PERFORMANCE OF EDUCATIONAL PLANNING MANAGEMENT AND SUPERVISION SYSTEM AS EVIDENCED IN THE SCHOOL STUDY

IN

ABBOTTABAD DISTRICT

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1983

PREFACE

The Academy of Educational Planning and Management was established by the Ministry of Education with the major objectives of organizing training and research programmes in the field of educational planning, management and supervision. In order to delineate its action plan, the Academy organized a seminar on "Perspectives of Educational Planning and Management in Pakistan". As a follow up of the recommendations of the seminar, a multi-disciplinary team consisting of several members of the faculty of the Academy undertook a study of the system of planning, management and supervision in Abbottabad District from May 21 to June 11, 1983. The objective of the study was to familiarise the newly recruited faculty of the Academy with the processes of administration at grass root levels and the actual situation prevailing in the schools. The exercise commenced with a conference cum-workshop from 21 to 24 May, which was attended by the faculty of the Academy and the District Education Officers (male and female) of the Abbottabad District alongwith their field officers. Proceedings of the workshop and responses to questionnaires completed by the participants have been reported in the Workshop Report, dated June 1983.

This report describes the results of the field study conducted from May 25 to June 11, 1983. The team visited

21 schools in Abbottabad Tehsil, 10 schools in Haripur Tehsil and Government College of Elementary Education, Haripur for this purpose.

The co-operation extended and the facilities provided by the Director of Schools, Peshawar; Director Education, Hazara Division; Deputy Director, Education Extension Centre, Abbottabad and the District Education Officer, Abbottabad alongwith his team are gratefully acknowledged. The support of the Ministry of Education and the then Director General, Dr. M. H. Qazi for this study is also acknowledged.

The generous financial assistance provided by the UNDP is gratefully acknowledged.

December 21, 1983

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SECTION-I

INTRODUCTION

1. The need for studies of the planning, management and supervision of education at District level

2. The structure of the study

THE NEED FOR STUDIES OF THE PLANNING, MANAGEMENT AND SUPERVISION OF EDUCATION AT DISTRICT LEVEL

The field of "educational planning", as a special discipline, was developed in the 1960s. This was an outcome of two main factors. On the one hand, the equally young discipline of the "economics of education" was growing around the idea of investment in human capital-that expenditure on education could be seen, and planned, as a contribution to the wealth of nations. On the other, governments in the Third World were mostly committed as a matter of policy to extend the coverage of basic educational facilities at an accelerated pace, as well as developing vocational and higher education in support of national development.

In this situation, "educational planning" developed primarily as the technique of preparing mutually compatible projections of enrolments at different levels and in different sectors of the education system, together with associated projections of teacher inputs, capital and recurrent costs, etc. These projections were prepared in the first instance at national level, based on national census data and national base-line educational statistics. The projections were further aligned to national level estimates of requirements for specialist manpower, where such estimates were available. A second feature of "educational planning" was the justification and specification of various major educational development projects, for funding by

national or international agencies.

This type of educational planning has its virtues. It provides a clearly structured framework for thinking about the future in quantitative terms, especially valuable if several alternative assumptions are built into the projections so that their sensitivity to different conditions can be ascertained. Computerised 'simulation models' on these lines are now available to facilitate this work. The limitations of this approach were soon noted, however, as the problems of expansion, and problems arising from expansion, became evident. By 1969, UNESCO convened a conference on "Qualitative aspects of educational planning". An interest was developed at international level in alternatives to the formal system of education, that might perhaps meet the needs of the poorer sections of society, still lacking in regular educational facilities. Another approach to the problem of extending educational coverage more effectively was the concept of "micro-planning", particularly, the idea of mapping-out the location and type of schooling at local level, based on population estimates, distances and modes of travel, etc. This technique has considerable potential though it requires analytical skills at local level which may not be readily available. A third approach has been the attempt to improve the effectiveness of the prevailing system of education and the effectiveness of the expansion process by developing a partnership entitled alternatively "educational planning and administration" or "educational planning and management".

The Academy of Educational Planning and Management, Islamabad, has been set up to undertake training activities and policy-related research in this field. One of its key client groups for training comprises the District Education Officers (Male and Female) in the seventy or so Districts and similar units into which the Provinces and Federally-administered areas are divided. These officers have a heavy load of managerial/ administrative duties plus a supervisory function (in respect of secondary schools) together with some planning functions. The Academy has also to assist the Provinces in the training of administrative and supervisory staff working under the District Education Officers. In order to develop a training strategy for the District level officers and their subordinates, the Academy has thus to concern itself, as a first priority, with the development of the partnership concept of "educational planning and management", in its application at "micro" level. This topic is likewise of obvious importance in the Academy's programme of policy-related research, as the weakness of field administration and supervision of schools is widely held to be the prime cause of numerous weaknesses in the school system as well as leading to delays in the implementation of plans for expansion.

As relatively limited attention has been paid to this area so far, the Academy's studies in this field may be expected to be of general interest. Conversely, there are few guidelines on methodology. For this reason, the first study undertaken by the Academy in this area was emphatically exploratory in nature.

It was necessary to specify the issue under investigation in quite elaborated form, while remaining aware of the likelihood that many issues would be difficult to investigate and that no conclusion might be possible beyond an indication of the need for a further special study and an indication of the way such a study might be developed. In practice, some useful concepts and findings emerged, especially from the view-point of developing the Academy's programmes.

It may be emphasised that the present study represents a beginning. It is intended to develop a comparative picture of educational planning and management structures at District level in the different Provinces, as well as comparison between such "regular" structures and the innovative structures explored in projects such as the Special Development Programme, the Primary Education Project, and so on.

Thinking underlying the formulation of the study.

Some of the ideas current at the time the study was formulated are noted briefly here. They indicate the philosophy or spirit in which the study was conducted, the model of the current situation under test, and some ideas regarding possible future action.

The concept of "channel blockage" at District level was put forward as an important area of study by the Academy's first Chairman at its Inaugural Seminar. He noted that the regular

channel for submissio: of plans an' cases from first-level supervision to sec n -level super ision and then to the District Education Officer(DEO) had proved ineffective as a means for planning and implementing the ra i expansion of primary education in the rural areas. He noted th: ossibility of establishing "by-pass" structures, such as th at from a new category of grass-roots planning officer direct tc ne DEO, attempted under the Special Development Programme, 19 2-83.

On plausible reason for channel blockage would be "overload" on the officers at District level and below. It was hypothesised that these officers were prevented from attending fully to long-range planning and field supervisory duties by high-priority duties of perhaps lesser importance which tied them to their desks. It was hoped to study work-load in such a way as to measure any bias towards activities highly visible to and desired by the higher authorities and away from less visible activities of a long-range nature.

The postulated tendency for administrative desk-work to take priority over more constructive functions led naturally to the question of whether there should be more specialisation of functions, e.g. whether pedagogic guidance should be separated from administrative work.

Another aspect of channel blockage and overload might be the lack of any systematic procedures for planning and management at District level and below. These procedures would entail

a review of problems of coverage and quality throughout the area, the assignment of priorities and the development of projects and techniques to resolve them, and the Academy might assist in developing such procedures.

It was believed, finally, that the assessment of present activities, and of various possible futures, was a pre-requisite for developing a set of priorities in the field of training. Development of a training programme requires in principle a complete review of all the system's or institution's activities and problems, and analysis of various ways of solving them. The present study, being a modest review, was expected to generate some modest conception of the potential contribution that could be made by various types and sequences of training. The concept of measuring "training need" was considered too specific for the field of planning, management and supervision, being more appropriate to activities such as learning to use a particular machine, learning a computer or shorthand language etc. The concept of a hierachy of possible training objectives was considered preferable in the present context.

The output of the study was thus intended to include a review of structures and problems in education planning, management and supervision at District level, suggestions for various kinds of research into ways of improving these structures and resolving the problems and suggestions for the development of training programmes

for District level officers. These objectives have to some extent been achieved, as indicated in the chapters that follow.

THE STRUCTURE OF THE STUDY

The study was designed as a multi-disciplinary team project to be undertaken by the newly-assembled staff of the Academy of Educational Planning and Management, Islamabad. It was to commence with a conference-cum-workshop to which all the planning, management and supervisory staff of an Education District were to be invited, at which the study would be introduced and preliminary data collected. The Academy staff would then undertake a series of data collection exercises in the District and Tehsil offices and undertake visits to a representative group of schools.

Due to unavoidable problems, the time available for the field study was only three weeks, the first week of which was devoted to the workshop in Abbottabad. Nevertheless a total of 21 schools were visited in Abbottabad Tehsil and 10 schools in Haripur Tehsil. Interviews were also conducted with the Director of Education, Hazara Division, with the District Education Officers, Male and Female, and with some of their subordinates.

The study thus comprised three main sections :-

1. Overview of the processes of planning, management and supervision, based on the workshop proceedings and subsequent interviews with field staff.

2. Study of a structured sample of schools in Abbottabad Tehsil, to review the 'end-product' of the processes

of planning, management and supervision in the Tehsil.

3. Special comparative study of schools in frequent contact with an outside agency (practice schools of the Government College of Elementary Education (teacher training college situated at Haripur) and control schools.

In addition, a case study was made of Haripur College of Elementary Education, as part of the Academy's broad programme.

The studies of planning, management and supervision were to be conducted having regard to :-

A. Limitations imposed by the work-load of the field officers concerned.

B. Limitations imposed by any lack of support facilities (physical, clerical, etc.).

C. Limitations imposed by prevailing policies, procedures and state of the art (including any need for the development of new techniques for use by District officers).

D. Limitations imposed by lack of training of the administrative officers.

This analysis would lead on to the following conclusions:-

A. Methodological aspects of conducting research in this field.

B. Implications of the study for policy-related research into educational planning, management and supervision as well as educational policy.

C. Implications of the study for the design of training programmes in educational planning, management and supervision.

SECTION - II

STRUCTURE OF THE DISTRICT ADMINISTRATION

3. Education system of Abbottabad District: basic profile
4. Present workload of District and Tehsil Officers
5. The process of planning and plan implementation
6. The process of management
7. The supervision system, its limitations and implications

EDUCATION SYSTEM OF ABBOTTABAD DISTRICT
BASIC PROFILE

Abbottabad District forms part of Hazara Division in the North West Frontier Province (NWFP). It comprises two administrative units, Abbottabad Tehsil or Sub-Division, a hilly area centred on the hill station of Abbottabad, and Haripur Tehsil or Sub-Division, centred on Haripur, a small market town, nearer to Islamabad. The Abbottabad District has an area of 3565 sq. km.

The educational system in Abbottabad District comprises a total of some 1100 schools administered by Government, as well as a small number of recently established private schools, mostly small schools at primary level. The statistics which follow refer to Government schools. They comprise:-

	Boys	Girls
- Primary schools:	369	285
- Middle schools :	70	19
- High schools :	67	12
Total:	776	316

It may be noted that middle schools may also include a primary section and high schools may include both primary and middle sections. Another note-worthy feature is that 108 of the primary schools are situated in the village Mosques, or are connected with it as 'Maktab' schools (Table 3.1).

The schools are situated predominantly in rural areas. According to the classification used by the District Education Office, some 96% of the boys' primary schools are in rural areas, together with some 93% of the middle schools and some 81% of the high schools (Table 3.2).

The total number of pupils (boys & girls) in Government schools was 127011 (1981-82). Primary schools accounted for some 79% of all enrolments, middle schools for 15% and high schools for 6% (Table 2.3).

The education system has been expanding rapidly. Over the 5 year period ending 1981-82, enrolment in boys' primary schools had increased by 37%, in boys' middle schools by 14% and in high schools by 17% (Table 3.3). The increase at middle and high school level was thus of the same order of magnitude as population growth (3% p.a. approximately, or 16% over 5 years). Enrolment in boys' primary schools had increased faster than this.

This expansion entailed a heavy administrative work load as a substantial number of schools had to be created, - a very demanding task. The increase in the number of boys' schools over the period 1976-77 to 1981-82 was 22941 or 30%. This was made up as follows:

Increase in primary schools	- 26%	(75 schools)
Increase in middle schools	- 37%	(21 schools)
Increase in high schools	- 38%	(19 schools)

(Table 3.4).

Over the period 1981-82 to 198[illegible] there was a further increase in the number of primary schools due to the Special Development Project for primary education.

This process of expansion will be a continuing burden. Even at primary level, there is still not full coverage of the corresponding age-group:-

		Boys	Girls	Total
(i)	Age-group 5-9 (000's)	99.4	93.8	193.0
(ii)	Enrolment, grade 1-5	76495	23317	99812
	Aproximate participation rate			
	(ii) ÷ (i) X 100	77%	25%	52%

These figures indicate that approximately 77% of boys and 25% of girls of primary school age are at school. There are some specific weaknesses in these estimates, apart from general unreliability of census-type data. In particular, there may be a substantial number of 'Kindergarten' or 'Kacha' pupils included in the enrolment figures for class 1 as well as the regular class 1 students. This will lead to an over-estimate of participation rates, to the extent that pupils often spend 6 years rather than 5 before completing grade 5. Repetion can also mean that a pupil spends more than 5 years in grades 1-5 and this again leads to an upward bias. As against this, there is a degree of under-estimation due to lack of data on enrolment in private schools.

Similar calculations indicate participation rates of 34%

for boys and 7% for girls at middle level (grades 6-8). At high school level (grades 9-10), approximate participation rates were 20% for boys and 4% for girls (Table 3.5).

Detailed calculations relating to drop-out are not possible, due to the absence of statistics on the rate of repetition in the various grades. Likewise, it is difficult to devise a meaningful series of enrolment ratios, based on grade 1 enrolment as 100. This is again due to the inclusion of 'Kacha' or'pre-school' pupils in the enrolment figures for grade-1.

In these circumstances, it may be most instructive to compute ratios for enrolment in each grade as a percentage of enrolment in the previous grade. Let Gn be enrolment in grade. The ratios for boys' schools in Abbottabad District are then as follows:-

Grades	Ratios (in %)
$G_2 - G_1$	41
$G_3 - G_2$	82
$G_4 - G_3$	77
$G_5 - G_4$	91
$G_6 - G_5$	80
$G_7 - G_6$	86
$G_8 - G_7$	78
$G_9 - G_8$	88
$G_{10} - G_9$	77

Rates of drop-out are known to be heavily influenced by external factors, such as the socio-economic status of the pupils. In-school factors are also relevant, such as the presentation of the material in a fashion meaningful to the pupils. In this respect the substantial number of untrained teachers, as likewise the high pupil-teacher ratios, represents a major weakness of the system. Almost half of the primary school teachers were untrained in both Tehsils. A third of the middle school teachers in Haripur Tehsil were untrained. The proportion of untrained teachers overall was 26% (Table 3.6).

The task of management is made more difficult by the large number of very small schools, many staffed by teachers who lack the training, competence or commitment to manage an educational institution. More than 200 boys' primary schools in Abbottabad District had only one teacher, while 390 had 2 teachers and only 123 had 3 or more teachers. Boys' middle schools were divided evenly between those with 5-9 teachers and those with 10-14. Two-thirds of the boys' high schools had at least 10-14 teachers (Table 3.7).

A total of 72 boys' primary schools had less than 30 pupils. Median school size at primary level was 79 pupils. The median size for middle schools was 55 pupils and for high schools 66 pupils (Table 3.8).

Boys' primary schools typically had 1 to 3 classrooms (for 5 grades) while middle schools typically had 5-9 classrooms. The number of classrooms in the high schools varied widely from 5 to 33 (Table 3.9).

The inadequacy of classroom accommodation, leading to make-shift arrangements on verandahs and to cancellation of school during bad weather, tends to lower morale and presents a major challenge to planners and administrators.

Abbottabad District thus comprises a mostly rural area, in which often undertrained teachers operate in one's and two's, in sometimes remote locations. Apart from support for this system, the administrative staff have also to plan for extension in school provision, including the opening and staffing of schools in back-ward areas. In Haripur Tehsil, for example, about one-quarter of the boys primary and middle schools are over 50 km. from the town of Haripur (Table 3.10). The schools were reached by motor-cycle or by bus and sometimes also by boat (Tarbela Dam) (Table 3.11). The median travel time was just over 2 hours. In the case of 94 schools (37%) there was a substantial walk from the stopping place of the vehicle to the school.

TABLE 3.1

NUMBER OF SCHOOLS/IN ABBOTTABAD AND HARIPUR TEHSIL, BY LEVEL AND TYPE, 1981-82

	PRIMARY (Regular	MOSQUE	MAKTAB	MIDDLE	HIGH	TOTAL
ABBOTTABAD TEHSIL (Male)	373	22	13	38	38	484
(Female)	200	-	-	13	7	220
HARIPUR TEHSIL (Male)	211	12	8	33	29	293
(Female)	85	-	-	6	5	96
ABBOTTABAD DISTRICT (Male)	584	34	21	71	67	777
(Female)	285	-	-	19	12	316

Sources: (i) Data for 1981-82 (male and female) and 1982-83 (male) was obtained from the Directorate of Education, Peshawar.

(ii) Detailed information (male side) 1975-76 to 1981-82, was obtained from DEO's office, Abbottabad.

(iii) Table 2.1 shows data for 1981-82, the latest year for which data are available on both male and female sides.
The number of boys' schools in 1982-83, were as follows:
Primary (regular) 612, Mosque 67, Maktab 21, Middle 71, High 70.

TABLE 3.2

DISTRIBUTION OF BOYS SCHOOLS BETWEEN URBAN AND RURAL AREAS, ABBOTTABAD AND HARIPUR TEHSILS 1982-83

TEHSIL	SCHOOL	AREA		TOTAL
		URBAN	RURAL	
ABBOTTABAD	Primary	16	433	449
	Middle	3	35	38
	Secondary	7	33	40
	Total:	26	501	527
HARIPUR	Primary	12	259	271
	Middle	2	31	33
	Secondary	6	24	30
	Total:	20	314	334
ABBOTTABAD DISTRICT				
	Primary	28	692	720
	Middle	5	66	71
	Secondary	13	57	70
	Total:	46	815	861

TABLE 3.3

ENROLMENT IN VARIOUS LEVELS OF BOYS SCHOOLS ABBOTTABAD DISTRICT,1976-77 TO 1981-82

YEAR	ENROLMENT				INCREASE (IN PERCENTAGE)			
	PRIMARY	MIDDLE	SECONDARY	TOTAL	PRIMARY	MIDDLE	SECONDARY	TOTAL
1976-77	53908	15498	5698	75104	-	-	-	
1977-78	54865	16042	5865	76772	1.7	3.5	3.0	
1978-79	59135	15661	5804	80600	8.0	-2.3	-1.0	
1979-80	65143	15708	6253	87104	10.2	0.3	7.7	
1980-81	68770	15675	6300	90745	5.6	-0.2	0.8	
1981-82	76495	16376	6698	99569	11.2	4.4	6.3	
Increase 1976-77,81-82	-	-	-		36.7	6.0	16.8	

Note: Enrolment by level on the female side (1981-82) was as follows:
Primary: 23312 Middle: 3017 and High: 1193

TABLE 3.4

NUMBERS OF BOYS SCHOOLS IN VARIOUS LEVELS, ABBOTTABAD DISTRICT.
1976-77 TO 1982-83

	Primary	% Increase '	Middle	% Increase '	Secondary	% Increase
1976-77	564	-	50	-	48	-
1977-78	567	0.6	62	24	53	10
1978-79	574	1.2	62	0	54	2
1979-80	594	3.5	67	8	57	5
1980-81	609	2.5	68	1	61	7
1981-82	639	5.0	71	4	67	10
1982-83	720	13.0	71	0	70	4
		25.7		37		38

TABLE 3.5

APPROXIMATE PARTICIPATION RATE FOR DIFFERENT LEVELS OF SCHOOLING, ABBOTTABAD DISTRICT, 1981-82

	MALE			FEMALE			TOTAL MALE+ FEMALE		
	Enrolment	Population	Participation	Enrolment	Population	Partici-pation	Enrol-ment	Popula-tion	Partici-pation
5-9	76495	99366	77%	23317	93787	25%	99812	193153	52%
10-12	16552	49237	34%	3017	45677	7%	19569	94914	21%
13-14	6698	32825	20%	1193	30451	4%	7891	63276	12%

TABLE 3.6

QUALIFICATIONS OF MALE TEACHERS, ABBOTTABAD DISTRICT,1981-82

TEHSIL		Primary	Middle	High	Total
ABBOTTABAD	Untrained	326	31	34	391
	Trained Non-Graduate	452	364	384	1200
	Untrained Graduate	3	14	12	29
	Trained Graduate	-	37	177	214
	TOTAL:	781	446	607	1834
HARIPUR	Untrained	278	110	33	421
	Trained Non-Graduate	294	185	302	781
	Untrained Graduate	1	-	9	10
	Trained Graduate	-	33	144	177
	TOTAL:	537	328	488	1389

TABLE 3.7

NUMBER OF BOYS SCHOOLS WITH NUMBER OF TEACHERS, ABBOTTABAD DISTRICT,1982-83

TEHSIL	SCHOOL	NUMBER OF SCHOOLS WITH TEACHER CADRE							
		1	2	3	4	4-9	10-14	15+ above	TOTAL
ABBOTTABAD	Primary	159	224	34	11	19	2	-	449
	Middle	-	-	-	1	20	15	2	38
	Secondary	-	-	-	-	1	26	13	40
HARIPUR	Primary	48	166	26	14	14	3	-	271
	Middle	-	-	-	-	14	19	-	33
	Secondary	-	-	-	-	-	20	10	30
ABBOTTABAD DISTRICT									
	Primary	207	390	60	25	33	5	-	720
	Middle	-	-	-	1	34	34	2	71
	Secondary	-	-	-	-	1	46	23	70

Note: Mosque and Maktab Schools are included

TABLE 3.8

SCHOOL SIZE (BOYS) AS MEASURED BY NUMBER OF PUPILS, ABBOTTABAD DISTRICT ,1982-83

TEHSIL	School	0-29	30-59	60-89	90-119	120-148	149 & above	Total
ABBOTTABAD	Primary	42	103	116	79	48	61	449
	Middle	5	15	8	6	2	2	38
	Secondary	7	8	12	7	-	6	40
HARIPUR	Primary	30	77	55	42	24	43	271
	Middle	5	15	9	3	1	-	33
	Secondary	6	11	4	4	-	5	30
TOTAL	Primary	72	180	171	121	72	104	720
	Middle	10	30	17	9	3	2	71
	Secondary	13	19	16	11	-	11	70

TABLE 3.9

DISTRIBUTION OF BOYS SCHOOLS BY NUMBER OF CLASSROOMS, ABBOTTABAD DISTRICT,1982-83

TEHSIL	School	Number of schools with number of class rooms									
		0	1	2	3	4	5-9	10-14	15-20	21 & above	Total
ABBOTT-ABAD	Primary	4	166	174	45	12	14	17	12	5	449
	Middle	-	-	-	4	4	28	3	-	-	39
	Secondary	-	-	-	-	-	16	15	4	4	39
	Total	4	166	174	49	16	58	35	16	9	527
HARIPUR											
	Primary	12	25	155	39	12	19	4	3	2	271
	Middle	-	-	1	5	-	23	4	-	-	33
	Secondary	-	-	-	-	-	17	6	4	3	30
	Total	12	25	156	44	12	59	14	7	5	334
	ABBOTTABAD DISTRICT										
	Primary	16	191	329	84	24	33	21	15	7	720
	Middle	-	-	1	9	4	51	7	-	-	71
	Secondary	-	-	-	-	-	33	21	8	7	70
	Total	16	191	330	93	28	117	49	23	14	861

TABLE 3.10

NUMBER OF BOYS SCHOOLS AT VARIOUS DISTANCES FROM HEADQUARTERS, HARIPUR TEHSIL,1983

Distance in Km. from Headquarter	Number of School		Total
	Primary	Middle	
0-16	61	5	66
17-32	76	15	91
33-48	36	3	39
49-64	28	4	32
65-80	8	1	9
81-96	15	3	18
97-112	1	1	2
	225	32	257

TABLE 3.11

MODE OF TRANSPORTATION USED BY SUPERVISOR TO REACH SCHOOLS, HARIPUR TEHSIL

Mode of Transportation	Number of School		
	Primary	Middle	Total
Motorcycle	158	9	167
Jeep	-	2	2
Bus	42	5	47
Launch/boat	37	4	41
Total:	237	20	257

PRESENT WORK-LOAD OF DISTRICT AND TEHSIL OFFICERS

The process of planning, management and supervision at local level might be documented in several different ways, subject-wise, office-wise, etc. Here, a general review of work-load has been chosen as the first topic, followed by a subject-wise study of present procedures. The review of work-load is taken first because it provides a general perspective from which the pattern of individual work-activities may be viewed. The heavy work-load of most field officers means, for example, that they are severely limited in the time they can give to such matters as on-the-spot surveys of educational need, for purposes of school mapping and project planning, or to the development of the pedagogic skills of individual teachers. It is likely that the officers concerned would go about their activities differently if their work-load permitted, e.g. if they were responsible for fewer schools.

The concept of "Work-load"

The concept of "work-load" has been discussed to some extent in the literature, but it was intended that the present study would focus on various aspects of work-load, actual and potential, in depth.

One generalized measure of work-load, the ratio of first-line supervisors to schools and teachers, has been computed for various countries as a measure of administrative and supervisory work-load. Lyons and Pritchard (1976) gave the following figures for primary schooling:

	Schools per Asstt. Inspector/-tress	Teacher per Asstt. Inspector/-tress
Pakistan	64	156
Nigeria	37	383
Peru	92	295
Venezuela	50	251
Zambia	29	214

Pritchard (1975) gave comparable figures for the Provinces of Pakistan (1971-72).

Baluchistan	73	111
NWFP	58	122
Punjab	72	181
Sind	53	132
4 Provinces	64	156
(Same, 1963-4)	50	113

These figures in themselves give only a general

impression of work-load. They do not indicate, for example, the relative severity of the problems of physical access to the school, which in rural parts of the Third World represent one of the key limitations to educational progress. Then again the problems of administration and supervision are affected by the predominance of small or large schools, the training and/or competence of the school principals and teachers, the extent to which the school system is undergoing quantitative expansion or qualitative change, and so on.

