



**Virtual University of Pakistan**  
**FEDERAL GOVERNMENT UNIVERSITY**

**COURSE HANDOUTS**

# **School, Community and Teacher**

**EDU501**

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## Community, School and Teacher (EDU501)

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## Lesson No. 1

**SCHOOL, COMMUNITY AND TEACHER****Topic: 001 – School, Community and Teacher****Triangle components**

These are three components of a triangle

- School
- Community
- Teacher

These components have equal importance in a triangle. If any one of them is missing, the triangle will not be complete. For a proper triangle, all three components must merge together.

**Relationship between schools, teachers and community**

If school and teacher work but community does not exist the triangle does not stand, if school and community are in harmony with one another and teachers are not collaborating with both, again we do not have good educational results. So, for good educational standards and to meet the targets and goals, we need the collaboration of all three components.

**Pillars of society**

School, community and teachers are independent pillars of a society, and a nation depends on how the schools are functioning with cooperation and understanding of the community and how the teachers are playing an important role by looking at the standard set by the school.

**School as part in in the community**

School is an important part of the community, it is not a mere building, and schools have a lot to do to serve the community. Similarly, community contributes a lot to school. Communities combine their practices, resources, and perspectives to form a shared knowledge base that informs their practice. Members of a community of practice have a common sense of purpose and a real need to know what others know. So, all these depend on each other.

**Topic: 002 – The Relations between school and home**

- School is the second home for a child. It has its own culture, its name and its identity.

- **Children come from a home, which is a part of a community, with deep rooted norms of culture and behaviors. It also has its own identity.**

School is the second home for a child. It has its own culture, name and identity. A child comes from a home which is a part of a community. School has also its own identity. School brings vision for us. It is said that 99% of people consider school as a second home. They feel that the days spent in school were the best ones in their lives.

### **School as identity**

School has not only the building but also a name, culture and identity. Parents hold an opinion about school, whether government or private. School has its own culture, good or bad, it depends how the school authority conducts it, how the community visualizes the school in a particular area and how the teachers contribute to the identity and culture of the school. A child comes from home holding a specific culture and adjusts him with the school environment.

### **Topic: 003 – The Relations between school and home**

- **A child needs a family set up to settle in the new environment of school which respects his identity and home culture and identity to which they belong.**

### **Different background**

The culture of society has deep roots, and school and home are part of that society. The child has a certain culture at home, he goes to school and figures out that the school has also some norms and routines; at playground, he learns that different children come from different homes, and each has his own home culture.

### **Community & teacher help the child**

Thus, it is a difficult task, for the child, to become familiar with all three different cultures. However, the community members, school staff and teachers can help the children to address three different cultures issues. They can generate a friendly environment and sense of attachment and may instigate respect and harmony among the home, school and community culture. This will have a positive impact on the child's growth. So, educating a child is a partnership between home and school, and that connection must remain clear and strong to monitor progress and act when there are problems.

**Topic: 004 – The Teacher's Role**

The teacher's role is to:

- Develop an understanding of the student's culture and communities
- Value their student's culture
- Respect their students' families

Reference: McCaleb, PS (1994) Building Communities of learners,

USA: Lawrence Erlbaum associates

So, it is the responsibility of the teacher to understand the culture and community from which the students are coming from. It is not an easy task for a teacher to know the culture, community and the home culture of each and every student; however, the teachers should do it. If the teacher does not know the culture and community of the students, she may misunderstand the situation. The teacher's role is not only to know the culture but also to understand the traditions and value their culture. We need to learn that other people who have different culture, can also have good values, norms and traditions. Sometimes we think that whatever we do is best. Similarly, we think that our culture is best or superior to others. We should give space to others.

**Teacher as a role model**

The teacher is the role model for students and thus should respect, value and appreciate the culture of each and every student and must always give positive remarks about the culture, whatever the culture is.

**Example**

For example, if the student says it is my culture that I need to shake hands with my elders, the teacher must appreciate that, this will be a very kind gesture, that the teacher may say, "O fine, that's wonderful, I think this is very interesting". These are all positive statements, statements which pride the students. Students must love that behavior and they would respect their teachers, along with that teacher must respect the family of the students irrespective of their status and educational background.

**Topic: 005 – Community**

- A social group of any size whose members reside in a specific locality, share government and often have a common cultural and historical heritage.

- **Community may be small, medium or large. It has same govt, same laws and same traditions, same culture and same historical heritage.**
- **Concept of community**

A social, religious occupational or other group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists.

### **Example**

For example, in a village or city, people live together but people who share common religious thoughts could form a group with the same common religious ideas and practices and term them a community of that religious group. Similarly, in society people who share the same occupation such as iron smith, gold smith or people who are dealing with business, have common issues, common interests and perceive them different from the larger society in which they live, can form a sub-community. Another example can be of the people who do business of garments, they have common issues, they think the interest of their business. They have common goals and characteristics; they can form the group of business community. This labeling is just because of same occupation.

### **Topic: 006 – Community**

A social, religious occupational or other group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists, for example business community.

### **Community formation**

There are many people in a city or town or village living together but people who share the common religious thoughts could form a group with the same common religious ideas and practices and therefore be called community of that particular religious group or it could be people having the same occupation where they are living amongst in a larger society but they are sharing a few people who are the sharing the same occupation such as goldsmith or iron smith.

## Lesson No.2

**RELATIONSHIP BETWEEN SCHOOL AND COMMUNITY****Topic: 007 – Relationship between school and community**

- School is a cultural social and community institution.
- Schools have a culture
- Schools represent a major section of society
- Schools are representatives of their communities

School is part of the community. Schools provide education to the community, and community form common goals, characteristics, goals, issues and problems. The people who come to the school as students, teachers, and administrators come from the community around the school. They bring social, culture, tradition, information and knowledge from the community to the school. The school is a hub where community ideas get together as a bank. Some will be accepted and some will be rejected. There could be friction because of acceptance and rejection. The school's role is important as it should not reject things without reasons, not to accept things in favoritism or unreasonable circumstances.

**Role of school in the community**

So, the school is like a hub of culture and tradition and represents the community. If you visit the school and don't know the community around the school, you can guess the type of community living around the school and their interests, motives and directions by looking at the people within the school. One can give fair judgment by looking at the culture of the school. The community represents the culture of the school.

**School as part of the community**

School represents the major section of the community, in a community there are many segments of people, they have different occupations, behavior and home background. The people contribute to the culture, values and behavior of the ideas to school.

The school gets them all together and can filter them into the sections and label them as some priorities and this culture goes to community. Hence, school represents the culture of community. So, this process keeps on going as a cycle. So, one is recommending the other and other is

complementing the one. Hence, the school is contributing to the community, and the community contributes to the school.

**Topic: 008 – Effects of communities on Schools**

- **Community leaders**
- **Majority of the community members have a say the policies of the school.**
- **Affluent members of the community play a major role in the formation of the school structure.**

Community leaders play an important role in schools. This can be debated whether this is good or bad, if taken positively, it is very good that members of the community have role in the policy of the school. These members can be represented by community leaders. Who selects the community leaders, what is going to be the merit to select the community leaders, what is the qualification of community leaders? Unfortunately, taken this aspect with relevant to Pakistani society, it does not define the merit and qualification. In certain communities, these do have the framework, and these do have criteria that who would be standing as a community leader. If the community leader is selected without the merit and qualification, it will have a bad effect on school and community will be responsible.

**Role of affluent people in the community**

In Pakistani context, sometimes schools dependent on the affluent members of the society for their expenses. They need some type of support from the community, it can be related to the economics, related to the raise to the funds, it can be related to the manpower, it can be related to the other support in different areas such as making a library, boarding area. So sometime school depends on the community, and the affluent people can support the needs of the school.

If affluent people think that they are the community, they are giving the benefit to the school learners, the result will be positive.

**Topic: 009 – Effects of school on community**

- **Good performance and excellence have a positive influence on the community**

Normally communities dominate the school, but gradually when the school gets a status, it is rated and if it performs good or excellent school, thus then the school becomes more dominated than the community around. So, if the school staff, teachers, exercise dominance over the community, they work hard to gain good reputation as a good performance, as an

excellent school, showing good results, showing good conduct, showing good behavior, setting up role models, setting up excellent standard. But even though community tries to dominate, then school can guide the community and compete with the community

- **Stable administration in schools can help establish rules for the students, their parents, and their communities**

But if the school does not fulfill the requirement of the merit, then communities pressurize the school to change the policies. There is possibility that the policies which are changed by the community are for the betterment of the school community. But there is risk that those policies might be harmful for the school's merit. But if the school is continuously showing poor results, then community thinks it is better to intervene in the school policy and the school also considers this valuable, then this will be good from the school perspectives.

Stable administration is very important to implement the policies, to experiment with the policies, i.e. whether the policies are working or not and then to find out the fruit of policies. Strong administration can assess the policy and its implications. What changes should be addressed and how can we overcome the problems in the policies. All this needs time and with the passage of time a strong administration comes into being.

### **Topic: 010 – School as a Hub for the community services**

- **For religious services such as family occasions, (Nikah, Bismillah,) and other religious gatherings for peaceful purposes Festivals, such as Ramzan, Eid, birthdays, anniversaries, prize/award winning ceremonies.**

School as the hub for community services is another important and major role played by the school for the community. It is the practice all over the world and Pakistan that community services are being handled and conducted in school, sometimes by the school authority and sometimes independently by the community members. For example, the school serves religious services such as Bismillah, completion of Quran, Nikah ceremony, and other religious gatherings for peaceful purposes. The community cannot force the school to establish it.

A system where the school would bit go against any norm laid by the system. This is a good service by the school for the community members and gives opportunities to the members to get familiar with the school, not only with the building but also with the values and facilities of the school.

### **Muslims festivals in the community**

, Sometimes the schools help the community to conduce ceremonies and festival such as Eid, Ramzan, birth day, anniversary, prize awarding ceremonies etc. in the school, it is possible that the school may ask for certain amount of money from the community but it depends, if the school and community have a pact that such services will be provided free of cost then this would be free. If the school thinks that some amount should be provided to use the school facilities as the school covers the expenses as well then in that case the community members can dialogue with the school authorities and fix the rate. The important thing is that community respects the rules laid down by the school staff and school staff respect the expectations of the community members that they have from the school to help them to organize their functions and their festivals.

### **Topic: 011 – Organizational Supervision**

To run all these events smoothly in schools the board of governors or the administrative staff must be given guidelines to make the event holders bound by certain rules and regulations.

In this case we have two supervisions, one is school other is community. Supervision must be given at both levels. It should not be considered that only the school is responsible because the services are being rendered by the school, likewise if the school staff thinks that it is the responsibility of the community only to supervise the events. That would be unfair. So, it is important to have an organizational chart in the organization indicating who will be responsible for supervising the events. So to run all events smoothly in the school, the board of governors and administrative must give guidelines to the event holders to make them bound to certain rules and regulations. So, the first job of the supervision committee of the school and community would be to lay down some rules. Both committees should agree to those rules which are set by the organizational committee which is going to supervise. If both parties agree to the rule, then there will be no controversy. The event holders should be aware of the rules, and these rules should be displayed.

### **Topic: 012 – Organizational Supervision**

**To enhance good organizational skills amongst the staff at the school and provide a social platform for community members to interact with the school.**

**Effective supervision is indicated by helping teachers become more sufficient. School organizational supervision is conducted by head teacher.**

The skill of the organization to conduct the event needs to be enhanced. One of the important skills is communication, better communication, 90% misunderstanding in this world is done because of bad communication. The school staff need to develop this skill and different ways and methods to communicate should be promoted with the community members. The staff can send the written notices, the staff can inform the learners they should be able to go to the homes and talk the parent about the rules laid by the school organization committee to supervise the events otherwise be there can be video clips made and displayed in the school premises in order to create the awareness among the teacher, parents, school staff, community members and the students because visual things help a lot. People can make a good understanding of visual material provided by the school. Similarly, the community members can communicate in the same way, they can send their newsletter to the school. Another way is to provide an online social platform which could be shared by the school, and parents are online. This is like a forum and people just post their comments, opinions and suggestions, out of these suggestions, some are taken and some are rejected. So, all these help the community members to interact with others, and the school would enhance the possibility of having the triangle of school, community and teachers.

## Lesson No. 3

**DEFINITION & TYPES OF SOCIAL INSTITUTIONS****Topic: 013 – Definition & types of social institutions**

- Educational
- Academic
- Informative
- Creative
- Collaborative

These are social institutions for social interaction and provide social platforms for people to engage in some communication to get better dialogue for the betterment of the community and the learners. The first and foremost institution for such a platform is education. In an educational institute all the culture, tradition, information, and whatever is happening in the community is brought into, it affects the community, it affects the learners, and it also affects the norm of the school. For example, tuition center where the students get together after school timing to get extra help. Sometimes these centers are free of cost and run by the community to help the students who need help in different subjects. Another example can be of informative centers where such exchange of ideas can take place. An example of informative centers are libraries and IT cafes, all these places carry the culture because these are run by the communities who have certain cultures, traditions and these have impact on the younger people. After collecting all the information from the centers, individuals move around in the community. The purpose of this is to exchange culture, knowledge and information of the people. Then creative centers, for example, are sports complexes where the young and old indoor and outdoor games show their behavior and exchange their ideas, by the display of the discipline they carry their culture. It is also the social forum because the ideas are exchanges, opinions are gathered. The last one is collaborative activity such as marriage hall, where people din together, the people sit together and love to talk.

**Topic: 014 – Definition & types of social institutions**

- Religious
- Basic principles of Islam
- Islamic teaching with special reference to society and social norms

The basic purpose of the religious institution is to teach the fundamental principles to the learners. Adults also can learn from such institutions. This is an ongoing process which continues throughout life. The Islamic teaching with special reference to society and social norm are the message of this institution and they convey this message to the people. Islam focuses on the society, brotherhood and tolerances. Such an institution has a great impact on people learning how to live in society. So, in that way, religious institutions are the biggest platforms where people can come and talk about how community can make an impact on the school and life of the learners. Sometime people can go to religious institutions to read the Holy Quran. When people go to the mosque for the prayers, they interact with other people and discuss the social issues. Mosque is the central place in the community and people share their problems with the imam who leads the prayers.

### **Topic: 015 – Definitions & Types of social institutions**

- **Family is the first and most important social institution.**
- **Parents are role models for their children**

If the parents respect school and society, their children follow them

Family is the first and foremost institution for the child. Child is affected if anything goes wrong in this institution. Parents are role models for their children. Family means mother, father, brother, sister aunt, uncle, grandparents or great grandparents. All these people have the responsibility to look after the child; the child has ample opportunity to learn from all the members of the family. So, child looks at all these as his role model and copies them. If the child falls into some wrong activity, this is the responsibility of the whole family to initiate the right step, parents and other family members should come forward and guide the child. So family is a small-scale social institution, however the parents have the biggest responsibility to care about the child. For example, if the parents respect the school administration the child would also respect it naturally, but if the parents do not respect the family, they think the people are low where they live, in first stage the child becomes confused, sometime this confusion leads to failure. Psychologists think there is feeling of guilt in human beings if what they belong to is being accepted by their dear ones. So, in that case parents talk against the school which the child belongs to and consider that to be second home, it develops sense of guilt in the child when the school is being criticized or when the teacher are labeled because inside the heart, he owns the school, he own the teachers and relates himself to the community. If any of these is criticized by the parents or labeled by the family and look down upon, the first feeling occurs of guilt and shame and that result is in confusion because the mind does not settle down with the idea which is given to him by the parents or family. The second reaction is that

child follows the steps of his family and does not respect the institution such as school or the community.

#### **Topic: 016 – Teacher’s Role in the School & Community**

- **Teachers are an integral part of society, community and the nation.**
- **Teachers have great influence on the growth of the student and the community.**

Teachers are an integral part of society, community and the nation. So, from school, teachers have impact on the community; from the community it has impact on the nation. A child interacts with the school institution the most after the family members, he tries to follow the teacher and the expectation to be built up by the school for the child. All these are monitored by the teacher. A teacher has great influence on the growth of the students and community. She reflects the community values through her behavior. Teacher should know the cultural, economic, religious and even ethnic background of the students. Moreover, teacher displays the behavior in which students know that their families, culture and religion is respected by the teacher. This makes the student confident and develops the trust with the teacher they Then communicates their culture, values and any sort of issue with the teacher because their teacher respects all these

#### **Topic: 017 – Agent of Change**

- **Teacher works as an agent to bring changes to the lives of the students**
- **This results in a positive change in the norms of society, community and culture.**

Institutions and communities can only exist if they keep on changing. Change is important for existence. Teacher works as agent of change which brings changes in the life of students. A change agent helps an organization transform itself by focusing on such matters as organizational effectiveness, improvement, and development. A change agent usually focuses his efforts on the effect of changing technologies, structures and tasks on interpersonal and group relationships in the organization. The focus is on the people in the organization and their interactions. Positive changes can improve the community and help the society to remove the negativity.

#### **Topic: 018 – Teacher’s participation in Community Activities**

- **effect of school on individual’s behavior in the community**

- **Effects of teachers on group's behavior in the community**

Teacher participation in community activities would result in two manners, firstly, it would affect the individual behavior and secondly it would affect the group behavior. For example, teacher who participates in community activities but does not show respect to an individual's cultural background or economic status or any kind of behavior related to that individual. So, both school and teachers are responsible for bringing that change of individual behavior because of participating in community activities. We take the example of festivals like Eid, where everyone celebrates, however there are some students who cannot afford the new clothes. So, it is the responsibility of the teacher to motivate the students and spread the message that real spirit of Eid is to spread brotherhood and emphasize sharing happiness, the teacher should not emphasize wearing new clothes or spending more money. It has been noticed that teachers give some instruction and students follow it. Students who do not have money get embarrassed and do not participate in the community's activities. But if the teacher encourages every student, it develops confidence among the students, and they participate in the event in a normal way. The teacher should not exaggerate the expectations of the school and teachers and does not put any student in some form of complex or embarrassment. This shows that a teacher brings positive changes in individual behavior.

**Topic: 019 – School Culture, Surrounding and Community**

- **To find out about the culture of a particular school,**
- **It would be essential to know about the culture of the families living around in the neighborhood.**

School culture, surroundings and community are interlinked to each other, and nothing is independent by itself. No man is island, similarly no person has his own culture. The culture is linked with the family, route, community, society and ultimately with the society. The surrounding means where the child lives, if the child lives far away from the school, he then needs to know the culture of that community. In northern areas, children come from long distances, the school and the teachers have no idea about the children's location and parents do not know the school environment. For example, some students might be coming from areas where there are no facilities such as water or electricity or there is a lot of power shortage. Come for a little time. So, the students cannot study after sunset if the electricity is not available. The teacher needs to know about that,

such little things would make a lot of difference in the life of students and students learn how to facilitate others.

**Topic: 020 – School Culture, Surroundings & Community**

The community surrounding the school has a direct or indirect influence on the culture of the school, for example offering prayer in a school, if the community has principled, a policy where they want people to be saying prayers together in the company of each other and led by some Imam. If the community asks the school administration to allot time for the prayer, the students love to offer prayers, it has been noticed that if in the institution such arrangements have been made in the institution, students enjoy by saying prayers in the company of their friends. They take pride that school is providing this facility and this promotes the habits of offering prayers among the students. This is a small example as to how the community can influence the school authority to bring up something good in the students and inculcate the habits of saying prayers. Similarly, community can influence the school so many other good things. Similarly, if the community collects garbage in the streets, roads and surroundings then that's mean they are not taking care of the environment, that can aggravate the student's attitude, community can organize their task and advise the students about the importance of cleanliness. Community can inform the need of clean surroundings and good environment. Community can initiate the project and appreciate the community members who are involved in the project. The community can design the project and influence the school authority and inform them they have kept the garbage bins in the street and tell the students to make use of those dust bins.

## Lesson No. 4

**SCHOOL AND CULTURE****Topic: 021 – School and Culture**

- **Main characteristics of culture**
- **Elementary concepts of culture**

Culture is everything which is socially shared and learned by the members of society. Every society has its own culture and ways of behaving. It is not uniform everywhere but occurs differently in various societies. Every culture is unique and is a specific society. For example, values, customs, traditions, ideologies, religion, belief, practices are not similar but different in every society. However, the ways of eating, drinking, speaking, greeting, dressing etc. differ from one social situation to another at the same time.

Features of the culture

1. Culture is learned
2. Culture is social
3. Culture is shared
4. Culture is transmitted
5. Culture is continuous
6. Culture is continuous
7. Culture is accumulative
8. Culture is integrated
9. Culture is changing
10. Culture varies from society to society
11. Culture is responsive
12. Culture is gratifying
13. Linked with society

**Topic: 022 – School and Culture****Main Characteristics**

- **Culture has five basic characteristics**
- **Culture is learned, shared, based on symbols, integrated and dynamic.**

Culture has five basic characteristics, those basic characteristics would give reason to you, how does the culture influence the community, school and the teachers. Culture is learnt, teacher knows the culture and then he will be able to address the needs of the students. So, culture is basically to be learnt. You must find out the culture of people living around. Culture is shared by the people. It is not a one-man culture, that one man one culture and other man has other culture. It is always shared and that is why it has capacity to influence others because it has to be shared. If I am doing something, the person sitting next to me would have an influence on his personality and he will automatically try to do something what I am doing.

### **Topic: 023 – Learning Culture**

- **The process of learning culture is called enculturation'**
- **It is not inherited. Most of the time it is unconscious learning**
- **Ways to fulfill our basic needs vary from one culture to another**

Culture is not inherited biologically but it is learnt socially by man in society. It is not an inborn tendency but acquired by man from the association of other, drinking, eating, dressing, walking, behaving, reading is all learnt by man.

### **Topic: 024 – Sharing Culture**

- **We share our culture with other members of our group**
- **Therefore, we know how to behave appropriately in our social groups**
- **We can predict how others will behave in our group.**

Culture is something shared. It is nothing that an individual can pass but shared by common people of territory. For example, customs, tradition, values, beliefs are all shared by man in social situation. These beliefs and practices are adopted by all equally.

### **Topic: 025 – Symbols**

- A symbol is something that stands for something else.
- Language, memory and art are all symbols of culture.
- Language is the most important component of all these symbols of culture.

- Culture is based on symbols, including
- Language
- Objects with meaning
- Events with significant
- What do these items have in common

Object or event that is intrinsically unrelated to another object or event to which it refers. For example, ask yourself some questions about Pakistani flag. What does the moon represent? What does star represent?

To the human mind, symbols are cultural representation of reality. Every culture has its own set of symbols associated with different experiences and perceptions. Thus, as a representation, a symbol meaning is neither instinctive nor automatic.

Symbols occur in different forms: verbal or nonverbal, written or unwritten. They can be anything that conveys a meaning, such as words on the page, drawings, pictures, and gestures. Clothing, homes, cars, and other consumer items are symbols that imply a certain level of social status.

#### **Topic: 026 – Culture is integrated**

- **All aspects of culture are interrelated**
- **It is important to understand various parts of culture, to know a culture fully.**

The term cultural integration means the process of one culture gaining ideas, technologies and products of another and so this means that this culture will seem to be integrating into the other.

An example of cultural integration is the remaking of foreign films for American audiences. For example, the 2007 film "The Departed" is a remake of the Chinese film "Infernal Affairs." Other examples of cultural integration include American restaurants such as McDonald's opening branches in foreign countries such as Japan and foreign films playing in American theaters.

#### **Topic: 027 – Culture is Dynamic**

- **Cultures interact with other cultures.**
- **Share and exchange ideas with each other**
- **Need to change due to changing environment.**

Dynamic refers to the variability. Culture is formed by the peoples whose values, beliefs and religions combine them to live together. With the inclusion of more people in society, new era of development and the forces of evolution, the culture changes its shape. The culture is the product

which varies with its producer. As the producer is dynamic and the only living being in the world who likes to change (Human), the culture would also be consequential upon the variability.

## Lesson No.5

**THE CONCEPT OF CULTURE****Topic: 028 – The Concept of Culture**

- **Culture provides a framework to fulfill our physical emotional and social needs**
- **It's way of doing things to balance the individual needs with the needs of society.**

Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. The word "culture" derives from a French term, which in turn derives from the Latin "colere," which means to tend to the earth and grow, or cultivation and nurture.

Culture affects every aspect of daily life - how we think and feel, how we learn and teach, or what we consider to be beautiful or ugly. However, most people are unaware of their own culture until they experience another! In fact, we don't usually think about our culture until somebody violates a culturally based expectation, or we find ourselves in a situation where we have the feeling that WE violated somebody else's cultural expectations but are uncertain how.

**Topic: 029 – Subculture**

- **Cultures are then divided into subcultures based on ethnicity, race, and gender.**
- **Subcultures still share**
- **Commonalities with the larger society.**

A group within a society that has its own shared set of customs, attitudes, and values, often accompanied by jargon or slang. A subculture can be organized around a common activity, occupation, age, status, ethnic background, race, religion, or any other unifying social condition, but the term is often used to describe deviant groups, such as thieves and drug users.

**Topic: 030 – Adaptation**

- **Since culture is dynamic, many elements in the culture can be adapted.**
- **Some features are sometimes adapted by a culture which proves harmful, e.g fast food, pollution etc.**

The change in living and studying environments means an adaptation to the new and different. The more different and unknown the new living environment is, the greater the change. A young person leaving home goes through considerable change when the living environment, friends, the daily

rhythm and many other things turn out to be different. The language and modes of communication are often strange in a new culture, the culture of studying differs from what one is used to, and not even the basics of living and existence work as they did at home.

The adaptation to a strange culture and place is not only a physical transition from one place to another; it is also a mental process. Modes of action to which one is used to no longer apply, and it takes time to learn new customs. One must know how to correctly understand and how to make one understood.

### **Topic: 031 – Cultural Diversity**

- **Cultural diversity needs to be accepted by all people.**
- **Anthropologists help to maintain this diversity by their study to describe culture and its diversity.**
- **Cultural diversity must be documented.**

Cultural diversity is the quality of diverse or different cultures, as opposed to monoculture, as in the global monoculture, or a homogenization of cultures, akin to cultural decay. The phrase cultural diversity can also refer to having different cultures respect each other's differences. The phrase "cultural diversity" is also sometimes used to mean the variety of human societies or cultures in a specific region, or in the world as a whole. The culturally destructive action of globalization is often said to have a negative effect on the world's cultural diversity.

### **Topic: 032 – Culture complex**

- **When a group of culture traits which are interrelated and dominated by one essential culture trait.**
- **Nationalism is cultural complex**

A group of culture traits all interrelated and dominated by one essential trait:

These culture complexes are formed according to the various needs of life. In this way culture complex concerning food habits, the different occupations, etc., can be seen in different cultures. Examples of culture complexes found in Indian culture are in the form of the caste system, joint family system.

### **Topic: 033 – Culture Complex**

- **Some groups, communities or individuals may think themselves superior to others, thinking that their culture trait is better and widely dominates others.**

When some groups consider that their culture is superior from the culture of other group. Many factors in a culture are interrelated that one goal the basic main goal becomes the culture complex. For example, if there is group who have culture complex or nationalism, they think they are better citizens of the nation because they are doing these things and they dominate the other culture by telling them that they are the best citizens of that nation because they are doing so much for their nation. Irrespective of that, maybe other groups are also as good as they are or maybe there is possibility other groups are better than what they are doing but they are not making big issue of it. They are not exacerbating what they are doing a lot for the nation; they are not showing that they are doing many campaigns to achieve national goals. OS, irrespective of the fact that they develop complexity they are doing the best thing for the nation. Therefore, this type of complex is called culture complex.

## Lesson No. 6

**CULTURAL PATTERN****Topic: 034 – Cultural Pattern**

- **A cultural pattern develops through a society's perception, interpretation, response and expression to its surrounding environment.**

A cultural pattern is formed when traits and complexes become related to each other in functional roles. Each cultural complex has a role to play in society. It has got definite place within it. The cultural pattern of a society consists of several cultural complexes.

Thus, the Indian cultural pattern consists of Gandhi's spiritualism, joint family caste, system and ruralism. So, there is a cultural complex consisting of numerous cultural traits. According to Clark Wissler there are nine basic cultural traits which give rise to cultural patterns.

- These are;
- 1. Speech and Language
- 2. Material trails.
- (a) Food habits, (b) Shelter, (c) Transportation, (d) Dress
- (e) Utensils, tools etc. (f) Weapons, (g) Occupations and industries.
- 3. Art
- 4. Mythology and scientific knowledge.
- 5. Religious practices.
- 6. Family and social systems.
- 7. Property.
- 8. Government.

- 9. War.

### **Topic: 035 – Cultural Pattern**

- **Rudyard Kipling, the poet, says in his ‘Ballad of East and West.**
- **East is East and West is West; and never the twain shall meet.’**
- **He said this because both have different cultural patterns.**

We can only focus on the major views, values, cultural patterns or orientations shared by the most influential group of people in the most influential countries or cultures in that part of the world. And likewise, when we speak of a culture, we are speaking of the dominant and mainstream culture, not its subcultures or co-cultures. Third, even within one cultural pattern or orientation, there are varieties of individual behavior. So, what we can do is only choose those which are most manifest during intercultural communication. Finally, since the author of this paper is from China, there might be manifestations of native cultural influences, stereotypes, bias and even ethnocentrism in the paper, although that’s also what the author strives to avoid.

### **Topic: 036 – Communication Breakdown**

- **Human beings encounter misunderstandings communication gaps, conflicts and confrontations, due to failure in understanding in their intercultural communication.**

Intercultural communication is a form of communication that aims to share information across different cultures and social groups. It is used to describe the wide range of communication processes and problems that naturally appear within an organization or social context made up of individuals from different religious, social, ethnic and ethnic backgrounds.

### **Topic: 037 –Cultural Values**

- **Cultural values are transmitted through family, school, media and so on.**
- **Our values get translated into our actions.**

A culture's values are its ideas about what is good, right, fair, and just.

While the terms 'culture,' 'values,' and 'customs' are often used interchangeably, each is a distinct piece of the bigger picture. A custom is a ritual or other tradition that is an outward sign of the group's cultural values. The group's values aren't always obvious right away - they run deep! Cultural values can be pieced together by observing the various customs that the people have passed down

for generations. Cultures defined as all a group's guiding values and outward signs and symbols taken together as one big whole.

In our example, the cultural value that the Hindu man believes is to respect your ancestors and your gods. One of the customs that acts as an outward sign of this value is to allow cows to have a natural death, rather than slaughtering them. This custom, taken with all the other customs that his community practices, represents a larger picture of Hindu culture.

### **Topic: 038 – Understanding Values**

- **This helps us to appreciate other people's values for better communication with them.**
- **We can be guided to understand their behavior.**

Social values permeate every aspect of society and can vary tremendously between cultures. Even America has its own social norms of how to act appropriately and interact in the context of American culture.

An example of how social values can vary between cultures can be seen in the difference between Mexican and Nepali culture. To someone who does not understand the difference between someone from Nepal and someone from Mexico, members from these two cultures could look very similar and could seem very similar as well.

### **Topic: 039 – Formation of Cultural Pattern**

- **Society forms its own cultural pattern.**
- **Cultural patterns are based on beliefs, values, norms, attitudes and customs.**

Cultural patterns are the way of behavior of the people. Many people following certain behavior make it a custom. This custom when growing popular among the people becomes a precedent and a rule of social life. This rule of social life is pattern of culture. It is that ideal which is presented as an example to the people. These people are expected to behave according to cultural pattern. A culture develops patterns of behavior in all social situations. These patterns are also the normative orders of society. Violation of these patterns is disliked in society by condemnation.

## Lesson No. 7

**THE WORKING CONTEXT OF PAKISTANI TEACHERS****Topic: 040 – The Working context of Pakistani Teachers**

- **Social activist leader**

The working contexts of teachers are different compared to teachers of the world. It is also different in Pakistan, may be one city or one province context of Pakistani teachers would be different than Pakistani teacher living in another city or village. It will be also different with respect to the institution. The context of Pakistani teachers working in the public school would be different from one who is working in the private school. The context of Pakistani teaching who is owning the school would be totally different from the one just the employ in the school. So, there are many diversities and angles to look at the context of Pakistani teachers. We, as a whole need to understand what the barriers for Pakistani teacher in the context are of working in the Pakistani school whether owned by the teacher whether hired by the school authority, whether working in the private school or the public school, whether working in the big city or town/village. So everywhere there will be reference to the context of that institution and the location of the school. Usually, a teacher is expected to be social activist leader, why social because he/she is the part of society and must expand the social relation in society, activist, because he/she needs to be active in all roles. Teachers have many roles in display like leader, friend, guide, mother or father, so there are many roles to be a perfect person. We come to conclusion that teacher has a lot of work on his shoulder. He has to develop social relationships with the students, their parents, their families, the community, the community members and community leaders, those who are around the school and then be very active leaders in order to lead the people to direction which he thinks is right for them and is for their betterment.

**Topic: 041 – Social Activist**

- **Teachers need to be actively engaged in the social activities of the community around them**

This is the definition of social activist of above mention, the person who is active in the community to deliver to social issues of the community, if we apply this definition to the teacher in the context of Pakistani society, how much this is appreciated. Especially if the teacher is

female, how many cultures in Pakistan and how many communities in Pakistan encourage the involvement of female teachers in the activities of community. For example, the community is arranging a fun festival, how much it is expected that female teachers would be participating in order to organize this fun festival, it is difficult for the female to participate and convince the male member of the community to participate in it. It will be also difficult to the female teacher to arrange for commodities to business and other such groups which would share the fun festival. Family of the female teachers also may hesitate to participate such fun festival. So, this is all very difficult for the female. In big cities this would be encourage to some extent with the mix ratio 50/50 or 40 for the women and 60 for the men. But this barrier is not for the women. Some male teachers also think that we should not participate in the social activities; our job just is to teach the student not to involve the social activities like fun fare.

### **Topic: 042 – Leadership**

- **Teachers are leaders**

Teachers are born leaders. They have tendency to lead people because in most cultures teachers are respected and they are Guroos. It is considered that teachers can do everything. It is considered that whatever teacher says is I right. So, it develops the tendency to follow the teachers. In Pakistan context, many places, teachers would be considered leaders, they would be respected, and they have marked influences on the students and their families when they are growing up. In secondary school it is noticed that teachers are heroes for their students, and they convey the same way to their families. Students talk most of the time when they are at home. It is notice that students get upset if the teachers say some negative to them. Students get upset because in their heart they believe that teachers know everything. However, some teachers may feel that they lack the ability with other leaders. They need some guidance from their colleagues and their seniors. There is nothing wrong with that, it is very good idea to share the ability with other people. Every teacher differs in characteristics of leadership and different types of teachers leads his/her students in different ways. Parents also think that teacher is the person who can do everything, and students also obey the teacher's instruction.

**Topic: 043 – Leadership**

- **They are the agents of change, and they do not see the failure of one child as an individual failure, rather they see it as a disadvantage for that social setting where the failed child is coming from.**

The teacher leadership of the present is facing new changes and new challenges in education sector of Pakistan. Teachers are working at different functional, middle and top management levels in different education settings like schools, colleges and universities. In these different settings teacher leadership is challenged or affected by many political, cultural, and economical, professional and other factors. The role of authority and power of teacher leadership has now been shifted to the influence of the teacher on his/her student. The new dimensions of leadership define the guideline for teacher leadership in the education sector of Pakistan to create a new paradigm for effective leader. Leadership remains the challenging area of research in history.

**Topic: 044 – Quality of Teachers**

- **The quality of teachers and their qualifications vary in different schools.**
- **Private and public schools have different criteria for the selection of their staff.**
- **NGOs (non-governmental organization) have volunteers as well as qualified teachers.**

In private schools' teachers may have higher degrees but they have less training degrees, in the Govt school teachers have also training degrees, some should do not have teacher who are well trained, but some schools do prefer the teacher training courses. NGOs always seek sponsorship; they sometimes have qualified teachers and sometimes they depend upon the fresh graduate of the university or part-time teachers who are not well qualified as teachers. It is not the question whether they are capable or not but as a matter of principle, qualification of the teacher should be uniform in the whole country. The issue is not that qualified teachers are much better or not because it is very difficult to find out which are the better teachers. The quality of the teacher depends upon the courses, workshops and seminars; these all enhance the efficiency of the teacher's performance. Then what sort of syllabi of the training course covers the teacher's domain. New concepts, new dimensions, new aspects and angles should be addressed. Adopting new thoughts, teachers may adopt the effectiveness of methodology.

## Lesson No. 8

**LEADERSHIP ROLES****Topic: 045 – Leadership Roles**

- Roles of teachers also vary according to their qualifications and experience.
- The structure and framework that exist in a school has the roles fixed for the staff.
- Refresher courses are not in place.

Teacher leadership is primarily concerned with developing high quality learning and teaching in schools. It has at its core a focus upon improving learning and is a mode of leadership premised upon the principles of professional collaboration, development and growth. Teacher leadership is not a formal role, responsibility or set of tasks, it is more a form of agency where teachers are empowered to lead development work that impacts directly upon the quality of teaching and learning. Teacher leaders lead within and beyond the classroom, they identify with and contribute to a community of teachers and influence others towards improved educational practice.

