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School Community and Teacher (EDU501)

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Topic: 001 – School, Community and Teacher

Triangle components

These are three component of a triangle

- **School**
- **Community**
- **Teacher**

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

Relationship among school, teacher and community

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

Pillars of the society

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

School as part in in the community

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

Topic: 002 – The Relations between school and home

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

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

School as identity

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

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Topic: 003 – The Relations between school and home

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

Different background

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

Community & teacher help the child

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

Topic: 004 – The Teacher's Role

The teacher's role is to:

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

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

USA: Lawrence Erbaum associates

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

Teacher as a role model

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

Example

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

Topic: 005 – The Teacher's Role

- **A social group of any size whose members reside in a specific locality, share government and often have a common cultural and historical heritage.**
- **Community may be small, medium or large. It has same govt, same laws and same traditions, same culture and same historical heritage**.
- **Concept of community**

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

Example

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

Topic: 006 – Community

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

Community formation

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

Topic: 007 – Relationship between school and community

- **School as a cultural social and community institution.**
- **Schools have a culture**

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- **.Schools represent a major section of the society**
- **Schools are representatives of their communities**

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

Role of school in the community

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

School as part of the community

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

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

Topic: 008 – Effects of communities on Schools

- **Community leaders**
- **Majority of the community members have a say the policies of the school.**

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- **Affluent members of the community play a major role in the formation of the school structure.**

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

Role of affluent people in the community

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

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

Topic: 009 – Effects of school on community

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

  Normally communities dominate the school, but gradually when the school gets a status, it is rated and if it performs good or excellent school, thus then the school becomes more dominated than the community around. So if the school staff, teachers, exercise dominance over the community, they work hard in order to gain good reputation as a good performance, ,as an excellent school, showing good results, showing good conduct, showing good behavior, setting up role model, setting up excellent standard. But even

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than community try to dominate then school can guide the community and compete the community

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

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

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

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

- **For religious services such as family occasions, (Nikah,Bismilah,) and other religious gatherings for peaceful purposesFestivals, such as Ramzan, Eid, birthdays, anniversaries, prize/award wining ceremonies.**

School as the hub for the community services, is another important and major role done by the school for the community. It is the practice all over the world and also Pakistan that community services are being handled and conducted in school, sometimes by the school authority and sometimes independently by the community members. For example the school serves religious

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services such as Bismillah, completion of Quran, Nikah ceremony, and other religious gathering for peaceful purposes. The community cannot force to the school for establishing.

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

Muslims festivals in the community

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

Topic: 011 – Organizational Supervision

In order to run all these events smoothly in schools the board of governors or the administrative staff must be given guide lines to make the event holders bound to certain rules and regulations.

In this case we have two supervision, one is school other is community. Supervision has to be done at both the levels. It should not be considered that only the school is responsible because the services are being rendered by the school, Likewise if the school staff thinks that it is the responsibility of the community only to supervise the events. That would be unfair. So, it is important to have an organizational chart in the organization indicating who will be responsible to supervise the events So in order to run all events smoothly in the school, the board of

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governors and administrative must give to guidelines to the event holders to make them bound to certain rules and regulations. So the first job of the supervision committee of the school and community would be lay down some rules. Both committees should be agreed to those rules which are the set by the organizational committee which is going to supervise. If both parties agree to the ruled then there will be no controversy. The event holders should be aware of the rules and these rules should be displayed.

Topic: 012 – Organizational Supervision

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

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

Topic: 013 – Definition & types of social institutions

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- **Educational**
- **Academic**
- **Informative**
- **Creative**
- **Collaborative**

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

- **<u>Topic: 014 – Definition & types of social institutions</u>**
- **Religious**
- **Basic principles of Islam**
- **Islamic teaching with special reference to society and social norms**

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

Topic: 015 – Definitions & Types of social institutions

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

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

Family is the first and foremost institution for the child. Child is affected if anythinggoes wrong in this institution. Parents are the role model for their children. Family means mother, father, brother, sister aunt, uncle, grand-parents or great grandparents. All these people have the responsibility to look after the child, the child has ample opportunity to learn from all the members of the family. So child looks at all these as his role model and copies them. If the child falls in some wrong activity, this is the responsibility of the whole family to initiate the right step, parents and other family members should come forward and guide the child. So family is the small scale social institution however the parents have the biggest responsibility to care about the child. For example, if the parents respect the school administration the child would also respectit naturally, but if the parents do not respect the family, they think the people are low where they live, in first stage the child become confused, sometime this confusion leads to failure. The psychologies think there is feeling of guilt in human being if what they belong to in t being accepted by their dear ones. So in that case parents talk against the school to which the child belongs to and considered that to be second home, it develops sense of guilt in the child

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when the school is being criticized or when the teacher are labeled because inside the heart he owns the school, he own the teachers and relates himself to the community. If any of these is criticized by the parents or labeled by the family and look down upon, the first feeling occurs of guilt and shame and that result is in confusion because the mind does not settle down with the idea which is given to him from the parents or family. The second reaction is that child follows the steps of his family and does not respect the institution such as school or the community.

Topic: 016 – Teacher's Role in the School & Community

- **Teacher is the integral part of the society, community and the nation.**
- **Teacher has great influence on the growth of the student and the community.**

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

Topic: 017 – Agent of Change

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

Institution and communities can only exist if they keep on changing. Change is important for existence. Teacher works as agent of change which brings changes in the life of students. A change agent helps an organization transform itself by focusing on such matters as organizational effectiveness, improvement, and development. A change agent usually focuses his efforts on the effect of changing technologies, structures and tasks on interpersonal and group relationships in

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the organization. The focus is on the people in the organization and their interactions. Positive changes can improve the community and help the society to remove the negativity.

Topic: 018 – Teacher's participation in Community Activities

- **ffect of school on individual's behavior in the community**
- **Effects of teacher on group's behavior in the community**

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

Topic: 019 – School Culture, Surrounding and Community

- **In order to find about the culture of a particular school,**

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- **It would be essential to know about the culture of the families living around in the neighborhood.**

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

Topic: 020 – School Culture, Surroundings & Community

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

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project and appreciate the community members who involve in the project. The community can design the project and influence the school authority and inform them they have kept the garbage bins in the street and tell the students to make use of those dust bins.

Topic: 021 – School and Culture

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

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

Features of the culture

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

Topic: 022 – School and Culture

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Main Characteristics

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

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

Topic: 023 – Learning Culture

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

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

Topic: 024 – Sharing Culture

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

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

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Topic: 025 – Symbols

- A symbol is something that stands for something else.
- Language, memory and art are all symbols of culture.
- Language is the most important component of all these symbols of culture.
- Culture is based on symbols, including
- Language
- Objects with meaning
- Events with significant
- What do these items have in common

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

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

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

Topic: 026 – Culture is integrated

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

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

An example of cultural integration is the remaking of foreign films for American audiences. For example, the 2007 film "The Departed" is a remake of the Chinese film "Infernal Affairs." Other

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examples of cultural integration include American restaurants such as McDonald's opening branches in foreign countries such as Japan and foreign films playing in American theaters.

Topic: 027 –Culture is Dynamic

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

Dynamic refers to the variability. Culture is formed by the peoples whose values, beliefs and religions combine them to live together. With the inclusion of more people in the society, new era of developments and the forces of evolution the culture changes its shape. The culture is the product which varies with its producer. As the producer is dynamic and the only living being in the world who likes change (Human), the culture would also be consequential upon the variability.

Topic: 028 – The Concept of Culture

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

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

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

Topic: 029 – Sub Culture

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- **Cultures are then divided into sub cultures on the basis of ethnicity, race, and gender.**
- **Sub cultures still share**
- **Commonalities with the larger society.**

A group within a society that has its own shared set of customs, attitudes,and values, often acco mpanied by jargon or slang. A subculture can beorganized around a common activity, occupation , age, status, ethnicbackground, race, religion, or any other unifying social condition, but theterm is often used to describe deviant groups, such as thieves and drugusers.

Topic: 030 – Adaptation

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

The change in living and studying environments means an adaptation to the new and different. The more different and unknown the new living environment is, the greater the change. A youth leaving home goes through a considerable change when the living environment, friends, the daily rhythm and many other things turn out to be different. The language and modes of communication are often strange in a new culture, the culture of studying differs from what one is used to, and not even the basics of living and existence work as they did at home.

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

Topic: 031 – Cultural Diversity

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

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- **Cultural diversity must be documented.**

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

Topic: 032 – Culture complex

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

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

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

Topic: 033 – Culture Complex

- **Some groups communities or individual may think themselves superiors than others, thinking that their culture trait is better and widely dominating others.**

When some groups, they consider that their culture is superior from the culture of other group. Many factors in a culture are interrelated that one goal the basic main goal become the culture complex. For example if there is group who having culture complex o nationalism, they think they are better citizen of the nation because they are doing these things and they dominate the other culture by telling them that they are the best citizen of that nation because they are doing so much for their nation. Irrespective of that may be other group is also as good as they are or may be there are possibility other groups is better than what they are doing but they are not making

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big issue of it. They are not exacerbating that are doing a lot for the nation, they are not showing that are doing many campaigns in order to get national goal achieve. OS, irrespective of that they develop complex they are doing a best things for the nation. Therefore, this type of complex is called culture complex.

Topic: 034 – Cultural Pattern

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

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

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

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

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- 6. Family and social systems.
- 7. Property.
- 8. Government.
- 9. War.

Topic: 035 – Cultural Pattern

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

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

Topic: 036 – Communication Breakdown

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

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

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Topic: 037 –Cultural Values

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

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

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

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

Topic: 038 – Understanding Values

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

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

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

Topic: 039 – Formation of Cultural Pattern

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

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

Topic: 040 –The Working context of Pakistani Teachers

- **Social activist leader**

The working contexts of teachers are different as compare to teachers of the world. It is also different in Pakistan, may be one city or one province context of Pakistani teachers would be different than Pakistani teacher living in other city or village. It will be also different in respect of the institution. The context of Pakistani teachers working in the public school would be different from one who is working in the private school. The context of Pakistani teaching who is owning the school would be totally different from the one just the employ in the school. So there are many diversity and angles to look at the context of Pakistani teachers. We, as a whole need to understand what are the barriers for Pakistani teacher in the context of working in the Pakistani school whether owned by the teacher whether hired by the school authority, whether working in the private school or the public school, whether working in the big city or town/village. So everywhere there will be reference of the context of that particular institution and the location of the school. Usually a teacher is expected to be social activist leader, why social because he/she is the part of society and has to expand the social relation in the society, activist, because needs to be active in all roles. Teacher has many roles in display like leader, friend, guider, mother or father, so there are many roles, in order to be a perfect person. We come to conclusion that teacher has a lot of work on his shoulder. He has to developed social relationship with the students, their parents, their family, the community, the community members and community

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leaders, those who are around the school and then be very active leader in order to lead the people to direction which he thinks is right for them and is for their betterment.

Topic: 041 –Social Activist

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

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

Topic: 042 –Leadership

- **Teachers are leaders**

Teachers are born leaders. They have tendency to lead people because in most of the cultures teachers are respected and they are considered to be Guroos. It is considered that teacher can do everything. It is considered that whatever teacher saysisi right. So it develops the tendency to follow the teachers. In Pakistan context, many places, teachers would be considered leaders, they

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would be respected and they have marked influences on the students and their families when they are growing up. In secondary school it is noticed that teachers are hero for their students and they convey the same way to their families. Students talk most of the time when they are at home. It is notices that student's get upset if the teachers say some negative to them. Students get upset because in their heart they believe that teachers know everything. However some teachers may feel that they lack the ability with other leaders. They need some guidance from their colleagues and their seniors. There is nothing wrong in that, it is very good idea to share the ability to other people. Every teacher differs in characteristics of leadership and different type of teacher leads his/her students in different way. Parents also think that teacher is the person who can do every think and students also obey the teacher instruction.