The figures nevertheless point to the likelihood of overload. Given the difficulty of access to rural schools, and given the number of working days in a year, the above figures indicate that it would be difficult for a first-line supervisor to achieve a marked improvement in teaching methods by personal classroom visits, for example; this being the more true if first-line supervisors are expected to undertake administrative duties as well as pedagogic ones.

The present situation (1981-82) in Pakistan is substantially worse than in 1971-72:-

	No. of Primary & Middle schools (a)	No. of Primary & Middle school teachers (b)	No. of first line supervisors. (c)	(a)÷(c)	(b)÷(c)
Baluchistan	2950	6412	58	51	111
NWFP	8038	24210	112	72	216
Punjab	40541	122391	450	90	272
Sind	13049	55009	188	69	293
4 Provinces	64578	208022	808	80	257

The first-line supervisors in Abbottabad District had a work-load of about 100 schools each, despite difficult terrain in some parts of the District. This represents a very high work-load imposing constraints upon the support these officers can give to the schools.

Similar crude calculations can be made for the District 'Education Officers. They currently have direct responsibility for supervision of secondary schools and general responsibility for educational activities and development in their District:

	No. of secondary schools (a)	No. of secondary schools teachers (b)	No. of DEOs (c)	(a)÷(c)	(b)÷(c)
Baluchistan	161	3062	16	10	191
NWFP	641	10816	21	31	515
Punjab	1861	36620	33	56	1110
Sind	808	16147	30	27	538
4 Provinces	3411	61645	100	34	604

A second approach to work-load in the literature is to study the time spent by the officers concerned on various types of activity. Nwanko (1981) summarised the time spent on various activities by District Education Officers and their subordinates (Table 4.1). For the District Education Officers, only 8% of their time was marked as relating to "Educational Services" and 15% as "Field Work". The implication is that other pressures prevented these officers from undertaking much work relating directly to educational development. Some part of activities such as "Communication", "Meetings" etc.

would also bear quite directly on educational development, of course. In many instances, however, time spent on such items as "Communication" might relate to rather unproductive activities, such as looking into delays caused by administrative inefficiencies; coping with requests for personal favours, etc.

The survey of work activities of District Education Officers in India (by NIEPA, Delhi) has similar implications. From 9% to 40% of time was stated to be spent on "visiting and inspecting institutions". Officers mostly spent more time on "Office work" and other such activities than on work obviously related to educational development (Table 4.2).

These studies of the percentage distribution of work-load have several limitations:-

(i) It is difficult for respondents to make an accurate estimate of how they spend their time. Moreover, their replies may be biassed to suit whatever they perceive as being their own best interest.

(ii) Percentage distribution of time does not measure the absolute magnitude of the work-load. One officer may work a 12 hours day or more, fitting in 3 hours of unavoidable interviews with visitors having urgent problems. Another may work a day of half this length and spend the same percentage of time in face-to-face communication, by way of casual chat. Unless the questionnaire is administered under conditions of strict anonymity, however, respondents are unlikely

to give an unbiased reply regarding the total numbers of hours worked.

(iii) The choice of categories does not clearly distinguish work with a significant positive focus, and activities with which the officer should preferably not be hurdened.

(iv) The choice of categories does not indicate why certain activities take priority over others, i.e., in conditions of overload, why certain activities are undertaken and not others. Why, for example, are school visits postponed to cope with "Office work"?

For the purposes of the Academy's research and training programmes, some more detailed studies of actual work activities are thus required. Prior to the Abbottabad field study, several approaches to the study of work activities were delineated for this purpose. A particular feature was the desire to measure the urgency or time-constraint attaching to various activities, to create a picture of the "queueing" procedures according to which various work activities were postponed or taken up. Types of work-study considered at this stage included:

(i) Work diaries (structured to indicate priorities)
(ii) Retrospective study of visits diaries
(iii) Interviews regarding methods of work-planning, work-load, etc
(iv) Classification of files, etc. handled by the officer each day
(v) Review of type and volume of files held in the office.

A study of work-flows was also envisaged, either retrospective (tracing past movements of selected files) or concurrent (following on-going cases). Case data would include the origins of the case, the path it took and the reasons for any delay.

It was found that these studies could not be carried out in the limited time available for the study. Nor could officers be asked to participate in such studies without a formal survey structure. Formalities apart, there was a noticeable psychological block which held the researchers back. Here it may be noted that the full range of studies mentioned above are urgently needed. Only limited progress had been made in the Academy's first study but ideas have been developed for overcoming some of the difficulties encountered at this stage.

Before proceeding to discuss the data from the Abbottabad study, a distinction may be drawn between the work activities actually performed on an average day, week or year, and the various levels of potential work-load. The first measures of work-load cited above e.g., the number of schools to be supervised per officer, carry some implication of potential work-load in planning, management and supervision. This potential work-load may ideally be estimated, and compared with the actual number of man-hours available under present staffing conditions. Consideration may then be given to remedying the discrepancy if staffing levels are unfavourable:

(i) Recruitment of more supervisory staff.

(ii) Provision of more physical resources and support staff e.g. secretarial staff and typewriters, vehicles etc.

(iii) Adoption of more efficient procedures (difficult when procedures are deeply entrenched).

(iv) Involving new categories of personnel in the tasks of planning, management and supervision.

How does one measure the potential planning, management and supervisory work-load implicit in a particular educational system or sub-system?

There are no clear guidelines here. A key question is the frequency of outside contacts needed to motivate the teacher or teachers in the rural schools to attend school regularly, to conduct their classes conscientiously, to maintain and develop the conventional physical resource base (buildings, equipment and materials) and so on. A higher level of potential work-load would include also supporting or ensuring support for the upgrading of the skills of the teachers, moving from inadequate rote-learning-based teaching through towards understanding-based and activity-supported learning.

Some experiments are in progress which bear upon these questions. The Primary Education Project, for example, has employed a cadre of "learning coordinators" who supervise a small circle of schools (from 10 to 20 or more according to the province). These officers are expected to pay monthly visits to each school and are expected to attempt even the upgrading of the skills of the teachers. (A detailed study of the experiences of these learning coordinators, jointly with the Primary Education Project, is an urgent priority for Academy research). The Special Development Programme 1982-83 employed a special cadre of officers at local (Union Council) level to undertake project planning and management mainly in connection with the establishment of new primary school facilities (including mosque schools) in the

rural areas. (The work of these officers would also constitute an important avenue of research). Further experimentation in this area may be initiated, in connection with the long-term programme of the Academy of Educational Planning and Management.

Meanwhile certain measures of potential work-load could be utilised for purposes of analysis and work planning:

(i) Work-load if officially specified numbers of days per week is given to field visits and other work remains the same.

(ii) Work-load if each school receives 'n' visits per year.

(iii) Additions to work-load if certain new activities in planning, management or supervision are added to existing duties.

(iv) Possible reductions in work-load if certain activities are eliminated or simplified.

Organisation of the planning, management and supervision of education in Abbottabad District.

The organisational structures for the planning, management and supervision of education in Abbottabad District may now be described in outline. The organisational structures operate separately for males and females. There is a District Education Officer (Male), assisted by a Deputy. He is further supported by four specialised Assistant District Education Officers, one each for Academic work, Development, Physical Education and Accounts, and by the office Superintendent (chart 4.1). The District Education Officer (female) has a separately located and smaller office, and is supported by two lady Assistant District Education Officers, one each for Academic work and Physical Education. She has the support also of one male Assistant, and of the head clerk, who supervises the office work (chart 4.2).

Each District Education Officer supervises the work of two offices at local level, one for Abbottabad Tehsil and one for Haripur Tehsil. These offices are supervised by a Tehsil or Sub-Divisional Education Officer, with a professional cadre as under:

Cadre	Abbottabad Tehsil		Haripur Tehsil	
	Male	Female	Male	Female
Sub-Divisional Education Officer	1	1	1	1
Assistant Sub-Divisional Education Officer	4	2	3	1

The organisation of a Tehsil or Sub-Divisional level office is shown in Chart 4.3).

The District Education Officer (Male) reports to the Divisional Director Schools, Hazara Division, who reports to the Director of Education, Schools, North West Frontier Province. The District Education Officer (Female) reports to the Deputy Divisional Directoress, Schools, Hazara Division. She reports in turn to the Divisional Director, Schools, Hazara Division, there being no Director's post on the female side.

The responsibilities of the District and Tehsil offices are discussed in detail under the headings of the planning, management and supervisory functions, in chapters 5 to 7. Here it may be noted in brief that the District Education Officer has general responsibility for educational development and administration in the District as a whole, with direct personal responsibility for supervising the District's secondary schools. Primary and middle schools are administered and supervised by the officers at Tehsil level.

Work-load as measured by the number of schools per officer

We may begin with a discussion of the work-load of officers at Tehsil level, responsible for the development of primary and middle level schooling. In the Tehsils under study there were 3-4 first-line supervisors (ASDEO's) per Tehsil answering to the Sub-Divisional Education Officer on the male side; and 1-2 first-line supervisors (ASDEO's) answering to the Sub-Divisional Education Officer on female side. This gives average ratios of 112(Male side) and 107(Female side) for schools per first-line supervisor in Abbottabad Tehsil, and again 87(Male side) and 91(Female side) schools per supervisor in Haripur Tehsil (See Table 4.3). In terms of numbers of teachers under supervision, there

was on the male side an average of 199 teachers per supervisor in Haripur Tehsil and 369 teachers per supervisor in Abbottabad Tehsil (Table 4.4).

This heavy work-load has dual implications. On the one hand, the large number of schools and teachers per supervisor creates a substantial volume of administrative work, i.e. teachers' pay, teachers' leave, collection of statistics and so on. On the other hand, the large number of schools combined with their scattered and sometimes inaccessible location makes it difficult for the concerned officers to develop more than a superficial interest in the work of individual schools and teachers, or the needs of remote areas as yet without a school.

The question of transport facilities and their impact may be reviewed at this point. It is arguable that difficulty of access for supervisory staff is one of the primary reasons for the unsatisfactory pace and quality of the development of schooling in the rural areas of the Third World alongside problems for teachers themselves posed by inaccessibility.

In principle, the optimal solution is the provision of motorised transport for each supervisory officer (plus a reduction in the numbers of schools supervised). There was an interesting discussion on this point at the Abbottabad workshop. Younger officers from Haripur Tehsil, a plains area, were satisfied with the motor-cycles which had been issued to them. Officers from Abbottabad Tehsil, in contrast, mentioned difficulties about driving instruction, etc. and finally pointed out that many schools are too inaccessible for the average

motor-cyclist, due to extreme hilly conditions. Indeed the research team suffered considerable nerves when being taken to less accessible schools by jeep.

The transportation situation in the Tehsil Offices was as follows:-

	Male	Female
Abbottabad Tehsil Office		
SDEO	motor-cycle	jeep
ASDEOs	motor-cycle	none
Haripur Tehsil Office		
SDEO	motor-cycle	none
ASDEOs	motor-cycle	none

(It may be noted vis-a-vis motor-cycles, that the District is subject to heavy rains in the monsoon season).

It is possible to reach most places by means of public transport such as mini-buses, Suzuki vans, etc. However these vehicles are crowded and low-status. They would certainly be used by first-line supervisors (male) if a very senior officer demanded an immediate enquiry to be made and no other transport were available. Due to low status and inconvenience, however, an inspecting officer feels little enthusiam for field visits on this basis.

The large number of schools to be supervised, together with the problems of transport and commitments at home and in the office, mean that officers often visit three schools in a day while in the field. Allowing for the necessities of a welcoming cup of tea and farewells in each school, plus travel times, it is clear that most time will be taken up on maintenance of records, etc. and there will be little time to

spend on matters of general educational development. Only a reduction in the number of schools supervised and an improvement in travel facilities could remedy this situation, not exhortation or training.

The situation is worsened when there are difficulties in claiming expenses for field travel and nights away from home, and such difficulties were cited.

Secondary schools are not on average so difficult of access as primary schools. Nevertheless the administration of secondary education is a heavy responsibility for the District Education Officer (DEO). The District Education Officer (Male), for example, is responsible for the boys secondary schools in the District. In this work, he can draw on the assistance of his Deputy as well as his 4 specialised Assistants; hence the calculation of a single ratio is less useful. Assuming that inspection as such was conducted by the DEO or his Deputy this would give a ratio of schools to officers of 34. On the female side, there is no Deputy. The DEA (Female) is responsible for administration and inspection of the 13 girls secondary schools. In this she can call on her two Assistant District Education Officers (Table 4.3).

Transport facilities available at District Office level were as follows:-

	Male	Female
DEO	Jeep	(Jeep defunct)
Dy. DEO	-	-
ADEO	-	-

It may be noted that office facilities were also lacking.

Table 4.1

RANGE OF REPLIES OF DEO's DIFFERENT STATES ON INDIA TO QUESTIONS ON HOW THEY SPEND THEIR TIME (NIEPA, DELHI).

	Percentage of time spent on activity
Visiting & inspecting institutions.	9 - 40
Travelling.	6 - 13
Receiving visitors.	6 - 23
Attending meetings, conferences, etc.	5 - 20
Office work.	8 - 51
Other.	0 - 14
Total.	100

Table 4.2

QUESTIONNAIRE REPLIES FROM PUNJAB OFFICERS ON HOW TIME IS SPENT (NWANKO, 1981)

	PERCENTAGE OF TIME SPENT ON ACTIVITY			
	DEO	DEP	AEO	HEADS
Communication(face-to-face, telephone).	11	8	10	10
Correspondence memos.	17	30	20	20
Meetings.	8	7	8	10
Supervision of staff.	10	20	6	15
Financial matters and accounts.	10	0	25	15
Office facilities.	5	7	3	8
Educational Services.	8	8	6	8
Field work.	15	10	10	5
Staff development(subordinates).	8	8	8	4
Reports.	8	8	4	5
Total.	100	100	100	100

Table 4.3

WORK-LOAD OF DISTRICT AND TEHSIL LEVEL OFFICERS, ABBOTTABAD DISTRICT: NO. OF SCHOOLS PER OFFICER(1981-82)

		Abbottabad Tehsil	Haripur Tehsil	Abbottabad District
(i)	No. of boy's primary and middle schools.	448	262	710
(ii)	No. of ASDEO's (Male).	4	3	7
	(i) ÷ (ii)	112	87	101
(iii)	No. of girl's primary and middle schools.	213	91	304
(iv)	No. of ASDEO's (Female).	2	1	3
	(iii) ÷ (iv)	106.5	91	101
(v)	No. of boys' secondary schools.	38	29	67
(vi)	No. of concerned officers (District office, male)			
	(a) DEO	-	-	1
	(b) DEO+Deputy	-	-	2
	(c) DEO, Dy. + Asstts.	-	-	6
(v) ÷ (vi)				
	(a)	-	-	67
	(b)	-	-	34
	(c)	-	-	11
(vii)	No. of girls' secondary schools.	7	5	12
(viii)	No. of concerned officers (District office, female)			
	(a) DEO	-	-	1
	(b) DEO+Asstts.	-	-	3
(vii) ÷ (viii)				
	(a)	-	-	12
	(b)	-	-	4

Table 4.4

WORK-LOAD OF DISTRICT AND TEHSIL LEVEL OFFICERS, ABBOTTABAD DISTRICT: NO. OF TEACHERS PER OFFICER(1981-82)

		Abbottabad Tehsil	Haripur Tehsil	Abbottabad District
MALE SIDE				
(i)	No. of teachers in boys' Primary and Middle schools.	1108	797	1905
(ii)	No. of ASDEO's (Male).	3	4	7
	(i) ÷ (ii)	369	199	272
(iii)	No. of teachers in boys' Secondary Schools.	582	467	1049
(iv)	No. of concerned officers District office (Male).			
	(a) DEO			1
	(b) DEO+Deputy			2
	(c) DEO+Dy.+Assistants			6
	(iii) ÷ (iv)			
	(a)			1049
	(b)			524
	(c)			175
FEMALE SIDE				
(i)	No. of teachers in girls primary and middle schools.	300	139	439
(ii)	No. of ASDEO's (Female).	2	1	3
	(i) ÷ (ii)	150	139	146
(iii)	No. of teachers in girls secondary schools.	151	95	246
(iv)	No. of concerned officers District Office (Female).			
	(a) DEO			1
	(b) DEO+Assistant.			3
	(iii) ÷ (iv)			
	(a)			246
	(b)			82

Chart 4.1

ORGANISATION CHART OF THE DEO (MALE) ABBOTTABAD

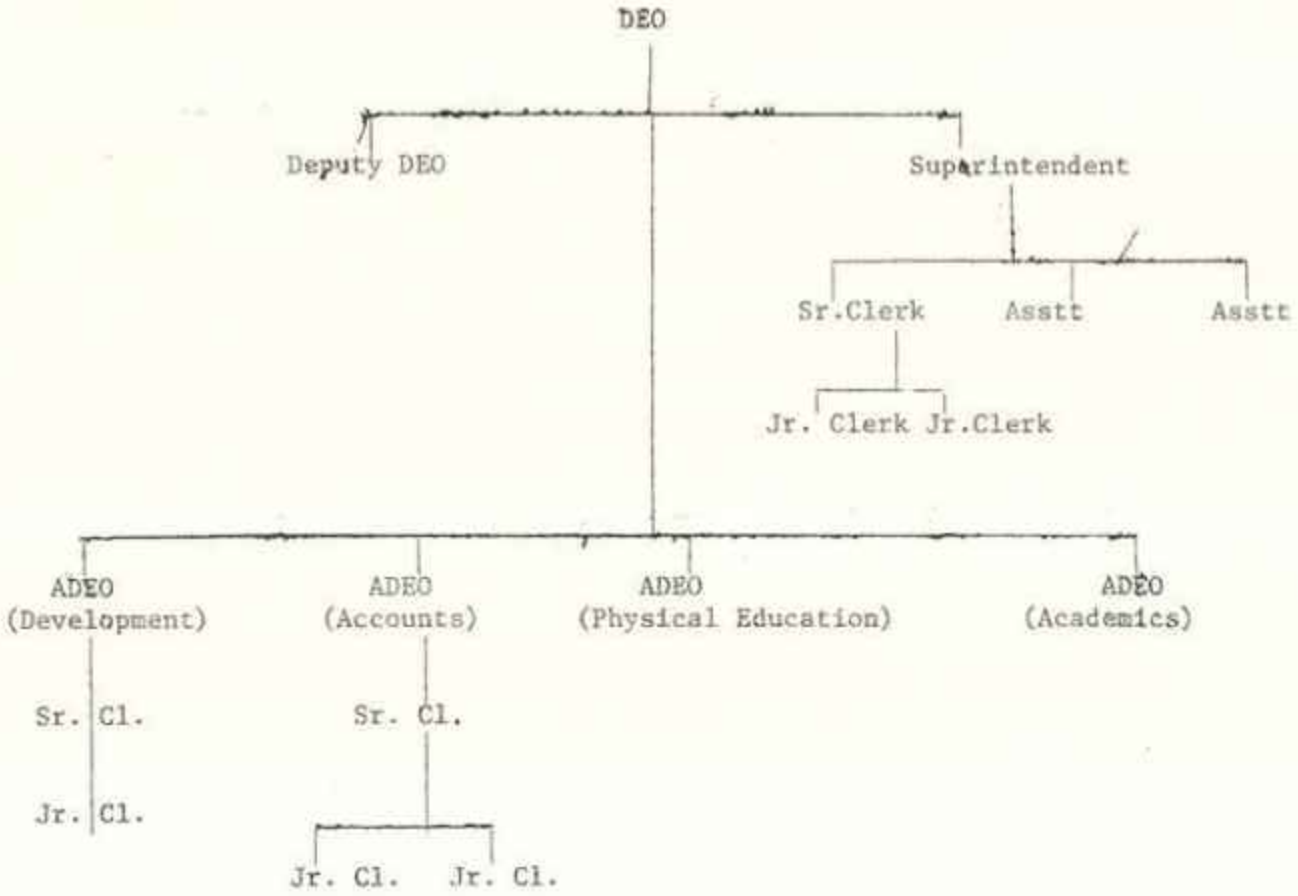


Chart 4.2

ORGANIZATION CHART OF THE DEO (FEMALE), ABBOTTABAD.

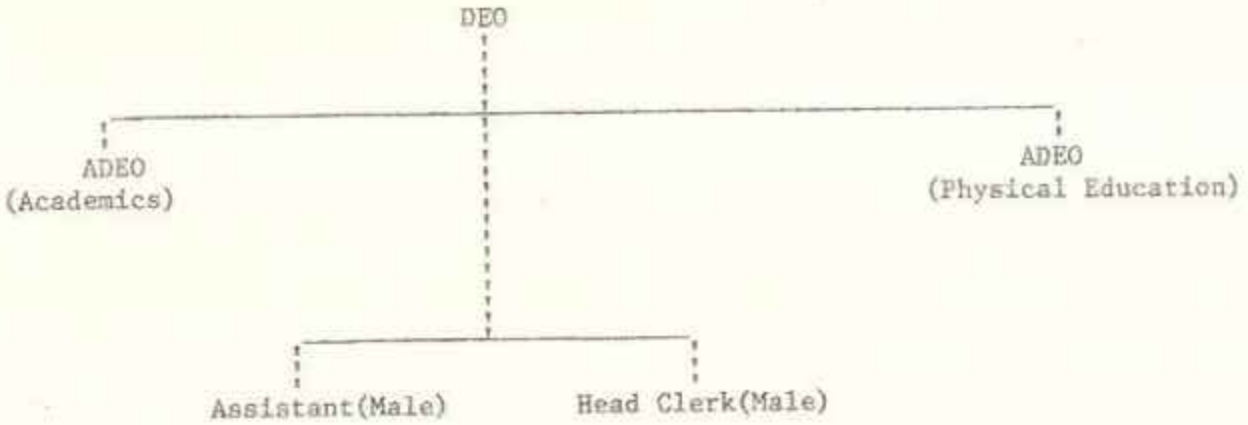
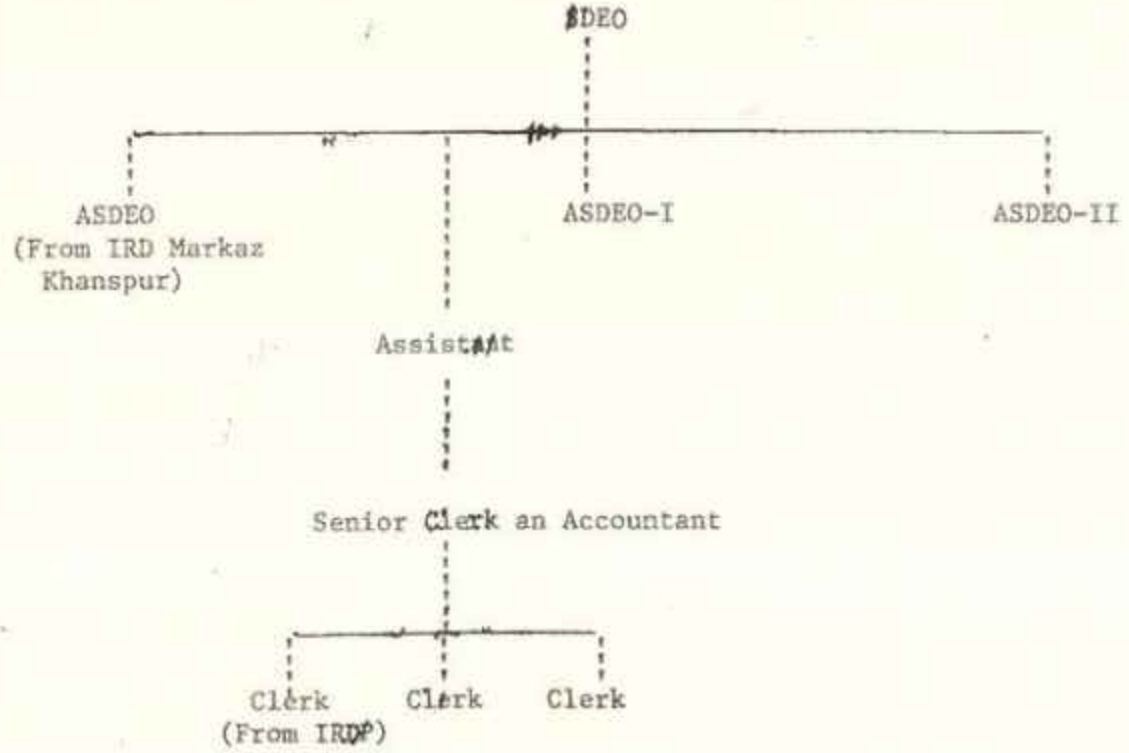


Chart 4.3

ORGANIZATION CHART OF THE SDEO (MALE) HARIPUR.



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THE PROCESS OF PLANNING AND PLAN IMPLEMENTATION

The "planning" of education is normally taken to mean the planning of resource allocation to the education sector. This would include the following stages:

a) Review of existing resources committed to education and their adequacy.

b) Review of current educational policies relating to resource deployment.

c) Planning of resource allocations for various educational activities over the short and medium-term, assuming one or more levels of feasible additional resource allocation to this sector.

d) Translation of finally accepted plan into proposals for specific projects in various locations.

e) Initiation, supervision/monitoring and evaluation of implementation.

Activities (a), (b) and (c) are mainly concentrated at Federal level, in the Planning Commission, which finally specifies physical targets for implementation by each province under the Five Year Plan, and the component Annual Development Plans. Activities (d) and (e) are centred on the Divisional and District levels.

The following brief comments on these various activities may be offered, in connection with primary schooling, which was given especial attention in the study.

(a) Existing resources and their adequacy

Physical resources

The resources of the country have not so far permitted the construction of classrooms on the basis of one classroom per class.

The distribution of classrooms in the boys' primary schools of Abbottabad District, for example, is as follows:-

No.of classrooms	0	1	2	3	4	5-9	10 & above	Total:
No.of schools	16	191	330	93	28	33	43	720
Percentage of schools.	01	26.5	45.3	13.0	4.0	4.6	6.0	100

The average number of classrooms per boys' primary school (urban+rural) was 2.33.

The average number of pupils per classroom (urban+rural) was 38.4.