**Topic: 046 – School Related variables**

- Class size
- School attendance
- Student teacher ratio
- Availability of books
- Homework

School related variable are the issues or problems which the school faces. First and foremost, thing is class size, parents, teachers and students always talk about the class size. Especially if the numbers of students increase over 30 then teachers, parents and students show their concern. It is quite right, there is justification for that because with having 30 students in the class, it means every student will get one minute from the teacher. But this is joint learning program, everybody gets learning together. So. most of the time, teacher time is all the students. But if the teacher is facing problem, he should divide the student into the group and nominate the group leader; he can manage the students more effectively, then school attendee; a student should attend the school a fixed number of days. Mostly the students are punctual and regular. But some students due to some parent's negligence or some other reasons do not punctual, but this situation exists everywhere. This is the

school task to deal with this. Teachers must motivate them to realize the importance of being regular and punctual. Teachers play a great role in this because if the teacher shows concern, then students also see this; attendance plays vital role in the learning of a child. If the student is absent then he is disconnected from the school, he does not know what is happening in the school. Parents' responsibility is also that they should provide the proper conveyance arrangement. Then student-teacher ratio, every child seeks individual attention, if the teacher is less and students are more than to deal with all the students become very difficult. Hence availability of the books to provide the books to the students is very important. Homework is another aspect; Parents should supervise the homework of their children and teachers should check the homework on regular basis.

#### **Topic: 047 – Shared Beliefs**

- **Teachers try to cope with these values and beliefs to be accepted in their social circles.**

When we talk about socialization, we know there are some restrictions led to the teachers. Some restrictions come from the community, and some come from the parents and their families. Teachers try to cope with these values and beliefs to be accepted in their social circles. It becomes a bit of a problem for the teacher to be accepted as a leader, as a social agent of change. To be a perfect teacher and to influence the life of the learners, teachers must cope with them, they must understand the values and beliefs that the community around the school carries. He also understands the values and beliefs of the people who are attached to their learners and their families. In the case of the teaching-learning continuum, the beliefs, perceptions and attitudes of the interactants, especially the two major interactants therein – i.e. teachers and learners (students) – can be argued to affect the situations in and out of the classrooms. As thinking beings, teachers and students play their respective roles within the classrooms and the communities they belong to.

#### **Topic: 048 – Establishing Links**

- **It is important for teachers to establish links among stakeholders; to develop a sense of responsibility amongst all agents providing a platform for education but again this practice is not encouraged in the Pakistani context.**

Al thought it is not encouraged in the Pakistani context but we have some example that teacher are role model for exhibiting in the social event and also participate in the community event and sharing the links which are establish between the school , parents and the community in order to more active in the teaching programs and establishing links in order to better community. We have some examples in the big cities and boarding schools where teachers are responsible for making them

participate in the activities and which the students coming to other cities who do not know about. So, teachers need to establish between themselves and the stakeholders. Who are the stakeholders, in case of the Govt School, govt is the stakeholders; they are running the school and other departments like directorate of school, controller of examination, board office? Teachers should establish the link of all these. Unfortunately, in Pakistani context, these roles are taking by the non-professional. Sometimes it is noticed that teachers are totally unaware of the laws and rules of the board of intermediate secondary education. Sometime students suffer but teachers do not know the rules. There are so many written documents on education in each department but unfortunately, they are not accessed by the teachers or teachers are not aware of it that so many documents and rules which need to be read by the teacher. So, a teacher needs to be completely understood and should prepare for the needs of the students. The platform of education is the school. All the departments related to education are connected by the school. This platform is provided by the teachers and students likewise. So, this should be done by the way that all the information taken by this department is put on the noticeboard for the student to read as well. It should be habit for the students to read the noticeboard which has information. To bring harmony among the different stakeholders is called Collaboration.

#### **Topic: 049 – Social interaction & socialization**

- **Diversity, harmony, tolerance**

Diversity is the first thing of acceptance. Students also like the diversity of earlier levels. A teacher is the leader who generates unity and harmony in the class. Teacher produces the passion of peer work and teamwork among the students. Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief.

#### **Topic: 050 – Tolerance**

- **Build up your tolerance level**

It means to accept and embrace other races, religions, and ideas without prejudice or judgment. Tolerance also means respecting others for their differences whether they are race differences, religious differences or even socioeconomic differences.

Children are brought into the world without biases or prejudices. Yet along the path to adulthood many children adopt values and beliefs from their peers and adults in their life. Teaching tolerance, diversity, and multiculturalism helps children broaden their awareness and acceptance. It helps create a more harmonious world for everyone.

Teaching tolerance can take many directions. Tolerance can be part of lesson plans on various cultures or holidays. It can also be part of a unit on friendship, diversity, local history, and racism. For example, a discussion of the civil rights movement might easily lead to a conversation about multiculturalism.

### **Topic: 051 – Harmony**

- **Keep harmony amongst the groups**

As a teacher, you know there are certain *teaching styles* that are essential to a harmonious classroom. Whether you teach elementary school or high school, you will have to adapt your teaching style to your individual students, based on their abilities and strengths. Every class has its own personality and dynamics. However, there are certain elements that are proven to help students learn better and to improve harmony in the classroom. The following six steps are: Collaboration 2. Open Communication. 3. Interaction 4. Encouragement 5. Review, 6. Feedback.

## Lesson No. 9

**LEVELS OF SOCIAL INTERACTION****Topic: 052 – Levels of Social interaction**

- **Keep the required distance to interact with the community in general**
- **Keep in mind the specific goals to interact with the leaders of the community**

Teachers need to keep the required distance to interact with community in general, Everything has to be limited to profession, teacher need to be certain distance with the community even if they are participating in the events and even if they are establish links with the community in order to make the better society around the school and provide the better facility to the school. Still, they need to have limitation to level of interaction and all this interaction must be level which is known as professional. The teachers also need to keep in mind the specific goal to interact with the leaders of the community. It is very important to know your goal; it is good way to rewrite your goal in your diary and probably make a checklist out of it that how we are going to work at school.

**Topic: 053 – Level of social interaction**

- **Maintain your professional dignity while interacting with the members of your community**

Maintain your dignity, that means, be professional, maintain your professional dignity while interacting with your members of the community. Professional dignity is only maintained if one has done homework. Everything you need to do when you are attending the meeting the community or if you organize the event which the community is invited to you then it has to be organized in the way in which you have the full knowledge of the event also you should know the goal, you understand what is the goal and what is the idea behind this meeting or the event which is taking place. What is the idea behind having the dialogue with the community leaders? So, if you have done your homework that means you are going to talk about everything in a very professional manner\ and you have the understanding what you are going to do. It is just like running a project; if you want to run a project, you cannot run it without understanding the project. So, if you have done the homework for your project, you will know what your goal is, what you want to achieve after that, what is the material to be needed to achieve it.

**Topic: 054 – Elements of Social interaction**

- **Social contacts**
- **Communication**
- **Social attitudes and values**

The basic elements of social interaction are social contacts, communication & social attitudes and values. When we come down to communication and values in a Pakistani context, there are some limitations. Some people must face these limitations. While in other cases, these limitations are not there, if in any case, these limitations are there and there are problems in establishing contacts socially or having communication with the social context then the teacher needs to be talked about these issues with the school authorities. The school authorities need to be addressed because that is cultural prevailing in that community, and teachers are facing problems because they are not having access to the social context or to establish links or to have communication with these social contexts. Therefore, school needs to have a helping hand with that. The school can always do some writing communication with the parents & the community. They can ask for a teacher to give suggestions and put down sort of newsletter, magazine or small booklet, prepared for the parents and the community. It is good practice when this newsletter, magazine or booklet is sent to the parents; they are requested to fill in the answers which are being asked. It is also good practice if the school thinks teachers do not have a communication level with the community, to invite the community members to a board meeting to talk about those issues at the school level. If the teacher do not have access the community members as a social context, the school can always devise a way in which community members come to the school, express their what are their concerns, how do they think that school is working for the betterment of the community and how do they think school can contribute the more and also that instance the community leader can offer the support and help to school and students.

#### **Topic: 055 – Types of Social interaction**

- **Accommodation**
- **A convenient arrangement or settlement**
- **Assimilation**
- **The social process of absorbing one cultural group into harmony with another**

Accommodation means convenient arrangement or settlement that means that we must accommodate a social interaction, we must settle and accommodation where we have to have a settlement to have dialogue or discussion, we must find out a convenient way in order to have a dialogue or discussion. So that would be that we have accommodation to settle in which we are able to interact conveniently.

Assimilation is a social process of absorbing one cultural group into harmony with another. So to assimilate mean that there is one group which have own cultural values, attitudes and it has ability to absorb another group with harmony which is having some different rates in a cultural pattern but still they both have capacity to absorb each other to make differences solved or look at factual aspects of that particular culture and not to make any issue out of that. They can be kept separate, it is not necessary that two groups which have different values or different attitudes at some point must take those values, it is not taking those, it is absorbing, it is just understanding that they exist.

#### **Topic: 056 – Types of Social Interaction**

- **Cooperation**
- **To work in groups or as a team**
- **Competition**
- **To compete, such as in sports, knowledge and profession**

Cooperation means working together, working together as individual or working together in groups or as a team. Usually, the teacher likes students who work in group or team but before doing that, make it clear to the students what are the rules working in a group or team. The team spirit or group spirit must be inculcated in the students. The students must be aware of the rules of working in a group, Cooperation must be exerted not for the sake of the honor but sake of the need in a group. So, before they start working in a group, they need to understand what the rights of another member of the team are or the group? This is how they are going to learn in their life when they are together, they need to work as a group and respect the rights of the other people in a group or a team. They cannot dominate the group. Sometimes it is noticed that students are doing group work that they are trying to dominate the other members in a group, the teacher must monitor this sort of action because this would be leading to some sort of bullying in a group. To avoid that the teacher

needs to be very sharp in monitoring that nobody in the group is trying to take over the right the other member of the group to do something, to speak or express their opinion.

Competition, there is nothing wrong with there is healthy competition in a class, in a group or in a team.\, to compete such as sports, knowledge, profession or any other field of life, there is lot to do with the responsibility of a teacher. They must introduce before they start such type of activity.

### **Topic: 057 – Types of Social Interaction**

**Conflict** is also a type of interaction. Conflict must be there as it is not a bad thing because:

People would have different points of view to work as opposed. But it should not be displayed as a negative action. There is no harm to it as it is something natural.

Even with conflicts people can learn a lot. E.g. if we are misunderstanding something, and the other group is telling us what the truth is. So, that is a learning process through social interaction. Opposition is a helping tool to improve ourselves. The same goes with the students in a class.

#### **Conflict in class:**

If there is a conflict in an opinion that teacher wants the students to express about, there is no harm to having a conflict in the class. Even if there is one person having a conflict in the class, the teacher needs to look at it very carefully, address it and to find out what the expressions of the conflict are.

It will be useful not only for the person who is having a conflict but also for the rest of the class who are listening to the teacher who is addressing the conflict. They will be learning in two ways:

1. They will be learning whatever the teacher is informing them about. E.g. the teacher is asking the students about the annual examination system of the school. So, everybody in the class says yes, the schools must have annual examination system. Whereas there are few students in the class who think that annual examination system is not good for them. But this does not mean that if they are standing in opposition, the teacher should neglect them or should not have an atmosphere in the class where the minority is being neglected. Because in this way, they would never learn in their life. They must accept somebody's opinion. To learn, they need to have training in conflict management.

2. **Learn from conflicts.** If this habit is inculcated and children are trained from the very beginning in their lives so that somebody can have a different opinion, it will help them all their lives and we can have a better society of listeners.

**Conflict does not have to be in a violent manner.**

The conflict should not carry a package of violence with it. Rather, conflict can be there, and it can be discussed, everybody can gain information and knowledge and express their feelings on the opinion. They would learn how to bear somebody who is in opposition. At least they would be able to look at the other side of the picture. Even if they don't believe in it, there is no harm because they have a certain point of view. This sort of interaction must go on. If we don't want to accept conflicts it means that there is no further interaction. There is just a stop to communication.

## Lesson No. 10

**GROUP FORMATION****Topic: 058 – Group Formation**

There are some **common features** of the people who make groups. These are:

**Same language:** language is the first and foremost thing which must be like form a group.

**Similar economic and social status:** that means there is a possibility that the language is not the same in this group but their social and economic status is the same. In this way, they can interact with one another. However, there would be difficulty in that group but maybe they can overcome it by using a language which is common for all.

**Common goals and interests:** groups are also formed on the basis on common goals and interests of the people, e.g. you have a cricket club in society, and so all the members of cricket club have the same goals and same interests. The goal is that they want to become good cricketers and have interest in playing cricket in their free time. Similarly, girls can have their own interests like having a stitching club in society or a home economics club nearby home where they learn how to cook or decorate their homes etc. They can form a group because of their interests and goals to become better domestic women to carry on with their household chores.

**Similar family structure:** it means people who are all married and having young children may like to have one group formed. Those families having elder children would have another group because of the issues that they are facing having elder children would be not understood by families who are having younger children.

So, there are different reasons for these group formations. Now it is not necessary that once these groups are formed, nobody can come out of these groups that are disintegration of groups. It does take place but sometimes it happens that there is a group, and, in the end, certain things happen which forces some of the members to leave the group and join the other group. There is no harm in that because that is called growth. It is the growth in the minds and spirit and physically. Some people find it difficult to now go on with the same group because their physical needs are more. E.g. maybe they were playing cricket but now they want to go hockey. So, they can change the group with members of cricket club to a hockey club. There can also be chances where people want to

look for more opportunities or they want to look their group to be more prosperous. So, they can always leave a group and go for another one. This disintegration of groups should not be taken as a conflict or a negative activity because all these leads to learning. If someone wants to leave the group, they should be encouraged to do that with harmony and tolerance for the further growth of the groups.

### **Topic: 059 – Group Formation**

#### **Priorities and opinion**

The priorities of some groups would be the same and therefore they meet and form the group. Some people are looking the opportunities for their children's education, so they would all be sitting together and discussing how to get good education and thus they form a group. Then there can be another group who could be related to business in a town, and they want to talk about how to accumulate wealth, how to be successful in business and how to make more money.

#### **Having similar points of view on social, religious issues**

Groups have similar opinions in their life, they get to gather and form the group. It is a good activity to form a group. This is because when you are in a group, you have people's similar opinions, similar priorities, so this makes you relax and express your opinion. This takes out the frustration from you because you want to say something in your life. Man is a social animal; he likes to share his opinion and priorities with other people. So, it becomes easy when other people also think like you. It does not mean if in a group, a person who does not have same priority or he has different thinking, should be ignored or rejected. Even then we should learn from the person who has different opinions. People mostly like to stay in the same group where their priorities and preferences are the same and they think alike. Most of the time we form the groups in which we find the interest are the same. There are some groups which like politics, current situation of the country, they should be allowed to do as well because that is the way they can talk and find out ways to make themselves happy and get information for other people to make their life easy.

- **Mind set for same priorities in life, for example children's education, accumulation of wealth etc.**

All these groups working own opinion, points of view and priority. The basic ingredients that we need are tolerance and acceptance. So, we should share other people's ideas and tolerate other people's priorities. We should know what others want their life; it is not necessary what we want in our life. Basically, all these cultural attributes but teachers need to inculcate all these habits in the

students. They should make their students aware that in a group, they must give importance to each member of the group. They should avoid bullying any member of the group. They should avoid neglecting anyone's opinion. They should avoid rejecting anyone's priorities. From the very beginning if the children are given training by the school staff, supported by the parents and community, then we go the healthy community and society in a country where there is lot acceptance and tolerance among young people as well as the old.

### **Topic: 060 – Social Stability**

All we talked till now, what are the results of these groups priority, opinion, freedom of express. Freedom to accept, freedom to treat to each other equally without bullying each other or criticizing each other. The ultimate result is social stability. When we are working these spirits, the groups, people. team, they have their own priorities, own thinking and these need to be respected, that means we are going toward social stability.

#### **Schools and teachers play a major role in bringing social stability**

School and teachers play manor role in bringing social stability. That is how it is going to happen. When teachers inculcate this habit, training their students to be accepting what is different from them would be accepting that can be conflict only then we will train them toward stability, and this stability will be happening nationally and locally by developing ethos toward culture and value in society. So, it's going to start at a small scale, school, in a classroom acceptance.

#### **nationally and locally by developing an ethos of respect towards culture and values in society**

This ethos must be maintained by the teacher. parents, school and community members. Community members are also members who are parents, they can also be teachers, they can be all other professionals I the community who can bring ethos. The elders can be the role model for the youngers. The young people always like to listen to person they think to be a hero. A hero is one who displays moral character and conduct. The children who see parents and teachers as role model, they listen their talks with interest. All opinions, values and culture are respected and are given importance. Therefore, this type of ethos would start on a very small scale, but it would be developed by the elders of the community, by the leader of the community and by the school staff and by the teachers. The students would be having good example of all these important people in society and thus will be able to take it as habit for themselves and have patience and tolerance.

**Topic: 061 – Effective Communication**

- **Express your opinion**
- **No hidden agendas**
- **Focus on the goals**
- **Achieve them**
- **Basic strategies**

Communication is one tool by which we are going to listen to others and say our opinion and look at the priorities of others and accept them.

- **How to make these strategies**

We must express our opinion to make a strategy. Usually, it is noticed when the strategy is being made. Nobody participates and no one contributes but the strategy is made then there is lot of criticism; to avoid criticism, it is good thing to suggest in the beginning when some strategies or rules are made and the responsibility lies with the organization.

- **Make your message clear**

Before taking the decision, they should really send a survey to all the members of the organization and ask them their opinion on that matter. In the western world this is very common even if they built a road or bridge, they would send a survey to each and every home premises and around the place to find out whether people think this road is useful or this bridge would be causing any sort of hazard for the life of people there or do they really think they need a bridge. So, this is wonderful example of giving freedom to people to communicate. Not only is it a display of freedom to express but also training their mind. It is also given information because different people will say different things and maybe some of the things may not occur in our mind. We come to know about those things only now; maybe some people are right about things which we are unaware of, then we will be learning so much from them. This strategy is also to keep yourself safe because you have asked for a opinion about doing something and then you see what the majority opinion is and then you make a report on that and then you declare the report to every member of society. You ask for a survey that determines whether this community needs a bridge or needs a road and this is what the

response was. 30% said that they don't need it, 70% said they need it, and these are the reasons given. So, in the report's reasons, there will be reasons for not having the bridge and there will be reasons for having the bridge. So, we come to know why we need the bridge and why we don't need a bridge. All this information is training our mind to look on both sides of the picture. It is also training our mind whatever we want to do, we ask other people as well because they have also right to say things. Most of the time we would not know everything because we are not experts. We might be experts in one or two field but we can't be experts in everything. So, we need to have opinions of the people around us. When we read these opinions, we will be shocked to see that there are so many things that we didn't know. The organization who has asked for this opinion would be safe because they declared everything to you. They told you this is what thing you should do, tell us shall be do this or not and when you tell them they declared this is what the response is and this is what they say. So, they are safe now, there will be no criticism, nobody would point them out for doing that thing.

### **Topic: 062 – Find out?**

- **Who are the volunteers in your community?**

Volunteering is not very common in Pakistan. Teachers are the ones who can find out who can be volunteers. It is time high time now that students in Pakistan learn to be volunteer. So, they developed an instinct to help people to participate in social activities without expecting the reward. The teacher needs to find out to volunteer in a school at a very early age. From primary school, teachers can find volunteers who can do things in school or maybe just the neighborhood or maybe just in their house. For example, teachers can introduce a project of making the child know whether the mother or father knows a particular language. So, teacher can select the volunteers in the class and say, will these children be going to go home and ask the parents these words, do they know the meaning of these words. So, these children become volunteers teaching a language to their parents. Some volunteers can be selected in their schools to work in the environment of the school. So that means during the break time, children have lunch. These groups of volunteers can go in each corner of the school and teach the people to through the waste papers in the dustbin and keep the school hygiene clean. They do not have really task, they just go and train the people, they just inform them that children who are toughing these things need to learn that these must be thrown in the dustbin. So, all these volunteers work must be introduced at a very early age in the school, and the students

should know that volunteering will continue during their school session. In the end of school, when they are leaving the school, they will be given a certificate for the whole task that they had served as volunteers. In western countries these certificates have a lot of value when the student goes to university and colleges. If they have a lot of things done as volunteers, they do get standing for that and that helps them to get admission in a good university. So, teachers need to introduce the same thing in the Pakistani context where they would encourage the students to be volunteers work and this volunteers work should be recorded in their reports, ultimately when they leave the school, they should have the certificate of being volunteers and all the work they have done should be added to that certificate. That would be another incentive for those who are still in the school to work as volunteers and then have a certificate at the end of the school.

- **Which charity organizations are promoting education around you?**

This is also a task which teachers needs to find out, they need to find out which are the charity organization which are working on the education, by finding them out the teachers can join or at least get some information about that and then give suggestions or can do some activities in their own school and invite the people from the organization to some charitable work in their schools. In the west, a lot of such practices are done, the charity organization are invited to the schools in order to do so many things like introducing the cooking sessions or introducing the project which are for cleanliness and charity organization provide dusts bin to the schools or provide bags to collect the paper or waste which are stored in the schools.

### **Topic: 063 – Find out?**

- **Talk to your students about helping others, joining volunteer work and charity organizations.**

Not only does the teacher need to participate in such organization or get information, but the teacher also inculcates the habit among the students to know about the charity organization. The teacher should encourage the students to participate in the volunteer work and find out similar things for the charity organization and arrange some completion in the school. The students should also encourage them to visit the charity organization to observe how the different tasks in the charity organization are done. So that may be in later life these students would love to work as themselves for charity organization and then they would know how to set up a charity organization. So, all these things are exposure toward progress, communication, understanding and helping each other. But when helping each other we help ourselves. So, in that sense teacher should work in those

directions. It is not only the book that is required for a teacher to be delivered to the students. All these aspects are very important for the teacher to look at these aspects and find out whether there are possibilities for the students to go through this and learn this.

- **Start your own project**

The students can start their own project with the help of teacher. There are so many projects which can be worked out, especially on the secondary level. For example, literacy project, there are example we find in Pakistan where the literacy projects are going on with the help of the teachers and students. The students are working to teach servant and maid in their houses and teach them how to read and write. Many students are doing that Pakistan and that is wonderful and very positive thing. So, this can be in the literacy project which can be supported by the teachers and the school. There can be many other projects, especially on environment, and collection of rubbish. So many Times, Street are laden with rubbish and when you are walking on those streets is very difficult to walk safely. These things need to be included in those areas where there is less education or less awareness of cleanliness. Such project can also be run by the school students with the help of the school and the teachers.

**Topic: 064 – Types of groups**

- **Primary groups**
- **Family and friends**
- **Secondary groups**
- **Work, profession, organization**

Primary groups are based on family and friends. These groups are the ones which are formed while people are thinking and expressing opinions in a family or friend. So, some friends get to gather and think this is the group that they would like to make because they have similar opinions, or they have similar priorities therefore they can form this group. More professional groups could be formed as secondary groups; those professional groups would be workplace for profession or for an organization. So it is possible doctors all over the city, they form a certain group and it is also possible that doctors in one hospital they form their own groups according to the work place environment and it is also possible that some organization which may be in different city would form one group having members of different city because they

would have an input from all over the country. So, in any case the secondary group would seem to be more professional. Having said that, it does not mean that the family or friends' group which would be the primary groups would not be professional, or they cannot be professional. Of course they can be professional, it is up to them they want to make very professional group but why are we primary group because it is formed by the members of the family or friends, it does not require any location or any organization or any professional. It is open to family and friends. So, there is no restriction of profession and workplace or location and organizational name. It is freer and people have more access to the family and friends' groups. It does not mean that these groups cannot work more than the professional groups.

## Lesson No. 11

**COMMUNITY EDUCATION & PARENT INVOLVEMENT****Topic: 065 – Community Education & Parent Involvement****● Role of community education**

How is community education being practiced in the country, is parents' involvement is important in community education? All this related to one another. The school, parents and the community, again it comes to be triangle whether in a community, there has been community education. How much the parents to be involve this community education. This is a serious issue in most of the countries in the world. This must be introducing in Pakistan as well in the context of teaching and learning.

**Role of community education**

Role of community education is that since people who are in the community, also going to the school and learning and teaching, they are also parents of those who are going to the school to learn and teach, they are also people of the community. The role of community education would benefit everyone like the child, the learner, the teacher, the adult, the parents, the community member, the community leader, the community and society. Therefore, it becomes very important that there is some community education prevailing in society. This community education can be encouraged by having community schools in the community and people who are in the community apart from those who working on salaries and are employed by the community, other people should also participate and get involved in the different activities in the community to bring better results. So that means everybody is responsible for community education.

**Topic: 066 – Context of a Community**

- Teachers come to know the community and be active in the community in which they teach
- The community is the children, their families, neighbors, parents, grandparents, retired adults.

**What is the community?**

The community is the children, their families, neighbors, parents, grandparents, retired adults. So, in a way all these people are related to one another, either they are children, or

they are parents, either they are teachers, or they are parents, either they are family, or they are neighbors, parents, grandparents or retired teachers in the community.

### **Responsibility of a teacher**

The teachers must come to know community and be active in the community in which they teach. For some teachers it would be difficult to understand the community if they come from some other place. But if they are living in the same community, it would be much easier for them to know the people in the community and the people who are teaching, they would know what sorts of community they are living in. That is why it is suggested that people should work in places which are near to homes and the community because it is easy for both parties. The teacher would know about the community because they are living in the same community. The people and community would know about the teacher because the teacher belongs to the same community.

### **Topic: 067 – Context of a Community**

- **They are a valuable resource of knowledge**
- **They must be welcomed by school and teachers**
- **Communities are dynamic and change is important to survive**

The community is a valuable resource; it is the resource which is in life given information to the people in the community. The learners, students, teachers and the school are informed in time about what is happening currently in the community. They must be welcomed in the school and the teachers because if they are discouraging to participate in school and other activities then that means school will be isolated from the community. The community is also isolated from the learners who are a major part of the community

- **Communities are dynamic and change is important to survive**

It is not compulsory that the community stay as it is, or it would stay stagnant. Communities must make changes in their rules and regulations as well, but this can all be done together with the help of the school staff, students, teachers and parents. Therefore, it should be a resource which is given the current information about all the activities taken place in the life of individual who is living in the community. The parents should be also involved in the activities which are taking place in the community. They should also show a sense of appreciation as well as

evaluating whether those activities really contribute to the family life of the children and school education is being also guided by the community. If the school is not involved in the community, in the activities that are taking place in the educational circle of the students, that's means community would be deprived of knowing how the knowledge is transmitted in the young generation of the community.

### **Topic: 068 – Collaboration**

- **Community education must develop within schools a climate of cooperation, expertise and experience in parent involvement in school education.**

Community provides a certain education in a school. This community education must have climate of cooperation. Cooperation and collaboration with the school authority and the teachers and parents are very important. So that community school should know what are the things which are going to be elements of community education and parents need to know how they would be able to contribute to that community. Community members also play a role in imparting community education to the learner by providing documentaries on the community work and how the progress is taking place in the community and how the community member can help the learners, for example documentaries on the environment project running by community. So, community education must be imparted to the learner, and it must show that community is participating in and imparting knowledge and information to the learners. They must show some evidence that this is being done but the consent of the parents and school authority is very important in all respects. Most of time it has been noticed that people who are involved in these activities seldom know who is doing what. So, it is very important to know what the responsibility are who are the people who are engage in the community education.

### **Topic: 069– Collaboration**

- **Community education is a relatively new subject**
- **Self-help groups and voluntary efforts can help the expansion of community education.**
- **Teachers can guide the community to form such groups.**

In the community education, there is no major role of government to participate in it rather it is self-help and voluntary efforts. So, members of the community do not have depended on the sources from the government. They must be self-sufficient. They must depend on self-help group, where are self-help groups come from? Off course there are going to be either the parents of those school children or school staff who are going to be groups, who are going to work on their own and provide enough contribution and administration to hold these community education schools. Teachers also can guide the community to form such groups. So, teachers can be nominated, who can be voluntarily, who can be self-help group because they would be having understanding if they know the community and the parents that which people can become the member of self-help group and who can work as a volunteer.

## Lesson No. 12

**COMMUNITY EDUCATION****Topic: 070 – Community Education**

- ***“Community education is a process of commitment to the education and leisure of all ages through local participation in setting priorities, sharing resources and the study of circumstances”.***

Community education refers to an organization's programs to promote learning and social development with work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programs and activities are developed in dialogue with communities and participants. The purpose of community learning and development is to develop the capacity of individuals and groups of all ages through their actions, the capacity of communities, to improve their quality of life. Central to this is their ability to participate in democratic processes.<sup>[1]</sup>

Community education encompasses all those occupations and approaches that are concerned with running education and development programs within local communities, rather than within educational institutions such as schools, colleges and universities. The latter is known as the formal education system, whereas community education is sometimes called informal education. It has long been critical of aspects of the formal education system for failing large sections of the population in all countries and had a particular concern for taking learning and development opportunities out to socioeconomically disadvantaged individuals and poorer areas, although it can be provided more broadly.

**Topic: 071 – Mutual support between school & community**

- **Shared facilities between school and community**
- **Learning based on the local area.**
- **Shared management and control**
- **Involvement in decision making**

It is support which must be shared by the school and community and of course, in a community we have also parents' involvement. When we talk about this mutual support, we talk about the facilities which are being shared by the school and by the community. This means those facilities which are present in the school will be shared by the community and those facilities which are with the

community will be shared by the school. For example, there can be events which can take place on the school premises because school has big grounds.

Community is a part of society and education is the counterpart of both the above-mentioned elements. School is the social institution where consciously designed learning experiences are provided with the objectives of achieving social aim at large, over a period. School is also defined as a subsystem of the larger system of society. It must functionally coordinate with its immediate environment, the community in which it is situated.

**Topic: 072 – Mutual support between school & community**

- **A community-oriented curriculum**
- **Community development**
- **Sharing of power**
- **However, considering the above in the Pakistan context, some observations are to be noted**

Community has support to introduce the community problems and issues and whatever the community needs and requires for its development in the curriculum, and they can inform the students and the teachers about the community progress and the development that is taking place in the community. So, who is going to design this curriculum, there has to be involvement of the teachers, parents and community board members and of course they need to have skill to develop the curriculum? People coming those qualification who can do the curriculum will be encourage in order to set the curriculum with regard to the reference from curriculum of the community but at the same time they have to see to it that it is that part with curriculum of other states, other community in order to compete the national and local level. Community development would be included as a part of community curriculum. So that everybody of aware of it, how the community is going to develop, what are the requirements of the community to develop and what has it done till date about the development of the community. The entire member, parents and school staff are responsible for community development.

**Topic: 073 – Sharing of Facility**

- **This may be interpreted differently by the school and the community.**
- **School standards and expectations to be upheld by the community members while using the school premises and its facilities.**

When we talk about the cooperation and support between school, community and the parents. We will also talk about sharing the facility. This can be interpreted differently by the school and the community. As the interpretation could be different from different people, for example students may misunderstand that they can use the community facilities whenever they want or the community member can misunderstand that they can make use of school whenever they do that. However, there must be timetables to follow when each party can use the facility of the others shared those facilities. Along with that school standards and expectations to be upheld by the community members, why use the school premises. Should not be practiced If the community members use school premises for some event that they just destroy the things that are present even if it is furniture, the chairs and tables or drinking water facilities, anything of that kind must be taken care of the community members. All things should be handed over properly in a correct order to the school staff. Any destruction causes due to some reason on the other may be noticed and paid for the community members to the school and school is using community hall or the community center to perform certain events that they need to that premises, the same policy applies to them as well. They must see that students have left the premises clean and tidy with everything in their place but along with this all these things must be written down and they must be discussed in a meeting and policy must be made to follow and take care of all the utilities. The school standard must be kept in view. There are certain school standards which school needs to exercise and maintain in the school. The community members should be aware of it. The parents and students need to protect and take care of school standards. Everything that needs to be done has to be in writing and best thing is if all those policies and rules are exhibited on the noticeboard in the school and pamphlets should be distributed in the community to make sure everybody knows the school property has to be taken care of and it is not to be damaged.

#### **Topic: 074 – Sharing of facilities**

- **Care should be extended in all areas by every member of the community**
- **Guidelines to be made clear to all by the school and teachers**

It is the duty of every member of the community to take care and protect and have understanding how to maintain the things in the building and to look after all the items which are present in the building. Sometimes in some places there is no fire alarms, it has to be taken care that building have fire alarms and fire system to control the fire in case of

emergency. All these things need to be in the knowledge of students, the teachers and school administrator and community members and parents so that they know where they must assemble in case of any emergency. In the context of Pakistan, these things are highly ignored and building maintenance not taken care of. All these things are very important for the safety of the children and elderly. Both in school and in community centers which since these are the building which are the use in public, for the public, they must be taken care of, and proper care needs to be in place, and these notices should be displayed in the walls and the notice boards.

## Lesson No.13

**PARENTS INVOLVEMENT****Topic: 075 – Parents Involvement**

- **Parents' involvement in schools can be in the form of:**
- **Parent's day or parent's evening**
- **Practical help in the classroom**

Parents may be involved in both school and the community. Parents' involvement in schools can be in the form of parent's day or parent's evening and practical help in the classroom. So, school can hold the parent's day to parents to come in and look at the school premises, look at the facilities provided by the school and evaluate what is going on in the school. There can be suggestion register, parents can write their suggestions at the end of their visit and also community center can do similar activities. They can invite the parents to the community centers and let them, know, what is happening in the community

**Topic: 076 – Parent's Involvement**

- **Contribute to school magazine**
- **Share projects, e.g. environment, cleanliness, recycling etc.**

Parents also contribute to the school magazine; there is a section of school magazine where there is parent section. This is not necessary for parents to write about school. They can write about anything. May be there are some parents who are poets, they can contribute as poet. If the parents know how to make flower and they can just write an article which gives guidance to people how to make paper flowers. Similarly, parents run and share projects, for example environment projects, the cleanliness projects or recycling projects etc. These projects can be run by the school or the community; it can be anybody which wants to do some of the other projects and the parents can get involved in them. This will not help the parents to know what is going on in school and what is going on in the community, rather it also helps them to grow mentally and to become mature, to contribute in society.

**Topic: 077 – Success of the community**

- **Individual success is taken to be more in focus, as well as important.**
- **Bright students get the maximum attention from all corners of society.**

Success of individual depends upon the success of the community. However, whenever it is thought about success, individual success is taken to be more in focus and important. To have successful community we all know depends on the individual. If the individual is successful, the community will be successful. But to have team spirit, a group spirit and the spirit of having community successful, it is not important to focus on just one individual success. It is important to focus on every individual success.

Bright students

Bright students get maximum attention from all corners of society. The community needs to focus on those people who really need help and support to be successful. It is good thing, and it is appreciated for those who are bright and going to success and thus, making the community feel the community is being successful. It is much appreciated. But at the same time, it must be taken into consideration, those who cannot make it and those who are not successful need some attention to the community, parents, school, and every member of society in order to lead them the success. If we focus on individual success, that means we are not working toward the goal in totality. We are taking it as all together one thing. We are just working on individually. So that will not produce the spirit that we need to produce and reflect upon our youngsters.

#### **Topic: 078 – Success of the community**

- **It is beneficial to focus on the success of the community.**
- **The neglected section of society has far worst implications than the profitable gains of the successful ones, in comparison.**

It is beneficial to focus on the success of the community. How is it beneficial? We just on the scenario where some parts of the community are successful and the rest in not. And we look at the scenario where the majority part of the community is not successful and only a little part or little

section of the community is successful, so when we compare the two, we come to know that neglected section of society is far worse than the profitable gain of successful ones.

So, if we compare, on one hand we have the people who are successful, what is the implication of that, for example there is society or community in which 10% people who are getting very good education, there are 30% people who are making good businesses and 50% people who are getting good education and 70% who are knowing a lot about religion and getting good religious education. So, what about the rest of the people? So, these will show good results and good implications to society, and it must be appreciated. But the gain and benefit of this type of community would be much less than the worst implication which is done by the neglected section of society. Because the neglected part of the community is going to implication which are going to spread more.

### **Topic: 079 – Social Individual**

- **School failure of an individual child is not an individual failure, rather it is a disadvantage which affects all those from this individual's social setting.**

An individual belongs to society and therefore he is known as a social individual. No man is an island. No individual is something by himself. School failure of an individual child is not an individual failure, rather it is a disadvantage which affects all those from this individual's social setting. So, when one individual is failing that means that social setting has failed. The social setting from which he comes from has not given him enough confidence or enough well-being or enough well fare to become successful. Similarly, after his failure, the whole setting is again going to be suffered because the setting which has given him a failure will take back the failure as it is. Therefore, it must be considered if somebody is exceeding and if an individual is successful in one setting, that means that it will result in the whole setting. By the setting means the community by which he comes from. Usually, it has been noticed that one person has become successful in a family, he then tries to bring the change. Although the change is very gradual things do not change very quickly. Therefore, he must bring that change because he is aware now. He understands how to bring change and what are the factors which really need to be changed. Therefore, the whole setting and the family, they start changes in their traditions and approaches toward their life. And one family spreads to another family and this process goes on and on till the time comes, when the whole community is changed. When the community changed and became successful, this spread to the other communities as well.