Topic: 043 –Leadership

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

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

Topic: 044 –Quality of Teachers

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

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

Topic: 045 –Leadership Roles

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

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

Topic: 046 –School Related variables

- **Class size**

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- **School attendance**
- **Student teacher ratio**
- **Availability of books**
- **Homework**

School related variable are the issues or problem which the school faces. First and foremost thing is class size, parents, teacher and students always talk about the class size. Especially if the numbers of students increases over 30 then teacher, parents and students show their concern. It is quite right, there is justification for that because with having 30 students in the class, its means every student will get one mint from the teacher. But this is joint learning program, everybody get learning together. So.most of the time teacher time is all of the students. But if the teacher is facing problem he should divide the student in the group and nominate the group leader, he can manage the students more effectively, Then school attendee, a student should attend the school a fixed number of days. Mostly the students are punctual and regular. But some students due to some parent's negligence or some other reasons do not punctual, but this situation exists everywhere. This is the school task to deal this. Teachers have to motivate to realize to realize the importance of being regular and punctual. Teacher play a great role in this because if the teacher show concern then student also see this, attendance make vital role in the learning of a child. If the student absent then he is disconnected the affair of the school, he does not know what is happening in the school. Parent's responsibility is also that they should provide the proper conveyance arrangement. Then student-teacher ratio, every child seek individual attention, if he teacher are less and students are more then to deal all the student become very difficult. Hence availability of the books, to provide the books to the students, this is very important. Home work is another aspect, Parents should supervise the homework of their children and teachers should check the homework on regular basis.

Topic: 047 –Shared Beliefs

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

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When we talk about the socialization, we know there are some restrictions led on the teachers. Some restrictions come from the community and some come from the parents and their families. Teachers try to cope with these values and beliefs in order to be accepted in their social circles. It becomes the bit of the problem of the teacher to be accepted as a leader, as asocial agent of change. In order to be a perfect teacher and in order to influence the life of the learners, teacher have to cope with them, they have to understand the values and beliefs that the community around the school carries. He also understands the values, and belief of the people who are attached with their learners and their families.

In the case of the teaching-learning continuum, the beliefs, perceptions and attitudes of the interactants, especially the two major interactants therein – i.e. teachers and learners (students) _ can be argued to affect the situations in and out of the classrooms. As thinking beings, teachers and students play their respective roles within the classrooms and the communities they belong to.

Topic: 048 –Establishing Links

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

Al thought it is not encouraged in the Pakistani context but we have some example that teacher are role model for exhibiting in the social event and also participate in the community event and sharing the links which are establish between the school , parents and the community in order to more active in the teaching programs and establishing links in order to better community. We have some example in the big cities and boarding school where teachers are responsible for their making participate in the activities and which the students coming to other cities who do not know about. So teacher needs to be establishing between themselves and the stakeholders. Who are the stakeholders, in case of the Govt School, govt is the stakeholders; they are running the school and other departments like directorate of school, controller of examination, board office. Teacher should establish the link of all these. Unfortunately in Pakistani context, these roles are

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taking by the non-professional. Sometimes it is notices that teacher is totally unaware of the laws, rules of the board of intermediate an secondary education. Sometime student s suffer but teacher do not know the rules. There are so many written documents of education each and every department but unfortunately they are not access by the teachers or teachers are not aware of it that so many document and rules which need to be read by the teacher. So a teacher need to be complete understand and should prepare for the needs of the students. The platform of the education is actually the school. All the departmentsrelated to education are connected by the school. This platform is provided by the teachers and students likewise. So, this should be done by the way that all the information taken by this department is put on the notice board for the student to read as well. It should be habit for the students to read the notice board which have information.

Topic: 049 –Social interaction & socialization

- **Diversity, harmony, tolerance**

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

Topic: 050 –Tolerance

- **Build up you tolerance level**

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

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

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

Topic: 051 –Harmony

- **Keep harmony amongst the groups**

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

Topic: 052 –Levels of Social interaction

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

Teachers need to keep the required distance to interact with community in general, Everything has to be limited to profession, teacher need to be certain distance with the community even if they are participating in the events and even if they are establish links with the community in order to make the better society around the school and provide the better facility to the school. Still they need to have limitation to level of interaction and all this interaction has to be level which is known as professional. The teachers also need to keep in mind the specific goal to

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interact with the leaders of the community. It is very important to know your goal, it is good way to rewrite your goal in your diary and probably make a checklist out of it that how are we are going to work on school.

Topic: 053 – Level of social interaction

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

Topic: 054 – Elements of Social interaction

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

The basic elements of social interaction are: social contacts, communication & social attitudes and values. When we come down to communication and values in a Pakistani context, there are some limitations. Some of the people they have to face these limitations. While in other cases, these limitations are not there, if in any case, these limitations are there and there are problems in establishing contacts socially or having communication with the social context then the teacher

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needs to be talked about these issues with the school authorities. The school authorities need to be address that because that is cultural prevailing in that particular community and teachers are facing problem because they are not having access to the social context or to establish links or to have communication with these social context. Therefore school needs to have an helping hand in that. The school can always do some writing communication with the parents & the community. They can as a whole ask for a teachers to give suggestions and put them down sort of newsletter, magazine or small booklet, prepared for the parents and the community. It is a good practice when this newsletter, magazine or booklet is sent to the parents; they are requested to fill in the answers which are being asked. It is also good practice if the school thinks, teachers do not have a communication level with the community, to invite the community members to a board meeting an talked about those issues at the school level. If the teacher do not have access the community members as asocial context, the school can always devise a way in which community members come to the school, express their what are their concerns, how do they think that school is working for the betterment of the community and how do they think school can contribute the more and also that instance the community leader can offer the support and help to school and students.

Topic: 055 – Types of Social interaction

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

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

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

Topic: 056 – Types of Social Interaction

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

Cooperation mean working together, working together as individual or working together in groups or as a team. Usually the teacher like to student who work in group or team but before to do that, make it clear to the students that what are the rules working in a group or team. The team spirit or group spirit must be inculcated in the students. The students must be aware of the rules of working in a group,. Cooperation has to be exerted not for the sake of the honor but sake of the need in a group. So before start working in a group, they need to understand what are the rights of other member of the team or the group? This is how there are going to learn in their life when they are together, they need to work as a group and also respect the rights of the other people in a group or a team. They cannot dominate the group. Sometimes it is noticed that students are doing group work that they are trying to dominate the other members in a group, The teacher must

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monitor this sort of action because this would be leading some sort of bullying in a group. In order to avoid that the teacher needs to be very sharp in monitoring that no body in the group is trying to takeover the right the other member of the group to do something, to speak or express their opinion.

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

- **Topic: 057 – Types of Social Interaction**
- **Conflict** is also a type of interaction. Conflict has to be there as it is not a bad thing because:
- People would have different point of views to work as an opposition. But is should not be displayed as a negative action.
- There is no harm with it as it is something natural.
- Even with conflicts people can learn a lot. E.g. if we are misunderstanding something, and the other group is telling us what actually is the truth. So, that is a learning process through social interaction.
- Opposition is actually a helping tool to improve ourselves. The same goes with the students in a class.

Conflict in class:

- If there is a conflict in an opinion that teacher wants the students to express about, there is no harm to have a conflict in the class. Even if there is one person having a conflict in the class, the teacher needs to look at it very carefully, address it and to find out what are the expressions of the conflict.
- It will be useful not only for the person who is having a conflict but also for the rest of the class who are listening to the teacher who is addressing the conflict. They will be learning in two ways:

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1. They will be learning whatever the teacher is informing them about. E.g. the teacher is asking the students about the annual examination system of the school. So, everybody in the class says yes, the schools must have annual examination system. Whereas there are few students in the class who thinks that annual examination system is no good for them. But this does not mean that if they are standing in opposition, the teacher should neglect them, or should not have an atmosphere in the class where the minority is being neglected. Because in this way, they would never learn in their life. They have to accept somebody's opinion. **In order to learn, they need to have training on conflict management.**
2. **Learn from conflicts**. If this habit is inculcated and children are trained from the very beginning in their lives that somebody can have a different opinion, it will help them all their lives and we can have a better society of listeners.

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

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

Topic: 058 – Group Formation

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- There are some **common features** of the people who make groups. These are:
- **Same language:** language is the first and foremost thing which has to be similar in order to form a group.

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- **Similar economic and social status:** that means there is a possibility that the language is not the same in this group but their social and economic status is the same. In this way, they can interact with one another. However, there would be a difficulty of language in that group but may be they can overcome it by using a language which is common for all.
- **Common goals and interests:** groups are also formed on the basis on common goals and interests of the people, e.g. you have a cricket club in the society, and so all the members of cricket club have the same goals and same interests. The goal is that they want to become good cricketers and have interest to play cricket in their free time. Similarly, girls can have their own interests like having a stitching club in the society or a home economics club nearby home where they learn how to cook or decorate their homes etc. They can form a group because of their interests and goals to become better domestic women in order to carry on with their household chores.
- **Similar family structure:** it means people who are all married and having young children may like to have one group formed. Those families having elder children would have another group because of the issues that they are facing having elder children would be not understood by families who are having younger children.

So, there are different reasons of these group formations. Now it is not necessary that once these groups are formed, nobody can come out of these groups that are disintegration of groups. It does takes place but sometimes it happen that there is a group and in the end certain things happen which forces some of the members to leave the group and join the other group. There is no harm in that because that is called growth. It is the growth in the minds and spirit and also physically. Some people find it difficult to now go on with the same group because their physical needs are more. E.g. maybe they were playing cricket but now they want to go for hockey. So, they can change the group with members of cricket club to a hockey club. There can also be chances where people want to look for more opportunities or they want to look their group to be more prosperous. So, they can always leave a group and go for another one. This disintegration of groups should not be taken as a conflict or a negative activity because all these lead to learning. If someone wants to leave the group, they should be encouraged to do that with harmony and tolerance for the further growth of the groups.

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Topic: 059 – Group Formation

Priorities and opinion

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

Having similar point of views on social, religious issues

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

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

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All these groups working own opinion, points of view and priority. The basic ingredient that we need is tolerance, acceptance. So we should other people ideas and tolerate the other people priority. We should what other want their life, it is not necessary what we want in our life. Basically all these cultural attributes but teacher needs to inculcate all these habits in the students. They should make their students aware that in a group, they have to give importance to each and every member of the group. They should avoid bulling any member of the group. They should avoid neglecting anyone opinion. They should avoid rejecting anyone priorities.From the very beginning if the children given training by the school staff, supported by the parents and community then we go the healthy community and society in a country where there is lot acceptance and tolerance among young people as well as the old.

Topic: 060 – Social Stability

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

Schools and teachers play a major role in bringing social stability

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

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, nationally and locally by developing an ethos of respect towards culture and values in the society

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

Topic: 061– Effective Communication

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

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

- **How to make these strategies**

  We must express our opinion in order to make a strategy. Usually it is noticed that when the strategy is being made. No body participate and no one contribute but the strategy is made then there is lot of criticism, in order to avoid the criticism, it is good

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thing to suggest in the beginning when some strategies or rules are make and also the responsibility lies with the organization.