For rural areas, the average number of classrooms per primary school was 2.3. The number of pupils in these schools was 62035 as compared to 1684 classrooms, giving an overall ratio of 36.8 boys per available classroom.

The opinion of heads of primary schools regarding the adequacy of basic facilities was follows:

	Haripur Tehsil		Abbottabad Tehsil			
	Boys schools		Boys		Girls	
	Adequate	Not adequate	Adequate	Not adequate	Adequate	Not adequate
School building	1	9	13	3	2	1
Classrooms	1	9	8	7	1	2
Furniture	10	-	17	-	3	-
Library	-	-	-	-	-	-
Workshop	-	-	-	-	-	-
Toilets	-	-	-	-	-	-
Drinking water	3	7	7	10	-	3
Playground	4	6	-	-	-	-
Prayer place	-	-	-	-	-	-
Accommodation for ladies.			-	-	-	-

It may be noted that various facilities including additional classrooms, have been made available in Abbottabad Tehsil under the World Bank Primary Education Project.

The condition of the buildings of schools visited in the District during the study is indicated below:-

	Haripur Tehsil	Abbottabad Tehsil
Good	3	11
Needs minor repairs	5	9
Needs major repairs	2	2

Repairs and maintenance are carried out by the Construction and Works Department from their own budget (major repairs) or from the District Education budget (minor items). Budgetary constraints are a major factor holding back these repairs but there are organisational problems also. This field merits further study, as it is obviously desirable to keep the existing stock of buildings in good condition.

As regards equipment, most of the schools had a "teaching kit" but principals were not aware of any funds for the replacement of consumable items.

Human resources

The qualifications of the teachers in the boys' schools of Abbottabad District were set out in chapter 3. As noted there, some 26% were untrained.

The situation in the primary schools in the field study was as follows:-

	Haripur Tehsil	Abbottabad Tehsil	
	Boys	Boys	Girls
No. of primary schools with 1 untrained teacher.	5	9	1
No. of primary schools with more than 1 untrained teacher	2	5	1
No. of primary schools with all trained teachers	3	3	1
No. of primary schools with only untrained teachers	-	3	-
No. of primary school with any graduate teachers	-	4	-

The numbers of teachers per school for Abbottabad District was shown in chapter 3. For boys' rural primary schools, the distribution was follows:-

No. of teachers	1	2	3	4	5 & above
No. of rural primary schools (boys)	207	386	58	23	20

The pupil teacher ratios in the boys' schools of Abbottabad District were as follows:-

		Haripur Tehsil	Abbottabad Tehsil
(i)	No.of teachers (urban,primary,boys schools)	54	57
(ii)	No. of pupils (" ")	2468	2299
(ii) ÷ (i)		45.7	40.3
(iii)	No. of teachers (rural,primary ,boys' schools)	519	782
(iv)	No. of pupils " " ")	23166	38869
(iv) ÷ (iii)		44.6	49.7

In the primary schools in the field study, the pupil: teacher ratios were as follows:-

		Average	Range
Haripur Tehsil	Boy's schools	42	39-44
Abbottabad Tehsil	Boy's schools	40	16-97
	Girls' schools	41	15-71

These ratios imply a serious problem in relation to the quality of education. While there is no clear evidence of the effect of class size on learning, in the various levels and structures of education in various parts of the world, it is clear that at the earliest stages of learning the basic language and number skills, a favourable ratio of pupils to teachers is desirable. This is the more true when some pupils come from homes where the parents are illiterate and even a book is an unfamiliar object. There are additional problems when several classes are being taught by one teacher.

Research on staffing levels and structures, their problems and alternatives, represents an important area of study in the long term. As regards planning for resource allocation, there is a real question regarding the total salary bill. It might be preferable to have more teachers at existing salaries or to raise emoluments for the existing cadre thereby enhancing motivation and retaining/attracting more capable people.

Investment in teacher training (in-service, pre-service) or "human capital", to overcome the problems of teachers operating in relative isolation and under difficult circumstances, may be considered as a prime candidate for additional resource allocation, as may

other forms of teacher support (more supervisors, mobile vans, etc.). These matters are discussed in detail in later chapters.

(b) Current educational policies with implications for resource allocation

A policy of key importance in respect of primary education is the attempt to speed the extension of primary schooling to remote areas through use of the mosque as a building for schooling. It may be briefly noted that more than half of the field officers attending the Abbottabad workshop felt that the public did not like the idea of Mosque and Mohallah schools. One reason given was that these schools were not on a par with regular schools. The respondents all stated that it is difficult for children graduating from these schools to gain admission to regular schools. Another objection is that it is unsuitable for small children to spend an extended period in the prayer place, - hence other rooms are used and these are small. All respondents felt that parents would send their children to regular schools rather than Mosque, or Mohallah Schools, given the chance.

(c) Planning of resource allocations for various educational activities

For the purposes of the present study, it will suffice to note that the Planning Commission prepares Five Year and Annual physical targets for construction work under the "Development Budget" for each province. Each year in September the provinces are notified of the anticipated resource allocations for the next financial year, in the form of physical targets. The provinces in turn notify the

Divisional Directors of Education who in turn notify the DEO's. The latter issue proformas to Tehsil officers and to school principals. Consolidated tabulations relating to population, overcrowding of classes, availability of land, etc. are examined by the DEO, to generate a final list of sites for new primary schools, schools to be given additional classrooms, and schools to be upgraded. The consolidated proposals require approval by the District Council Chairman and are then forwarded to the Provincial Directorate.

(d) & (e)Machinery for planning and development

This is described in the paper by Dr. S.R. Malik which follows (Annex).

Annex

PLANNING AND DEVELOPMENT OF EDUCATION
IN ABBOTTABAD DISTRICT

Abbottabad District consists of two Sub-Divisions i.e. Haripur and Abbottabad. The District Education Officer stationed at Abbottabad is responsible for the overall management and development of education from Primary to Secondary level in Abbottabad District. There is a separate District Education Officer each for female and male schools. The numbers of Institutions in the two Sub-Divisions supervised and administered by the two District Education Officers were 860 (boys, 1982-83) and 316 (girls, 1981-82) respectively.

In the office of the District Education Officer for Males, there is one Deputy District Education Officer and there are four Assistant Deputy Education Officers for Accounts, Academic, Physical Education and Development. In the Sub-Division of Abbottabad, a Sub-Division Education Officer, assisted by three Assistant Sub-Division Education Officers is responsible for the administration and development of Primary and Middle Schools in the Sub-Division. Whereas in Haripur Sub-Division, a Sub-Division Education Officer assisted by two Assistant Sub-Division Education Officers is responsible for the supervision and development of schools in his area.

The development and planning of education is mostly the job of various committees with the greater participation of local communities and their representatives. There is a District Development Committee headed by the Chairman of the District Council as a public representative. Its other members are heads of the

nation-building departments, the public representatives from the District Council and one member from each Sub-Division. All the development schemes of education of the District Abbottabad are prepared, processed and finally submitted to headquarters for allocating funds in the Annual Development Programme. The District Repair Committee is also headed by the Chairman of the District Council with two members, one the District Education Officer and the other a representative of the Construction and Works Department. This Committee is responsible for carrying out the repairs of schools in the District. There is a District Purchase Committee for making purchases of equipment, furniture, books, sportsgear etc. for the schools. This committee is headed by the District Education Officer and its members are heads of the institutions concerned and a public representative.

The District Education Officer works as an agent of the Education Department and assists the District Development Committee in supplying the requisite information for preparing different development schemes, such as:

(i) Opening of Primary Schools

(ii) Upgrading Primary Schools to Middle level

(iii) Upgrading Middle schools to Secondary level.

(iv) Improvement of existing schools by supplying furniture, equipment, additional accommodation etc.

He is also responsible for acquiring the sites for new schools through due legal process and handing them over to the

Construction and Works Department for construction of buildings. Such sites are generally provided by the local population fre of cost.

It needs mentioning here that the District Education Officer has neither professional nor administrative say in recommending or opening any proposal regarding the development of schools by the District Development Committee.

After the proposals for Annual Development Plan are finally approved by the competent authority at the Provincial Headquarters and funds allocated, the District Education Officer is required to get these schemes implemented and executed according to the rules laid down by the Government. As mentioned earlier, he is directly involved in the purchase of furniture, equipment and materials; whereas the construction of buildings i.e. civil work, is done through the Construction and Works Department which gets funds directly and incurs the expenditure whereever required in the Annual Development Plan in a particular year. The District Education Officer has no control over the Construction and Works Department in this regard.

The District Education Officer for female education at Abbottabad District is responsible for the similar duties as described for the male Education Officer but because of social and administrative considerations, the District Education Officer for Males, works for the female projects wherever urgency requires. The District Education Officer for females has no separate officer of any level looking after the development work. It was surprising to see that a senior clerk of her office was responsible to attend the meetings even

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at higher levels and visit the sites and decide the cases on the spot on behalf of the District Education Officer for females. The female side of the education development was too weak to call for any description but it cannot be helped because of the reasons cited above. For this reason we could not get complete and up-to-date information from the female office.

BUDGET

The Development budget in the District Headquarters is prepared according to the development schemes and prevailing market rates for equipment and furniture etc. and rates given by the Construction and Works Department for civil work. These proposals along with the budget estimates are examined and discussed in the District Development Committee before these are further transmitted to the competent authority at Provincial Headquarters for approval. The development budget along with the development schemes for the year 1981-82 of the District Education Officer, female may be seen at Annexure-I. The budget allocation for the construction of buildings by the Construction and Works Department schemewise may be seen at Annexure-II.

The non-development budget is prepared by the Sub-Division officers and sent to the District Education Officer who, after examination sends it up to the Divisional Directorate for consolidation, and processing with the Provincial Headquarters for final approval. The non-development budget for the year '81-'82 of the

District Abbottabad (male side) may be seen at Annexure-III. The non-development budget is to be provided on prescribed norms such as the size of the school. However, this principle is not strictly adhered to and the local demands are preferred for local convenience.

PROBLEMS AND BOTTLENECKS

The problems of planning and development of education in Abbottabad District, as revealed during the study and discussion, are numerous but a few are highlighted below:-

(i) The District Education Officer has no competent and technical staff trained in planning and development either at District headquarter or at Sub-Divisional level.

(ii) The administrative and public dealing assignments consume most of the time at the expense of the planning work.

(iii) Because of its difficult nature and accountability to the higher authority as well as to the public, no officer accepts this job willingly. And an officer manoeuvres to get rid of it as soon as he can.

(iv) The sites are contributed by the community free of cost and therefore, they donate a piece of land where the construction is difficult and ultimately the funds are to lapsed/surrendered or reappropriated. The District Education Officer has no power to reappropriate or to transfer funds from one development scheme to another.

(v) The District Education Officer has no control on the Construction and Works Department and therefore has no information about the utilisation of funds and

progress on civil work.

(vi) The multiplicity of information required immediately by the various agencies also hampers the progress of development at the District level.

RECOMMENDATIONS

(i) The headmasters, who are likely to be posted through promotion/transfer at Sub-Division and District level, and the Sub Divisional Officers and the officers of the District level, may be given training in the formulation, preparation, reporting, evaluation and implementation of development projects.

(ii) The District Education Officer may either be authorised to call for information from the Construction and Works Department on the progress of the construction work or he may be allowed to operate the budget of the civil work and release funds to the Construction and Works Department for various projects whenever demanded by the Construction and Works Department or whenever feels necessary.

(iii) In order to monitor the civil work and have a liaison with the Construction and Works Department, an overseer Sub-Divisional Officer and an Assistant Engineer (civil work) may be appointed at the District level in the Office of the District Education Officer.

(iv) The District Education Officer may be asked to prepare feasibility reports or give his professional comments on any project which he feels necessary in the public interest. The District Development Committee may be bound to follow his technical advice.

(v) A Development allowance, based on the number of projects, may also be allowed to the officer working on the development post. This will be an incentive for the officer in accepting the unattractive job of development.

ANNEXURE-I

OFFICE OF THE DISTRICT EDUCATION OFFICER(MALE)ABBOTTABAD.
A.D.P. 1982-83.

SUMMARY

G.S.No. ADP No.	Name of Scheme	No.of units	No. of Rooms	A.D.P.Allocation (Thousands)			Proposed Allocation in thousands.			Variation	
				Cap:	Rev:	Total	Cap:	Rev:	Total	Cap:	Rev:
497/1	Estt. of 14 Pry.Schools (6 for Girls).	8	16	1910	56	1966	2200	56	2256	(-)	290
498/2	Construction of 15 Pry. Scholls Buildings by Distt:Council(6for Girls)	9	18	2032	60	2092	2053	60	2113	(-)	21
499/3	Improvement of 29 Pry. Schools(9 for Girls).	20	40	3854	116	3970	5043	116	5159	(-)	1189
500/4	Replacement of 18 Pry. Schools(6 for Girls).	12	24	2397	72	2469	2775	72	2847	(-)	378
509/13	Upgradation of Existing 4 Pry.Schools to Middle status(1 for Girls).	3	Rooms=9 Office=3 Store=6	1332	80	1412	1364	80	1444	(-)	32
510/14	Upgradation of Existing 5 Middle Schools to High Status(1 for Girls).	4	Rooms=16 Office=8 Store=4 Latrine=4	2408	150	2558	3454	150	3604	(-)	1046
511/15	Addition 2/23 Class Rooms in existing Middle/High Schools.	18	18	1870	115	1985	2456	115	2571	(-)	586
512/16	Improvement/Renovation of Existing Middle/High Schools.	1	Complete Building	300	-	300					
513/17	Construction of Buildings for existing Middle/High Schools.	1	-do-	300	-	300					
	TOTAL:			16403	649	17052	19345	649	19994		3542 Excess

SUMMARY

OFFICE OF THE DISTRICT EDUCATION OFFICER(MALE)ABBOTTABAD.
A.D.P. 1981-82.

G.S.No. ADP No.	Name of Scheme	No.of units	No.of Rooms	A.D.P. Allocation (Thousands)			Proposed Allocation in thousand.			Variation	
				Cap.	Rev.	Total	Cap.	Rev.	Total	Cap.	Rev.
514/1	Estt.of 22 Pry.Schools (14 for Boys).	22	44	2951	88	3039	3282	88	3370	331 Excess.	-
515/2	Estt.of 6 Pry.Schools (4 for Boys).	6	12	799	24	823	708	24	732	91 Surrender	-
517/4	Replacement of 11 Pry. Schools(8 for Boys).	11	22	1441	44	1485	1604	44	1648	163 Excess	-
516/3	Improvement of 28 Pry. Schools(19 for Boys).	28	56	3721	112	3883	4657	112	4769	936 Excess	-
152/24	Construction of buildings of Existing Pry.Schools previously owned/Built by Union Councils. Total 10(7 for Boys).	10	20	1000	120	1120	-	-	-	-	-
523/10	Upgradation of 4 Pry. Schools to Middle status(3 for Boys).	4	4	1252	80	1332	1716	80	1796	464 Excess	-
524/11	Upgradation of 3 Middle Schools to High Status (2 for Boys).	3	6	1443	90	1533	1983	90	2073	540	-
525/12	Addition of 20 Class-Rooms in Middle/High Schools(3 for Girls).	9/20	20	1623	100	1723	2170	100	2270	547	-
	TOTAL:-			14230	658	14888	16120	538	16658	2981 Excess 91 Surrender	- -

ANNEXURE-III

Budget for the Year 1981-82: of D.E.O.(M)Abbottabad.

411-Admn. IRDP MARKEZS.	Rs.	53724/-
414-Secondary Education.	Rs.	1,20,21,892/-
415-Primary Education.	Rs.	1,36,72,140/-
411-Admn.SDEO's Office.	Rs.	2,87,436/-
411-Admn.DEO(M)Office	Rs.	3,14,801/-
411-Admn. DEO(M)Office Physical Branch.	Rs.	22,490/-
Total:	Rs.	2,63,72,473/-

Budget for the year 1982-83.

411-Admn. DEO(M)Office.	Rs.	3,30,200/-
411- " " "(Physical Branch)	Rs.	23,950/-
414-Secy:Education.	Rs.	1,51,76,505/-
415-Pry: Education.	Rs.	1,64,95,720/-
411-Admn.SDEO's Office.	Rs.	3,04,960/-
411- " " "	Rs.	64,820/-
Total:	Rs.	3,23,96,155/-

THE PROCESS OF MANAGEMENT

In classical terms, "management" includes the whole range of activities involved in ensuring that an activity is conducted successfully. One of the earliest definitions by Fayol was that "to manage is to forecast and plan, to organise, to command, to coordinate and to control".

The list of management activities has been condensed or expanded by various authors in subsequent years. The "POSDCORB" categorisation is now widely used :-

Planning

Organisation

Staffing

Direction

Coordination

Reporting

Budgeting

From this rage of activities, some aspects of planning and budgeting have already been discussed in chapter 4. A considerable part of the field officers' remaining duties may be considered as in the heart-land of educational management. This would include even those parts of their visits to schools which are concerned with the school buildings, school records, filling of vacancies, etc. Only the time they spend on activities such as

testing of pupils, advising on teaching methods, etc. would be defined as utilising their specialist expertise as educators.

It may further be noted that for present purposes no distinction is made between the terms administration and management, terms which have been used in different senses and in different contexts at different times.

The DEO is responsible for the management of two distinct operations : the operation of the education system comprising primary, middle and secondary schools; and the operation of the District and Tehsil Education Offices. In each case he operates within a quite heavily structured system developed at Provincial and/or Federal level. Yet he has considerable freedom of interpretation and considerable scope for initiative. The SDEO in Haripur Tehsil, for example, has taken the initiative in organising annual courses of in-service training for primary school teachers, in response to a perceived need.

The categories of management activity such as POSTCORB, developed originally for manufacturing enterprises, may not be the most convenient in the context just described, namely the management of a public sector activity with numerous small, isolated and rather autonomous delivery points throughout the rural areas of a Third World country. Useful categories might include :-

1. Planning and policy-formulation (interpretation of national and provincial plans and policies in the District or Tehsil context; review of District problems and priorities; formulation of plans and policies for the District).

2. Management of physical resources.

3. Management of human resources (staffing; leadership and motivation.

4. Budgetary management.

5 Public dealing and litigation.

6. Information collection and processing.

7. Efficiency development.

8. Management of special projects.

These categories are discussed briefly in turn.

PLANNING AND POLICY-FORMULATION

The interpretation of the Annual Development Plan at District level has been discussed in the previous chapter. The various educational policies promulgated at Federal and Provincial level have to be interpreted in terms of the local situation also. Equally important, the DEO and his subordinates need to review the pressing educational problems of the District

and develop a phased strategy to overcome them. The techniques and format for District-level programming of this kind will be the subject of investigation by the Academy, through field studies and/or development work during training courses, leading on to action research in collaboration with interested DEO's.

MANAGEMENT OF PHYSICAL RESOURCES

Schools

The construction and maintenance work for schools is a responsibility shared with the District Council and with the Construction & Works Department, as noted earlier. The sharing of these responsibilities, together with budgetary limitations, probably accounts in considerable measure for the inadequacy of school building provision and condition. It may be that a positive management strategy could overcome some weaknesses, e.g. need for minor repairs, provision of supplementary "Kacha" facilities, etc. Changes of government regulations, giving more responsibility to the DEO e.g. for minor repairs on a local basis, might bring about some further improvement.

The possibility of attaching an officer to the Divisional or District Office with power to supervise the quality of building activities, may also be explored.

LOWER CASE DISTRICT AND TEHSIL OFFICES

Shortage of vehicles has been noted. The DEO(female)

Abbottabad's jeep was in poor repair and un-useable. Improved transport facilities are required for effective function and more vehicles are required. The possibility of organizing some kind of sharing arrangement between various educational agencies or various District level agencies might be explored as part of a positive management policy. Loan for vehicles purchase by officers may also be considered.

Additional office equipment, filing facilities, and floor space are also required and this should be reviewed on a systematic basis.

MANAGEMENT OF HUMAN RESOURCES

Schools

i. Recruitment and posting

The recruitment of teachers for schools is the responsibility of the DEO jointly with the Chairman, District Council. The DEO periodically places an advertisement and conducts interviews, listing candidates in an order of merit. As vacancies arise, the candidates high on the list are offered the posts, having regard also to serve in rural areas where accommodation, their children's schooling, etc. represent a problem.

The most severe difficulty arises in respect of posting female teachers in the rural areas. Often there is no suitable residence. Or the village may be divided into factions and the

teacher may be embarrassed by having to take accommodation courtesy of one faction. Where a female teacher's residence has been provided to help overcome these problems, the absence of a chowkidar and female "May" has rendered the accommodation useless. In any case, most families would not want a young girl either to reside away from home, or to travel long distances each day on public transport.

This factor is sufficiently serious to call into question the whole concept of achieving universal primary education on the female side within a generation. When there is no female in a rural area with sufficient education to serve as teacher, it is difficult to get things started. Ultimately, as female education expands, there may be a girl with education living within reach of the village and willing to teach there. It may be possible that expansion of girls' education to remote areas under Islamic principles has to follow a gradual pattern based on this diffusion process.

A related matter is the attendance of young girls at mosque or regular boys' primary schools. This is permitted in NWFP, by special permission. Some girls in remote areas could become educated on this basis and then teach others.

If this gradualist philosophy is not accepted, then

expensive measures, such as building of residential schools for girls, official daily transport of female teachers from their homes to the remote schools, etc. would have to be considered.

Compulsion for girls of primary school age to attend mixed classes would be another possibility, though in remote areas the traditionally-inclined families would certainly ignore the ruling in practice if not in theory.

The travel difficulties of the female DEO and her staff make it especially difficult for her to exercise her management responsibilities in this area. It seems likely that female teacher attendance may be poor under such difficult circumstances. In some instances schools are opened only to be closed again due to these problems.

Such problems call into question the necessity of having completely separate systems of administration on the male and female side. At office level, the female administrative officers may have very little experience. At field level they have special problems of mobility. Some limited degree of cooperation might substantially increase the effectiveness of management on the female side.

ii) Transfers.

The management of personnel already in post presents substantial problems. One difficulty is the management of transfer

requests. On the one hand, teachers have personal or financial reasons for seeking transfer to another location. On the other, community representatives may ask for the transfer out of a teacher if they are not satisfied or if they wish a member of their own community to be appointed.

This type of problem can take up the time of the DEO, at the expense of long-range educational development. The extent to which matters relating to transfers can be delegated/routinised/minimised is a point which may usefully be considered by participants in Academy training courses.

iii) Disciplinary Action.

Only isolated cases of disciplinary action were encountered in the study.

iv) Approval of teachers' leave.

This if another activity which takes a lot of management time, and might perhaps be streamlined.

v) Retirement and pensions.

The time and effort required in some instances for teachers to get their pensions has become legendary. The procedures certainly merit study. In Abbottabad District, a major effort was in progress to bring the documentation in this area from very poor shape into good order.

vi) Leadership and motivation.

As noted earlier, difficulties of access have limited the conception of what leadership and motivation can be given to headmasters/headmistresses/teachers. Working under difficult conditions and sometimes in remote areas, with low salaries, the 'heads' and teachers' motivation and morale may be depressed. Strategies are required to give more frequent support and encouragement. This may be through improved supervisor ratios and access or through involving "central schools" and teacher education institutions in supporting the schools around them through regular visiting, organisation of local in-service training courses, etc. Better contact levels might increase the teachers' motivation to attend school regularly, at the least, and lead on to serious attempts to improve the teaching-learning process.

The schools visited in the present study had certain advantages. Those in Abbottabad Tehsil were receiving visits bi-monthly from "learning coordinators" attached to the Provincial Implementation Unit of the Planning Education Project. Those in Haripur Tehsil benefitted from the availability of motor cycles to two ASDEO's and from the August in-service training courses initiated in 1982 by a vigorous SDEO. Some schools also had the benefit of association with Haripur teacher training college.

LOWER CASE DISTRICT AND TEHSIL OFFICES

i) Recruitment and Posting.

The posts are filled by transfer by the Divisional Districts on the advice of the DEO. The first-line supervisors are recruited in grade 16, and their background is typically as teacher in secondary school or heads of middle schools. The position was not seen as very advantageous as the appointees lose their charge allowance (Rs.30 per month) on addition to being deprived of the independent position of a headmaster or headmistress.

A further problem is that these officers are strong candidates for a posting as high school headmaster/headmistress. This means that the first-line supervisor may be in position for only a couple of years or so, a discouraging prospect for those concerned with their training.

The staffing of the offices on the clerical side presented some problems, as noted earlier.

ii) Leadership and motivation.

The quality of leadership and motivation (one the male side) in Abbottabad District and its constituent Tehsils was notably high due to the presence of several highly trained and dedicated officers at District and Tehsil level. The DEO (male)

held monthly review meetings with his subordinates and also visited the Tehsil offices regularly.

It is possible even here that systematic attention to motivation, incentives and dis-incentives, etc. might increase the effectiveness of the supervisory process. Also, some issues relating to travel expenses remained un-resolved.

Specifically, it may be that motivation of field staff could be enhanced by an active briefing and de-briefing policy, related to a "rolling" management plan for upgrading the coverage and quality of education in the District while having full regard for operational problems.

iii) Budgetary management.

The DEO has the financial power of a category III officer, and the SDEOs have no power at all. The possibility that training is required in respect of budgetary management, and the design of such training, are under consideration at the Academy.

iv) Public dealing and litigation.

Public dealing, including hearing complaints, takes a lot of time. Investigation of complaints is one of the time-consuming management activities, given the dispersion of the schools.

One suggestion is that anonymous complaints should be discounted. Another possibility is that all the "enquiries" should be delegated to the Deputy DEO or other officer.

The case for providing more legal expertise within the provincial education system may also be considered.

v) Information Collection and Processing.

The information available in the office of the DEO(male), Abbottabad, included the items mentioned below :-

1. Enrolment at each level (Primary, Middle, Secondary).
2. Number of educational institutions at each level by their locality.
3. Number of teachers at each level and their qualifications.
4. List of schools with number of teachers, number of rooms, urban/rural location.

The extent to which the data had been processed was relatively limited. This raises the possibility of developing a prototype statistical profile for completion by DEO's and their staff.

Much less information was available in the office of the DEO(female).

