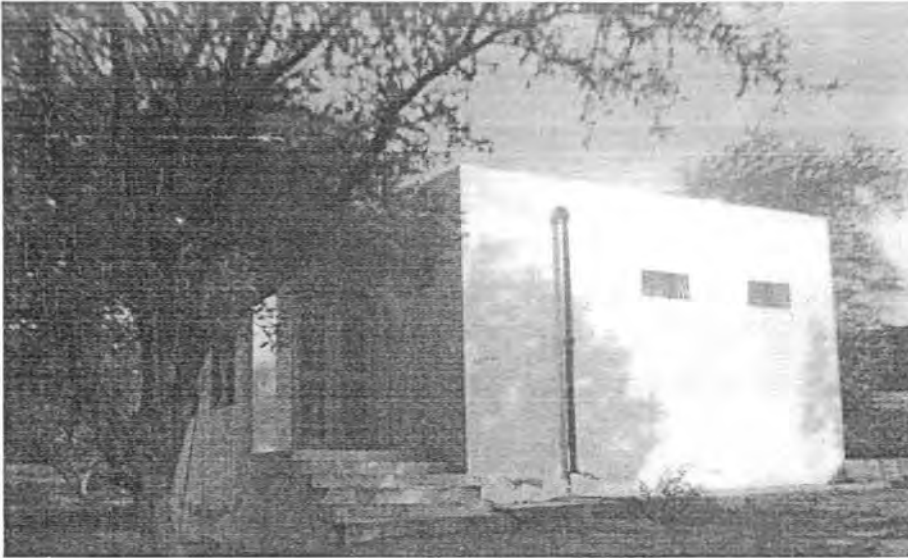
Basic Health Unit (BHU) Bandala

## 2.16 EDUCATION

There are four government schools running in the village. Among these there are two government high schools one each for girls and boys, one government girl's middle school and one government primary school for both boys and girls of the area. However there are two private schools those are providing education facilities in the area under the READ Foundation a non-government organization. Among those there is a Read foundation high school with a huge amount of girls in the village Bandala.

Graph: 5

Population distribution by literacy
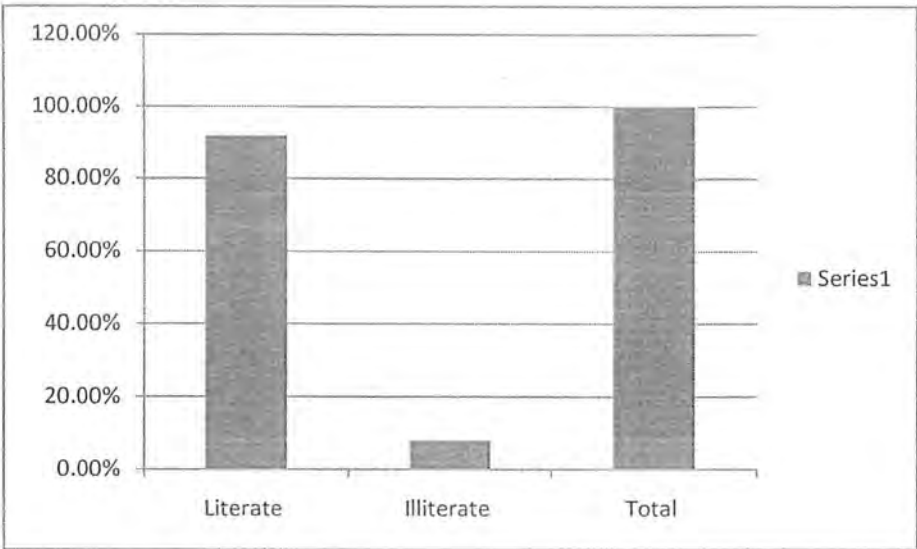


(Source: Socio-economic forms)

Graph # 5 also indicates the percentage of either segment of the population. The total population of the village i.e. 1002 inhabitants can be dividing into literate of 921 persons and 81 illiterate persons. Percentage of that sum is 91.91% literate and 8.08% illiterates as shown in the graph. Rest of the population is based on less than 5 year children who are not attending the school.

Table # 3

Education level

| Level of education | Population | | Total | Percentage |
|---|---|---|---|---|
| | Male | Female | | |
| Primary | 203 | 145 | 348 | 34.73% |
| Middle | 148 | 138 | 286 | 28.54% |
| Matric | 144 | 146 | 290 | 28.94% |
| Inter | 26 | 2i | 47 | 4.69% |
| Graduate | 14 | 9 | 23 | 2.29% |
| Post grad. | 5 | 3 | 8 | 0.79% |
| Total | 540 | 462 | 1002 | 100% |

(Socio: Socio-economic forms)

Table # 3 indicates that among the 1002 literate population of the village 203males are only primary qualified but the number of postgraduate males are even less than 1%. Female literacy rate is slightly less than males. But up to metric females have bit more qualified 146 than male qualified 144.
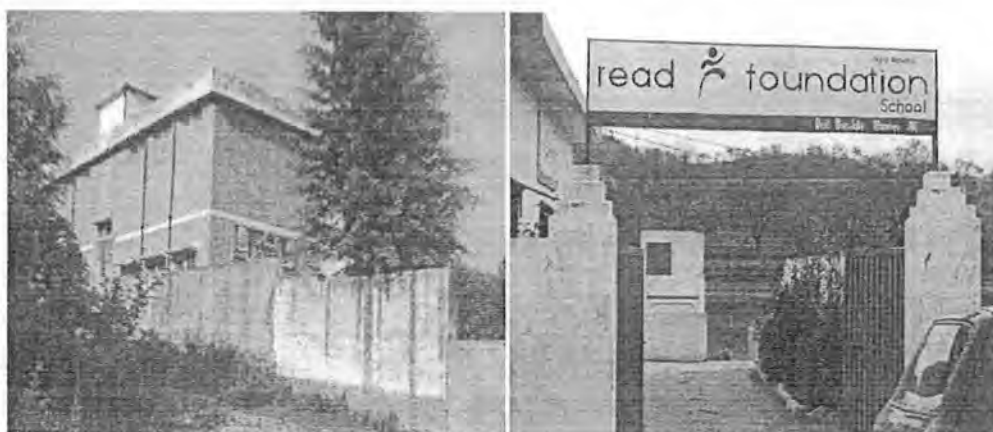


Read Foundation Girls High School and Govt. Girls High School Bandala

## 2.17 SANITARY CONDITIONS

Sanitary condition of the village Bandala is not bad. For sanitary services people look after their street and house themselves. There is a local drainage system people manage their solid waste into their fields or nearby *Nala* through drains. Mostly people have latrines within their houses. Very few only defecate in the fields. Mostly people keep their houses and street clean. However there is no proper sweeper for their streets, it is therefore people do this job with the help of their own.

## 2.18 RITUALS AND CEREMONIE

### 2.18.1BIRTH

The birth of new baby is most interesting and joyful event than the birth of a new baby girl. In this way *Methai* is being distributes among the relative on the birth of new boy. After the both births head of the household call *Azan* in the ears of babies that is a religious activity of the villagers. Most of the deliveries are occur in the home, while now in these days some parents use to go nearby city maternity centers for delivery.

If the new born baby is girl no signs of rejoicing are shown by family especially when there deliver second or third baby girl in a family. But there are great rejoicings in case of birth of a boy. The mother is kept in confinement for a week, and if in sound health, she is bathed on the forty day.

Whatever the sex of the baby the Molvi sahibor any respected elder of the family calledwhen the birth of the child is occurred, who recites *"Azan"* in the child's ears. After this the most respected and the oldest person of the family gives *ghuti* to the Infant which usually made by some milk mixed with sugar or *gur*, or some honey or saliva of any respected senior family member, and this ceremony is termed as *"Ghuti"*. But now a day's tradition of *Ghuti* is vanishing over the period of time. The mother takes another bath after 40 days in most cases. During all this period the mother is richly fed, the most common diet being Ghee, flour and *Gur*. During the *"chhilla"* the head of the child is shaved and this ceremony is termed as *"Aqiqa"*. On this occasion normally people slaughter a goat for the wellbeing of the newborn in religious perspective. Some families keep the head of the child in small piece of earthenware, round in shape, with the idea that the head may grow round.

### 2.18.2 CIRCUMCISION CEREMONY

Circumcision ceremony is termed as *"Khatnay""sunnat"* or *"sunnatan"*. No age is fixed for this rite, some performing it within the 40 days of the birth and in some cases within the age of two or three week of the child. In past times mostly barber of the village was employed for the circumcision but now a days this practice is usually happened in different private hospitals where doctor circumcise the baby boy.

### 2.18.3 MARRIAGE

In my locale people normally marry at the age of 25 to 30 years while the only few families however marry their children around the age of 20 also.

Before the marriage people from groom side contact with the parents of bride and ask about their well to marry their daughter to their son. So if the parents of bride accepted their proposal then they further proceeds the other things related to their marriage. After gaining acceptance of their proposal parents of the groom contact

with the parents of the bride for a formal engagement with a ring (Most of the case golden ring) and lots of sweets.

When the engagement process become complete elders person of the family with few other relatives sit together to set the final date of the marriage. On this occasion parents of the groom bring some clothes and dry fruits especially for the bride and for other close relative. Family member of the bride serve tea to the entire participant on this occasion. After this there happened a very important *rasam* (Tradition) of *Mehndi* that is called *Rasm-e-Hina*. On this occasion there organize a full function at brides home while at groom side there are also performed some *rasams*. Friends of groom come and apply oil on the head of groom before *hina* similarly same practice also performed with bride. While applying mustered oil to groom friends of the groom knots a black thread around the wrist of the groom that is called *"Gana"*. This thread consider as a sign of prosperity of the friendship of groom friend. After this groom has given a red *dupata* to wear on his head for some time, upon this the sister in law of the groom (from his brother side) take a *Ghroli* on her head and the other women sings some songs related to the groom. At the end of this function there started a *"Jora Pehnai Rasam"* and the elder sister of the groom brings a suite case for the groom with his dress and some necessary men wears like shoes, perfume etc. Now a day's people capture this of their ceremony by making its movie. The young girls decorate some plates of *hina* and then they collectively go to the bride house to apply *hina* and then there start same practices as notified at groom's home.

On the second day of *Mehndi* family of the groom get prepared themselves for the *Barat* and again groom has given a beautiful dress to wear. After wearing the dress friends and family member of the groom give him some necklaces of some currency notes, artificial and real flowers' garlands to wear. Upon this the all relative give him some money as a marriage gift that is called Salami. Then people get ready for the *Junj* or *barat* but before this a *mulvisahib* requested for *Khatam* Sharif, upon this there distributes and any sweet dish or sweets to all the participants of the *barat*. On this occasion the younger sister of the groom holds his collar as a *rasam* and he gave him some money.

Then groom visit any nearby *Mazar* (Tomb) with his few relative of friends for Salam and prayer and then they formally starts their journey towards bride's home. *Nai* (Barber) of the marriage carry a suite case with some dresses, jullery and makeup material that is called Bari on his head and go towards the brides home with any means of travel that is vary to the distance of the travel. On the way to the *barat* participants of the *barat* served with tea at the home of any relative especially a friend's home situated on the way to the *barat* route. This type of the friends of the groom called "*Shadi Ka Dost*" who enjoys a great prestige among groom's friend and relative till many years after his marriage.

As *barat* reached at the bride's home sisters-in-law of the groom welcome the *barat* and stop all of its participants at outside the door or gate. Then the sisters-in-law of the groom offer a glass of milk to him and earn a huge amount of money with accordance to their status. After this sisters-in-law apply *surma* in the eyes of groom and get some money. Then all the participants of the marriage allow to see the *barri* of the bride and then finally there happened a *Nikah* ceremony. This part of the marriage belongs to *molvi* sahib especially, who formally handle this ceremony after *Nikah* everybody say congratulation to the groom and his close relative. A big photo session happened on this occasion and then there become *Rukhsati* time and then relative give some sort of grain of wheat or rice to the bride to through it from her head to back. After this bride requested to on the lights of the room which she does and then the time come for the bride to say bye to her parents, she starts weeping with cries and sit into the *doli* or any vehicle to leave her home for groom's home. At the door step of the groom's home senior member of the family welcome her warmly and the father of law of the bride give her some money as a gesture to accept her worth among their other family members. Upon this groom and bride are given chance to set to gather in their room for the ceremony of "*Gana Khulai*" and here the younger brother-in-law of the bride demands some money from bride that she give him with some loving quarrel as a gesture of their new relation.

Second day of the *barat* there happens a final *waleema* day where lots of guests from both side invited to have some nice lunch or dinner. Again people meets with the bride and groom happily by saying the congratulations and well wishes for their new marriage life.

**Graph: 6**

Marriage                                                                pattern
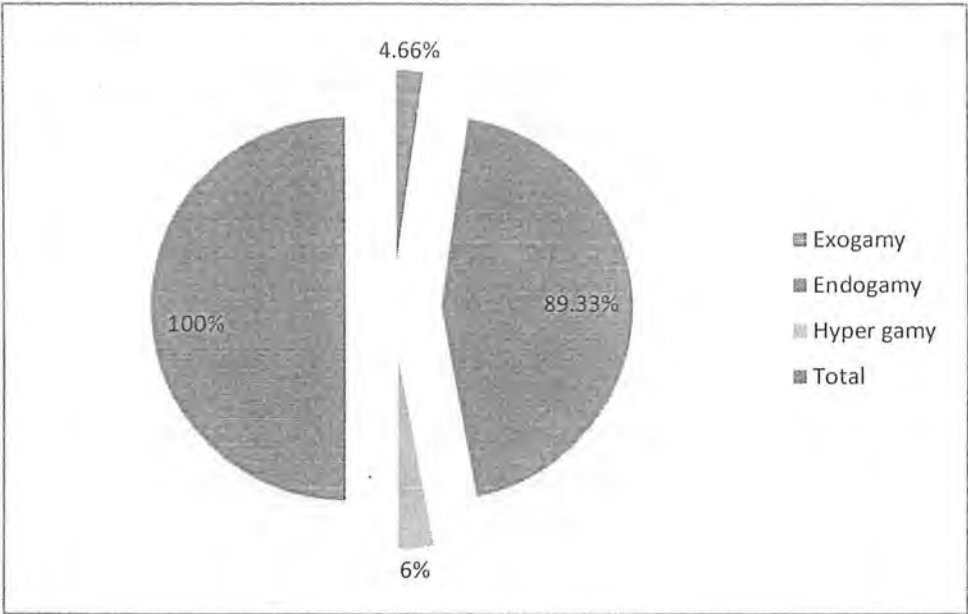


Graphical representation given above shows that endogamy is (89.33%) is preferred over exogamy (4.66%) as its percentage is higher than exogamy. However there are about 9 household 6% who are doing Hyper-gamy. Figure # also indicates the percentage of each marriage type in the village.

**2.18.4DEATH**

In case of any death occur in the village announcement make through speaker from nearby mosque. After this relatives and friends of the *Mayyat* starting come on death place in sad and gloomy faces. The entire relative mourns over the death of their *Mayat*. Ceremony of deceased bath is done by close relative. *Molvi* of nearby mosque prepare *Kafan* for the dead body while relative or *Gorkun* prepare grave for the *Mayyat* or dead body. Family members of the *Mayyat* stop cooking activity for three days. In these day food provided to the dead body's family from the close relatives side.