**Topic: 080 – Social individual**

- **Educational success from a disadvantaged background should be taken as a step towards changing the condition of all those who share this social setting.**

Even when we look at the platform which has been damaged for the success of education, we do not lose heart. For example, it has been noticed there are some schools in a city or town which are labeled to be schools of bad results. Probably the students and teachers have agreed to damage reputation schools and then they do not think this platform can do any better. It is good practice to start educational success from disadvantaged backgrounds because disadvantaged backgrounds would have evidence which would show people, the people who are concerned, like the teachers, school administrators and the students, what needs to be improved. So, in that case, educational success is from disadvantages background should be taken as a step toward changing the conditions of those who share this social setting. So, if there is social setting which is harmful or disadvantaged because of the damage done because of consequent failure in that background then there is need to take steps and change the circumstances of that disadvantaged area. It should not be considered because it has been labeled as a school which cannot perform well therefore no expectations are there or improvement of the school results or the school performance. Nothing should be labeled in education. It should be considered if some steps should be taken at any stage they would result in the betterment of that educational process.

## Lesson No. 14

**COLLABORATION IN LEARNING****Topic: 081 – Collaboration in Learning**

- **Group learning should be encouraged**
- **Community learning must be in practice**
- **Peer learning is a useful tool for learning together**

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another resources and skills more specifically. Collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles. Put differently, collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other.

Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. This often occurs in a class session after students are introduced to course material through readings or videos before class, and/or through instructor lectures. Similarly, to the idea that two or three heads are better than one, many instructors have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.

**Topic: 082 – Collaboration in Learning**

- **Working as a team results in achieving high goals.**
- **Teachers can have a role in collaborative learning, but they need to be free of the traditional control to make decisions.**

Working together in a group can be a great experience for some people and a terrible one for others. In cooperative learning, students work together in small groups to complete a structured task or goal. It is more than just working in a group, as group work alone does not guarantee cooperative learning.

To encourage and support teachers to work more collaboratively with students, they need to experience what it is like to work in a collaborative community themselves. If teachers are expected to control less, so must school and education authority management. Many head teachers already know that top-down management does not empower teachers to create vibrant and innovative learning environments.

**Topic: 083 – Authority and power**

- **Teachers need to share their authority and power with parents and other community members.**
- **In turn, parents and community members need to share the responsibility and outcome of this shared authority.**

Teachers need to share their authority and power with parents and other community members. What is authority and power? Authority and power are very much related to education. Fortunately, or unfortunately it is the subject which everybody needs to explore. Usually there is concept that education has nothing to do with authority and power, but it has a lot to do with authority and power. It starts with compiling with the syllabus, it starts with writing with curriculum, and it starts with building up to school. Everywhere there is authority and power which influence education. Whatever the authority and power of the teacher or whatever authority and power of the community is, and whatever is the authority and power of the parents. All power and authority must be shared among these three bodies. If any of the three bodies themselves take control of the authority and power in education, there will be disturbance, people will be confused and upset because of imbalance. So, it is required there should be balance of authority and power among these three bodies to have stable educational system. If the teachers have some authority, they need to share with parents as well. The parents need to know what the authority of the teacher is, what is the power of the teacher. Similarly, teachers need to know what the authority and power of the parents is. The community members need to know what the power and authority of the parents is and what is the power and authority of the teachers. So as far as the teaching and learning and results are concerned, it is mostly power of the teachers. The teacher knows about the curriculum, syllabus, the teacher is in the classroom to monitor the students and make them work. The teacher is one who tests the students. So, he has the power over questions and examination power, the parents have no power in the assessment system. They have no authority because ultimate authority in this case is the teachers

**Topic: 084– Authority and power**

- **Negotiations must be directed towards the benefit of the student.**

Negotiation in this power and authority must be directed to the benefit of the students. There are things which we must negotiate and there are things which need to be changed. Change is survival, change is existence. If we keep on changing things, then things exist. Therefore, there is possibility that negotiation is required on authority and power. For example, there are some students in the school who are not attending the school regularly. The community and school staff try out to reason for that, ultimately the community and staff come to know that it is because of parents that students are not attending the classes. What do parents want? Parents are probably too busy or leave the house before the children are supposed to go to school. The job of the parents is such a nature where they must leave the house earlier than the children. Therefore, the children do not get up after their parents' leave and, in their absence, they make some excuses not to go to school. In that case staff and parents should approach the parents whenever possible. Then discuss the matter with them and ask them to authorize them to come and check whether students are getting ready for school or not. This authority the parents can give either to some community members like neighbor or school staff. If the school has enough people who can go home and find out whether the children are getting ready or not. If the school cannot provide help, then the community member needs to offer this help to parents.

**Topic: 085 – Common Purpose of Education**

- **Successful schools in which children, students, parents and teachers have learned how to learn together with cooperation, collaboration and harmony**

Successful schools in which children, students, parents and teachers have learned how to learn together with cooperation, collaboration and harmony achieved the common purpose of education. Why is it important to have all these parties together to learn and why it is so common to have purpose of education done by all these people. Because learning together process is not just to simply learning together process. It makes everybody understand the common goal of education. They can watch and observe what is happening with the learning that is taking place, and they do understand what type of learning is taking place, due to which change is taking place. The parents would know what the children are learning. The

teachers would know what the parents are learning. The community members would know what everybody is learning. So, in that case, not only the learning will the students, but everybody is learning in a process. Everybody is aware of what are the goals and purposes of this education and learning.

### **Topic: 086 – Low Esteem**

- **Sometimes children coming from homes with uneducated backgrounds develop low esteem, due to their parents' lack of knowledge or education.**

Low esteem is very negative aspect that affects the learning of the people. Sometime children coming from homes with uneducated backgrounds develop low esteem due to the parent's lack of knowledge or education. This brings a lot of discomfort into the lives of the student and the learning of the students. They feel they are not confident because their parents are not confident. The parents' lack of education and do not come up to the level of society and the community or they cannot be represented in the school as the parents of their child. Therefore, automatically or naturally, these students develop low esteem in themselves. They are less confident not because of themselves but because of parents. They tend to stay away from the rest of the group. They do not like to learn collaboratively because they have the feeling that why learning collaboratively, maybe their background will come to surface, and the other friends and students of the class would come to know about their parents. So, this is what they don't like because they think very low about their parents. In this case, community members play great role. The community members should, like such parents, come to the community center and have some extra classes on basic learning, even spoken classes in their mother tongue, which could be improved by the community center. It is not necessary that community centers must hold classes in English language, even mother tongue knowledge and awareness can be provided because it is for the parents to star some lesson in own language.

### **Topic: 087 – Low Esteem**

- **Teachers play a major role in boosting the confidence of such children and treat them at par with children coming from educated backgrounds.**

Children who come from low backgrounds have low esteem and the teacher should be able to know who these children are. The teachers who can boost these children who have low esteem. Teachers play key role to boost the confidence of such children and treat them at part at which children come from educated background. It is sometimes very difficult to treat the children coming from educated

background with the children who are from coming uneducated background in an equal manner. Because they think that what the children have learnt at home makes their job easy. Because children come from educated homes already know the lot due to the exposure their parents have, also their parents discuss different things and children come to know about those things which makes the life of the teacher easy because the student has already come that experiences.

## Lesson No. 15

**SOCIAL CLASS DIFFERENCE****Topic: 088 – Social Class Difference**

- Many parents do not meet the school administrators or teachers because of the difference in social class between them.

Unfortunately, social class differences have effects on education. Many parents do not meet the school administrators and teachers because of social class between them. Either the children make them conscious about this, that parents are not fit to see school administrators and teachers because probably they cannot dress up well or they do not look rich, or their behavior is different from the schoolteachers and staff, or they cannot speak the language. Sometimes the parents themselves develop this complex, sometimes students come home and tell stories about the teachers and school staff belonging to high class and parents themselves think they should not be going to school to meet the school administrator and the teachers because they belong to high class. So sometime students discourage their parents from visiting the school and sometimes parents themselves think they should not visit the school because they would probably harm the dignity of their children.

**Topic: 089 – Social Class Difference**

- School must have an open-door policy to encourage this two-way communication between parents and school.

It has been noticed that schools have timing for the parents. That is fair enough for them as far as the discipline for the school is concerned but at the same time, there should be one person available for the parents all the time in the school to meet any parents who come. It is fair that sometime parents come to see the teacher in the class. Of course, teachers cannot leave the class and come and see the parents but to substitute for that teacher there should be some person, may be person who can be counselor or person who is looking after the discipline of the students because of these people who know all the students. So, if the parents are discouraged from entering the school because it is not the time for the parents to enter the school then probably parents cannot make some other day. Because may be, he has some tasks to do, maybe he is discouraged because he thinks that body language of the school was not good and was not welcoming and probably, he gets

into complex, he has should not go to school. So, this will discourage the parents from going to school. Therefore, it is important that schools should maintain open door policy. There can be at least one person available for the parents to meet the staff of the school to any query that they have in their mind. The parents should be encouraged to meet the staff just because they have some queries and to know what is happening in the school.

### **Topic: 090 – School generated problems**

- **Some teachers are insensitive to the needs and problems of students and their families.**
- **Students sometimes come home and talk about their teachers' insensitivity towards their problems.**

Some problems which are generated by the school. Some teachers are insensitive to the needs and problems of students and their families. Because these teachers do not know what is going on in the family of the students. Therefore, they are unaware that there are problems students are facing at home or in their families. They become totally insensitive toward it. Sometimes it has been noticed that teachers in the staff room talk about some child that he is never smiling or he is showing poor performance. The teachers need to know why that child is not smiling, why he is showing poor performance. There might be some problem at home which is affecting this child or may be condition in which he is coming for school is not very appropriate for the child. It may be children feel very uncomfortable in reaching the school. The teacher needs to show a lot of sensitivity to all these issues. Instead of passion remarks, teachers need to find out these conditions and situations. It is very helpful if the teacher finds out what are the conditions which make the child unhappy. Why is the child sad. It is important to know the reasons instead of just saying that is the situation in which the child exists.

### **Topic: 091 – Winners and Losers**

- **The concept of winners or losers prevails in the minds of parents to a great extent, nonetheless, it is also sometimes displayed by the behavior and attitude of teachers and school staff.**

The concept of winning in the education has been prevailing in many years. It is not good practice, however, to winner and loser in education. The concept of winners or losers prevails in the minds of parents to a great extent, because they always to see their child as a winner. It is not a meter of winning education; it is matter of learning if the child is learning and progressing. The parent's needs to just have an idea that child is learning and progressing and changing his behavior according to his learning in a positive direction.

### **Topic: 092 – Teachers' Perspectives**

- **Teachers must consider the parents' involvement in school as a positive measure to work together for better educational goals for their children.**

Teachers must consider the parents' involvement in the school as a positive measure. They should encourage the parents to come to school and work together toward better educational goals for their children. It has also been noticed that the teachers think if the parents are coming to the school and getting involved in what is happening in the school that means, parents are criticizing the teachers. Teachers need to understand that parents leave their children in the school for the progress and better development of their child. To control and watch their child's progress, they need to talk with the teachers. They need to get involved in the school activities and need to sort of supervise what is going on in the school. They have right to it. If the parents are just asking the progress and trying to get involved to make the growth positive, that is fine with the parents, and the teachers should encourage the parents to do that. Parents' involvement in school must be encouraged as well. Sometimes parents come into the school for a visit and meet the school authorities or teachers; they are not offering the chair to sit it. These things discourage the parents from visiting the school. The school and the teachers must make it very comfortable for the parents to come and visit the school and the teachers. By making a little gesture, it will be shown that the school encourages the parents to get involved in the school and classroom activities.

### **Topic: 093 – Guideline to parents**

- **Parents must be informed about the activities that take place in their child's classroom.**
- **They should also be guided about the aims of doing those activities.**

Parents must be informed about the activities that take place in their child's classroom. So, it the school authorities inform the parents what is going in the school, what are the activities are

taking place and when the children verified that these particular activities are taking place in the school then the parents to satisfied as long as they have the information and they are in the picture that what is going on in the school. They do have a medium from which they are always verified; children just tell the truth to their parents. So, if the parents are well informed and discuss those activities with the children. They come to know that school is informing very and come to know these activities are given development and growth to their child because the child knows about that. In case the parents find that whatever the school is different from whatever the child is telling at home then they need to ask the school authority very politely so that they just want to clarification on it.

**Topic: 094 – Use of Home Resources**

- **Parents can be guided by school and teachers to make use of home resources to help their child learn basic language, literacy, numeracy at home.**

The work resource just means anything to do with from where learning can take place. Even the things in the home can make the children learn. For example, if the child is sitting in the room. The parents can ask, named the things in the room. For example, there is a table/chair/fan and there is a mirror in the room. All these things are the resources. These are the home resources from which a lot of learning can take place. Nobody must buy anything. Newspaper is the good form of resources which is present at home, magazine; all these things are the resources which the parents may use for different activities at different levels. Parents can be guided by the school and the teachers to make use of home resources to help their children to learn basic languages such as numeracy and literacy at home. So, things which are at home, the parents can always use them as resource.

**Topic: 095 – Use of Home Resources**

- **For numeracy, children can be asked to maintain a household account according to their level.**
- **Geography lessons can be made easy by talking about the city, the country, landscape, climate etc.**

For numeracy, children can be asked to maintain a household account according to their level. Household account means that there is some purchases to be made in a house daily. May be the children who are in a secondary level could be asked to go and shop and then make the list of things

and then put down the prices and add those prices and find out, how much balance must be there due for them to take back from the shopkeepers. So, such activities would help the students to learn how to purchase, how to deal with the money, how to add and how to subtract? Off course such activities cannot be done with the younger children who are in primary school. But still the parents can always deal with the smaller money and ask the children for that money, they are going to pay for the child fee. For example, the parents can show the notes to the children who are younger, that is five rupees note, this is 10 rupees note, this is twenty rupees note, and these notes are going to pay to school as their school fee.

**Topic: 096 – More Examples**

- **A visit to some historical place can take the form of a history lesson.**
- **A game played together could be a lesson on discipline, teamwork and learning to win and lose.**

A visit to some historical place can take the form of a history lesson. The parents should be more careful to take their children to places where some learning takes place. Usually in the Pakistani cultural context, parents love to take their children to eat; they love to take their children to weddings. This is cultural concept which is common in the context of Pakistan. The parents must encourage them to visit the historical places, places where the children can learn, places were exhibitions of knowledge. This is very important aspect where the parents must really work on. Because for parents only the entertainment taking them out to eat or taking them to watch movies or attending the wedding. In this way, parents can teach table manners to the children, parents can talk about hygiene and along with the parents need to take the children to the historical places where they can talk about the history.

## Lesson No.16

**SUPPORT THE MOTHER TONGUE****Topic: 097 – Support the Mother Tongue**

- **To make children learn other languages in school, it is important that the children are supported to make use of their L1 or mother tongue.**

Mother tongue refers to the language that a human learns from birth. Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. When parents and other caregivers create time to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue vocabulary and concepts, children come to school well-prepared to learn the school language and succeed educationally. Children's knowledge and skills transfer across languages from the mother tongue they have learned in the home to the school language. From the point of view of children's development of concepts and thinking skills, the two languages are interdependent. Transfer across languages can be two-way: when the mother tongue is accepted at school and promoted at home, the concepts, language, and literacy skills that children are learning in the majority language can transfer to the home language

**Topic: 098 – Using Knowledge of Life Skills**

- **Teachers may ask their students to talk about a difficult problem they have to face with regards to their culture or community.**
- **Usually, these problems are focused on interpersonal peer issues of acceptance and rejection.**

It is very important for the teachers to teach the knowledge of life skills to the students. At the same time, it is also job of the parents to teach these life skills to their children. Teachers may ask the students to talk about the difficult problems they have to face with regards to their culture and community. For example, community may ask the girls' students to stay at home or just to buy nearby the school and not to travel to the school which is far away. This could be one problem which is faced by the girls' students. Therefore, the students should be able to communicate these problems with their teachers. The teacher must encourage the students to talk about community problems or society problems to the teacher. It should not be hesitant on the part of students to talk

about such a problem to the teacher. As a result of that, the teacher must explain a method to solve the problem with life skills. This is how the students are going to learn how to live life and solve the problem instead of getting upset and frustrated about it.

### **Topic: 099 – Listen to the Problems**

- **As teachers we need to listen to the problems of our students and accept those as problems and try to solve the problems by discussion.**
- **Students need to be part of the discussion to know both sides of the picture.**

A Child has number of problems while they are growing up at home or in the school. Sometimes the parents or teachers in the community take it very lightly that children have a problem. Agree that problem could be very minor, but this is the age which makes it bigger. A small problem at a young age becomes very big problem for these young people. As teachers, we need to listen to the problems of our students and accept those problems. It is important to accept that this is the problem for the students and try to solve the problem by discussion. So, it is possible that big problems for the students may be easy in front of teacher. But still teachers should accept that this is the problem that the child is facing. The best thing is to have a discussion, to communicate instead of hiding it. It is a good thing to listen to the problem, have an open mind and open heart to accept the problem and discuss with the child.

### **Topic: 100 – Confidence and Trust building**

- **Students coming from any cultural background and any community must have trust in their teachers that they will be heard by the school authorities.**

Students coming from any cultural background and any community must have trust in their teachers that they will be heard by the school authorities. Even if there is violent act in a school that is taking place by the children, because of some frustration because they have negative feelings about the community or the school or they are child abused in a school. Anything that happens, the students and child must have trust and confidence in the school, in the community and in their family. If they do not have this the confidence that means they are not going to talk about the issue which has come up to be result of some unfair treatment from the school authorities or the parents or some kind of frustration which has led to that incident. So, whether they come from any cultural

background or any economic status they should have the trust that when they talk to the parents, the parents are going to listen to them and accept the problem and, they should have the trust that school is treating them fairly. Community members need to listen to the students if they have the problem in the community and if any kind of violent act takes place in the community. The students must have confidence, and they must trust that everybody in the community, in the school and in the home treated them fairly.

### **Topic: 101 – Expanding the Dialogue**

- Each student must have an opportunity to explore, discuss, and express their opinion freely.
- Explore new areas and find new meanings to express cultural values

Each student must have an opportunity to explore, discuss, and express their opinion freely. To explore means that when they have the problem and they come to the teacher and the parents or to the community members to get solution to it, the parents and the teacher can ask them to explore about it, to go further and think about questions and answers of those problems. They should be growing up to learn the problems, the causes, the reason and how to find solutions to them. So, this prepares the students to listen to the teacher or the parents when they are talking about their opinion. Because students will have explored all areas and then have note to all those areas and be ready for discussion with the parents and the teacher and then discussed after exploring the areas after exploring the problem, the student has lot to say because he has explored that area. He knows why this problem happens. It is not an immediate emotion. He has been asking you to go and work on it; to work on the problem and come up with the solution and then the teacher and parents, they are going to have discussion on that. The student will be able to give all the ideas that he has known after exploring.

### **Topic: 102 – Building Bridges between Home & School**

- Share knowledge from school with family and community and vice versa.
- Exchange knowledge of culture, traditions and communities with friends and teachers at school.

Building bridges between home and school. Both the places are good, and both the places are amazing for a child.

### **Share knowledge from school with family and community and vice versa**

So, all the knowledge that comes from school must be shared at home and all the knowledge coming from home must be shared in the community and all the knowledge that comes from the community must be shared in school. So, the circle of knowledge must be shared between all these three parties.

- **Exchange knowledge of culture, traditions and communities with friends and teachers at school.**

Students should not be ashamed to share their culture, their tradition and whatever is happening in the community with the teachers in the school. Anything is happening in the school; the students should not be ashamed of sharing it with the family and friends at home. Whatever happened should be shared with the positive manner with the family, community and friends. If this knowledge is shared, nothing will come as a surprise or shock of any three parties.

### **Topic: 103 – Priorities**

- **What are the expectations my parents have for my future?**
- **What is my community wanting from me and my family?**
- **Compare these priorities with those of your teachers, school and yourself.**

We all have priorities, as a student, he faces a lot of priorities coming from school, parents, community and then he has his own priority.

### **What are the expectations of my parents for my future?**

Usually in the context of Pakistani society, the parents expect a lot from their children and specially from their male children. From very early childhood, boy is told that parents are expecting him to be the earner of the family when the parent gets old. The child has a lot of pressure because of that. He thinks that he has priority to earn money for the rest of family when he grows up. With this pressure on his shoulders, he has also pressured his priority. When he goes to the school, maybe the priority totally changed. The teachers want the

student to concentrate on their subject. The school expects them itself in different activities in a school. Therefore, the students feel pressurized having all these priorities and responsibility on their shoulders.

- **What is my community wanting from me and my family?**

Community expectations from the children, participating in the community events, participating in such events which give rise to the reputation of the community and enhance all those things that are happening in the community to bring it good reputation

### **Topic: 104 – Priorities**

- **How can I justify my role?**
- **Overcome these pressures by discussing brainstorming**

Another thing related to the priorities is to justify my priority

#### **How can I justify my priority?**

Sometime students get confused whether I am going in the right direction or not and how I can have justified; this is my priority. For example, students may have situations where there is some body sickness in the family. The school expects the students to perform well in the examination but at the same time students are facing a problem at home and serious situation is where parents or siblings are not well. That person needs his attention. Then students decide the priority. How do students explain this with the teacher? Sometimes they feel very scared to talk about this to the teacher because the teacher is just going to say, you need to work hard, you need to focus on your study. You cannot be doing anything else. Is this justified by the part of the teacher? The teacher must realize that he is a human being, and he is full of emotion of that age. In this age, he cannot decide how to handle the situation. He gets pressurized and maybe he cannot perform these two tasks. So, encourage the students to talk about their priority and their suffering which is really making them confused as individuals, that how to justify my priority.

## Lesson No.17

**PARENTS' TRUST****Topic: 105 – Parents' Trust**

- **One positive result of interactions between classroom and home is that teachers can really begin to communicate interest and caring toward all students.**

Parents must develop a feeling of trust among the children, school and the community. Parents should trust the child. One positive result of interactions between classroom and home is that teachers can really begin to communicate interest and caring toward all students. Because they are well informed about the situation of the students and what is happening at home. The parents have already informed the teachers. They have trust in the teachers when they explain what the problem is and what the student is facing at that moment, thinking about his priority but having an issue to decide which one is the priority and if the teachers know about it. The parents can trust them to find solutions together. Teachers can take interest and take care of the students in that respect. Even just asking the students when he is having somebody sick at home. Sometimes it has been noticed that teachers become insensitive toward the problem of a child. But if there is interaction between the parents and the teachers and parents inform the teachers what is happening at home and how the child feels. Is it better for a teacher to find a way to sort out a student and talk about the different things to him to let him choose what he is going to do in future? Let him decide what his priority should be and let him decide whatever choices he makes. So that he is not frustrated any more in that respect.

**Topic: 106 – Parents Trust**

- **Families become more willing to share their experiences and thoughts as they come to believe that the teacher is sincere and that their own child values the information given.**
- **McCaled (1994) Building Communities of Learners. New Jersey**

**How do we build communities of learners?**

Families become more willing to share their experiences and thoughts as they come to believe that the teacher is sincere. So, what happens is that families would love to share their

experiences and thoughts what they think if they come to know if the teachers is sincere enough to help their child and come to know that their own child values the information given. It is very important for the child and the student to value the information that is given to him by his teacher or parents. It is natural phenomena when the students respect the information given by the parents or the teachers then they tend to look at the information and follow it. In cases where the students do not trust or source from where the information is coming then they tend not to listen to it and not to follow it because they already have no respect for the person. Therefore, they do not trust them. It is not only in the case of the teachers that students do not trust, in some cases, it is also the parents' attitude that students do not trust them.

### **Why does this happen?**

Not because the parents are not sincere, but parents do not know how to behave in front of a child. Sometimes they talked about the negative things they find in the child in front of other people. In this respect, child loses all respect for the parent, and he does not have any trust in his parents because he understands that parents will share any weakness with what he has. So, these parents would not be trusted by the child and child will never tell them any weakness that he has, or he suffers from.

### **Topic: 107 – Differences and Similarities**

- **Sharing, Recognizing and Appreciating differences and similarities between culture, traditions and communities makes it easy to integrate and communicate with people coming from diverse communities.**

Looking at the difference and similarities in the Pakistani context, we come to know there are so many ways of living and so many accepting the society norms in different places of Pakistan. It has been noticed that acceptance level in most of the parts is very low. But to recognize our weakness and strengths. We need to work on these differences and similarities.

### **Sharing, recognizing and appreciating**

By recognizing it means that this is something that is there and we need to accept this. We need to recognize this, and this difference or similarity is in the community or in a society and it exists. We cannot escape from the fact and reality.

### **Sharing, Recognizing and Appreciating differences and similarities between culture, traditions and communities**

We must share traditions and culture. We must recognize these are the differences, we need to understand that we need to appreciate whatever the differences or the similarities between the cultures and we accept this with open mind and heart. It makes it easy to integrate and communicate with people coming from diverse communities. Even in one community, there will be differences in attitude of people. Community needs to recognize that and face it and appreciate it. Because there will be some similarities as well which would be same. So, we cannot look upon other community or group, just because of some differences.

### **Topic: 108 – Transformation**

- **All the above-mentioned principles and views, if taken practically would enable participants to transform the community towards achieving better results.**

Transformation in the community and society is very important to take place. How will it take place? The diversity, the differences, similarities, acceptance in community, all these views taken practically would enable participants to transform the community toward achieving better results. On the other hand, this is not accepted, the community would lead the disaster and there is going to be no improvement in the community toward going and achieving goals, targets and moving toward progress. Families, students and communities would become the center of classroom life. That will be transformed community. That would transform society in which everything is happening in the family, school and community would be part of classroom learning. How is this going to take place because everybody is accepting every other being in the community, school and family? Everybody in the community knows what is happening in the family who is progressing towards which goal. The school is informing the parents and the community everything. So that means this community is so common between everyone and everybody knows community, classroom learning and about what is happening in the family. So, there will be nothing to be surprised about. There will be nothing to be shocked about. Everybody is sharing and supporting. Everybody would contribute and enrich the classroom experience.

**Topic: 109 – Family involvement in Education**

- **Recognize the context of students learning**

Family involvement in education becomes very important if that place there is no other support. Families need to intervene to give support for context of education and learning there. For example, in some remote places, schools are there but still for certain reasons, family involvement must be there. The family must intervene to provide some facilities and some funds to carry on education. It has been noticed that there are no buildings in the schools, the families provide the house to school to run so that students can have comfortable rooms to start learning. So, recognize the context of students learning that is very important and if the parents in the community recognize the context and then they come to know the needs of context of learning in that case. In that case, they must intervene and support the education system and the learning there. Family involvement also needs maintaining balance, dynamics balance between thoughts and feeling. So, this is also required if the family is intervening or getting involved in the education context in certain place. Whatever is the thoughts, feelings and actions behind the support should be dynamic and for purpose of maintaining balance between learning and support.

## Lesson No. 18

**FEMININE APPROACHES****Topic: 110 – Feminine Approaches**

- Passion
- Intuition
- Aesthetics
- Care
- Spirituality
- Community

The teacher also deal the gender limits in the community specially reference to Pakistani context. The feminine approaches of teachers believed to be all over the world. Feminine teachers have more passion in institutions, sense of aesthetics, more care to the students, spirituality and understanding of the community. It does not mean that male teachers do not have it. There is possibility that some male teachers who have similar approaches toward teaching. They can have passion for children. They can feel that children are facing problems, and these problems are very sensitive to the students, and they are dealt with too much care. However, the passion is to be supposed to be female characteristics and comes under feminine approaches. Intuition is largely found in women. By intuition here, it is meant that female usually have intuition when something goes wrong with the student or we may say, it is a sixth sense that something is going wrong at somewhere. Again, it is possible male teacher do have intuition.

The female teachers tend to have some aesthetics as is very clear from their gender. We know, women have sense of aesthetics, and they always try to implement that in their household by taking care of their children and in their family and if they are professional at their professional place. So, when the teachers deal with aesthetics. They really take care of it and provide the joy of that aesthetic. Usually, it has been noticed that female teachers are good artists. They are good drawing teachers.

**Topic: 111 – Masculine Approach**

- Linear
- Fact Oriented
- Authoritative

Comparing the feminine approach of teaching to the masculine approach of teaching, we have come to know that masculine approach is very linear. It goes in straight direction and is taken up matter of fact. It is more fact oriented. The teachers who are in the business of teaching and having their own school have also realized that they must have a feminine approach in primary school. They have found that primary school because you cannot deal with facts all the time. There can be many other things involved in getting education for primary school students. Therefore, it is good practice to have female teachers in the primary school, whereas in the secondary school because everything becomes serious and knowledge must be based on facts, therefore it is advisable to have male teachers in the senior section of the school. Now the training for the students would be more realistic and more practical. So that reason, the masculine approach would be fact oriented and helpful for the mature students whereas in the younger age the children are not very realistic and practical about things. They look at other things than the facts. They can be talking about imaginary things. So, it is good practice to have the female teachers there because female teachers tend to less fact-oriented approach toward teaching.

Authoritative is the gender sign of authority and power in men. So, the male teachers they tend to have authoritative approach in teaching. But at the same time, we see that male teachers are not very authoritative rather they lack discipline in the students. Sometimes they become too friendly, especially with the boys' students. In one way, it is helpful for the students because they share everything with their male friends as teacher. They can share those things with them which cannot be shared with the parents and their families because adolescents find it very embracing sometime to share the problems with their families and to their colleagues. So, it is better to them to friendly t the male teachers and discuss about it.

### **Topic: 112 – Knowing Students & their Families**

- **It is a misconception that the teachers will lose control over their students if they develop a relationship with their students and their families.**

It is a misconception that the teachers will lose control over their students if they develop a relationship with their students and their families. Probably, this conception is totally misconception is developed in the male teachers. The male teacher tends to stay indifferent probably they believe that relationship led them to lose the control they have over students. This concept can be present in the female teachers as well. They can also think that this relationship building up would result in

losing control over the students. But sometime this relationship between the students and the teachers and their families proves to be very helpful because it supports the whole system. If we look at this concept in a positive manner, if we are looking because of relationships the teachers are losing control then the teachers can always have reinforcement on their control. For example, the teacher can display on the noticeboard what are the limits of having this relationship with the students. They can just write a few rules on the board or paste them on the wall or the noticeboard on the classroom. So, the students are aware that where t are the limits if they still have relationship which is supposed to be very supportive, helpful with the teachers and parents involved in this relationship. That means that it is a positive relationship.

### **Topic: 113 – Knowing Students & their Families**

- **Poplin (1992) warns that teachers who generally have the greatest problems with “behavior management” are those who do not know their students in an authentic way.**

In relations to knowing the student and their family and the concept this may lead some sort of problem, we quote Polin (1992) “teachers who generally have the greatest problems with “behavior management” are those who do not know their students in an authentic way”.

What is the authentic way of knowing their students? The authentic way of knowing their students is concerned in the family background, what is happening in the family and how is the social, economic status, helping and supporting the students or not supporting them. This knowledge is for the sake of wanting to know what the problems that the students face at home are. This knowledge is not to be gained. Sometimes it is noticed that some teachers abuse this knowledge and start talking about this in front of other teachers, which is not required. So that will not be an authentic way of dealing with the knowledge coming from the family. That will be creating more problems, students who come to know that their circumstances are talked about in a town. They will never respect their teachers.

### **Topic: 114 – Co Participation in Learning**

- **Teachers and students learn together**
- **Students have ways to know**
- **Interchange of ideas and experiences**

Teachers and students learn together as co-participants. This is the modern method of teaching and learning. Students always find more ways to know things than the teacher because of technology, which is very much fashion and very common today. The students have more time to serve, and they come to know more things than the teacher. The students have generally more information about the current situation. Therefore, it should be kept traditional because the students are the students. This concept is now no more there. The teachers also learn from the teacher because students learn from different media. They are more social and exchange ideas and share information and give opinions.

- **Interchange of ideas and experiences**

Interchange of ideas and experiences become very common due to technology like twitter, Facebook, where everything is happening. People come to know in the north area of the country even if they are living in the south side of the country. They also come to know what is happening globally and every other minute, they get other news. They have so much information in their heads; it is also difficult for them to focus on it.

## Lesson No. 19

**NEW KNOWLEDGE IS BUILT ON OLD KNOWLEDGE****Topic: 115– New Knowledge is built on old knowledge**

- Knowledge is dynamic
- Continually undergoing evolution
- True learning takes place when students are involved in both the creation and utilization of knowledge.

New knowledge is built on old knowledge. That's mean we cannot discard the old knowledge. We even cannot discard the old traditions. We always can build up the old traditions, taking the good part of tradition and building the new one on it.

Similarly, knowledge can also base on knowledge which has been used in the past. So, we cannot discard any knowledge because knowledge is dynamic. Everything needs to be dynamic to exist. If the knowledge is dynamic, it will stay because it is continuously undergoing evolution. Every time new things come up. There is so much research going on in the world and so many things prove beneficial or prove to be less beneficial. So, something which is used early and was called beneficial out rightly becomes harmful. There might be more knowledge and information which comes out to be stated as harmful effects. But those benefits which are mentioned earlier may remain. So that's mean, we are building some new knowledge due to the research and finding out more about it.

**Topic: 116– Power Relationship**

- Parents become participants in their learning by contributing their oral and written words, ideas and experiences as part of the text of schooling.

Parents become participants in their learning by contributing their oral and written words, ideas and experiences as part of the text of schooling. So, when the parents become the participants in learning they do not have to have power statements in the verbal and written form. They can give their ideas and experience as part of the schooling, but this must be scrutinized by every member of the community and the school. Sometimes it is noticed that parents talk about verbally about the things, they give the instructions to the teacher verbally and they talk to the children verbally about the things to be done in the school. In that case they are representing power relationships. They

believe whatever they say must be done in school. This should be instructive to the parents, whatever the idea or experience to be shared with the school, community and teachers, it must be discussed and scrutinized by the committee which has also members of the school and the community. Thus, no power relationship exists because the relationship which is there must be very authentic one among the school, community and the teachers. It became authentic when it is all being treated on a fair basis.

### **Topic: 117– Relationship in Schools**

**When the relationships in school are poor, a sense of depression and hopelessness exist.**

- **Parent is the first teacher of the child, and the teacher is the second.**
- **If those two teachers are in contradiction to one another, the child's ability to learn is at risk.**

When the relationships in school are poor, a sense of depression and hopelessness exist so this is the cause of depression in a school if the relationship is unfair. Those who do not have power feel depressed that they are forced to do things and those who are unfair to society are exercising all the power. This brings hopelessness to society. There is no hope for society to improve because they know that they are not going to have power and all these people who are in power will never take the right decision. Parents are the first teacher of the child, and the teacher is the second, so both have the responsibility. If the parents abuse the power, then that means first teacher abuses the power and the teacher is abusing the power that means second teacher is abusing the power. If these two teachers are in contradiction to one another how will the child ability affect. The child's ability to learn is at risk. There is no learning taking place because in the child's mind s the first teacher who is very important for the child and the second teacher who is equally important for the child. The child sees both the teachers have harmony in one another but if there is contradiction one is using the power of the other that means the child is the person who is going to get disturbed. He is the one who is going to upset.

### **Topic: 118– Values at Home**

- **When the values and teachings of the home and the school are quite different serious conflicts can result.**

- **Students should not be forced to respect the values of one teacher and negate the value of the other.**

When the values and teachings of the home and the school are quite different serious conflicts can result. That means although the values at home and the school can be different. May be some values at the home may be exercise in the school and some values in the school may be exercise at home. So, the gap between the two can be shortened, madness by the dialogue of the school administration, teachers and the parents. Students should not be forced to respect the values of one teacher and negate the others. Again, the just like the gap to be shortens between home and school. Similarly, the gap of the thinking of the teachers in the school must be just broad too negligible so that the students are not confused. These values, whether they come from home or school or from teachers, all have to be unified at some place where the focus is good values and all these good values, coming from home or school should be common.