As regards the attitudes and preparedness of the field staff in relation to statistical data, the following responses were obtained through questionnaires completed at the Abbottabad workshop:-

"Do you feel the need for special training for collecting data?"

Yes	15
No	2

"Do you find the collection and tabulation of statistics a pleasant duty?"

Yes	11
No	7

There was considerable support for a review of the data base at local level :-

"Do you think that it would be useful to have one or two standardised proformas for your own use with full data about each school or college?"

Most officers agreed with this idea.

"Do you think that the information/records that you have in your office at present are sufficient for your needs?"

Yes	10
No	7

EFFICIENCY DEVELOPMENT

The District offices had not been too well organised. The incumbent DEO(male), had therefore initiated a major project trying to rehabilitate records relating to merit payments and pensions. He had likewise brought into existence some good statistical material and taken numerous other positive steps.

Some problems remain, however. Some of these have been mentioned elsewhere. Here it may be observed that the organisation of the support services needs serious attention. In many instances, administrative matters lie in the hands of the support staff, who are more familiar with the rules than officers from the education service. In the office of the DEO(male), a very heavy load of work rested with the supervisor, while in the office of DEO(female), the head clerk played this role. The supervisor both acted as personal assistant to the DEO(male) and also ran the office. The head clerk attended policy meetings in behalf of the DEO(female).

The question arises as to whether training in administrative matters should be given to the DEO's support staff on the educational side, or whether training should be directed to the senior clerical officers, or both these. Easy-to-read hand-books on rules would also seem to be something of a priority, especially in view of the high levels of staff turnover in some categories such as ASDEO and ADEO.

MANAGEMENT OF SPECIAL PROJECTS

The Primary Education Project activities in Abbottabad Tehsil were not directly under the supervision of the DEO, although he was kept informed.

The SDEO(Male), Haripur, has initiated brief in-service training programmes for all primary school teachers - a special project which could be of wider interest.

THE SUPERVISION SYSTEM, ITS LIMITATIONS AND IMPLICATIONS

Concept of Supervision

The implementation of educational decisions at grass-roots level is the function of the District Education Officers and their junior colleagues - their Deputies (if any), the Assistant District, Sub-Divisional and Assistant Sub-Divisional Education Officers. They are responsible for overall planning, administration/ management and supervision of school education both at primary and secondary levels. We are concerned here with their supervisory functions. Before we go into further details, it would be appropriate first to explain what we mean by the term supervision. The intention is not to indulge in a theoretical conceptualization but to have a working definition of the term for the purpose of this preliminary field study.

In Pakistan, the term supervision is sometimes used synonymously with the term inspection but it is better if some distinction is made. Inspection of schools is more of global nature and includes checking of records and stocks, buildings and equipment, collection of statistical information and over-seeing improvement of education in schools; whereas supervision is more of a pedagogic nature and is directly concerned with improvements in teaching-learning situations and professional development of the teachers. Inspection of schools is carried out annually and

supervision is or should be a matter of frequent occurrence. Inspection of schools is concerned with the overall development of education; whereas supervision is concerned with advice and help to heads of schools and teachers, providing them with new ideas and practices gained from experience of many other schools, thereby tending to improve the performance of the schools. Therefore, for the purpose of this study, supervision is considered a function geared to improvement in the teaching-learning process and development of the teacher and the taught.

Purposes of supervision

There are various view-points as far as functions and purposes of school supervision are concerned. Some of the important purposes of supervision are as follows :-

i) to ensure a congenial classroom environment;

ii) to stimulate creative efforts on the part of the teachers;

iii) to develop and utilize methods and materials which will ensure steady progress by the children;

iv) to develop evaluative procedures that will raise the effectiveness of the educational programmes;

v) to develop the attitude in professional staff that supervision must be co-operative and that no teacher fulfils his professional obligations unless he works in concert with others to improve instruction;

vi) to develop the attitude that instructional improvement is directly related to self-improvement of all members of the professional staff;

vii) to provide specific help to teachers with their day-to-day problems; and

viii) to develop a sound working relationship in which teachers feel secure.

Prescribed duties of supervisors

In Pakistan, even though there exists some differentiation between inspection and supervision, both the functions are often carried out by the same staff. Therefore, DEO, ADEOs, SDEOs and ASDEOs have to take care of employment, promotion, transfer, salary payment and service conditions of teachers; provision and maintenance of school buildings; provision of equipment and instructional material to schools; registration and migration of students; investigation of complaints; collection of statistical data; development of project proposals; and as well as this and above all they have to look after pedagogic aspects of school education. However, commensurate with the modern concept of supervision, the province of Sind has introduced a separate tier of supervisors for primary schools. These supervisors are in fact called school supervisors and are fully responsible for improvements in teaching-learning situation. They are not concerned or burdened with the administrative tasks which consume much of the time of DEOs and other supervisory personnel.

In the NWFP recently various duties of the DEO, DDEO and ADEOs have been pinpointed by the Management Unit for Study and Training(MUST), Peshawar. Similar job descriptions for SDEOs and

ASDEOs are being prepared. These would, to a great extent, be similar to those of DEOs, etc. The specifically supervisory duties noted for DEOs, DDEOs and ADEOs are very demanding, as indicated in the Annexure.

Actual supervisory practices in the schools

The supervisory staff for primary schools in Abbottabad District is not sufficient. Each supervisor (ASDEO) has to look after about 100-150 schools. These schools are quite widely scattered. Abbottabad Sub-Division is a hilly and wet area where schools are located at such distances that sometimes it is not possible to visit one school in a day. Such schools are not connected with roads and the supervisors have to travel long distances on foot to reach them. If the schools are situated at the top of a hil or other side of the hill, it may take 2-3 days to visit one school. Most of the supervisors are not provided with a transport for this purpose. This adds to their difficulties. The situation is worse for female supervisors, for they cannot ride a motor-cycle, which some of their male counterparts have at their disposal. Thus access to far-off rural schools is a big problem especially for female supervisors. The supervisors are supposed to spend at least three days in a week on school visits. On the minimum they have to visit a school twice a year, once for annual school inspection and once to pay a surprise visit to check pedagogic activities of the schools. The inspection is obligatory, for the supervisors have to conduct annual

examinations in all the primary schools. This annual visit is pre-arranged. Most of the head teachers visited during the field study reported that the supervisors pay two visits in a year, the inspection and a surprise visit.

Heavy administrative work-load at the office is also one of most important hurdles which a supervisor has to face. The heavy administrative work-load does not allow them to spend enough time in the field. Only 2-3 head teachers reported that supervisors spend a lot of time in visiting the school and that for examination purposes. The rest of the head teachers said that the supervisors spent little time on examinations or guiding the teachers. A supervisor has to perform many activities in a school including:

i) checking school discipline,

ii) guiding/advising teachers in teaching methodologies,

iii) checking teacher performance,

iv) conducting annual examinations of class I-V,

v) collecting statistical data,

vi) administrative activities, checking records, and new maintenance, stocks of equipment,etc.

Since a supervisor has little time at his/her disposal to spend on school visits, sometimes he/she has to visit two

schools a day. Visits to more than one school in a day further reduce the available time which a supervisor can spend on the activities outlined above, with the result that none of the activities can be performed effectively. Therefore specific supervisory functions/activities such as guidance/advice on teaching techniques, helping teachers to make/use an instructional aid, assessment of teachers' performance and evaluation of students' progress are severely hampered. In most of the cases, conduct of annual examinations and collection of statistical information are the only activities a supervisor can perform in a school. However, almost all head teachers were of the view that visits of the supervisors to their schools are very necessary. They also reported that supervisors do not inform them well ahead of time of their visits. They consider the surprise visit good for the schools. Only two head teachers said that visits should not be surpise ones. Almost all said that the supervisor should guide teachers in teaching practice.

The other activity which can be described as supervisory is organisation of in-service teacher training courses. These courses may be organized by the supervisors themselves and also in collaboration with other in-service training institutions such as the Education Extension Centre. The courses organized by the supervisors themselves are not a regular feature: only SDEO office(male),Haripur, organizes such training programmes.

It is clear from the foregoing that the supervisory activities, in the strict sense of the term, are not being carried out in schools. The purposes of supervision and the job description for supersors are not followed. Actually supervision is the most neglected aspect of the educational system in the country.

Limitations of supervision

Work-load

As mehtioned earlier, the supervisors at all levels right from the top to the bottom, i.e. DEO, ADEO, SDEO and ASDEO are over-burdened with work. They have to take care of almost all aspects of implementation of various educational decisions. Rather they have to provide first the information as to the factual position of school education at grass root levels, identify problems and bottlenecks and to suggest some measures to rectify the situation. They they have to implement various educational reforms, to sort out whether these reforms are taking effect or not and to motivate and guide teachers for acceptance and effective implementation of the reforms/innovations. Training of teachers in innovative projects is also their responsibility. But due to their heavy work in the offices they get little time to supervise effective implementation of various plans and projects. In addition the number of schools to be supervised by a supervisor is such that it leaves little at their disposal to do something effective in the schools. Since they have to visit all these schools at least once a year, what they could

do is just an eye wash. Therefore, the teachers do not even expect any guidance and advice from them in their day-to-day problems of teaching.

Physical facilities

Likewise, the supervisory staff is restricted due to lack of physical facilities both for their office work as well as for school visits. The accommodation available to each supervisor and the overall condition of the office building does not provide a congenial environment for better output. Clerical staff is also not sufficient. This adds to their work-load, for they have to do many things on their own and in case of untrained clerical staff much time is spent on guiding and training this staff. In addition they do not have enough transport at their disposal. A few supervisors (ASDEO's) are provided with motor-cycles, the rest and female supervisors do not have this facility at all. They have to use public transport, which firstly is not an efficient service in most of the areas. Secondly the supervisors do not get enough funds on this account. Most of the time they have to pay from their own pockets which is an extra burden and is difficult to be borne continuously.

Lack of appropriate physical facilities in schools is also an added hurdle in the way of effective supervision. What can be expected ifthe children are packed together in a small room without any proper sitting arrangements and facilities? Worst is a position

when two different classes are sitting in a room with two teachers teaching at the same time. In such a condition one can hardly expect any good results from careful supervision. Mostly the primary schools are two room schools with 4-5 classes of about 30-50 students per class. Students have to sit on the verandas, in open space or under a tree. This state of affairs is not supportive for the supervisors. In addition, most of the primary schools do not have facilities such as electricity, gas and water supply, sanitation and play ground in or out of the school.

Prevailing policies and procedures

There is no specific policy with regard to school supervision. The only item which can be considered as a policy measure is the conduct of primary school examinations by the supervisor. There are at least 4-5 classes in a school. The supervisor has to conduct examinations for all the classes. The little time available at his/her disposal in a school, as mentioned earlier, does not allow him/her to do justice to his/her job. One can imagine the situation how a supervisor would be doing this job for all the classes and in all the subjects. This is, therefore, a purely subjective evaluation of students which would not contribute to better performance of teachers and the taught. As far as procedures of supervision are concerned there is little evidence as to how they guide and advise teachers in teaching of specific topics/subjects or help teachers in their day-to-day academic problems. Actually academic guidance is rarely

given by the supervisor. Whatever this guidance is, it is mostly in the form of "do this and don't do this", a sort of order from the supervisor which is in contradiction to the spirit of supervision as a cooperative effort to help remedy the problematic situations arising in schools. This attitude of supervisors can also be ascribed to the lack of his/her own training in this aspect of education.

Training of District level Officers

Almost all the supervisory staff previously belonged to secondary schools, i.e. this staff is mostly taken from the high school side. They have the experience of teaching middle and secondary classes. If a head of a secondary school is appointed as DEO or SDEO, he/she has an administrative experience at that level which is quite different from that of primary schools which have their own unique problems. Teaching small children is likewise quite different from teaching to young students. Therefore, it can be said that the supervisors do not have enough experience relevant to the job they are assigned for primary schools. They therefore need proper training in supervision. This is rarely done in most of the cases. Lack of training puts the supervisors in a very awkward position with the result that whatever guidance they provide to the teachers does not bear any fruits. They themselves are well aware of their shortcomings and are of the opinion that in-service training should be provided. They proposed that such training be organized for/given to the supervisors at the time of their posting as a supervisor and then organized regularly each year.

Implications

1. First of all, whatever is the strength of the existing staff, they may be given training in the techniques of supervision, modern teaching methods, preparation and development of instructional aids from locally available material and assessment and evaluation of students. Such training programmes may be organized at regular intervals to keep their knowledge up-to-date and to keep them abreast with the new developments in the field of education in general and supervision in particular.

2. If possible, the number of supervisors especially first line supervisors (ASDEOs) may be increased and the number of schools to be supervised by a supervisor reduced, so that they can properly supervise the schools and give required guidance and advice to the teachers. This becomes more essential, for the number of untrained teachers in primary schools is on the increase. Their proper training and guidance is imperative if some break-through is to be achieved in primary education. Otherwise, the rate of drop-outs would be on the increase as well.

It would also be appropriate if the experiment of separate first-line supervisors only for academic purposes being carried out in the province of Sind be evaluated for its effectiveness. There was a very favourable response from some supervisors for a separate tier of academic supervisors at primary level of education. The experiences of the Sind province in this regard can be of some value for taking any decision in other provinces of the country.

3. In foreseeable time, it may not be possible to increase the number of first-line supervisors or to reduce number of school per supervisor. It would, therefore, be more appropriate if some other alternatives are searched out to make the supervision better and effective. In this regard the following alternatives can be worked out :

i) The supervisors may be allowed/made free to make more visits to schools. This can be done by lessening their administrative work-load and by providing them with better transport facilities/ allowances.

ii) A high school in an area may be assigned supervisory responsibilities of some primary schools in the nearby areas. The headmaster of a high school or a senior teacher may be spared for some time throughout the year to supervise the primary schools.

iii) These high schools can serve as centres for teacher training also, utilizing the services of the teachers of the same school.

iv) The primary school teachers may be motivated to develop some instructional aids and/or to develop some effective methods for teaching a specific topic or some difficult concepts in various subjects. An exhibition of such material would encourage teachers

to work creatively and cooperatively. Whenever and wherever such exhibitions are not possible, the supervisor can take samples of such creative efforts to other schools for reference and use by other teachers.

v) To meet problems of shortage of supervisory staff, mobile instructional vans can also be a good alternative. This would solve, to a great extent, the problem of access to schools and availability of resource material for effective guidance and supervision.

All these alternatives require some thorough consideration and can be worked out as action-oriented research projects. This would provide much ground to make modifications in the approach/ methodology wherever the need is felt. It is only through trial of such varied alternatives on a small scale that some break-through can be achieved. Otherwise drastic or delayed action would add to the problems instead of improving the situation in the field.

ANNEXURE

JOB SPECIFICATIONS DEVELOPED BY MANAGEMENT UNIT FOR STUDY AND TRAINING, PESHAWAR.
(E x t r a c t s)

(A) THE DISTRICT EDUCATION OFFICER

1. The District Education Officer(DEO) shall be responsible for the success of the supervisory programmes. His/her authority shall extend over the secondary schools.

2. The DEO shall pay attention to only essential paper work and most of the time he will spend on the supervision and providing professional guidance to the teachers.

3. Inspection of schools and supervision of the quality of education in the schools is the first concern of the DEO and the ADEOs. The DEO should spend at least 3 out of 6 school days engaged in this function in such a way that every high school be visited at least twice during the academic year and primary schools which fall in the way.

4. An official inspection must be carried out of each school at least once in a year. At least two weeks notice should be given of a visit for formal annual inspection.

5. The DEO shall concern himself/herself with the quality of education in the schools, including content of curriculums, teaching methods, teacher pupil relations, and the overall learning climate

within the schools. He/she will be concerned with the planning of work throughout the schools as well as with lesson preparation and planning in individual classrooms.

6. The DEO shall help in the development of teachers as responsible professional people. Particular attention should be paid to help the inexperienced and untrained teachers.

7. The DEO shall help the headmasters to develop effective supervisory programmes in their schools. These programmes should be aimed at developing more effective learning situations and reducing the rate of pupil drop-out.

8. The DEO shall be exercising educational leadership in the schools and in the community. The DEO is the direct representative of the Provincial Education Department in the District area, and therefore his/her attitude and work must reflect the educational philosophy and policies of the Province. He/she acts as liaison officer between the schools and community and acts as the formal representative of the Education Department at official ceremonies, parents teacher activities, prize distribution ceremonies and social welfare work etc.

(B) DEPUTY DISTRICT EDUCATION OFFICER

If allowed the Deputy District Education Officer will jointly plan programmes for supervision of the schools and will carry out the programme in the company of ADEO or alone under the guidance of the DEO.

have actually reached the hands of the teachers.

5. The Assistant District Education Officer being a professional guide and educational leader must possess the required competencies and must keep himself abreast of the latest developments in the field of education.

6. The Assistant District Education Officer will assist the District Education Officer/Deputy District Education Officer at the time he/she is visiting the schools and in the performance of his/her office duties.

7. The Assistant District Education Officer will recommend teachers for the training courses conducted by other agencies and will also conduct appropriate courses within the District area.

8. The ADEO will be responsible for evaluation and follow-up programme after teachers return to their institutions from a certain training course. It will be his/her duty to check whether the teachers sent for in-service training are actually applying new methods and techniques they learnt during the course practically or they are still clinging with the old traditional type of teaching.

9. The ADEO(Inspection) will be responsible for collecting relevant information from high schools during his/her visits to these institutions.

10. It will be her/his duty to get approved the tour programme of SDEOs from DEO and follow-up the remarks/contents/suggestions/ requirements/short-comings of tour notes of DEO and SDEO with remedial actions on the part of DEO's Office.

11. ADEO(Inspection) will keep the record of Middle School Scholarship Examination and awards of Primary and Secondary School Scholarships.

chapter, while the evidence on teaching-learning procedures is presented in chapter 9. Chapter 10 summarises management aspects, while chapter 11 summarises the findings of the survey.

Selection of schools :

Due to the limited time available and heavy amount of work involved if all levels of schools were to be selected, it was decided that for the present study only primary schools or primary sections of middle schools would constitute the basic level to be investigated. A small purposive sample of twenty-one primary schools was therefore selected. These schools were selected to conform to certain pre-specified characteristics. Mainly boys' schools were selected. The girls' schools in the same area/nearby area were also to be visited. The reason underlying selection of mainly boys' schools was the assumption that the prevailing conditions and level of teaching-learning practice in boys' and girls' schools were almost the same. This assumption was supported by the supervisory personnel.

The names and areas of selected schools alongwith their characteristics may be seen in Table 8.1.

Nature and type of schools:

Generally, the schoolsselected were boys' schools. Some girls' primary schools were also visited which were on the way to the boys' schools or were in the vicinity. One school was a co-education school. All were general primary schools except one Maktab and one Mosque school. Most of the schools had their own buildings provided by the Education Department. However, three schools - the Mosque school, City Primary Boys School, Upper Malikpura and the Primary Girls Schools, Rajoiya, were housed in rented buildings.

In Nawanshehr school, which was recently been upgraded to Middle level, there was not enough space in the building to house the 12 classes (sections) in the school. Thus two classes shared the school rooms and two classes were housed in the building of Dadyal Primary school which was situated just opposite the Middle school. Due to lack of funds and land, new building could not be provided despite many requests by the school. The Primary school in Abbottabad was not working in its own building. It was housed in one borrowed room and on the verandas of the High School, Abbottabad. The Primary School's building had been taken over by the SDEOs office.

Condition of the school buildings:

The condition of the buildings was generally good but about six buildings including the Mosque school required some minor repairs. Rajoiya Primary school had a new two-room pucca building but the older building, where classes were still being held, required major repairs which were pending since long. Since the number of classes was large in this school, another building having two rooms was also occupied by the school. This building was at a distance of a furlong or two from the main school. Pakistan Military Academy (Kakul) school required major repairs/white wash. Funds for repair were provided by the Education Department on the request of the Academy's Education Directorate and work was being carried out under their supervision. Mahmada boys school, an old building, had been demolished. Due to non-availability of land, the school was housed in the mosque which had one small room and two verandas. The room was being used as office of the school and classes were held in verandas. Even this building was not in a good condition.

All except one (Mahmada Boys school) were pucca buildings and four of them were of mixed type. These buildings had proper ventilation except the City Primary School, Malikpura which was housed in two buildings - one building was previously a mosque and the other was a two-room house with chapper roof located at a distance of 2-4 furlongs from the main school. This rented building needed major repair and during rain classes could not be held there. Out of all the schools visited, only nine schools had enough or almost enough accommodation for different classes. Strictly speaking not a single school had as many rooms as there were classes. Therefore even in these nine schools some classes were held in verandas.

Mostly, the primary schools had two rooms. The schools which had more rooms were either housed in old buildings or two-room buildings were added to the older buildings. In case of shortage of space, classes were mostly held in verandas. In about seven schools the classes were held mostly in the open/under a tree.

Maintenance of the schools is a rare occurrence. One school (Rajoiya) was white-washed as far back as 1973 and another in 1975 (Nawanshehr). Three schools were white-washed about two years back, i.e. in 1981 and 1982. Kakul village and Kakul P.M.A. schools had been repaired, otherwise many schools had waited years for minor/major repairs.

Ownership of building:

All the schools had some open space inside or outside the building which could be utilized as small playground. Only two schools, at Seri (Bagnotar) and Upper Mallikpura, Abbottabad did not have any open space at all. The open space outside the school buildings is mostly

owned by the Provincial Government. The buildings are the property of the Provincial Government except Mahmada Boys School which is an Auquaf property and P.M.A. Kakul school which is owned by the M.E.S. - Kakul. The construction of the schools is financed by the Government but the land is donated by the community.

Facilities and supplies:

Only five schools have got electricity supply and seven water supply. Only four of them have got both. None of the schools have a sewerage system. The majority of the schools have nothing at all. None of the schools had library and hostel facilities. No school had toilets, enough classrooms or place for prayers. Very few had arrangements for drinking water. Not a single girls' schools visited had accommodation facilities for lady teachers.

Ecology of schools:

Schools were selected from rural areas to find out their conditions and the problems they face. Mostly, the schools were located in residential areas surrounded by the houses of students. Three schools, i.e. the City Primary Schools, Abbottabad and Upper Malikpura and Girls Primary School, Rajoiya were located in the midst of the commercial areas. In Rajoiya, this commercial area consisted of a bazaar with various types of shops. Two schools, Rajoiya Boys school and Mahmada Girls school had agricultural land around them. About five schools had shops and offices in their vicinity.

Access to schools:

a) For Head-teachers

The head teachers were residing near the schools and mostly had to travel less than five miles for coming to school. One teacher

of the schools at a distance of less than 0.5 miles and 10% at a distance of from 0.5 - 1 mile. About 12% teachers lived at a distance of 1 to 3 miles, about 16% 3 to 5 miles and 12% at a distance of more than 5 miles from their schools.

c) For Students

The schools were located near the residential areas in most of the cases. Therefore, it was not difficult for the students to reach school. About 56% students had to reach schools from a distance of less than a mile, 29% from 0.5 - 1 mile, 9% from 1-2 miles, 5% from 2-3 miles and only 1.5% from a distance of more than 3 miles. Almsot all students used to come on foot to the schools.

2. Teachers and their qualifications:

There were 68 teachers in the 20 schools for which data was collected. Out of these teachers, 55 (81%) were matriculates, 6 (9%) were FA/F.Sc. and 4 (6%) had done B.A/B.Sc. Of all the teachers 45 (66%) had professional training and 23 (34%) were untrained teachers. About 58% of the trained teachers had PTC training, 36% had JV training and about 7% teachers had C.T. training. The percentage of untrained teachers (34%) indicates that quite a large number of schools were being run by untrained teachers (Table 8.2).

Work load:

The schools with high enrolment had enough teachers as far as number of classes/sections of some classes were concerned. In few cases a teacher had to take more than one class in these schools. This happens mostly in case of class 1 and K.G. Sometimes a teacher had to teach other combinationsof classes. In the remaining schools with 1-3 teachers, almost all teachers had to take more than one class. The classwise number of students in these schools was low, but on the average the number of students per teacher was not less than 40 in most of the schools.

Almost all teachers worked as class teachers. Where there were enough teachers, they worked as class teacher for one class only. In schools where the number of teachers was not adequate, i.e. less than the number of classes/sections, they had to take more than one or two classes. In such a case, they manage the classes with the help of class monitors.

The teachers had to do some administrative work in their schools as well. However, they spend most of their time on teaching, i.e. on the average about 28 hours per week. The administrative work takes about 3 hours per week. Very few teachers (5) spent 6 hours and only 1 teacher said that he spent 9 hours a week on administration of the school.

Inservice Training:

Almost all the teachers in the schools visited had attended in-service training courses. Some teachers had attended more than one course. Very few teachers had not attended any course at all. These teachers belonged to Mosque and Maktab schools and one or two other schools.

These courses were generally refresher and reorientation courses in all subjects. Other courses were on Nazirah Quran, Naskh Script, Population Education and Teaching Kit. The most attended courses were -PEP courses (55%), Reorientation courses (51%) and Nazirah Quran (41%). Teaching Kit training courses had been attended by 7% of the teachers only. One teacher had attended a Population Education training course and 3.5% teachers had attended Refresher and Naskh Script training courses.

Inservice training courses had been organized by the Education Extension Centre, SDEO's Office, Curriculum Bureau and by Primary Education Project (PEP) for schools under this project. Some courses on selected topics such as Teaching Kit, Population Education and Naskh Script had also been organized by the Federal Ministry of Education.