## 2.18.5 EIDAIN

Like all other Muslims of the world people of Bandala village are celebrate different *Eidain* in an Islamic year. In Islamic ideology meaning of *Eid* is the day of happiness rewarded by their God. So *Eid* near the village is a source of celebration of their happiness. According to the Islamic calendar *Eid-uz-zaha* is celebrate on 10th*zelhaj*. This *Eid* is being celebrated on the memory of great sacrifice done by profit Abrahim A.S. and his son *Hazrat Ismail A.S.* People also call it *Baqar eid,* as people sacrifice different kind of animals like Cow, Got, Ox, sheep, and Camel on this day in the memory of their great profit's sacrifice. On this day people get up early in the morning, takes bath and wear new cloths. Especially children are seems very happy on this day.

Ceremony of sacrificing the animals is being performed after praying the *Eid* prayer in *Eid Gah* or in the mosque. After the *Eid Namaz* people hugs with each other and exchange best wishes between them. Ceremonies of sacrificing the animals are being celebrated on three incoming days include the first day of *Eid.* On this a day person exchange and distributes the meet of animals among their relatives, neighbors and among the poor and needy peoples. Butchers of the villages are seems very busy during these days of *Eid.*

*Eid-ul-fitr* is another great day for the villagers. As this day is celebrated after the month of fasting that's called Ramadan. So this *Eid* is the reward of people's fasting that giving by their God Almighty. According to the Islamic calendar this *Eid* is celebrated on 1st*Shawal.* Like the *Eid-uz-zaha* people also get up early in the morning on this day and takes bath. New or clean clothes are also been wearied by the villagers on this day. People do their *Eid* pray in the mosque in the *Eid gaha.* Then people hugs with each others. *Zakat* and *Fitar* (kind of donation that distributed by wealthy peoples) is being distributed among the needy peoples. Children are again seems very happy on this day. They use to wear new and beautiful dresses and new pair of shoes like sandals and joggers. Girls are especially looks very aggressive on this day. They use to make their dresses before some days of *Eid.* Girls wear different kind of *chorian* (Bangles) on the *Eid* day. Girls usually exchange gift items among their fellows. Children also collect their *Eidy* from their parents and close relatives.

Ladies are usually involved in kitchen activities. They cock different sweet dishes on this day that's a special activity of this day. So to them it's a very hard and busy day for them as they have to treat different guests. People use to visit their friends or relative's home and exchange the gift items like *mithai* (sweets), and baking cakes. *Eid* day is also the day of forgiveness and salvation. People use to see the person who's annoyed with them. Second most activity of this day is the watching T.V with family members as different T.V Channels record different programs and plays especially for *Eid* day.

While the birthday of Mohammad (PBUH) that is celebrated by the villager like *Eid* day. This birth day is being celebrated on 12th*Rabi-ul-Awal* according to the Muslim calendar. As this day is also a source of happiness for the villagers as well as the other Muslim of the whole word so people also considered it as *Eid* day. On this day different *Milaad* programs are held in the mosques and also in the homes of the villages, where *Ulma karam* describe the importance of this day as well as the importance of their profit (PBUH). Distribution of *tabarak* at the end of the program is very important activity of this day. *Ulma hazrat* throw lights on the secret life style of their profit. While children and different other persons of the village use to read *Naats* (Praising tribute of Prophet) in the mosque's speakers.

## 2.19 ECONOMIC STRUCTURES

There is no dominant occupation in this village. However most of the people of this village are engage with agriculture while other are engage with different private sector. A large number of the people of the village are also enjoying government jobs like teaching. However few are also doing some jobs in abroad and earning the livelihood for their families.

## 2.19.1 AGRICULTURE

Most of the people of the village are agriculturist. Their agriculture in this regard totally dependent on rain fall as the area is entirely hilly and arid. People of Bandala village usually grow corn in their field while most of the people are also growing vegetables in their land. People also have Tractors, spray machines and different other modern tools of agriculture. In some ethnic groups women are also involved in the

agricultural work but the women of relatively rich class community usually stay in home as house women.

## 2.19.2 LIVE STOCK

After the agriculture land, the most adhered indicator of socioeconomic status is the livestock. The people maintain livestock for subsistence rather than selling purpose. At village level, the zat which have more livestock than the others is considered higher in position and status.

In the category of livestock, there is a hierarchy amongst different animals e.g. cows are more prestigious than the goats. However, in the present study, focus is at the number of livestock rather than intra hierarchy of the livestock in each *zat* of the village.

The number of live stocks counts much if a family is having it for subsistence. It makes them higher in hierarchy than those people who keep it for selling. It would be better to explain it with the real example of the locale.

One *Jatt* family in the village has more than ten hens and also two buffaloes whereas another *rajpoot* family have similar hens and two buffaloes and two cows, now according to indicator the later must be of higher status but is not like that the reason given by people of the village is that later one keeps this livestock to sell, either eggs, hens, milk or purified butter. Whereas the former one keeps this livestock to fulfill their own needs they don't need money, so they don't sell their animals.

The livestock includes all those animals which people keep either for making money or for their own subsistence such as hens, cows, buffaloes, dogs, donkey etc.

## 2.19.3 SHOPKEEPERS

Some people are related with different kind of shops within the village like *Karyana*, fruit, vegetable, hotels and few other shops in the village. While some people have their own shops and business in the city.

### 2.19.4 LABOR

Some peoples of the village are related in different kind of labor, like work at hotels, driving and some labor work in big cities like Lahore and Rawalpindi/Islamabad. In this way they usually earn very little amount of money from their work. But a huge sum of the people also involve in labor different labor work at aboard. These people in this regard serving their labor at different gulf and some European countries.

### 2.19.5 DRIVER

Some people of the village are engage with the driving profession. In this purpose some gentlemen of the village have their vehicles that they use for taxi purpose in the nearby city of Samahni and Bhimber. Instead of this some people use to drive trucks and busses in between the different cities.

### 2.19.6 JOBS AND GOVERNMENT SERVANTS

Some of the personalities of the village are also engaged with different government and private jobs in nearby tehsil and district level institutions. However very few are working some job within the village like people related to teaching profession serving within the premises of the village. While a huge sum of the people are engaged with agriculture. Due to enough land in the valley people have their own land nearby their houses. So they are cultivating different seasonal crops in their fields. However few people are also works at abroad to earn livelihood for their family. Most of the people are teacher, bankers or related with different factory jobs.

Table # 4

Occupation

| Occupations | Total population | Percentage |
|---|---|---|
| Agriculturist | 912 | 60.8% |
| Govt. Employee | 220 | 14.66% |
| Private employee | 90 | 6% |
| Business/Shopkeeper | 84 | 5.6% |
| Work abroad | 130 | 8.66% |
| Labors | 64 | 4.26% |
| Total | 1500 | 100% |

(Socio: Socio-economic forms)

Table # 4 shows that agriculturists are the major of the population which are 912 in number and above 60%. The second major profession of the people is government jobs and 220 people of the area are related to this profession. Sum of private jobs with reference to government job is 5.6% in all. However there are 8.66% of village people who are working abroad.

## 2.20 TELECOMMUNICATION

### 2.20.1 TELE VISION
Television is very common in the village due the availability of electricity. People are punctual in viewing the news and talk shows and some cultural plays on the Tele vision. Television is widely used to watch the different cultural program as well as cricket matches in the village. While most of the people also watch films onC.D players as this is also very common in the village.

### 2.20.2 CABLE
Facility of cable T.V however is also available in the village because it's connected with the main town Samahni. People are very keen to watch different type of talk shows through their cable system. Along with this people are very eager to view some sorts of sports program like wrestling shows. One can easily observe these shows on different public hotels and big shops of the area. While women are enthusiastic to see different private drama channels and some program related to the cooking stuff.

### 2.20.3 RADIO
Radio listening is not very common; however few people still using this facility in the village. However listening Radio on mobile set is very common in the area. Normally the labor community and the shop keepers use to listen Radio on their cell phones. Younger generation of the village mostly uses the radio to listen some music programs and also for the cricket and hockey matches. People keenly use to hear the commentary of cricket matches on radio. In spite of all these activities radio is an authentic source of local, national and international news. In this way most of the villagers use radios for news and some programs about current affairs also.

### 2.20.4 NEWSPAPER

Facility of newspapers and magazines are also available in the village. Most of the people use to read newspaper while illiterate old men use their student children for reading the newspaper. One can collect or buy some famous newspapers from nearby *Karyana* shop or post office. People mostly use to read some sort of local newspapers in the village like *Barnala Times*, *Sada-i-Kashmir* and *Almashriq* etc. while a huge amount of the female mostly read different type of magazine in the area.

### 2.20.5 TELEPHONE

In the village Bandala there is a wide system of PTCL phone and Special Communication (S.com) phone system, which is a second famous phone company in entire AJK. This service is specially working for the army men who are working in boarder areas of entire Kashmir. While few mobiles networks are also providing their facility to the village especially Zong and Telenore mobile phone system have been widely using by the villagers. In past few years there were few Public Call Offices which are now vanished due to the wide spread of cell phones in the area.

### 2.20.6 INTERNET

Internet facility is also available in the village premises. This facility is linked with PTCL as well as S.com phone system. But now a day's people are also linked with internet through a verity of cell phone connections. However the usage of internet facility at village level is very low. Only few people related to different jobs or few students only use the internet facility in the village though in the Samahni town people commonly use this facility. One can easily found some inter-net café also in the town.

### 2.20.7 POST OFFICE

A post office is provided to the village but there is no proper building being provided to the post office that's why it is situated in a shop at a nearby road side market on. This market is situated on Piana Bandala road which is also a part of village Bandala as the village is based on few scattered localities. The post office has its staff based on post master a clerk and a post man. Post man delivers his *dak* to the villagers on daily basis. In recent years the work of post office is much affected with some other

communication revolutions in Pakistan like prevailed system of cell phone reduced the importance of post office in many folds. Now post office only dealing with some official letters, collection of utility bills and distribution of the pensions, so these are some basic component where post office providing its services. While before this the post office of Bandala was dealing with lots of private letters and money orders. According to post office he feels his job so boring without the delivery of door to door letter and money orders.



Post office village Bandala situated in shops.

### 2.20.8 TRANSPORT AND ROADS

A frequent transport facility has been provided to the Samahni but from Samahni to Bandala there is no proper transport system people usually use their own private means of transportations. From Samahni any one can pick Buss, Toyota van and a Varity of private taxi to reach the district head quarter or the nearby district of Mirpur. Bus facility is normally available from early morning to early evening time. The availability of the Toyota vans is very limited in day timings. In spite of this few busses are also available for *Gujrat* and Lahore city during some specific timing. People usually move around Bhimber and Mirpur for different reasons.

# CHAPTER 3

## LITRATURE REVIEW

In order to analyze and clearly understand the different dimensions of the study, a review of previous researches relevant to the present research has been made specifically on the aspects of teacher education, traditional and pedagogical modes of education and especially the training of the in-service primary teachers and with relevance to its impact on the education has been reviewed carefully. Detail of the reviewed material is written in the list of bibliography.

Present study is about the Pedagogical Training of Female Primary School Teachers & its impact on the Quality of Education: Pedagogy can be defined as the art and science of teaching children. As the art and science, how has pedagogy prevailed in the education enterprises? We have to say that the ideologies revolving around pedagogy do make sense to many teachers and learners. Another primary reason is that pedagogy as an educational model was the only model available to teachers even prior to World War II

(Knowls,Holton, & Swanson, 2005).

Pedagogy promoted in the basic schools of Europe between the 7th and 12th centuries. The term is derived from the Greek words *paid*, meaning "child" and *agogus* meaning "leader of. Thus pedagogy literally means the art and science of teaching children.

"Pedagogy literally means the art and science of teaching children".

(Knowles, 1973)

Importance of the good teachers is all time requirement of a good education system in all over the world. In the present teacher training program and its impact on quality of education is also a pre-requisite to produce some good teachers defined as under.

A good teacher can break the barriers of poorest system of any country. Even an excellent system may become worst if it has some bad teachers to teach in the schools. That is why it is said "no system of education is better than its teachers"

(Report of the commission on National Education 1959, p.265).

Professional development of teachers is one of the soled steps towards the capacity building of the teachers of developing countries including Pakistan. Different case studies regarding this phenomenon have been conducted by the researcher and reviewed for the present study. Case studies from Bangladesh, Botswana, Guatemala, Namibia and Pakistan have provided evidence that ongoing professional development, especially in early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention

(Carig, Kraft & du Plessis, 1998)

As reviewed in the literature in service training programs are also important future initiatives of Pakistan education system. In National Education Policy Pakistan 2009 the issue is discussed clear written as under.

In-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and programs to cater to emerging needs like trainings in languages and ICT.

(National Education Policy Pakistan 2009)

Among all the different teacher training programs being conducted in educational setups pedagogical training has its own virtue. Reason of its importance is the philosophy of child-centered approach which allows children or students to respond their teacher easily. Same approach under the pedagogical training concept of female primary teachers have been studied and analyzed in the present study. Upon this I have clearly observed the interest of students itself that what they actually want to study as observed during in the field. Same issue is also discussed in the study of Verwimp as studied in literature review written as forward.

When Ethiopian teachers were interviewed about the degree to which their teaching practices were learner-centered and relevant to the student's lives, about half said they link lessons to daily life of pupils at least once a week. Almost two-thirds, however, said they never or rarely ask pupils what their interests are, or what they would like to learn

(Verwimp, 1999).

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Concept of student-centered learning is also become famous in the neighbor countries of Pakistan as reviewed in literature as discussed about a project implemented in Bangladesh. Greater understanding of student-centered learning can be encouraged through programs such as the Bangladeshi project on "Multiple Ways of Teaching and Learning". Begun in 1994, the project helps improve teachers' skills by integrating brain research and multiple intelligences theory as the foundation for understanding children's needs

(Ellison & Rothenberger, 1999).

So the importance of the pedagogical teaching methodologies regard child-centered learning got much value in education community as discussed by Darling-Hammond. Among the all child centered modern teaching methodologies Pedagogical teaching methods got much significance in the education community of the world. The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy.

(Darling-Hammond, 1997)

Pedagogy and pedagogical methods regard child-centered teaching is actually derived from the Socratic concept of learning which actually based on questioning. It was he who developed the idea to lead a discussion to its end by developing the interest of the student by throwing some questions related to the discussion.

The ideas of great philosophers or educators such as Socrates, Plato, and Confucius have shaped teaching and learning. Their influence is still being felt today. The teaching method by Socrates implies that teachers are to question learners, trying to formulate a definition of something and then attempting to test its accuracy by a careful analysis of its meaning. Via this type of questioning the learners are expected to arrive at a better personal understanding, a closer examination to the truth. To Socrates, no one knows the truth before using his or her own kind of questioning (Brownhill, 2002). Thus in a great sense this was the actual start of Pedagogical teaching method.

So we can say that they Socratic model of learning is a two way process that relay both on student and teacher as defined by Holton, & Swanson 2005. The Socrates method enabled the process of discussion to become a joint exploration of a given topic, as Socrates never claimed to be an authority figure. He respected the contribution of others, not only as human beings, but for their ideas. Therefore, his teaching method should be considered anti-authoritarianism. The reality is that the whole educational enterprise has been frozen into the very pedagogical teaching and learning.

In pedagogy different active learning techniques for child education are being adopted to involve pupil in learning process. In this regard most of the writers written about it during different their research work.

Active learning is a holistic term that refers to different models or techniques of instruction that focus the responsibility of learning on learners. Bonwell and Eison (1991) popularized this approach for teaching or instruction. They popularized this word while utilizing this word in to their 1990S report of Association for the Study of Higher Education (ASHE).

So in this report they mentioned lots about different methodologies related to active learning models or techniques. After this report there were conducted varieties of research reports since 1990s.