### **Topic: 119– Peer Culture**

- **Some students and young people begin to feel ashamed of the culture and language of their parents and grandparents**
- **Sometimes they feel a need to separate from their home culture.**

Some students and young people begin to feel ashamed of the culture and language of their parents and grandparents. They do not share that with the pair. They don't want friends to see or meet their parents because they think their grandparents are old-fashioned; they may not be stylish or smart. Sometimes it has been noticed that some students think they are not good looking. Therefore, they should not meet their friends. This happens in adolescence. So, there is nothing wrong with it that children have bad feelings. It is just the feeling which comes in adolescence time to anybody, and parents need to deal with it. Sometimes they feel a need to separate from the home culture. They like to keep home culture separate from the school and the couple. They don't discuss the things what is happening at home, and they don't even want friends and pairs to meet their parents or visit them at home. This is the part of adolescence. It should be considered that children become rude. It is natural and the parents and teachers need to deal with it and look at the reason why this is happening. The best practice is if the parents feel that they should improve their behavior and get

some knowledge. They can go to community centers and become more popular there, being social, by learning skills and if they have certain skills, they can share them with others. They can have exposure to which the students and children, they will be proud about it that their parents can do something more. The children feel very proud when the children do something even small.

**Topic: 120– Self -Assured Human Being**

- **Teachers need to facilitate a partnership with their student’s families and communities.**
- **The student will then become an integrated, self-assured human being.**

Self-assured human being means a confident person who knows what he must do and is confident that whatever he does will be appreciated by the family, school, teachers, and the community. Teachers need to facilitate a partnership with their student family and the community. It is like a partnership liked businessman they have the partnership; they do not want to go in loss. They always look at the profit, so this is the profitable thing when the teachers facilitate having partnership with the students’ families and the community. This leads to profit and there is going to be no loss in this relationship. The student becomes self-assured human being. He will not be confused, and he will not find many directions to think about and feel ashamed about one and appreciate the others rather he will have understanding, there will be big strong party behind his development and growth. He will be confident whatever he does will be appreciated by everyone who is related to him.

## Lesson No.20

**SCHOOLS IN PAKISTAN****Topic: 121– Schools in Pakistan**

- **School culture and student's achievement**

Social scientists consider that there is some relation between the culture of the country, community and the school with the student's achievement. So, they consider that culture of school, community and society is directly related to the student's achievement or can be said vis versa. The student's achievement depends upon the culture that is being provided to the students in a school, community and society. When we look at the different countries, of course we all know there are different cultures in different countries. We also know in one country we also have different cultures in different cities, provinces and districts. So that means all these factors do affect students' achievements. It has been noticed that people in older times always consider that students coming from the certain part of Pakistan all more intelligent or students coming from the parts are good in Mathematics. So, these things must have some bases which are related to culture of those places and thus student's achievement is affected due to that. It is also said globally that students coming from one country are good at Mathematics. The students coming are coming from other countries are good at Geography. So, this can also be taken as part of some studies as the social scientists have done previously about the culture and students' achievement.

**Topic: 122– Teacher Training**

**We all know that teachers who are to develop a new type of education need more exacting and compressive training, Dewey (2009:3).**

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

In the 'consecutive' model, a teacher first obtains a qualification in one or more subjects (often an undergraduate bachelor's degree), and then studies for a further period to gain an additional qualification in teaching (this may take the form of a post-baccalaureate credential or master's degree).

In the alternative 'concurrent' model, a student simultaneously studies both one or more academic subjects, and the ways of teaching that subject, leading to a combined bachelor's degree and teaching credential to qualify as a teacher of that subject.

### **Topic: 123– Teacher Training**

- **However, this practice is not considered necessary in most of the educational setting in Pakistan**
- **The teacher is master of all knowledge, who does not need further training.**

To teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others.

If teachers investigate the effects of their teaching on students' learning and if they read about what others have learned, they become sensitive to variation and more aware of what works for what purposes and in what situations. Training in inquiry also helps teachers learn how to look at the world from multiple perspectives and to use this knowledge to reach diverse learners.

### **Topic: 124– Classroom situation**

- **Another important factor which is overlooked in the running of the educational institutions is the lack of understanding of the actual classroom situation with regards to the cultural aspects of the teachers and the students in these classrooms.**

When asking students to explore issues of personal and social identity, teachers must provide safe spaces where students are seen, valued, cared for and respected. It is also important that students have opportunities to learn from one another's varied experiences and perspectives. To create this learning environment, teachers need to skillfully draw on student experiences to enrich the curriculum.

Teachers can show they value students' lives and identities in a variety of ways. Some are small, like taking the time to learn the proper pronunciation of every student's name or getting to know young

people's families. Others require more time and investment, like building curriculum around personal narratives or incorporating identity-based responses into the study of texts. At the community level, it is important to understand neighborhood demographics, strengths, concerns, conflicts and challenges. Like students themselves, these dynamics may change frequently.

### **Topic: 125– School System**

- **Fundamental changes to the school system still need to be made in countries like Pakistan**

Fundamental changes to the school system still need to be made in countries like Pakistan. How these fundamental changes take place and what are these fundamental changes and whose responsibility is to change. Off course everybody's responsibility is to make a change and the people who wait for the policy to be made and then they follow things, and these fundamental changes are made on the governmental level.

**Governmental and political planning overshadows the emancipation of teachers largely affecting the learning process of students as well as teachers.**

So even the teachers in a school who understand the classroom situation and classroom factors influencing the classroom achievement and who have the good understanding of the culture who want to go further teacher training are sometimes suppressed the policies made by the government and political leaders. It is very unfortunate that when things change, the teachers are not taking into confidence and ask for suggestions given to these changes. They are not even asked what changes are required so changes which are being brought are dependent and based on the suggestions given by the teachers.

### **Topic: 126– School Size**

- **There is a significant correlation between school size and school culture and school size and student's achievement**
- **Small schools reveal positive school culture and perform better than medium and large schools**

There is a significant correlation between school size and school culture and school size and student's achievement. So, there are two things which are dependent on school size.

School size does affect the culture of the school and does affect the student's achievements, and it is one of the findings that small schools reveal positive school culture perform better than medium and large school. But this is not written in school. It does not mean that every small school will have positive culture and students' achievements will be better. We cannot say that large schools or medium schools do not have a good culture or cannot produce good results.

## Lesson No.21

**LITERACY****Topic: 127– Literacy**

- **The literacy rate in Pakistan is less than 50 per cent. The participation rate at all levels is low and dropout rate is high, especially at primary level and over 5.5 million children (5-9-year age) do not attend schools (Government of Pakistan, 1998).**

The literacy rate in Pakistan is less than 50 per cent. The participation rate at all levels is low and dropout rate is high, especially at primary level and over 5.5 million children (5-9-year age) do not attend schools (Government of Pakistan, 1998). This is the rough figure which is reported by the Govt of Pakistan. Pakistan literacy rate being less than 50% is quite alarming. The participation rate is low, and dropout rate is high. So that's mean dropout rate is high due to certain reasons. Either child is not getting what is required, the parents are not satisfied, or economic state of parents are so bad that they cannot afford the education of the children and dropout rate become high. Participation rate, all levels are low. So that means primary, secondary, college and university, the participation in education is quite low. Especially in primary school, over 5.5 million children, that is 5-8 years do not attend school. Hopefully this situation has become better in the past years. This is the report of Govt of Pakistan in 19998.

**Topic: 128– School Environment**

- **School environment is the result of teachers, students head teachers, and learning activities with the prime goal of preparing young generation for having successful future.**

School environment is the result of teachers, students head teachers, and learning activities with the prime goal of preparing young generation for having successful future. So, what is the role of school environment is basically to develop individual who will be able to successful citizen of Pakistan, and they will be able to contribute to economy, health, education and different sectors of Pakistan. This school environment is very dependent on the school, parents, teachers and community culture. Altogether, these entire members are going to develop school development and

only then interaction will take place. This is the weakest area in school of Pakistan. Interaction is not to be considered a factor that is useful. Interaction is the least attendant area. NO one tries to address this area because psychology is education means reading the book, sitting in the examination, getting marks and applying for the job. All the other factors are being ignored. Education is basically imparted to young people; the ability is to distinguish good from evils. They should be able to identify what is good and bad for them. There is no interaction among the school staff, the community members and parents regarding finding out what is good for me and what is bad for me. This area develops the whole environment and culture of the school.

### **Topic: 129– School Environment**

- **But number of factors affect the learning process or success interaction**

But number of factors affect the learning process or success interaction, and these are studied by social science and let see what they say Saeed (2003) states as school, teacher, pupil and parent/community related- all affect the teaching learning discourse. So, we conduct discussions, interaction and discourse that take place among family, teachers, students and administration of the school. So, he says, teachers, students and parents all need to participate in the discourse. We need to think, we are talking of our children, students, bosses, people in the community, what are we talking about or we are contributing the discourse which are related to teaching learning process. This discourse is not the topic of Geography, Mathematics and Physics. It must be discourse that how teaching and learning would be taking place I school, community and at home. It does not have to be subjective. It must be general discussion; it must be a way of interacting which is working as message for the younger generation. Sometimes people misunderstand this discourse, they probably consider that to debate on some topic and ask some question, to ask some topic of Geography, Civics is not so. This integration must be positive; it must identify issues. If we talk to the community and talk about the traffic rules, this is a learning that is taking place. There are so many things involved if nation learns about the traffic rules which is very much requirement in Pakistan because in traffic rules in Pakistan, most of the people don't want to come back to Pakistan because it is monster. So, if the interaction, people simply talking about how to control traffic rules that would really contribute 50% interaction to makes things better in Pakistan.

**130– Low Literacy**

- **The drop out at primary level is 45 percent, while at middle/elementary and secondary level is about 30 percent.**
- **Low literacy rate is mainly due to poverty and non-statutory primary education**

How does the literacy become low? Low literacy is happening because dropout is happening in Pakistan. According to the reports in 1998 by the government the drop out in primary level is 45% while in middle, secondary level is 30% which is quite alarming. Low literacy rate is mainly due to poverty and non-statutory primary education. Why is the literacy rate coming down because there is increased the dropout especially in primary level. This dropout rate is happening in middle and secondary level which is also quite alarming. It means if there are 100 students, 30 students are leaving the school. In the primary level 45 students are leaving out of 100. What are the reasons for that? The Govt needs to find out the data how is happening that students entered the school but due to some reason they leave it. It has been considered due to the Govt reports that this is happening due to the poverty, long distance from the home, costly education, physical punishment and strictness.

## Lesson No. 22

**CULTURE DEFINED****Topic: 131– Culture Defined**

The term culture is a system of:

- Shared, meanings symbols, experiences.
- Practices, shared values, beliefs and sense-making (Morgan, 1989).
- Culture includes “deep pattern of values, belief and tradition that have been formed over the course of the school’s history”. (Deal and Peterson 1990)

The term culture is a system. Morgan (1989) called culture to be a system. It is system of shared meaning. Everybody has the same meaning to the culture if they belong to the same culture. The same symbols, experiences, Practices, shared values, beliefs and sense-making. For example, there is culture in which every person who comes in from outside must greet the people who are sitting in the room. That will be shared meaning of greeting. There could be shared symbols in the culture that is when greeting people would be taking their hands to the forehead in the form of respect, gesture to greet. So, everybody in their culture would be raising their hands to their forehead to make a slam or greeting the people who are sitting.

**Same experience**

Same experience is the way life goes with the lifestyle, and experiences are the same. The practices, whether the women are going to work in this culture or they are not going to work that could be one practice shared by all the members of that culture.

**Shared values**

Are the parents going to live with their children in their old age? In this shared value that culture, are the parents going to live separately from their children in their old age? This could be one of the shared values

**Belief**

Belief is also related to their faith. So, you are sharing the same belief, they are called social beliefs.

**Sense making**

This makes sense. This is my priority. It makes sense for me to send my child in a primary school because it makes sense for me and this is my priority. So, all these things are shared by all the members therefore they have same culture.

### **Topic: 132– Perspective of Culture**

- In view of McBrien and Brandt (1997) school culture and climate refers to the sum of values culture, safety practices and organizational structures within a school that causes it to function and react in particular ways.

#### **Other perspective of culture**

In view of McBrien and Brandt (1997) school culture and climate refers to the sum of values. So, we noticed that all the social scientists and educationists are talking about the culture, having values. That's mean values are the most important factor in keeping a culture and we add further culture, safety practices in a definition in this respect.

#### **Safety practices**

That means safety of every member in a school is important and the culture is developed in a way that everybody's safety is valuable.

#### **Organizational structure**

Organizational culture within a school, that causes us to function and react in particular ways. There is organizational section in the school which monitors things that are happening, functioning and cause why these things are happening. For example, what will happen if the student abuses the other students? Is there some section in the school who is going to counsel this child not to abuse and who is looking after the person who has been abused? Both need counseling. Is there culture of counseling for the victims and victimized to be taken care of, are they emotionally supported whether they have done something wrong or something wrong happened to them, or school culture has no organizational set up, and it is just going to be considered that something has happened that is normal. Therefore, it does not need to be addressed.

### **Topic: 133– Perspective of Culture**

- Heckman (1993) perceives school culture as “the commonly held beliefs of teachers, students and principals”.
- Heckman (1993) gave an interesting definition of culture. He perceives “the commonly held beliefs of teachers, students and principals”.

So, delimits the definition to the belief which is common among teachers, students and principal. For example, if the principal, teacher or student thinks that safety regulation must be there in the school. If they consider safety, regulation needs to be in place because safety of every member is

important then it becomes the culture of school if they don't believe in it. So, culture is nobody cares about the security of anybody, it is considered that everybody is safe there. Similarly, if the culture of the teachers, students and principal is that anything left in the school is safe. Nobody is going to pick up anyone pencil, book; notebook whatever left in the school will be in safe custody in the school. If anybody believes that then that becomes the culture of a school. For example, if the teacher believes everything should be kept safe in a school, no one should pick up any one book or pen, but the students do not develop this habit then that cannot be culture of a school because there are the things which are missing.

#### **Topic: 134– Perspective of Culture**

- **Naseer Ahmad Salfi and Muhammad Saeed (2007) “Relationship among school size, school culture and student’s achievement at secondary level in Pakistan”.**
- **International journal of Education Management, vol.21 iss pp.606-620.**
- **Permanent link to this document:**
- **[Http://dx.doi.org/10.1108/09513540710822201](http://dx.doi.org/10.1108/09513540710822201)**

To the Pakistani context the culture, size and student’s achievement there is a good book by Naseer Ahmad Salfi and Muhammad Saeed which are written in 2007. The students may refer to this book to understand the relationship among the school size, school culture and student’s achievement at secondary level in Pakistan. This book does not talk about school size, culture and student’s achievement of primary level. To reads the online read, student may read online link [Http://dx.doi.org/10.1108/09513540710822201](http://dx.doi.org/10.1108/09513540710822201) about the information of the size of the school, culture of the school and how the achievement is affected in case of those school which are bigger or smaller in a Pakistani context.

So, things will be very different when school will be small in a Pakistani context and when it is small in international context. So, there are counties where the size limitation is dependent on the size of the building. There are places where the government schools have big buildings, buildings might be very big, but the number of students might be very small.

#### **Topic: 135– Culture Defined**

- **A school culture is a complex pattern of norms, attitudes, beliefs, behavior, values, ceremonies, traditions and myths that are deeply ingrained in the very core of the organization”. Barth (2002)**

In 2002, Bath defines the culture

“A school culture is a complex pattern of norms, attitudes, beliefs, behavior, values, ceremonies, traditions and myths that are deeply ingrained in the very core of the organization”.

So, this definition is somewhat very close to the definition of the culture of some community school or some religious school as well because the mixed ceremony is the part of the culture. So, school culture would be displaying a pattern of norms, the way the action is being carried out, the way the things are be done the attitude of the students, staff and the teachers.

### **Traditions**

There are some schools which keep the tradition alive. By having that tradition displayed and most of the time we talked about the school, in the classroom, among the meetings and the other staff of the school.

### **Myth**

There are certain myths in certain sectors of the country where people follow certain myths. These things are going to happen in the same way they were happening 10 years because of certain reasons. All these are deeply ingrained in the very core of the organization. So, the organization is ingrained in their policies, actions and displays, so that all these things are practiced in the school.

## Lesson No. 23

**STUDENTS LEARNING****Topic: 136– Students Learning**

- There are many factors which affect the students' learning in schools. These include teachers' qualifications and experiences, teacher's guidance to students, availability of teaching learning resources, physical facilities students own cognitive and other abilities and their socio-economic background.

There are many factors which affect the students' learning in schools. These include:

**Teachers Qualification and Experiences**

Of course, this is the first thing that matters whether the teacher is qualified to teach that subject and experience is counted to be some strong pillar to hire the teacher. Because it is considered that more experience teacher will have more knowledge of the subject.

**Teacher Guidance to students**

Now the teacher is well qualified. He has the knowledge; He have also the experience of teaching the students. But how is he going to guide the students to learn, how is he going to direct his students toward learning

**Availability of teaching learning resources**

This is very important factor which affects the students' learning. Students learning resources like books, computer, visual aids, audio aids, if it is sports then sports equipment, if it is related to |Geography then maps, atlas should be available. If it is science subject, then labs should be available. So that students can have the feel of those things which are happening in the scientific areas and to be able to conduct the experiments in the laboratory. So, all those resources are very important for students learning.

**Topic: 137– Family Environment**

- Khan and Shah (2002) quote that 'family environment and parents' involvement in educational activities of their children had a positive impact on their achievement. The studies conducted at the Academy of educational planning and management (AEPAM)

- **Khan and Shah, 2002: Habib et al., 2004) revealed that teachers academic and professional qualification had a positive impact on the student's achievement.**

Khan and Shah (2002) quote that 'family environment and parents' involvement in educational activities of their children had a positive impact on their achievement. The studies are conducted at the Academy of educational planning and management (AEPAM). The study proves that family environment is very important to bring out good results for children. The parent's involvement in the activities of their children also has positive impact on the achievement of their children. So, if it is healthy family environment, that means students are going to be happy children and they will not be having any pressure on the family with them and therefore they will be performing better in school.

On the other hand, we have study of Habib and his colleague (2004) revealed that teachers academic and professional qualification, remember. Habib is emphasizing not only academic qualifications, but also professional qualification has positive impact on student's achievements. Again, we must note this is a study. This study has certain conclusions, so it does not really make it confirm that this is what good educational standard is. It might be or not might be, but this is considered one factor which is important. So that means when we are talking about the factors it is also family involvement/family environment, teacher's qualification and teacher's professional training of that skill. So, there are number of factors which are making a difference in the learning and achievement of the students.

### **Topic: 138– Number of Teachers**

- **In schools there are, however, factors that affect the school culture and climate; one of the most prominent ones is the number of teachers and students in a school.**
- **Tucker (1997) found small schools have a better leaning climate than large schools because in smaller schools there is a greater likelihood that faculty and students know each other.**

In schools there are, however, factors that affect the school culture and climate; one of the most prominent ones is the number of teachers and students in a school. So, it is important to see what the ratio of students and teachers in a school is because that is one of the prominent factors which affect the school culture. Because if there are students but no teacher available to help them because

number of teachers is less as per ratio, the standard that should be there means many students will be neglected. Similarly, there are more students, and the ratio is according to the requirement of the number of students that means teachers are available to support the students and the climate and culture of the school will be very smooth, helpful and supportive. Sometimes it is out of control by the teachers to support all the students because none of teacher is less. It is also noticing that in some cases in some schools, number of students is less, and number of teachers are more logistical manners or some reason in which number of teachers are more than students. In that case teacher can give more attention to the students but this is very rare. Mostly the case is either the teacher/student ratio is normal, or teachers are less in number than the students.

Tucker (1997) found small schools have a better leaning climate than large schools because in smaller schools there is a greater likelihood that faculty and students know each other. So being a familiar is a factor which improves the behavior of every member of the school. So, the teachers will also know the students and the students would also know the teachers. So, Tucker points out the fact that small schools are better in a way because learning can be easier there because if the students have the problem, he will know which teacher he should contact to get his problem solved.

### **Topic: 139– Variable that Affect**

- **And this could affect the level of openness, trust, cooperation, atmosphere and other culture and climate variables that can directly or indirectly affect the student's achievement.**

If we are taking the example of small school in which the teacher and student are familiar with one and other. They know each other. What is the variable that is going to affect the school culture and the students learning and achievement? This could be level of openness because there are few people, so people can be frank with one another, They have more chance to interact and therefore they become franker. So, they can frankly discuss their problems. They do not hesitate to tell one another because they are not strangers. So, this is one of the variables which happen when the school is small, and people know each other, and they do not feel shy about their problems.

### **Trust**

Trust is another factor when the school is small, and the teacher is friendly with the students and students know the teachers and they have a feeling; they can trust their teachers. Because of frankness of the teachers of their students there is a lot of trust which builds up their relationship.

### **Cooperation**

Because every boy knows everybody, everybody wants to have prelateship, and everybody wants to have good reputation and good image because they all know each other.

### **Atmosphere**

Atmosphere is another cultural climate variable which directly or indirectly affects the student's achievement.

So, what is happening is the level of openness, trust, cooperation and atmosphere are positive. The culture is very encouraging

### **Topic: 140– Variable that Affect**

- **The study of Mirze and Hameed (1994) revealed that primary section of middle and high schools was most effective in promoting cognitive achievement and molding student's behavior.**

The study of Mirze and Hameed (1994) revealed that primary section of middle and high schools was most effective in promoting cognitive achievement and molding student's behavior. So, this study which was done in 1994 proves that primary age is the age where the students can be converted to have skills of creativity. The study proves that those schools who have the middle and the secondary school sections when they compare the cognitive skills and achievement amongst their students in the primary, middle and secondary section, find this is the development that takes place in the primary age. So that means that age is very important for the students to attend school. Normally such schools which have all three sections in the school are more establish than the ones that are running just primary because they do not have more exposure of the teachers in the school. It is just the primary section and probably it is very small section and ideally speaking, there should be a lot of development in cognitive achievement and converting the students skills as behavior. However, according to the study, Mirza and Hameed, it has been proved that school who have all the three sections can probably compare the capabilities the students who are coming from the different sections and therefore because of that they can see the children who come from the

middle school after passing the primary school have already developed cognitive skills and have molded their behavior.

#### **Topic: 141– Qualifications**

- **At master level, the teachers have more trends of gaining academic qualification rather than professional qualification. This might be due to having more opportunities to find other jobs.**

As we know, all schools need qualified teachers. Usually At master level, the teachers have more trend of gaining academic qualification rather professional qualification in context of Pakistan. In other countries with academic qualifications, it is compulsory to have professional qualifications as well. But unfortunately, in Pakistan the career and profession of teaching, there is no compulsion to have professional qualification and that bring all the miseries to the education system. It is very good that teachers do their master's and go for teaching, there is no doubt the qualification of master but then the professional qualification is more important to join the certain occupation. It is compulsory that since teaching is a profession, it is a skill and art and therefore it needs to have qualification and professional abilities to conduct the duties to skills implemented in the right direction. This might be due to having more opportunities to find other jobs.

So why do people consider doing the master and joining the teaching profession and not going to any professional qualification because they have a mind that we will do master and apply all the jobs which are possible or the jobs where the criterion of recruitment is master. So, in any case if they get job in any sector/department, they don't mind joining that because they have not gone for any professional development. So, they just do their MA and apply the various kinds of jobs and just join the ones which are offered to them.

#### **Topic: 142– Small Schools**

- **Smaller schools have better and positive school cultures in comparison to medium or average and large schools.**

- **In small schools' teachers are more willing and well prepared to teach their subjects.**
- **They are more caring with the students, and they share ideas and material with their colleagues.**
- **They respect and support each other.**

According to social scientists, the smaller schools have better and positive school cultures in comparison to medium or average and large schools. The social scientists think because of small schools there are few people in the school, a few teachers and a few students, so they know each other. They are familiar with each other and at the same time, in small schools, the teachers are willing and well prepared to teach their subjects. It may be different in the different schools, maybe in large school the teachers are also willing and prepared to teach the subjects, but this is the study, which is done, and these are the conclusion which are be made”.

Because the schools are smaller, the teachers are more willing. Probably there is more pressure when a greater number of students are in the class. The teacher because more number in class get sort of pressurized and there is possibility that they do not prepare well or even if they have prepared because of number of students being more than what they are expect they are upset and disturb and they feel they cannot deliver the way they want to deliver in the classroom. But again, there is always exception there can be people in small schools who would not be well prepared to deliver the lesson or who would not been so willing to teach the student in a manner that they are supposed to do.

## Lesson No. 24

**PERSONAL SOCIAL CHARACTERISTICS****Topic: 143– Personal Social Characteristics**

- As pointed out by Getzel and Jackson (1963), some personal social characteristics were different for men and women teachers, with men generally being more business like less friendly and responsible.

Jatoi, H. Gender of teachers and teaching practices in Pakistani schools. These are also the factors which bring the change in the school environment. As pointed out by Getzel and Jackson (1963), some personal social characteristics were different for men and women teachers, with men generally being more business like less friendly and responsible. So, this has been pointed out by Getzel and Jackson in 1963. Things might be different because this was said 30 years ago. Orana Jatoi said, social characteristics are different in men teachers than the women teachers. Men are less friendly and less responsible so it is considered that male teachers, they would be more in business rather than teaching and they tend to be less friendly because of their nature they tend less frank to the students, less friendly and less caring than female teachers.

According to the study it has been compared that female teachers tend to be more friendly, responsible and more caring. Where the male teachers tend toward the business.

**Topic: 144– Teachers Experience**

- Mwamwenda et al. (1989) study concluded that pupils taught by female and long experienced teachers performed significantly better than pupils taught by males and those with short teaching experiences.
- In Pakistani context this concept is mostly taken to be authentic thus recruitment criteria are based on longer duration of experience.

This is another factor which is considered by social scientists. Mwamwenda et al. (1989) study concluded that pupils taught by female and long experienced teachers performed significantly better than pupils taught by males and those with short teaching experiences. So, there are four categories

Female Teacher

Teachers with long experience

Teacher with Short Experience

### Male Teacher

According to Mwamwenda and his colleague studies say, the conclusion is the people who were taught by female teachers have better learning abilities and better achievement results. They perform better.

### Teachers with long experience

Teachers who have more experience, Students benefited more from them because of their long period of experience and their good performance because the well-trained teachers can guide the students more effectively. Whereas students who were taught by male did not perform well compared to those who were taught by female teachers.

At the same time the students who were taught by teachers having shortened experiences did not perform well compared to the students who were studying and getting the guidance from those teachers who have longer duration of teacher's experience.

In Pakistani context this concept is mostly taken to be authentic thus recruitment criteria are based on longer duration of experience.

### **Topic: 145– Literature Review**

- **A number of self-studies comparing male and female teachers found that female teachers were more satisfied with their careers, possessed a better attitude towards their profession, students and schoolwork.**
- **They exhibited better mental health and suffered less from problems related to their teaching activities.**

If we look at the studies that have been done on teachers both male and female, we come to know that number of self-studies comparing male and female teachers found that female teachers were more satisfied with their careers, possessed a better attitude towards their profession, students and schoolwork. There could be reason why the male teachers were not very satisfied. It could be possible that salary of the teachers is low and therefore male in Pakistani context is supposed to look after the family, so the income is generated through teaching profession is not enough the whole family. Whereas on the other hand, women generally it is like a pocket money that she is earning as a teacher. So, she tends to be more satisfied. And females are not given opportunities to have more

exposure in their life in the Pakistani context. We can say female teachers are more satisfied with their career and job and they have better attitude toward their profession.

Off course satisfaction leads to better attitude. If we come to know female teachers are more satisfied in their career, it is result of that they have better attitude toward their profession and toward their students they were more caring because they like their job and schoolwork which is given to them.

On the other hand, male teachers, they are not satisfied with their job because of monitoring reason, they are not happy with the salary, they must look after big family, and the salary is less. So that is the reason for their dissatisfaction. They don't take interest in their work. They do not like the work, their attitude toward their students is a little bit harsh because they are not happy with own self. They don't care, they do not take on extra responsibilities because there are already too much to look for and they think they are not being rewarded accordingly. Therefore, they will not be happy.

#### **Topic: 146– Literature Review**

- **In these studies, it was also suggested that there was some indication that female teachers use more “modern” teaching approaches such as participation and problem methods.**
- **(Avalos and Haddad 1985, pp.14-15) Jatoui, H. Gender of teachers and teaching practices in Pakistan schools.**

In these studies, it was also suggested that there was some indication that female teachers use more “modern” teaching approaches such as participation and problem methods. As we all know, modern teaching asks for approaches in which there is lot of participation in discussion and there are many approaches to solve the problems for the students by discussing them with the students. So, this is one of the modern techniques which according to the study has been used by the female teachers. On the other hand, male teacher teachers do not encourage themselves to use the modern teaching approaches such as getting into involved in the discussing and trying to find out solution for the problems that the students and the teachers are facing. Their attitude is not very positive toward solving problems and does not work on the methods which are known as modern methods of discussion, participating in and being the part of student's family in order to find the reasons any problem that are arising.

According to the study by Jatoui Gender of teachers and teaching practices in Pakistan schools, she refers to Avalos and Haddad 1985 and she mentioned that this has been already discussed by

another social scientist, and she refer to same situation in the Pakistani context. Although Avalos and Haddad do not refer to in the Pakistani context bur referring to the same situation which has been faced by study done by Avalos and Haddad.

**Topic: 147– Literature Review**

- **Hussain examined the difference between the academic achievement of students taught by the female and male teachers in Primary schools of Pakistan.**
- **One of the findings is that: students of male teachers achieve better results in mathematics in grade 4 and 5 than students taught by female teacher”**  
**(Hussain. 1990, 0.20)**

Hussain who is social scientist and educationist examined the difference between the academic achievement of students taught by the female and male teachers in Primary schools of Pakistan and his studies concluded that male teachers could deliver in the primary section of the school especially in the mathematics subject. We also need to look at the fact that students were in primary school. One of the findings that students of male teachers achieve better result in grade 4 and 5 than students taught by female teachers.

## Lesson No.25

**ASSUMPTIONS ABOUT TEACHING PRACTICES****Topic: 148– Assumptions about teaching practices**

- **Teachers with a higher level of education are better equipped to teach.**

In the Pakistani context it is considered that teacher with the higher level of schooling is better equipped to teach. Since the syllabus of different school in Pakistan is different. Curriculum is delivered in different methods in different schools and since there is large gap between social status as well.

So, people coming from schools where the schooling is higher level prove to be better teachers. For a simple reason it is considered that since they come from good school, their level of understanding, delivery and knowledge would be much better because they have already experienced. In the Pakistani context, most of private schools referred to have teachers who are coming of the schools of higher level. The teachers who have done higher levels of schooling are recruited for the job. In the recent years, more common in the selection of teachers that those people are considered for the job of teaching who come for higher level of school or which school has better reputation, those people are encouraged to join the teaching team because it is considered they have exposure of teaching because they have been with the teachers who have better performance in the school. Sometime college and university are not very considered while hiring the teachers in the job, most of the time it is just considered which school the candidates come from and then it is believed that this person will have the ability to have good school environment and will participate in all extracurricular activities.

**Topic: 149– Assumptions about teaching practices**

- **This is because during the training they are taught to use instructional material like teaching kits, models a chart**

Who are the people who use these instructional materials and why are they only using these instructional materials? There is assumption this is because during the training they got their professional qualification. They are taught to use instructional material like teaching kits, models and charts. What is the difference now? The difference is that academic qualifications have been gained through books, learning material and that is why that academic qualification has been achieved. But professional qualifications are developed by using independent material for the people who are under training. This also leads them to group work, teamwork and peer work. So sometimes during

the training session, they are asked to work in the pair. Sometimes they are asked to work in groups, so this develops team spirit and develops independent spirit.

While doing the professional training, these teachers get an idea, and they try to understand what is written in the instructional material. Sometimes they ask their friends who are sitting next to them, sometimes they are working with them, sometimes they are working in groups, sometimes they are working individually, and they try to follow those instructions and then they are guided and supported by the trainers who are given them training. Thus, that is the way they gain experience and those skills and ultimately, they know which skill should be in the classroom.

### **Topic: 150– Assumptions about teaching practices**

#### **Assumption about Teaching Practices**

- **Teachers who come from higher social class are better teachers than those who come from comparatively lower social class.**

Teachers who come from higher social class are better teachers than those who come from comparatively lower social class. This assumption is done by the social scientist and in the Pakistani context this is being considered as one of the reasons of teachers who are coming from higher social class to be better teachers, in the sense it could be the reason that these teachers because they are coming from higher class, they have attended school with higher learning and higher abilities and more opportunity in life to be exposed in more learning or higher learning. Sometimes students coming from higher classes can have exposure toward other opportunities in education like learning other languages out of the school or probably joining the club which is out of the school. They may have opportunity to play a game, to participate in the competition, to participate in a match which is being held in the community.

So, there are many other factors due to which people coming from higher class have better opportunities to learn/have more participation/more exposure in society. They are privileged. They think it is their responsibility that since they are blessed by God and they have had these opportunities; they need to share all their learning with the other people in the society and that is very valuable contribution by these people. So, they should be encouraged to join the teaching profession.

### **Topic: 151– Gender Discrimination**

- Several factors explain why girls are less likely to be educated than boys. Girls are less likely to attend school if the school building is remote from their home.
- Poor families are less likely to educate girls than boys.

According to the study done by Horona Joti, gender discrimination is important study in Pakistani context. Several factors explained why girls are less likely to be educated than boys. Girls are less likely to attend school if the school building is remote from their home. So that's mean if the place of girls is living, there is no school building there and there is no school around then it will be less likely that the girl's student to attend the school specially in the remote areas. So that is the basic reason for the girls not to attend the school. Usually in the Pakistani context villages/small town, they have primary school, but they do not have middle and secondary schools. The girls walk to the other villages to get middle and secondary education whereas for the parents it becomes a matter of concern of the safety of their girls because they cannot have their girls out of their home for the long duration of time when the girls travel far. On the way to the school, it might not be safe for them. So that is the reason that girls are not attending the school and to be less educated than boys.

Poor families are less likely to educate the girl's than boy. That's mean the parents can afford the girls' education as well as boys in the primary section but as the girls go to the middle and secondary section. Since the parents must pay fee, uniforms and the books required in the school, the poor families cannot afford the education for the girls and what will be the result of that, that's mean the boys will be preferring to send to the school. The families will prefer to send the boy in the family to the school if they can afford one-person education. In case of more than one boy in the family, most of the time both boys will be sent to school. But even one girl in the family, the family cannot afford the fee of girl school therefore they will not allow the girl to attend the school. That is happening in the Pakistani context. That results in lesser education amongst the girl's students. So therefore hardly a few female teachers will be in the villages or towns because girls are not getting education.

#### **Topic: 152– Number of Female Teacher**

- Girls are less likely to enroll in school and in many countries may drop out sooner.
- Women are often trained in different institutions than men and may have a different curriculum.

Looking at the Pakistani context, girls are less likely to enroll in school and in many countries may drop out sooner. So that's mean number of girls who get into the school also are less than boys' students. Dropout rate among the girls is more; after attending the school the girls may drop out of the school due to different reasons. May be, parents could not be able to afford the education or school is far, students cannot walk or reach the school without getting help from transport which could be very expensive.

Women are often trained in different institutions than men and may have a different curriculum. So, when you are talking about training, are training facilities not enough? In many cases the men teachers would be trained with different curriculum and different methodology and different learning styles and strategies. So, in that case, the training take place in the female educational institution and male educational institutions, they differ from one and other and therefore the outcome and achievement made by the female teachers who have got the training would be different the male teachers who are receiving training. However, this does not mean a lack of professional in the female teachers than the men and the men would be more professional experience than the female. Basically, it just providing the facilities and methodologies in a different manner to the female training session and to the male training session

## Lesson No.26

### NUMBER OF FEMALE TEACHERS

**Topic: 153– Number of Female Teachers**

- The consequence is that the average level of education among women is less than that of men and therefore there are fewer women who meet the educational qualification to become teachers.
- As a result, there are fewer women teachers to teach the girls who ultimately want to enroll in school (UNESCO, 1987)

The consequence is that the average level of education among women is less than that of men, so what happens is because the girl's students are not enrolling enough in the school. They are less numbers as female enrolling in the school and out of that less number again it becomes lesser because they are dropout amongst the girl's students and therefore these students who would be less in number would only grow professional. Few of them get opportunities to grow the training qualification but again there is discrimination in that as well. There are a few training institutions available for female teachers. So not many parents would like to send their daughters to the training institution where there are men teachers. So, this vicious circle goes on and on. This chain continues and again consequently results in lesser number of female students enrolled and getting education. Therefore a few women who meet the qualification to become teacher so because a smaller number of female teachers there will be more men in the school and because of that again would not like to send even their daughter in young age still the parents would not encourage the girl's student should be taught by male teachers

**Topic: 154– Education in Pakistan**

- The World Bank sums up education in Pakistan as:
- Literacy rates one of the lowest in the world, very low system efficiency and a literacy rate one of the lowest in the world Perhaps the most critical problem impending expansion of education is the unavailability of female teachers. (The world Bank, 1988, p.6).