- **Make your message clear**

Before taking the decision, they should really sent a survey to all the members of the organization and ask them their opinion on that matter. In the western world this is very common even if they built a road or bridge, they would send a survey to each and every home premises and around the place to find out whether people think this road is useful or this bridge would be causing any sort of hazard for the life of people there or do they really think they need a bridge. So, this is wonderful example of giving freedom to people to communicate. Not only it is a display of freedom to express but also training their mind. It is also given information because different people will say different things and may be some of the things may not occur in our mind. We come to know about those things only now, may be some people right about things which we are un aware then we will be learning so much from them. This strategy is also to keep yourself safe because you have asked a opinion for doing something and then you see what is the majority opinion is and then you make a report on that and then you declare the report every member of the society. You ask for a survey that whether this community needs a bridge or needs a road and this is what the response was. 30% said that they don't need it, 70% said they need it and these are the reason are given. So, in the report reasons, there will be reasons for not having the bridge and there will be reasons having the bridge. So we come to know why we need the bridge and why we don't need a bridge. All this information, actually, is training our mind to look both sides of the picture. It is also training of our mind whatever we want to do, we ask other people as well because they have also right to say thing. Most of the time we would not be knowingevery thing because we are not expert everything. We might be expert in one field or two field but we can't be expert of everything. So.we need to have opinion of the people around us. When we read these opinions, we will shock to see that there are so many things that we

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didn't know. The organization who has asked for this opinion would be safe because they declared everything to you. They told you this is what thing you should do, tell us shall be do this or not and when you tell them they declared this is what the response is and this is what they say. So, they are safe now, there will be no criticism, nobody would point them out for doing that thing.

Topic: 062– Find out?

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

Volunteering is not very common in Pakistan. Teachers are the one who can find out who can be volunteers? It is time high time now that students in Pakistan learn to be volunteer. So, that they developed an instinct to help people, to participate in social activities without expecting the reward. The teacher needs to find out to volunteers in a school in a very early age. From the primary section, teachers can find out volunteer who can do things in the school or may be just the neighborhood or may be just in their house. For example teacher can introduce a project of making the child know that whether the mother or father knows a particular language. So, teacher can select the volunteers in the class and say, will these children are going to go home and ask these words to the parents, do they know the meaning of these words. So, these children become the volunteers of teaching a language to their parents. Some volunteers can be selected in their schools to work in the environment of the school.So that mean during the break time, children having lunch. These groups of volunteers can go in each corner of the school and teach the people to through the waste papers in the dust bin and keep the school hygienic clean. They do not have really task, they just to go and train the people, they just to inform them that children who are throghing these things need to learn that these have to be thrown in the dust bin. So, all these volunteers work has to be introduce at a very early age in the school and the students should know that volunteering would be continue during their school session. In the end of school, when they are leaving the school they will be given a certificate for the all task that they had served as volunteers. In western countries these certificate have a lot of value when the student go to the university and colleges. If they have a lot of things done as volunteer, they do

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get standing for that and that help them to get admission in a good university. So teachers needs to introduce the same thing in the pakistnaicontext where they would encourage the students to be volunteers work and this volunteers work should be recorded in their reports, ultimately when they leave the school, they should have the certificate of being volunteers and all the work they have done should be added to that certificate. That would be another incentive for those who are still in the school to work as volunteers and then have a certificate at the end of the school.

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

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

Topic: 063– Find out?

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

  Not only the teacher needs to participate in such organization or get information, the teacher also inculcates the habit among the students to know about the charity organization. The teacher should encourage the students to participate in the volunteer work and also find out to similar things for the charity organization and arrange some completion in the school. The student should also encourage to visit the charity organization to observe how the different task in the charity organization are be done. So that may be in later life these student would love to work as themselves for charity organization and then they would know how to set

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up a charity organization. So, all these things are exposure toward progress, communication, understanding and helping each other. But when helping each other actually we are helping ourself.So, in hat sense teacher should work in that directions. It is not only the book that is required for a teacher to be delivered for the students. All these aspects are very important for the teacher to look at these aspects and find out whether there are possibilities of the students to go through this and learn this.

- **Start your own project**

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

Topic: 064 – Types of groups

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

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Primary group are based on family and friends. These groups are the one which are form while people are thinking and expressing opinions in a family or friend. So some friends get to gather and think this is the group that they would like to make because they have similar opinion or they have similar priority therefore they can form this group.More professional group could be form as secondary group, those professional group would be work place form profession or from an organization. So it is possible doctors all over the city, they form a certain group and it is also possible that doctors in one hospital they form their own groups according to the work place environment and it is also possible that some organization which may be in different city would form one group having members of different city because they would have an input from all over the country. So in any case the secondary group would seem to be more professional. Having said that, it does not mean that the family or friends group which would be the primary groups would not be professional or they cannot be professional. Of courage they can be professional, it is up to them they want to make very professional group but why we are primary group because it is formed by the members of the family or friends, It is not requiring any location or any organization or any professional. It is open to family and friends. So there is no restriction of profession and workplace or location and organizational name. It is more free and people have more access to the family and friends groups. It does not mean that these groups cannot work more than the professional groups.

Topic: 065 – Community Education & Parent Involvement

- **Role of community education**

How is community education being practiced in the country, Is parents involvement is important in the community education? All these related to one another. The school, parents and the

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community, again it comes to be triangle whether in a community, there has be community education. How much the parents to be involve this community education. This is the serious issue most of the countries in the world. This has to be introducing in Pakistan as well in the context of teaching and learning.

Role of community education

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

Topic: 066– Context of a Community

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

  What is the community?

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

  Responsibility of a teacher

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

Topic: 067– Context of a Community

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

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

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

It is not compulsory that the community would just stay as it is or it would stay stagnant. Communities have to make changes in their rules and regulations as well but this can all be done together with the help of the staff of the school, students, teachers and parents. Therefore it should be considered to be a resource which is actually given the current

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information about the all the activities taken place in the life of individual who is living in the community. The parents should be also involved in the activities which are taking place in the community. They should also sense of appreciation as well as they should evaluate whether those activities are really contributing to the family life of the children and school education is being also guided by the community. If the school not involving in the community, in the activities that are taken place in the educational circle of the students, that's means community would be deprive of knowing how the knowledge is transmitted in the young generation of the community.

Topic: 068 – Collaboration

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

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

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Topic: 069– Collaboration

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

In the community education, there is not major role of government to participate rather it is self-help and voluntary efforts.So, members of the community do not have depended the sources from the government. They have to be self-sufficient. They have to depend on self-help group, where are self-help groups come from? Off course there are going to be either the parents of those school children or school staff who are going to be groups, who are going to work on their own and provide enough contribution and administration to hold these community education school. Teacher also can guide the community to form such groups. So teacher can be who can nominate, who can be voluntarily, who can be self-help group because they would be having understanding if they are knowing the community and the parents that which people can become the member of self-help group and who can work as a volunteer.

Topic: 070– Community Education

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

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

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

Topic: 071– Mutual support between school & community

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

It is a support which has to be shared by the school and community and of course, in a community we have also parents involvement. When we talk about this mutual support, we talk about the facilities which are being shared by the school and by the community.This mean those facilities which are present in the school will be shared by the community and those facilities which are with the community will be shared by the school. For example, there can be events which can take place the school premises because school has big grounds.

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

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

- **A community oriented curriculum**
- **Community development**
- **Sharing of power**

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- **However, considering the above in the Pakistan context, some observations are to be noted**

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

Topic: 073 –Sharing of Facility

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

When we talk about the mutual cooperation and support between school, community and the parents. We also talk about the sharing the facility. This can be interpreted differently by the school and the community. As the interpretation could be different of different people for example students may misunderstand that can use the community facilities whenever they want

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or the community member can misunderstand that they can make use of school whenever they do that. However there has to be time table to be followed when can each party use the facility of the others shared those facilities. Along with that school standard and expectations to be upheld by the community members, why use the school premises. should not be practiced If the community members using school premises for some event that they just destroy the things that are present even it is furniture, the chairs and tables or drinking water facilities, anything of that kind has to be taken care of the community members. All things should be over handed properly in a correct order to the school staff. Any destruction cause due to some reason on the other may be noticed and paid for the community members to the school and also school is using community hall or the community center to perform certain events that they need to that particular premises, the same policy applies to them as well. They must see that students have left the premises clean and tidy with everything in its place but along with this all these things must be written down and they must be discussed in a meeting and policy has to be made in order to follow and take care of all the utility,. The school standard must be kept in view. There are certain school standards which school needs to exercise and maintain in the school. The community members should be aware of it. The parents and student need to protect and take care of school standard. Everything that need to be done has to be in writing and best thing is if all those policies and rules are exhibited on the notice board in the school and also pamphlets booklet should be distributed in the community to make sure everybody knows the school property has to be care of and it is not to be damaged.

Topic: 074– Sharing of facilities

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

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

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

Topic: 075– Parents Involvement

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

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

Topic: 076 – Parent's Involvement

- **Contribute to school magazine**

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- **Share projects, e.g environment, cleanliness, recycling etc.**

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

Topic: 077– Success of the community

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

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

Bright students

Bright students they get maximum attention from all corner of the society. The community needs to focus on those people who really need help and support to be successful. It is good thing and it is appreciated those who are bright and going to success and thus, making the community feel, the community is being successful. It is much to be appreciated. But at the same time, it must be taken into consideration, those who cannot make it and those who are not successful, need some

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attention to the community, parents, school, every member of the society in order to lead them the success. If we focus on individual success, that mean we are not working toward the goal in totality. We are taking it as all together one thing. We are just working on individually. So that will not produce the spirit that we need produce and reflect upon our youngsters.

Topic: 078– Success of the community

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

It is beneficial to focus on the success of the community as a whole. How it is beneficial? We just on the scenario where the some part of the community is successful and the rest in not. And also we look on the scenario where the majority part of the community is not successful and only a little part or little section of the community is successful, So when we compare the two, we come to know that neglected section of the society is far worst implication than the profitable gain of successful ones.

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

Topic: 079 – Social Individual

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

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

Topic: 080 – Social individual

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

Even we look at the platform which has been damaged for the success of the education still we no losing heart. For example it has been noticed there are some schools in a city or town which are labeled to be school of bad results. Probably the students and teachers have accepted to be

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damage reputation schools and then they do not think this platform can do any better. It is good practice to start the educational success from disadvantage background because disadvantage background would have evidences which would show people, the people who are concern like the teachers, school administrators and the students that what need to be improved. So in that case, educational success is from disadvantages background should be taken as a step toward changes the conditions of those who share this social setting. So if there is social setting which is been harm or disadvantaged because of the damage done because of consequently failure in that particular background then there is need to take steps and changes the circumstances of that particular disadvantaged area. It should not be consider that because it has labeled as a school which cannot perform well therefore no expectation are there or improvement of the school results or the school performance. Nothing should be labeled in the education. It should be considered if some steps should be taken at any platform they would result for the betterment of that educational process.

Topic: 081 – Collaboration in Learning

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

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

Collaborative learning can occurs peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students work in pairs or small groups to discuss concepts, or find solutions to problems. This often occurs in a class session

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after students are introduced to course material through readings or videos before class, and/or through instructor lectures. Similarly, to the idea that two or three heads are better than one, many instructors have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.