"Active-learning" (or "student-centered") pedagogies represent a model of teaching that highlights "minimal teacher lecturing or direct transmission of factual knowledge, multiple small group activities that engage students in discovery learning or problem solving, and frequent student questions and discussion" (Leu and Price-Rom 2006, p. 19; on student-centered instruction, see Cuban, 1984, pp. 3-4). "Active-learning" pedagogies can be contrasted with "formal" or "direct instruction" approaches emphasizing teacher lecturing or direct transmission of factual knowledge, coupled with "recitation and drill"

(Spring, 2006, p. 6).

Involves having students make an exhibit for others of whatever record they made to record their thinking as they were explaining the situation. The work of Theodore

Sizer (1973) and the coalition for essential schools include an exhibition as part of the learning process.

Teacher training for the sake of quality in education is agenda of most of the education authorities of the world including Pakistan. In most of the countries there is a barrier of low salary packages of the teacher. In Bangladesh, Nepal and Uganda, for example, the teachers of 27 per cent, 35 per cent of all students, respectively, were paid a month or later

(Postlewaithe, 1998)

The problem of the teacher salary is also discussed in National Education Policy of Pakistan. These include: up-scaling of teacher salaries as part of establishing a separate teaching cadre and teaching career; teachers' professional development, and a reward system based on performance measures. (National Education Policy Pakistan 2009)

While teacher education is perceived as a continuous process which consists of three closely inter-related consecutive stages;

(a) Pre-service education;

(b) Induction;

(c) In-service education and training. (Siddiqi, 1991, p.3)

So the in service training of available teachers is the key tool to make them capable to pass their knowledge appropriately to the students.

According to Knowles, Holton, & Swanson (2005) basically, as more experienced human beings, teachers enjoy the full responsibility for making all decisions about what to learn, how to learn, when to learn and how learning can be assessed. This teacher-directed education has prevailed simply because the pedagogical model considers learners as submissive followers of instructors' instruction.

Later on these assumptions were further adopted and reinforced with the spread of elementary schools throughout Europe and North America in the 18th and 19th centuries. When educational psychologists started scientifically studying learning around the Geraldine Holmes and Michele Abington-Cooper turn of the 20th century, they limited their research mostly to the reactions of children and animals to systematic instruction. This reinforced the pedagogical model of teaching for the children.

(Knowles, 1980)

During early 1920 with the popularization of the concept of adult education as it began to be organized methodologically. The teacher of the adults found some problem with the early pedagogical model. The adult learner seemed to feel that there some problem with pedagogical methodologies when it has been applied for adult learners. Teachers also found that many of the assumption about the characteristics of learners in the pedagogical model are not fit with their adults students. (Knowles, 1980)

The term andragogy was invented in 1833 by a German teacher Alexander Kapp, who used this term by describing the educational theory of Plato (Nottingham Andragogy Group, 1983). At first this term did not got any fame among the educationist of that time but then in 1921 the term andragogy reappeared in Europe and during 1960 this term was extensively use in many parts of the Europe (Davenport, 1987). Andragogy was first introduced to the United States in 1927 by Martha Anderson and Eduard Linderman, but they did not attempt to develop the concept

(Davenport & Davenport, 1985).

Knowles (1980) introduced the term andragogy from a Yugoslavian adult educator in the mid-1960s. His definition of andragogy was developed as a parallel to pedagogy. Andragogy is based on the Greek word *aner* with the stem *andra* meaning man, not boy or adult, and *agogus* meaning leader of. Knowles defined the term as the art and science of helping adults to learn in an effort to emphasize the differences between the education of adults and children

(Davenport, 1987).

According to Knowles (1980), the goal of adult education should be self-actualization; thus, the learning process should involve the whole emotional, psychological, and intellectual being. The mission of adult educators is to assist adults to develop their full potential, and andragogy is the teaching methodology used to achieve this end. In Knowles' view, the teacher is a facilitator who aids adults to become self-directed learners

(Darkenwald & Merriam, 1982).

Quality of education is the ultimate issue of the all educational authorities behind the pedagogical, active learning or student-centered methodologies as discussed in different research studies.

Concept of quality examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), processes (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rates), and outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives.

(Asian Development Bank ADB 2002)

Nation Education Assessment System (NEAS) 2007 has also indicates such problems regarding to quality of education in Pakistan. Teacher trainings are the integral part of government based institutions of Pakistan.

As defined in the National Education Policy Pakistan 2009, poor quality of teacher in the system in a large number is owed to mutation in governance, an obsolete pre-service training structure and a less than adequate in-service regime.

Ralaingita (2008, p. 273) concludes that in traditional teaching method there is an apparent lack of emphasis on conceptual understanding and higher-order thinking skills while a significant reliance on whole-class instructions.

Review of different scholars regard conduct research studies especially qualitative research was made before conduct the present studies and the reverences for this reason also coated as written bellow.

I would deal under methodology, with three meanings as per H. Russell Bernard (1993) first: methodology as epistemology that based on scientific and empirical knowledge. Second methodology as strategic choice that based on field research and thirdly methodology as the choice of tools of collecting data from the field, used were: Participant observation, observation checklist, informal discussion, in-depth interviews, focus group discussion, student assessment tools, semi-structured interviews and socio-economic survey.

Residence in the research community ensures, Pelto and Pelto suggest that.

*"Field worker observes details of daily life and activity enacted by people who become relatively indifferent to and to unabashed by the presence of the foreigner .The field worker sees elements of daily life repeated over and again; they become common place."*

(Pelto and Pelto: 1978. 68)

*"Developing interview questions, psychological tests, and other more specialized research tools. The relative systematized scanning of information through participant observation is basic to others, more refined, research techniques. Preliminary data from participant observation provide the fieldworker with insights and clues necessary for"*

(Pelto and Pelto: 1978. 69)

About the key informants who have a lot of contribution in your field research, H.Russel Bernard says that.

*"Do not choose your key informants too quickly. Allow you to go awash in data for a while and play the field. When you have several prospects; check on their roles and statuses in the community."*

Like H.Russell Bernard says about the informal interview in his book, research methods in anthropology, that

*"The researcher just tries to remember conversation heard during the course in the field. This requires constant jottings and daily sessions".*

*Focused group discussion is used for exploratory studies, making generalization based on the information generated by them, or for purposes of sample survey.*

Uma Sekaran defines it as,

*Group discussion typically consist of 8 to 10 members randomly chosen, with a moderator leading the discussion on a particular topic, item or product for about two hours.*(Uma Sekaran: 2000. 256)

Sampling is an important tool used in collection of data. It is defined as

*"A sample as the name implies, is a smaller representation of larger whole."*

According to Bernard, *" Samples are used to estimate the true values or parameters of statistics in a population and to do so with a calculable probability of errors."*

Raymond Firth define family as, "member of a society look for a reliable guide to action and the structure of society give this through it family and kinship system".

# CHAPTER 4

# TRADITIOANL vs. PEDAGOGICAL METHODS

## 4.1 INTRODUCTION

This chapter is about the three different basic approaches of education i.e. traditional, pedagogical and about the andragogical teaching methods. All these methods have their own style of teaching based on their specific approaches. So I have tried to briefly describe each of the approach as I have perceived through my interviews with trainees, and teacher trainers. Most of them about traditional methods recorded me their own approach of traditional teaching which most of them used in their class room before mastering the active learning methods of pedagogical trainings. However, few of them also informed me about their own teachers and their traditional teaching methods.

## 4.2 TRADITIONAL TEACHING METHODS

Traditional teaching method is an old conventional and sort of authoritarian method of teaching. According to Knowles, Holton, & Swanson (2005) basically, as more experienced human beings, teachers enjoy the full responsibility for making all decisions about what to learn, how to learn, when to learn and how learning can be assessed. This teacher-directed education has prevailed simply because the pedagogical model considers learners as submissive followers of instructors' instruction. It has its roots with then orthodox Plato's teaching style or school of thought. In this way only teacher has the authority to convey the teaching stuff according to his own will. The role of the students in this regard is just as listener or to obey his master. It is therefore we can call it totally teacher centered approach.

### 4.2.1 TEACHER CENTERED INSTRUCTION

Traditional teaching method totally revolves around teacher. When, where and how students need to teach is entirely based on the teachers will and mood. In this regard teacher usually teaches only what he likes and the subjects which he doesn't like are left behind in the schedule for the students.

As one of my respondents mentioned that *"the problem with me was the subject of math which I did not like ever but my primary teacher in our village's primary school had only focused on math as according to her math is the mother of all subject"*.

(FGD RFS Dal)

She said due to this she received lots of punishment being a dull student of math. She said therefore she ever feel bored but couldn't say this to her teacher as she was much authoritarian.

### 4.2.2 LECTURE METHOD

This method is based on direct instructions and lecture where teacher has lots of stuff to speak to the audience or students and they have to listen it. This thing involves lots of boring and frustration among the students. Because the students only have to listen and observe their teachers and during this if the student feels some queries he or she won't do this as it breaks the lecture of their teacher.

The lecture method involves a lot of seat work where pupils are given some written work or some reading which they have to do on their desk. This thing again breaks the connection of teacher with its students by breaking the teaching learning activities.

### 4.2.3 NON-UTILIZATION OF AV. AIDS

According to most of my respondents there is less utilization of teaching through A.V aids or sometimes there is no use of any teaching aids like, black board, flip charts, models and flash cards, used in this method. Teacher only rely on oral reading or on book readings or some time only a minor use of writing board.

### 4.2.4 MULTIPLE TEACHING

As described my respondents in multiple teaching there are no specific timing for each subject and teacher has to teach same curriculum for each and every student without understanding the interest of the individual. There is no practice to give special attention towards the weak students. Similarly teacher has no innovative ideas to cope up with the lack of interest of any student for his studies.

### 4.2.5 CRAMMING

As recorded from of my respondents there is lot of cramming system in traditional teaching methods. Teachers have more focus on cramming the lesson and other material to the students rather giving them the conceptual understanding of the study material. One of my responded replied in this regard as *"cramming is an easy tool for the poor student who usually could not understand the lesson and it is also helpful for obtaining good marks in exam".*

(FGD Teacher)

While interestingly another respondent was of the view that cramming is good thing and we could not say it a bad tool as he mentioned *"it is good for student to remember and recall the days of week or the month's name".* (FGD Teacher)

She said it is therefore we cannot totally deviate from the idea of cramming in the studies as in some cases we have to use this tool for the students.

### 4.2.6 STUDENT TEACHER RELATIONSHIP

While talking about student teacher relationship, different responses were gathered like most of the respondents replied that in traditional teaching or traditional schooling students used to speak their teacher name in formal way with addition of Sir or Sahib. There is prominent formality and gap lies between the student and the teacher not even in class room but out of the class also. As one of my respondent said that the *"in our time our parents most of the time make threatened us from our teachers for the accomplishment of their task".*

(IDI Teachers)

She said that due to this we feel threat and hesitation from our teacher. According to her students were strictly taught to obey their teacher at any cost in their time and now also and this behavior is creating a gap between students and teacher.

However, few respondents were of the view that the obeying and giving them respect is a good virtue of us that should be continued. As If there develop an extra straightforward relation between teacher and student this will often disrupt the discipline of the class room.

### 4.2.7 GRADING SYSTEM

As revealed from my respondents grading system is a significant tool of traditional teaching so the teacher teaches the student to get higher marks in the examination. Upon this individual performance of the student with reference to attain the best figure highly considered. Because in the traditional teaching system teacher compared students with high or low grads. For example one of respondent expressed that *"what I know in traditional teaching teacher focuses more to attain good marks in the exams instead of producing good creative personalities".*

<div align="right">(IDI Teachers)</div>

Upon this few of the respondents also said the gaining good mark in the exams is usually obtained through corporal punishment of the student. According to them in those schools students use the tool of cramming books instead of understanding the content conceptually which is a bad practice towards quality of education.

One of my respondent also said by quoting as *"most of the parents who came to me for their children they often ask and demands high grades of their children that is due to our traditional concept of teaching who promoted this idea among parents also".*

<div align="right">(FGD Teachers)</div>

### 4.2.8 COMMUNICAION WITH PARENTS

While talking on parent teacher relationship huge amounts of response were collected and almost all of them replied that the liaison between parents and teacher often observed as zero. Respondent said the reason behind this issue is the lack of teachers towards the education of their pupils. Moreover parents themselves are less motivated toward their children due to some of their own problems so they too do not try to approach the school to talk about the progress of their child. A respondent informed me that *"I am a busy and illiterate person and don't know about the studies of our child so it is the duty of the teacher who should talk to us about my child if he is not doing well".*

<div align="right">(FGD Parents)</div>

### 4.2.9 CORPORAL PUNISHMENT

Almost all the respondents said that corporal punishment mostly happens in traditional teaching atmosphere where teachers use to punish their students to make them perfect and obedient. For this they punish the students by slapping, punching, kicking and pinching the ear of the student with soft or higher degree. Teachers do punish the pupils to get higher marks in the exam because they think that marks are the key to success and source of popularity of their institute among the other education institutions. As one of my respondent stated, *"No we normally don't punish the student but yes we have a practice to punish the pupil at the end of the year, I mean before the annual exams only".*

(FGD Teachers)

However few of the respondents clearly admitted that they only punish the students for the reason to make discipline in the classroom. To them if you don't have the system of little corporal punishment cannot manage the class of 35 students at least.

## 4.3 BENEFITS OF TRADITIOANL METHODS

Though, I have also tried to explore different benefits of traditional teaching approach. Upon this most of the respondent mentioned that there are no major benefits of the traditional teaching methods. But though few of my respondents said that some benefits are there in the old traditional method also for example when I asked this thing to a trainer she replied that; *"yes traditional methods also have some benefits and we don't claim that those traditional methods are totally failed through those we (belonging from bit old generation) ourselves got our education and somehow surviving in this world, only the problem is in the implementation phase it is that's why all old traditional methods are also part of pedagogical methods too".*

(IDI Trainers)

Similarly another respondent said that *"according to me one good thing of traditional teaching method was the respectful gap between teacher and student which allowed us to act upon the instruction of our teacher that is lacking in these days where we have an open student teacher relation".*

(IDI Trainer)

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While some of the respondents were of the view that practice of memorization was very common in traditional teaching that become very useful in some subjects like the content related to poem, reciting of different *koranic surahs* which is compulsory in all of our courses as *Islamiat* is the integral part of all boards, then the memorization of different historical events as we do in Pakistan studies etc. So according to them somehow we are still dependent on the formula of memorization of few syllabi-based materials.

However few of the respondent also expressed while talking about some benefits of traditional teaching method that one important benefit of the traditional teaching methods was the good handwriting of the pupils because they were prescribed to write on *"takhti"*. According to them *takhti* writing was the best tool for handwriting which totally lacked in these days. Even there is no room of *takhti* writing in pedagogical teaching methods. Upon this they said that good hand writing is recognized a best student's virtue even in these days but no practice for this being implemented seriously regard the betterment of writing skills of the students.

## 4.4 INTRODUCTION OF PEDAGOGY

Pedagogy promoted in the basic schools of Europe between the 7th and 12th centuries. The term is derived from the Greek words *paid*, meaning "child" and *agogus* meaning "leader of. Thus pedagogy literally means the art and science of teaching children.

(Knowles, 1973)

Pedagogical assumptions made about learning and learners were based on observations by the monks in teaching simple skills to children. Later on these assumptions were further adopted and reinforced with the spread of elementary schools throughout Europe and North America in the 18th and 19th centuries. When educational psychologists started scientifically studying learning around the Geraldine Holmes and Michele Abington-Cooper turn of the 20th century, they limited their research mostly to the reactions of children and animals to systematic instruction. This reinforced the pedagogical model of teaching for the children.