Table 8.1

LIST OF SCHOOLS VISITED IN ABBOTTABAD TEHSIL

S.No.	School	Characteristic for selection
1.	G.P.B.S, Kakul Village	Building-adequate
2.	-do- , Bhanda Phaghwarian	Building-insufficient supplies
3.	-do- , Mahmada	Building-demolished
4.	-do- , Rajoiya	Building-pending repairs
5.	-do- , Dadyat	No building in the village itself
6.	G.M.B.S, Nawanshehr	Recently upgraded school but not sufficient building
7.	G.P.B.S, Ghora Bazgaran	Remote area school
8.	-do- , Sherwan	Pay Center
9.	-do- , Kakul-PMA	Co-education.
10.	-do- , Seri-Bagnotar	Single-teacher school(typical)
11.	-do- , Bhanda Betang	Single-teacher(best) school
12.	-do- , Nawanshehr	Two-teacher(best) school
13.	G.P.G.S, Smaisar	School visited by learning co-ordinator
14.	Mosque School, Rawalakot	Mosque School
15.	Maktab School, Bhanda Khair Ali Khan	Maktab School
16.	G.P.B.S, Abbottabad	City primary school
17.	-do- , Upper Malikpura	-do- -do-
18.	G.P.G.S, Mahmada	Girls school
19.	-do- , Rajoiya	-do-
20.	G.G.M.S, Sherwan	-do-
21.	G.P.G.S, Ghora Bazgaran	-do-

Table 8.2

NUMBER OF TEACHERS AND THEIR QUALIFICATIONS

School variables	Qualifications							Teachers		
	Professional			Academic						
	J.V.	P.T.C.	C.T.	Imam/ Middle	Matric	F.A.	B.A.	Trained	Untrained	Total
1. Building-adequate	2	3	-	-	5	-	-	5	-	5
2. Building-insufficient supplied	-	3	-	-	2	1	-	3	-	3
3. Building-demolished	-	1	-	-	1	1	-	1	1	2
4. Building-pending repairs	-	2	1	-	4	2	1	3	4	7
5. Building-not in the village itself	-	1	1	-	1	1	-	1	1	2
6. Not-building for recently upgrated school.	4	2	-	-	7	-	-	6	1	7
7. Remote area school	-	1	1	-	1	-	1	2	1	2
8. Pay Center	1	2	-	-	3	1	1	3	2	5
9. Co-education	5	-	-	-	6	-	-	5	1	6
10. Single-teacher typical school	-	-	-	-	1	-	-	-	1	1
11. Single-teacher best school.	-	1	-	-	1	-	-	1	-	1

12. Two teacher best school	1	-	-	-	2	-	-	1	1	2
13. School visited by learning coordinator	-	2	-	-	4	-	-	2	2	4
14. Mosque schools	-	-	-	1(I)	1	-	-	-	2	2
15. Maktab School	-	-	-	-	1	-	-	-	1	1
16. No building for school (A)	1	1	1	-	3	-	1	3	1	4
17. City Primary School (UM)	2	2	-	2 (M)	4	-	-	4	2	6
18. Girls Primary school, Mahmuda	-	1	-	-	2	-	-	1	1	2
19. Girls Primary school Rajoiya	-	1	-	-	3	-	-	1	2	3
20. Girls Primary school Sherwan	-	3	-	-	3	-	-	3	-	3
Total	16	26	3	3	55	6	4	45	23	68
Percentage	23.5	38.2	4.4	1.4/ 2.9	80.8	8.8	5.8	66.1	33.8	

THE STUDENTS AND THE TEACHING-LEARNING PROCESS

Enrolment:

There was a very conspicious variation in student enrolment in various classes of different schools. It varied from 11 to 120 (K.G. and class-I combined) in class-I, 6-69 in class-II 6-54 in class-III, 4-101 in class-IV and 6-48 in class-V (Table 9.1). The average enrolment in these classes comes to about 51 in class-I, 23 in class-II, 22 in class-III and 29 in class-IV. But the range of students in various classes in different schools indicates that in some schools, there was very little enrolment whereas in others there was a large concentration of students. Hence the student-teacher ratio varied a great deal in these schools. The lowest enrolments were in Mahmada (girls school), Banda Betang, Banda Phagwarian and Seri-Bagnotar. Enrolment in these schools was less than 15 in almost each class. The reasons as discussed with the teachers were:-

i. In Mahmada the community response was not encouraging for girls' education.

ii. In Banda Betang there was no land provided by the community/available in the area, with the result that the boys' school was constructed in Banda Phagwarian just adjacent to the building of the Primary Boys School there. The distance of the school from the village might be the reason for low enrolment, but the enrolment position in

Banda Phagwarian was also not encouraging which may be ascribed to lack of interest of the community in education.

iii. In Seri Bagnotar, the students had to come from far off areas and the enrolment in this school was quite low.

iv. In Mahmada Boys School, low enrolment in classes-III and IV can be ascribed to the fact that the building of the school was demolished due to its poor condition and no new building had so far been constructed in the area. The school is now housed in the village mosque which is also not in good condition.

In schools with high enrolment, i.e. Jawanshehr Middle School, Rajoyia, Kakul village, Kakul PMA, Sherwan, Upper Malikpura and Abbottabad Primary Schools, the average enrolment in a class was 50 students.

As far as age-wise enrolment in various classes is concerned the responses indicated that a majority of the students were enrolled in their relevant age-groups, e.g. in class-I, 55% were enrolled in age-group 5 and 42% in age-group 6, and 3% in the age-groups 7 and 8. Like-wise in class-II, 51% of the students were in age-group 6 and 44.5% in age-group 7; in class-III, 56% were in age-group 7 and 38% in age-group 8; and in class-IV, 53% were in age-group 8 and 38% in age-group 9. Only a small number of students enrolled in these classes were thus substantially above the normal class age.

The number of repeaters in various classes was quite low

in all the schools. There were about 3.7%, 8%, 5.8% and 5.3% repeaters in classes I, II, III and IV respectively.

As far as pupil-teacher ratio in the selected schools is concerned it ranged between 16 to 97 in Bhanda Phaghwarian and Bhanda Khair Ali Khan, respectively (Table 9.2). In Bhanda Phaghwarian, there were three teachers for 47 students and in Bhanda Khair Ali Khan, the Maktab school, there was only one teacher for 97 students. Maktab schools normally have one teacher for 3-5 classes. The median value was 45 pupils per teacher and the inter-quartile range 35 to 62. In other words, one-quarter of the schools had teacher-pupil ratios less than 35 and one-quarter had ratios over 62.

Social background of the students:

The majority of the students (about 50%) belonged to the farmer class, i.e. their parents worked as farmers/owned agricultural land. About 23% of the students' fathers had their own business, while those in government service were about 14% and in private service about 13%. This indicates that the majority of the people had their own land or business and only less than one third of them were in some service either government or private.

It was reported that almost all students worked with their parents to assist them. Only about 5% of the students worked for others. These students belonged to six schools - city primary schools (2) in Abbottabad, PMA-Kakul, Rajoiya, Nawashehr

and Dadyal boys schools. Not a single girl student worked for financial assistance. In Rajoyia, a few students stated that they worked with the objective of getting some training (professional/ technical).

Instructional Material:

(a) Availability in schools:

All the schools had got most of the following material in sufficient quantities:

i. Chalk board with chalks & dusters
ii. Text books (from PEP)
iii. Instructional aids (mostly charts)
iv. Teaching Kit

None of the teachers had got or heard of curriculum specifications in various subjects for various classes. Since the head teachers/teachers did not know about the availability of curriculum specifications they never tried to contact any office for their procurement. According to these teachers, text-books were readily available in the market and there was no problem of obtaining them. They did not seem to be aware of the mode of supply of textbooks to their areas. There was no suggestion for more effective supply of textbooks.

According to teachers, the textbooks are interesting and easily followed by the students. However, the majority of teachers supported the idea that a text book should:

i. be colourful
ii. include lot of illustrations
iii. include questions at the end of each chapter
iv. emphasize experimentation activities

The majority of the teachers also reported that they had supplementary reading material/additional textbooks in their schools.

Teachers' guides in all the subjects were available in all the schools according to the teachers, but this was not confirmed by the observations which were carried out in the schools. All the schools received Teaching Kit and other material from SDEO's office. Some instructional material such as textbooks and charts were supplied by the Primary Education Project (PEP) as well.

(b) Availability for Students:

Almost all the students in these schools had their own textbooks, slates, takhtis and copies. Some students did not have their own textbooks. Such students were very few. These students were provided textbooks by the schools out of the books supplied by the PEP.

(c) Use of instructional material:

Use of chalkboard was a common feature in almost all classes of the schools visited.

As far as use of instructional material such as charts,

models and the Teaching Kit is concerned, most of the respondents reported that they used it during their class-room teaching. When asked specifically about the use of the Teaching Kit, almost all stated that they used it. This was not confirmed by the classroom observations conducted by the team in most of the schools.

The head teachers reported that they do not get funds from the Education Department for replacement of consumable items in the Teaching Kit. According to them, such items cannot be replaced.

As far as preparation of instructional aids by the teachers themselves is concerned, it was reported that none of them prepares by himself/herself. Heads reported also that the schools did not have supplementary reading material for the students.

Teaching Practices:

(a) Teaching methods:

The teachers normally teach all the subjects to their respective classes whether they have one or more classes. In some cases, however, they teach selected subjects to several different classes.

The medium of instruction, as reported by all the respondents, was Urdu.

In reply to questions, the majority of the teachers reported that they used the following methods of teaching:-

i. lecturing
ii. reading from a book and explaining the content
iii. students read from books and the teacher explains
iv. demonstrating an experiment

Teachers at boys' schools also mentioned that they used the discussion method in their teaching. The majority of the teachers reported that they used the following instructional aids frequently in their teaching:

i. charts
ii. models
iii. pictures
iv. clay-made toys

As contrasted to these replies to the interviewers' questions, the observations of classrooms by the team rarely provided any evidence for use of any of these materials in the course of daily classwork.

Most of the teachers stated that they were satisfied with their methods of teaching as mentioned above.

(b) Teacher's diary:

The majority of the teachers did not maintain a daily diary. A few teachers of girls' schools maintained a diary. This diary included a monthly plan of work/topics to be covered daily

during a month. It did not include suggestions for teaching or a special method for a difficult concept. There was no mention of assessment of students.

Only five head teachers reported that their teachers maintained diaries. Two of the head teachers checked the diaries on a monthly basis and two checked it weekly. They also reported that teachers give home work to their students according to their diaries. This was not confirmed during classroom observations.

(c) Homework/Classwork:

The majority of teachers reported that they give home work to the students and checked it in school.

As far as class work is concerned, teachers of girls' school reported that they give:

i. dictation
ii. written exercises
iii. memorization from a book

The teachers of boys' schools reported all the types of class work mentioned in the questionnaire, such as items (i) to (iii) above, and

i. small experiments
ii. individual work
iii. group work

The classroom observations did not provide any evidence for these last three types of class work.

Extracurricular Activities:

Not a single school arranged extracurricular activities or field trips for the students.

Assessment and Evaluation:

All the schools assessed their students by giving them oral and written examinations. They gave weekly, monthly and quarterly tests to the students. About 49% teachers gave weekly tests, 29% monthly and 22% quarterly tests.

The annual examinations at primary level were external in all the schools for all the classes , since they were conducted by the ASDEOs. They were mostly oral, but for class V, a written examination is compulsory. The pass percentages varied from 45-100 for class-I, 71-100 for class-II, 86-100 for class-III, 50-100 for class-IV and 89-100 for class-V during the last year.

CLASSROOM OBSERVATIONS

Out of twenty one primary schools visited, full classroom observationswere carried out in nineteen schools, with limited observations in the remaining two.

The number of classes (grades) in the primary schools ranged from four to five. Some classes had two to three sections which raised the number from five to eight sections (Table 9.3). Each school had a K.G. class which is preparatory to class-I. This also adds to the number of classes. On average there were at least five classes/sections in a school. The number of teachers in the schools ranged from one to seven. Only 3 schools were single-teacher schools. On the average there was one teacher for two classes in each school. The Maktab and Mosque schools had one and two teachers, respectively. There were some schools which had almost as many teachers as there were classes. This variation in the number of teachers in different schools is quite surprising, for there was one school (8 classes) with 7 teachers and another (5 classes) with 2 teachers in the same area, i.e. Nawanshehr (Table 9.3). Likewise, the single-teacher 'best' school in Bhanda Betang (6 classes) is about 5 miles from Abbottabad, whereas in an Abbottabad city school (Upper Malikpura) there were 6 teachers for 6 classes. This variation is typical of other schools as well.

Student enrolment and attendance:

Student enrolment in various classes varied to a great

extent. In one class, it was as low as 6 whereas in another, it was as high as 69. The percentage attendance of students ranged between 50-100, 32-100, 38-100, 62-100, 30-100 and 77-100 for classes K.G. through V. In schools with only one or two teachers, the enrolment of students was also on the low side ranging between 4-27 students for classes II-V. For K.G. and class-I, it ranged between 8-34. The percentage attendance of students in these schools however was quite satisfactory, for it was mostly above 60% on the average.

Instructional aids and other material:

(a) Instructional material/aids:

All the classes observed had chalk boards, dusters and Teaching Kit (Table 9.4). The Mosque school did not have a Kit but they were to receive it shortly.

As mentioned earlier, not a single class had copies of the curriculum outlines in the various subjects. However, some of the schools had their monthly plan of work written on a chart. This plan was class-wise and was available in the head teacher's room.

In 12 schools, teachers had their own text books. These text books were mostly provided by the Primary Education Project (PEP). In 2 of these schools, the books had been given to the poor students. Instead of using these books, most of the teachers

were teaching from books taken from their students.

Out of 68 classes observed, charts/diagrams/maps were hanging on the walls in 30 classes only (Table 9.5). In 7 schools there was no chart at all and in 6 schools, charts were present in all the classes observed. These 6 schools included a two-teacher best school, a single-teacher 'typical' school, a school with an 'adequate building', and a school visited by a PEP learning coordinator. All the girls' schools had charts in the classes. Only one class, in a boys' school, had a model on display.

The Teaching Kit was available in the schools but surprisingly enough it was being used only in 8 classes out of the 68 which were observed in the selected schools. This supports the widely held view that the Kit has not been successfully introduced to the teachers.

When asked why they were not using the Kit, some teachers said they were not given the Kit by the head teacher and it was locked in his room, some could not give a reasonable answer, while some said they used it. Inspection of the Kit box revealed that it was rarely used by the teachers. Some teachers who said they used it did not appear to know the content of the Kit, for they could not tell for which concept there is material in the Teaching Kit.

(b) Furniture:

Almost all the schools had a table and chair for the teacher. One school (Mahmada Boys school) had chairs only and

another nothing at all. This was a Maktab school situated in a mosque. The mosque school was situated in the adjacent Hujra of a mosque and had table and chair for the teacher. Only one school (PMA-Kakul) had students' desks, and tables and chairs for students in two classes (classes IV & V). The rest of the schools had mats for the students in almost all classes (Table 9.4).

Teaching Practice

(a) Teaching activities:

In almost all classes, the teacher himself was teaching. In some classes, the monitors were either just supervising or giving lessons to the students when the teachers were not in the classes. On the whole the classes were well disciplined except just a few.

The medium of instruction (in almost all except 7 schools) for K.G. and class I was their mother tongue. In the remaining classes, it was Urdu.

In most of the 68 classes observed, the teachers were using only textbooks (67%), some were using textbooks and chalk board (25%), while just a few (12%) teachers used the Teaching Kit as well (Table 9.6).

In a few classes teachers were teaching orally without using any instructional material. This happened mostly in K.G. or class-I. The textbooks in use were those prescribed by the

Government. Mostly teachers read the lesson from the book. They did this even for science lessons where some activities could be performed with the help of the Teaching Kit or some material collected from the school surroundings such as leaves, flowers and stones, etc. In some classes, students read a paragraph from the book and the teachers explained the content. Some of the specific observations recorded about teaching activities/practices in various classes are outlined below:-

i. Numbers were being taught to K.G. and class-I using mostly drill method.

ii. 'How a word is formed' was being taught to class-I (in three schools) on the chalk board, students repeating the words after the teacher. No practice was being carried out by the students on their Takhtis or slates.

iii. Science was being taught to class III & IV students: teachers explored previous knowledge of the students.

iv. While teaching a chapter on social studies, teacher was writing the key words on the chalk board.

v. Untrained teacher was using Teaching Kit for teaching numbers to K.G. and class-I. He was using drill method and involved students as well. Students were coming one by one, writing on the chalk board and reciting the numbers, the rest of the class reciting after him.

vi. Trained (head) teacher while teaching a social studies lesson to class III wrote on the chalk board for the whole lesson without paying attention to students or being conscious of their little participation.

vii. An untrained teacher was just reading out the science lesson to class V students. He did not ask any question or explore their background/ previous knowledge.

viii. Teacher was reading a social studies lesson to class III, students were repeating after him: the teacher explained some points.

ix. Teacher was giving oral lessons in science and Urdu to class IV.

x. Class monitors (2) were helping students to put their fingers on specific words/places in the book while teacher supervised. The teacher started teaching how to spell the words.

xi. Untrained teacher solved a sum on the chalk board without noticing whether the students were following it or not.

(b) Students participation:

Almost all students had textbooks, slates, copies, takhtis and pencils, etc. In K.G. and I-III classes, they mostly used slate and takhti. In some schools they had copies for homework. In classes IV-V, students mostly used copies for their homework as well as for their class work. Class-work was checked by the teachers. Some teachers checked it carefully, some very casually.

Most of the students seemed to enjoy their lessons. In a few schools which were visited near closing time, students were a little non-interested. However, almost all classes were

disciplined. When the teachers were away the class monitors were supervising and keeping the classes in discipline.

(c) Teacher's Diary:

Teacher diary was written and maintained very rarely. Teachers in four schools only, two girls and two boys, kept their diaries. They also did not write it daily. They did it either monthly or weekly. The diary was generally written class-wise and subject-wise. It did not include guidelines or suggestions on methodology for teaching a subject or a particular topic, & any material on assessment of students. It only included chapter number and chapter title to be taught. Sometimes, number of sums/ exercises to be done in the class was also mentioned. Teachers who wrote the diary, tried to follow it as well. Printed diaries were also provided by the DEO/SDEO's office. Some teachers had not filled in all the columns. Some of the diaries were checked and signed by the head-teachers of the schools. The majority of schools had written their yearly plans divided into months on a chart, i.e. the content to be covered in a month in various subjects for various classes was written against each month. This chart was class-wise and was for the whole of the school. It was in the head teacher's room or in the office, if there was one.

(d) Student's Home Work:

Out of 68 classes observed, 22 teachers (32%) gave home work regularly to their students, 28 (41%) gave home work sometimes

and about 18 (26%) gave no work at all (Table 9.7). The teachers who gave homework regularly mostly checked the home work regularly and carefully. The teachers who gave home work irregularly, mostly checked it irregularly as well, and four teachers did not check it at all. Home work for classes I-II was either not given or given on takhtis which were washed out by the students in school for doing their class work. Therefore, it cannot be said for sure whether or not the teachers checked the home work of these classes. In a few cases (4%) class monitors checked the homework which was sometimes rechecked by the teachers. The teachers did not give home work daily as evident from the dates in the copies of the students.

Students had mostly separate copies for various subjects. However, in about 10 classes students did not have separate copies. The copies were not kept properly by the students. Home work was not properly done. No directions were given by the teachers for 'how to do' the home work. On the whole, the copies indicated a careless attitude of teachers with regard to home work.

TABLE-9.1

CLASS-WISE ENROLMENT AND ATTENDANCE

School Variables	K.G			I			II			III			IV			V			Tot
	E.	A	%	E.	A	%	E.	A	%	E.	A	%	E.	A	%	E.	A	%	En
PBS Kakul Village	67	-	-	53	44	83	55	47	85	51	44	86	47	41	87	48	46	96	321
PBS Bhanda Thaghwarian				13	8	62	9	6	67	-	-	-	12	9	75	13	11	85	47
PBS Mahmada	53	50	94	28	28	100	24	24	100	10	9	90	4	4	100	-	-	-	119
PBS Rajoiya	61	61	100	40	33	83	43	35	81	54	45	83	38	34	89	48	38	79	284
PBS Dadyal	34	30	88	34	30	88	-	-	-	-	-	-	-	-	-	35	27	77	103
MBS Nawanshehr	63	45	71	54	47	87	57	52	91	40+53 (Two sections)	35+47	88+89	48+53	44+50	92+94	-	-	-	368
PBS Ghora Bazgaran	22	22	100	51	51	100	27	27	100	17	17	100	19	19	100	22	22	100	158
PBS Sherwan				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	217
PBS Kakul-PMA				56	50	89	69	58	84	-	-	-	50	35	70	42	42	100	267
PBS Seri-Bagnotar	6	3	50	19	8	42	8	5	62	6	5	83	8	6	75	-	-	-	47
PBS Bhanda Betang				11	9	81	11	9	81	-	-	-	3	5	63	6	5	83	36
PBS Nawanshehr				59	50	84	7	7	100	24	19	79	24	24	100	15	12	80	129
PGS Smaisar	37	23	62	42	36	85	19	19	100	-	-	-	16	13	81	7	6	86	121
Mosque School. Mawalakot	9	8	88	19	18	94	13	13	100	8	8	100	-	-	-	-	-	-	49
Maktab School, Bhanda Khair Ali Khan				43	14	32	13	5	38	21	13	62	20	6	30	-	-	-	97
PBS Abbottabad				-	-	-	37	28	75	45	39	87	55	42	76	-	-	-	210
PBS Upper Malikpura				51	37	72	46	37	80	27+28	24+21 (Two section)	89+75	55	42	76	-	-	-	208
PGS Mahmada				8	4	50	6	5	83	6	4	67	5	5	100	6	6	100	39
PGS Rajoiya	50	29	58	37	31	83	37	27	72	48	36	75	28	24	86	13	10	77	213
MGS Sherwan				20	15	75	23	21	91	23	19	83	20	19	95	-	-	-	133

Key: E- Enrolment A- Attendance

Note: K.G. enrolment were not always noted separately.

TABLE 9.2

PUPIL-TEACHER RATIOS

School	Total enrolment	No. of teachers	Pupils per teacher
GPBS Kakul Village	321	5	64
GPBS Bhanda Phaghwarian	47	3	16
GPBS Mahmada	119	2	60
GPBS Rajoiya	284	7	41
GPBS Dadyal	103	2	52
GMBS Nawanshehr	368	7	53
GPBS Ghora Bazgaran	158	2	79
GPBS Sherwan	217	5	43
GPBS Kakul-MA	267	6	44
GPBS Seri-Dagntar	47	1	47
GPBS Bhanda Betang	36	1	36
GPBS Nawanshehr	129	2	65
GPGS Smaisar	121	4	30
Mosque School, Dawalakot	49	2	25
Maktab School, Bhanda Khair Ali Khan.	97	1	97
GPBS Abbottabad	210	4	52
GPBS Upper Malikpura	208	6	35
GPGS Mahmada	39	2	20
GPGS Rajoiya	213	3	71
GMGS Sherwan	133	3	44

GPBS Sherwan	5	4	
GPBS Kakul-PMA	5+3= 8	6	1
GPBS Seri-Bagnotar	4+1= 5	1	1
GPBS Bhanda Betang	5+1= 6	1	-
GPBS Nawanshehr	5	2	1
GPGS Smaisar	5+1= 6	4	2
Mosque School, Rawalakot	3+1= 4	2	2
Maktab School, Bhanda Khair Ali Khan	4	1	1
GPBS Abbottabad	4+1= 5	4	1
GPBS Upper Malikpura	4+2= 6	6	2
GPGS Mahmada	5	2	1
GPGS Rajoiya	5+1= 6	3	2
GMGS Sherwan	4+1= 5	3	-
Total:	110	68	23

TABLE- 9.4

AVAILABILITY OF MATERIAL IN THE CLASSROOMS

School Variables	Classes		Instructional Material						Furniture				
	Total	Observed	Chalk Board	Teachers Textbook	Curriculum	Charts	Model	T.Kit	T.Table	T.Chair	Desks	Chairs/ Table	Ma
GPBS Kakul Village	6	5	5	5	-	5	1	5	5	5	-	-	5
GPBS Bhanda Khaghwarian	6	3	3	1	-	1	-	3	3	3	-	-	3
GPBS Mahmada	5	4	4	4	-	1	-	4	-	2	-	-	4
GPBS Rajoiya	7	6	6	3	-	3	-	6	4	6	-	-	5
GPBS Dadyal	3	3	3	1	-	-	-	3	3	3	-	-	3
GMBS Nawanshehr	8	4	4	-	-	-	-	4	3	1	-	-	4
GPBS Ghora Bazgaran	5	5	5	-	-	-	-	5	2	3	-	-	3
GPBS Sherwan	5	-	-	-	-	-	-	-	-	-	-	-	1
GPBS Kakul-PMA	8	4	4	1	-	2	-	4	4	4	1	1	2
GPBS Seri-Bagnotar	5	1	1	-	-	1	-	1	1	1	-	-	1
GPBS Bhanda Betang	6	3	3	1	-	1	-	3	3	3	-	-	3
GPBS Nawanshehr	5	2	2	-	-	2	-	2	2	2	-	-	2
GPBS Smaisar	6	4	4	given to students	-	4	-	4	4	4	-	-	4
Mosque School, Rawalakot	4	3	3	3	-	1	-	-	2	2	-	-	3
Maktab School, Bhanda Khair Ali Khan	4	2	2	-	-	-	-	2	-	-	-	-	2
GPBS Abbottabad	5	3	3	1	-	-	-	3	3	3	-	-	4
GPBS Upper Malikpura	6	5	5	-	-	-	-	5	4	4	-	-	4
GPGS Mahmada	5	2	2	given to students	-	2	-	2	2	2	-	-	2
GPGS Rajoiya	6	5	5	2	-	3	-	5	3	2	-	-	3
GGMS Sherwan	5	4	4	-	-	4	-	4	4	4	-	-	4
	110	68	68	22+2	-	30	1	65	52	54	1	1	62

TABLE-9.5

INSTRUCTIONAL AIDS ON DISPLAY

asses	Aids on display	
Observed	Yes	No
5	5	-
3	1	2
4	1	3
6	3	3
3	-	3
4	-	4
5	-	5
-	-	-
4	2	2
1	1	-
3	1	2
2	2	-
4	4	-
3	1	2
2	-	2
3	-	3
5	-	5
2	2	-
5	3	2
4	4	-
68	30	38

Table 9.6

TEACHING ACTIVITIES IN THE CLASS

	Classes		Medium of Instruction		Material used			Teaching Activities								
	Total	Observed	Mother Tongue	Urdu	Text book	Chalk board	Teaching Kit	Lecture	Teacher reading	Student reading - Teacher explaining.	Teacher asking question	Discussion	Demonstration	Experimentation	Out door activities.	Any Other.
ge	6	5	-	5	2	2	-	3	2	-	5	-	-	-	-	Drill
hwarian	6	3	3	2	3	-	2	-	3		3	1	1	-	-	-
	5	4	2	2	1	1	1	1	-	1	2	-	-	-	-	Drill
	7	6	1	2	5	1	-	-	4	1	4	-	-	-	-	Sums on chalk board
	3	3	2	1	3	-	-	-	3	-	1	-	-	-	-	-do-
	8	4	3	1	2	2	-	-	2	-	1	-	-	-	-	-do-
ran	5	5	3	2	5	-	-	-	5	-	2	-	-	-	-	-
	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8	4	-	4	3	2	-	-	3	-	2	-	-	-	-	-
ar	5	1	1	1	1	-	-	-	1	-	1	-	-	-	-	-
ng	6	3	3	2	3	-	2	-	3	-	3	1	1	-	-	-
	5	2	-	2	2	-	-	-	-	2	2	1	1	-	-	-
	6	4	-	4	3	1	-	1	3	-	1	-	-	-	-	-
	4	3	2	1	1	2	-	1	1	-	1	-	-	-	-	-
nda	4	2	1	1	1	-	-	-	1	-	1	-	-	-	-	Drill
	5	3	-	3	1	2	-	-	1	-	2	-	-	-	-	-
pura	6	5	3	2	2	2	-	-	-	2	2	-	-	-	-	-
	5	2	-	2	2	1	2	-	2	-	2	-	-	-	-	-
	6	5						-	3	1	3	-	-	-	-	Sums
	5	4						-	2	-	4	-	-	-	-	on chalk -
	110	68						6	39	7	42	3	3	-	-	board.