Topic: 082 – Collaboration in Learning

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

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

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

Topic: 083 – Authority and power

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

Teachers need to share their authority and power with parents and other community members. What is authority and power? Authority and power is very much related to education. Fortunately or unfortunately it is the subject which everybody needs to explore. Usually there is concept that education has nothing to do with the authority and power but it has a lot to do with

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authority and power. It starts with compiling with the syllabus, it starts with writing with curriculum, and it starts with building up to school. Everywhere there is authority and power which influence the education. Whatever the authority and power of the teacher ir or whatever authority and power of the community **i**s, and whatever is the authority and power of the parents. All power and authority has to be shared among these three bodies. If any of the three bodies itself taking the control the authority and power in education, there will be disturbance, people will be confused and upset because of imbalance. So it is required there should be balance of authority and power among these three bodies in order to have stable educational system. If the teachers have some authority, they need to share with parents as well. The parents need to knowwhat is the authority of the teacher is, what is the power of the teacher. Similarly teachers need to know what is the authority and power of the parents. The community member's needs to know what is the power and authority of the parents and what is the power and authority of the teachers. So as far as the teaching and learning and results concern, it is mostly power of the teachers. The teacher know about the curriculum, syllabus, the teacher is in the classroom to monitor the students and make them work. The teacher is one who tests the students. So he has the power over questions and examination power, the parents have no power in the assessment system. They have no authority because ultimate authority in this case is the teachers

- **Topic: 084– Authority and power**
- **Negotiations must be directed towards the benefit of the student.**

Negotiation in this power and authority must be directed to the benefit of the students. There are things which have to negotiate and there are things which need to be changed. Change is survival, change is existence. If we keep on changing things then things exist.

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Therefore there is possibility that negotiation is required on authority and power. For example there are some students in the school who are not attending the school regularly. The community member and school staff tries out to reason for that, ultimately the community and staff come to know that it is because of parents that students are not attending the classes. What do the parents want? Parents are probably too busy or leave the house before the children supposed to go the school. The job of the parents such a nature where they have to leave the house earlier than the children. Therefore the children, they do not get up after their parents leaver and in their absence they make some of the excuse not to go to the school. In that case staff and parents should approach the parents whenever possible. Then discuss the matter with them and ask them to authorize them to come and check that students are getting ready to school or not. This authority the parent s can give either to some community members like neighbor or school staff. If the school has sufficient number of people who can go to the home and find out whether the children are getting ready or not. If the school cannot provide help then the community member need to offer this help to parents.

Topic: 085– Common Purpose of Education

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

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

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

Topic: 086 – Low Esteem

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

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

Topic: 087– Low Esteem

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

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Children come from low back ground have low esteem and the teacher should be able to know who these children are. The teachers who are can boost these children who have low esteem. Teacher play key role to boost the confidence of such children and treat them at part at which children coming from educated background. It is some time very difficult to treat the children coming from educated background with the children who are from coming uneducated background in a equal manner. Because they think that what the children have learnt at home makes their hob easy. Because children come from educated homes already know the lot due to the exposure their parents have, also their parents discussing different things and children comes to know about those things which makes the life of the teacher easy because the student has already come that experiences.

Topic: 088– Social Class Difference

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

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

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Topic: 089– Social Class Difference

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

It has been noticed that the schools, they have timing for the parents. That is fair enough as for the as the discipline for the school is concerned but at the same time, there should be one person available for the parents all the time in the school to meet any parents who come. It is fair that sometime parents come to see the teacher in the class. Of course teacher cannot leave the class and come and see the parents but in order to substitute to that teacher there should be some person, may be person who can be counselor or person who is looking after the discipline of the students because these people who know all the students. So, if the parents are discouraged to enter the school because it is not the time for the parents to enter the school then probably parents cannot make some other day. Because may be, he has some tasks to do, maybe he is discouraged because he thinks that body language of the school was not good and was not welcoming and probably he get into complex, he has should not going to school. So this will discourage the parents to go to the child school. Therefore it is important that school should maintain open door policy. There can be at least one person available for the parents to meet the staff of the school in order to any query that they have in their mind. The parents should be encouraged to meet the staff just because they have some query and to know what is happening in the school.

Topic: 090 – School generated problems

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

Some problems which are generated by the school. Some teachers are insensitive to the needs and problems of students and their families. Because these teachers they do not know what is

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

Topic: 091– Winners and Losers

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

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

Topic: 092 – Teachers' Perspectives

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

Teacher must consider the parents involvement in the school as a positive measure. They should encourage the parents to come to the school and work together toward the better educational goal

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for their children. It has also been noticed that the teachers think if the parents are coming to the school and getting involve that what is happening in the school that means, parents are criticizing the teachers. Teachers needs to understand that parents that leave their children in the school for the progress and better development of their child. In order to control and watch their child progress, they need to talk with the teachers. They need to get involved in the school activities and need tosort of supervise what is going on in the school. They have right to it. If the parents just asking the progress and trying to get involved in order to make the growth in a positive, that is fine with the parents and the teachers should encourage the parents to do that. Parents involvement in the school must be encourage as well. Sometimes parents come into the schoolfor a visit and meet the school authorities or teacher; they are not offer the chair to sit it. These things, which discourage the parents to visit the school. The school and the teachers must make it very comfortable for the parents to come and visit the school and the teachers. By doing a little gesture, it will be shown that the school encourages the parents to involvement in the school and class room activities.

Topic: 093– Guideline to parents

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

Parents must be informed about the activities that take place in their child's classroom. So, it the school authorities inform the parents what is going in the school, what are the activities are taking place and when the children verified that these particular activities are taking place in the school then the parents to satisfied as long as they have the information and they are in the picture that what is going on in the school. They do have a medium from which they always verified, children just tell the truth to their parents. So if the parent, they are well informed and discussed those activities with the children. They come to know that school is informing very and also come to know these activities are given development and growth to

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their child because the child knows about that. In case the parents finds that whatever the school is different from whatever the child is telling at home then they need to ask the school authority very politely that they just want to clarification on it.

Topic: 094– Use of Home Resources

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

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

Topic: 095– Use of Home Resources

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

For numeracy, children can be asked to maintain a household account according to their level. Household account means that there is some purchases be done in a house daily. May be the

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

Topic: 096– More Examples

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

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

Topic: 097 – Support the Mother Tongue

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

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

Topic: 098– Using Knowledge of Life Skills

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

It is very important for the teachers to teach the knowledge of life skills to the students. It is the same time; it is also job of the parents to teach these life skills to their children. Teacher may ask to the students to talk about the difficult problems they have to face regards to their culture and community. For example community may ask to the girls students to stay at home or just to by nearby the school and not to travel the school which is for away. This could be one problem

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which is faced by the girl's students. Therefore, the students should be able to communicate these problems with their teachers. The teacher must encourage the students to talk about the community problems or the society problems to the teacher. It should not be hesitation on the part of students to talk such a problem to the teacher. As a result of that, the teacher must explain a method to solve the problem with life skills. This is how the student going to learn, how to live in the life and solved the problem instead of getting upset and frustrated about it.

Topic: 099 – Listen to the Problems

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

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

Topic: 100 – Confidence and Trust building

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

Students coming from any cultural background and any community must have trust in their teachers that they will be heard by the school authorities. Even if there is violent act in a school that is taking place by the children, as a result of some frustration because they were negative feeling about the community or the school or they were child abuse in a school. Anything that happen, the students and child must have trust and confidence in the school, in the community and in their family. If they are not having this the confidence that mean they are not going to talk about the issue which has come up to be result of some unfair treatment from the school authorities or the parents or some kind of frustration which has led to that particular incident. So, whether they are coming from any cultural background or any economic status they should have the trust that when they talk to the parents, the parents are going to listen to them and accept the problem and also they should have the trust that school is treating them fairly. Community member needs to listen the students if they have the problem in the community and if any kind of violent act takes place in the community. The students must have the confidence and they must have the trust that everybody in the community, in the school and in the home treated them fairly.

Topic: 101– Expending the Dialogue

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

Each student must have an opportunity to explore, discuss, and express their opinion freely. To explore mean that when they the problem and they come to the teacher and the parents or to the community members to get solution of it, the parents and the teacher can ask them to explore about it, to go further and think about questions and answer of that problems. They should be actually growing to lean the problems, the

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causes, the reason and how to get solution of it. So, that this prepares the students to listen the teacher or the parents when they were talking about their opinion. Because students will have explore the all areas and then have note to all those areas and be ready for discussion with the parents and the teacher and then discussed after exploring the areas after exploring the problem, the student has lot to say because he has explore that area. He knows why this problem happens. It is not an immediate emotion. He has been ask to go and work on it, to work on the problem and come with the solution and then the teacher and parent, they are going to have discussion on that. The student will be able to give all the ideas that he has known after exploring.

Topic: 102–Building Bridges between Home & School

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

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

Share knowledge from school with family and community and vice versa

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

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

Students should not be ashamed to share their culture, their tradition and whatever is happening in the community with the teachers in the school. Any thing is happening in the school, the students should not be ashamed of sharing it with the family and friends at home. Whatever happened should be shared with the positive manner with the family,

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community and friends. If this knowledge is shared, nothing will come as a surprised or shock of any three parties.

Topic: 103– Priorities

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

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

What are the expectation my parents for my future?

Usually in the context of Pakistani society, the parents expect a lot from their children and specially from their male children. From the very earlier childhood, boy is told that parents are expecting him to be the earner of the family when the parent getting old. The child has a lot of pressure because of that. He think that he has priority to earn money for the rest of family when he grows up. With this pressure on his shoulders, he has also pressure his on priority. When he goes to the school, may be the priority totally changed. The teachers want to the student to be concentrating on their subject. The school expects them itself in different activities in a school. Therefore, the students feel pressurized having all these priorities and responsibility on his shoulders.

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

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

Topic: 104– Priorities

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

Another thing related to the priorities is to justify my priority

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

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

Topic: 105 – Parents' Trust

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

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

Topic: 106 – Parents Trust

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

How do we build communities of leaners?

Families become more willing to share their experiences and thoughts as they come to believe that the teacher is sincere. So, what happen is that family would love to share their experiences and thoughts what they think if they come to know if the teachers is sincere enough to help their child and also come to know that their own child values the

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information given. It is very important for the child and the student to value the information that is given to him by his teacher or parents. It is natural phenomena when the students respect the information given by the parents or the teachers then they tend to look at the information and follow it. In cases where the students do not trust or source from where the information is coming then they tend not to listen to it and not to follow it because they already no respect for the person. Therefore, they do not trust them. It is not only in the case of the teachers that students do not trust, in some cases, tit is also the parents attitude that student do not trust them.

Why does this happen?

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

Topic: 107 – Differences and Similarities

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

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

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Sharing, recognizing and appreciating

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

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

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

Topic: 108 – Transformation

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

Transformation in the community and society is very important to take place. How will it take place? The diversity, the differences, similarities, acceptance in community, all these views taken practically would enable participants to transform the community toward achieving better result. On the other hand, this is not accepted, the community would lead the disaster and there is going no improvement in the community toward going and achieving goals, targets and moving toward progress. Families, students and communities would become the center the class room life. That will be transformed community. That would be transformed society in which everything is happening in the family, school and community would be part of class room learning. How is this going to take place because

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everybody is accepting every other being in the community, school and family? Everybody in the community knows what is happening in the family who is progressing towards which goal. The school is informing everything to the parents and the community. So that mean this community is so common between everyone and everybody knows community, class room learning and about what is happening in the family. So, there will be nothing to be surprise about. There will be nothing to be shock about. Everybody is sharing and supporting. Everybody would contribute and enrich the class room experience.