(Knowles, 1980)

## 4.5 ACTIVE LEARNING TEACHING TECHNIQUE

Active learning is a holistic term that refers to different models or techniques of instruction that focus the responsibility of learning on learners. Bonwell and Eison (1991) popularized this approach for teaching or instruction. They popularized this word while utilizing this word in to their 1990S report of Association for the Study of Higher Education

(ASHE).

So in this report they mentioned lots about different methodologies related to active learning models or techniques. After this report there were conducted varieties of research reports since 1990s.

All these active learning models are highly associated with the pedagogical science or teaching approach. Same trainings were delivered to the different teachers of Bandala village trough PIDSA project held in my locale. It is therefore trained teachers were asked to record their views about these teaching techniques. Upon this all the respondents recorded me their experience and perception about these methods of teaching that are written as under.

### 4.5.1 STUDETN-CENTERED APPROACH

Pedagogical teaching method with its active learning techniques are purely student centered techniques as the main focus of it is the student not the teacher. Here in this approach teacher perform their role as facilitators for the pupils.

As discussed most of the respondent teachers arebound to the will of the students who usually decide how they actually want to study. In this regard likeness and dis-likeness regarding the subject matter is considered highly by the teacher. So teacher therefore uses different aids and technique to attract the students.

### 4.5.2  LESSON PLANING

According to most of the teachers who are trained for pedagogical teaching method informed me that the lesson planning is the most important and unique technique of active learning technique in which teacher has to plan his lesson in advance day

before his class. According to them lesson plan should be written clearly with all the objective and activities that teacher needs to performed in the class room.

### 4.5.3 PROPER INTRODUCTION OF THE LESSON

As defined by the respondent proper introduction is the virtue of active learning techniques teacher at very first introduce to his student about the lesson of the day and also relate it to with the daily life experiences of the children by putting an open ended question before them. As one of my respondent said that *"through proper introduction of the lesson pupils become able to make a sketch of their incoming session advance their mind and pay full attention to their teacher while in our time we were not understand the theme of the lesson even after it completion as the teacher of our time did not ever used to introduce the topic".*

<div align="right">IDI Teacher</div>

Upon this teacher also clarify his other objectives related to topic by saying that children will also do a group work activity to understand this of our topic.

### 4.5.4 DEMONSTRATION

Demonstration as defined by the respondent is a tool through a teacher delivery his lesson through a proper start, middle and end through clear voice with good accent and body language. Like a teacher described this by saying *"this is the nice demonstration of a teacher that enabled pupils to be touch and tentative with her teacher with full interest and suspense that what is going to be next".*

<div align="right">(IDI Trainer)</div>

According to her demonstration make a flow in the lesson of the teacher and to reduce the bore feelings of the students and he pay full his attention toward his teacher. This method also helps the pupil to store the content to his memory.

### 4.5.5 GROUP WORK

According to respondents, group work is also a major active learning technique that helps the pupil to learn more through the help of each other. As defined by the teachers group work is an activity where teacher makes more than one group of her class and gives them proper instruction about their work and individual's contribution

in their work. Through group students become able to do work in a friendly an atmosphere so they do it happily.

As one of my respondent expressed that *"in group work the weak student of the class become able to learn from their active fellows or some time the activity become more beneficial for the pupils who are intelligent but are shy and cannot able to participate individually in class work".*

<div align="right">(IDI Teacher)</div>

Another respondent said that *"group work actually enabled them to understand the concept of team work which helps them in some other fields of life also".*

<div align="right">(IDI Trainer)</div>

According to her team building is a technique which pupils come in to contact at different other spheres of life from play to their professional life. It is therefore a good teacher uses more group work activities in his class.

A teacher also indicates that in group work teacher should be present around the different groups for the proper facilitation and help of the pupil if they needed. Teacher should give a proper feedback if pupils are required and also encourage their work for their best performance in the group. According to the respondent it is necessary that teacher should make sure that all the participants or group members are participating in the activity and giving their inputs in it.

In some cases teacher use to set beside the groups after giving them instruction and then usually only the best children give their inputs while the others only observe them which is not a productive act of them at all. So in this regard teacher needs to be attentive and vigilant towards their pupils with more enthusiastically. Only then the purpose of the group work becomes purposeful.

### 4.5.6 HANDS ON ACTIVITY

Hands on activity is something that teacher assigns some on the spot tasks to the class to the class which is related to their lesson. As a teacher explained this method by recorded this example as *"for example if a teacher is teaching about plants and he finished the session he said the class to draw a tree and identify its basic parts like*

*root, stem and leaves on the chart paper, so this of teachers act is called hands on activity".*

### 4.5.7 DISCUSSION

While talking about discussion method respondents gave multiple responses with reference to their knowledge about it and made me understand that discussion is something where teacher put a topic before the student to discuss it among them with its plus or negative aspects or to discuss about the different characteristics of it. Upon this teacher plays the role of facilitator and give more chance of discussion to the pupils to respond and interact with each other.

As one of my respondent teacher trainer said that *"in discussion teacher has full command over the discussion in this way he do not dominating it but giving maximum chance to the pupils to play their own role in it".*

She also said that while doing this teacher also don't let any individual to be dominate in the whole discussion as it every one should given equal chance to express his or her own point of view. Participation of every individual is the key learning of this method which should be consider by the teacher.

During conducting discussion teacher should encourage the students to be more focused upon the subject matter rather leading it towards some other path. Listening individual's response and giving them proper feedback is also very important for the teacher.

### 4.5.8 PRESENTATION

According to the respondent presentation of the pupils is another key tool of active learning teaching methods. In this method teacher should tell the students about the different instruction regarding presentation in an easy way that help students to understand their tasks clearly.

Another thing that is important with this method is that the topic of the presentation should be specific and relevant with the lesson. Here teacher is also assumed to give a

conducive environment to the student so that he can present his or her material with ease and comfort before his fellow audience.

One of my respondent said while discussing on presentation method in a way that *"presentation is a method is very useful for the pupil who hesitate to express something before other, so it become a practice of those pupil to over upon that of their weakness".*

<div align="right">(IDI Teachers)</div>

### 4.5.9 RHYMES

Rhymes are another active learning method which is more beneficial among young pupils of primary level especially this method is famous for nursery classes. Poetry based teaching material is easy to remember and recall for the nursery pupils. While if the rhymes are taught to pupil with music than the benefits of it can be achieve in manifold. So most of my respondents declared that rhymes are very important to introduce and recall the basic concept of pupils.

But interestingly few of my respondent said that the concept of rhymes is somewhat good but this will not be acceptable or understandable for the parents of the pupil easily. As to them rhymes is only the singing of song which they usually dislike in our culture. However when they asked that what they will do in that situation, have they any idea to tackle with this type of situation if happened in the community they were very optimistic that they will sure overcome to this situation by doing counseling of the parents. They said that they will tell the parents as it is a very useful tool to learn the basic ideas.

### 4.5.10 DRAMA OR PLAY

Majority of respondents also discussed about drama or play as an active learning technique in pedagogical teaching. Upon them this method is also a source to express and show students aesthetic abilities to his fellows on the other hand the viewer of the drama or play easily understand the subject matter which perhaps ever relates with the lesson of the pupils. But one of my respondent also said that to her *"drama is not a good activity as children do not take them as a learning activity but for the sake of making jokes for the different characters of drama".*

<div align="right">(IDI Teachers)</div>

She was on the view that after listening from the drama students usually takes different nick names of their fellow. However few also recorded that it is a very time taking activity and often become fail in our system where due to lake of staff we have bit busy schedule for teaching.

### 4.5.11 FLASH CARDS

According to almost all the respondents, flash card is a very useful tool to conceptualize the idea of different words, objects, shapes, fruits and vegetable to the pupil. According to the respondent students become more attentive towards the studying object and the teachers through flash cards than using the books.

### 4.5.12 DRAWING AND ART WORK

Drawing and art work is another key method of active learning teaching techniques which the trainees have learned during their training session. For this a specialized full time drawing teacher were appointed there to teach the trainees through pedagogical approach.

When the trainees were asked about the drawing and art work and its importance in teaching the kinder level almost all the trainees said that they have learn a lot regard the importance of drawing and art. One of my respondent said that *"art work for us is very important and attractive and we have learn a lot about it especially they have learn that how to make different teaching aid with some drawing material with the help of our own in case we don't have these aids in our school"*.

(IDI Teachers)

While few respondents were of the view that our drawing teacher was good and nice in her subject but in class only those trainees were given the chance to lead different drawing activities who were already know about it. Due to this most of the trainees only know the basics of art and drawing work. According to her knowing the basics in one year training is not a big thing as they think about it.

### 4.5.13 QUESTIONING

Questioning is a key factor that differentiate pedagogical active learning teaching technique from that of traditional teaching method. Teacher encourages all the students to ask the questions to him and each other. In this way he gives chance to the other students to give response to his fellow student who, have some queries about the lesson before answering himself to him.

One of my respondents said that *"a question itself is a half answer, as it gives you the direction to think about the answer of the question".*

However promoting the culture, to ask the question in the class to make the pupils more confident and clear towards their knowledge about different things is still lacking.

### 4.5.14 INTERACTION AMONG STUDENTS

As few of my respondents said that interaction among students is another key factor which enables the pupils to learn from each other. So teacher facilitates the pupils by creating an atmosphere where student given a time to respond each other respectfully.

These practices also allow students to become confident and social while doing conversation with their mates upon any topic related to their lesson. So most of the trainees were of the view that, we have learned this technique also in our training and found it very beneficial for us.

### 4.5.15 USAGE OF TEACHIGN AIDS

As defined by the respondents teaching aids include book, black or white board, chalk, marker, audio and visual technology like multimedia etc. By using enough teaching aids will be more helpful for the teaching learning process of the class. This practice will further explain the topic or lesson to the students. This practice is very useful and interactive that also allows the pupil to use them for the understanding of their fellows.

According to one of the teachers *"using teaching aids of any pupil is a source of great prestige among his class mate so he perform with the aids with full zest and zeal"*

While studying through some technological aids like multimedia and some other visual object makes the students happy and clear towards different basic concept of visual material related to his lesson. So the student takes much interest to use or respond any visual teaching aids.

### 4.5.16 VIDEO CLIPS

As recorded most of my respondents say that video clips is another interesting tool to teach to the pupil. Students pay much attention towards the visual things like pictorial stories and video of some scenes.

As one of my respondent said that *"in our schooling period we were keen about cartoon and movies but we don't have facility to see this in the school, perhaps we use to hide this of our practice from our teachers but now we came to know that there is no bad thing with movie or cartoon as there are lots of learning in both of them for the student"*.

<div align="right">(FGD Teachers)</div>

Another respondent said that "only watching the video clips on TV is nothing but the important is that to get some response of the video from the students through questioning only then we can get the result of this activity.

<div align="right">(IDI Trainers)</div>

She also said that we can also use video technique to show the students different stories series which they are reading from their books. While she also mentioned that memorization and conceptualization of different rhymes are become more easy and effective through video clips. However this technique is only possible to do with some video TV or computer facility at school level.

### 4.5.17 FIELD TRIPS

Upon talking about active learning techniques all the trainees mentioned that field trips of the students are very useful activity from which pupils learn a lot.

As a trainee expressed that *"if your teaching about the post office to the students they will may be not take it interestingly or seriously but if you take them to the post office and give them opportunity to see and observe the different work of post office they will not only become much happy but also become clear conceptually about the post office"*.

<div align="right">(IDI Teachers)</div>

So she said that according to her field trips are the most influential and learning activity for the student which they do with much joy and enthusiastically.

An another respondent said that while discussing the importance of field trip that *"if I talk about with my own learning regard this training and its activities then I will give the higher mark to our field trips of different schools of Islamabad as well as to different picnic points which we did not see before".*

(FGD Teachers)

She especially mentioned that their visit to the different institutes of national level gave us entirely different pictures of the school due to their environment, usage of art and activity based teaching.

### 4.5.18 LOW COST/ NO COST MATERIAL

As per the respondents point of view almost all the respondent were on the view that low cost no cost material is the most effective and useful method of active learning teaching in any atmosphere. According to the respondent low cost no cost material could be all the object which a teacher make and utilized on the spot with the help of some material like paper, pencil, sharpener, stone, leaves and many more.

According to most of the teachers if we will not provided any teaching aids by the school management then we should have the capacity to make some aids with the help of some natural object. So to them all the teachers have learned these techniques through their pedagogical active learning techniques.

## 4.6 ANDRAGOGY

During early 1920 with the popularization of the concept of adult education as it began to be organized methodologically. The teacher of the adults found some problem with the early pedagogical model. The adult learner seemed to feel that there some problem with pedagogical methodologies when it has been applied for adult learners. Teachers also found that many of the assumption about the characteristics of learners in the pedagogical model are not fit with their adults students. (Knowles, 1980)

The term andragogy was invented in 1833 by a German teacher Alexander Kapp, who used this term by describing the educational theory of Plato (Nottingham Andragogy Group, 1983). At first this term did not got any fame among the educationist of that time but then in 1921 the term andragogy reappeared in Europe and during 1960 this

term was extensively use in many parts of the Europe (Davenport, 1987). Andragogy was first introduced to the United States in 1927 by Martha Anderson and Eduard Linderman, but they did not attempt to develop the concept

(Davenport & Davenport, 1985).

Knowles (1980) introduced the term andragogy from a Yugoslavian adult educator in the mid-1960s. His definition of andragogy was developed as a parallel to pedagogy. Andragogy is based on the Greek word *aner* with the stem *andra* meaning man, not boy or adult, and *agogus* meaning leader of. Knowles defined the term as the art and science of helping adults to learn in an effort to emphasize the differences between the education of adults and children

(Davenport, 1987).

According to Knowles (1980), the goal of adult education should be self-actualization; thus, the learning process should involve the whole emotional, psychological, and intellectual being. The mission of adult educators is to assist adults to develop their full potential, and andragogy is the teaching methodology used to achieve this end. In Knowles' view, the teacher is a facilitator who aids adults to become self-directed learners

(Darkenwald & Merriam, 1982).

# CHAPTER 5

# ANALYSIS OF THE STUDY

## 5.1 INTRODUCTION

In this chapter I have tried to write down the concept of quality as discussed among the teachers which they are going to provide to their students, that was also the core mission of their trainings. I have also tried to understand the other needs of these teachers according to the teacher, their parents and the trainers of this pedagogical training. Beside this I have also tried to understand the overall benefits and the fulfillments of the teachers with this training through the light of my in-depth interviews of trainees, parents of the trainees. Moreover I have also discussed and asked to the teachers and recorded their views about the different drawbacks of this training. Finally I have presented an analysis of my different observations which I had done with the trained teachers of three different schools of study locale. With the analysis of the teachers teaching practice in the class room I have also presented an analysis of the conceptual and analytical assessment of the pupils to see the overall impact of the trainings on quality of education.

## 5.2 CONCEPT OF QUALITY

Concept of quality examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), processes (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rates), and outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives.

(Asian Development Bank ADB 2002)

To investigate the perception of quality among the trainees or teachers different responses were gathered like, *achi taleem, umda taleem, mayari taleem,* (respectively means good education, nice education, quality based education) conceptual education,

education without memorization, activity based education, education with Islamic values, standardized education etc. One of the respondent said "quality of education is about the discipline of the school and about the behavior of the teacher".

<div align="right">(IDI Teachers)</div>

Upon this only few teachers were have little knowledge about quality of education or have had the concept of quality while most of the teacher were do not know about what is quality.