The World Bank sums up education in Pakistan as follows: Literacy rates one of the lowest in the world. Unfortunately, literacy is very less in Pakistan rather one of the lowest in the world. It has been mentioned before that literacy rate as summed up in the previous report was less than 50%. Literacy rates are one of the lowest in the world, very low system efficiency and a lack of educational opportunities for many particularly for girls in the rural areas

The system does not take care of those who are in rural areas, even those who are in the urban areas the system is not to be said that it is flawless. There are so many people who are not getting the right to educate themselves and especially lack of opportunities is prevailing among the girls' students in the rural areas. So, these are the neglected areas which are being neglected by educational system, and this has been reported by the world bank, and it needs a lot attention of the government. Perhaps the most critical problem impeding expansion of education is the unavailability of female teachers. So that is the pitiable situation that although female population is in great percentage in Pakistan still there are no female teachers to teach the girls students in the rural areas

#### **Topic: 155– Teacher Training Institution**

- **Teacher Training Institution**
- **There are also fewer teacher-training institutions available for women (Government of Pakistan, 1984), leading to fewer trained teachers.**
- **And there are very few opportunities available for in-service training in teaching (Bhatti: 1986)**

According to the report by the Govt of Pakistan in 1984, there are also fewer teacher-training institutions available for women leading to fewer trained teachers. So not only are the female suffering at the cost of not having the female teachers in the school and not having many schools for girls specially in small towns but they also suffering because they aren't many teachers training institutions for women according to the reports GOVT of Pakistan. So, it is great concern for the Govt investigate the matter and find out what has really changed since 1984. Since this report was written more than 30 years ago, change must have taken place. The Govt should bring some improvement in the teachers training for the female teachers.

Bhatti in 1986 who says there are very few opportunities available for in-service training in teaching. So, there is no availability of pre-service training but there is also evidence that even in-service opportunities are not there in place. So, both need pre-service training and in-service training. In-service training means while the teachers are working, while they are in profession and they need help and guidance to combat the needs of their students and learn new methodologies to be updated in the professional career.

#### **Topic: 156– Teachers' Performance**

- It is likely that men and women teachers in Pakistan differ in terms of academic qualification, professional training and in-service training.
- All of these may play a role in the quality of teaching they can provide.
- The different backgrounds and differences of men and women are likely to affect their performance as teachers in the classroom.

It is likely that men and women teachers in Pakistan differ in terms of academic qualification, so first thing which can be different among the Pakistani teachers female and male teachers their academic qualification might be different that is since men are getting more opportunities to the universities, the female teachers could be barred to go the universities by the families or due to some financial reasons. There are less teachers training institution for women and there is less institution which are female dominated, and parents might not send to the daughters where the place male dominated. Therefore, that's means women have less opportunities to train and there will be also difference in the professional qualification of female and male. Third thing, in-service training, due to different reason women will have less chances to going in the training as they are in the service, as they are working because they are supposed to looking after the house neither domestically jobs, therefore it is expected that after the school the teachers who are female not be able to attend in-service workshop or would not be able to travel the other cities to attend the workshop which are being done in other places.

All of these play a role in the quality of teaching. It is not right that female teachers are not hardworking, or they do not apply all the training, it is because these teachers are not getting the opportunities to do so because the unavailability teacher training institutions

### **Topic: 157– Students Achievement**

**Overall expenditure material inputs, teacher quality, teaching practices, classroom organization, school management and structure are deciding factors contributing to student's achievement.**

As stated previously, student achievement is greatly affected by the area in which a student lives. Reasons for the variations in achievement are geographic location, resources, availability of technology, and quality of teachers. The National Education Association said that the low performing youth are in public rural schools. Historically, rural areas have lagged urban and

suburban schools in educational achievement, although some improvements have been made between 1990 and 2000.

Although rural schools typically achieve less than other schools, variations exist between states. For example, there is a large math achievement gap between rural and non-rural areas, but some rural areas are above average, and others are just average. Another study looked at the effects of school size and poverty in seven states. The results found that student achievement varied between states, but size and social economic status were consistent. Typically, the rural areas in the southern states have the lowest achievement due to their racially diverse atmosphere. What these authors propose for the future are state agendas for rural schools to address the varying conditions and effects on achievement more carefully.

For the most part, people think of rural schools as being detrimental to student achievement, but these schools have proven to be advantageous for several reasons. First, the small size of rural schools helps to assuage and combat poverty. Since there are fewer students in rural schools, their funding does not have to be comparable to schools with thousands of students. Additionally, rural schools tend to have low student/teacher ratios, which allows for more individualized attention and assistance in areas of student difficulty. One strategy that rural schools are inclined to use is group learning. This strategy allows the students to work with one another and benefit from group discussions and various opinions. Furthermore, many rural schools have strong ties with their community. Because of this, students feel comfortable in their school, and are at their maximum potential for learning. Unlike urban and inner-city schools, rural schools are very safe, which is another benefit of this type of school. Lastly, rural schools have higher graduation rates and fewer discipline problems than urban schools, a factor that has changed over the past twenty years.

#### **Topic: 158– Classroom teaching practices**

- **In general, teaching practices found to enhance student learning are those that offer instruction that require active student participation, provide student opportunity to practice what is being taught.**

Every day in classrooms teachers assess what their students know and what they still need to know, based on their expert content knowledge and understanding of their students and how they learn.

This knowledge base enables them to understand where their students are currently situated on a particular learning pathway and to know what to do to move the learning forward.

Classroom-based learning includes:

- Lectures and large group teaching,
- Tutorials, Seminars and small group teaching,
- Laboratory / Practical teaching

When teaching in classroom situations, strive to view the student holistically. Students will enter your classroom from a variety of backgrounds and will bring with them different expectations, experiences and assumptions

#### **Topic: 159– Teacher interaction**

- **It is common in Pakistani classrooms that teachers must teach more than one class at the same time.**
- **If this is the case teachers take help from students monitors to review the lesson or maintain discipline within the group not being taught by the teacher at that time.**

It is common in Pakistani classrooms that teachers must teach more than one class at the same time. Although it is very difficult to do compare to the society that is prevailing in the west to have more than one class to be taught by the same teacher because interaction becomes very difficult for the teacher to have her attention and interaction with all the students that are in the class and other class that joined them but to sometime absence of teachers in the school or mismanagement of the school where it is not expected there would be more teachers needed for that certain numbers of children

Ongoing interaction or communication between students and teachers is often difficult to achieve. When classroom interaction occurs, a teacher may not be able to identify all the relevant factors that were used to develop a meaningful dialogue. Furthermore, there are class sessions in which an instructor receives minimal feedback from students despite following a lesson plan that elicited a great discussion in a previous class.

To improve your ability to communicate with students you must set the tone early. Start by giving your students some ground rules for discussion, and engage them with comfortable, simple discussion topics and tasks early in the semester. Later, when effective class rapport is established, you can move more easily to more challenging problems, subjects, and discussion formats.

## Lesson No. 27

**CLASSROOM PRACTICES****Topic: 160– Classroom Practices**

- **Teachers who assign fewer tasks to the students in the classroom and spend more time teaching provide a better learning environment for the students.**
- **Teachers who use instructional material (teaching kit, blackboards) more often contribute more to the students' knowledge.**

One of the classroom practices in Pakistan is to teachers who assign fewer tasks to the students in the classroom and spend more time teaching provide a better learning environment for the students. It is thought that if the teacher is given less tasks to the students that mean the participation of the students is less and teacher time is more than that is supposed to be good learning session. This is supposed to be good classroom performance by the teachers. The teacher must maintain the balance by giving the task to the students and spending teaching time, nothing more than the other. It must be balanced session and the interaction of the teachers with the students must be balanced as well. The instruction should be given in a way that students should accept those instructions but at the same time task given to the students should also be supervised and guided by the teacher. So, if the tasks which are given to the students, and are managed independently by the students, it is a good sign that there is a lot of learning taking place. But at the time teachers need to interact with the students, no matter if they are doing independently or asking for some support.

Teachers who use instruction materials like teaching kits and blackboards, more often contribute more to the students' knowledge. So, this is not the interaction in the words, the interaction not only verbal rather it is also dependent on the resources. The students would like to have different material resources providing them with information

**Topic: 161– Classroom practices**

**Teachers who assign homework on a regular basis check it themselves, give feedback to the students to help the students to learn more.**

The very important classroom practice is giving homework to the students. This is another method to interact with the students. Teachers who assign homework on a regular basis check it themselves, give feedback to the students to help the students to learn more. So, it is not that there must be a lot of homework. Even if the teacher is interacting with the students regarding doing something at

home like doing any activity at home that can be considered as homework. There is long debate going on regarding the issues of homework. Some institutions believe that homework should be given to the students. Some believe less homework should be given to the students and there is another school of thought to say a lot of homework needs to be given to the students. Again, parents have different schools of thought. Some parents like the fact that more homework should be given to the students that are engaged and involved in their studies while they are at home, and they don't do any other activity. There are parents who are totally against of the homework at home because they feel there so many other things to be done at home and children need to be get involved in those activities and therefore school homework is extra Burdon for the students. They believe children should have time to do other things while they are at home and get involved in other activities and have some time spent with their families.

**Topic: 162– Effective Teacher**

- **Teachers who use less physical punishment are better teachers than those who use physical punishment more often and more severely.**
- **Teachers who systematically cover the textbooks and cover more chapters are better than teachers who don't teach the books in sequence and cover fewer chapters.**

There is long debate about punishment in the schools in the east and the west. In Pakistan context, there are different schools of thought regarding punishment. Some schools believe physical punishment to the students; some schools do not believe physical punishment to be given to the students at all. There is possibility that some schools have limit the corporal punishment or following the a few stages of punishing the students in a way that they may be asking them, do some extra classes or extra work or extra learning and by staying after school in school to make up their loss. Teachers who use less physical punishment are better teachers than those who use more often and more severely. Mostly in the world, punishment mostly supposed to the physical punishment and bringing some sort of torture to the students is banned. But we do see in Pakistan, some students say they are beaten up and some physical and mental torture because this is part of punishment given due to some misconduct or misbehavior. It is considered those who are given less physical punishment

are better teachers because they are having more patience toward the misconduct and the mistakes made by the students. Therefore, even if they get annoyed and upset with the performance of their students, they try to punish their students, but this is not very often. It is just rare and few times to punish the students. These teachers are considered more effective in their teaching

#### **Topic: 163– Effective Teacher**

- **Teachers who use monitor less often spend more time with their students.**

**This applied to multi-grade teaching which is common in Pakistan.**

Teachers who use monitor less often spend more time with their students. This applied to multi-grade teaching which is common in Pakistan. In Pakistan there is lesser teachers than the student's requirement. Therefore, at one time, teacher teaches more than one class. In such cases, teacher selects the leaders to monitor the class. These monitors take care of other classes while teacher is teaching another class. However, it is said that effective teacher would be one who would have less monitor and will be interacting with the students altogether whether their class is comprised more than one class. If more than one class, still the teacher will interact with all the students and she/he will be less monitoring the class, that teacher will be more effective because she/he is interacting with all the students which is comprising of two or three classes still the teacher interacts with them. The Multi grade system is very common in rural areas. In urban areas like big cities the parents would be concerned if more than one class is taught by same teacher and same time, this would probably be concerns for school administration which would be brought in notice by the parents. But in rural areas, the parents do not get involved in what is happening in school. This practice is very much there common in the schools of rural areas. However, the monitors who are controlling the classes could be source of information and knowledge for the rest of the students as well. So, there is no harm if some time pair learning session takes place.

#### **Topic: 164– Effective Teacher**

- **Teachers who give regular tests and discuss with the students are better teachers than those who give fewer tests.**

Effective teaching begins prior to the teacher entering the classroom. Teachers must formulate their goals and think about how they will achieve them before facing the students. Once in the classroom, the teacher must be able to apply several different methods of teaching to reach students with different learning styles. To encourage critical thinking and real-life application, students must be pushed to think outside the box. This means teachers need to be able to create an environment for this to occur.

The materials presented in this section were developed to share information on teaching practices that have been found to be effective. The materials are broken into two sections. The first section contains general teaching behaviors and strategies that lead to successful teaching, and the second section contains tips specific to teaching concepts about nondestructive testing. Educators are encouraged to share their "secrets of success" with other educators by contributing short summaries of their favored teaching practices

**Topic: 165– Effective Teacher**

- **They can do this with the help of student translators.**
- **Teachers who plan their lesson teach in more effective manner.**

Students in Pakistan come from different ethnic backgrounds and speak different languages. Not only different backgrounds but also different provinces, so there can be many differences among the students in the class. So might be knowing only Sindhi language or may be knowing just Pashto or Punjabi and then coming to the class, English medium instructed class or Urdu medium instructed class, in the both the cases whether Urdu medium or English medium instruction taking class, two languages will be very strange for those who are coming from Punjabi/Sindhi/Pashto background or any other ethnic background. So, it is the responsibility to the teacher to facilitate the students, and it is responsibility of the school to provide help and support to those students who really need help in Urdu and English language. Because in school it is strict prohibition nobody is going to speak in any other language that means there is no exposure to the country's culture, which could be different in different provinces and people coming from coming with different backgrounds. It is very important for the citizen of Pakistan to know about the culture which is prevailing in the Pakistani society and know about the languages which are spoken in Pakistan

## Lesson No. 28

**FAMILY BACKGROUND****Topic: 166– Family Background**

- **Women teachers come from better educated families than men teachers and are therefore more likely to possess the cultural capital required by the school.**
- **The subordination of women in Pakistani society increases for them the importance of positive interpersonal relationship.**
- **This translates into greater understanding of young children.**

Family background is also considered important factor in influencing the education being imparted in a school. Women teachers are understood to be coming from better educated families than men teachers and therefore more likely to possess the cultural capital required by the school. It does not mean that men in Pakistan are poor. It is not so. May be men who are coming from the educated families or coming from wealthy parents go for other professions other than teaching. So, women teachers who have got better opportunities to be studying in a better institution and have had privileged gaining more qualification, academic or professional skills are proved to be better teachers than those having less educational standard.

People who have more educational qualifications and are going to professional colleges like engineering universities, medical institutions/ fine art organization, architecture and things like that. They are the people who are getting good education but most of the men who are in these fields, they would not join the teaching profession. That's why it is said that women teachers, they are those who are coming from better educated families because most of the women choose to become teachers even when they are that circles who are better group and they are having better economic sources in their families, and they are coming from highly educated institutions. They possess most of the cultural capital that is required by the school. So, by using the word cultural capital, they have a good understanding of education therefore these teachers, they contribute and then their personalities because they are the role model, so many things' students adopted by themselves.

Whatever the culture of these teachers is, they come from good educational backgrounds and also their economic status is better because they have been able to go to good institutions by spending more money and more fee to study in those educational organizations which are up to the standard which are required educational level.

**Topic: 167– Subordination**

- The subordination of women required them to strive harder than men to achieve the same social status.
- That is the reason why women teachers are more oriented towards a high level of performance than are men teachers.
- They are in a phase of proving themselves.

The subordination of women required them to strive harder than men to achieve the same social status. So, it is blessing in this case although it is not good practice to have subordination in the family. Yet these women who are facing subordination or victim of subordination in their family when they come out to teach in the school, they like to participate in the activities, and they like to be treated fairly and equally in the society and that's why develop good relationship with the staff and their students. They love to participate more. They work very hard rather they strive harder than men colleagues because they want to prove themselves. It is the question of identity. Looking at your identity makes you work harder when you want to come into the status of something that is being recognized but you are having feeling of subordinating, then you automatically work hard to prove yourself that you should also be treated fairly and equally. You are not subordinated because you have the same qualities or maybe better qualities than those who are subordinate.

**Topic: 168– School Size**

- In smaller school's head teachers frequently involve teachers in decision making.
- It was relatively easier for them to closely look after the school affairs.
- They had more opportunities to observe the classes and provide necessary feedback to the teachers for further improvement.
- Such opportunities might not be available in medium and larger schools. The annual boards of intermediate and secondary education year 2005-2006 of 9<sup>th</sup> and 10<sup>th</sup> grades were used as students' academic achievement to determine

**the relationship between school size and students' academic achievement and to find whether there were any difference4es among the varying school sizes.**

School size matters a lot in taking certain steps by head teacher. In smaller school's head teachers are frequently involved in decision making. In smaller schools, head teachers take the teachers into confidence to make decisions because probably they understand the concept of education themselves and the understanding what's the concept of the teachers is because it is relatively smaller schools. Therefore, they are closer to their staff and thus head teacher they involve them in making decisions. It was relatively easier for them to look after the school affairs because the school was smaller. Although it faced the same concerns as a larger school, the smaller number of students allowed the head teacher and staff to address all issues more effectively. They have more opportunities to observe the classes, and provide necessary feedback to improve the class room. Since the school is small, the head teacher can easily observe all the teachers. With fewer classrooms, the head teacher also has sufficient time to classroom and observe students' behavior. Since the number of students are lessor, so most of the students' behavior is always in line and in picture with the head teacher.

But such opportunities might not be available in medium and large schools. The annual results of board and intermediate education (2005) -2006 of 9<sup>th</sup> and 10<sup>th</sup> grades were used as students' academic achievement to determine the relationship between school size and students' academic achievement and to find whether there were any difference4es among the varying school sizes. So, through this study it is confirmed that due to the school size the results and achievement are also much improved in smaller schools. That is why some unindenting school have very good results in the year 2005-2006.

#### **Topic: 169– Performance**

- **The findings revealed that smaller schools performed better than medium and larger schools and medium schools relatively performed better than larger schools.**
- **The relatively better performance of students in smaller schools might be due to small class size and hence more attention to the students from their**

**teachers and likewise it may be due to head teacher's closer links with the teaching staff to properly mentor them.**

The study which was done which is relevance to the board and intermediate and secondary education 2005-2006 reveals that smaller the findings revealed that smaller schools performed better than medium and larger schools and relatively better than larger schools. So, collecting the results of the school, it was found during the study that medium schools were having better performance than the larger school because the larger school has more students and therefore more failure and comparatively the medium size school. That's mean the results of smaller schools were much better than the medium-sized schools because of the number of students there and thus the results of better performance because of having a closer unit, tie and bond between teacher and the head teacher. The relatively better performance of smaller schools might be due to small class size. The smaller schools have fewer students than students in the class and hence more attention to the students from the teacher. So that means every student will get some time from the teacher in the period of 30 or 40 minutes. That's mean if there are 20 students in the class and period duration is 40 minutes. Each student will be able to get 2 minutes' attention from the teacher, which would be quite good for the individual, and the teacher would know about the students' needs more because the number of students in the class is less in smaller school compared to medium size school or larger school.

Head teacher closer links with the teaching staff and properly mentor them. Head teacher interacts with the teachers because lesser no of teachers and he can guide them, to counsel their students and to discuss whatever the week areas are there in the school. So, head teacher has more time and opportunities to interact with the teachers to guide them and give them some service training and how to address the problems.

#### **Topic: 170– Admission**

- **Another reason is that generally smaller schools are the head teachers and teachers likely to put in more efforts to seek the quality of education in order to attract the community for admission of the students, while on the other hand larger and medium schools generally don't care because such schools are already overloaded with students.**

Generally, in smaller schools, the head teacher and the teachers they likely put to see the quality of education to attract the community for admission of the students, while on the other hand larger and medium schools generally don't care because such schools are already overloaded with students. Because the smaller schools don't have big names and reputations, the people are not interested in getting admission. They usually go in big name and in the Pakistani context, because there are so many setups available for the school and the children get into the school. The smaller school head and the teacher try their best to bring a good name for the school. While on the other hand larger and medium schools generally don't care because such schools are already overloaded with students. They know that already their name is there, and they do not advertise to any admission as such as the schools are already overloaded with students.

So, this school does not have problems with admission. They are big schools; they have big names. They have larger size because of having so many students in the school, there are so many parents already about this school.

Sometimes because of buildings and number of students, parents are much impressed, and they would like to put their children in larger size schools or medium size school whereas the staff and head of smaller schools must work hard, they must strive hard to bring the name in the market. Unfortunately, education is known to have a lot to do with business and marketing. So large school and medium school, they don't need to work in their market name because already they are in the market. People are interested in getting admission to those schools. However, these large schools or medium schools are overloaded, they have already people in the waiting list.

### **Topic: 171– Objectives**

- **Teachers are aware of school objectives atmosphere in the classroom is conducive to learning.**
- **If a child does not learn something for the first time, teacher tries in another way teacher's behavior towards their student is caring.**
- **Teachers have skills needed to produce meaningful student learning.**

While the study is going on, the researchers thought about the survey and found out whether the things that is required for the smooth running of the school are being done or not. So, the survey

items are given to all these scenarios which were either in large school/medium school or small school. So, these items which were followed up to find out what was the standard of education and what qualifications were prevailing in schools. Let's look at survey items which are studies by scientists and researchers to find out the standard of education.

### **Teachers are aware of school objectives**

This is very important to find out whether the teachers are aware of the objective. Not only the teachers but the students' need to be aware of the objective because only then do they know why and what purpose they are learning of something which is being specified.

### **Atmosphere in the classroom is conducive to learning**

The atmosphere should be friendly and conducive for the learner.

### **If a child does not learn something for the first time, teachers try in another way**

There is another thing that is concerned about it. Not necessarily every student learns for the first time when something is told to him, or some concepts are discussed in the class. Many times, there are many students who do not learn for the first time.

### **Teacher's behavior towards their student is caring**

This was another issue that the researchers found out in their survey whether the teacher's behavior of caring or not. So, all these points knowing about the objectives, classroom environment and atmosphere to be conducive whether the child learning is taking place and if it is not taking place, are the teachers to do some other way so that learning take place.

### **Topic: 172– Instruction**

**Classroom instruction starts and ends on time.**

**Teacher's classroom management practices are effective in keeping students on task.**

**Head teacher involves teachers in decision making. Head teacher keeps the personnel in school setting adequately informed.**

Instruction is done in English medium or Urdu medium, and other languages are being used. The purpose of instruction is that whatever the students are learning should have good understanding of what they are learning and what is the purpose of that learning.

Instruction becomes very important to the students in the sense, they need to know what the objectives are of doing certain subject or certain topic

**Classroom instruction starts and ends on time.**

Time management seems to be very important when instruction is concerned. That's mean teachers do not waste any time which is supposed to be teaching time. Lessons start on time and end on time

because time management is important factor so that students do not get over tired with that lesson. The teacher must follow time duration and start the lesson on time and finish the lesson on time.

**Teacher's classroom management practices are effective in keeping students on task.**

Not only do the teachers need to be given the task to the students but the teacher also to be careful that the students are learning. Task based learning is very important. It is very easy to supervise and do the task themselves, but they also need guidance from the teacher. Sometimes the group leader supervises the rest of the members in a group and gets their task done. Even the support and guidance are very important. The teachers also need to manage whether every member of the group is participating and learning from that task.

**Head teacher involves teachers in decision making**

Many schools fail according to the standard of education when the head teacher seems to be isolated and taking decisions on their own and rest of the team does not know what is going on. This is big communication gap, and this exists in the Pakistani school system and the other educational system of Pakistan as well. This is unfortunate because there is no team building and spirit working together for the task which has been taken the decision by the whole team of the school, that is teacher and the head.

## HEAD TEACHER

### Topic: 173– Head Teacher

- Head teacher provides guidance to staff in their official work.
- Head teacher corrects the teacher's mistakes.
- Head Teachers strictly supervise teachers' work; head teacher helps teachers solve their personal problems.
- Supports teachers in matters related to students' disciplines.
- Communication with parents about student misbehavior/
- The administrative plan for dealing with students' absence is appropriate.

According to the study, the head teacher is supposed to be trainer and caretaker of the teachers, staff and the school.

#### **Head teacher provides guidance to staff in their official work**

Head teacher should know about the official work that is to be handed over to the teachers. So, in case of any problem, he has good understanding and mentoring that the teachers do their official work in the right way.

#### **Head teacher corrects the teacher's mistakes**

The head teacher should deal with friendly manners, it is not taken to be criticism rather if the teacher is making any mistake any of the official documents, thinks this must be corrected then he must do it in a very settled manner.

#### **Head Teachers strictly supervise teachers' work**

It should be noted by the head teacher what work is going on in the classes and what work is going on in the school. The head teacher needs to supervise all the activities that are being done in the school.

#### **Head teacher helps teachers in solving their personal problems**

To the extent of their own personal problems, there is expectation that head teacher should be solving those issues to make it possible for the staff to smoothly run all their activities with a lot of calm. It is the responsibility of head teacher to guide and counsel the teachers and help them with all the issues they are facing.

#### **Communication with parents about students' misbehavior**

Head teacher takes the responsibility to inform the parents of those students who are having misconduct. It is the duty of the principal to address all those issues related to parents

### **The administrative plan for dealing with student's absence is appropriate**

The students who are continuously absent from the class, there must be a policy. This is the responsibility of head teacher to devise the policy of such students who are continuously absent from the school without any reason. There is a policy which follows the process in which the parents are informed and made aware of the consequences that students will have for the results and achievements by the end of the year.

### **Supports teachers in matters related to students' disciplines**

Most of the time the head teacher does not help to maintain the discipline and address the issues that the teachers are addressing in their classroom related to discipline. It is the duty of head teacher to support the teachers in solving those issues, especially when they related to discipline to maintain the policy and also make the parents, school staff and the students aware that discipline policy must be followed.

### **Topic: 174– Head Teacher**

- **Students' performance is evaluated by academic and curricular activities.**
- Students' achievement data are monitored by the head teacher.**

### **Student's performance is evaluated by academic and curricular activities**

This is not academic that head teacher must look after rather he has introduced the policy which co-curricular activities are taking place. There are examples of students applying their knowledge to different fields to how the student is learning and how he is implementing the same knowledge when he gets out in the field in his life. All these policies must be in place, and it is the responsibility of the head teacher to see that students' performance and evaluation is done on both academic and curricular activities. Those students who are doing co-curricular activities should also be attractive toward academic and other learning skills, those who are doing academic and learning skills should be attractive toward the co-curricular activities. That would form the whole personality of the student. The head teacher needs emphasize on both keeping the balance so that Importance of both is maintained in the school atmosphere. The head teacher needs to inform the parents that both things are important. Sometimes the parents do not react in a positive manner when they see that their children are participating in the co-curricular activities, they think this is unnecessary. So, this is the job and responsibility of head teacher to inform and make parents aware that this is important

for the total personality, to build up personality, a good human being. A person who develops team spirit also contributes to work for others and to participate in other skills of life. So, student performance is evaluated both the sides, that is academic side and co-curricular side.

**Topic: 175– Instructional Strategies**

- **Teachers are well prepared to teach the subjects that they are assigned to teach.**
- **Teachers use instructional strategies according to the needs of the students.**
- **The personnel in the school setting are encouraged to communicate with the head teacher.**

The Teachers knows their lesson plan. They know that they are carried on with the lesson but also it is important for the teacher to know about the instructional strategies. In case they are teachers who lack in lacking the instructional strategies. They should get help from their colleagues or head teacher who can be trainers as well.

**Teachers are well prepared to teach the subjects that they are assigned to teach.**

Every class has different students and needs of the students vary in every class. Do the teachers who are teaching those students have the skills to teach the lesson according to the needs of their students. This concern can be addressed with the support of head teacher and other staff in the school. Different instruction strategies can be found and worked out to deliver the lesson so that learning takes place in the class. The teacher has responsibility to find out and test the knowledge of the students.

**The personnel in the school setting are encouraged to communicate with the head teacher**

Whoever is in the school setting whether the student or teacher, everybody should contact the head teacher. If the teachers think that communication is not taking place and the concepts are not clear about the students, they can always contact the head teacher. The head teacher should always welcome the teachers who come out with their problems that they are unable to make the learning possible in the class. The head teacher should take it as a reason that teachers are capable enough. He/she is asking for help, the head teacher should always encourage the teachers to come and discuss their problems.

**Topic: 176– School Atmosphere**

- Head teacher makes sure that teachers have adequate material and supplies.
- Head teacher knows what is happening in the classroom.
- Students' achievement data are used to provide feedback to teachers.
- There is an atmosphere of trust among teachers.

Head teacher makes sure that teachers have adequate material and supplies. This is bone of contention in the Pakistani context. Teachers want to teach aid, teaching material and kits. They should be sufficient supply of stationery required by the teacher. Teachers should be encouraged to use these resources. The teachers should encourage charts, models and other stationery to participate in the classroom activities.

**Head teacher knows what is happening in the classroom**

When all these supplies are adequate made by the teachers, it is also the responsibility of the head teacher to find out whether these materials are being used in the classroom or not. Those teachers who have good use of material should be encouraged to more material and there is sense developed among the teachers and the students that things can be recycled and those materials which are being used in the classroom can be recycled or reused. This awareness is also very important for the students to have understood that these materials are sources which can be reused and recycled

**Students' achievement data are used to provide feedback to teachers. There is an atmosphere of trust among teachers.**

Everybody must be honest at work, have commitment to work and be confident they are going to strive hard to get good results at school. The student's achievement data, which is the result of the effort of the school staff, teachers and the students' needs to be taken care of, is recorded and it is available any time for any member whether they are parents, head teacher, or board which is linked to the school.

**Topic: 177– Trust and Respect**

Teachers have feeling of caring for one another.

Teachers share ideas and materials with one another.

Teachers accept others' comments and reactions.

Trust and respect are the important features of smooth-running school, and the atmosphere is very well coming and is very encouraging for every member of the school. Teachers have feeling of caring for one another. Teachers share ideas and materials with one another. Sharing ideas, they help the teachers to help more and make learning possible in the classroom by giving ideas to each other.

**Teachers accept others' comments and reactions.**

If commitment is given to the teacher because there is a lot of trust and confidence and respect for each other than that commitment would not cause any harm because there will be understanding that this commitment is going to be useful in teaching and learning process. Any reaction will also be accepted if there is any reaction cause due to any commit or any other behavior for the colleagues what will be accepted. If all the teachers trust each other and they have respect for each other and they have open mind to accept commitment and any type of reaction coming from the head or other colleagues and staff.

**Topic: 178– Parents' Participation**

**Cooperation between the head teacher and staff is good.**

**Parents' participation in school activities is recognized for their effort.**

**There exists a good relationship between parents and head teacher.**

Cooperation between the head teacher and staff is good. At the same time, parents' participation in school activities is recognized for their effort. So, if the parents are participating in the school activities if they are contributing toward their child education and progress and supporting of teacher and school staff, they must be recognized and acknowledge their efforts. It is very important that cooperation between the teachers and the head is very evident and obvious in front of the parents. The parents will appreciate it if the teachers and heads work together in collaboration in one and other and they support each other's ideas. It has been seen that there is no collaboration between head and the teachers, which produces friction between the staff and the head and therefore smooth running of the school is not possible. Parents feel embarrassment because the school authorities do not have one idea to make to make the progress of the child possible.

Parents' participation should be encouraged and there exists good relationship between parents and the head teacher. This is also very important and development of the children of the school. If the parents have things which are the same line, they should be having, and their opinions are supported by the head teacher. The parents feel confident sending the child to school if the parents have any

concern, the head teacher should welcome the parents to come and discuss instead of avoiding meeting the parents. It is better to discuss the issues rather than escaping from it.

### **Topic: 179– Parents’ Participation**

#### **Facilities**

**Parents check their children’s progress easily. Parents are informed of children’s progress.**

**Classrooms are available according to number of classes.**

**School building is well lit and properly ventilated.**

**Facility of clean drinking water is available**

The basic and the first facility which is expected by the parents are that parents check their children’s progress easily. There are ways in which parents can find out how their child is progressing. No member should avoid the progress of the child whether it is fast progress and slow progress. All the things are very important to know, these are the basic facilities which are provided to the parents because they are sending their children to school to make them learn and they need to know about the progress of their children. The teacher should also be interested in that parents are given this facility so that parents can know how much learning is taking place. It should be clearly explained to the parents how much progress is taking place and in which direction it is taking place.

**Classrooms are available according to number of classes.**

The parents would expect that the children should have their own classroom in which they are protected by the teacher and there is place available for the children to work in and it is a safe place, and the students know about the classroom. This is the basic facility which is expected by the parents.

**School building should be well lit and properly ventilated**

Light is the form of encouragement and brightness and welcoming to the students to come to the school and study. The school which has dark discourage the students from coming into the classroom and they have feelings of despair. It is also very important for the building to be properly ventilated. Health and safety must be regulation must be applied. These facilities which are related to health and safety are basics one which need to be care of head and school administration.

**Facility of clean drinking water is available**

It is right for every student to drink clean water, and the school authority must provide drinking water to the students which is safe for them to drink and do not get into any sort of illness.

**Topic: 180– Parents’ Participation**

**Facility of playground is available**

**Facilities for co-curricular activities are available**

**Necessary furniture for teachers is available**

**Necessary furniture for students is available**

**Library is available Laboratory for science subjects is available**

**Facility of playground is available**

It is very important for the students to have a playground to grow well and be healthy in their lives and develop them. It has been noticed that most of the private schools run their classrooms in small houses and there is no provision for a playground. There is no understanding that these things are very important for the children’s development and growth. It is unfortunate to see that sanction bodies do not take care of it; the building does not have the playground which is very essential for the growth and development of the child. So, the child gets no facility of co-curricular activities because there is no playground, hall or stage in which the student able to perform co-curricular activities which is very important for the development and personality growth of the child.

**Necessary furniture for teachers is available**

Usually, it has been seen in Pakistani context that there is one room, all the staff sit, have tea a lunch and only there is noise in that room and people are eating and have tea. There is no space for people who want to work, record, plan or plan anything for the class. It is very important for every teacher to have a place to sit and some furniture like tables; desk should be given to the teacher so that they may be able to work independently. Even the small cabin could help the teachers to work independently without any interruption and disturbance. So, it is the right of any teacher to have proper furniture to sit and work.

**Necessary furniture for students is available**

It is very important for any student to have desk and table so that he can use his books to put onto the desk and feel comfortable.

**Library is available Laboratory for science subjects is available**

The library should be maintained either in the classroom/in the form of mobile library or it can be one of the rooms in the school where books are kept on the shelf according to the needs of the students and there is librarian who helps the students to read these books. The library is the main source and bet resource for the students to go and look at all the learning that they need and they look for all the dictionaries and encyclopedias to get information from. For the smooth running of the classes related to experiments and practical, the laboratory needs to be there. So, students get real ideas of learning what they are doing.

## Lesson No. 30

**SCHOOL CULTURE****Topic: 181– School Culture**

The schools with better facilities, learning environment, in other words, schools with Positive culture performed better than schools in which culture was average or below average. It was most probably due to better physical facilities, teachers' individual attention upon them, head teacher's good management and supervision, parental encouragement, or other such factors that promote school culture.

The relatively better performance of students in schools of positive culture was not something surprising.

Reference:

Salfi, Ahmad N.& Saeed,M.(2007) 'Relationship among school size, school culture and students' achievement at secondary level in Pakistan' *International Journal of Educational Management* Vol. 21 No. 7, pp. 606-620

The schools with better facilities, learning environment, in other words, schools with Positive culture, the schools who are having all these better facilities, learning environment, these schools perform better in which the culture is average or below average. That means where these facilities are not available, the culture will be low and average level and the school will not be able to perform well.

It was most probably due to better physical facilities, teachers' individual attention upon them, head teacher's good management and supervision, parental encouragement, or other such factors that promote school culture. So, we notice there that the things which are involved in culture, which are positive in school hours, better physical facilities like furniture, electricity, availability of books, availability of classroom, availability of hall and other halls to perform co-curricular activities'

**Topic: 182– Positive School Culture**

**There is a significant correlation between school size, school culture and students' academic achievement.**

**Teacher-parent interaction is frequent**

### **Teachers are highly qualified**

Positive school culture is based on library, furniture, teachers, staff and behavior of the students. There is a significant correlation between school size, school culture and students' academic achievement. That's mean that school culture, school size is appropriate for the facilities that are being school staff and the administration. That's mean the academic achievements of the students are going to be good. In that case school culture is low or average, the students are going to face problems in achieving their learning aims. If the school size is so big to be mange by the teachers and the staff available for the school and the facilities are lessor than required, this will affect the achievements and the learning goals.

The culture is built up by the qualification and the skills of the teachers. The culture is also based on the abilities of parents to interact with the teachers in the school and the head teacher and have good relations with them to find out the progress of the child.

A school's culture is a combination of countless attributes that create the school's "experience." It is largely defined by what is important to the student body. It encompasses their principles, outlook, and behaviors. It includes the traditions of the school, what and how the school celebrates, and what is accepted by the majority as the norm. It influences all aspects of student life within the school community, including the character of individual students as well as the social and academic components of school life.

All too often, school culture is left to develop on its own. The students determine among themselves what's important and what's not. School rules affect it, but culture can also be purposefully crafted, influenced, and improved through the efforts of staff members.

### **Topic: 183– Positive School Culture**

**Having better cooperation with each other and better relationships among school teaching and supporting staff Students' performance is better than other schools which have no such positive school culture characteristics**

Positive school culture must have better cooperation with each other. All the members of the school and the external bodies such as community and parents, all must have cooperation and better relationships among school teaching and supporting staff. Whether the support staff/teachers or administrators, all must be cooperative to one and other.