Topic: 109 – Family involvement in Education

- **Recognize the context of students learning**

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

Topic: 110– Feminine Approaches

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

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

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

Topic: 111 – Masculine Approach

- Linear

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- Fact Oriented
- Authoritative

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

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

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Topic: 112 – Knowing Students & their Families

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

It is a misconception that the teachers would lose their control over their students if they develop a relationship with their students and their families. Probably, this conception is totally misconception is developed in the male teachers. The male teacher tend to stay indifferent probably they believe that relationship lead them to lose the control they have over students. This concept can be present in the female teachers as well. They can also think that this relationship building up would result to lose the control over the students. But sometime this relationship between the students and the teachers and their families proves to be very helpful because it support the whole system. If we look it this concept in a positive manner, if we are looking because of relationship the teachers are losing control then the teachers can always have reinforcement on their control. For example the teacher can display on the noticeboard what are the limits of having this relationship with the students. They can just write the a few rules on the board or paste them on the wall or the notice board on the class room. So he students are the aware that where t are the limits if they still having relationship which supposed to be very supportive, helpful with the teachers and parents involved in this relationship. That mean that is the positive relationship.

Topic: 113– Knowing Students & their Families

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

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

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

Topic: 114 – Co Participation in Learning

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

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

- **Interchange of ideas and experiences**

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

Topic: 115– New Knowledge is built on old knowledge

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

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

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

Topic: 116– Power Relationship

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

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Parents become participants in their learning by contributing their oral and written words, ideas and experiences as part of the text of schooling. So when the parents become the participants in learning they do not have to have power statements in the verbal and written form. They can give their ideas and experience as part of the schooling but this has to be scrutinized every member of the community and the school. Sometimes it is notices that parents talk about verbally about the things, they give the instruction to the teacher verbally and they talk to the children verbally about the things to be done in the school. In that case they are representing power relationship. They believe whatever they say has to be done in the school. This should be instructive to the parents whatever the idea or experience to be shared with the school, community and teachers, it has to be discussed and scrutinized by the committee which has also members of the school and the community. Thus no power relationship exists because the relationship which is there has to be very authentic one among the school, community and the teachers. It became authentic when it is all being treated on fair bases.

Topic: 117–Relationship in Schools

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

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

When the relationship in school are poor, a sense of depression and hopelessness exist so this is the cause of depression in a school if the relationship are unfair. Those who do not have power feel depress that they are forced to do things and those who are unfair to the society are exercising all the power. This brings hopelessness in the society. There is no hope for the society to improve because they know that they are not going to have the power and all these people who in the power will never take the right decision. Parent is the first teacher of the child and the teacher is the second, so both have the responsibility. If the parents abusing the power then that mean first teacher abuses the power and the

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teacher is abusing the power that means second teacher is abusing the power.If these two teachers are in contradiction to one another how will the child ability affect. The child ability to learn is at risk. There is no learning taking place because in child mind s the first teacher who is very important for the child and the second teacher who is equally important for the child. The child see both the teachers have harmony in one another but if there is contradiction one is using the power of the other that mean the child is the person who is going to get disturbed. He is the one who is going to upset.

Topic: 118– Values at Home

- **When the values and teachings of the home and the school are quite different serious conflicts can results.**
- **Students should not be forced to respect the values of one teacher and negate the value of the other.**

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

Topic: 119– Peer Culture

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

Some students and young people begin to feel ashamed of the culture and language of their parents and grandparents. They do not share that with the pair. They don't want the friends to see or meet their parents because they think their grandparents have old fashion; they may not be stylish, smart. Sometimes it has been notices that some students think are not good looking. Therefore they should not meet their friends. This happens in adolescence. So there is nothing wrong with it that children have bad feeling. It is just the feeling which comesin the adolescence time to any body and parents need to deal with it. Sometimes they feel a need to separate from the home culture. They like to keep home culture separate from the school and the pair. They don't discussion the things what is happening at the home and they don't even want to friends and pair to meet the parents or visit them at home. This is the part of adolescence. It should be considered that children became rude. It is natural and the parents and teachers need to deal with it and look at the reason why this is happening. The best practice if the parents feel that they should improve their behavior and get some knowledge. They can go community center and become more popular there, being social, by learning skills and if they have certain skills, they can share it with others. They can have exposure on which the students and children, they will be proud about it that their parents can do something more. The children feel very proud when the children do something even small.

Topic: 120– Self -Assured Human Being

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

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

Topic: 121–Schools in Pakistan

- **School culture and students achievement**

Social scientists consider that there is some relation between the culture of the country, community and the school with the students achievement. So they consider that culture of the school, community and the society is directly related to the students achievement or can be said vis e verse. The student's achievement depends upon the culture that is being provided to the students in a school, community and the society. When we look at the different countries, off course we all know there are different cultures in different countries. We also know in one country also have different cultures in different cities, provinces and districts. So that mean all these factors do affect to students achievements.

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It has been noticed that people in older times always consider that students coming from the certain part of Pakistan all more intelligent or students coming from the particular parts are good in Mathematics. So, these things must be having some bases which are related to culture of those places and thus students achievement is affected due to that. It is also said globally that students coming from one country are good in Mathematics. The students coming are coming from other country are good in Geography. So, this can also be taken a part of same studies as the social scientists have done previously with regard to the culture and students achievement.

Topic: 122– Teacher Training

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

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

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

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

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Topic: 123– Teacher Training

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

To teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others.
If teachers investigate the effects of their teaching on students' learning and if they read about what others have learned, they become sensitive to variation and more aware of what works for what purposes and in what situations. Training in inquiry also helps teachers learn how to look at the world from multiple perspectives and to use this knowledge to reach diverse learners.

Topic: 124– Classroom situation

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

When asking students to explore issues of personal and social identity, teachers must provide safe spaces where students are seen, valued, cared for and respected. It is also important that students

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have opportunities to learn from one another's varied experiences and perspectives. To create this learning environment, teachers need to skillfully draw on student experiences to enrich the curriculum.

Teachers can show they value students' lives and identities in a variety of ways. Some are small, like taking the time to learn the proper pronunciation of every student's name or getting to know young people's families. Others require more time and investment, like building curriculum around personal narratives or incorporating identity-based responses into the study of texts. At the community level, it is important to understand neighborhood demographics, strengths, concerns, conflicts and challenges. Like students themselves, these dynamics may change frequently.

Topic: 125– School System

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

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

Governmental and political planning overshadows the emancipation of teachers to a large extent, affecting the learning process of students as well as teachers

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

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Topic: 126– School Size

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

There is a significant correlation between school size and school culture and school size and students achievement. So there are two things which are dependent of school size.
School size does affects the culture of the school and does affects the students achievements and it is one of the finding that small school reveal positive school culture perform better than medium and large school. But this is not written in school. It does not mean that every small school will have positive culture and student's achievements will be better. We cannot say that large school or medium school has not good culture or cannot produce good results.

Topic: 127– Literacy

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

The literacy rate in Pakistan is less than 50 per cent. The participation rate at all levels is low and dropout rate is high, especially at primary level and over 5.5 million children (5-9 year age) do not attend schools (Government of Pakistan, 1998). This is the rough figure which is reported by the Govt of Pakistan. Pakistan literacy rate being less than 50% is quite alarming. The participation rate is all level is low and dropout rate is high. So that's mean dropout rate is high due to certain reasons. Either

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child is not getting what is required, the parents are not satisfied or economic state of parents so bad that they cannot afford the education of the children and dropout rate become high. Participation rate , all level is low. So that mean primary,secondary, college and university, the participating in education is quite low. Especially in primary level over 5.5 million children that is age of 5-8 years do not attend school. Hopefully this situation has become better in the past years. This is the report of Govt of Pakistan in 19998.

Topic: 128– School Environment

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

School environment is the result of teachers, students head teachers, and learning activities with the prime goal of preparing young generation for having successful future. So what is the role of school environment is basically to develop individual who will be able to successful citizen of Pakistan and they will be able to contribute to economy, health, education and different sectors of Pakistan. This school environment is very dependent on the school, parents, teacher and community culture. Altogether, these entiremembers are going to develop school development and only then interaction will take place. This is the weakest area in school of Pakistan. Interaction is not to be considered a factor that is useful. Interaction is the least attendant area. NO one tries to address this area because the psychology is education mean reading the book, siting in the examination, getting marks and apply for the job. All the other factors are being ignored. Education is basically impart to the young people, the ability is to distinguish good from evils. They should be able to identify what is good and bad for them. There is no interaction among the school staff, the community members and parents regarding find out what is good for me and what is bad for me. This area develops the whole environment and culture of the school.

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Topic: 129– School Environment

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

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

130– Low Literacy

- **The drop out at primary level is 45 percent , while at middle/elementary and secondary level is about 30 percent.**

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- **Low literacy rate is mainly due to poverty and non-statutory primary education**

How does the literacy becomes low? Low literacy is happening because dropout is happening in Pakistan. According to the reports in1998 by the government the drop out in primary level is 45% while in middle, secondary level is 30% which is quite alarming. Low literacy rate is mainly due to poverty and non-statutory primary education. Why the literacy rate is coming down because there is increased the dropout especially in primary level. This drop out rat is happening in middle and secondary level which is also quite alarming. Its mean if there is 100 students, 30 students are leaving the school. In the primary level 45 students are leaving out of 100. What are the reasons for that? The Govt needs to find out the data how is happening that students entered the school but due to some reason they leave it. It has been considered due to the Govt reports that this is happening due to the poverty, long distance from the home, costly education, physical punishment and strictness.

Topic: 131– Culture Defined

The term culture is a system of:

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

The term culture is a system. Morgan (1989) called culture to be a system. It is system of shared meaning. Everybody has a same meaning to the culture if they are belonging to the same culture. The same symbols, experiences, Practices, shared values, beliefs and sense-making. For example there is culture in which every person when comes in from outside has to greet to the people who are sitting in the room. That will be shared meaning of greeting. There could be shared symbols in the culture that is when greeting

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people would be taking their hands to the forehead in the form of respect,gesture to greet. So everybody in their culture would be raising their hands to their forehead in order to make a slam or greeting to the people who are sitting.

Same experience

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

Shared values

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

Belief

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

Sense making

This makes sense. This is my priority. It makes a sense for me to send my child in a primary school because it makes sense for me and this is my priority.

So all these things are shared by all the members therefore they have same culture.

Topic: 132– Perspective of Culture

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

Other perspective of culture

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

Safety practices

That mean safety of every member in a school is considered to be important and the culture is developed in a way that everybody safety is valuable.

Organizational structure

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

Topic: 133– Perspective of Culture

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

So, delimits the definition to the belief which is common among teachers, students and principal. For example if the principal, teacher or student thinks that safety regulation has to be there in the school. If they consider that safety, regulation need to be in place because safety of every member is important then it becomes the culture of school if they don't believe on it. So culture is nobody cares the security of anybody, it is considered that everybody is safe there. Similarly if the culture of the teachers, students and principal

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is that anything left in the school is safe. NO body is going to pick up anyone pencil, book;notebookwhatever left in the school will be in safe custody in the school. If anybodybelieves in that then that become the culture of a school. For example if the teacher believes everything should be kept safe in a school, no one should pick up any one book,pen but the students do not develop this habits then that cannot be culture of a school because there are the things which are missing.