## 5.3 NEED BEHIND PEDAGOGICAL TRAININGS

Upon the question what was the need of these training you are getting, multiple responses were gathered like trainings are good thing to learn, there is lack of trained teachers in our area, because there is the element of Islamic education in these trainings, because we want to learn the computer, because it was good for our future studies, or good for our village, or because we were free and our parents wanted to send us here in this training.

However most of the teacher who were involved in the trainings said that they are students and participated in these trainings because of the motivation of the management of their sponsor organization. They have mentioned that the managers of the sponsor organization said that this is a very important training in which we are going to indulge you people.

While discussing on this issue a teacher said that *"I had a comport in my bachelor examination and the sir from our organization said that I must involve in this training as after this training there will be no need for the preparation of my bachelor exams"*.

<div align="right">(IDI Trainees)</div>

She also mentioned that according to him they are going to heir some highly professional foreigner teacher who will teach us in the one year training and then after getting the training passing bachelor degree exam will nothing for us. So according to that teacher it was the reason and her need for getting this training.

Similarly another teacher said that *"I came into this training session as the officer from the organization told me after getting this training I will be able to speak in English language fluently and will become the master of compute application"*

So according to her this was the core need behind her participation in to this training. In spite of this few respondent were also on the view that they participated in the training because their sponsor had plan to cover some Islamic education and the elements of character building with Islamic values through this training. So according to these teachers this was the basic need of them because they want to teach their children according to the Islamic concept of education.

## 5.4 BENEFITS OF PEDAGOGICAL TRAINING

While talking about pedagogical training and its benefits, lots of respondents replied in different ways. Upon this the major responses were, after getting training we can teach professionally, we are able know the different ways to handle the pupils, we are now able to decorate our classrooms, now we actually know the importance of rhymes, we are now expert in art work, we have learn the exposure of other private schools and we have learn the *Koranic* education with translation and *tajveed* through which we can make our lives better according to Islam and *Sunnah*.

As one of my respondent said that *"we had a morning evening sessions of Koran reading with tajveed, hadis and ethics which is most beneficial for me as now I am not only know about my professional work but also able to act upon on the teaching of quran and hadis and the same I can deliver into my student"*

While another teacher said that *"I have learn to teach with accordance to the multiple intelligence of the students and how to deal with children differently"*

According to her every child has the mind and able to learn more. She said the new thing for me the theory of intelligent that tell us that every individual has some special skill in it so we found some student weak in different concept of the studies we should try to promote his other skills in which he may be the best from others.

Along with it the trainers were also recorded their views regard this question and according to them their trainees have learn a lot from this training. For example they have got the benefit of a national level best training institute, they have been provided best trainers, they have the ability to use and apply the computer skill, their English proficiency is so improved know etc.

For example the head of the training institute said that *"when the teachers were came here for the training they even did not able to introduce them in Urdu but now they can communicate in English easily and they also have gain the confident which is much beneficial for them"*.

(IDI Trainers)

She also said that here we have provided the trainees opportunities of two week teaching practice at different best private and government schools of the Islamabad Capital Territory (ICT). Where the trainees got the opportunity not only teach in those school but also to learn different teaching ideas with the teachers of respective schools. She said that teaching experience of fresh teachers of some remote area at a reputed institution of Islamabad is itself a prestige and source of motivation for the trainees which they gained from that of their experience.

Similarly the trainer of art expressed about the different benefits of the this training said that *"when the trainees were came here for the training I was bit worried because they even don't have the idea of drawing the basic shapes of different objects as most of them have no teaching experience before this training and have no experience of art and drawing but now at the completion of the training they can do or make anything for their students as well as for the class room equal to the art teacher of any leading institution of Islamabad"*.

(IDI Trainer)

She further said that we have given them the opportunity to get the exposure of the leading institution of Pakistan like Heavy Industries of Taxila Education Center (HITEC) where they have observe their all educational setups from school environment to teaching at kindergarten level. She said especially for my subject i.e. art they have observe their art work related to school environment and soft board decoration and there were no any new thing which the trainees can't make for their own classrooms. So upon this she said that according to her the big benefit for the trainees or teacher is that they can give their children something at national level.

## 5.5 TEACHING PRECTICE

Teaching practice was another key component of this one year training that has been provided to the teachers of the locale. In this regard all the trainees have given the chance of teaching practice in three different timings in a year.

For this different private and government's model school of Islamabad capital territory (ICT) were selected to send the teachers for their teaching practice. These teaching practices were the compulsory part of their whole trying, where all the trainees were given equal chance to teach at different schools for two weeks for one teaching practice. "These teaching practices have some amount of number which later included in the overall grades of the trainees assessment. This procedure was developed so the trainees took part in these trainings with full professionalism".

(IDI Trainer)

Along with this trainees' teaching practice were monitoring through internal and external monitors. However most of my respondents have some reservation upon the monitoring procedure as one of my respondents said the *"the experience of the teaching practice was very interesting but we have not monitored properly by both of our internal and external monitors"*.

(FGD Teachers)

According to her the external monitors were the teachers of those schools where we did our teaching practices. The responded said that these teacher had paid no interest in our assessment due to their busy schedule while the other monitor form our side

were only two for lots of girls to monitor so they can't observed all of us and gave us the marks on their personal judgments which was not good.

## 5.6 ACCOMPLISHMENTS WITH THE TRAINING

To discover the satisfaction levels of the trainees with their training multiple responses were gathered from the teachers upon this enough number of trainees said that they are not satisfied with their training at it was not much beneficial for them as they were perceiving about it before the training. As one on the teacher recorded that *"we are not satisfied with the quality of training as we are still lacking in computer and English proficiency which was our basic mission to get involved in this session."*

(IDI Teachers)

However few teachers were on the view that they somehow satisfied with the pedagogical training of them. They were on the view that due to the training they came to know how to teach the children through some multiple active learning methods as one of the teacher said that *"before this training I only focused on the book reading while teaching my students and giving them writing work on the note books for class and homework purpose, but now I become to know that the actual teaching is totally beyond of these two traditional teaching methods and actually based on students' conceptual understanding regard different things".*

(FGD Trainees)

Few teachers also reported that their exposure visit of different places was a great learning opportunity for all of us as we didn't ever thought about this that we will be able to go out from our village premises and see the institute like Heavy Industries Texila Education Center (HITEC). They said all of these visits were much knowledgeable for us.

Few also mentioned that they had given a unique opportunity of learning Koran and other Islamic studies which was a good thing not only for them but also for their family members because know we are able to teach them also about the Koran.

The same issue of the accomplishment with trainings was raised before the parents or guardian of the trainees and they also recorded some views to us. As one of the parent

said that *"yes alhmadulilah we are happy with trainings, we believe on the managers of READ Foundation as they are from Jamat and we believe on them and their activities since years in the area that is why we had sent our daughter with them and happy with their trainings"*.

<div align="right">(IDI Parents)</div>

However the parents of the teachers reported that they have some objections on the salary packages of these teachers even after getting this training. To them the salary package of any teacher is of a great value regard teaching and education.

## 5.7 DRAWBACKS OF THE TRAINING:

When respondent were asked about the different drawbacks of the training both the teachers and the trainers of the training session reported lots of issues that were lacking in the training. For example a teacher recorded that *"in the training some subjects were taught with frequent amount of periods or hours while on the other hand there given less time for few other important subjects"*

<div align="right">(IDI Trainees)</div>

The respondent actually passed her remarks specifically on the schedule of the classes of Islamic education related to some ethics or reading Koran. According to her those classes were given maximum time to study with the breakup of morning and evening session on daily bases along with some other periodic lecture on Islamic education. While on the other hand very less time was given to the subject like computer that itself demand much time due to its practical applications and importance.

Upon discussing on the same issue few of the respondents said that consecutive two classes in a day were too much and boring for us, same time should be allocated for computer classes as that was only two classes in a week.

While talking about on the extra classes of Islamic education and its content one of my respondent said that *"our tarbiya teacher of Islamic education taught us the topic related to some issue of married life for women that were much useless and boring for us as most of us are not married"*.

<div align="right">(IDI Teachers)</div>

Talking on the computer efficiency of the teachers almost all the teachers were on the view that they have learned nothing about computer application and worried that if someone in their new school will ask them to do some work on computer or to start or on the multimedia for any of school program then we will even not in computer literacy position to do the tasks like that. Few of the teachers said that they are very confused and worry about it as they have provided us with two computers in their school but they don't know to handle or do work on the computer.

When asked the same issue to the computer trainer she expressed that this had happened due to some managerial mistakes as they have changed our scheduled and scheme of studies various time that effects our study hours in a large extent. However she were on the view that somehow I have completed the course outline of the subject including word, excel power point and inter-net etc. Another teacher said that the period i.e. one year was too long that should be of only six month. According to her all that we have learn or read from different subjects could be completed in six month period easily.

However one teacher mentioned that the one big drawback of our training was that we people didn't provide the facility of complaining some of our issues or suggest something to make better training through a proper complaint system. She said various times we have suggest to our principal training to install a complaint box at the reception so that trainees can easily drop their suggestion and complaints in it without any hesitation. But according to her no any facility of this type we have been provided throughout the one year training period. She seemed so annoyed while saying this that our suggestion of complaint box was so positive professionally and ethically to deal with our little issues regard the smoothness of our training process but no serious attention was paid on it at all.

Along with all those drawback written as above a large number of the trainees were said that there were a least system of monitoring was operate as it was designed before the training. According to them the quality procedure from the trainer's side were not adopted at all. However they reported that the enthusiasm of the trainers was nice at the start of the training but later the trainer only showed their real interest and professionalism at the time of visit of any donors.

While discussion on the issue of drawbacks of the training a senior trainer of the institute explained that *"to me the big drawback of this training was not following the training module in the classes so everyone taught her content haphazardly with some mixed approach"*.

(IDI Trainer)

According to her if you go and ask any trainer about those teaching modules of the different subject that was supposed to follow, you will find not a single subject specialist who adopted those modules as per the pre-defined procedure. She said similar things happened with different other managerial issue that effect on the training quality of the pedagogical training of primary school teachers.

## 5.8 SCHOOL &CLASSROOM ENVIRONMENT

As I have personally observed and informed through the experiences of the teachers school & classroom environment has a great worth regarding teaching learning atmosphere or process. It motivates the students to stay in the school premises for a long time and make them happy and alive in different leaning activities in the school.

While observation of the different school of the locale I have saw some positive change there because I have already know and visited the same schools before the training of pedagogical skills of the trainees. In this regard most of the school was properly white washed and were decorated with some plants and some picture on the boundary on internal walls of the school.

Along with it classroom of the different school were somehow decorated with some information picture and notes regarding basic concepts of English, Math and Science for the nursery and prep level students. Some classrooms of the area were extra

ordinary decorated by some trainees that were showing their art and drawing work efforts clearly.

One other thing which was observed in the school or classes was the cleanliness of the student itself. Perhaps this was also the result of the trainees' skills that the student or the parents had changed their behavior which reflect in the neat and clean uniforms of the students. However before this the outlook of the students of the area was not much satisfactory.

## 5.9 TEACHING OBSERVATION

To understand the impact of the pedagogical training teaching observation of the teachers has been done on the basis of a structured Teachers' Observation Checklist. Teacher observations have been recorded on the basis of pre training and post training teaching practice of the three schools of the locale i.e. Bandala, Dal Bandala and Piana Bandala to assess the impact of pedagogical training of these primary teachers.

For the observation purpose six primary teachers were selected randomly from the three schools written as above.

Observation checklist was based on the different teaching methodologies of the teacher like, preparation and introduction of the lesson, uses of traditional and active learning technologies, involve students in activities and encourage to ask question, usage of teaching aid and command over the subject, deliver lesson logically and monitor and asses the class.

Upon this all these actions of the teacher were rated in the categories of Not at all (N), Unsatisfactory (U), Satisfactory (S) and Excellent (E) and analyze them in computer that further reported with graphical presentation.

Graph: 7

Graphical representation of pre-training observation of teachers of all observed schools
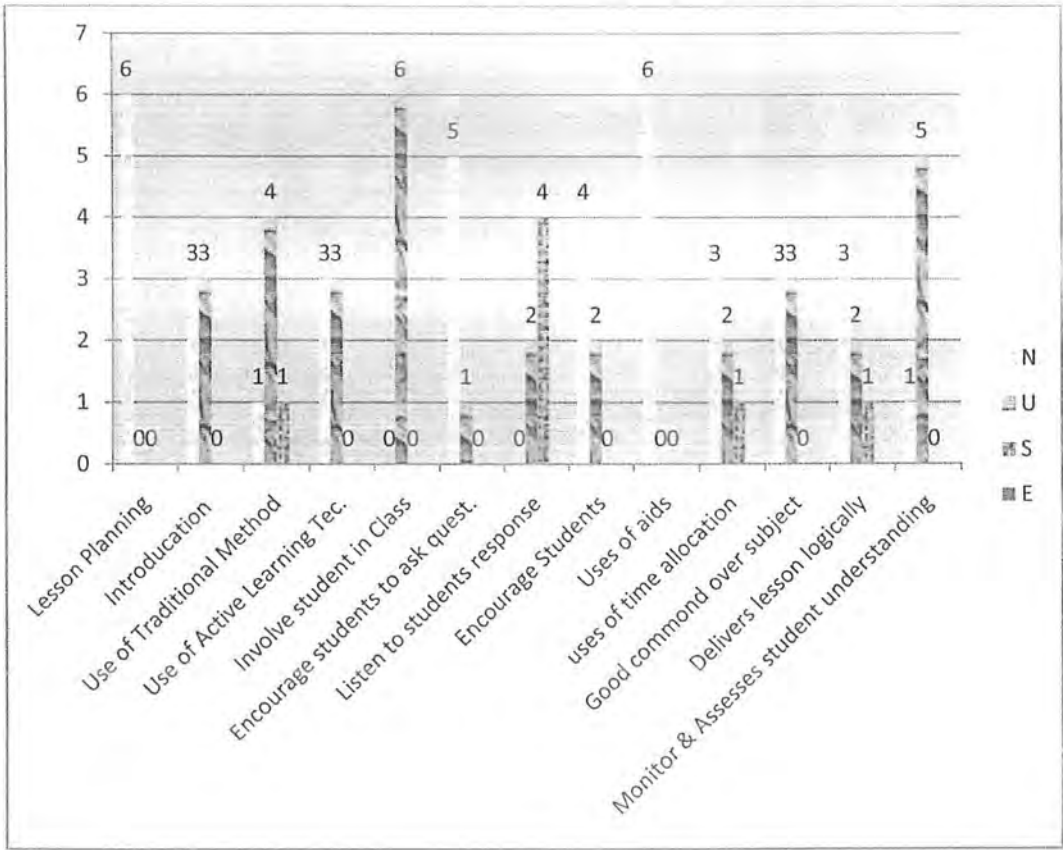


As shown in the pre-trainig situation graph6 teachers from entire three schools showed no evidence in the field of "lesson planning"and "useage of aids" during their lecture. Similary in the category of "encourage students to ask question" 5 out of 6 teachers showed no evidence. In the categories of "involves studetn in calss and monitoring the class" almost all the teachers showed satisfactory performance during the observation.