**Students' performance is better than other schools which have no such positive school culture characteristics**

Where everything is available, such as support and facilities, the requirements meet according to the expectations of the student and the parents, so it is expected there will be a lot of cooperation among the staff, parents, teachers and the supporting staff who are administrating the school. So, in such a positive atmosphere and school culture, the results of the students and the achievement will be always on a higher level.

**Topic: 184– Parental Involvement**

**A culture of respect between parents, students, and teachers is necessary for parental involvement. This culture comes from parents and teachers knowing each other personally, and is, therefore, more likely to develop in smaller schools.**

A culture of respect between parents, students, and teachers is necessary for parental involvement. Those who are internal members of the school need to have respect for each other and towards the parents, only then will the parents be encouraged to get involved in the school activities and contribute some learning and teaching process to the school. So, culture is related to the respect of students and the teacher because otherwise the parents are respected by the teachers or if the teachers are not respected by the students. That means this circle will be the circle of disrespect and hatred. They would not be giving any respect to any relationship; therefore, the parent's involvement from the external side would not be possible.

**This culture comes from parents and teachers knowing each other personally**

How this happen in the Pakistani context? It will only happen when the parents and teachers know each other, they know each other's family background and what the needs of the parents are and what the requirements of the teachers are.

**Therefore, it is more likely to develop in smaller schools.**

Schools are already overloaded with the students no. The teacher would have hardly found time to cater for the needs of the students and therefore unlikely there would be knowing about all the parents in the school, and all the children would come to them, talking about their family backgrounds and the parents.

**Topic: 185– Parental Involvement**

**Green and Barnes (1993) also found similar results that administrators in small schools relied more heavily on verbal communications and held more conferences with parents than administrators in large schools.**

Green and Barnes are social scientists, they study if the school staff and head want to have a good relationship with the student's parents, in this the role of small size of school is very important. Small size of school means their students are less as compared to large school where students are much in number. The staff of small schools can maintain communication with the parents because they are less in number. Therefore, the verbal communication which is taking place among the parents, school staff and administration is making it possible to develop a very informal relationship, when the informal relationship takes place, there are many things which are explained verbally verbal communications and held more conferences in which parents are encouraged to come and talk and to give their opinion is much appreciated and the relationship is understandable and there is more understanding between the two parties. Whereas the school, larger in number, has no verbal communication rather all the communication is taking place in the written form. So, many times there is misunderstanding in understanding, interpreting the message which is written in the student's diary or the notice is given to the student and sometimes parents do not understand what school administration is done by that message. Also, sometimes parents are busy, they ignore the written statement or notices given by the school.

## Lesson No. 31

**PERSONAL SOCIAL RELATIONS****Topic 186****Personal Social Relations**

The relationship between the teachers and parents should be such that parents can regularly come to the school and find out the progress of the children. This can be done in a very informal way, which is possible when the parents pick up their children and if they have any concern, they can informally ask the teacher and the head if the head and the teachers are available in the corridor or playground or some place near the gate to find out the problem. It should not be always a formal meeting for the parents to come and meet the school head or the teachers in the formal meeting more time is wasted, more time is invested rather informally talking to the parents, the head and teachers can address many issues in lessor time. It can become a sort of understanding between the head and the teacher and the parents to be talking to one another in a very informal way and especially those concerns which are minor, and the parents are asking for some information, they should be encouraged to come into the school and ask the head and teachers of any information they require.

**Personal social relations (e.g. teacher-teacher, teacher-student, student-student) and Opportunities for more varied approaches to instruction and assessment may play a mediating role in creation of positive school culture and high academic achievement.**

Personal social relationship such as teacher to teacher relationship, all the teachers respect each other and they have good understanding one another, they are in confident if they need some help and support, the other teacher will be able to give them and there will be no critical sort of commits on their asking of help rather the behavior is very supportive and helpful for any body needs any s help.

**The teacher student relationship**

The teacher's student relationship needs to be very good so that student encourages any question that he wants to ask from his teacher. The teacher should be helping the students and if there is something where there is need for further help, she/he always can get help from her/his colleague or boss. The teacher-student relationship must be based on a lot of respect.

**Topic 187****Discipline**

**Disciplinary problems in schools may also be another factor of average or poor Performance among students.**

**The control of students' behavior becomes a primary concern of administrators in schools. As a result, school policy tends to become restrictive and disciplinary actions highly punitive (Meier, 1996).**

Those schools who are facing discipline problems are so engrossed in solving those problems and the attention of the head teacher and the staff is concentrated on solving those problems which are related to discipline. This is also the source of disturbance for the students who are involved in the discipline problems and who are affecting the discipline problem. That means the time is being invested to find solutions to the problems that are prevailing in the school. In that case the academic performance and achievement would be very low among the students.

**The control of students' behavior becomes a primary concern of administrators in schools**

So, all the administration is spending and focusing most of the time on solving the problems which are caused by misconduct and discipline. Control of students becomes more concern than the achievement results of the students, the school will suffer because the concentration in terms of energy, amount, priorities are diverted into a different direction.

**Topic 188****National Ideology**

**Although throughout Pakistan, national ideology and school curricula are the same and to some extent economic standards are alike, therefore it can be assumed that culture of schools may be the same in all provinces and regions of the country. But it might not be appropriate to exactly generalize this statement for all the schools.**

**Although throughout Pakistan, national ideology and school curricula are the same and to some extent economic standards are alike, therefore it can be assumed that culture of schools may be the same in all provinces and regions of the country.**

Unfortunately, this is not the case because different curriculum is being used in different provinces even in the school same province. Although the ideology is the same, we are all Pakistani. We have certain ideology of Islam which is practiced in Pakistan. Ideally speaking, the curriculum should be based on common ideas of common ideology that is prevalent in Pakistan. So, all the teachers need

to understand about the ideology of Pakistan and the people who are setting the syllabus and curricula should be aware of that and according to that everything that is being taught in the school whether in the different provinces/different regions, different cities, it should be the same.

But the practically situation is Pakistan is quite different. When we say that this is what it should be, we cannot generalize the statement if we apply to all the schools. May be some school we can say that this ideology is being followed uniformly.

## Topic 189

### Professional Training

**Teachers with less academic qualifications, less professional training and fewer in-service teacher training courses tend to avoid interaction with parents. Teachers usually teach more than one class, so they cannot cope with this interaction.**

**There is no significant achievement or contribution made by such teachers in school**

So, through training and professional development programs teachers come to understand how important it is to interact with parents. Only through these courses and these skills develops, the teacher would understand that how the parents involvement is going to help the teacher to develop the personality of the student and make it possible to understand and to transmit the information that is related with the national ideology with the help of parents because the children are the fresh mind they need to sort of training where it is been inculcated in their minds that this national ideology taking care of. So, one party or one agent will not be able to do that. The teacher needs the support of parents, and the parents also need the support of the teachers to inculcate and engrain all the characteristics which are related to the national ideology and understand the priorities covered in the syllabus and curriculum.

So, by having in-service training by having professional courses only then will the teacher understand that they need support from the parents and parents need to involve and engage in the activities which are supporting the teachers to do the same thing, the parents really want the children to be doing. But it has be dual role, the role of the parents and the role of the teacher, so together these forces can enforce what is required to our students.

**There is no significant achievement or contribution made by such teachers in school**

Those teacher who avoid parents and they avoid the meeting with the parents, discussing issues with the parents , such teachers who do not cope it due to one reason or the other out of which the most common one reported is that teachers have a lot of work load and therefore they feel discourage to be meeting with the parents because they do not have time for it and therefore they do not develop the relations with the student or their parents because they are not communicate and the students are confident enough.

## Topic 190

### In-service Training

**Teachers who have professional training in teaching (both pre-service and in-service are more likely to engage in effective teaching practices). Analysis shows much difference between the teachers who have training or those who do not have training, regarding their teaching practices.**

Those teachers who are already working also need in-service training and hand-on experience of different things that are to be learnt by the teachers and the students.

**Teachers who have professional training in teaching (both pre-service and in-service are more likely to engage in effective teaching practices)**

It is very natural if the teacher just doing their degree and joining the professions of teaching, they do not have ideas how to teach their students, how to manage their classes? All these skills need to be added to their qualification, and this can be done pre-services training session or in case that teachers do not have professional teaching skills courses then in-service training is given to the teachers. By having the training session, the teachers will be learning so many methods to do the same thing; they are supposed to do in the class but in a different way. In a way, students would be making it possible to learn and apply their knowledge according to the required syllabus.

**Analysis shows much difference between the teachers who have training or those who do not have training, regarding their teaching practices.**

So, people who have training, they involve in the different types of teaching practices due to which students learn easily. So, learning becomes easier and possible for the students when they are interacting with the teacher who has had in-service or preservice training sessions.

## Topic 191

### Teaching practices

**Teaching practices which are identified as positively related to student achievement are based on professional teacher training of the teachers.**

**The content of the professional training in Pakistan needs a significant change to make it more effective.**

**This can be a substantive area of improvement where government can introduce changes.**

If we identify the positive achievement of the students in that case teacher training session becomes the most important factor. Teacher training is important because it is related to the professional upgrading of the career. The content of the professional training in Pakistan needs a significant change to make it more effective. It is unfortunate that all schools do not have condition that they are going to hire teachers, those who have the teaching courses done pre-service or in-service. Only it is considered that teachers should have some experience and basic degrees of BA and MA. It has not been tested whether these teachers have any teaching skills. Such things are repeated and again because of the syllabus to be covered; these teachers have no modern approaches and methods to make learning possible for the students. Therefore such school suffers a lot of loss in achieving good results and performance of the students. Those schools bring good results and show achievements of students which are coping with the methods which are new and necessary according to the needs of the students. These teachers are given refresher courses, workshop or in-service teacher training courses by which they develop new methods to cope with this learning process.

**The content of the professional training in Pakistan needs a significant change to make it more effective.** So, whatever the training is taking in Pakistan still it needs a lot of change, and the contents must change accordingly. If the teachers have some issues that the teachers do not solve, the teacher can learn from the training courses, from their seniors, from their refresher courses, from their head. What is the solution to getting something done in a way which is different in any approach that has been used earlier?

**This can be a substantive area of improvement where government can introduce changes.**

It is very important for the Govt to improve in this area if the Govt want to change in the system. Otherwise, the same tradition teaching carries on with no achievements of the

students and the results will show the average level or poor level. It will not show the brilliant level, or students are achieving their goals according to modern technology.

## Lesson No. 32

**RURAL AND URBAN SCHOOLS****Topic 192****Rural and urban schools****Teachers in rural schools give more homework****Teachers in both rural and urban areas also are more likely to use help from student monitors**

Schools in the city areas are known the urban schools or schools in the small town or villages are known as the rural school. The teachers in the rural school give more homework. This is a study that is done by social scientists. They think that the teachers in the rural areas give more homework because traditional schools believe if more homework is given to the students that means a lot of teaching and learning is taking place. Even in some urban areas the parents demand that there should be a lot of homework so that when the students come home, they get engaged in studies all together after having lunch. They should not waste their time, rather they should be involved in the homework that is given by school. Traditionally, this is appreciated among the parents and in schools where the traditional teaching is on and tends to analyze that rural areas give more homework.

Teachers of urban and rural areas are more likely to use help from student monitors. This is again the concept, which is quite traditional, but it is also being used by modern approach by using the same method but in another way. Sometimes the teacher selects the group leader in the class and gives the group activity to each group and that group leader looking after the task, making it possible for every member of the group to learn the concept and apply it in the activity, that is task-based activity and monitor by group leader.

**Topic 193****Gender Complex**

Female teachers are expected, more frequently than males, to engage in effective teaching practices because of the ways men and women are treated in Pakistani society.

Men are considered to have authority to practice what they desire to practice in their homes, at their workplace and in their social circles

Gender complexes prevail in Pakistan. Female teachers are expected, more frequently than males, to engage in effective teaching practices because of the ways men and women are treated in Pakistani society. This gender complex prevalent because of the treatment the women get the society, and the men get in the Pakistani society. It is always expected that female teachers use more frequent technology to engage in effective teaching methods and make the learning easier for the students by using different technologies and different ways to make the lesson for the students and to get better results.

The men on the other hand are expected not to behaving similarly as to women. However, in the big cities there are a lot of opportunities for people to learn and go for the teaching practices, workshops and teachers training programs. The attitude is changing and therefore the schools which privately run and are called to be high status, these men and women behave in the similar way whether they are in the Pakistani school system whether they are foreign school system because their practicing they are doing while they are learning the course related to the teacher training. They come to know that there is no gender complex prevailing in teaching and teaching practices must be based on modern technologies and using different ways to make it possible for the learner to learn.

**Men are considered to have authority to practice what they desire to practice in their homes, at their workplace and in their social circles**

Unfortunately, this is the complex prevail in the Pakistani society that men that because they have the authority, they can use any practices ever they desire to do. It is not a compulsion for them to follow the course or training session to do something. They are allowed to do anything that they want in the classroom. Usually, it notices that class is not managed by the male teacher, the head does not show any concern over it where the female teacher is unable to manage the class, a lot of notices are taken, and the female teacher is warning about it that she needs to take care about the classroom management. Men can practice anything what they desire because they are given the authority, and it is considered by the men and women that whatever the men are doing that is the right thing to do. Men strongly believe that they don't need to be trained anymore because they know everything because they are the male. They are the head of their families and the head of their classes, so they don't need further training.

## Topic 194

### Curriculum

**The level of teachers 'academic education has a significant relationship with curriculum coverage. There is a general conviction that better educated teachers do better in teaching than those with less education.**

**If coverage of the curriculum is a measure of doing well in teaching and student achievement, then we should expect a steady increase in coverage with increases in levels of academic education**

Usually, it has been noticed that the entire curriculum is not covered in the school year. It is considered that because of level of teacher, education depends on a lot of teachers; he/she thinks that completion of curriculum is important. Again, the national identity keeping the view in curriculum as a priority is very important. If the teachers are high that he/she thinks that all the curriculum needs to be completed to get spirit the national ideology, it is mostly dependent on the capability of the teachers

**There is a general conviction that better educated teachers do better in teaching than do those with less education**

It is thought that those who have better education in their own school/college and university life tend to teach in a better manner than those who have less educational opportunities. This may be assumption which may have exemption as well, so the conviction that the better educated teacher if they are the one who age going to complete the curriculum in a manner that the ideological spirit is maintained and the teaching is done at the high advance level and curriculum is completed. That means the school requires teachers who should be well educated. So, there must be criteria for the teachers to complete a certificate in education or degree in education which should be compulsory to attend so that when they are hired to profession, these are the compulsory elements of the cv, and they are able to use these skills in order to complete the curriculum.

**If coverage of the curriculum is a measure of doing well in teaching and student achievement, then we should expect a steady increase in coverage with increases in levels of academic education**

If this is the concept that somebody is covering the curriculum completely and able to complete all the priorities in the completion of that syllabus, that means students' achievements would be better. It would be expected that it is going to be studied in coverage with increases level of academic education. If this is the case that the exemplary teaching/learning process is due to the completion

of curriculum then that has to be taken into consideration, in that way it will be expected that more the curriculum is covered, more is the increased level of academic education and if the curriculum is not completed, there is some lack in it and still there is topic where is not covered, in that case it will be assumed that education level is not met.

## Topic 195

### Quality Instruction

**Variables, such as rural and urban location, formal education, multi-grade teaching, those conditions are not plausible explanations for the lower achievement performance in mathematics.**

The most likely reason is that in their own schooling female teachers received less or lower-quality instruction in mathematics than their male counterparts.

Let's take a scenario in which there are mathematics lessons going on. Studies have been done that most of the male teachers are able to better information and knowledge and implementation of the knowledge in Mathematics rather than female teachers. Why is it considered so? It is assumed that variable such as rural and urban location, formal education is the better education is the better system of education.

**Multi-grade teaching, those conditions are not plausible explanations for the lower achievement performance in mathematics.**

This is the study done by the social scientist and the result is that men are better are better in teaching of Mathematics and the result s are better achieved those students who are taught by male teachers in the subject of Mathematics. Social scientists want to analyze, which are the factors, which are the leading the male teachers for better performance in the teaching of Mathematics to students and that having better results than the female teachers. The analysis is the variable conditions such as rural and urban location; these do not matter in the case of Mathematics whether it is the school of urban or rural area. Teachers who are teaching mathematics and if they are the male teachers, it won't make the difference whether they are teaching in urban area or rural areas. Both places will be able to have quality instruction.

**Topic 196****Status of Teachers**

**For many men, teaching is a way up from the low status of their parents. For many women, however, teaching may be the only job a woman from an educated family can get.**

**For many men, teaching is a way up from the low status of their parents.**

It is analyzed that men who take up teaching, mostly come from the families which have lower status. It is just myth or assumption that men who come from worthy families do not go for the teaching profession rather they would go to the other professions like doctors, engineers, bankers, accountants or run by their own business. This is common perception that has prevailed in the society of Pakistan. It is considered that main purpose for men to become teacher is that he wants to raise his status which is lower with his family background and his parent's status. Usually, teachers who come from a family with lower status believe that this is the profession they can take to make their status better in society.

**For many women, however, teaching may be the only job a woman from an educated family can get.**

For women even she is coming from the lower family background or higher family background, teaching is the profession which can be easily adopted by a woman. The reason is that in Pakistani context, it is considered that teaching is the best job and suit women because they must take care of the family and teaching hour is the same as the children going hours to the school. Therefore, as a mother, if there is a teacher, she will be taking the children to the school by herself and with her husband and the child will not feel isolated because mother will be at home at the same time when the children will be attending the school or coming back home. So, there will not be anyone neglected because mother will be at home. So even the women belong to high family background and higher socio-economic status are encouraged to adopt the profession of teaching. Secondly it is considered this is the noble profession in the sense that teachers are delivering and contributing to society.

**Topic 197****Status of Teachers**

**If social mobility reflects personal motivation, then it is possible that women from highly educated families who become teachers are less motivated to do well than are men who come from less well-educated background.**

Higher the background among women makes them more confident and due to that motivational level becomes less. This is the actual study done by the social scientists and the study is based in Pakistan. Women who are coming highly educated background. Probably they are more confident or overconfident that they know about the education, therefore the motivation toward the contribution to the society in learning process or teaching process is far less than the men who are coming from the lessor educational background. Men because they are improving their status and they are the conscious they must struggle. Therefore, they are more motivated to teach in the class with the using excellent teaching practices to be motivated toward learning and teaching process and bring out best in them and their students.

## Topic 198

### Homework

**Homework is considered a way of increasing the time students spend working on the lessons and therefore is positively related to students' achievement. Teachers in rural schools give more homework than teachers in urban schools do. In general, quality of education is higher in urban schools.**

Why is homework important? Because time span that the students spend in the class is not enough to reinforce topics. Therefore, to more time on it and more reinforcement and to revise the topic, homework is to give. Again, it is not necessary, a lot of homework is given, and it is also not necessary to torture the student to complete the work and especially when the teacher is going to give feedback, that homework is useless. So, homework should be based on reinforcement. It can be any activity which is interesting like listening to the news. When the students listen to the news, there will be no pressure and torture for the students rather than get into the habit of listening to the news. At the same time, they will be able to understand the pronunciation, they will get addition of their vocabulary, they will try to understand what is happening in the world. So, there will be a lot of learning taking place just listening to the news. The teacher needs to develop a concept that homework does not mean torture the student, it does not mean to write down the pages and pages only then this is homework. Homework can be something very pleasurable. It should be given but limited. The student gets information on current affairs that also develops his confidence and personality.

It is analyzed that teachers give more homework than urban schools because the traditional teaching still is going on in the rural areas. It is considered that homework is ingredient to make learning

possible. | There is no harm to homework, but it should be for positive purposes, and it should lead the students in learning.

## Topic 199

### Assumptions

**Urban schools are better equipped, have better facilities, and have teachers and administrators with higher levels of training. Good schools are more likely to be in cities or towns than in rural areas and to be male or coeducational rather than female.**

**Urban schools are better equipped, have better facilities, and have teachers and administrators with higher levels of training.**

All these things which are mentioned here are reasons to build up the school culture in a positive manner. It is assumed that urban schools are better equipped. They have better facilities like playground, halls, stages, and places for the students to get to gather, common room to have discussions, cafeteria, and a staff station, so all these facilities are being introduced in the cities school. The people who are in the cities have better opportunities for education because they are closer to school, which provides modern education, therefore the teachers and administration in the big school would be highly qualified than those who are in the rural areas. The students who come to the rural areas and live in the cities when they qualify and become teachers, they like to be posted in big cities instead of going back to rural areas because of less equipment in the school and less opportunities to grow up.

**Good schools are more likely to be in cities or towns than in rural areas and to be male or coeducational rather than female.**

Most of the good schools are situated in the big capital city where there is cosmopolitan culture and school is well equipped. Some school in the big city which have co-education and some of the institution where there is the male institution. So, the female institutions in the cities are less,

## Topic 200

### Preferences

**Government allowances make urban residence financially more attractive Urban schools have a larger pool of candidates for teaching positions. District officials can choose those**

with better levels of education out of this pool, a condition positively related to achievement (Warwick and Reimers, 1991, p.4).

#### **Government allowances make urban residence financially more attractive**

There is certain amount of allowance given to the people who are working in the cities and that is called urban allowance, and it becomes more attractive for the teachers to work in the cities and urban areas. The prices of residences are high in the urban area, therefore the Govt gives such allowance to the people to make it possible to hire the rent houses because the cost of houses is higher in cities than towns.

#### **Urban schools have a larger pool of candidates for teaching positions**

That is the other reason for preference to choose the school in a city or urban area. Of course, the city is bigger than the town. So, there are more schools, there are more opening/ vacancies for people to apply for the job, so the candidate pool is much bigger than the poor candidate in a village. In a village there are going to be one or two schools and out of one or two schools, the number of candidates required for the teaching positions would be limited whereas in the cities you will find schools on each corner of the street. In one area, there may be 10 or 20 schools and because of bigger number the position will be much more than those in the village.

Preferences are based on administrative level. District officials can choose those with better levels of education out of this pool because the pool are bigger and the people who are there at the top of affairs are the ones who are going to select teachers for the school. And out of those big candidate pools, districts officer can select the best teachers for the urban school.

## Lesson No. 33

## HOMEWORK

## Topic 201

## Influences on Academic Achievement

Reimers and Warwick in their report "Influences on Academic Achievement in Pakistan: Students, teachers, and Classrooms" show the positive impact of urban schools on student achievement. The results showed that 'Achievement was higher when: the school is located in urban area (Reimers and Warwick, 1991, p.2).

Reimers and Warwick in their report "Influences on Academic Achievement in Pakistan: Students, teachers, and Classrooms" show the positive impact of urban schools on student achievement.

This is with reference to, the situation that is prevailing in Pakistani school and is related to students, teachers and classroom. This shows that positive impact of urban schools on students' achievement. Urban schools are providing students with better learning facilities, and they have better opportunities to make learning possible in the classroom. This is the positive impact of the urban school because the urban schools are getting all the facilities, and they have the option to select better developed and skilled teachers with better qualifications; all these factors have positive impact on the learning of the students in urban areas and big cities.

**Achievement was higher when: the school is in urban area.**

The school which will be in the capital or big city, would automatically perform better, not because something outstanding in the students, it is because the facilities provided in the urban schools such as furniture, playgrounds, different activities perform for the co-curricular activities, the educational background of the teachers, the expertise's of administrative, the learning skills of teachers, the professional skills of the teachers due to teacher training programs, advancement of technology and modern technology, the teacher will be bring better results and thus the achievements of the students are much higher than what is being done the rural areas where the school are lacking all these facilities and the school culture is very low and the teachers who are working there, they are not skilled. They are not provided with any professional development. They do not have opportunities to expose the technology and modern methods and thus the school achievement level would go very down because of inefficiency the people working in the schools without any skills and training.

## Topic 202

### Incomplete Lessons

**Pakistani schools' homework is considered a substitute for work in the class.**

**When the teacher is able to complete planned work during the class hours, then homework is not necessary. Perhaps teachers give more homework in rural schools because they cannot complete lessons during the regular class period.**

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*Academy of educational planning and management: Islamabad*

**Pakistani schools' homework is considered a substitute for work in the class.**

When the lesson is not completed then the student is supposed to go home and complete it as homework. Most of the time, the dairy notes of students are written to be complete your schoolwork whether it is History, Geography, English, Science or Math subject, it is written "please complete your schoolwork. School work becomes homework in the Pakistani context. That' mean, the student who goes home after 5/6 hours of school will be going home and then repeating the same thing which would be rather the pressure or very boring exercise to him and repeats the same thing done in the classroom. There is nothing new to him to learn and he just feels like a burden.

**When the teacher is able to complete planned work during the class hours, then homework is not necessary.**

It is not necessary when the students have finished their work in the classroom. It is the responsibility of every teacher that when she plans the lesson, it should be according to the time that is supposed to be given to that particular lesson. Teacher should be good manager of time. Time management is very important in lesson planning. Lessons should be completed within the time and if the lesson is not completed then the lesson should be divided into two sessions. The teacher should learn to be a good time manager and let the students complete the homework in the class. It should not be necessary this has to be teacher center class. The learner center class can also make it possible to complete the classwork in the class and this does not have to be carried out at home.

**Perhaps teachers give more homework in rural schools because they cannot complete lessons during the regular class period.**

Because traditional teaching is still going on in the rural areas and long distances, the teachers think it is better for the students to go home and complete the work because it may be shorter days

compared to longer days in urban schools. Therefore, it is possible that teachers give more homework so that students can reach home safely and continue their studies at home.

### Topic 203

#### Socialization

**One of the key roles of schooling in contemporary societies is socialization-the transmission of cultural values of the home community, habits of conduct and formation of national identity.**

The idea of having education is that we are able to good citizen of Pakistan. We would be able to display our national identity after getting education. When we become educated, we will be represented the educated classes of Pakistan and behavior or our conduct and the communities that we live in and the cultural values that we practice will be all representing a Pakistani citizen who is an educated Pakistani citizen. Socialization leads toward the fact that after being educated, we need to bear our national identity. Whenever, we outside our country representing the Pakistani citizen, we will be having certain traits off showing our culture, habit and our conduct and that will be known then as the Pakistani citizen. We will be socially accepted by other nations and societies as being Pakistani because of our code of conduct, behavior and habits.

### Topic 204

#### Socialization

**Is the process of public schooling in Pakistan helpful in exposing the nation's children to values and ways of life that foster patriotism, national and local identities or teaching them values and culture that are alien to them and their families.**

All the education or schooling which is given to the students should lead to socialization. Socialization helps the students to be expose to the values, the ways of life of Pakistani citizen. All the behavior or conduct of the student who is studying in the school which is in the Pakistani context should be able to display a sense of patriotism that he is very much committed to the values of Pakistan. This is basic ideology which is very important to carry on in the education system in school. Patriotism is the motion which is not to be used as a slogan. It is a spirit to be honest, to work hard, make progress to the country and to contribute to the country in economic, educational status and social status. So, it is not merely a slogan that you become patriotic because you raise the slogan to be patriotic. It is spirit which is developed through education.

It is not an easy job to do that. It is inculcating the values, habits, cultural understanding to be proper Pakistani citizen who is patriotic and indebted to the system to contribute and to make progress and to bring changes in the Pakistani system. That would be in the real sense, a process of public schooling in Pakistan which will help the child to be exposed nationally with the spirit of national ideology. When the students say these things, they would be alien to them and also their families because they would hardly find any role model around themselves who display such cultural values but that is the need of the country.

## Topic 205

### School Textbooks

**School textbooks in Pakistan are effectively promoting cultural values and identities that are alien (and not national) and which serve the interest of global hegemonic players.**

**They need to introduce textbooks that teach national identity, while creating an understanding and respect for cultural diversity and values for others.**

Hegemonic players are those factors globally which are having influencing on the Pakistani culture. Globally influence is much more dominant than the national influence of culture on Pakistani students and Pakistani school. Fortunately, the school textbooks in Pakistan are effectively promoting the cultural values. In Pakistani textbooks, for example the honesty is the best policy but along with that cultural identification of Pakistani is given that Pakistani is supposed to be honest at the society, at home, at workplace and at school. The student who is studying this textbook or reading the chapter needs to have practically live example to follow the footstep of those who are honest.

These values or identities are aliens, so they are not national. They are not found in society rather other influences which are global more in practice and dominant on the students. The national textbook, they do have the national ideology in it and there are examples of promoting cultural values and identities in the textbook. It is not that these practices cannot be exercised because there are no resources. The resources are there. Only the teacher's needs do they build up those resources and as cultural identities prove themselves to be follow the same culture which is given in the textbook.

**The need to introduce textbooks that teach national identity, while creating an understanding and respect for cultural diversity and values for others**

There is need of Pakistani system that such textbooks to be introduced and these textbooks should have lesson of national identity. We can give the examples of our national heroes where the parents would agree that yes; this person who is topic in the book and whose biography is given in the book is very true to be used as a representative of the Pakistani society. The parents are convinced that he was a hero in case such examples are given where the parents do not agree, and the teachers also do not agree with the hero- ship who are given an introduction in a book that means the teachers or parents are not able to convince the students that he was real hero. So, historian needs to be very careful to give example in the textbooks which are very relevant to the citizenship of Pakistan.

## Topic 206

### National Identity

**Bettelheim Bruno argues that there is no doubt in the cultural importance of children's books [school textbooks] as a powerful means through which children learn their cultural heritage and [identities].**

**National/cultural identities are neither straightforward nor easily defined concepts.**

It is a great argument if you inculcate the cultural importance in the mind of your children then the children's textbooks and school textbooks are powerful means to introduce cultural values and make the children aware of the cultural heritage and identities. It is common in Pakistan that story books of children in Urdu or English in which the personalities from the religion who are exemplary for the students and the children are written down. These stories are very popular among children so that is good way to introduce the cultural values among the students at a very early age. Talking about the cultural heritage, there can be stories written who are not contributing to the country but also maintain the cultural awareness to be identified as Pakistani and to display the national identity of a Pakistani.

**National/cultural identities are neither straightforward nor easily defined concepts.**

It must be kept in mind that although it is easy to say to keep your national identity or keep your cultural identity. It is not something very straightforward. It is not a piece of cake to say to keep your national identity. It is tough job and in order to become national of your country, you need to work on that, you really need to develop habits in order to the national of that country. It is ignored in the syllabus and textbook that the students have not realize because even the text was there, the teachers have not emphasized on the fact that to become Pakistani national. They will need to learn a lot about the cultural and heritage values of being a Pakistani citizen and only then they will be able to

become the Pakistani citizen. Just holding the Pakistani passport or identity card does not mean that you have become Pakistani national. You have to learn the Pakistani attributes of being a Pakistani.

## Topic 207

### Faith

**Cultural values of most Pakistanis are derived from Islam. Education system reflects and strengthens social, cultural and moral values.**

**Pakistan's educational interventions must be based on the core values of faith and cultural values.**

In Pakistan all the laws, rules and regulations are based on keeping in view the religion and faith of people majority in Pakistan and that is Islam. The cultural values of the country also based on faith of those Pakistani who are Muslim, and, in that regard, minorities are taken care of.

**Education system reflects and strengthens social, cultural and moral values.**

When the education system is set up, it is kept in the mind that what is the faith of the people of that country and what are the values, norms, understanding, moral values which are practiced are based on religion and faith of the people and in that case in Pakistan this is Islam.

**Pakistan's educational interventions must be based on the core values of faith and cultural values.**

Whenever the education system is set up, the guidelines are taken from the religion and faith of the people and that is Islam. Due to all regulations which are taken up from their faith and religion, the people accept this easily and it is easy to transmit those moral values, cultural values.

## Lesson No. 34

**SCHOOL KNOWLEDGE****Topic 208****School Knowledge**

**The contradiction between this explicit Government's commitment and the distorted messages present in textbooks stresses investigating what social, political and ideological forces guide school knowledge.**

**Government, since the inception of Pakistan, is not only in an illusion regarding education, but also very indifferent towards public education.**

There is a sign of some contradiction in the knowledge that is given in the book and the knowledge which is practically implemented. The contradiction is between this commitment of government which is very clear that the Govt should be committed to spread knowledge and information in school, colleges and all other educational institutions which is based on basic principle of Islam because that is the belief, faith and religion of most of the people living in Pakistan. There are some distorted messages which are present in the textbooks, and which need to be investigated that are the interpretation of that knowledge which is being spread in school. Is this just practical information that is distorted or is these textbooks which are passing on distorted messages to the students regarding the culture of Pakistan. These things must be investigated, and it is the duty of all teachers, school staff, community members parents to see it that whatever is taught to their children and students, is according to guideline given in Islam? They also look at the socio, ideological and economic factors which are present in the textbooks, and which might be interpreted in a different manner for the students and the teachers. Casual remarks or conversation by the teachers may give the distorted messages to the students which would bring confusion and contradiction to the teaching of Islam and the guideline on which the textbook supposed to be made and base on the faith of the Muslim and the religion and the belief and the understanding of Muslim may become contradictory to what he said in the classroom in a casual manner or conversation or careless remarks

**Government, since the inception of Pakistan, is not only in an illusion regarding education, but also very indifferent towards public education.**

It is the responsibility to see to it that all the textbooks presenting knowledge which is based keeping in view guideline of Islam, Quran and guideline to equally treated everywhere the culture,

social diversity and the politically ideology. Equal treatment and information are given to the students with facts based on Govt ideology to follow the faith in textbooks as to be very pure and according to the guideline. The Govt has responsibility to check measures and if finds school, there are deviation rules. Understanding and belief of the guideline given in Islam then the Govt needs to act.

## Topic 209

### Language Use

**Student achievement will rise when teachers spend more time in class with their students.**

**In addition, teachers in good schools more often use student translators to make their presentations understood by pupils speaking other languages.**

Language use in schools is not prohibited, which is supposed to be slang language or abuse language because the students pick up the language and use it in daily life. These things people learn from school, and this is developed throughout their educational system and unfortunately, this is also coming in with the teachers. Teachers also use impolite language and sometimes they abuse in front of the students. This is also not allowed in the parameter of Islam and faith.

Student achievement will rise when teachers spend more time in class with their students and use language which is appropriate whether English, Urdu or any other language. Language use is not to be considered when we are talking about the foreign language such as English. Even we are talking about our own language, Urdu is the official language of Pakistan even we need to take care that we are using proper words, proper pronunciation of the words and we are not abusing the language even we are using the provincial languages still we have to apply same principles because this is the basic principle of Islam that we need to be polite with others. We need to avoid any rude statement to be made to the other people even she/he is a member of your own family.

**Teachers in good schools more often use student translators to make their presentations understood by pupils speaking other languages.**

Teachers are using other languages in the school that is good thing to do in the school because that means the teachers are given importance to all other languages. So, nobody is getting in complex that the language use which is restricted in the school is one language to be used. When school is based on good principles, they make everybody feel important and they are considering usefulness

of all languages. When these languages are translated by the teacher should also be the parameter of Islam and it should be polite language.

## **Topic 210**

### **Good Schools**

**Several teaching practices distinguish good from poor schools.**

**Above all, good schools have less multi-grade teaching.**

**And when their teachers are responsible for several grades, they are less likely than those in poor schools to use student monitors to lead recitation or supervise the class they are not teaching at that time.**

The language used in good schools would always be careful conversation by the teachers and the students, which has good features and polite features to be used in the language. Good schools have less multi-grading teaching because there is too much load on the teachers and the multi-grade system where the teachers are overloaded with work and sometimes supervising more than one class at the same time. So, the result of this type of teaching will be negligible, students do not learn anything of those classes.

Sometimes more classes are given to the teacher and sometimes more than one class is given to the teacher to look after while she is teaching one class. So, sometimes students monitor and sometimes they are not available and if they are available what happens, they are not guided and given some instruction to continue with the task. That's mean even the task is not given to the students monitor or the group leader. If the group leader has a good understanding of the task that is based on learning, it means that the instructions would be clear to the group leader, and the group leader knows how to continue the activity and what the objective of that activity is. In that way, he is equipped and aware of the task and that activity can result in better learning.

But in some cases, in the school where no monitor is available and if the monitors are available, they are not guided by the teacher. They are not told what they are supposed to do. Some recitation is supposed to keep all the students busy; students are busy when there is not task-based learning taking place. The students are aware that this is something casual and during that casual activity, the conversation which can take place between students and monitor which can be careless. In that way students learn the negative things. In poor schools, the number of students who are not taught by the teacher, but the teacher is supposed to have them during that time, she is teaching another class, all the learning is taking place is zero or negative learning.

## Topic 211

### Less qualified teachers

Effective teaching does not need highly qualified teachers at primary level. This could lead to a policy option which can be less expensive deal for developing countries like Pakistan.

More qualified teachers are harder to find, must be paid more.

They are also reluctant to join teaching, which is not one of the prestigious professions.

Hiring comparatively less qualified teachers may solve a practical problem especially in case of women teachers.

Less qualified teachers means that qualifications are not high, but the skills are there, and the teacher has gone through some teacher training or some certificates. Less qualified teachers do not really make the ability of the teachers less. Only it is required, they are not having qualifications above their degrees so that they would be considering themselves over the requirements of school teaching. It is better to have less qualified teacher but to be done having certificates of English teaching or just certificate of teaching with reference to the subject that they are going to teach.