Topic: 134– Perspective of Culture

- **Naseer Ahmad Salfi andMuhammad Saeed (2007) " Relationship among school size, school culture and students achievement at secondary level in Pakistan".**
- **International journal of Education Management, vol.21 iss pp.606-620.**
- **Permanent link to this document:**
- **Http://dx.doi.org/10.11 08/09513540710822201**

In order to the Pakistani context the culture, size and students achievement there is a good book by Naseer Ahmad Salfi and Muhammad Saeed which are written in 2007. The students may refer to this book to understand the relationship among the school size, school culture and students achievement at secondary level in Pakistan. This book does not talk about the school size, culture and students achievement of primary level. To reads the online read, student may read online link Http://dx.doi.org/10.11 08/09513540710822201 about the information of the size of the school, culture of the school and how the achievement is affected in case of those school which are bigger or smaller in a Pakistani context.

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

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Topic: 135– Culture Defined

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

In 2002 Bath define the culture " A school culture is a complex pattern of norms, attitudes, beliefs, behavior, values, ceremonies, traditions and myths that are deeply ingrained in the very core of the organization". So this definition is somewhat is very close to the definition of the culture of some community school or some religious school as well because the mix ceremony is the part of the culture. So the school culture would be displaying a pattern of norms , the way, the actions is being carried out, the way the things are be done the attitude of the students, staff and the teachers.

Traditions

There are some schools which keep the tradition alive. By having those tradition displayed and most of the time talked about the school, in the class room, among the meeting and also the other staff of the school.

Myth

There are certain myths in certain sectors of the country where people follow certain myths. These things are going to happen in the same way they were happening 10 years because of certain reasons.

All these are deeply ingrained in the very core of the organization. So the organization ingrained in their policies, action and display,so that all these things are practice in the school.

Topic: 136– Students Learning

- **There are many factors which affect the students leaning in schools. These include: teachers qualification and experiences, teachers guidance tostudents,**

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availability of teaching learning resources, physical facilities students own cognitive and other abilities and their socio-economic background.

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

Teachers Qualification and Experiences

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

Teacher Guidance to students

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

Availability of teaching learning resources

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

Topic: 137– Family Environment

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

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

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

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

Topic: 138– Number of Teachers

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

In schools there are however, factors that affect the school culture and climate; one of the most prominent one is the number of teachers and students in a school. So it is important to see what is the ratio of students and teacher in a school because that is one of the prominent factor which affect the school culture. Because if there are student but no teacher available to help them because number of teachers are less as per ratio, the standard that should be there that means many students will be neglected. Similarly there are more students and the ratio is according to the requirement of the number of students that mean teachers are available to support the students and the climate and culture of the school will be very smooth, helpful and supportive. Sometime it is out of control of the teachers to support all the students because no of teacher is less. It is also notices that in some cases in some schools, number of students are less and number of teacher are more that is some logistical manner or some reason in which number of teachers are more then students. In that case teacher can give more attention to the students but this is very rare. Mostly the case is either the teacher/ student ratio is normal or teachers are lesser in number than the students.

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

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have the problem, he would know which teacher he should contact in order to get his problemsolved.

Topic: 139– Variable that Affect

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

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

Trust

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

Cooperation

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

Atmosphere

Atmosphere is another cultural climate variable which directly or indirectly affect the students achievement.

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

Topic: 140– Variable that Affect

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

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

Topic: 141– Qualifications

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

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

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

Topic: 142– Small Schools

- **The smaller schools have better and positive school culture in comparison to medium or average and large schools.**
- **In small schools teachers are more willing and well prepared to teach their subjects.**

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- **They are more caring with the students and they shared ideas and material with their colleagues.**
- **They respect and support each other.**

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

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

Topic: 143– Personal Social Characteristics

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

Jatoi,H. Gender of teachers and teaching practices in Pakistani schools.These are also the factors which bring the change in the school environment. As pointed out by Getzel and Jackson (1963), some personal social characteristics were different for men and women teachers, with men generally being more business like less friendly and responsible. So this has been pointed out by GEtzel and Jackson in 1963. Things might be different because this has said 30 years ago.

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OranaJatoi said, social characteristics are different in men teachers than the women teachers. Men are less friendly and less responsible so it is consider that male teachers, they would be more in business rather than teaching and they tend to be less friendly because of their nature they tend less frank to the students, less friendly and less caring than female teachers.
According to the study it has been compared that female teachers tend to be more friendly, responsible and more caring. Where the male teachers tend toward the business.

Topic: 144–Teachers Experience

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

This is another factor which is considered by social scientist. Mwamwenda et al. (1989) study concluded that pupils taught by female and long experienced teachers performed significantly better than pupils taught by males and those with short teaching experiences. So, there are four categories
Female Teacher
Teachers with long experience
Teacher with Short Experience
Male Teacher
According to Mwamwenda and his colleague studies say, the conclusion is the people who were taught by female teachers have better learning abilities and better achievement results. They perform better.
Teachers with long experience
Teachers who have more experience, Students benefited more of them because long period of experience and their good performance because the well trained teachers can guide the students

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more effectively. Whereas students who were taught by male did not perform well compare to those who were taught by female teachers.

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

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

Topic: 145– Literature Review

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

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

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

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

Topic: 146– Literature Review

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

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

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According to the study by Jatoi Gender of teachers and teaching practices in Pakistan schools, she refer to Avalos and Haddad 1985 and she mentioned that this has been already discussed by other social scientist and she refer to same situation in the Pakistani context. Although Avalos and Haddad not refer to in the Pakistani context bur referring to the same situation which has been faced by study done by Avalos and Haddad.

Topic: 147– Literature Review

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

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

Topic: 148– Assumptions about teaching practices

- **Teacher with a higher level of schooling are better equipped to teach.**

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

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

Topic: 149– Assumptions about teaching practices

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

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

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are asked them to work in the pair. Sometimes they are asked to work in the groups so this develops team spirit and also develop independent spirit.

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

Topic: 150– Assumptions about teaching practices

Assumption about Teaching Practices

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

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

So there are many other factors due to which people coming from higher class having better opportunities t learn/having more participation/more exposure in the society. They are previledeged. They think it is their responsibility that since they are bless by God and they have had these opportunities, they need to share all their learning with

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the other people in the society and that is very valuable contribution by these people. So they should be encouraged to joined the teaching profession.

Topic: 151– Gender Discrimination

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

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

Poor families are less likely to educate the girl's then boy. That's mean the parents are able to afford the girls education as well as boys in the primary section but as the girls go to the middle and secondary section. Since the parents they have to pay fee, uniform and the books required in the school, the poor families cannot afford the education for the girls an what will be the result of that, that's mean the boys will be prefer to send the school. The families will prefer to send the boy in the family to the school if they can

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afford one person education. In case more than one boy in the family, most of the time the both boys will be send to the school. But even one girl in the family, the family cannot afford the fee of girl school therefore they will not allow the girl to attend the school. That is happening in the Pakistani context. That result in lesser education amongst the girls students. So therefore hardly a few female teachers will be in the villages or towns because girls are not getting education.

Topic: 152– Number of Female Teacher

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

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

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

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experience than the female. Basically it just providing the facilities and methodologies in a different manner to the female training session and to the male training session

Topic: 153– Number of Female Teachers

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

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

Topic: 154– Education in Pakistan

- **The World Bank sums up education in Pakistan as:**
- **Literacy rates one of the lowest in the world, very low system efficiency and a Literacy rates one of the lowest in the worldPerhaps the most critical**

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problem impending expansion of education is the unavailability of female teachers. (The world Bank, 1988, p.6).

The World Bank sums up education in Pakistan as follows: Literacy rates one of the lowest in the world. Unfortunately literacy is very less in Pakistan rather one of the lowest in the world. It has been mention before that literacy rate as summed up in the previous report was less than 50%.

Literacy rates one of the lowest in the world very low system efficiency and a lack of educational opportunities for many particularly for girls in the rural areas

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

Topic: 155– Teacher Training Institution

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

According to the report by the Govt of Pakistan in 1984, there are also fewer teacher-training institutions available for women leading to fewer trained teachers. So not only are the female suffering at the cost of not having the female teachers in the school and not having many schools for girls specially in small towns but they also suffering because

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they aren't many teachers training institutions for women according to the reports GOVT of Pakistan. So it is great concern for the Govt look into the matter and find out what has really changed since 1984. Since this report has been written more than 30 years age, change must have taken place. The Govt should bring some improvement in the teachers training for the female teachers.

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

Topic: 156– Teachers' Performance

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

It is likely that men and women teachers in Pakistan differ in terms of academic qualification, so first thing which can be different among the Pakistani teachers female and male teachers their academic qualification might be different that is since men are getting more opportunities to the universities, the female teachers could be barred to go the universities by the families or due to some financial reasons. There are less teachers training institution for women and there is less institution which are female dominated

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and parents might not send to the daughters where the place male dominated. Therefore that's means women have less opportunities to train and there will be also difference in the professional qualification of female and male. Third thing, in-service training, due to different reason women will have less chances to going in the training as they are in the service, as they are working because they are supposed to looking after the house neither domestically jobs, therefore it is expected that after the school the teachers who are female not be able to attend in-service workshop or would not be able to travel the other cities to attend the workshop which are being done in other places.

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

Topic: 157– Students Achievement

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

As stated previously, student achievement is greatly affected by the area in which a student lives. Reasons for the variations in achievement are geographic location, resources, availability of technology, and quality of teachers. The National Education Association said that the low performing youth are in public rural schools. Historically, rural areas have lagged behind urban and suburban schools in educational achievement, although some improvements have been made between 1990 and 2000.

Although rural schools typically achieve less than other schools, variations exist between states. For example, there is a large math achievement gap between rural and non rural areas, but some rural areas are above average and others are just average. Another study looked at the effects of school size and poverty in seven states. The results found that student achievement varied between states, but size and social economic status were consistent. Typically, the rural

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areas in the southern states have the lowest achievement due to their racially diverse atmosphere What these authors propose for the future are state agendas for rural schools in order to address the varying conditions and effects on achievement more carefully.

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

Topic: 158– Classroom teaching practices

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

Every day in classrooms across teachers are assessing what their students know and what they still need to know, based on their expert content knowledge and understanding of their students and how they learn. This knowledge base enables them to understand where their students are currently situated on a particular learning pathway and to know what to do to move the learning forward.

Classroom-based learning includes:

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

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

Topic: 159– Teacher interaction

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

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

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

To improve your ability to communicate with students you must set the tone early. Start by giving your students some ground rules for discussion, and engage them with comfortable,

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simple discussion topics and tasks early in the semester. Later, when effective class rapport is established, you can move more easily to more challenging problems, subjects, and discussion formats.

Topic: 160– Classroom Practices

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

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

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

Topic: 161– Classroom practices

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

The very important classroom practice is giving homework to the students. This is another method to interact the students. Teachers who assign homework on a regular basis, check it themselves, give feedback to the students help the students to learn more. So it is not that there has to be a lot of homework. Even if the teacher is interacting with the students regarding doing something at home like doing any activity at home that can be considered as home work. There is long debate going on regarding the issues to homework. Some institution believes no that homework should be given to the students. Some believe less homework should be given to the students and there is other school of thought say a lot of homework needs to be given to the students. Again parents have different school of thought. Some parents like that more homework should be given to the students that they are engaged and involved in the studies while they are at home and they don't go any other activity. There are parents who are totally against of the homework at home because they feel there so many other things to be done at home and children need to be get involved in those activities and therefore school homework is extra Burdon for the students. They believe children should have time to do other things while they are at home and get involved in other activities and have some time spend with their families.