Graph: 8

**Graphical representation of post-training observation of teachers of all observed schools**
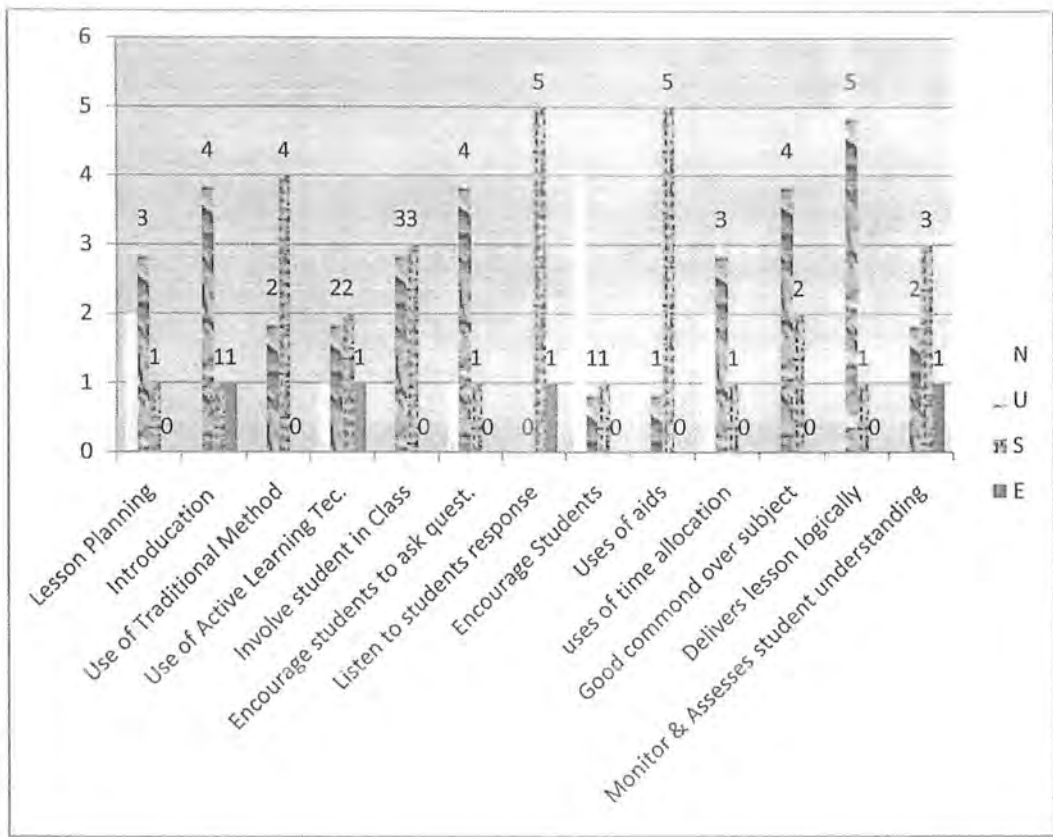


As obsered there are 2, 1, 1, 5 and 2 teachers who respectively shwoed no evidence in the category of "lession planning", "usage of activ learning technique"/"encourage student to ask question", "encourage students interaction" and "usage of time alocation" while the same rating of "no evidence" in said categories was very high in pre-training results.

However not a single teahcer showed signsof no evidence in the categories of "introcution the lesson", "usage of traditioanl methods", "involve students in class activity", "listen to students response respectfully", "usage of aids", "having good commond on subject" and "deliever lession logically".

In spite of those 4, 5 and 5 teachers out of 6 showed satisfactory status respectively in the field of "usage of traditional methods", "listen to students response and in the field of "usage of different aid during his/her lesson".

Moreover there are few teachers who gained excellent status in different field of active learning teaching methods as shown in the graph as above.

Graph: 9

**School vise graphical representation of the pre-training observation of the teachers**
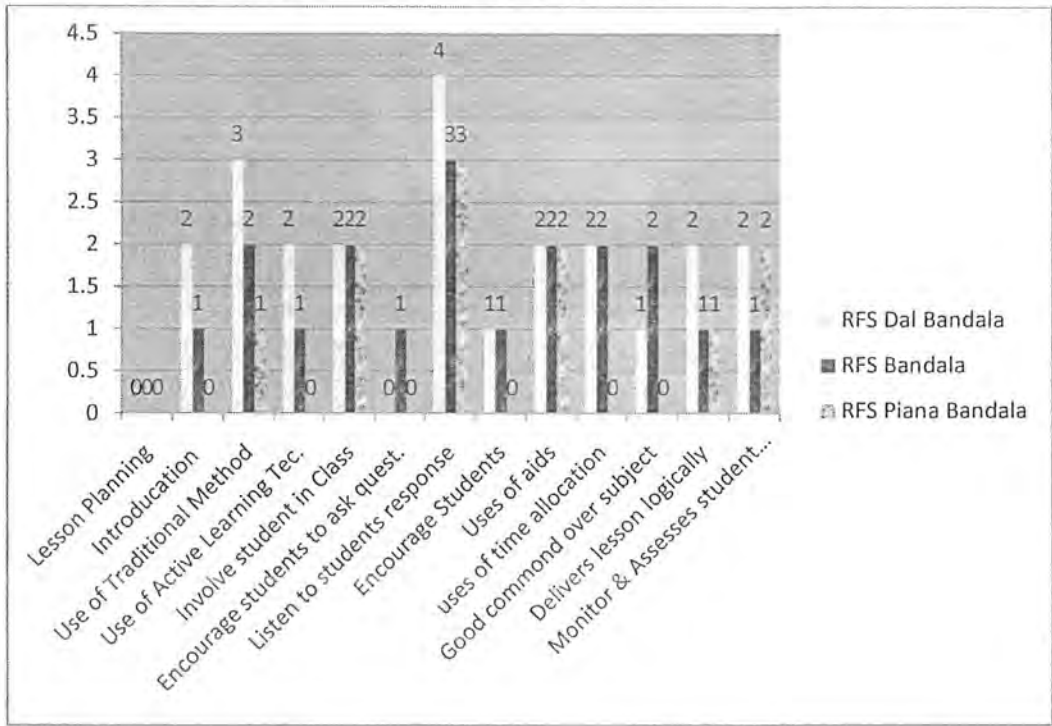


In the category of "lesson planning" teachers of the all three schools i.e. RFS Dal Bandala, Bandala and Piana Bandala showed no evidence. While in the category of "encourage students to ask question"RFS Dal Bandala and RFS Piana Bandala showed no evidence while only RFS Bandala gained satisfactory score in the said category. Similarly in the field of "encourage interactions among students" RFS Dal Bandala and Bandala gained 1, 1 scores out of 6 and RFS Piana Bandala showed no evidence in the same field. While in the field of "deliver lesson logically" RFS Dal Bandala got 2 and Bandala and Piana Bandala got 1, 1 scores out of 6 highest scores.

However in the field of "listen to students response" RFS Dal Bandala, Bandala and Piana Bandala gained respectively 4, 3 and 3 scores out of 6 highest scores as shown above in the graph.

Graph: 10

School vise graphical representation of the post-training observation of the teachers.
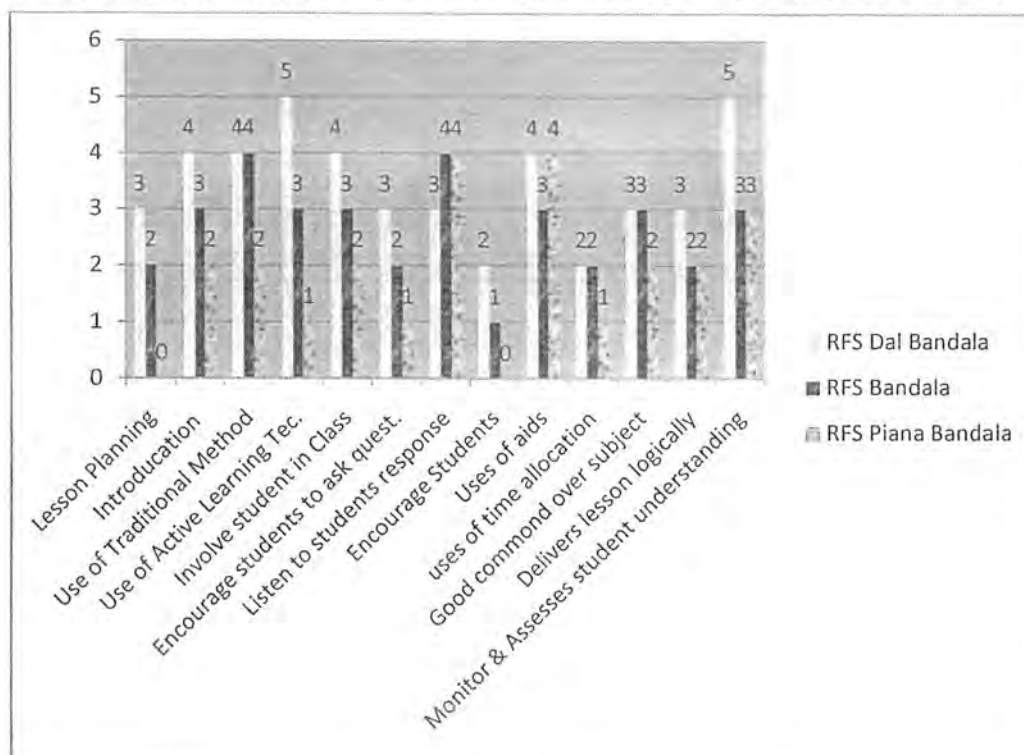


As indicating in the graph RFS Dal Bandala and Bandala scored respectively 3 and 2 scores in the category of "lesson planning"out of 6 highest score while in pre-training this ratio was zero. But interestingly RFS Piana Bandala still gained no score in the said field likewise pre-training result that means teachers of Piana Bandala schools reflect no progress regarding that specific category even after getting pedagogical training. However RFS Dal Bandala scored maximum 5 each out of 6 in the fields of "usage active learning techniques" and "monitor and assesses the students".

## 5.10 ANALYTICAL AND CREATIVE TEST ASSESSMENT OF THE PUPILS

To see the impact of pedagogical training of female primary school teachers of the selected locale a test of class Prep and One class was taken to assess and analyze the analytical and creative clarity of different key concepts of the students. For this purpose a paper based on ten questions was given to the different students of those two classes of three different schools of Bandala village. These students were selected with reference to their teachers who have got this pedagogical training. This test was

taken on the bases of pre and post training period for the assessment of the impact of training on the quality of education. The data which was based on the results of the pupils were entered in the computer and analyzed with graphical presentation which was made through the excel program.


Researcher conducting the test papers from students.
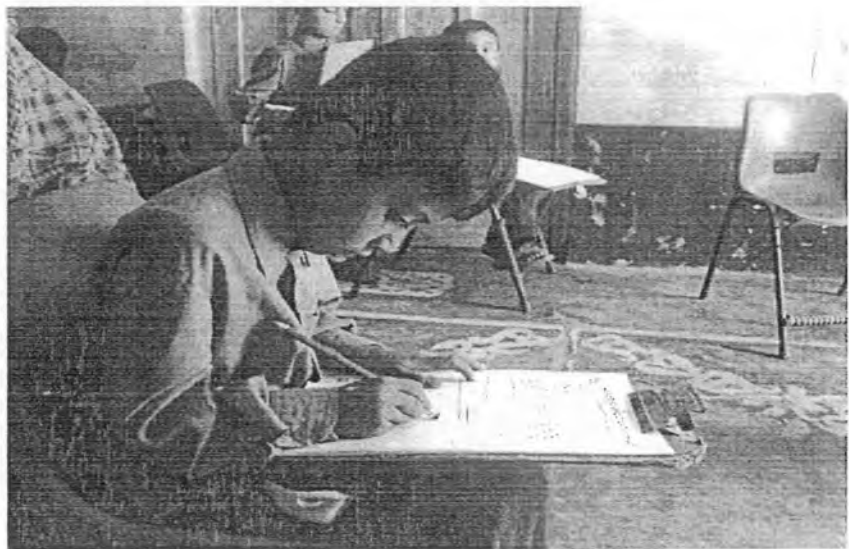

Student solving the paper during assessment.

Graph: 11

**Pre Question vise pre-training results of students test scores**
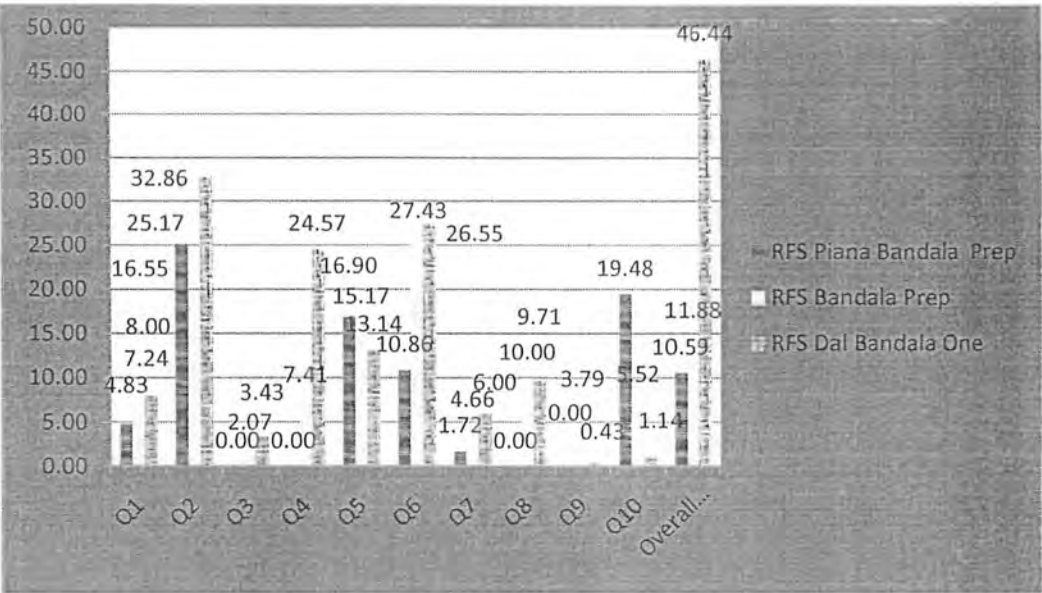


As shown in the graph maximum students attempted the question # two of all three schools. RFS Dal Bandala, Piana Bandala and Bandala consistently gained 32.86%, 25.17% and 16.55% scores. However least students of all the three participating schools attempted the question 9 (nine). In question # 9 RFS Piana Bandala got zero mark RFS Bandala 3.79 marks and RFS Dal Bandala got 0.43 marks only in the question vise Pre-training students test scores.

Graph 12

Question vise post-training results of students test scores
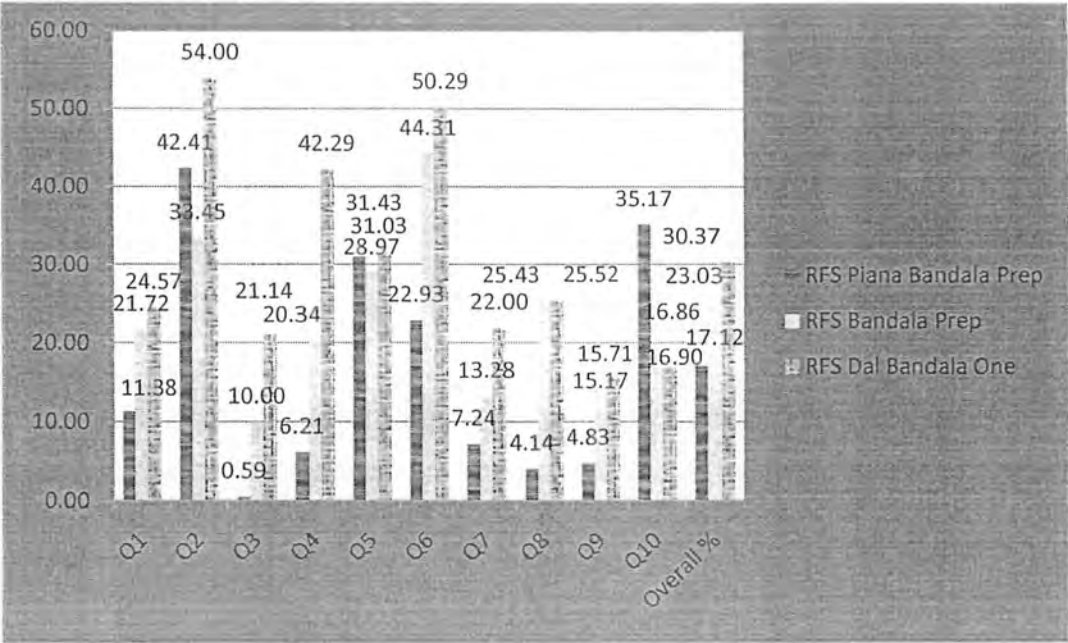


As per graphical representation of question vise post-training results of the students test scores again majority of the students attempted question # two (2). Students of RFS Dal Bandala, Bandala and Piana Bandala got54%, 33.45% 42 and 41% scores. While in question nine Dal Bandala, Bandala and Piana Bandala scored constantly 15.71%, 4.83% and 15.17% scores in over all questions wise test scores.