Table 9.7

STUDENT'S HOMEWORK

	Classes		Homework given			Homework checked			Copies for Homework		Who checks Homework		Was it checked(by the teacher)?	
	Total	Observed	R	NR	NAA	R.	NR	NAA	S.	N.S.	Teacher	Monitor	Correctly	Not correctly
	6	5	1	4	-	1	2	2	2	2	2	2	1	1
ian	6	3	-	3	-	1	2	-	2	1	2	-	1	1
	5	4	1	2	1	1	2	-	3	-	3	-	3	-
	7	6	-	4	2	1	3	-	3	1	3	1	-	3
	3	3	-	3	-	-	3	-	2	1	1	-	-	1
	8	4	2	-	2	1	-	1	1	1	1	-	1	-
	5	5	-	-	5	-	-	-	-	-	-	-	-	-
	5	-	-	-	-	-	-	-	-	-	-	-	-	-
	8	4	-	3	1	-	3	-	2	1	2	-	-	2
	5	1	1	-	-	1	-	-	1	-	1	-	1	-
	6	3	-	3	-	1	2	-	2	1	2	-	1	1
	5	2	2	-	-	2	-	-	2	-	2	-	2	-
	6	4	4	-	-	3	1	-	3	-	4	-	2	1
kot	4	3	-	1	2	-	1	-	1	-	1	-	-	1
a	4	2	2	-	-	2	-	-	2	-	2	-	1	1
	5	3	1	1	1	1	1	-	2	-	1	-	1	-
a	6	5	3	-	2	2	1	-	3	-	3	-	2	1
	5	2	-	2	-	-	1	1	1	1	1	-	-	1
	6	5	2	2	1	2	2	-	4	-	4	-	2	2
	5	4	3	-	1	3	-	-	2	1	3	-	2	1
	110	68	22	28	18	22	24	4	38	10	38	3	20	17

R = Regularly
NR= Not Regularly
NAA= Not At All.

S= Signed
NS= Not Signed

copy-books/exercise books

MANAGEMENT AND ADMINISTRATION

Several questions were asked that related to the educational administration in the District, as indicated below. Teachers were also asked to indicate their suggestions for improvement in the quality of schooling.

Salary of Teachers:

Administration was efficient in respect of salary payments. In all the schools, the staff got their salaries in the first week of every month. The majority of the teachers (62%) got their salaries during first three days of the month, about 18% got it from the 4th to 6th day and 19% got it from the 7th to 10th day of the month. They did not face any problem in getting their salaries. No head teacher pointed out any dispute with the administration regarding their salaries. Teachers in five schools received their salary at their own schools, five teachers received it at the SDEO's office, and teachers of some schools received it at other schools called Pay Center Schools. The distance from school to the Pay Centre or SDEO's office was mostly less than five miles (8 schools). Two schools were at a distance of 5 and 10 miles respectively, whereas two schools were at a distance of about 20 and 34 miles from the Pay Center/SDEO's office.

Personal and Official Problems:

All the head teachers contacted their SDEO/ASDEOs in connection with any problem or matter relating to salaries, leave, posting and transfer of teachers, etc. Eleven head teachers reported that their personal and official problems are solved at SDEO-level and 8 at ASDEO-level.

The teachers at the boys' schools reported that they do not visit/approach DEO's/SDEO's office regarding their problems. They approach their head teachers in this regard and get their problems solved. The girls' school teachers visit DEO's/SDEO's office sometimes directly and sometimes through their head teachers regarding their personal problems. They get ccoperation from the office.

All but 4 of the head teachers reported that the officers they approached had the necessary powers/authority to solve their problems and they solved the problems at their own level and did not pass them on to their seniors for decision. According to the majority of the head teachers, the administrators spent a lot of time on personal and supervisory problems. Only five of the teachers reported that the administrators spent some time solving problems related to administration. About half the respondents mentioned that it was not helpful to consult a superior officer, if the concerned staff did not solve the problems, and about half reported that this helped them for solution of their problems.

Decisions on various matters were frequently delayed. About 50% of the head teachers reported that heavy pressure of work was the reason for delay, and more than 50% ascribed it to the attitudes of the officials concerned.

Instructions from Directorate:

The Directorate of Education, as mentioned by the respondents, sent instructions regarding academic programmes quite often. Only two schools reported that they received noneat all.

the orphan children. In class V a scholarship examination is conducted by the DEO's office and successful students are awarded a scholarship on merit basis. The students received this schólarship in class VI.

Improvements in Education System:

A list of fifteen proposals was given to the head teachers relating to improvements in the education system. They were requested to select one or more suggestions which, according to them, could make head way in this direction. Their suggestions in order of priority were as follows:-

1. Teachers must be paid better
2. School buildings should be improved
3. Preservice education of teachers should be improved
4. More teachers should be employed

5. In-service education for teachers should be improved.

6. Curricula should be made more relevant to the educational needs of the community

The female teachers suggested that for improvements in the education system, there should be a senior headmistress who may act on behalf of the supervisory staff in that area. She should be given some reasonable remmuneration.

Improvement in Quality of Education:

For the improvement of quality of education, the teachers offered various suggestions of their own as outlined below:-

i.	Adequate buildings	..... 52%
ii.	Trained teaching staff	..... 48%
iii.	Better salaries for teachers	..... 46%
iv.	Better physical facilities	..... 36%
v)	Teacher-parents relationship	..... 27%
vi)	Better status of teachers	..... 21%
vii.	Improved teacher-student ratio	..... 5%
viii.	Minimum age of primary school child - 6 years	..... 2%

Percentages mentioned against each suggestion indicate that the majority of teachers had suggested adquate school buildings as a priority for improvement of the quality of education. This is a very important and pertinent suggestion, for almost all primary schools were two-room schools. It is very difficult to organize and conduct 5-7 classes or sections in those two-room buildings. This definitely adversely affects the quality of education. In second place came the availability of trained teachers. Shortage of trained and well-qualified

teachers was another important factor affecting the quality of education. Near to the second suggestion came better salaries for the teachers. About 46% teachers had given this suggestion. Primary school teachers are the worst paid employees of the Government. With a thin salary of about Rs:500-700 it is not possible to bring up a family easily. The difficulties faced by the teachers in this regard affect their thinking and mental capabilities. In school they are still worrying about their families. Mentally preoccupied, they cannot do justice to their duty. In fourth place came provision of better physical facilities to schools. Almost none of the schools had facilities such as drinking water, sanitation, electric or gas supply, proper/adequate school furniture and mate for the students. Such facilities are basic to a hygienic environment and proper functioning of a school.

Another important suggestion offered by 27% of the teachers was attention to the teacher-parent relationship. This can help improve quality of education. If parents take an interest in the education of their children, send them regularly to school, advise them to take an interest in their studies, and consult with the teachers regarding the progress of their children, they would be contributing much towards improvement in the quality of education.

Several teachers also mentioned improved teacher-student ratio. Only one teacher felt that the school-going age of the children should be 6 years instead of 5 years.

IMPLICATIONS OF THE SURVEY

1. Policies and Procedures:

a) Buildings

There is a shortage of classroom space in almost all the primary schools in the area. It is a policy of the Government that primary schools would be opened/provided with a building having two rooms. Since there are at least five classes in a primary school, it creates a problem for the teachers to accommodate four or five classes and K.G. in the two rooms. They are therefore forced to arrange two classes in a room and to use the verandah and/or open space, if available, around the school. In adverse weather conditions the school, in most of the cases, has to be closed down. Uncomfortable seating arrangements and repeated closing down of schools ultimately affects the quality of education being imparted in the schools. Provision of adequate school buildings is further impaired by another policy of the Government, that land for construction shall be provided by the local community, i.e. donated by the community. Since the majority of the people are not interested in an education of their children and in any case belong to poor/middle class not having enough land for their own living, they do not provide any land. The big landowners are also not interested in this social cause. If ever they provide some piece of land, it is either not appropriate for construction purposes or it is located at the far off end of the area. This creates many problems, such as:- (1) construction of building is delayed till provision of land by the community;(2) delay in construction due to land conditions; (3) being at a remote end of

the village/area, parents hesitantly send their children to the school; and (4) lack of roads and conveyance facilities further aggravates the situation.

b) Maintenance of buildings

Even if a building/land is donated by the community, proper maintenance/repair is not carried out by the concerned authorities. Provision of funds in this respect is either not enough or the cumbersome procedure for release of funds delays the matter. Almost all the schools visited in the area required some minor/major repairs. Some buildings were in such a condition that it was very dangerous to let the children sit there. But it appears that the urgent need for a thing does not count at all since there were many schools which had required proper and sufficient buildings for schools for a long time. What really matters is the observance of seemingly interminable, tiresome and illconceived procedures for seeking approval of the authorities and procurement of funds.

c) Teachers' appointments and instructional material

Added to this is the appointment of insufficient teachers in the schools. In most of the schools, only two teachers are appointed. They have to teach all the subjects (about 5-6) to all the classes (K.G. and I-IV/V). It is very difficult to teach/supervise 2-3 classes at a time. A teacher in such schools often has to teach about 60-100 students of different classes (more, if his/her colleague is on leave). If a teacher has to teach about 5-6 subjects to 2-3 different classes in a day, the teacher-student output can be imagined very well.

electricity and sanitation. Not a single school had all these facilities. A few schools had arrangements for drinking water: even that was not proper or enough, rather it was very unhygienic. There is no proper ventilation in most of the schools. The small classrooms are so overcrowded that proper ventilation becomes more important. But nothing has been done so far to provide any of these facilities in primary schools. These schools also lack an office for the head teacher with the result that the office record is not properly kept.

b) Furniture

The schools also do not have enough furniture either for the teachers or the taught. Some schools do not have tables and/or chairs for the teachers. The whole day, the poor teacher has to stand. The mats/desks/benches are also not sufficient for the

students. Some of the students always have to sit on floor or to bring mats/small seats from their houses.

c) Teacher's accommodation

In girls' schools, in the far off areas, there is no proper accommodation and teachers often have to travel long distances to reach the school and go back. In such cases most of the teachers come late to schools, for they have to wait for hours for the transport and even to walk for long distances to reach their destinations. In such cases, when a teacher reaches the school she is left with little time and exhausted from the long journey she is unable to do justice to her academic duties. In some of the girls' schools, it is said that accommodation facilities are provided. Even this facility is not appropriate, for it is not possible for a lady teacher to live there alone. In addition there are no proper kitchen facilities in such accommodation. Teachers demand that in such a case they may be provided with a peon, preferable a lady peon. But this demand has not yet been acceded to by the authorities.

d) Clerical assistance

The head teachers have to do some administrative work such as maintenance of records, stocks and registers, etc. As ex-teachers they do not have experience of such work. This work is in addition to their teaching assighments. In the absence of clerical assistance they have to do all the things themselves which due to their inexperience occupies most of their time resulting in neglect of their teaching activities. They cannot take their own classes appropriately and it is difficult for them to supervise and guide their colleagues as they should.

3. Work load:

As mentioned earlier, the primary schools are not provided with enough teachers with the result that the teachers have to teach more than one or two classes. The heavy work load does not allow teachers to attend to individual students or even to the less intelligent students. Likewise, the supervisory staff is over burdened with their administrative duties. When they visit schools for annual examinations and inspection they have little time at their disposal, with the result that they cannot supervise effectively.

4. Lack of Training:

Almost all the officers of the District Education Office are recruited from teacher cadres of secondary school level. They do not have any experience of office/administrative work. When they are inducted in the office job, there is no programme of initial training. Whatever they have to do as their duty, they have to learn on the job. This definitely affects their efficiency for they have to spend lot of time firstly on understanding and learning what to do and how to do it. This on-the-job experience is not sufficient, for there are still some technical matters to be taken care of. For example in case of opening a new school in an area or to provide a new/additional building to a school, the officer concerned has to prepare a detailed proposal giving all details such as its feasibility, location, funds required, duration for completion of the work, etc. Such proposals are scrutinized and approved by various departmental committees, as mentioned in the planning section of this report. To effect all this process successfully requires expertise of technical nature. Not having such expertise, the officers are at a loss and the result is

an unnecessary delay in disposal of the cases. That is why most of the schools wait a long time for repair of the buildings or for a building of their own. Likewise, other cases pertaining to provision of physical facilties, supply of instructional material and cases pertaining to transfers and leave of teachers, etc. get delayed or are mishandled.

In addition to the administrative duties, the officers of sub-district education office have also to supervise primary school education. Since they themselves belonged to secondary school, they do not have enough relevant experience of the problems and good practice techniques of teaching to primary school children. Without any proper training, they are not in a position to supervise the schools and guide/advise primary school teachers in their day-to-day work.

Keeping all these problems in mind, it is little wonder that there is delay in quick disposal of various cases, poor building conditions and poor standards of education.

SECTION IV

EFFECTS OF CONTACT WITH A TEACHER TRAINING INSTITUTION

12. Comparative study of practice and non-practice schools in Haripur Tehsil

COMPARATIVE STUDY OF PRACTICE AND NON-PRACTICE SCHOOL IN HARIPUR TEHSIL

This study was conducted to gain some insight into the possibly beneficial effects of the frequent contact with outside educationists in schools used for 'practice' teaching by trainee teachers.

SCHOOLS:

Selection of Schools

The Haripur school study was conducted in 10 selected schools, 5 practice schools and 5 "control" (non-practice)schools.

Nature of the Schools

All of the schools studied were boys' primary schools except one which was a co-education school. This co-education school was a practice school. Out of the 10 schools, 5 were situated in an urban area and 5 were nearby.

Condition of the Buildings

All of the schools had their own building. The area owned by the schools was found to be sufficient, with considerable variation, i.e. minimum of 640 and maximum of 3696 square feet in the case of practice schools, and 1125 to 4242 square feet in the case of non-practice schools. 3 out of the 10 schools were in good condition. 5 out of the remaining 7 schools needed at least minor repair. 2 schools were found in need of major repair, or rather, reconstruction. All of the schools except one were built in pacca materials. One rural school was built in Kacha materials. Almost all the schools had proper ventilation. Only one school (practice) had enough accommodation. The remaining 9 schools had four or five classrooms. Due to lack of accommodation the classes

were held in verandahs, on lawns or in open space. Construction of the buildings of all the schools had been financed by the Provincial Government.

Facilities

Only 3 schools had electricity and 5 water supply. There was no serious shortage of furniture. Most of the schools used mats for the students. Out of 10, only 4 (non-practice schools) had playgrounds.

Location

Out of 10, only 2 schools were located in residential areas. The remaining 8 schools were surrounded by agricultural land or open space. All of the heads of the institutions were residing within one to two kilometers from their schools.

Mode of Transportation

The school heads usually came to school on foot. One was using a bicycle. The heads of the institutions stated they had no transport facility for the students. The majority of students resided within one kilometer of the school. Almost 99% of the students came to school on foot. The same was the case with the teachers.

TEACHERS AND THEIR QUALIFICATIONS:

Teachers' Qualifications

There were 53 teachers in both practice and non-practice schools. Out of these, 35 were matriculates and 18 had done F.A. 44 teachers had professional training, whereas only 9 were untrained.

Work Load

Almost all the teachers had a work load of 24-30 hours per week.

In-service Training

The teachers of the 10 schools included in the study had attended a total of 78 in-service courses over a period of five years. Out of these, 32 courses were on Nazira Quran and 35 were re-orientation courses. One teacher from a non-practice school reported having attended a course on use of the Teaching Kit. The teachers stated that they needed in-service education in the areas of teaching methodology and audio-visual aids.

INSTRUCTIONAL MATERIALS AND METHODS:

The head teachers stated that a majority of the teachers made some aids themselves to be used in classroom teaching. Each school had a Teaching Kit and the heads stated that it was being used. They indicated that they had no extra funds for replacement of Teacking Kit items. There were no curriculum outlines in the schools. One set of text books had been provided by the N.W.F.P. Textbook Board, but the teachers had no textbooks for their personal use. The heads stated that teachers guides for all the subjects were available in all the schools. The classroom materials such as chalks, dusters, blackboards, etc. were found available in each school.

The teachers stated that they found no difficulty in getting instructional material. Almost all the teachers were found using the textbook method or lecture method. The majority of the teachers stated they used charts and pictures most frequently as instructional aids. The majority of the teachers advocated the existing traditional methods while some of the respondents suggested that activity-oriented methods should be introduced.

The teachers said that the curriculum needs revision. It was emphasized that a textbook should be colourful, with lots of illustrations, and should have exercises at the end of each chapter. The textbooks should be activity-oriented.

Daily Diary

None of the teachers maintained a daily diary. The teachers stated that they did not maintain their daily diaries because they did not have free periods. They were heavily loaded with their usual assignments. Almost all the teachers reported giving home-work to their students but did not keep its record in their diaries. They usually gave written work and topics for memorization. They checked home-work in the classes.

Extra Curricular Activities

Most of the schools were found without extra-curricular/co-curricular activities. Physical education was not offered as a subject of teaching. Excursions, field trips or educational trips were not being arranged by the schools.

Examinations

Examinations in the primary schools were conducted by the ASDEOs and hence these are external examinations. For classes 1-3 the examinations were mostly oral. In classes 4-5 written exams were the usual practice. Only one practice school was found to conduct practical examinations as well.

MANAGEMENT AND ADMINISTRATION:

Salary of Teachers

All of the teachers received their salary at a 'centre' school. The centre schools were situated more than five kilometers

from each school. Almost all the teachers received their salaries in the first week of each month. They did not face any difficulty obtaining their salaries.

Personal and Official Problems

It was stated that none of the respondents had any dispute with the administration in connection with their fixation of pay or sanctions of any kind. The majority of the respondents stated that their problems were solved at the SDEO' office and the attitude of the SDEO was always cooperative. However, the majority of the teachers expressed the view that senior-most headmasters should be assigned additional duties with some remuneration to assist in solving the teachers' problems.

The DEO's office in Abbottabad was situated at a distance of 40 to 45 kilometers from the schools. The connection road for the DEO's office was pucca throughout and they had no problem in reaching it in case of emergency. The schools which were under study were so close to Haripur that it took only 15 to 20 minutes for the supervisor to reach them. The respondents stated that they got all kinds of materials from the SDEO's office.

Almost all of the respondents said that in the case of over-crowding, additional classrooms should be constructed in existing schools. Opening of new schools in the area was not recommended by the respondents.

Improvement in the Education System

The suggestions for improvements in the education system as indicated by the head teachers, in order of preference, are summarised

below:-

i. Status of the teacher in society be raised/restored

ii. Teachers must be paid better

iii. Physical conditions of classrooms be improved

iv. Classes should be smaller

v. Teacher-parent relationships be established

vi. School buildings should be improved

vii. Better teaching aids be provided

viii. In-service education be made frequent.

Improvement in Quality of Education

The suggestions given by the teachers are summarised below in order of preference:-

i. Status of teacher in society be raised/restored

ii. Buildings be improved

iii. Teachers be paid better

iv. Physical facilities be improved

v. Teacher-parents relationships be established

vi. Teacher-pupil ratio should be reasonable.

CLASSROOM OBSERVATIONS:

This section deals with the classroom observations. The main purpose of these observations was to see the effect of practice teaching on the teaching-learning process. The structured observations revealed the findings below.

Teacher-Class Ratio

As far as teacher-class ratio is concerned there was no vast difference. In the five practice schools there were 21 teachers responsible for teaching 26 classes. In the five non-practice schools 31

classes were being taught by 29 teachers. Teacher-class ratio in non-practice schools was slightly lower as compared with practice schools.

Instructional Aids

Every practice and non-practice school was equipped with a Teaching Kit. But its frequent use was found only in practice schools. A remarkable number of teachers in non-practice schools were not using the Kit. Use of indigenous material was only found in practice schools where most of the teachers were observed using hand-made teaching aids.

Materials such as chalk boards, chalks, and charts were found in all the practice and non-practice schools. Most of the classrooms of practice and non-practice schools were found decorated with useful charts.

Furniture

The furniture for class teachers was adequate in both types of schools. A few schools had wooden benches for students. Most of the schools had mats for students.

Teaching Activities

As part of the visit of the school, one researcher made direct observations of the teaching-learning method in each class. In effect, this meant that the work of each teacher was observed at least once, sometimes more. Textbook method (reading aloud from the textbook) was the most popular method among the teachers in non-practice schools, 15 teachers (52%) as compared to the teachers of practice schools, 5 teachers (24%). The lecture method was being used by 10 teachers (34%) in non-practice schools and 5 teachers (25%) in practice schools. 4 teachers in practice schools and 2 teachers in non-practice schools were found teaching through demonstration method. Question-answer technique was being used in practice schools by 6 teachers (28%) for

maximum involvement of the students in the teaching-learning process. Only 2 teachers in non-practice schools were found using this technique. Discovery approach was being used very successfully by one of the teachers in practice schools when he was teaching science to class IV.

Problem-solving approach and team teaching was being practiced by none of the teachers.

Most of the teachers at the practice schools were found using the Teaching Kit and indigenous materials, although the visits of the research team were unannounced. Very few teachers in non-practice schools were using the Teaching Kit properly, the Kits were mostly untouched.

In general, the teaching-learning process was of a higher standard in the practice schools than in the non-practice schools.

Teachers' Diary

This is an aspect which requires considerable attention of the supervisors. Most of the teachers in the schools of both categories were found without a teachers' diary.

Home Work

Almost all the teachers in practice schools were found assigning home-work regularly. The home-work was found properly and regularly checked by the concerned teachers. In non-practice schools the home-work was being assigned regularly but most of the teachers did not care for it and the exercise books of the students were found even without teacher's signatures.

SECTION V

CONCLUSIONS AND RECOMMENDATIONS

13. Methodological issues

14. Implications for research priorities and policy issues

15. Implications for training

16. Recommendations

METHODOLOGICAL ISSUES

The outcomes of this preliminary study, limited to 3 weeks duration, and confined to one District in one Province, are necessarily limited, the more so as the study served the additional purpose of induction training for newly recruited Academy staff.

It is not necessary to labour the point that a more widely based study, of longer duration, would produce more substantial results. This pilot study does, however, reveal or confirm certain methodological problems of research which both (a) affect the interpretation to be placed upon the present findings and (b) affect the recommendations to be made in respect of future research and training programmes.

Section V of this report therefore comprises three sections:

Chapter 13 Methodological issues.

Chapter 14 Recommendations: research priorities and policy issues.

Chapter 15 Recommendations: design of training programmes in education planning, management and supervision.

Some methodological problems of conducting research in the field of education planning, management and supervision, as illustrated in the present study, may now be examined as a preliminary to reviewing the outcomes of the study.

Problem 1. The difficulty of finding out factual information

(a) 'Neutral' facts.

There are some difficulties in establishing simple facts, due to lack of records, for example. In a large school, if the register does not indicate pupils' age, or whether they are repeating the grade, then it may be difficult to collect this data during a field visit of limited

duration. This type of limitation is called 'neutral' because personal factors do not greatly bias the data. The head of school does not fear any personal consequences, for example, arising from information on the age-structure of the school population.

In contrast, there are various types of factual information, collection of which is difficult because of the respondent's desire to appear in a favourable light to the interviewer or to avoid the disapproval of his superiors.

(b) Distortions due to bureaucratic processes

Distortions due to bureaucratic processes are familiar, - for example, the overstatement of school enrolments where this leads to a higher rating of the principal's post or a better chance of upgrading the school or more staff. A possible distortion of this kind presents itself in the attempt to analyse the planning and implementation of the work programmes of first-line superiors. Given the official policy that these supervisors should be in the field for 3 or 4 days a week, the supervisors feel compelled to present advance schedules of field visits for approval on this basis. The records of visits accomplished may also be distorted to fit the approved norm. There is a further possible bias in that the records of field visits have financial implications (payment of travelling and per diem allowances for field work). In the circumstances it is difficult to balance the informal information regarding the pressure of office duties and difficulty of field visits, with formal records of extensive travel in the field.

(c) Bais designed to reflect well on the respondent

Bias is a major handicap in collecting information through the interview technique. An example from the Abbottabad study was the

attempt to document what the supervisors actually do when they visit the schools. Both the supervisors themselves, and the headmasters of schools, to safeguard themselves, stated that a wide range of activities was accomplished. Yet it is obvious that with long travel times, and sometimes more than one school covered in a day, the range of functions covered would be quite limited in most cases.