Topic: 162– Effective Teacher

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

There is long debate the punishment in the school in the east and also the west. In Pakistan context, there are different schools of thought regarding punishment. Some school believe the physical punishment to the students, some school do not believe to be

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given physical punishment to the students at all. There is possibility that some schools have limit the corporal punishment or following the a few stages of punishing the students in a way that they may be asking them, do some extra classes or extra work or extra learning and by staying after school in school to make up their loss. Teacher who use less physical punishment are better teachers than who use more often and more severely. Mostly in the world, punishment mostly supposed to the physical punishment and bringing some sort of torture to the students is banned. But we do see in Pakistan, some student say they are beaten up and some physical and mental torture because this is part of punishment given due to some misconduct or misbehavior. It is considered those who are given less physical punishment are better teachers because they are having more patience toward the misconduct and the mistakes be made by the students. Therefore even they get annoyed and upset the performance of their student, they try to punish their students but this is not very often. It is just only rare and few times to punish the students. These teachers are considered more effective in their teaching

Topic: 163– Effective Teacher

- **Teachers who use monitor less often spend more time with their students. This applied to multi-grade teaching which is common in Pakistan.**

Teachers who use monitor less often spend more time with their students. This applied to multi-grade teaching which is common in Pakistan. In Pakistan there is lesser teachers than the students requirement. Therefore at one time, teacher is teaching more than one class. In such cases, teacher selects the leaders to monitor the class. These monitor take care of other class while teacher is teaching another class. However it is said that effective teacher would be one who would have less monitor and will be interacting with the students'altogether whether their class is comprised more than one class. If more than one class, still the teacher will have the interaction with all the students and she/he will be less monitor the class, that teacher will be

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more effective because she/he is having interaction with all the students which is comprising of two classes or three classes still the teacher has interaction with them.

The Multi grade system is very common in rural areas. In urban areas like big cities the parents would be having concern if more than one class is taught by same teacher and same time, this would probably be concerns for school administration which would be brought in notice by the parents. But in rural areas, since the parents do not get involved what is happening in the school. This practice is very much there common in the schools of rural areas. However the monitors, who are actually controlling the classes, could be source of information, knowledge for the rest of the students as well. So there is no harm if some time pair learning session takes place.

Topic: 164– Effective Teacher

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

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

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

Topic: 165– Effective Teacher

- **They can do this this with the help of student translators.**

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- **Teachers who plan their lesson teach in more effective manner.**

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

Topic: 166– Family Background

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

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

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

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

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Topic: 167– Subordination

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

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

Topic: 168– School Size

- **In smaller schools head teachers frequently involved teachers in decision making.**
- **It was relatively easier for them to closely look after the school affairs.**
- **They had more opportunity to observe the classes and provide necessary feedback to the teachers for further o, improvement.**

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- **Nut such opportunities might not be available in medium and larger schools. The annual boards of intermediate and secondary education year 2005-2006 of 9th and 10th grades were used as students' academic achievement to determine the relationship between school size and students' academic achievement and also to find whether there were any difference4es among the varying school sizes.**

School size matters a lot in taking certain steps by head teacher. In smaller schools head teachers frequently involved in decision making. In smaller schools, head teacher takes the teachers into confidence to make decision because probably they understand the concept of education themselves and also the understanding what's the concept of the teachers is because it relatively smaller schools. Therefore they are closer to their staff and thus head teacher they involve them to making decision. It was relatively easier for them to closely look after the school affairs because school is smaller although school would have same concerns as large school but probably because the no of the students being less, all the issues can be address by the head teacher and the staff. They have more opportunities to observe the classes, provide necessary feedback to improve the class room. Since the school are small, therefore the head teacher can easily observes all the teachers who are working in the school and also because not too many classes where the head teacher do not find time to observe the class and to observe the behavior of the students. Since the no of students are lessor, so most of the students behavior is always inline and in picture with the head teacher.

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

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Topic: 169– Performance

- **The finding s revealed that smaller schools performed better than medium and larger school and medium schools relatively performed better than larger schools.**
- **The relatively better performance of students in smaller schools might be due to small class size and hence more attention to the students by their teachers and likewise it may be due to head teachers closer links with the teaching staff to properly mentor them.**

The study which was done which is relevance to the board and intermediate and secondary education 2005-2006 reveal that smaller The finding s revealed that smaller schools performed better than medium and larger school and medium schools relatively performed better than larger schools. So collecting the results of the school, it was found of during the study that medium school were having better performance than the larger school because the larger school have more student and therefore more failure and comparatively the medium size school. That's mean the results of smaller school was much better than the medium seize school because no of students there and thus the results of better performance because of having a closer unit, tie and bond between teacher and the head teacher. The relatively better performance of smaller schools might be due to small class size. The s smaller school have lessor no of students in the class and hence more attention to the students by the teacher. So that mean every student will get some time from the teacher in the period of 30 or 40 mints. That's mean if there are 20 students in the class and period duration is 40 mints. Each student will be able to get 2 mint attention from the teacher which would be quite good for the individual and also the teacher would be knowing about the students need more because the no of students in the class is less in smaller school comparing to medium size school or larger school.

Head teacher closer links with the teaching staff and properly mentor them. Head teacher interacts with the teachers because lessor no of teachers and he can guides to mentor them, to counsel to their students and to discuss whatever the week areas are there in the school. So head

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teacher having more time and opportunities to interact with the teachers to guide then and give them some service training and how to address the problems.

Topic: 170– Admission

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

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

So, these school, they do not have problem of admission. They are big school, they have big name. theyhave lager I size because of having so many students in the school, there are so many parents already about this school.

Sometimes because of building and number of students, parents are much impress and they would like to put their children in larger size school or medium size school whereas the staff and head of smaller schools, they have to work hard, they have to strive hard to bring the name in the market. Unfortunately education is known a lot to do with business and marketing. So large school and medium school, they don't need to work in their market name because already

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they are in the market. People are interested to get admission to those schools. However these large schools or medium schools are overloaded, they have already people in the waiting list.

Topic: 171– Objectives

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

While the study is going on, the researchers thought on the survey and find out whether the things that is required for the smooth running of the school are be done or not. So the survey items are given to all these scenarios which were either in large school/medium school or small school. So these items which were followed up to find out, what was the standard of education and what qualification were prevailing in schools. Let's us look at survey items which are studies by scientist and researchers to find out the standard of education.

Teachers are aware of school objectives

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

Atmosphere in the classroom is conducive to learning

The atmosphere should be friendly and conducive for the learner.

If a child does not learn something first time, teachers try in another way

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

Teacher's behavior towards their student is caring

This was another issue that the researchers to find out in their survey whether the teacher behavior of caring or not

So, all these points knowing about the objectives, class room environment and atmosphere to be conducive whether the child learning is taking place and if it is not taking place, are the teachers to do some other way so that learning take place.

Topic: 172– Instruction

Classroom instruction starts and ends on time.

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

Head Teacher

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

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

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

Classroom instruction starts and ends on time.

Time management seems to be very important when instruction is concerned. That's mean teacher do not waste any time which is supposed to be teaching time. Lesson starts on time and also ends in time because time management is important factor so that students do not get over tired with that lesson. The teacher must follow time duration and start the lesson on time.

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

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

Head teacher involves teachers in decision making

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

Topic: 173– Head Teacher

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

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

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Head teacher provides guidance to staff in their official work

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

Head teacher corrects the teacher's mistakes

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

Head Teachers strictly supervises teachers work

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

Head teacher helps teachers in solving their personal problems

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

Communication with parents about student's misbehavior

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

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

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

Supports teachers in matters related to students disciplines

Most of the time the head teacher does not help to maintain the discipline and address the issues that the teachers areaddressing in their classroom related to discipline. It is the duty of head

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teacher to support the teachers in solving those issues especially when they related to discipline to maintain the policy and also make the aware parents, school staff and the students that discipline policy has to be followed.

Topic: 174– Head Teacher

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

Student's performance is evaluated by academic and curricular activities

This is not academic that head teacher has to look after rather he has introduced the policy which co-curricular activities are taking place. There is example of students applying their knowledge to different fields in order to how the student is learning and how he is implementing the same knowledge when he gets out in the field in his life. All these policies have to be in place and it is the responsibility of the head teacher to see that students performance and evaluation is done on both academic and curricular activities. Those student are doing co-curricular activities should also be attractive toward the academic and other learning skills, those who are doing academic and learning skills, they should be attractive toward the co-curricular activities. That would form the whole personality of the student. The head teacher needs emphasize on both keeping the balance so that Importanceof both is maintained in the school atmosphere. The head teacher needs to inform the parents both the things are important. Sometimes the parents do not react in the positive manner when they see that their children are participating in the co-curricular activities, they think this is unnecessary. So, this is the job and responsibility of head teacher to inform and make aware the parents that this is important for the total personality, to build up personality, a good human being. A person develops team spirit also contribute to work for other and to participate to other skills of life. So student performance is evaluated both the sides, that is academic side and co-curricular side.

Topic: 175– Instructional Strategies

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

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

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

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

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

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

Topic: 176– School Atmosphere

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

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

Head teacher knows what is happening in the classroom

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

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

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

Topic: 177–Trust and Respect

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Teachers have feeling of caring for one another.
Teachers share ideas and materials with one another.
Teachers accept others' comments and reactions.

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

Teachers accept others' comments and reactions.

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

Topic: 178–Parents' Participation

Cooperation between the head teacher and staff is good.
Parents' participation in the school activities is recognized for their effort.
There exist a good relationship between parents and head teacher.

Cooperation between the head teacher and staff is good. At the same time, parents' participation in the school activities is recognized for their effort. So if the parents are participating in the school activities if they are contributing of the child toward their child education and progress and supporting of teacher and school staff, they have to be

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recognized and acknowledge their efforts. It is very important that cooperation between the teachers and the head is very evident and obvious in front of the parents. The parents will appreciate if the teachers and head working together in collaboration in one and other and they support to each other ideas. It has been seen that there is no col0baration between head and the teachers which produce the friction between the staff and the head and therefore smooth running of the school is not possible. Parents feel embarrassment because the school authorities are not having one idea to make to make the progress of the child possible.

Parents participation should be encourage and there exist good relationship between parents and the head teacher. This is also very important and development of the children of the school. If the parents having things which are the same line they should be having and their opinion s are supported by the head teacher. The parents feel confident to send the child in school if the parents have any concern the head teacher should welcome the parents to come and discuss instead of avoiding to meet the parents. It is better and discuss the issues rather than escaping from it.

Topic: 179–Parents' Participation

Facilities

Parents check their children's progress easily. Parents are informed of children's progress.

Classrooms are available according to number of classes.

School building is well lit and properly ventilated.

Facility of clean drinking water is available

The basic and the first facility which is expected by the parents are that parents check their children's progress easily. There are ways in which parents can find out how their child is progressing. No member should avoid the progress of the child whether it is fast progress and slow progress. All the things are very important to know, these are the basic

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facilities which are provided to the parents because they are sending their children to the school in order to make them learn and they need to know about the progress of their children. The teacher should also be interested that parents are given this facility so that parents could know how much learning is taking place. It should be clearly explained to the parents that how much progress is taking place and in which direction is taking place.

Classrooms are available according to number of classes.

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

School building should well lit and properly ventilated

Light is the form of encouragement and brightness and welcoming to the students to come to the school and study. The school which have dark discourage the student to come in the classroom and they have felling of despair.

It is also very important to the building be properly ventilated. Health and safety must be regulation must be apply. These facilities which are related to health and safety are basics one which needs to be care of head and school administration.