At the primary level the subject specialist is not required. Therefore, the Govt hire the teachers with less qualifications and give them teacher training or some teaching certificates for the buildup of the necessary skills of teaching. Subject specialist's teachers are required in Pakistan at secondary level.

**This could lead to a policy option which can be less expensive deal for developing countries like Pakistan. More qualified teachers are harder to find, must be paid more.**

The Govt hires teachers who are less educated in the primary level. If this policy is followed then the Govt can also provide the in-service training, if possible, give them some workshops on the weekend where the teachers will be getting more information about the teaching skills. In this way Govt give opportunity who are less qualified and the same time, they give in-service training, that's means they are developing professionally themselves.

**They are also reluctant to join teaching, which is not one of the prestigious professions.**

Those who are more qualified, they are interested to join teaching because in country like Pakistan teaching is not considered as prestigious professions. Those who have more qualifications do not think it would be prestigious for them to join professions like teaching. They only join it because they don't find jobs in other areas and therefore, they become teachers. Although they go for further studies, they don't have the mind of teaching.

**Hiring comparatively less qualified teachers may solve a practical problem especially in case of women teachers.**

If the Govt want to work on this issue and find out the practical problems of women teachers especially in the rural areas, then they should work on it. They should hire less qualified teachers, provide them with teacher training skills and post them in rural areas to develop them professionally and become good teachers.

## **Topic 212**

### **Urban posting**

**When women teachers are more qualified, they represent a higher social class and probably comparatively more educated families and usually have an urban base. In that case they like to be posted in urban areas only.**

**This poses a problem for recruitment for rural schools which are in desperate need of women teachers. As mentioned earlier, there are monetary incentives which make urban posting more attractive.**

People who study in rural areas when they come into the profession like to stay in urban areas. It is not necessary that every time qualified teacher has educated background but ever, she does not have it because of her own educational background she expects to be working at a better level and with better prospects. Therefore, most of the time, these people who are becoming more educated represent the higher class. So, they belong to higher class, they have more qualifications, their family background is good because they have educated parents and siblings. Therefore, keeping all these things in mind, they expect higher salary. The Govt prefers to select these people and hire them for the post, the simple reason that they have more academic qualifications. The Govt needs to understand, especially at the primary level higher academic qualification is not needed. It is better to hire people from rural areas and post them to rural areas as teachers. They will be more than happy because even if they have not got the degree or post certification, they are given in-service training and hand on experience at workshop is given to them, they can always learn. They will be happy to do this because they don't have to move to their places and get the job at a very young age. They can develop in their professional area and probably the Govt also can give them a certificate if they are doing in-service course for one year or two years. This certification would professionally develop them.

**This poses a problem for recruitment for rural schools which are in desperate need of women teachers.**

If the Govt works on this policy, it will solve the problem which is desperate need of women teachers in the rural areas which is the big problem, Govt should take care of this, they need to be formulate the policy and they need to be understand that in the primary schools in the rural areas, it will not be problem to hire academic qualification which would matter teaching practices in the class room.

### **Topic 213**

#### **Urban posting**

**The education system in Pakistan is a relatively new phenomenon. The country has so many other pressing needs that this aspect gets neglected.**

It's mean that Pakistan is not dealing any educational system and probably it has been neglected since long time, there are not experts who take interest in this field. There are so many other upheavals that the country is facing and every time there are new upheavals coming so that anything that is established is something different what is going to face next. All that education system has neglected, and no one has worked on the needs of schools, certification, training institute that is required to develop skills for the job. There is illusion that only with having degrees and post certifications, people can do everything, they do not need any type of skills development and learning abilities. The Govt does not have understanding the academic qualification and professional qualification. It is possible that people have this concept but probably they do not have opportunities to work on these issues. It is something new for the Govt to work on the educational system because most of the educational responsibility has been given to people who are running the business of schools. The people who are investing the money in the business of the school hardly understand difference between the qualification which is professional, or which is academic. They do not understand that even highly educated people still need professional development in order to implement the teaching practices in the classroom. There is hardly any organization which is working in this respect in the Govt, there are some private educational systems who are now providing the training for the teachers.

## Lesson No. 35

**BRIDGES PROJECT****Topic 214****BRIDGES project**

**The BRIDGES project has filled a gap in this field, but the need is so elaborate that it needs extension for a reasonable amount of time.**

As it is said, there are some projects which are run internationally and thanks to those projects because they bring some understanding to the people who are involved and engaged in education system in Pakistan. It would be a bright day when Govt will take the responsibility on running these projects on their own and having it established each village and town in Pakistan. That will bring a radiant change in the education system when the Govt takes responsibility to running such projects. So, bridges project is one of the projects which is considered very successful and has really brought change in the education system. It has filled the gap in particular fields but the need is so elaborate that it needs extension for a reasonable amount of time.

**Topic 215****Master trainers**

**Those master trainers are not yet enough to take responsibility. Research in education must be a priority within the education system. Research institutes can be established at the national and provincial level.**

Usually, the training that is given to the project of the international organizations, they prepare some master trainers. If we look at the bridge's projects, they worked people who are trained as administrators, heads, researchers, they could be called master trainers because they got the training of master organization. So, those people could be called master trainers. These master trainers can contribute a lot to the training of the educational system, the teachers, the school, the administrators and the research body, but what happens is because of population, those master trainers are not enough to take responsibility. There are not many people who have taken this training, and they cannot take all the responsibility, they cannot take all the work that is supposed to be done in the education system at provincial and national level in villages, towns and cities. Trainers are fewer trainers and people who need this attention to be trained as teachers, administrators, school owners and researchers much more in number than maser trainers. So, there must be more increase in the

projects, the Govt should not rely on the projects which are being run by international organizations. It will save us money, time and pressure that we are getting from the international organization. Only then will we become respectable and honest to do our work ourselves. It is unfortunate that Pakistan, they go abroad to do work in labor but very few people train their professional abilities in their own country. Most of the Pakistani are known as workers or laborer in abroad, very few people are known as trainers, running projects. It is proud thing to know that the engineers who go abroad for certain training and people from armed forces also go for training abroad and that is the sign of pride for all Pakistani. Similarly, it is the desire of all Pakistan that the people in the educational system should be able to provide training in Pakistan and should be able to go abroad as trainers. So, we should stop dependent on the people coming from other countries to train us and run these projects.

## Topic 216

### Commitment

**Females are treated as subordinates in Pakistani society, and they enter teaching with a stronger commitment than men to carry out the responsibilities of teaching. However, they seem to be less familiar than men with those responsibilities. Females are treated as subordinates in Pakistani society.**

Since they are treated, they must have the will to prove themselves and teaching profession is the profession which is highly recommended by the family even in the rural and urban areas. That is the opportunity for the female who are subordinate proving themselves as some people who are independent and work and show their identity as good workers.

### **Females have stronger commitment than men**

The commitment level is less in men. Men strive to change their profession even they start with the teaching profession. Even they shift in the schools and change the institution to get more salary, or they choose some other profession if they get the chance. There is also percentage in the men who are committed in teaching, but that percentage is very low. Whereas in the case of female, since they want to get out of their subordination and they want to be independent people to be working, this is the only profession that is welcome and encouraged by the family is teaching. When they join as a teacher, they have strong commitment to fulfilling all the requirements that are needed to become a good teacher.

**Females seem to be less familiar than men with those responsibilities.**

It is very unfortunate to see that the teachers as women, they want to join as profession, they also committed and they have strong commitment to join this profession, yet they are less familiar to the responsibilities which are required to be a teacher. The studies show that even in the same training, when the female teachers go for the same training, the female teachers less frequently use the effective practices in the classroom. Although the training was the same, it may be the female teachers do not understand these teaching practices to be very important in the classroom.

**Topic 217****Social class**

**Teachers with higher levels of academic education or training are less likely to use effective practices. Access to schooling is to some degree a reflection of the social class of the teacher. The Analysis of study done in this respect suggest that persons from the higher social class do less well as teachers. This might occur if teaching was seen as an inferior occupation, something that people had to do when nothing else was available.**

Social class is the feature which affects the teacher to be using effectively practices in the classroom.

**Teachers with higher levels of academic education or training are less likely to use effective practices.**

Although they have higher levels and have training certification, they try not to use those practices because they keep 2 things separate from one another. They think the academic qualification and the training certification is one thing, working in the class is totally different since they do not have any experience of using those effective practices in the classroom. They do not come to know what the benefits of using those practices are.

**Access to schooling is to some degree a reflection of the social class of the teacher.**

These teachers have gone to better schools, or they have better educational system to which they have gone in their lives. This recognizes or identifies their social class. They are so confident that they have already been good at school or college or university, they avoid any teaching practices that they have learnt themselves. That is very natural because until and unless these practices are really done in the class and the results of those practices become familiar to the teachers till that teachers do not use effective practices in the school because she is overconfident that she knows what the good classroom teaching is.

**The Analysis of study done in this respect suggests that persons from the higher social class do less well as teachers. This might occur if teaching was seen as an inferior occupation, something that people had to do when nothing else was available.**

The teachers belong to good families, and the family background is educated, and they have had a chance to go to good school. They become overconfident, they know everything. The perception of teaching being a inferior job, they think that they are high up in their level, they can do teaching because this is something is very simple, this is inferior, anybody can go in teaching, and this is available for anyone even without the certification. The fact is any job needs specification whether it is lower job or high-level job. All jobs need training and certification.

## **Topic 218**

### **Female Education**

**Traditional governments like Pakistan realize that women teachers are needed if female children are to be educated. Women teachers are a necessity even if there is no evidence that they are effective teachers. The awareness is sharply rising that in some countries universalization of primary education cannot be achieved.**

So that is the hard need which is present in Pakistan and Govt realizes specially in the rural areas that the school needs to be all girls school and all boy schools in rural areas and towns. So, for all the girl's school, female teachers are required and all boys' schools, all male teachers are required. There is shortage of female teachers and what happens is because of shortage, women teachers are necessities even if there is no evidence that they are effective teachers. It is necessities that the women teacher must teach the girls students and to have girls' school in cities, town and villages, there must be female teachers recruited to job and the Govt is aware of it, that there are a smaller number of female teachers. Recruitment of female teachers are done whether they are specialized, trained or even no evidence that they are effective teachers, yet they must be employed to fill the gap to those female teachers in female institutions to teach the girls student. This becomes necessary irrespective of the fact whether she is trained or not, still she is recruited because that is the requirement of time. The country needs female teachers and female recruitment is done irrespective of the fact; they have no training.

**The awareness is sharply rising that in some countries universalization of primary education cannot be achieved.**

Primary education is universally a problem. Already there are so many issues with primary education. The people do not send their children to school. They do not have concept of sending young children to the school and this concept prevails in the Pakistani system. There are many areas in Pakistani where parents do not think that is compulsory or necessary to them to send their children while they are young in the primary schools. Not only in Pakistan but also other developing countries, the issue of sending the children when they are young is prevalent and there is the problem with the parents to necessity of sending of their children in the school. There is more dropout when they are at the primary level, the reasons are traveling, long distances, when the children go to other villages to get education after primary school because there is no secondary school available. The enrolment rate at primary level in Pakistan by 2019 was 95%.

## Lesson No. 36

**RECRUITMENT POLICY****Topic 219****Recruitment policy**

**The recruitment policies of the government of Pakistan are an area which can be modified. Teachers can be hired with matric and FA/Fsc level and through teacher training their expertise can be developed. But now a days minimum recruitment qualification for the primary school teachers in Pakistan is BA/B.Ed.**

**This would be a practical solution for the recruitment of women teachers particularly in rural areas where they are needed the most.** This is possible this recruitment policy is already in place and Govt and private sector are following it.

**The recruitment policies of the government of Pakistan are an area which can be modified.**

If there are any recruitment policy with the Govt of Pakistan which the private sector is implemented, these policies can always be modified specially with the reference the academic qualification. The Govt should work on it. There should be a section of research which is finding out whether this is helping the school to bring the results and achievements to their students.

**Teachers can be hired with matric and FA/Fsc level and through teacher training their expertise can be developed.**

This is the one thing that the Govt really needs to do. They can hire the young people and trained them into good teachers by giving them proper expertise and this is how professional development can take place and the people after FA and FSC, when they are hire, they become independent and they will be very secure in their job because they would know they are already in- service and they do not have look for the job after they complete their degrees. So, any sort of certification or degree can be introduced in the school to certain workshops, they attend some workshop and work on the action research. This type of syllabus should be introduced for the in-service teachers. At a young age, these in-service teachers would become independent because they will be employed as teachers. Their academic qualification would be satisfied for the primary level because it is not subject specialization which is required. It is similar of that policy which is working in the Pakistan with the health section where the nurses are employed as nurses and they are employed as nursed and these nurses are given training. At the same time their job is secure, they are interested in the profession because they know they are professionally developed themselves and they are also earning their livelihood.

**This would be a practical solution for the recruitment useful for the women specially in the rural areas. If this policy is implemented, people will be more satisfied and motivated to work.**

This would be an example for the teachers who are working in the urban areas that those teachers who are working in the rural areas are professionally developing themselves. These urban areas teachers will also be motivated to get some sort of certification and in-service training. The Govt easily establish training institutes for teachers to attend after the school day or in the weekends and these teachers will be given online training.

## **Topic 220**

### **Social Status**

- **Change in the social status of teachers is another area which might need long term planning. This might be the most complicated, and hard to implement.**
- **The low performance in the classrooms by highly qualified teachers is a strong argument for the" fact that teaching is considered a not very prestigious profession.**

**This perception must be changed**

**Change in the social status of teachers is another area which might need long term planning. This might be the most complicated, and hard to implement.**

This is another area in which the Govt needs to work on. This is an area which is very difficult to meet according to the criteria of the teaching practice in the classroom but is hard to look at and policy needs to be modified.

**The low performance in the classrooms by highly qualified teachers is a strong argument for the" fact that teaching is considered a not very prestigious profession. This perception must be changed**

Even if people have high class or they are thinking, they are high social circle. They have studied in an institution which is in the social class of higher level, even then they need to change their attitude when they are in the classroom. The teaching practices should be uniform and Govt must see to it. First, Govt should set up the policy. This policy made them aware and made familiar to all the people who are running the school whether they are in the private sector or public sector. Once they understand the perception and profession of teaching, they will be able to respect the profession and then from them it will be transmitted to the school authorities, the members of the school, the teachers, the parents and the community members that teaching is a noble profession. So, everybody

must respect the teacher and the profession. This feeling prevails in school, and this feeling must prevail in the country. It is not so that the teachers who have social classes are good teachers, they are supposed to do anything in the school, even if they are not applying for the certification that they have done. They don't use the classroom strategies and classroom practices, just because of reason they belong to higher class. This should not be practiced. It is the job of Govt to set these rules, policies and apply them all schools and they should be uniform. It is very difficult task to do, very few people will be successful in the first year but if there is policy which is set by Govt and school owners and authorities in the Govt, they follow up whether this practice in the classroom then only this change will bring a drastic change in the classroom.

## Topic 221

### Disparities

**This could be done through several changes in the system. Teachers must be better paid.**

**The low status of teachers is a very common argument for why teachers have negative attitudes towards their profession.**

**The government must pay equal allowances, so that being posted in the rural area does not mean getting paid less.**

The Govt must look at disparities, at what people are thinking about their jobs, how they are implementing the strategies which are in practice and how they are developing the concept of their professions. All this must be redefined by the Govt. The policies should be placed and if some modification is done according to the requirements, it should be done because Govt should be aware of the disparities related to this profession.

**This could be done through several changes in the system.**

The summary of this concept is that there is a lot of need to change this educational system and the policy to make the education at work better and progress toward the achievements and goals of the students

**Teachers must be better paid.**

Those teachers who have good education get the training and skills during the in-service or pre-service according to their job description, they should be better paid so that they have the facility of working and then living a comfortable life with their families.

**The low status of teachers is a very common argument for why teachers have negative attitudes towards their profession.**

It is found that teachers do not smile, that is the basic requirement for the student. All over the world it is considered very important for the teachers to enter school or enter the class with a smile. However, in the Pakistani context, teachers hardly smile, if students ask any question, they do not happy to answer that. So, all these negative compliments to the teachers which are given more often by the community and parents are not widely accepted.

**The Pakistan education system is still based on the traditions of British colonial rule, where social status was attached to bring a civil servant and not to being a teacher urban/rural disparity must be eliminated, and this can go with the recruitment policies**

This is very strange that British colonial system still presents in the Pakistani system. Since the colonial system, only the civil servants will have all the perks and all the allowance and all the facilities to live luxurious life, only that profession is considered respected one. So, the complex of teachers remains there because of the attitudes of the country. People of Pakistan, only the civil servants they need big houses to be live in, and the teachers are given only the small quarters those are living in the big cities and the villages, this facility is not even the familiar to the teacher that they would be given any such accommodation or nay such privileges.

## Topic 222

### Disparities

#### Western culture

**Throwing education into the hands of vested interest groups within and outside society serves as fertile sites for the establishment of western cultural hegemony destroying local cultural and national identities through implicit efforts.**

How the western culture is influx in the Pakistani context? Now education is going to the hands of those people who have vested interests. They do not have interest of education, being imparted to the young people of Pakistan. There are people who have commitment but most of the time we notice that Pakistan is going toward the direction where the education is being served who have certain vested interests. These are the groups, have had impact, hegemony, dominance and influence on the culture of Pakistan. The culture of Pakistan has now changed from the Pakistani culture to mixed culture especially in big cities where these groups are successful. Big cities serve as fertile grounds for this establishment. These are the fertile sites for working and progressing in this field of education and have hidden agenda of western interests in the country. It is destroying the national

identity of young people and there is a lot of efforts being done through education to bring this change and the children of Pakistan are being affected by the western culture. The children are sent abroad, mostly to get education but this is happening many years ago. We have examples like Quaid Azam who went abroad at a very early age, but he had the concept of national identity. He had the concepts that the Pakistan needs to be there a country for the Muslim people to have freedom of all their practices but now a days people go to abroad, the parents have not understand that these children either stay there, and worked there and then they adopt the culture which is totally against the culture of Pakistani ideology. The Govt is not making any progress in this field where they need to realize that identification of the nationality that builds up the country is very important to progress in the field of education and all other fields.

### **Topic 223**

#### **Privatization of Education**

Unfortunately, this dominance of western culture is taking place due to wide privatization of educational system in the country. The Govt has abandoned any responsibility of education, and they try to privatize more in the sense that they like the people to do be owning the school, college and university. So, then Govt has no responsibility left with them for any educational system. The Govt is not taking it seriously that they would be time that the western culture would totally prevail in the country and there will be loss of national identity. We have the example of western schools where all the western culture is adopted. There is no harm of celebrating anything, but the problem is with the concept that is developed with the students. There is no harm, and it is not the mistake of the parents, if the school asks the students to celebrate “halloween”. The concept of halloween is never there in Pakistan to be celebrated in schools but it is being celebrated. There are the children who ask what is “h halloween” and they are leaning more in every day. Similarly, other cultures festivals which are not related with the Pakistani culture and national identity are being celebrated in schools.

### **Topic 224**

#### **Cultural Identity**

**Education plays a key role in constructing and preserving national and cultural identity.**

Cultural identity is linked with the national identity. If we want to develop identity, we also need to keep eye on our cultural identity. If the progression of identity is not taking place that means, we will

not be able to develop national identity on our young minds. Govt needs to work on cultural identity with the help of people who are working and supervising in the provinces in the big cities. The culture of the country and provinces are displayed and exhibited at all the ceremonies and festivals which are taking place. It has been seen that most of the events are taking place in Pakistan do not represent the cultural identity of those areas. The people who are looking after the provinces in the municipal committees or the Govt level are not taking care of it that they must see of it that the cultural identity is be progressed and it is working in the place.

**It is acknowledged that the concept of identity is a complex one, shaped by multiple forces**

It is very difficult to create this identity shaped by multiple forces because there are so many forces which are working to make the identity whether it is cultural identity or national identity which is linked to cultural identity.

**Individual characteristics, family and social class dynamics, and historical factors, economic and political contexts.**

Historical factors, the cultural concepts are developed by historical concepts, and these historical concepts need to be made aware of all the members of society, so that people know about the history of their country. They know about the people who have real work for the freedom of the country.

**Economic and political:** These help the political identity. If the political concept is very clear to the students and young minds, they will be able to know what the culture of their country is and what the cultural identity of their country is and that is linked with the national identity with those young minds then only they will understand what their national identity is.

## Topic 225

### Social Control

**Knowledge is the result of complex power relations and struggle among identifiable groups.**

Knowledge which is brought to the surface, or which is written in the textbook, newspaper, magazine is the result of struggle to be done among those who are powerful in society. Those groups who are identity struggle to bring this knowledge to the surface to the common people and mass to the country.

**School textbooks are used to construct common sense reality, how education is used to create forms of consciousness that enable social control to be maintained without the necessity of dominant groups (the western power)**

There are subjects which are not really influenced by any external power because in those subjects only factual situations are related and common-sense reality is exposed, and the students get information which is based on facts and common sense.

## Topic 226

### Common sense

**In this sense textbooks knowledge is powerful discourse aimed to construct the new generation in line with the powerful group(s). These discourses are created and presented as common sense ‘reality’ and ‘objective’ knowledge.**

The national of Pakistan should be able to expose to the common sense of nationality of Pakistan and they should be able to realize what their national identity is. Education plays a major role in that in this sense textbooks’ knowledge is powerful discourse aimed at constructing the new generation in line with the powerful group. So, if the textbooks contain contents, material and resources are being provided to the students to make their knowledge more powerful, they then can combat anything that is coming to any external agency. They are in line with those powerful groups. So, they are not weaker than those powerful groups rather than they are in line with them. In case these young minds, they are powerful in their concepts and understanding and common-sense reality in front of them and they know about the objective of the knowledge that they have gained and how important it is, they will be able to combat that is coming from powerful groups or the dominance of other cultures. They would be confident enough with their own standing, belief, religious ethics and behavior. They will not be ashamed of any of those if they are strong enough about it. The age for primary education was 5-9 years targeted to achieve under MDGs by 2015.

## Lesson No.37

**PUBLIC EDUCATION****Topic 227****Public Education**

**Government, since the inception of Pakistan is not only in an illusion regarding education, but also very indifferent towards public education.**

Privatization has been done by the Govt to wash out their own hand from any responsibility that they have to deliver to have education system which is the based on the principal to avoid any hegemony from other cultures having their own cultural influences on national identity of the students. Therefore, the harm the Govt has done on public education needs to be made for and compensated in the years to come.

**However, under the recent commitment to international challenges, like Millennium Development and Dakar Education for All (EFA) goals, public education has become more like a baby of the international donor agencies (i.e. UNESCO, GTZ) than the state.**

There is requirement rather a great need of Govt to intervene and work for the public education which has been just an illusion for the Govt of Pakistan since the time Pakistan was made. There is a lot to do and compensate for all the years but the still the things are being handled by international agencies other than Pakistan itself. For very small project, Pakistan is dependent for other companies even to work on blood donations; Pakistan needs help from other agencies outside the Pakistan to do blood collection which is the dire needs for the patients. It is time. Govt should start working on these projects. In each education and health project, there are international organizations which are working.

**Topic 228****Cultural heritage**

- **Communication skills and career motivations. Second, in addition to basic literacy skills, these introduce children to cultural heritage, constructed from their experiences with religion, social norms and values, attitudes and so forth.**
- **Third, textbooks in these areas highlight the personalities of religious, national and other heroes of society**

Cultural heritage is very important for young people to know about the culture and national identity. Children of Pakistan do not understand the importance of cultural heritage however it is the responsibility of the educational system, Govt and the people who looking after the textbooks of Pakistan which are being introduced all level in Pakistani schools and colleges that cultural heritage should be given some attention.

**The selection of textbooks is made on the following basis: first, these textbooks encompass collection of material regarding social life education, i.e. religion, citizenship, health, family and environmental education as well as...**

This is what is happening, what are the outcomes revised and modified to bring these practices into the classroom so that students make use of all the material that is in the books. These are the above-mentioned things which they are collecting. They are focusing their attention on the collection of materials which is related to social life education. That is religion, citizenship, health and family. Moreover, communication skills and motivation, how communication skills are taking place in society and the people are motivated to select their career.

**Third, textbooks in these areas highlight the personalities of religious, national and other heroes of society**

The textbooks are based on attitudes, behavior and experiences coming from the cultural heritage of Pakistan. When we are talking about the social norms that means textbooks will be having material which will tell the children how to behave in class, group and in society and how to respect their elders? These social norms should be included in the syllabus and written in textbooks for information about children.

## Topic 229

### Self-concept

**As children (students) develop their self-concept during adolescence, they also develop a sense of cultural identity. It is important to highlight that an awareness of their cultural identity provides the foundation for how children (students)...**

When children are growing up, they develop the concept about themselves, and they come to identify themselves as Pakistani nation. They come to know more about their country, and they feel proud being a Pakistani. They also start their feelings about what their culture is and regardless to being a person of one area and person to another area, they have the cultural identity which they like to display their manners.

It is also self-concept based on what others think of them, how others appreciate them, how others see them? For example, if the teacher keeps on telling the students that they have a bright future. That means the student's concept about themselves is very positive. They will be thinking that they will going to difference and as national of Pakistan they are going to make so many changes and improvements in the country which would be the source of pride of the nation, their families and their friends

**Define themselves in terms of how others see and understand them. Thus, it is important that school knowledge (textbooks) should aim to equip children with national and cultural identities.**

Positive resources and feedback are given to the students and help them to form the positive opinion about themselves and their self-concept about themselves is very positive, and they develop as Pakistan national in a very positive manner having a positive direction. It is always appreciated that the children and the students develop a self-concept about themselves by people who are around them.

## Topic 230

### National Identity

**There is a need to equip children with national and cultural identities.**

It is the family, parents, society, community, school and textbook contribute to make the national identity and cultural identity, prominent life in the students.

**Identity can be described from many perspectives. However, here the focus is an answer to questions such as who I am and where do belong to?**

This is the identification of a child when he is growing up. Usually in the family where there is smooth running, the children come to know the status of their family, educational background of the family. They have also understood society, the area where they are living in. Usually, the children understand that colony is safe for them, they can go out and make friends, meet people, greet their elders, all these things they learn from their parents. This is the scenario in the family where everything is quite safe and smooth. So, an automatic system of education takes place in the life of a child, and he starts knowing himself who am I? I am the son of a teacher; I am the son of the doctor, or I am the son of the farmer who works very hard. So, all these realizations come into the mind of the student when he wants to know who I am and where do I belong to, He learns the

behavior of the family members around him. When he comes to know that he belongs to a honest family, he takes pride and tries to copy the footsteps of the people in the family for whom he has a lot of respect and he thinks that they are honest people working hard and he thus becomes very careful adopting all the manner those who are example for him.

**What should I be proud of as an individual and as a part of the larger community of collectivists?**

Larger community means how I am going to benefit the people when I will grow up like the way my father is benefiting society and the community, like the way my father is taking care of the community. Similarly, I am going to take care the way my father is proud to look after the affairs of the family. He is the member of the mass and says his prayers in the mosque and he is recognized by the community. Everybody respects him. So that is going to be what I am going to follow and then I will be proud that what I am doing.

**Topic 231**

**School Health program**

The ministry of education (Curriculum wing) in collaboration with UNESCO runs a strategic approach for improving health and education school programs in Pakistan. School Health social program is collaboration health department as well as education department. The curriculum department because it is aware of the health needs. UNESCO runs all the educational related issues and cultural programs which are run. UNESCO provides a lot of guidance and supervision to the programs which are taking place in the schools regarding the health issues of the students. Health issues are to be cared for and education system must be introduced a policy in which there is a lot of understanding of taking care of health among the students and members of the school. All these programs which are related to health and are collaboratively run by the different departments related to schools and education are indirectly or directly affecting the school's health. So, these programs are very useful because not only do they give awareness about health and maintenance of hygiene and cleanliness of school, but it also brings a lot of information in the community and the projects which are run

**Topic: 232****Child Development and Role of School**

Children who are in school can play great and important role in bringing up the issues of health to the platform and discuss it.

How the children are going to learn and what is going to be their quality of learning and how they are going to develop, it depends on many factors and one of those factors is health status. How healthy are they? If there is any sickness, their diagnosis must be made, and follow-up has to be done to find out the health status of the students and the children because this is one factor in which the learning of the students depends, and the development and personality growth of the children. So, it is important to look at this.

**Health promoting behavior inculcated by the school not only contributes to physical development and health care of students, its spin off improves awareness about health issues among the parent and local community as well.**

There are two things which are happening of such programs which are run by the collaboration with the UNESCO and curriculum wing of Pakistan. So, all such programs would be coming out with all these good results. The first thing is, health promotes behavior, how to promote the behavior in the school where the students, teachers, and administrative staff all have an attitude toward keeping good health. For example, taking water which is not very polluted, it is clear and pure water for drinking, that is one thing, everybody must take care of it. It is not very difficult to get pure drinking water. If you boil the water, after boiling, it kills all the germs and it becomes pure water. It is a good thing if school provides pure drinking water to the students and the staff, that's mean school has the attitude of inculcating the habit of drinking pure water.

Secondly doing some exercise daily, this could be the other thing which has to be included in all the members of the school staff and the teachers. It does not cost anything to exercise daily. If we do all exercise daily that means we will never get sick. So, the culture should encourage all these habits which have been identifying UNESCO and the curriculum of Pakistan.

## Lesson No. 38

**SCHOOL HEALTH****Topic 233****School Health**

**Strong relationship between health of students and their learning had inspired planners and educators to hundred years ago in developed countries to related interviews in schools.**

By experience many years ago, those countries which are developed understood that there is relationship which is very strong between health and the learning achievements of the students. This means they discovered that if the students are healthy only then the students will be able to learn in the classroom and only then will they get good results. This highlights the planners and educators with the idea that there must be something done for the health of the students and that's why health has become issue and important factor on which the administrator and educators need to work on. So they launched program which are health related, so there is intervention in the curriculum and syllabus that the syllables has to be something link with the health issue and how to solve those issues and how to make students aware that they need to have good health and how to inform the parents toward guiding them good health of the children and also their families. All these things are interrelated, and planners and educators came to know these factors and then they started working on this in the developing countries. Naturally, whatever is known in the developed countries also comes down to those countries which are developing.

**School Health programs are primarily based on two pertinent premises. Firstly, the relationship of quality of learning with the health conditions of students and secondly responsibility of the state to facility smooth physical and mental growth of children for their future role as productive members of society.**

The first thing that is taken care of is the quality of learning with the health situation of the student. The teachers should see what type of learning is taking place and how it is related to the health condition of the students. The Govt must take consideration providing facilities like sports facilities, nurses and doctors in the school to keep the physical and mental health of the children in place in proper and make the productive member of the society of the future of Pakistan.

**Topic 234****School Health**

**A third dimensions emphasized in certain situations is the potential contribution of students in dissemination of health and hygiene education messages to their parents and community**

The first responsibility lies with the schoolteachers. How they are going to involve all those issues of health to the students is by looking at the quality of learning that is taking place in their classes and looking at the health of the students. If there comes to know that there is sick child, they need to understand why the learning is not taking place, why the achievement is not up to the mark because there are some health issues in the class. That is the first thing taken care of. The second thing is responsibility lies to the Govt and the state. They provide facilities and opportunities for students to develop their information awareness so that they are keeping themselves out of the risks of health and safety and the third responsibility is the students themselves. Students also must contribute to school health in a way that should be passed on the messages which are based on the education of health. They should be able to talk about health and hygiene, and they should be able to pass it on to friends, community and anybody they know what health is and how it must be maintained.

**Topic 235****Global Experiences**

**Global experiences link success in school health programs with partnership between various departments and agencies including education, health and environment.**

It is good experience to have global intervention in running such projects because success is linked to the experience that are be exposed to by the students, these are different types of experiences, these become global experiences for the students. That means if the organization like UNESCO is working with the curriculum of Pakistan, that UNESCO is bringing experiences from all over the world. This will bring health routes, health awareness and education system from all over the world and then people who are working with them in collaboration with UNESCO will be learning and knowing the global experiences. That means that success is linked with experiences.

**Partnership and networking between relevant departments and agencies provide an opportunity for concerted action to broaden the scope of school health programs and make them more effective and beneficial for the target groups.**

Partnership and networking, that means there is teamwork, there is everybody helping the other and networking means there is communication. What has been done in one area and transmitted to the other area, it is communicated that what the experiences were, whether the experiences are fruitful, what was the reception of the people they behave and what could be improved if we applied the same rule, information and awareness to this area. There is networking and partnership there are those departments who are relevant one and other such as education department, health department, environment department always intercommunicate, and they always communicate with the people what are the results of doing those projects.

### Topic 236

#### Child-Friendly

**Effective school health programs transform schools into child-friendly environment and contribute significantly to the promotion of Education for All.**

Child-friendly environment is very important for all learning to take place. Children are friendly to each other if they are happy and healthy. Everybody who is taking care of their health is energetic and is happy to be happy in school, that means that school is child friendly. People will not be having issues in school just because they are friendly to one and other. They may have other issues but such a school where all the things are being taken care of and especially health of the students and teachers is good. There is awareness of keeping healthy and avoiding things which cause diseases and getting involved in some activities where harmful for the students regarding their health then this type of school where all these things are taken care of would be considered child-friendly because it is not very harmful for the students to study in that environment

**Effective school health program will transform schools into child-friendly environment and contribute significantly to the promotion of education for all.**

It has been analyzed that school health programs if they are effective and successful and the school authorities all contribute help the Govt to run these programs. This means those schools will transform into a child-friendly environment such as there is no distinction that some people who are sick, nobody is taking to them and them themselves are uncomfortable in the school. If the children are not clean that's means there will be differences who are coming from family, parents will be telling them not to talk who are wearing dirty clothes, dirty hairs or dirty nails, there will be different of class of the school.

**Topic 237****Rationale & Significance****Why do school Health programs?**

**Education sector not only trains or prepares human resources needed for the economy; it also produces leadership for various spheres of life.**

It is not only that education is there because we need people of different departments like doctors, engineers, painters, artist but also we need leaders in the society to lead people these people who are in the field need to have some guidance and out of the group, there has to be some persons who take the responsibility and lead the rest of the group. Educational programs which are related to health are also significant in doing that and we need the leaders who are leading these health programs and school health programs in the schools and relates with the educational environment of the school.

**The leadership coming out of the educational institutions influences social and political dynamics in the country**

The leadership comes from educational institutions. Sometimes we do not realize that all the leadership must be coming from educational institutions whether someone is doctors or scientists. All have come basically from educational institutions. Leadership that he will gain he will display all the things that he has learned from school and his college. The basically the leadership of one person represents the leadership that he has experience of school, college and university. So, when we say this is the leader who is doing a certain activity that's mean we are thinking about the institution from which he has learnt to do that.

**Topic 238****Catalysts**

**Teachers, professors and education managers enjoy respect in the community, and they have the potential to contribute significantly as catalysts of social change and development.**

Teaching is a profession in which there is not a chance of getting very high salary, but the reward of the teaching profession is that all the people in society have a lot of respect for the teachers. Teachers, educators and professors all enjoy a standard which of respect for respect of community, the parents and the children or any organization if the teacher enters there, the teacher is respected by the organization. There is tendency of the culture of Pakistan that teachers are respected

wherever they go. People who will be respected will be able to bring a change in the community. Teachers enjoy respect in society. They have the potential to contribute significantly, contribute by their words/actions. Teachers would be role models wherever they go. If a teacher enters a bank, the banker and the people in the bank always expect certain kind of behavior and certain kind of personality of a teacher because they always expect that the teacher is the one who contributes significantly to the behavior of the organization and the society. So, these people have a lot of respect in society; they can say things of the minds of understanding in the people.

They are the one who bring social change and development in the society and the community such as if the teacher will start, it is playing a certain kind of behavior towards unnecessary traditions in the society, that means there will be many students who will follow in the same footstep in the teachers and they would also avoid unnecessary traditions in the society. That's mean they bring change in the behavior of society and the community and the members of the school/college and organization. So, teachers are a real catalyst to bringing this change and developing the society they are respected & it is thought they are the role model in the society.

**According to latest statistics issued, over 34 million children and young people of age 5-24 are enrolled in 228304 educational institutions in Pakistan (Pakistan Economic survey 2008-09, Ministry of Finance, Govt of Pakistan Islamabad.**

There are 34 million young children from the age of 5 to 24 who will be following in the footstep of their teachers. This no will be having supervision and guidance of teachers and teachers can influence 34 million people to bring change in society. So, teachers have big responsibility to be role models as well as catalysts, just one statement coming from the teacher is taken by so many people and so many people looking at the statement in a way to focus on how to change. Catalysts who are the teachers, professors and educationists must play a major role in bringing out the issues of children and students related to education and health and work on it.