Graph: 13

**School vise pre-training results of students' test score**
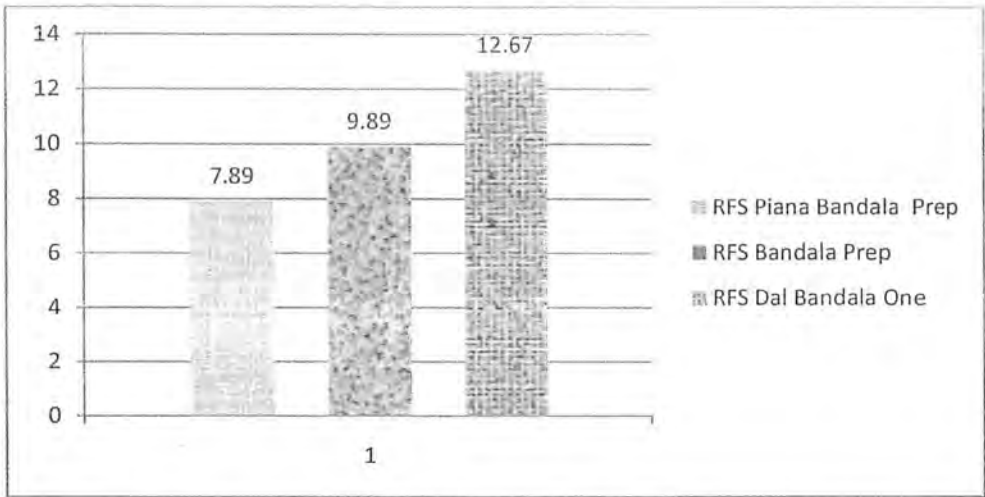


As shown in the graph RFS Dal Bandala got 12.67% marks in overall results of students test scores. RFS Bandala got 9.89% scores and RFS Piana Bandala got 7.89% score in overall students test scores of the pre-training assessment of the student test scores. Graph: 14

**School vise post-training results of students' test score**
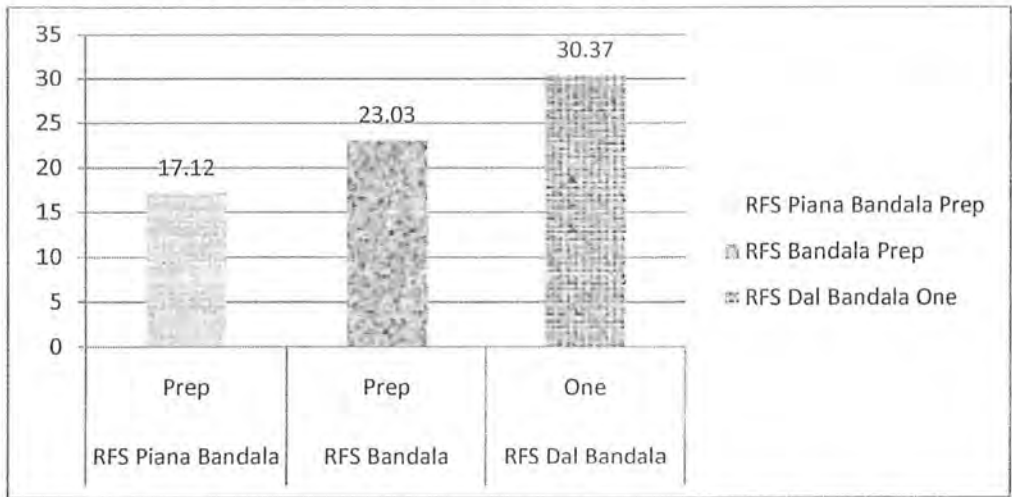


As shown in the graph RFS Dal Bandala got 30.37% marks RFS Bandala scored 23.03% marks and RFS Pinana Banadala got 17.12% marks in the Post-training results of student test scores. However in the pre-training assessment of the students this ratio was 12.67%, 9.89% and 7.89% consistently.

Table: 5

Pre and post training results of student test scores of all participating schools.

| School Name | Pre-trainings Result of the students test scores. | Post-training results of the students test scores. |
|---|---|---|
| RFS Dal Bandala | 7.89% | 17.12% |
| RFS Bandala | 9.89% | 23.03% |
| RFS Piana Bandala | 12.67% | 30.37% |

As shown in the table percentage of student test score of RFS Dal Bandala, Bandala and Piana Bandala was respectively 7.89%, 9.89% and 12.67%. However this ratio is increased up to 17.12%, 23.03% and 30.37% respectively in the post training results of the students' test scores.

# CHAPTER 6

# SUMMARY & CONCLUSION

The current study, titled as "Pedagogical Training of Primary School Teachers & its Impact on the Quality of Education "was carried out to explore and analyze the objectives of the study which are stated as:

- To identify the need behind the provision of pedagogical training to the teachers of the area.
- To identify the implementation of all teaching techniques provided to the teachers in the training.
- To investigate the overall impact of the teacher training in pupil's learning and quality of education of the area.

Three primary schools of the village Bandala and their six teachers who have got one year pedagogical training under the umbrella of READ-Foundation non-profit national organization working for the quality of education in entire Azad Jammu& Kashmir (AJK) including village Bandala was selected. The study is an impact assessment of one of the educational project of the said NGO that was going on with the help of Pakistan and Italian government launched a teacher training project. This village is situated on the eastern side of the Indian-Pakistan Line of Control (LOC). It is about 35 km away from Bhimber District and 73 km from Mirpur AJK.

The main significant of the study is the involvement of the multiple stakeholders like teachers, trainers, educationist, philanthropic organizations and the donors of different educational project who are struggling with the quality of education through different methodologies of teacher trainings. The study is designed to assess the performance of training programs especially the professional development trainings with pedagogical lines offered to teachers of primary schools in Azad Jammu& Kashmir (AJK). It is an attempt to provide bases for the planners and organizers of in-service or pre-service training courses for primary teachers in AJK and Pakistan. This study is the effort to assess the impact analysis of the pedagogical trainings on the quality of education as there is a lot of investment and efforts are being paid by the government

as well as by different non-government philanthropic organizations' working on the quality of education since years in Pakistan but the question of quality is still unsolved. Nation Education Assessment System (NEAS) 2007 has also indicates such problems regarding to quality of education in Pakistan. Teacher trainings are the integral part of government based institutions of Pakistan. However they become failed to provide quality of education as per the demand or objectives of these trainings. As defined in the National Education Policy 2009, poor quality of teacher in the system in a large number is owed to mutation in governance, an obsolete pre-service training structure and a less than adequate in-service regime. While at private or public sector where there is no concept of trainings, achieving the quality in education become worse than others. So it is therefore non-profit and donor organizations often initiate such project to achieve the goals related to education.

I have used a mix methodology based on key informant, participant observation, in-depth interviews, focus groups discussion, teacher observation and conceptual &analytical assessment of the pupils through especially designed test papers. I have conducted 25 in-depth interviews (IDIs) with teachers who got pedagogical training, 15 with the parents of the teachers or trainees and six IDIs (6) with their trainers. Along with this I have conducted two (2) focus group discussions with teachers and two (2) with parents of the teachers to understand about the methodological difference of traditional versus pedagogical methods and about the need, benefits, and drawbacks of these trainings. Teaching practices of trained teachers also observed to assess their pedagogical skills and class management. Moreover I have conducted a test from the students to assess the impact of this pedagogical training on their quality of education.

Ralaingita (2008, p. 273) concludes that in traditional teaching method there is an apparent lack of emphasis on conceptual understanding and higher-order thinking skills while a significant reliance on whole-class instructions. So discussing upon the traditional teaching methods different views were recorded from the teachers and trainers regard their methodology. It's positive and negative impacts and why they are shifting from traditional to pedagogical methodologies to achieve their educational goals. In this regard most of the respondents replied that traditional method only

based on the book reading and memorization of different contents. All most all the respondents told that traditional methods revolve only around the teacher and there is no room for students' choice to read or study something according to their preference and likeness. No utilization of AV aids is recorded which is another main fault of traditional method that leads students towards the problem of the least understanding of the subject matter being studied by their teacher. Because the AV aids usually helps learner to conceptualize the contents rather than take it as instruction. Importance of AV aids also could be understand through the importance of practical work in the classroom as I have perceived through different of my discussions with the respondents. So AV aids help the student to get involved in the lesson without feeling bore. Authoritarian attitude of the teacher in the class is another key factor of the bad repute of the traditional teaching methods. Teachers only teach what he wants to teach and what he likes. Due to this behavior of the teacher there started a gap between teacher and student that again leads to bad result on the teaching learning process in classroom or school. This is the most worst and alarming condition often happened in the traditional teaching method that can be eradicate through constructing bit flexible, caring and loving behavior of teacher with their students. Similarly there is element of corporal punishment that is still practicing in traditional teaching methods and has direct and worst consequences on children and their education. A large number of drop out of students only happened due to the practice of corporal punishment in the school. This practice is very common in traditional teaching methods. Even it is recorded that the corporal punishment of children is also very common at home spheres. These practices are also promoted and encourage this culture in the schools that should be reduced especially with the help of parents by involving them in school issues. However there recorded some positive methods in the traditional teacher-centered teaching approach like some old ways to enhance the hand writing skills of the pupils or to maintain a reasonable gap between teacher and student. According to the teachers being more polite with student will often results in totally disobedient from the students with their teachers. These methods should also be considered by the educationist of today's regime.

As for as pedagogy and pedagogical teaching methods is concerned as defined in chapter four, pedagogy literally means the art and science of teaching children (Knowles, 1973).It has totally based on active learning techniques of the teacher being

implemented in the class to make the students involve in the teaching and learning process. So for this reason teacher uses different techniques like discussions, role play, drama, questioning, and teaching with some solid object by utilizing them as teaching aids. These entire techniques helps student to maintain their interest in learning and these activities bring students close to the teacher. Teachers usually use these techniques as performing some play with students. Different games, videos of different play, stories and rhymes are also part of the pedagogical teaching methods which enable students to interact and respond to the subject matter with more enthusiasm. It is recorded that there are some traditional techniques are being incorporate in pedagogical active learning techniques like book reading, lecture usage of simple black or white board. This shows that in pedagogical science there is a capacity to incorporate more interesting and valuable techniques in teaching learning process. Upon this it observed that the lesson planning is the very useful practice which is the core essence of pedagogical teaching techniques which totally lack in traditional teaching methods. In spite of this usage of art work, flip chart, colorful markers for instructions are also very useful for students which they defined during my discussion with students. So I think these practices should be incorporate in any learning activity in the school.

One more issue which I have found and discussed with teachers, students and parents they all like their school or class room being colorful and clean and there is a lot of room in active learning philosophy to include those practices. In the present study I have also observed a clear change regarding classroom decoration practice after the pedagogical trainings. These methods could easily introduce in traditional teaching methods especially in the system where people are dependent on traditional teaching methods due to some of their problems, like unavailability of sufficient staff or lack of other resources. Same problem is happening in village Bandala that can be eradicate by indulging at least few acceptable techniques of pedagogical science. With reference to these trainings I have closely observed the teachers and their teaching practice and found that there are some evidences of change in teaching methodology as well as in learning environment and participation of the students in classroom activities. The new methods of the teachers are relatively interesting and useful to maintain the interest of the pupil in their studies could be observe in the graphical

representation as showed in previous chapter of the study. I have prepared and utilized a test paper for the assessment of the pupils' analytical and conceptual understand with their studies for the assessment of the impact of pedagogical trainings of the teachers on the quality of education. This test and teacher observation was conducted on the basis of pre & post training periods. These results also show a bit improved status regarding the quality of education of the pupils also. However I have not seen enough change through teacher observation checklist of the teachers' and student test paper conducted to assess the analytical and conceptual understanding of students.

Along with all these positive benefits of the pedagogical teaching methodology there are some problems as defined by the respondents. Most of the respondents recorded that the activities of pedagogical methodology are demands some extra time to involve the students fully in these practices which they don't have in their private schooling system. They have limited time which usually consumed in checking the home work of the students. Teachers also expressed that in their environment students do not usually take some practices of active learning seriously like role play and drama. They were on the view that students mostly take these activities to make some fun without getting in to the spirit of the activity. However few of them had also some reservations on the methods like video clips, poems and rhymes due to some of their cultural barriers. Including these there lots of problems related to initiate a training program i.e. selection criteria, management, monitoring and implementation of these training project by some non-profit organization as recorded in previous chapter of the present study. Lots of the respondents recorded that they were called upon in these training on the behalf of some extra ordinary rewards which later were not fulfilled as promised. The pedagogical trainings of primary school teacher were introduced in emergency by the manager of these training as they had short time to register the trainees from the proposed area. So they selected the trainees to complete their quota rather than select those trainees who wanted to become professional teacher in future. In this regard lots of the trainees were registered for the said training as they were busy in their studies and have no plan to become teacher in near future. So they had left their studies and become the part of trainings due to achieve some other goals related to their own education. Most of the trainees participated in to the trainings actually wanted to improve their English and computer proficiency to become able to

pass their bachelor degrees in future as they were informed that there will be some foreigner English trainers who are going to teach them in the trainings. Upon this they were very upset as they have given less time for both these expertise. Similarly the trainees also recorded that they have not achieved their objective and goal as they were expecting form these trainings.

Beside this different others managerial issues were also mentioned by the trainees that have hindering in the process of gaining quality of education in the schools. Most of the parents are also expressed that they salary package are the big issue for our daughter as after getting the training they are not getting the enough salary package as promised before the start this training. So I have observed a sense of insecurity and burden in the mind of trainees and their parents. This fining should be noticed for the local managers as well as for any other authorities related to teacher training. Week monitoring procedures were adopted by the implementing organization of the training project as recorded by different teacher or trainees. This problem also affected the quality of the trainings that should be maintained properly. So the trainers and trainees should adopt and follow their own prescribed measures to seek the quality of training that ultimately results in quality of education. Comparatively longtime duration of the trainings was another objection that is recorded by the respondents which somehow was not properly utilized by the trainers or the other key organizers of the trainings. Some said that this thing become the cause of refrain for the trainees which also reflect in the results of the pupils' test that should also be taken seriously for further initiatives of non-profit organizations who are involve in this type of trainings.