Another key question concerns the use of the "Teaching Kit", of teaching aids and modern teaching methods. Do teachers use the teaching kit and, if so how often? Teachers feel that it will reflect badly on them if they say that they don't like the kit, or that they feel that the items are not available in the right quantity or are unsuitable. Hence their replies are heavily biased in favour of "Yes" rather than "No", and in favour of 'Often' rather than 'Occas_ionally'. In this case, direct observation during the field study cast real doubt on their formal replies.

Problem 2. Limitations of the interview technique in studying complex problems

Bias favouring the respondent may again creep in when less tangible issues are under discussion. Consider, for example, the attempt to identify operational difficulties encountered by one of the supervisory staff or in one of the District or Tehsil offices. Certainly a list of difficulties is easily produced. However, this list will often refer to difficulties arising outside the sphere of control of the respondent. In other words, there is a tendency for projection outwards of the causes of difficulties.

Almost any administrator in almost any Third World country encounters difficulties which discourage him and which provide an excuse for any weakness in his performance. Equally, certain individuals are known for overcoming such difficulties by constantly pursuing a matter until progress is made. Take, for example, the numerous problems relating to buildings. The bureaucratic red tape is yards thick. Nevertheless some officers manage to achieve their objectives.

The respondent in an interview is hardly likely to say that he cannot bother to fight through the red tape, or that he is uncertain how to organise office work, or that he cannot motivate his subordinates. Thus the balance between such constraints and external constraints is hard to establish. For similar reasons the interview gives a biased picture of job performance since the officer (and often his subordinates, collegues and superiors) will tend to omit any mention of instances in which he has failed e.g. schools which he never gets to visit, schools where things are going badly, delays of various kinds, etc.

To make these comments is not to criticise the respondents in the Abbottabad study, some of whom were exceptionally capable and thoughtful as well as helpful far beyond the call of duty. The tendency to project difficulties outwards and to be short-sighted in respect of one's own weaknesses is built deep into human nature. The point being made is that the interview technique tends to generate information on what <u>others</u> could be asked to do, while giving the impression that <u>the respondent's</u> performance is in no need of change. The respondent may in some instances be deliberately keeping quiet about internal

difficulties. In other instances, however, the outward projection may be quite unconscious.

These limitations of the interview technique are well-known. They are mentioned here primarily for their relevance in assigning priorities to different modes of research(see below).

Problem 3. Lack of conceptual framework on the part of respondents

As just noted, a barrier may be encountered when trying to look closely and sympathetically at a respondent's work. The Abbottabad researchers made it quite clear that they believed the District administrators to be heavily over-worked. Nevertheless it was difficult psychologically to break through the barrier of warm-hearted friendship and to demand to know the organisational problems internal to the District/ Tehsil office and the specific difficulties that might be overcome by training.

Apart from the inter-personal reluctance to enter a phase of more pressurised questioning, there is the second factor that the respondent may lack the conceptual framework with which to interpret the question or make the response. Take the questions 'How do you spend your time?' or'Would you be willing to keep a work-diary?' for instance. If the respondent is not familiar with the concept of a work-diary, he or she has no clear picture of what is being asked, and may imagine that a great deal of detail is required or that personal criticism will be implied.

Another example is that of not knowing how to cope constructively with the volume and range of tasks required of the administrator, including the balancing of requirements of a regular nature with recurring impositions of an urgent nature emanating from higher authorities.

It may be that a systematic management plan could be developed to enable the District team to work towards achieving specified educational development targets even under these circumstances. However, lack of familiarity with planning and management techniques may render a discussion of this possibility quite difficult; and even officers who have a general familiarity with these techniques may not identify with the role of a forward-looking manager, being drawn from the ranks of the teaching service.

Problem 4. Generalised response to questions regarding training needs

Chiefly due to lack of the relevant conceptual framework, there was little detail in response to questions about training needs. The problem of entering administrative work without training was mentioned, the problem of dealing with difficult files was mentioned, the need to learn techniques of supervision was mentioned, and so on. Responses were often at this level of generality, which is of limited utility in the design of in-service training programmes. Training programmes may themselves help to overcome this difficulty.

Problem 5. Attitudinal data do not necessarily reflect likely response to policy initiatives.

Attitudinal data such as "Teachers would attend school more regularly (or "teach better") if paid better" may represent a current belief but this belief might not be realised in practice. The "teaching kit" originated with the belief that if schools were provided with ready-made teaching aids, then teachers would adopt more understanding-oriented methods of teaching. In many instances, the 'teaching kits'

have been unused, or under-utilised, However, there now exist beliefs that they would be utilised "if funds for upkeep were (known to be) provided", "if training were given", "if they were assigned to a class-teacher rather than the whole school", etc. These beliefs or attitudes also might not be borne out in practice.

This limitation is perhaps the most serious of all, since the influence of private attitudes and personal motivation is the weakest link in the translation of public policy into action.

Implications for methodology of research

The output of the Abbottabad pilot study should be interpreted in the light of the foregoing methodological limitations. Due to various circumstances the newly-assembled multi-disciplinary team spent only a short period in the field. The consequent reliance on interviews was not a severe handicap in respect of the primary objective of inducting the team members-familiarising them with the administration of schooling at District level. It was a severe handicap, however, in respect of the research objectives relating to policy issues, organisational matters and training.

Before entering into a discussion of the actual findings of the study in these areas, the implications of the study for research methodology in the field of District-level planning, management and supervision of education may be considered.

1. Embhasis on longitudinal/anthropological techniques and avoidance of interviews as a research tool

It may be seriously argued that the best way for a researcher to investigate the duties of a District Education Officer or first-level supervisor would be for him to design a research prforoma and to then be

deputed as a District Education Officer for a period of 3 months, or better, for a calendar year, so that the full range of a year's activities may be experienced. The researcher would act as DEO while also completing analytical research proformas every day, and trying out conceptsand tools for improved effectiveness of District administration.

There would be administrative difficulties at first in making such an arrangement. When the Academy of Educational Planning and Management has a larger establishment, however, such an arrangement might be negotiated with the Provinces, on the basis of attaching a DEO for extended training at the Academy while deputing an Academy staff member to occupy his or her seat.

This would be an extreme form of an anthropological/longitudinal insider's view of problems. More immediately feasible, and of wider application, would be intensive studies of a continuing kind, which might be termed anthropological, or to those for whom this term is worrisome, longitudinal or based upon a number of case studies. Take, for example, the major policy initiative in the sphere of mosque schools. It is hypothesised at policy level that this institution will provide the key to the achievement of universal primary education. At field level, a generally doubting view prevails. A one-day visit to a mosque school will not reveal the complex web of parental, pupil and teacher behaviours whose balance-favourable against unfavourable-will determine the success of the scheme. This is not to say that a sample of mosque schools should not be visited; but to suggest that a series of visits to the same schools, and/or some periods of anthropological-type observation, would reveal more facts and lessen the incidence of fundamental biases and distortions in the data.

There will, of course, be some bias in the data always due to the presence of the researchers. Apart from this, however, some facts of reality cannot be hidden. A researcher who stays beside a first-line supervisor for a month will see the extent of unavoidable office duties, calls for special enquiries etc. from higher authorities, and so on. He will see what field work is actually practicable; even though the officer he is with will naturally try to put his shoulder to the wheel rather harder than average because he is under observation.

It may be noted that under these circumstances the lack of an adequate conceptual framework on the part of particular officers is less of a problem. There is time either to prolong discussions so that the issues are understood, and/or for the researcher to have a clearer view of the field situation and apply the necessary conceptual framework himself.

2. Use of participant research

There are obvious financial limitations on the number of researchers who can be assigned to intensive anthropological studies of this kind at the same time. One solution to this problem is the modern trend towards 'participant research'. This would mean that the head of school, supervisor, DEO or other officer, would undertake research on some aspect of his own work-situation, according to a previously-determined research strategy.

This technique has an obvious educational and motivational advantage as well as being economical. It brings in its own bias, of course, as participants will naturally not wish to condemn themselves. As against this, the participants do have access to the data about their own work and that of their colleagues. It is upto the research

convener to minimise the effects of bias by the nature of the research design.

3. Training of administrative officers prior to their involvement in external, collaborative or participant research

The Abbottabad research team felt that without a basic conceptual framework in education planning, management and supervision, without some general knowledge of management techniques and of current issues in research and policy-making, the District Officers would neither be able nor motivated to support substantial programmes of research to the full.

Take, for example, the keeping of work-diaries. First of all, it is difficult to discuss the design of a useful yet practical and acceptable format with an officer unfamiliar with the concepts. Second, the officer is very busy, and if untrained would be inclined to give uninformative or superficial replies and disinclined to continue with the diary for an adequate period. Hence the process of training would enhance awareness of concepts and issues and through this, if the training course were well-conceived and organised, there would be a positive motivation to contribute to research bearing on these concepts and issues. This would be relevant to both participative and externally conducted research.

4. Possible use of critical incidents techniques to identify training objectives for experienced personnel.

The design of induction courses for introducing people to the basics of their new jobs is conceptually less difficult than the design of in-service courses for persons already doing particular jobs. The latter have had time to learn from experience and are also habituated to their own patterns of work. How can outsiders teach them something

useful? The 'critical incidents' method in which respondents recall, or note, particularly bad and particularly rewarding aspects of their work, may be one technique to be explored here. This might to some extent make up for the lack of a conceptual framework on the part of the respondent, regarding his problems and the part training might play in resolving them.

5. Action research a sequel to, or preferable to, attitude surveys

The natural sequence of research in the field of education planning, management and supervision, would often be:-

(i) Review of present knowledge in a certain field.

(ii) Preliminary survey of facts, opinions and attitudes.

(iii) Small-scale action research to compare actual behaviour to predicted behaviour

(iv) Large-scale action research

(v) Gradual introduction of any needed reform, phased in with training and resources adequate to support good performance.

The key feature of action research is that actual behaviour is observed and not merely attitudes. Suppose that a teacher states that the teaching kit is not used because it is stored at his home or in the headmaster's room. If it is placed in his classroom, he still may not use it. Now he may say that he cannot replace breakages. If this objection is met, he may still feel unable to use it. If he attends a training course, he still may hardly use it. And so on. In other words, the reasons he gives for not using it may express actual feelings in his mind, but they do not predict how he will behave.

An action research by the DEO or his staff to discover in one school how much training and other support is needed to achieve how much

utilisation of various items in the kit would yield far more valuable information than attitude studies and could indicate the utility of the various items of the kit and desireable modifications, e.g. a simplified and cheaper kit adjusted to the needs of the rural teacher.

The action research shows up practical problems not envisaged by respondents to an attitude study. It is an invaluable tool, and for this reason the concept of 'Field Stations' for action research in various key types of institutions has been suggested in an earlier working paper.

Action research may be heavily biased by a 'Hawthorne effect', enthusiasm at working with a high-powered research team. It is necessary therefore to move on from small-scale researches led by this team, to larger-scale action researches which operate at a remove from the enthusiasts. And any wider introduction of an apparently successful innovation should proceed stepwise, incorporating a monitoring system to detect and compensate for weaknesses due to dilution of the Hawthorne effect.

These observations lead us to a discussion of areas for research identified at the conclusion of the Abbottabad study - see chapter 14.

IMPLICATIONS FOR RESEARCH PRIORITIES AND POLICY ISSUES

Two major areas for research and development work emerge from the study. From the view-point of the techniques of planning and management there is an urgent need to conceptualise, develop and try out a format for a systematic programming of the tasks of District level planning, management and supervision - schemes for immediate, short-term, medium-term and perspective management plans. From the view-point of resource requirements and resource development for the task of first-level supervision, several connected researches, including action research studies, are needed as a matter of high priority to establish the costs and benefits of various arrangements to provide more adequate levels of supervisory support to the schools, - especially in the coming year for which there are such ambitious targets to extend the coverage of schooling; - including the planning, creation and support of new schools, many in remote locations.

These two areas are fundamental to the extension and uplift of schooling, and are considered in turn. A final section answers the question as to whether any policy conclusions emerge from the present limited study.

Research and development priority

1. Development of format and procedures for District-level planning, management and supervision: a District-level "Management plan"

The immediate task would be to undertake a cooperative venture with, say, two DEO's from each Province, to develop systematic schemes for planning, management and supervisory activities, and to test them

out and refine them. These schemes would include a diagnostic section, and modalities of action relating to various time-horizons from the monthly programme of work to the perspective plan. Contents might include:-

a) Data-base/indicators

The extent of statistical and other data available within a District varies. In Abbottabad, for example, the DEO(Male) had a substantial array of statistical information in his office, whereas the DEO(Female) had less information readily to hand.

In any case, the data needs to be processed somewhat, if it is to be used as the basis for systematic analysis and diagnosis, relating to the priorities for various types of remedical and developmental activity in the District. Thus it is not sufficient to know the number of pupils, the number of teachers and the number of schools, nor the average numbers of pupils per teacher or per school. It is important also to know the percentage of schools in which the number of pupils per teacher is very large, the numbers of schools with only one teacher or two teachers, and so on and so forth. These are diagnostic tools or indicators which relate to policy-making at the District level.

b) Diagnosis

The diagnosis would cover problems such as

- geographical access of children of school age to schools
- socio-economic constraints to school attendance
- operational problems of the various schools due to limitations of buildings, facilities, equipment and materials

- operational problems due to limitations of staffing of the schools
- quantitative constraints
- qualitative constraints
- quality of the teaching-learning process in the various schools
- etc.

c) Review of new educational policies and their local implications

d) Review of new inputs scheduled under the Five Year and Annual Development Plans

e) Review of receipts under non-Development budget

f) Plan of action and monitoring relating to buildings construction, repair and maintenance.

1 month

; year

5 years

10 years

g) Same for facilities, equipment and materials

h) Plan of action and monitoring relating to the deployment, in-service training and personnel aspects of teachers presently employed

i) Same, relating to newly-recruited teachers

j) Plan of action and monitoring relating to supervision of and support for the schools

k) Plan of action and monitoring for improvement of office services

l) Plan of action for improvement of records and statistical data in schools themselves and in Tehsil/District Offices

m) Specification for 'rolling' the plans forward at the conclusion of each time-period

n) Arrangements for small scale action research/ 'participant research' into matters such as

- supervision of primary schools by high school headmaster
- liaison with local teacher education college
- use of the teaching kit
- repair of buildings
- work-load and office organization

o) Arrangements to document causes of deviation from monthly (and yearly) plans

The preparation of the background material for the prototype management plan outlined above might be undertaken jointly by the DEO, his Deputy or Assistant, and a researcher. The drafting of plans for action, (f) onwards, might be discussed jointly by the DEO, the Divisional Director and the Provincial Director of Schools, the Chief Planning Officer, Education, and the researcher prior to crystallisation in a definite form.

The researcher(s) would need to be in constant touch with the DEO's who are participating in the trials, to attend meetings with their staff, and to spend as much time beside them as possible. It might be advantageous if the two DEO's participating in the trials in each Province, plus the researcher, met regularly with the Provincial Director/Schools

and Chief Planning Officer, to discuss progress, problems arising, policy options and ways of reducing red tape. This liaison would be vital if the experiment were to be gradually extended to cover more Districts in the Province.

This research and development activity has especial priority vis-a-vis the Academy of Educational Planning and Management, with its responsibilities for the training of field administrators in planning, management and supervision. After the initial round of training in which DEO's are introduced to various basic concepts in the field, it will be necessary to undertake training courses in specific methodologies for use at District level. Development of these methodologies by field trials over the period of about 2-3 years required for training in basic concepts of the full population of DEO's will permit the transition to more sophisticated and job-related methodological courses for the 'second round' - for stage 2 of the Academy's training for these officers.

Research and development Priority 2: Study of resource requirements and resource deployment for first-level supervision.

Several policy alternatives exist in relation to the problem of first-line supervision:-

A. Lessen the expectations of supervision greatly to cover an annual brief visit to check school records (retaining the present heavy load of schools per supervisor)

B. Lessen the expectations slightly and provide better transport facilities and clerical support.

C. Recruit more supervisors and improve transport and clerical support, so that each supervisor is responsible for 50 schools or less, and can get out to visit them regularly.

D. Create an additional tier of assistants to work under the ASDEO's, station them throughout the District and/or improve transport facilities.

E. Induct high school headmasters as assistant supervisors with responsibilities for supervision of a group of nearby primary and middle schools (In remote areas only, or throughout the District).

F. Separate the administrative and pedagogic functions, so that pedagogic considerations do not get pushed aside by office duties (the Sind policy in this respect may be evaluated).

G. To raise the quality of teaching (a task which ASDEO's at present have no time for and may be ill-equipped for), utilise teacher training institutions, Education Extension Centres, Punjab's 'Decentralised Resource Centres' and selected high schools as resource centres for short-duration in-service training of primary school teachers and as bases from which mobile vans may visit rural schools to induct teachers on a continuing basis into the use of understanding-based, activity-enriched teaching-learning methods in their own particular environment.

A first research priority here is to examine the costs and benefits of these various approaches, on a mainly arithmetical basis. This would give some indication of the relative practicability of the different approaches.

A second research priority is to conduct an anthropological type research regarding the kinds of activities actually undertaken by first-level supervisors, under different systems of supervision, notably:

- administrative and pedagogic functions combined (as in NWFP & Punjab)
- administrative and pedagogic functions separated (as in Sind)
- special intensive pedagogic support (as in the Primary Education Project)

- special planning officer at local level
(as in the Special Development Programme).

This research would be based on direct observation of activities undertaken over a period of at least two months, combined with some additional measures to show the pattern of work at different times of the year; or over a period of a year, if possible. This research could be undertaken on a decentralised basis, coordinated by the Academy, or directly. In any case, it would need substantial funding to provide for a team of full-time research assistants to make the observations on a continuous basis. As noted previously, attempts to tackle these questions through interviews and documentary sources would not generate data of the richness or reliability required.

The development of action-research projects incorporating selected alternative ways of increasing supervisory contact with and support for the schools is the major research area identified from the Abbottabad study. The present set-up is already unworkable in terms of its own objectives and the situation will become worse as the officers are called upon to plan for and initiate a rapid extension of the coverage of primary schooling. Each of the suggestions (C), (D), (E) and (G) above would provide the basis for a worthwhile action research project:-

Suggestion (C)

More resources of existing type - more supervisors, transport and clerical staff. Need to train for effective performance and evaluate outcome.

Suggestion(D)

Additional tier of supervisors

Need to train for effective performance and evaluate outcomes.

Suggestion(E)

High School headmasters as assistant supervisors

Need to define the organisational and financial aspects precisely, to train for effective performance and evaluate outcomes.

Suggestion (G)

Use of teacher training and other institutions as resource base for local in-service teachers training courses and as base for mobile vans

(This action research project would have great potential for upgrading the quality of schooling as well as providing additional supervisory contact with the schools.)

Need to decide scale of research, investigate costs, set up a 'field station' to pilot the exercise in 1-2 selected colleges, to induct college staff and students, and to evaluate costs and benefits of various levels and types of support for the schools. The project would be the logical consequence of the Abbottabad Tehsil study where different schools were found to be operating in rather similar fashion but where the teaching methods were obsolete and ineffective; and of the Haripur Tehsil study, where teachers in schools which serve as practice-

schools for a teacher training institution were found to use more effective teaching methods than teachers in non-practice schools.

Policy recommendations

It would be possible to prepare a list of ad-hoc policy recommendations, based on the isolated experience of the Abbottabad study. Such recommendations would carry no weight at this stage. Two major recommendations may be offered, however.

Policy recommendation 1. Planning for Planning and Plan Implementation.

It is recommended that the VIth Five Year Plan, with its ambitious targets for expansion, should be elaborated in such a way that a suitable percentage of Development funding for each level of education be allocated to finance additional supervisory posts to facilitate the planning and implementation of the expansion process.

As amply demonstrated in the present study, field supervisory staff are already overloaded with work and unable to attend to the duties officially assigned to them. If the objectives of spreading primary education to distant villages, and of improving retention ratios are to be met then the Five Year Plan should include provision for staffing the process of expansion.

Policy-recommendation 2. A section of Development funding to be channelled through an Action Research format

The standard of planning and management in the education sector has been widely criticised. It has been said that weakness in management has been a main reason for the non-implementation of plans.

As noted in the present chapter, there is much research to be done regarding how the problems in the education sector may be overcome- notable action research.

The action research programmes cited above would be too costly to set up from the Academy's own budget. However, vast sums of money are to be dispensed through the planning machinery, to catch up with the requirements specified as national targets. The Provinces may be required to ensure that 10% of their Plan expenditure is channelled through action-research ventures. The Academy could play a coordination role in the design and conduct of the action research projects in each province. Release of funds by the Planning Commission would be subject to the assurance that relevant monitoring, and various action research projects were being conducted. Different models of first-line supervision may be tested out, for example, and the involvement of rural teacher education colleges in the support of teachers in newly established as well as existing schools.

If the Abbottabad study report could lead to a substantial development budget funding of field personnel adequate to implement the plan, and to the decision to structure some part of the Development expenditure as part of action research studies, then the study would have been well worthwhile.

IMPLICATIONS FOR TRAINING

The 'assessment of training needs' is often put forward as the first step in designing a training programme. The analogy is with a machine operator. The machine is there, with the capability of cutting metal to an accuracy of 0.01 c.m. The trainer has to discover the cognitive knowledge and skills and the psycho-motor skills required to operate the machine to this accuracy, and to devise a sequence of activities by which a trainee may be given these skills. The 'training need' is calculated by reference to the number of these machines to be used by the organisation to accomplish its objectives.

The designing of a training programme for management personnel in no way resembles this process. In the first place the duties of a manager are so complex and variegated that a mere description of the task of management is quite difficult. Moreover the delineation of 'good management' in a particular context is quite controversial. Furthermore, the nature of management skills is such that one can have only limited confidence that a plausible-seeming training sequence will achieve, or has achieved, the desired transformation of the trainee. And again, the trainee will return to a complex organisational environment. Even if the training had some effect, the environment may not accommodate a change in general behaviour or specific procedures on his part.

For this reason, the designing of training courses for management personnel is a different kind of operation from designing training courses for machine operators or for soft-ware operators like computer programmers, students of short-hand, etc. The first step in designing training courses for management is to review the organisational

context or 'set-up'. The organisational structure is reviewed, together with the duties officially assigned to each officer, and the tasks he actually performs. This followed by an analysis of the problems encountered in various aspects of the organisation's operation. The problems and inefficiencies are then reviewed in terms of:-

a) the extent to which they are soluble by reorganisation of structures and procedures

b) the extent to which they arise from unavoidable constraints unrelated to training

c) ways in which training can contribute (see, for example, Tibi & Thorkildsen, 1977)

It is for this reason that the work-load and working conditions of District-level educational management personnel were discussed first in the present report and the topic of training left to last. If the supervisor has too many office duties to get to the schools and no means of transport except walking through the mountains in the rain and snow, then he is unlikely to have much use for guidelines in the supervision of classroom instruction techniques. The desirable sequence of events is to appoint an adequate number of supervisors, with supporting transport facilities, and then to train them in techniques of classroom supervision. For this reason, research and action research leading to a policy decision favouring enhanced levels of supervisory inputs is more urgent than the initiation of training courses at this level. (Such courses may be initiated but will operate under a situation of 'unreality' except for participants in resource-enriched action research projects).

Assuming now for the purposes of discussion that we have a situation of moderate workload and adequate transport, how may we identify 'ways in which training can contribute'? First, we may consider the conceptual distinction between induction and in-service training.

Differences between induction and in-service training

The concept of 'training needs' applies most clearly to induction training. When a teacher first becomes a headmaster, he may find himself un-familiar with many of the tasks that confront him, particularly the paper-work. The same is true when a senior school principal or field administrator is appointed as District Education Officer. This problem was pointed out in the field study. In particular, the newly appointed officer was said to be heavily dependent on his clerical staff for knowledge of how to handle files, correspondence and personnel matters. (Actually he needs to study past files, which the clerk has to find and explain to him. He will also need to consult his superior quite frequently for guidance and this is rather uncomfortable for him. These things have to be done in any case, and the 'training' which officers felt they would like to have at the induction stage would not mean that they could be neglected or by-passed.)

The problem regarding 'induction training' is that the training would be most useful when the officer first receives his promotion. And these promotions do not occur in any regular fashion, e.g. 15 promotions on 1 January, such as would facilitate the conduct of an induction training course.

Solutions to the problem of induction training might include:-

i) Preparation of manual for issue to a newly promoted officer. This might be in loose-leaf/ folder form, so that new sections could be added as new regulations are issued. It would include general guidelines on procedures relating to official files, financial matters etc; as well as specific guidelines relating to that job in that Province.

ii) A newly promoted officer could be required to undertake a brief correspondence course in which he is trained in the various aspects of the job.

iii) The newly-promoted officer may learn on-the-job until a place is available at a course organised at Provincial or National level.

iv) The newly-promoted officer may be deputed to spend one month observing a colleague before taking his own seat.

v) The newly-promoted officer may attend an institution such as the Academy of Educational Planning and Management for an individualised course of training, including some observation assignments in relevant offices before taking his seat.

The aim of items (i), (ii), (iv) and (v) above would be to introduce the newly-promoted officer to the basic content areas of his new job, and course content would be designed accordingly.

The situation is very different in relation to the design of courses for officers who are already in-service. This point can hardly be over-emphasised. Take, for example, the case of the District Education Officers. These Officers are already clearing the paper-work that comes their way. They are already very busy with lots of important matters and they knowingly neglect many important duties (such as supervision of distant secondary schools) from lack of time.

The in-service officer is regularly troubled by a difficult file or case which touches upon some unusual legal or budgetary point. The normal type of training course is unlikely, however, to relieve him of this inevitable problem. The faculty member engaged in training is unlikely to have a full grasp of regular paper-work in the various Provinces, let alone the difficult cases.

(A machinery might be set up in which difficult cases are registered, and the opinion/decision of high authorities in the Province concerned are recorded. This would be a useful resource for the future, in respect of research, training and documentation programmes).

We may return then to the question of identifying 'ways in which training may contribute' to increasing the effectiveness of DEO's and their colleagues, most of whom have several years of experience in their jobs.