## Lesson No. 39

**SCHOOL HEALTH PROGRAM****Topic 239****School Health Program**

**Health sector cannot afford to ignore this large group of 34 million students and 1.28 million teachers in Pakistan.**

There are so many people following whatever is being communicating them regarding health programs and how to keep you healthy and safe from all the risks that can cause any disease. Disease control is very important in such great no of population. It is the responsibility of health sector to take care of so many people who are in the school as teachers and students.

**There is need to reach out this important population group, the future builders of Pakistan.**

**School Health Program will yield following benefits to the country.**

This population is not to be ignored who come to school from the age of 5 to 24 and there is also teachers in that school. So, it becomes a big responsibility for the health sector to introduce the school health program and educate the people in such a way and bring a change in the understanding of the people that everybody's health is important.

The future builder of Pakistan, there health is very important in the society and community.

**Topic 240****Disease Control****Reduction in Dropout Rate**

When children are not dropped out of the school, they would not be leaving school when they are studying there. Fewer children will have to leave the school. So, if disease control is done effectively that's mean not many students are dropping out from the school and that will make an effective measure for achievements in the school.

**Enhancement of quality of education and learning outcomes.**

Everybody in the school is healthy and learning is taking place very smoothly. Teachers are healthy and energetic to deliver the lectures. They are also ready to participate in all activities what the students are involved in, and the students are active and healthy to be participating in and contributing in all the activities that are in place and they are able to perform all tasks because they

are healthy. When they are healthy, they have healthy minds and learning takes smoothly. No time will be wasted due to unseen happenings which are happening due to disease.

**Improvement in health conditions of young population. Disease control and an overall improvement in health conditions in society at large.**

Not only this will affect the school learning but it also affect the society at large because children are not sick, they are not having disease and thus disease is being control and not spread in the other areas and the community because sometimes the diseases which are being spread out in the school then after that they go to other places, germs are there, disease is spread, this disease is reason for closing down the school and the learning and achievement is affected.

### **Topic 241**

#### **Basic components**

**Several factors influence the physical and mental health of school children and their learning process.**

Good mental health is vital for learning and life. Children who are mentally healthy are better equipped to meet life's challenges. They also learn better and get on better with others. Good mental health helps children enjoy and benefit from their everyday experiences, have positive relationships with their families, friends and school staff, and contribute to their community in ways that are appropriate for their age. Good mental health in childhood provides a foundation for positive mental health and wellbeing, now and into the future. Having good mental health does not mean never having worries or feelings of distress. Everyone goes through ups and downs which can affect the way they feel and behave. Feeling worried; sad, frustrated or angry are all normal emotions. Mentally healthy children can use positive coping skills appropriate to their age to manage feelings and deal with difficulties. They develop helpful coping skills as part of their normal development and are not held back by emotional or behavioral problems.

### **Topic: 242**

#### **Topic Modalities**

**Modalities and delivery forms of school health related intervention can be grouped into following categories:**

**1-School Health Environment**

**2-School Health Education**

### 3-School Health Services

#### 4- School Nutrition Programme

The school is a significant personal and social environment in the lives of its students. A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling. Teachers are the single most important factor in creating an effective and inclusive classroom. Children are natural learners, but this capacity to learn can be undermined and sometimes destroyed. A child-friendly school recognizes, encourages and supports children's growing capacities as learners by providing school culture, teaching behaviors and curriculum content that are focused on learning and the learner. The ability of a school to be and to call itself child-friendly is directly linked to the support, participation and collaboration it receives from families. Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs.

#### 2-School Health Education

Health education builds students' knowledge, skills, and positive attitudes about health. Health education teaches physical, mental, emotional and social health. It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviors. Education related to health is continuously being imparted in school whether it is primary, secondary or higher secondary school even in the colleges there is continues health program which is being implemented through education and different subjects like hygiene and physiology, civics even while talking about religious studies. We would come to know about so many practices to keep ourselves clean so all these subjects are introduced in the school and along with that it is integrated with a school health education program and also not only is this health program being thought theoretically but also there are measure takes that students are involved and engaged in such projects and activities in which they are able to implement all the knowledge

#### 3- School Health Services

It is very important for the students and the parents to know about the school health services. What are the services and what are the limitations of the services? How should the students be able to use those health services and they should be an understanding amongst

the students that if they need the service of the school regarding their health for example if they are having temperature or they are feeling nausea or they are having headache or a pain somewhere they should be able to reach the school nurse and tell them what the problem is and get some kind of treatment and if the school authority think that it is something which is serious then school authorities need to contact with parents and hospitals. It is also a good thing to do yearly checkups on all the students for their well-being. In Pakistan some schools are already doing these practices.

#### 4- School Nutrition Programme

This is very important because, in some schools, canteen food is not fresh or properly monitored, which causes various diseases among students. Therefore, the school nutrition program should ideally be supervised by a qualified nutritionist. If that is not possible, a biology or home economics teacher can take responsibility. This would ensure that the food provided in the school canteen contains essential nutrients, positively impacting students' health.

## Lesson No. 40

**SCHOOL HEALTH ENVIRONMENT****Topic 243****School Health Environment**

**School environment plays a pivotal role in the retention and learning outcomes of students. Availability of proper facilities is a pre-requisite for creating a healthy environment in a school**

- Ensures a healthy, hygienic, and safe learning environment, with adequate water and sanitation facilities and healthy classrooms, healthy policies and practices (e.g., a school free of drugs, corporal punishment, and harassment), and the provision of health services such as nutritional supplementation and counseling.
- Provides life skills-based health education.
- Promotes both the physical and the psycho-socio-emotional health of teachers and learners.
- Help to defend and protect all children from abuse and harm.
- Provides positive experiences for children.

**Topic 244****Conducive Environment**

**Safe clean drinking water (with regular water quality monitoring) gender and culturally appropriate sanitation/toilet facilities.**

If there is female school, then the sanitation or toilet facility should be provided according to the female students needs and if there is male school then the sanitation and toilet facility should be provided according to the needs of male students.

**Adequately spacious classrooms, comfortable seating arrangements playgrounds.**

All these facilities are adequately spacious. The classroom is spacious for the students to sit comfortably. There should not be the pressure on the students to be sitting very close to one and other. No student should be controlled in case of small classroom. The way the students are sitting also makes a lot of difference in their learning because if they are not comfortable how will they be able to learn. So, sitting arrangement is also related to the health issue. The playgrounds should be kept clean. There should be proper leveling so that students cannot slip because of water in the

playgrounds, the students are comfortable in the playgrounds, and they are happy to play there because it is enough spacious, clean to use that.

### **A child friendly environment**

When the child knows that when he is in the playground, he is safe, he will not sleep, he will not be having any injury, he will not face any experience which would be uncomfortable. When he is in the classroom, he will be given a proper place to sit and he will be comfortable in that classroom, there will be no problem that anybody makes him uncomfortable, the teachers would also be receiving the child and making it possible for him to be in the classroom and learn in a very friendly manner. These entire things will together make the child friendly environment.

## **Topic 245**

### **Health Risks**

**Young children are at greater risk of various infections and diseases.**

**Schools have the responsibility to educate their students and foster among them healthy and hygienic behavior.**

Parents should have understood that the young children are more prone to get the infection so that they need to inculcate and make them understand what the things they need to do when they are getting some disease or viral infection or getting involved in some type of activity which is causing them some disease or sickness. So, this type of health education can be imparted in the classroom along with the teaching of some other subjects and the students need to be aware of all these infections that can cause some type of illness to them. It is very important to control the disease; teachers need to work on school health programs while they are teaching other subjects as well. Students can be informed how they should be using napkins to avoid any spread germs in the classroom. Students should be told to cover themselves properly during the winter school time because teachers do not instruct the students to wear the proper clothing for summer or winter and therefore the students tend to get infection and there is a risk of further illness.

**Teachers need to warn their students about various health risks and guide them.**

Teachers should tell the students because it is very hot, or it is very cold. There is a possibility of catching an infection and therefore they need to use those materials which are good for the seasons. That would be more effective if the parents guide their children because usually children come from the school, they tend to obey it and follow the instructions given by the school. So, the teachers

need to warn them what is going to happen if they do not follow this procedure. Teachers should encourage the children to eat healthy food.

## Topic 246

### Health & Hygiene

Poor sanitation, unsafe water and unhygienic practices cause millions of children in the developing world to suffer needlessly from disease. Water- and sanitation-related disease, despite being preventable, remains one of the most significant child health problems worldwide.

A high percentage of children suffer from intestinal infections caused by parasites because of poor hygiene and inadequate sanitation. Parasites consume nutrients, aggravate malnutrition, retard children's physical development and result in poor school attendance and performance. Household chores, such as fetching water, keep many girls out of school. Also, the lack of separate and decent sanitation and washing facilities in schools discourages girls from attending school full time and forces some to drop out. The majority of the 121 million school-age children not in school are girls. Promoting improved hygiene practices and increasing access to water and sanitation facilities helps to reduce opportunistic infections among people living with HIV/AIDS. Better access to facilities also reduces the burden on households caring for AIDS-affected family members. Less time spent on fetching water allows caregivers – who are usually women and girls – more time and energy for coping with the disease or for working outside the home. Appropriate sanitation also helps to ensure that AIDS sufferers, many of whom experience severe bouts of diarrhea, have access to clean and private facilities.

## Topic 247

### Preventive information

**Germs can be passed from person to person or indirectly by touching unclean equipment or surfaces.**

Cleanliness experts say hygienic cleaning will help prevent germs from spreading in the home. Hygienic cleaning involves focusing your efforts on areas in the house where germs are more likely to spread from and cause infection.

Use either soap and hot water (rinsing the germs away) or a disinfectant to kill the germs.

Thoroughly dry surfaces after cleaning. Dampness helps any remaining germs to survive and, if there's enough water, multiply.

## Lesson No. 41

**LIFE SKILLS BASED EDUCATION****Topic 248****Life Skills Based Education****Sports and Physical Education****Population education and adolescence education**

Life skills are generic skills, relevant to many diverse experiences throughout life. They should be taught as such, to gain maximum impact from life skills lessons. However, for an effective contribution to any domain of prevention, life skills should also be applied in the context of typical risk situations.

Facilitating the learning of life skills is a central component of programs designed to promote healthy behavior and mental well-being. To be effective, the teaching of life skills is coupled with the teaching of health information and the promotion of positive (health promoting and pro-social) attitudes and values. The development of life skills requires modeling of life skills by school staff and a “safe”, supportive classroom environment that is conducive to the practice and reinforcement of skills. Furthermore, life skills education needs to be developed as part of a whole school initiative designed to support the healthy psycho-social development of children and adolescents, for example, through the promotion of child-friendly practices in schools.

**Topic 249****Life Skills Based Education**

**Provision of information, knowledge and skills to the children on above subjects enables them to develop healthy behavior and protect themselves from diseases and practices which can make them vulnerable to various hazards in their life.**

Life skills lessons should be designed to achieve clearly stated learning objectives for each activity. Life skills learning is facilitated using participatory learning methods and is based on a social learning process which includes hearing an explanation of the skill in question; observation of the skill (modelling); practice of the skill in selected situations in a supportive learning environment; and feedback about individual performance of skills. Practice of skills is facilitated by role-playing in typical scenarios, with a focus on the application of skills and the effect that they have on the outcome of a hypothetical situation. Skills learning are also facilitated by using skills learning “tools”,

e.g. by working through steps in the decision- making process. Life skills education should be designed to enable children and adolescents to practice skills in progressively more demanding situations for example, by starting with skills learning in non-threatening, low-risk everyday situations and progressively moving on to the application of skills in threatening, high-risk situations. Other important methods used to facilitate life skills learning include group work, discussion, debate, storytelling, peer-supported learning and practical community development projects. Practical advice offered during the Meeting included: be humorous and make it relevant! 26. Life skills learning cannot be facilitated based on information or discussion alone. Moreover, it is not only an active learning process; it must also include experiential learning, i.e. practical experience and reinforcement of the skills for each student in a supportive learning environment.

### **Topic 250**

#### **School Health services**

**Young children are prone to many diseases.**

**In the developing countries where health services for the public are poor and overall knowledge about health care is low, parents and teachers are unable to detect health problems of children which impede their learning as well.**

The health of the child is primarily the family's responsibility. However, when the child reaches school age, some health protection service while he is in school has long been recognized as a community responsibility. The obvious importance of attention is to the health of the school child and the relative ease of access to the child and the family during this period has been significant factors in the wide-spread establishment of school health services.

The first types of school health service were concerned with controlling the spread of communicable diseases among young children in crowded urban schools. When medical inspection for this purpose also revealed many neglected non-communicable conditions, several cities employed nurses under the Board of Education or the health department to pass the information on to parents and to obtain treatment.

### **Topic 251**

#### **Health Screening**

**Health screening (medical checkup) of students on regular basis referral of students with health problems to medical centers for treatment or rehabilitation.**

In most schools, children in their middle years are routinely screened for several common physical conditions. Hearing and vision tests are two of the most frequent evaluations, important because difficulties with these senses are often subtle, and neither parents, teachers, nor children may even recognize that a problem exists. While most difficulties with hearing or vision should have been identified prior to entering school, some may have been missed, and others develop later. A child who has difficulty reading the blackboard may not know that she is seeing differently from anyone else. Nevertheless, even mild deficiencies of sight can significantly affect a child's ability to learn.

If the school notifies you that these screenings have turned out to be a potential problem in your child, have them checked by your pediatrician. In the meantime, the school nurse should be able to tell you what the school's findings may mean, and whether there is any urgency in obtaining an evaluation from your doctor. In some cases, you may be able to wait until your youngster's next well-child visit for a repeat screening or a more comprehensive evaluation.

## **Topic 252**

### **Learning Difficulties**

**Several children can be saved from losing interest in their studies and dropping out of school when their learning difficulties or disorders are detected through health screening and addressed at an early stage.**

If you have a learning problem, it doesn't mean you can't learn. But you'll need some help, and you'll need to work extra hard. If you have a learning disability, such as dyslexia or dyscalculia (serious trouble with math), remember that you are **not** slow or dumb.

Learning problems happen because of the way the brain takes in and processes information. As a result, some people learn differently. The trick will be figuring out how you learn best.

There are people who know how to do just that. Your parents and teachers can help you and they can find you a learning specialist or a school psychologist. These professionals can help figure out what a kid's learning problem is — and come up with ideas for how to make it better

## Lesson No.42

**SCHOOL NUTRITION PROGRAMS****Topic 253****School Nutrition Programs**

**Notional level affects overall health and consequently the pace of learning among the children. In Pakistan, a substantial ratio of children is malnourished, particularly in underdeveloped areas and among the disadvantaged groups**

Good nutrition is essential to students' health. That means replacing junk food with more fruit, vegetables and meals prepared with nutritious ingredients.

Each year, more than 31 million students receive lunch from the USDA's National School Lunch Program. It's critical that the meals students receive from this program are as healthy and wholesome as possible.

These are some suggestions.

- School staff must promote non-food rewards to students.
- Any food brought in for celebrations must meet student health and nutritional standards. Enough cupcakes, already.
- All foods sold at school from vending machines and school stores for fundraisers and events must comply with federal regulations.
- Support higher nutrition standards beyond the National School Lunch Program, such as limiting fast food and unhealthy vending machine options.
- Offer professional development for food service and teaching staff to promote healthier food options throughout the day.
- Support access to locally and regionally produced food.

**Topic 254****Good Supplements**

**Good supplements for malnourished children's food are an incentive to enhance enrolment and attendance.**

**Promotion of use of iodized salt.**

Supplementary feeding programs are relatively large programs in which a substantial number of beneficiaries are covered through the support of donors.

Such programs normally target their interventions administratively by selecting the target groups according to geographic location, age or income level. The programs might select the most disadvantaged rural areas and/or the poorest urban slums. The most common criterion for selecting eligible children is the child's nutritional vulnerability, and anthropometric measurements such as weight-for-age or weight-for-height indices are often used to establish eligibility for programme participation.

Supplementation can be an important way of preventing and controlling specific micronutrient deficiencies. It is usually considered a short-term measure to be used while longer-term programs are being developed and implemented, or it is applied therapeutically. For example, supplementation is used as an emergency action for displaced populations. Vitamin and mineral (iron, calcium, folic acid) supplementation programs are mainly targeted to cover such high-risk groups as pregnant women, infants and toddlers, adolescents and women of child-bearing age.

The following are some of the special concerns related to nutrition education and consumer awareness programs:

- Special attention should be given to those populations experiencing rapid dietary and lifestyle changes (such as growing urban populations).
  - Improving the teaching and training capabilities of nutrition educators through the application of innovative, participatory and client-oriented methods is critical for improving nutrition education and communication.
  - Messages need to consider the different cultures, literacy levels and languages of target populations.
  - There is a need for close coordination so that the messages provided by nutrition information and education are all similar and do not conflict with one another.
- Good supplements for malnourished children Food as incentive to enhance enrolment and attendance Promotion of use of iodized salt School feeding or school lunch programme for all students in schools

**Topic 255****History & Status of School Health Program**

**Historical various elements of school health have been delivering in Pakistan in a fragmented manner. In the early 70's school Health Services remained a component of Health Service Delivery.**

Development of children and quality of their learning depends on several factors, including their own health status. Health promoting behavior inculcated by the school not only contributes to physical development and health care of students, but its spin-off also improves awareness about health issues among the parents and local community as well. Strong relationship between health of students and their learning had inspired planners and educators hundreds of years ago in developed countries to launch health related interventions in schools. Gradually, developing countries are also realizing importance of school health programme for quality education and over health of the society, and are introducing its various components in their education systems.

School Health Programs are primarily based on two pertinent premises. Firstly, the relationship of quality of learning with the health conditions of students, and secondly, responsibility of the state to facilitate smooth physical and mental growth of children for their future role as productive members of society. A third dimension emphasized in certain situations is the potential contribution of students in dissemination of health and hygiene education messages to their parents and community at large. This phenomenon is also termed as child to child, and child to community transmission of information relating to health care and disease control.

**Topic: 256****Health Screening**

**At least annual health screening covering general health and personal hygiene, clinical assessment of anemia, eye examination, ear discharge and hearing problems.**

School environment plays a pivotal role in the retention and learning outcomes of students. Availability of proper facilities is a pre-requisite for creating a healthy environment in a school. Provision of following facilities contributes to creating a conducive environment for the children in the school: Safe clean drinking water (with regular water quality monitoring) Gender and culturally appropriate sanitation/toilet facilities Adequately spacious classrooms Comfortable seating

arrangements Playgrounds etc. A child friendly environment Access for disabled and physically challenged.

In the absence of above facilities, overall health and mental concentration of students will be negatively affected. Many children are likely to leave school due to its uncomfortable and unattractive environment. School Health Education: Young children are at greater risk of various infections and diseases. Schools have the responsibility to educate their students and foster among them healthy and hygienic behavior. They need to warn their students about various health risks and guide them on how to protect themselves and others against diseases and other forms of ill-health by adopting health and hygiene promoting habits and practices. Education of students on health and hygiene issues, through integration of health and hygiene information messages into the curriculum, and training of teachers on following themes form part of the School Health programs.

### **Topic: 257**

#### **Remedial Measures**

**Remedial measures include remedial actions at school level and referral to laboratories and hospitals**

These are some measures which are essential.

- Education about cleanliness, personal hygiene, and sanitation
- Preventive information against various non- communicable common diseases
- prevent communicable diseases, including H1N1 and Hepatitis,
- HIV and AIDS Prevention Education
- Guidance and Counseling for adolescent students on puberty issues
- Anti-drugs and anti-tobacco education
- Population education and Adolescence Education
- Environmental education Life skills-based education
- Orientation of teachers and PTAs/SMCs to stop Corporal Punishment in schools

Provision of information, knowledge, and skills to the children on above subjects enables them to develop healthy behavior and protect themselves from diseases and practices which can make them vulnerable to various hazards in their life.

**Topic: 258****Health & Nutrition Education**

**Health and nutrition education messages are transmitted using multiple approaches including infusion into curriculum extra curriculum activities physical education and sports and health counseling etc.**

Education sector not only trains or prepares human resources needed for the economy; it also produces leadership for various spheres of life. The leadership coming out of the educational institutions influences social and political dynamics in the country. Teachers, professors, and education managers enjoy respect in the community, and they have the potential to contribute significantly as catalysts of social change and development. According to latest statistics issued, over 34 million children and young people of age 5-24 are enrolled in 228,304 educational institutions in Pakistan (Pakistan Economic Survey (2008-09), Ministry of Finance, Govt. of Pakistan, Islamabad, page 161). Health sector cannot afford to ignore this large group of 34 million students and 1.28 million teachers in Pakistan. There is a need to reach out this important population group, the future builders of Pakistan. School Health Programme will yield following benefits to the country:

Reduction in dropout rate Enhancement of quality of education and learning outcomes.

Improvement in health conditions of young population Disease control and an overall improvement in health conditions in society at large.

## Lesson No.43

**SAFE & SUPPORTIVE ENVIRONMENT****Topic: 259****Safe & Supportive Environment****Under this component provision of sanitary facilities in schools are ensured**

To learn, children and adolescents need to feel safe and supported. Without these conditions, the mind reverts to a focus on survival. Educators in high-performing, high-poverty schools have long recognized the critical importance of providing a healthy, safe, and supportive classroom and school environment. At Port Chester Middle School and other HP/HP schools, this means all forms of safety and security while at school—food if hungry, clean clothes if needed, medical attention when necessary, counseling and other family services as required, and most of all caring adults who create an atmosphere of sincere support for the students' well-being *and* academic success. When students who live in poverty experience comprehensive support that works to mitigate the limiting, sometimes destructive poverty-related forces in their lives, the likelihood for success is greatly enhanced.

**Topic 260****Capacity Building for Health Screening**

This includes training of health department staff to be involved in health screening, training of teachers and provision of a tool kit to schools consisting of training and resource manuals, audio-visual aids and guidebooks.

Most schools are mandated to screen for hearing and vision. Some are required to screen for scoliosis, and many choose to screen for oral health problems. For all school screening programs develop specific procedures for notifying and informing families and students about normal and abnormal results. Screening should be carried out by trained individuals who follow clearly written protocols. Assure that appropriate referrals are made to student's health care providers when needed.

**Topic: 261****Health and Education Indicators in Pakistan**

In Pakistan about one third children under 5 years of age are underweight 60% rural population does not have adequate facilities of sanitation and 23% people live below poverty line (The State of

the World Children 2009). Pakistan is a nation of stark contrasts. This was more evident from the key findings of the Pakistan Demographic Health Survey (PDHS) 2012-2013 which was launched earlier on Wednesday at a seminar in Karachi.

With the country's population expected to surpass 200 million by 2020, Pakistan's health indicators project a discouraging future for neonatal, infant and child, as well as maternal mortality. Fertility rates have shown improvement over the last two decades but the progress over the last decade has been slow.

Despite efforts being made to increase the use of contraceptives, this area has not exhibited progress. However, with the fertility rate declining one is left to deduce the influence of other factors: an increase of lactating mothers for an extended period, late unions or plans for couples to conceive and increase in abortions. Percentage of malnutrition children in Pakistan by 2022 was 17.7%.

## **Topic: 262**

### **Provision of Facilities**

Pakistan is spending merely a small ratio of its GDP on health and education.

Under these circumstances, there is a need to accord priority to health and education of new generations through school health programs and provision of missing facilities in existing schools.

Pakistan public spending on education, percent of GDP: For example, UNESCO provides data for Pakistan from 1971 to 2012. The average value for Pakistan during that period was 2.3 percent with a minimum of 1.58 percent in 1972 and a maximum of 3.02 percent in 1997.

## **Topic: 263**

### **Educational Opportunities**

More than 45% or over 50 million people in Pakistan are illiterate mainly because basic education opportunities have not been made available by the state to all its citizens.

#### **Resource Constraints**

About 30-40% of enrolled children leave the school before completion of primary education and join a lot of illiterates in the country.

The Constitution of Pakistan states that every child has the right to free and compulsory education, yet millions of children in the country remain deprived of their Constitutional right, says a new report by Alif Ailaan, a local alliance for education reform. The report titled "25 million Broken

Promises” says that there are currently 25.02 million boys and girls between the ages of 5 and 16 who are not in school.

### **Topic: 264**

#### **Resources Constraints**

About 30-40% of enrolled children leave the school before completion of primary education and join a lot of illiterates in the country. A report on Out of School Children in Pakistan, launched here today, indicates that despite achievements in the education sector, over 6.5 million children are not enrolled in primary education and another 2.7 are not enrolled at lower secondary level. The Report, prepared in collaboration between the Government of Pakistan, the United Nations International Children’s Emergency Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics, provides a detailed analyses of out-of-school children and is important for complementing the on-going work in all provinces and areas to scale up evidence based education activities to ensure that all children have access to quality education. The Report also highlights the need for better disaggregated data that will help policymakers and education experts to better address challenges and bottlenecks in the education system. The study confirms that more girls than boys are out of school - 38.9% of primary age girls are not attending school, the rate is 30.2% for boys. Children from poorer households are proportionally more out of school – 49.2% compared to 17.5% in richest quintile. Dropout is highest in grade 5 (42.8%) indicating that many children do not transition to lower secondary education and therefore do not complete basic education.

**Topic: 265****Inadequacy of space**

Many children in rural schools either sit in congested classrooms or study in open air on the veranda or under a tree. Pakistan has almost 5.5 million children that are out of school, the second highest number in the world only after Nigeria. Pakistan also has the highest number of illiterate adults in the world, after India and China. These are just some of the findings of UNESCO's latest report on the state of global primary education that puts Pakistan's current educational crisis in a glaring, damning light.

## Lesson No. 44

**TEACHING LEARNING ENVIRONMENT****Topic: 266****Teaching Learning Environment**

Primary schools lack drinking water and 56% do not have toilet facilities. 33% of govt primary schools are without electricity (EMis 2006-07, AEPAM). Investment in school facilities has been a central component of education policy-making and school spending in Pakistan. It is a reaction to the fact that a significant proportion of schools in all provinces and territories in Pakistan often operate without basic amenities like electricity, running water, functioning toilets and safe building. This issue's importance is highlighted by the fact that school facilities appear in the national discourse on education, on a regular basis. A significant portion of government school data reports on mission facilities, the commonly used term. Parents often cite missing school facilities and teacher absenteeism as a major complaint. The media similarly focuses considerable airtime and column inches on missing facilities and ghost schools when reporting on education. Finally, all major political parties made campaign promises of substantial increases in education spending on new school building, teacher salaries and improved school facilities.

**Topic: 267****School Health programs by PHSRP**

- Punjab Health sector Reforms Programs (PHSRP) perceived that there is a dire need for health and nutrition programs for school children studying in rural areas. The National Commission for Human Development (NCHD) was established in 2002. Health is one of the most important social sectors. Health performance indicators in the health sector are one of the major positive contributing factors in the overall economy of the country. Unfortunately, these indicators in Punjab require much improvement when compared with regional countries in general and globally in particular:

- Provision of basic health facilities for the population at large is one of the responsibilities of the Government. The importance of provision of these facilities at the primary level i.e BHUs and RHCs cannot be over emphasized.
- The province of Punjab has **2455** BHUs and **293** RHCs in the public sector. These centers somehow were not delivering health services at optimal level due to many reasons e.g. Staff absenteeism, Lack of facilities both in terms of civil work and equipment's at these centers.
- In fact, no serious efforts have been made to maintain these centers as per yardstick over the last **20-25** years. Taking cognizance of the situation, the Punjab Government has taken the initiative to launch Health Sector Reforms Program. This initiative of the Punjab Government is in line with the overall poverty reduction strategy of Government and international commitments of the country specially with reference to achieving the Millennium Development Goals.

### **Topic: 268**

#### **SHP in Punjab**

These are the following features and achievements:

Appointment: School Health and Nutrition Supervisors (SH and NS) have been appointed at Basic Health Unit (BHU) level in 22 districts. School Health Programme has been institutionalized in most of the developed countries. In the recent past, several developing countries have also come forward to launch some form of health-related interventions for their schools.

### **Topic: 269**

#### **School Health and Nutrition Supervisors**

Training of teachers:

SH & N supervisors are also training schools teachers in screening common ailments of students relating to Eye, ENT, Dental, Skin and general physical problems.

Iran: Ministry of Health and Medical Education, in collaboration with Ministry of Education and Training has launched National Integrated School Health Screening Programme in Iran. This programme aims to identify children who have early signs of health problems. For example, during 2007-08, screening of 3.1 million students was completed. Out of these 12.48 had weight disorders, 4.77% had visual disorders, 3.95 had head lice, 2.24 had behavioral disorders, and 0.6 had hearing

disorders. Students with health problems are referred to outpatient clinics or hospitals and all services are offered free of charge.

'Fit for School' programme in Philippines: Since 2003, 'Fit for School' programme is being implemented in Philippines. Interventions at school level include, daily supervised hand washing with soap prior to recess, daily supervised tooth brushing with fluoride toothpaste, and biannual de-worming of all children. The costs are comparatively low, but benefits are high. Selected evaluation of the programme has confirmed following impact: Infectious diseases including diarrhea and respiratory infections are reduced by 30 to 50% The progression of (dental) caries is reduced by 40 to 50% The prevalence of helminthes (parasitic worm) infections sinks by 80% The number of children with below-normal height and weight is reduced by 20% School attendance rises by 20%

### **Topic: 270**

#### **Topic Referral & Treatment**

**Referral and treatment: After screening if any problem is detected the students are referred to as the Health Officer of the BHU concerned. Health Officers examine the referred students and provide treatment.**

Punjab Health Sector Reforms Programme (PHSRP) perceived that there is a dire need for a Health and Nutrition Programme for school children studying in rural areas. School Health Programme was therefore designed and launched to improve health, nutrition, and learning performance of students, to increase school enrolment, attendance, and to introduce better hygiene practices in the community. SHP by PHSRP was conceived and initiated to achieve the Millennium Development Goals (MDGs) for health, education and child protection. SHP in Punjab has following features and achievements:

1. Appointments: School Health and Nutrition Supervisors (SH and NS) have been appointed at Basic Health Unit (BHU) level in 22 districts.
2. Training Modules: Training materials including manual for SH & N Supervisors and School Teachers on School Health Programme have been prepared with the assistance of UNICEF.
3. Training of SH and NS: All the recruited SH & N Supervisors have been given training in their roles and tasks relating to School Health Programme.

**Topic: 271****Steering committee**

With view to ensure coordination between Health and Education Department, donors and implementation partners Govt of Punjab has formed a steering committee on school Health Program. Provincial governments should also take policy actions and concrete steps for planning and launching of school health programme. Few are listed below. Mechanisms for coordination between various actors of SHP may be instituted. Roles and responsibilities of various departments and officials at different levels may be spelled out along with allocation of necessary budget required for this programme. Relevant focal point organizations at provincial level should also undertake the tasks of material development, training, and research in this important area. Coordination Mechanisms: Provinces should constitute Steering Committees or Task Forces for policy level work on School Health Programme. These Committees should include representatives from both Health and Education sectors. SHP Units: Provincial Departments of Education and Health should establish School Health Units to plan, implement, and monitor interventions relating to School Health Programme Consultation: Policy dialogue with provincial departments of education for launching of a pilot project of school health. Pilot Projects: Provincial governments should formulate and launch pilot projects, either focusing on selected districts, or few interventions for the whole province, e.g. School Feeding or Health Screening etc. Lessons learnt and experience gained from pilot phase may lead to replication and up scaling. Networking: Identification, mapping and networking of relevant provincial level institutes and organizations which can extend technical support (in school health) at the district level. According to UNESCO, a literate person is one person who can read one paragraph with understanding in any language.

## Lesson No. 45

**UNICEF****Topic: 272****UNICEF**

At present, it is mainly focusing on one component i.e. School Health Services.

UNICEF is extending support in selected districts for improving school environment by constructing toilets and water pumps in schools, promoting Hygiene Education.

UNICEF works with the Federal Ministry of Education, Provincial Education Departments, International NGOs, NGOs and other UN agencies to ensure that every girl and boy completes a quality primary education. Along with its partners UNICEF endeavors to develop and implement policies, procedures and mechanisms to:

- Reduce the number of girls out-of-school by at least 30 percent
- Promote effective, high-quality learning in schools that are child-friendly and attentive to the needs of girls and boys

**Topic: 273****School Councils**

It has supported testing water quality of about 46000 schools. UNICEF is also supporting capacity building and involvement of school councils to facilitate implementation of School Health Programs at grass root level. School councils were established across Punjab in 1990 to ensure participation of local community and parental relations in school affairs. Under Punjab Education Sector Reforms Program, almost 56,000 school councils have been constituted which are working in public sector schools in every district of Punjab. The objective is to strengthen the capacity of schools by empowering communities to support, monitor and promote school performance. The school councils are being provided annual grants i.e. Rs. 20000 each for primary schools and Rs 50000 each for elementary schools for meeting the needs of the schools at local level.

**Topic: 274****School Health Programs by NCHD**

In June 2005, National Commission for Human Development (NCHD) launched School Health program in 17 districts of Pakistan with funding from Bill and Melinda Gates Foundation.

In Jan 2005, NCHD launched an integrated “School Health Program” with limited resources provided by an international donors Bill and Melinda Gates Foundation. The program was based on the premises that poor health is an important underlying factor for poor classroom performance and early school dropout. The School Health Program (SHP) thus aimed at increasing learning ability of primary school students through identifying and addressing the common health related learning impediments. It actively involved districts health and education departments parents, community, volunteers, philanthropists, public sector physicians, NGOs etc.

### Topic: 275

#### Findings

These students were screened bi-annually for health problems and were referred to by the established referral outlets. For example, out of 1.86 million students screened during 2006-07.

As parents, the grades and the health of your child are your two biggest priorities. To help busy parents like you, the School Health Services (SHS) conducts health screenings at all Primary Schools.

Doctors and nurses of the SHS will visit schools to conduct health screenings that detect common conditions among children. Rest assured, the dates for these screening sessions will be scheduled to minimize any disruption to your child’s classes.

Here’s a list of the types of screening activities for primary school children:

| Educational Level | Type of Screening Activity                                                                                                                                                                                                            |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary 1         | <ul style="list-style-type: none"> <li>▪ Vision screening (Eyesight test)</li> <li>▪ 3D vision screening</li> <li>▪ Growth &amp; development assessment</li> <li>▪ Hearing screening</li> <li>▪ Medical check-up by doctor</li> </ul> |
| Primary 2-4       | <ul style="list-style-type: none"> <li>▪ Vision screening (Eyesight test)</li> <li>▪ Review of health conditions where applicable</li> </ul>                                                                                          |
| Primary 5-6       | <ul style="list-style-type: none"> <li>▪ Vision screening (Eyesight test)</li> <li>▪ Growth &amp; development assessment</li> <li>▪ Spinal screening for girls only*</li> <li>▪ Medical check-up by doctor (Primary 5)</li> </ul>     |

\*The spinal screening is to check for abnormal curvature of the backbone. This screening is for girls only because the condition is more common for girls of this age.

After the health screening, your child will be given a copy of the Health Assessment Summary Report. According to the 2009 Educational policy the literacy rate of Pakistan was 57.7%. Fazal ur Rehman was the First Education minister of Pakistan.

### **Topic: 276**

#### **Sustain & Expand**

Although the School Health Program in Punjab is a commendable initiative, it does not cover two other critical components: school nutritional support and a well-organized health education campaign for students.

#### **Role of NCHD:**

From 2005 to 2007, the School Health Program was initially implemented by the National Commission for Human Development (NCHD) in 16 districts of Pakistan — 3 in NWFP, 5 in Punjab, 4 in Sindh, and 4 in Baluchistan. This phase covered 27,115 primary schools, provided training to 69,224 teachers, and benefited 2.17 million students. Later, the program was replicated in 12 districts under the Punjab Integrated Primary Health Care Model Program (2007–2010). This phase included 22,661 primary schools, trained 65,703 teachers, and reached 2.5 million students.

The current literacy rate of Pakistan is 62.3 which mean that an estimated population of 60 million is illiterate in the country. Keeping in view this situation, the present government is according to priority to enhance the national literacy rate. Accordingly, Ministry of Federal Education & Professional Training has included LITERACY in the national education priorities.

The National Commission for Human Development (NCHD), is an autonomous body of the Ministry of Federal Education and Professional Training, mandated to support human development efforts in Pakistan particularly in the fields of adult literacy, universal primary education, primary health, poverty alleviation, and capacity building, and volunteerism. Being the National Lead Agency for literacy, NCHD is contributing to promote literacy in the country for the last seventeen years.

#### **Process Steps of the Program**

The School Health Program has essentially the following four basic process steps:

- Capacity building of teachers to identify students with visual, hearing, dental, skin and personal hygiene problems through simple and scientific screening techniques employed by teachers.
- Establishment of referral system where primary school students identified with health problems could be referred for corrective action.
- Corrective and curative care of primary school students identified health problems at the established referral outlets including provision of eyeglasses for students having weak eyesight.
- Formation of community support system to assist and sponsor school health initiatives at local level.