Considering all the aspects of the study I would suggest especially to non-profit organizations to select only the interested trainees according to their pre-defined prescribed selection criteria. Promises of extra ordinary rewards and packages after training at the time for selection should be avoid so that only interested candidates incorporate in the trainings. In the case of PIDSA project initiated at Bandala village non-government organization tried fulfill the requirement of their donors instead of applying the strategies according to the spirit of these teacher trainings. Satisfactory salary package should be given to the trained teachers so that the teachers will deliver

their services according to its strength. Pedagogical active learning methods seems attractive due to its philosophy and child-centered approach but somehow implementing authorities are not fully prepared to adopt this with full zest in their actual situation finding need to be consider by other implementing organizations of such project in future. As recorded during interviews teachers are struggling with time management issue due to their continuous periods that affect on their pedagogical active learning strategies, so the issue need to be solved through effective time management. A balanced scheme of study for all subjects and a proper monitoring of the entire teacher training is another core aspect required proper attention of the implementers.

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# GLOSSARY

| | |
|---|---|
| PIDSA | Pak-Italian Debt for Swap Agreement |
| IDI | In-depth interview |
| FDD | Focus group discussion |
| RFS | READ Foundation School |
| AV aids | Audio visual aids |
| Biradri | Brotherhood |
| Kacha | Term used for mud houses |
| Paka | Term used for cemented houses |
| Suni | Major sect of muslims in Pakistan |
| Deoband, Wahabi, Shia | Famous sect of muslim Indo-Pak |
| Asoo | Grass cutting season |
| Nala | Water channel |
| Muhala | Hamlet |
| Ghee | Cooking oil |
| Ghutti | Any liquid for new born baby |
| Aqiqa | Tradition to slaughter goat for the good health of new born |

| | |
|---|---|
| Sunat or Suntaan | Circumcision ceremony |
| Shadi ka Dost | Special friend to invite in all marriage ceremonies |
| Milni | Special sweet of greetings |
| Rasm-e-hina | Tradition of apply natural color on the hand of bride or groom |
| Gana | Any black thread |
| Gharoli | little water pot |
| Jora Pehai | Tradition of new suite for bride or groom |
| Janj | Marriage gathering |
| Salami | Gifted money for bride & groom |
| Ulma karam | Islamic scholars |
| Haq Mehr | Bird's wealth |
| Khatam sharif | religiously |
| Surma | Grinded black stone for eyes |
| Nikah | Marriage agreement |
| Molvi Sahib | Religious preacher |
| Doli | Cart for bride |
| Waleema | Marriage lunch or dinner |
| Mayyat | Dead body |
| Kafan | Cloths of dead body |
| Gurkan | Man who dig the grave |

| | |
|---|---|
| Eid-uz-Zaha | A great feast of Muslims |
| Eid-ul-Fitr | Second feast of Muslims |
| Namaz | Prayer |
| Eid Gah | A place for feast prayer |
| Chorian | Bangles |
| Eidy | Pocket money which given to the children |
| Millad | A ceremony celebrated by Muslims on the birth of the Prophet Muhammad (SAW) |
| Rabi-ul-Awal | An Islamic month |
| Moazan | Person who call for pray from loud speaker of |
| Eid Gah | Place out of the mosque for eid pray |
| Zakat | A sum of money given to the poor Muslims by the Muslim who have satisfactory economic status |
| Tajveed | Reading Quran through prescribed Arabic accent |
| Tarbia | Training course for character building |

ANNEXURE

# Questionnaire Guide for Teachers/Trainees

*"Pedagogical Training of Primary School Teachers & Its Impact on the Quality of Education of Pupil".*
A case study of village Bandala District Bhimber AJK

Part I:

Name_____          Age          _____
Education_____

Trainings:  Pre-service _____  In-service_____  Professional  Exp._____
Teaching Exp._____

Part II:

**Theme 1: Please tell me briefly about your personal, educational, social and professional life.**

- Personal interest, especially related to child-hood & education.
- Personal education, views about his/her own early school days, teachers and their teaching methods.
- Family's economic, social and educational background. (Education of parents' siblings & spouse).
- Her/his social interactions, his views about his locality.
- Especially about her/his favorite teachers or their teaching. What s/he liked disliked in their teachers.
- Professional aim, future programs.
- Especially whether teaching is his/her ultimate profession or accidental?
-

**Theme 2: Please tell me your motivation, exposure towards Teaching and education.**
- General motivation towards teaching.
- Exposure of different schools, institution
- Theoretical exposure to fulfill your interest
- Other related exposure interest.

**Theme 3: Please tell me why this course was important for the teachers by clarifying its need.**
- Over all importance of the course.
- Need for teacher, children, school and community.
- Need for the area if any.

**Theme 4: Please tell me your general understand of the concept of Education and according to you what is quality of education**

- General perception understanding of education.
- Outcomes benefits of education.

- Her perception about the impact of education with regards to socio economic and political development.
- Her perception about the impact of education in quality of their lives with the development of their village, city and country.
- What is her vision about quality of education?
- According to her what parameters she has set for the quality of education of her students.
- Where she want to stand her students after transferring her knowledge and experience.

**Theme 5: What do you know about Pedagogical/Active learning teaching methods?**
- Overall understanding of Pedagogical teaching methods.
- Is s/he is clear about the different techniques or not?
- Why traditional methods replaced by modern teaching?
- S/he is clear about the ultimate positive result and benefits of pedagogical skill or not.

**Theme 6: What techniques of Pedagogical Teaching Methods are not appropriate according to your culture and educational environment?**

- If s/he think that few modern techniques are partially or totally ineffective to apply.
- If s/he has had experience about the incompetence of any of modern teaching technique.
- S/she he feels that something is inappropriate according to their culture or environment.
- Explore the reasons and solution for those of her problems which she is indicating in modern methods.

**Theme 7: Please tell me your understanding about Traditional teaching methods. Which are the traditional Teaching Methods you think are still appropriate?**

- Her/his overall understanding of traditional teaching methods.
- If s/he declared any method good explore his/her reason about that.
- Explore few positive and negative example of formal teaching.
- Why traditional teaching faced hated among people?

**Theme 8: Are you satisfied with the professional abilities of your trainers. You think they have provided you all the skills and knowledge which required?**

- If satisfied then how if not please provide the reasons.
- Their behavior with trainees, are they friendly to you people as you are supposed to be friendly with your student etc.
- Have the trainers provided all their sessions and content with clear, coherent and logical manners.
- Have the trainers usually spent enough time to the class or not.

Theme 9: Are you satisfied with the trainings of Pedagogical Teaching methods you have been provided in past? Do you think you can bring quality of education of your pupil by utilizing the knowledge gained though those trainings?

- Probe multiple reasons for liking or disliking.
- Are the content and method are implemented, practical or just theoretic?
- Is there mechanism of follow up or monitoring of those trainings in the system of service provider?
- Do you feel any change in your way of teaching due to these trainings?
- Did you realize enough acceptance of all these new practice among pupils?
- What kind of change in regard the quality of education you are clearly observing in your pupils?
- What more should be including in to these trainings?
- Any suggestion for trainers or service provider which can strengthen these trainings?

Theme 10: Do you or your school have enough teaching aids to support your Pedagogical skill. (Ask has teacher full access to that teaching aids, if No how s/he mange to teach without that material)

- What kind of teaching aid you have been provided explore few majors?
- Explore about the quality his satisfaction level about that material?
- Have you full access to this material or your utilizing all those material to enhance your teaching.
- Explore how he is managing his class in case of without or few teaching aids?
- Sing of any low-cost no-cost techniques.
-

Any Question Suggestion for the researcher

# Teacher Observation Checklist

Name of School: _____    District: _____

Teacher's name: _____    Gender: Male ____ Female ____

Subject: _____    Duration of period: _____

No. of boys enrolled: _____    No. of girls enrolled: _____ Total: _____

Attendance on the day of observation: Boys _____ Girls _____ Total _____

Observer Name: _____    Class: _____ Date: _____

| Field | Expectations of the Teacher's Ability | N | U | S | E |
|---|---|---|---|---|---|
| 1 | Prepares the lesson plan in advance | | | | |
| 2 | Introduces the lesson clearly | | | | |
| 3 | Uses traditional teaching technique/method (e.g., lecture, asks close- ended questions, reading from a book/blackboard, etc.). Any other........................... | | | | |
| 4 | Uses active-learning teaching technique/method (e.g., teacher-led demonstration, class discussion, group work, hands on activities, student presentation, role play, etc.). Any other........................... | | | | |
| 5 | Involves students in class activities. | | | | |
| 6 | Encourages students to ask questions. | | | | |
| 7 | Listens to student responses respectfully. | | | | |
| 8 | Encourages interaction among students. | | | | |
| 9 | Uses teaching aids (e.g., blackboard, charts, models, objects). | | | | |
| 10 | Uses the time allocated for the class in an effective manner. (It is not repetitive or rushed.). | | | | |
| 11 | Has a good command over the subject matter. | | | | |
| 12 | Delivers lesson in logical and coherent manner. | | | | |
| 13 | Monitors and assesses student understanding. | | | | |

# ANALYTICAL AND CREATIVE SKILLS
## ASSESSMENT PAPER

Name:_____          Roll No. _____

Time:_____          Date:_____

| Q. No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Maximum Marks | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| Obtained Marks | | | | | | | | | | | |

* Find the missing number from 0 to 9.

4    6    0    3    2    8    5    9    7                      1

* Find the letter that appears twice.

A    P    E    X    C    L    A    T    H    O    N          A

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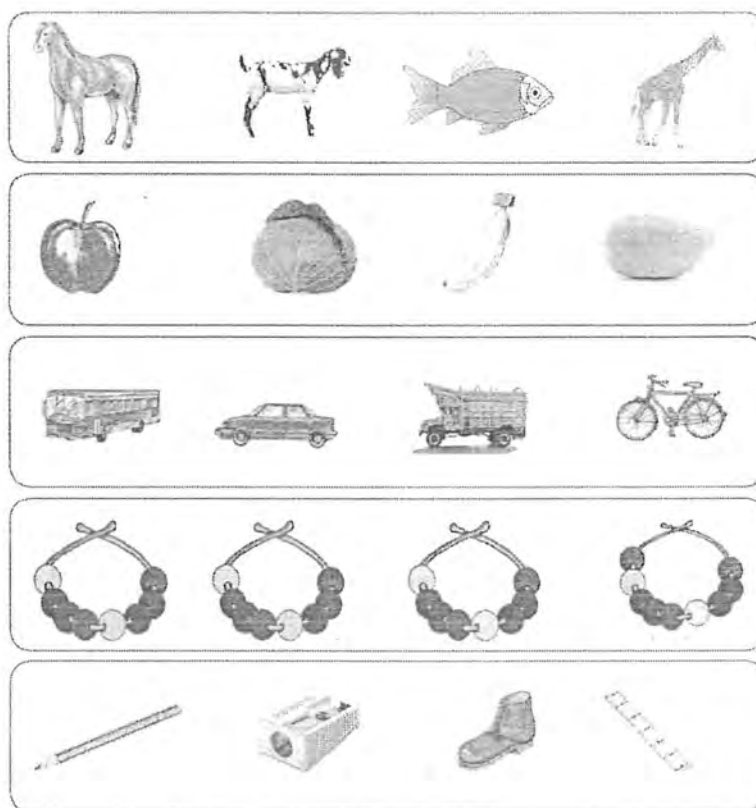1. Find the missing number or duplicate letter in the following.                (10)

* 0  5  7  4  2  8  1  6  9            ☐

* H Y G K D B M A G Q W               ☐

* 9 3 1 2 6 4 5 8 0                   ☐

* P L J H F R W B R N O Z             ☐

* 4 7 2 1 0 5 8 9 3                   ☐

* Q A Z W S X E D W C R               ☐

* 6 1 0 8 3 7 5 4 2                   ☐

* T G B Y H N U L I K O Y             ☐

* 9 1 8 2 7 3 6 4 5                   ☐

* C V B N M L M K J H G F             ☐

2. Cross( X ) odd one out. (10)



3. Make words from each letter of Penguin. (10)



P_____
e_____
n_____
g_____
u_____
i_____
n_____

4. Cross out(X)all letters that appear four times in the grids below.  (10)
   The letters that remain will spell the name of an animal in grid A
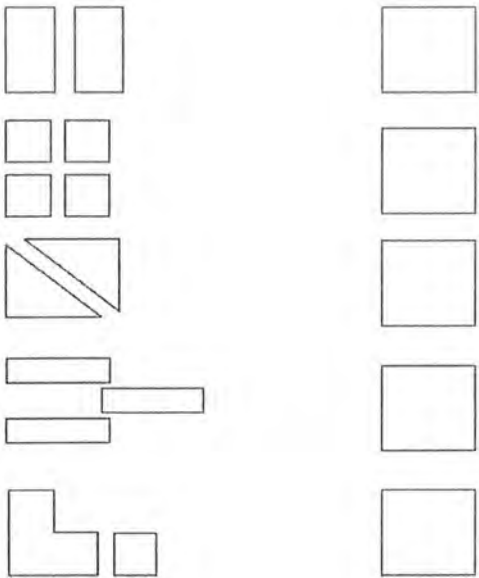   and name of a fruit in grid B.

A

| A | G | M | L | E |
|---|---|---|---|---|
| P | L | H | P | S |
| G | S | G | A | N |
| L | O | Y | S | H |
| A | S | G | L | A |
| H | P | H | K | P |

B

| R | B | S | F | A |
|---|---|---|---|---|
| P | S | K | U | P |
| G | U | F | B | K |
| K | P | O | S | N |
| U | B | S | U | P |
| E | F | K | F | B |

5. Draw lines in the squares at the right to show how the pieces at the  (10)
   left fit into the blank sequence. The lines drawn must fill the blank
   squares completely.

6. Complete the following patterns. (10)

1 0 0 1 0 0 1 0 0 1 _____

A A B B B A A B B B _____

△ ◯ △ ◯ △ __ __ __ __ __

〉〉〉 ⌐ 〉〉〉 〉 __ __ __ __

⊗ ⊕ ⊗ ⊕ ⊗ ⊕ ⊗ __ __ __ __

7. Sort out small and capital letters from the following. The small letters (10)
will spell the name of a fruit and capital letters will spell the name of
an animal.

G 8 n 1 5
I m o 2 E 9
a 4 T g 9 R 6

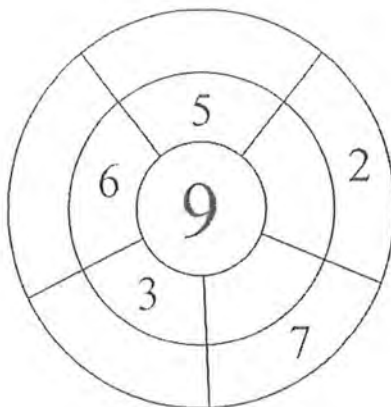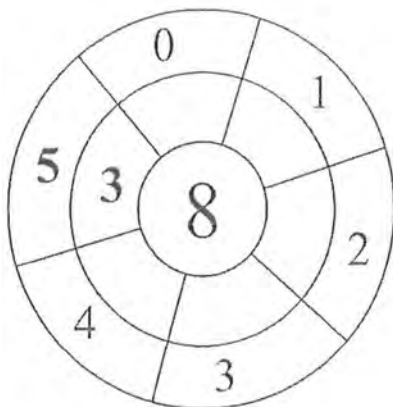| Small letters | | Capital letters | |
|---|---|---|---|
| | | | |
| | | | |

VIII

8. What rhymes with bat? (10)



What rhymes with odd one out? _____ _____

9.Complete each wheel that you can score 8 with two numbers. (10)

10. Draw the rest of the shape so that it has reflective symmetry.          (10)