Design of in-service courses

The responses obtained during the Abbottabad study might be summarised as follows:-

(i) Most problems arise from outside or predecessors

(ii) Fine points of paper-work require knowledge not available with the officers

(iii) Officers would like training in supervision of schools

(iv) Officers would like training relating to their role in collecting/collating educational statistics

The observations of the research-team relating to training might be summarised likewise:-

i) The officers unconsciously saw themselves as educators who were somehow compelled to undertake all sorts of miscellaneous file-work, form-filling and pen-pushing.

ii) The officers were so overloaded with this kind of work, plus calls for inquiries from supervisors, plus receiving complaints from teachers and community leaders, that they had little time to take an overview of their work. (In the language of caricature, they would be happy to convert a full 'In-Tray' into an 'Out-Tray' equally full and an 'In-Tray' delightfully empty.)

iii) In a sense, the officers-though often very busy-tended to be in a state of 'passive response' to the numerous demands placed upon them. This reflected to some extent the lack of a conceptual framework within which to view the key organisational positions held by them.

iv) The excitement of holding responsibility for the educational development of a substantial chunk of the country's youth was not evident.

v) The self-concept of being a senior manager was lacking, as compared to a manager of similar standing in industry, for example.

vi) Skills to organise an office, filing systems etc. were limited.

vii) The officers especially the DEO's cannot easily be away from their seats for long, because of their role as Drawing and Disbursing Officer, and because many matters require their personal attention or signature.

These scant observations could be enhanced by work-study researches of various kinds, by comparison of 'best-practice' and average officers, by use of the 'critical incidents' technique, and otherwise. As noted previously, training which introduces these very concepts would make it easier to gain the enthusiastic support of field administrators for such studies.

Though limited, the present observations do suffice to indicate an appropriate strategy for the development of training courses for field officers.

First, the concept of 'training need' is seen as too vague to be useful, in respect of in-service training. Rather the question is one of how the training organization can manage to broaden the perceptions of the field officers so that they come to perceive themselves as participants in a challenging task of management; of how it can develop officers' interest in modern techniques of planning,

management and supervision generally; and of how through an on-going sequence of training and practical activities at National, Provincial and field level, the officers can be motivated and trained to introduce these modern techniques at field level.

These are 'training objectives', and in this instance the suggestion of is applicable:

"Thus the use of the term training need should be dropped and the term training objective substituted for it. These training objectives or goals are statements of the behaviour change hoped for as a result of the training."

The same authors give a useful categorisation of training objectives:

(1) Regular training objectives

(2) Problem-solving " "

and (3) Innovative " "

This hierarchical concept of training objectives illustrates the point that there is no limit to training objectives. Rather, as a training institution develops a new training module, it can offer that module also as a means of raising the problem-solving capacity of the field officers or as a means of making some innovative technique available for their use.

It may be noted that in-service training, of managers and others, is notoriously unproductive. This is because:-

(a) they already know how to do their job, probably much better than their tutors

(b) it is hard for them to change their habits

and (c) the constraints and institutional climate in their place of work soon discourage them in their attempts to do things as they have been trained to.

There are two ways to tackle this problem:-

1. Train their supervisors and perhaps their colleagues and subordinates so that the new concepts are shared; i.e. change the working environment.

2. Change the person:-

   a) By a long and close personal association with the training agents e.g. work closely with them for a year.

   OR

   b) By conducting re-union courses at which practical work in the field will be discussed with fellow-trainees and trainers. This would provide, both internally and in relation to colleagues, a reason for changing behaviour in the direction of the training objectives, on returning home from the initial training course.

The District Education Officers, for example, are under work pressure. Moreover they cannot be away from their seats for long. It is only by adopting the methods just outlined that there could be a substantial chance of achieving the training objectives.

The following sequencing may be suggested for training of DEO's by the Academy of Educational Planning and Management:-

1) Orientation courses for their superiors (Officers of Provincial Secretariat; Divisional Directors)

2) Introduction of DEO's to the basic concepts of educational planning, management and supervision.

   Part A: 2 week introductory course

   Part B: Practical exercises on the job

   Part C: Re-union course (1-2 weeks) to review practical exercises and enrich initial training (Batches of 20-25 DEO's)

3) Selected DEO's contribute to participant research and action research of the Academy

4) DEO's receive manuals prepared/commissioned by the Academy relating to various special problems

5) DEO's receive news-letter for alumni of training courses

6) Some of DEO's subordinates receive training at Provincial training units

7) Special mobile team visits DEO's office to upgrade filing system and work organisation

8) Selected DEO's participate in the development of a proto-type 'management plan' for District-level educational administration

9) New round of DEO's training courses.

   Part A: Introduction to the District-level 'management plan'

   Part B: Finalisation of a District 'management plan' on-the-job and initial trial

   Part C: Re-union course on implementation of the 'management plan'

10) Later rounds of DEO's training:-

   - Introduction of various specific techniques and skills in the field of education planning, management and supervision, based on materials and methods developed in the field and adapted to local circumstances.

Overview of training strategy

The key objective of the training should be to give the trainee a self-image of actively tackling his work through use of modern techniques of diagnosis, planning, management and supervision; and to adjust his working environment to give support to this objective.

This adjustment is possible, since the Academy of Educational Planning and Management is in a position to work closely with the various key personnel in the system. If the Academy involves policy makers in the Province through high-level seminars and offers recurring courses and seminars for the key client groups in the Provinces, a circle of innovators can be built up which can provide the basis for the expansion and upgrading of education in the Districts. The Academy personnel should be able to form a personal relationship with the key client groups:-

Provincial policy-makers & planners - (Ed. Dept., P & D Divn.)

Divisional Directors and equivalent*

DEO's and equivalent*

Provincial trainers in educational planning, management and supervision.

The total membership of these groups is no more than 200. While others may also be trained by the Academy, its main training role (in respect of field management) according to the study, would be to assist in the development of a concept of their professional role among these groups and, through the Provincial trainers, among the full range of field supervisory personnel. As this role concept is developed, it should be easier to identify, develop and use training modules in specific skills of direct relevance to the field situation, and these should in turn reinforce the general climate of innovative management.

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* (Equivalent = Senior-most female officer in the Directorate/ District).

RECOMMENDATIONS

Recommendations may be classified as general, arising from the experience of the study as a whole, and specific, arising from the schools survey.

I. General implications of the study for the development of Academy Programmes

The main points developed in the general reviews of the study (Chapter 13 to 15) cover the methodological aspects of field studies of the type, and implications for priorities in programme development in terms of studies and training programmes:

1. Study procedures in the field of educational planning and management should be designed to avoid the pitfalls of data due to bureaucratic procedures, self interest and outward projection of difficulties by respondents to questionnaires/interviews, lack of an adequate conceptional framework on the part of respondents and volatile nature of attitudinal information. The Academy would need to minimise use of the interview technique, and develop longitudinal anthropological study tools, develop participant research and develop action research studies. Training courses should prepare field officers to support necessary studies.

2. As soon as staffing levels point, consideration may be given seconding Academy Officers to field posts while the officers concerned attend the Academy for training. Research proforma may be completed by Academy officers daily while in the field, to identify training needs, policy/procedural problems, etc.

3. Two major areas of study were identified in relation to field management:

   - Development of a format and procedures for District level "Management Plan".
   - Study of resource requirements and alternative models of resource deployment for first level supervision.

4. The format of a District level "Management Plan" would be developed through field trials involving 1-2 District Education Officers in each Province, and the Provincial authorities (Key headings are indicated in section 14 above).

5. The investigation of alternative models of first level supervision, designed to increase the frequency and effectiveness of outside contact with the schools, may be built into the implementation of the Action Plan 1983-88 as a programme of action research(Alternative models are indicated in section 14 above).

The practical and conceptional difficulties of identifying training priorities for in-service training of District Education Officers and their officers are highlighted in the final section of the report. Field observations are summarised and based on this a multidimensional package of training activities suited to the in-service training of District Education Officers is described:

1) Orientation courses for their supervisors(Officers of Provincial Secretariat: Divisional Directors).

2) Introduction of DEO's to the basic concepts of education planning, management and supervision.

Part A : 2 weeks introductory course

Part B : Practical exercises on the job

Part C : re-union course (1-2 weeks) to review practical exercises and enrich initial training (Batches of 20-25 DEO's)

3. Selected DEO's contribute to participant research and action research of the Academy.

4. DEO's receive manuals prepared/commissioned by the Academy relating to various special problems.

5. DEO's receive news-letter for alumni of training courses.

6. Some of DEO's subordinates receive training at Provincial training units.

7. Special mobile team visits DEO's office to upgrade filing system and work organisation.

8. Selected DEO's participate in the development of a proto-type' management plan' for District-level educational administration.

9. New round of DEO's training courses.

   Part A : Introduction to the District-level 'management plan'

   Part B : Finalisation of a District 'management plan' on-the-job and initial trial

   Part C : Re-union course on implementation of the 'management plan'

10. Later rounds of DEO's training:

    - Introduction of various specific techniques and skills in the field of education planning, management and supervision, based on materials and adapted to local circumstances.

It is recommended that a circle of innovators be built up which can provide the basis for the expansion and upgrading of education in the Districts. The Academy trainers should be able to form a personal relationship with the key client groups such as:-

Provincial policy-makers & planners -(Education Department, Planning & Development Division)

Divisional Directors and equivalent*

DEO's and equivalent*

Provincial trainers in educational planning management and supervision.

(* Equivalent = Senior most female officer in the Directorate/District)

As a concept of their professional role is developed among this group which numbers no more than 200, it should be easier to identify, develop and use training modules in specific skills of direct relevance to the field situation, and these should in turn reinforce the general climate of innovative management.

II. Specific implications of the schools study

The study was carried out in one District which is one of the best Districts educationally speaking in the Province of the North West Frontier. Since a small number of schools was included in the study, the recommendations based on the findings of the study are preliminary in nature. The recommendations fall under two categories, one to be dealt with by the Academy and other by the Federal/Provincial Governments.

a) For Federal/Provincial Governments:

1. Policy and procedures for provision of appropriate school buildings, with enough accommodation (5 rooms) ~~to hold at~~ least five classes (except in the smallest catchment areas) may be streamlined and priority given to the objective. Government may provide land as well where it is not donated by the community. Likewise, reasonable funds may also be placed at the disposal of the head of the institutions for proper maintenance of the building, and procedure for approval of the authorities/procurement of funds be streamlined.

2. Not a single primary school had facilities such as drinking water, toilets, electricity and gas supply. Almost the same is the case with furniture, i.e. mats/desks for the students and table and chair for the teachers plus almirah. These are the basic necessities which have direct bearing on the teaching-learning process. There is a need to take some policy decisions in this regard so that such basic facilities are made available in schools.

3. Provision may be made in the education policy to appoint more teachers in all except the smallest primary schools, since teaching of all subjects by one teacher to 2-3 different classes at a time adversely affects the teaching-learning process. This is the most important problem which must be taken care of if the quality of primary schooling is to be raised, and indeed if pupils are to successfully complete the 5-year.

4. The heads of primary schools do not have enough funds for purchase of instructional aids. Sufficient funds may be placed at their disposal for this purpose.

5. The number of schools per supervisor is large and the distances a supervisor has to travel makes it difficult to visit more than one school in a day. Hence, supervision of schools is not carried out the way it should be. In addition, the supervisors are overburdened with administrative duties in the office. It, therefore, becomes essential that number of schools per supervisor may be reduced from about 100 to not more than 50, and they may be supplied transport facilities.

b) For the Academy

1. In all the schools visited in Abbottabad, teachers were using the conventional methods of teaching. Rarely, some enthusiastic teachers used teaching aids. Teaching Kit was available in almost all the schools but it was seldom used by the teachers, with the result that new methods or innovations have not found their way in schools. If the teaching-learning process is to be improved, small experiments in teaching methods involving teachers themselves may be started in schools under the supervision of District Education Officers trained and guided by the Academy. Similarly, experiments for the use of Teaching Kit may also be started. This would provide us some evidence for effective use of the Kit or to make some modifications in it.

2. Study of practice and non-practice schools in Haripur Tehsil revealed that teachers in practice schools used innovative methods. They also used the Teaching Kit. This means that the various outside contacts and frequent exposure to new techniques associated with practice-teaching has a beneficial effect on the resident teachers themselves. Therefore similar studies may be carried out in other areas so as to collect sufficient evidence for recommending association of more schools with the Teacher Training Colleges, as practice schools, through mobile units, regular liaison/training,etc.

3. Since there are difficulties in collection of factual data mainly due to lack of records or due to bureaucratic process, there is need to streamline the process of maintaining and collection of statistical information. For this purpose special training programmes may be organized directly or indirectly for administrative personnel of various levels including heads of all schools.

4. The personnel at various hierarchical levels of administration may be given preservice training in techniques of supervision of, at least, three months duration. Then, there must be refresher courses for them on periodical basis.

5. Participation research may be carried out at local level by the Academy in crucial problem areas, since this is educational in character, motivational for the participants (researchers) and economical as well. The local level officers may be given training prior to their involvement in participant research.

ANNEXURE

Notes on Government
College of Elementary
Education, Haripur.

NOTES ON
GOVERNMENT COLLEGE OF ELEMENTARY
EDUCATION, HARIPUR

Section I

Government College of Elementary Teachers Education, Haripur, was originally established in 1952, as Government Training School for Men, Haripur. It attained the present status in 1981, as stated in National Education Policy 1978. It is headed by a Principal. This college is meant for the training of Elementary teachers (both C.T. & P.T.C.). But at present P.T.C. programme is being offered at this institution.

Staff: There are 10 instructors in this college. Out of these 10, only 4 have Master's degrees both in academic and education. 5 are M.A., B.Ed., while only one is B.A., B.Ed. (Details are presented in Section Two). It was stated by the Principal that no additional faculty/staff members are required.

On the administrative side the college has one Assistant (NPS 11), one senior clerk (NPS 6), one driver (NPS 4) and employees such as Lab. attendant, N Qasides/peons (2), Chowkidars (2), Sweepers (4), Malis-2, Bearers-4, cooks-3, and Bahishties 2. No additional staff is required.

Building: Building is expressed as unsuitable to the present needs. Building consists of 18 rooms of different kinds. The details are as under :

Principals Office-1, Office-1, Classrooms-4, Hall-1, Laboratory-1, Art room-1, Library-1, Staff room-1, Garage -1 (Kacha), Store-1, Bath rooms-2, Toilets-2, and Mosque-1.

Addition al rooms to be added immediately to the present building are as under :

Library

Auditorium

Faculty offices

Reading room

Multipurpose room

Furniture:

The principal of the college expressed that furniture is not sufficient. There are at least 11 Grade 17 officers but only 4 tables; one revolving chair and 20 office chairs have been provided. These officers have no separate offices and retiring rooms. Only 2 fans happened to be found for these officers - one for principal and one for instructors.

The main office of the college has been furnished with one big table, 16 chairs, 5 stools, one file cabinet, one almirah and one fan.

In the library there were only 6 chairs, 10 almirahs and one fan. Open shelf system does not exist. The books were found under lock and key.

There was only one laboratory with 4 experiment tables, 3 almirahs, one table, 20 chairs, one bulletin box, one flannel board and two fans.

118 benches, 19 black boards, 15 mats, 2 rostrums and 21 fans have been provided as class room furniture. Quite insufficient furniture is being provided for hall/auditorium.

No additional furniture has been demanded by the principal.

Two duplicating machines, two typewriters and one telephone have been provided. One plain paper copier and one sound projector have been demanded.

Programmes of training:

As mentioned earlier this college is meant for the training of elementary teachers, both C.T. and PTC. At present college has only PTC class. The present enrolment is 149. The

under :

Open merit	= 65%
Sons of Edu-employees	= 5%
Teacher Sons	= 15%
Armed forces	= 5%
Minorities	= 5%
Ex-militarymen	= 5%

The details of courses being offered are as under :

i. Principles of Education & Methods of Teaching.
ii. Child Development and Counselling.
iii. School organization and classroom Management.
iv. Language and Methods of Teaching.
v. Mathematics and Methods of Teaching.
vi. Science and Methods of Teaching.
vii. Social Studies and Methods of Teaching.
viii. Islamiyat/Islamic History.
ix. Art and Practical Art.
x. Health and Physical Education.

All the courses are required/commulsory. The students have no option/choice. Present courses are considered to be satisfactory but it has been proposed that if our national resources permit, we should extend the duration of the course from one year to two years so that the student teachers may get mastery over the teaching methodology as well as subject matter.

48 weeks are divided as under :

Theory	=	36 weeks
Practice Teaching	=	8 weeks short term 3 weeks long term 5 weeks
Prepration of Examination	=	2 weeks
Holiday	=	2 weeks

The programme carries 1000 marks :

800 marks are allocated for theoretical papers and 200 for practice teaching.

In Methods of teaching courses 60 marks are reserved for content and 40 for methodology. The system of evaluation in 100% internal. Division of marks during the evaluation is as under:-

Mid term test	30%
Final Test	40%
Assignment	15%
Miscellaneous	15%

The college has a middle school as laboratory school.

The student teachers are required to teach 72 lessons during short term practice and 120 lessons during long term practice. The duration of practice teaching is considered to be sufficient. The practice schools are at walking distance and the college has problem of transport. One Toyota Van is at the disposal of the college. Each practice school is assigned to one faculty member as whole time supervisor. The principal visits each practice school once a week.

Text books are not supplied by the college. Student teachers purchase then themselves. The college has a library with 3241 books in the stock. The library is sufficient to some extent to fulfil the present needs but it needs to be strengthened with latest/upto-date material to acquaint the prospective teachers with recent innovations in the field of education.

There is no instructional technology/A.V. aids laboratory. The college seems to be un-interested in establishing any lab. It is claimed that student teachers are trained in preparing low-cost material. The material is purchased out of pupils' fund according to the requirement.

Hostel facilities are being provided but quality of the facilities being provided is not so good. There are no cubicles. For such a big number there are only 11 bedrooms, three baths and

one toilet. Common room facilities are not being provided.

As far as co-curricular activities are concerned, physical training activities are commulsory for all. Student teachers take part in debates, sneech and essay competition. Out door games such as Volley ball, Footbali and hockey are being organized by the college.

The college organized 3 in-service courses such as a re-orientation course for Mosque school teachers and two Re-orientation courses for PTC teachers during the year 1982-83.

Follow-up study has never been conducted by the college. No research training facilities are provided at this level.

Section -II

Section two of this chapter deals with the analysis of the responses collected through Questionnaire. Questionnaire B was administered to individual instructors of Government College for Elementary Teachers, Haripur. The item-wise analysis is as under :

1. This item includes the names of the instructors. If a respondent is asked to put his name it is assumed that he responds carefully as he is held responsible for his response.

2&3&4 This college is meant for the training of male teachers, therefore only male staff has been appointed. All the instructors were found to be married and all of them belonged to the same institution i.e. Govt. College for Elementary Teachers, Haripur.

5. 9 faculty members held the posts of instructor (NPS.17); one Director Physical Education(NPS-16) and one of Art Teacher.

6. Only 2 instructors were found to fall in the category of persons with more than Rs.500/- per head income. Other 9 had so many dependents that per head income was found to fall between Rs. 200/- and Rs.300/- P.M. It is clear from the following table:

SALARIES (IN RS)	NUMBER OF RESPONDENTS	NUMBER OF CHILDREN	NUMBER OF DEPENDENTS	TOTAL	PER HEAD INCOME
845	1	4	-	4	211.25
1493	1	6	1	7	213.29
1590	-	-	3	3	530.00
1663	-	7	-	7	237.57
1770	-	-	2	2	885.00
1843	2	8	-	8	230.38
1909	2	4	5	9	212.11
1975	-	6	3	9	219.44
2041	-	7	1	8	255.125

7. Only 3 instructors were found to have sources of income other than their regular pay. Two of them had Rs.100/-p.m. and Rs.500/-p.m. from Agriculture. The third one had Rs.1,000/- p.m. from other property.

8. All the respondents that they had adopted the teaching as profession as their first choice.

9. With respect of academic qualifications, 9 instructors were found to have Master degrees in various subjects. The Director Physical Education had Bachelor degree with Senior Diploma in Physical Education. The Art Teacher was found to have matriculation certificate other than his diploma/certificate in Art.

10. In connection with professional training and instructor is supposed to have at least Bachelor degree in Education. It was found that 4(36%) instructors had Master degree in Education. One was found with senior diploma in Education and one with diploma/certificate in Art.

11. Majority of the instructors were found without any contribution towards published material. However, some of them had contributed on the following topics:

i. Learning package for class I.

ii. Guide Book for P.T.C. on "Principles of Education".

iii. Guide Book for P.T.C. in Class Room Management and School Organization.

iv. Learning package on Guidance & Counselling for P.T.C. teachers.

12. It was observed that majority of the instructors had no interest in research work. Only few had mentioned the research problems. They had studied these problems in partial fulfilment of the requirements of their Master's degree in Education. These problems/ topics were:

i. Causes of dropouts.

ii. A survey of the problems of Headmasters in Hazara Districts.

iii. Home work in Mathematics.

13. Only 4 instructors had a chance to visit the foreign countries for various purposes. Details are as under :-

COUNTRY	NUMBER OF INSTRUCTORS	DURATION	PURPOSE OF VISIT
Australia	2	2 months	1. P.Edu.Comparative Study. 2. Dip.on P.Edu., H.E. & Recreation.
Malaysia	1	1 month	P.Edu.Comparative Study.
Saudi Arabia	1	Twice	For Ziarat.

14. 10 out of 11 instructors were found to have their own house. Only one was found living in rented house.

15. As far as medical facilities are concerned, all of the respondents stated that they get medical re-imbursement.

16. Only 3 (30%) were found to have reasonable work load (12-20 periods per week) while others (70%) were found over-loaded, as per detail follows:-

	Periods per week	Number of Instructors
	12	2
	18	1
	19	1
	25	3
	26	1
	28	2
Total:----	128	10

17. Almost all the instructors were found involved in various activities. The following are the responses regarding the responsibilities assigned to each respondent in addition to their own duties.

TYPE OF RESPONSES	NUMBER OF RESPONDENTS
Incharge Examinations	1
Gen.Supervision & Administration	1
Distt.Secretary Sports Board	1
Teaching Practice	1
College Maintenance	1
Medical Funds Incharge	1
Union Funds Incharge	1
Hostel Superintendent	1
Electric Consumption Incharge	1
Entire Administration	1
Total No. Responses	11

18. Only 4 instructors have attended the refresher courses from 4 times to 8 times during their services. 4 were founded to have attended

these courses twice while only one had this opportunity thrice during his service. Two of them did avail the opportunity.

20. The details are as under :

S. No.	Courses	No.of instructors	Duration	Sponsoring Agency	Place
1.	Child Development	3	one month	UNDP	Edu.Ext. A'abad.
2.	Testing & Evaluation	4	one month		Edu.Ext. A'abad.
3.	Teachers Education	1	-		D.I.Khan
4.	Methods of Teaching	1	-		Edu.Ext. A'abad.
5.	Modernization of Syllabi in Mathematics & Science.	1	-	UNICEF	A'abad.
6.	Courses on Pre-service and Teachers Education.	1	Three months	PEP	Australia
7.	National Workshop on Islamization for PTC	1	one month	M/Edu I'bd.	Islamabad
8.	ROC for Primary School Teachers.	1	one month	Director Edu.	Islamabad
9.	O.C. for Master Trainer.	1	one month	NITE I'bd.	Islamabad
10.	R.O.C. MUST	1	one month	MUST	Peshawar
11.	Mathematics	1	-		Faisalabad
12.	Social Studies.	1	-	Edu.Ext. Centre	Abbottabad

21. The instructors had stated that in service courses should be held in the different areas. Details are as under :

Number of instructors showing the needs of various in-service training and refresher courses.

	Type of In-service Training or Refresher	Number of Responses
1.	New trends in Teaching Technology	1
2.	Evaluation of Lessons	2
3.	Methodology	3
4.	School Organization	3
5.	Mathematics	2
6.	Principles of Education	4
7.	Sports Technology	5
8.	Child Development	1
9.	Painting	1

22. It is observed from the responses that maiority of the instructors were found not to teach those subjects which they had not studied at maximum level of their academic qualification. However

some respondents were found to teach social studies and Urdu as assigned by their respective heads, whereas two of them were teaching science and Mathematics on their personal interest.

23. The instructors expressed their interest in various subjects as detailed below :

	SUBJECTS OF INTEREST	NUMBER OF RESPONDENTS
1.	Child development	2
2.	School Administration	3
3.	Principles of Education	3
4.	Educational Psychology	2
5.	Mathematics	2
6.	Science	1
7.	Arabic	1
8.	Painting	1
9.	Physics	1
10.	Sports Technology	1
11.	Methodology	2
12.	Islamiat	1

24. The instructors expressed the difficulties being faced by them during their teaching. The details are as under :

	DIFFICULTIES DURING TEACHING	NUMBER OF RESPONSES
1.	Low educational level of the trainees	6
2.	Non availability of the modern teaching aids	5
3.	Non availability of the Text Books	4
4.	Non availability of latest research work in child development	1
5.	Stress on traditional lecture method	1
6.	Non availability of material required for semester system.	4

25. The instructors have indicated various techniques to remove the difficulties as follows :

REMOVAL OF VARIOUS DIFFICULTIES	NUMBER OF RESPONSES
With the help of Principal	4
Consulting the Colleagues	9
With own efforts	1
With the Cooperation of Supervisory Staff	-

26. Almost all the respondents stated that the collateral material was not easily available to them.

27. Exactly half of the respondents said that they used A.V.Aids.

28&29. It was noticed from the responses that all the respondents used teaching kit which was easily available to them and they had also mentioned that they were familiar with the proper use of it.

30. Almost all respondents stated that they maintained the diary properly.

31. Sixty percent of the respondents were not satisfied with their jobs as teacher educator with following reasons:

- Deprived of charge allowances and other facilities
- Low standard of students
- Lack of equipment and facilities
- Supervision of College education is defective

32. Modern methods/techniques were found to be used by the instructors as per detail given below :

S. No.	TEACHING METHODS	NUMBER OF RESPONSES
1.	Discovery approach	2
2.	Demonstration method	6
3.	Dictating notes	5
4.	Heuristic method	1
5.	Lecture method	8
6.	Text book method	1
7.	Problem Solving approach	3
8.	Micro teaching	2
9.	Project method	4
10.	Programmed instructions & unit method	3
11.	Modern approach	1
12.	Assignments	3