Facility of clean drinking water is available

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

Topic: 180–Parents' Participation

Facility of playground is available

Facilities for co-curricula activities are available

Necessary furniture for teachers is available

Necessary furniture for students is available

Library is available Laboratory for science subjects is available

Facility of playground is available

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It is very important for the student to have a playground in order to grow well and healthy in their lives and develops them. It has been notices that most of the private schools they are running their classroom in small houses and there is no provision of playground. There is no understanding that these things are very important for the children development and growth. It is unfortunate to see that sanction bodies does not take care of it, the building does not have the playground which is very essential for the growth and development of the child. So the child get no facility of co-curricular activities because there is no playground, hall and stage in which the student able to perform co-curricular activities which is very important for the development and personality growth of the child.

Necessary furniture for teachers is available

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

Necessary furniture for students is available

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

Library is available Laboratory for science subjects is available

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

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practical, the laboratory need to be there. So, students get real ide of the learning what they are doing.

Topic: 181–School Culture

The schools with better facilities, learning environment, in other words, schools with Positive culture, performed better than schools in which culture was average or belowaverage

It was most probably due to better physical facilities, teachers' individual attention upon them, head teacher's good management andsupervision, parental encouragement, or other such factors that promote school culture

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

Reference:

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

The schools with better facilities, learning environment, in other words, schools with

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

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

Topic: 182–Positive School Culture

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

Teacher-parent interaction is frequent

Teachers are highly qualified

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

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

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

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

Topic: 183–Positive School Culture

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Have better cooperation with each other and better relationships among school teaching and supporting staffStudents' performance is better than other schools which have no such positive school culture characteristics

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

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

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

Topic: 184–Parental Involvement

A culture of respect between parents, students, and teachers is necessary for parental involvement.

This culture comes from parents and teachers knowing each other personally, and is, therefore, more likely to develop in smaller schools.

A culture of respect between parents, students, and teachers is necessary for parental involvement. Those who are internal members of the school needs to sure respect to each otherand also towards to the parent, only then the parents will be encouraged to get involved in the school activities and contribute some learning and teaching process to the school. So, culture is related to the respect of students and the teacher because otherwise if the parents are be respected by the teachers or if the teachers are not be respected to the students. That means this circle will be the circle of disrespect and hatred. They would

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not be givingany respect to any relationship; therefore the parent's involvement from the external side would not be possible.

This culture comes from parents and teachers knowing each other personally

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

Therefore, more likely to develop in smaller schools.

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

Topic: 185–Parental Involvement

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

Green and Barns are the social scientists, they studies if the school staff and head want to good relationship with the student's parent, in this the role of small size of school is very important. Small size of school means their students are less as compare to large school where students are much in number. The staff of small school can maintain communication with the parents because they are less in number. Therefore, the verbal communication which is taking place a among the parents, school staff and administration is making it possible to develop a very informal relationship, when the informal relationship takes place, there are many things which are explained verbally

verbal communications and held more conferences in which parents are encouraged to come and talk and to give their opinion is much appreciated and the relationship is understandable and there is more understanding between the two parties. Whereas the school, larger in number have no verbal communication rather all the communication is taking place in the written form. So, many times there is misunderstanding in

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understanding, interpreting the message which is written in the students diary or the notice is given to the student and sometimes parents do not understand what does school administration by that message. Also sometimes parents are busy, they ignored the written statement or notices given by the school

Topic: 186–Personal Social Relations

Parents should be frequently involved in school activities and they can check their children's progress in schools.

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

Parents should be frequently involved in school activities and they can check their children's progress in schools.

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

Personal social relations (e.g. teacher-teacher, teacher-student, student-student) and

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Opportunities for more varied approaches to instruction and assessment may play a mediating role in creation of positive school culture and high academic achievement.
Personal social relationship such as teacher to teacher relationship, all the teachers respect each other and they have good understanding one another, they are in confident if they need some help and support, the other teacher will be able to give them and there will be no critical sort of commits on their asking of help rather the behavior is very supportive and helpful for any body needs any s help.

The teacher student relationship

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

Topic: 187–Discipline

Disciplinary problems in schools may also be another factor of average or poor Performance among students.
The control of students' behavior becomes a
primary concern of administrators in schools.
As a result, school policy tends to
become restrictive and disciplinary actions highly punitive (Meier, 1996).

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

Those schools who are facing discipline problems are so engross in solving those problems and the attention of the head teacher and the staff is concentrated to solve those problems which are related to discipline. Tis is also the source of disturbance for the

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students who are involved in the discipline problems and who are being affecting te discipline problem. That mean the time is being invested in order to find solutions to the problems that are prevailing in the school. In that case the academic performance and achievement would e go very low among the students?

The control of students' behavior becomes aprimary concern of administrators in schools

So all the administration is spending and focusing most of the time to solve the problems which are caused by misconduct and discipline. The control of student become more concern then the achievement results of the students, The school will definitely suffer because the concentration in term of energy, amount, priorities are diverted into the different direction.

Topic: 188–National Ideology

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

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

Unfortunately, this is not the case because different curricular are being used in different provinces even in the school same province. Although the ideology is the same, we are all Pakistani. We have certain ideology of Islam which is practicesin Pakistan. Ideally speaking, the curriculum should be based on common ideas of common ideology that is prevalent in the Pakistan.. So all the teachers need to understanding about the ideology of Pakistan and the people who are setting the syllabus and curricula should be well

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aware of that and according to that everything that is being taught in the school whether in the different provinces/different regions, different cities, it should be the same.
But the practically situation is Pakistan is quite different. When we say that this is what it should be , we cannot generalize the statement if we apply all the schools. May be some school we can say that this ideology is being followed uniformly.

Topic: 189–Professional Training

Teachers with less academic qualification, less professional training and fewer in-service teacher's training courses, tend to avoid interaction with parents Teachers usually teach more than one class, so they cannot cope with this interaction
There is no significant achievement or contribution made by such teachers in school

Teachers with less academic qualification, less professional training and fewer in-service teachers' training courses, tend to avoid interaction with parents
So it through in services training and professional development programs that teachers come to understand how much important it is to have an interaction with the parents. Only through these courses and these skills develops, the teacher would understand that how the parents involvement is going to help the teacher to develop the personality of the student and make it possible to understand and to transmit the information that is related with the national ideology with the help of parents because the children are the fresh mind they need to sort of training where it is been inculcated in their minds that this national ideology taking care of. So one party or one agent will not able to do that. The teacher definitely needs to support of parents and the parents also needs to support of the teachers to inculcate and engrain all the characteristics which are related to the national ideology and understand the priorities covered in the syllabus and curriculum.
So by having in-service training by having professional courses only then the teacher will understand that they need supported by the parents and parents need to involve and engage in the activities which are supporting the teachers to do the same thing, the

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parents really want the children to be doing. But it has be dual role, the role of the parents and the role of the teacher, so together these forces can enforce what is required to our students.

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

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

Topic: 190–In-service Training

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

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

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

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

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

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in the class but in a different way. In a way students would be making it possible to learn and apply their knowledge according to the required syllabus.

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

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

Topic: 191–In-service Training

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

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

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

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

If we identify the positive achievement of the students in that case teacher training session become the most important factor. The teacher training is important because it is related to the professional upgrading of the career. The content of the professional training in Pakistan need a significant change to make it more effective. It is unfortunate that all school do not have condition that they are going to hire teachers those who have the teaching courses done pre-service or in-service. Only it is considered that teachers should have some experience and basic degrees of BA and MA. It has not tested that whether these teachers have any skills of teaching. Such things are repeated again and again because of the syllabus to be covered; these teachers have no modern approaches and methods to make the learning possible for the students. Therefor such school suffers a lot of loss in achieving good results and performance of the students. Those schools

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bring good results and show achievements of students which are coping with the methods which are new and necessary according to the needs of the students. These teachers are given refresher courses, workshop or in-service teacher training course by which they develop new methods to cope with this learning process.

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

So whatever the training is taking in Pakistan still it need a lot of change and the contents have to changed accordingly. If the teachers have some issues that the teachers do not solve, the teacher can learn from the training courses, from their seniors, from their refresher courses, from their head. What is the solution to get something done in a way which is different in any approach that has been used earlier?

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

It is very important for the Govt to improve in this area if the Govt want to change in the system. Otherwise the same tradition teaching carry on with no achievements of the students and the results will be showing the average level or poor level. It will not be showing the brilliant level or students are achieving their goals according to the modern technology.

Topic: 192–Rural and Urban Schools

Teachers in rural schools give more homework

Teachers in both rural and urban areas also are more likely to use help from student monitors

Schools in the city areas are known the urban school or school in the small town or villages are known the rural school. The teachers in the rural school give more homework. This is the study is done by the social scientists. They think that the teachers in the rural areas give more homework because tradition school believe if more

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homework is given to the students that mean a lot of teaching and learning is taking place. Even in the some urban areas the parents demand it that there should be a lot of home work so that when the students come home, they get engage in studies all together after having lunch. They should not wasting their time rather they should be involve the homework is given by school. Traditionally, this is appreciate among the parents and in schools where the traditional teaching is on and tend to analize that rural areas give more home work.

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

Topic: 193–Gender Complex

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

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

Gender complex prevail in Pakistan. Female teachers are expected, more frequently than males, to engage in effective teaching practices because of the ways men and women are treated in Pakistani society. This gender complex prevalent because of the treatment the women get the society and the men get in the Pakistani society. It is always expected that female teachers use more frequent technology to engage in effective teaching methods

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and make the learning easier for the students by using different technologies and different ways in order to make the lesson for the students and to get better results.

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

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

Unfortunately this is the complex prevail in the Pakistani society that men that because they have the authority, they can use any practices ever they desire to do. It is not a compulsion for them to follow the course or training session to do something. They are allowed to do anything that they want in the classroom. Usually it is notices that, class is not be managed by the male teacher, the head does no show any concern over it where the female teacher is unable to manage the class, a lot of notices are taken and the female teacher is warn about it that she needs to take care about the class room management. Men can practice anything what they desire because they are given the authority and it is considered by the men and also women that whatever the men are doing that is the right thing to do. Men strongly believe that they don't need to be trained anymore because they know everything because they are the male. They are the head of their families and also the head of their classes, so they don't need for further training.

Topic: 194–Curriculum

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The level of teachers‘ academic education has a significant relationship to curriculum coverage.

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

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

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

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

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

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

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If this the concept that some body is covering the curriculum completely and able to complete all the priorities in the completion of that syllabus, that mean students achievements would be better. I t would be expected that it is going to be studied increased in coverage with increases level of academic education. If this is the case that the exemplary teaching/learning process is due to the completion of curriculum then that has to be taken into consideration, in that way it will be expected that more the curriculum is covered, more is the increased level of academic education and if the curriculum is not completed, there is some lack in it and still there is topic where is not covered, in that case it will be assumed that education level is not met.

Topic: 195–Quality Instruction

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

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

Let's take a scenario in which there is mathematics lesson is going on. Studies have been done that most of the male teachers are able to better information and knowledge and implementation of the knowledge in Mathematics rather than female teachers. Why it is considered so? It is assumed that variable such as rural and urban location, formal education are the better education is the better system of education.

Multi-grade teaching,those conditions are not plausibleexplanations for the lower achievement performance inmathematics.

This is the study done by the social scientist and the result is that men are better are better in teaching of Mathematics and the result s are better achieved those students who are taught by male teachers in the subject of Mathematics. Social scientists want to analyze, which are the factors, which are the leading the male teachers for better performance in the teaching of Mathematics to students and that having better results than the female

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teachers. The analysis is the variable condition such as rural and urban location; these do not matter in the case of Mathematics whether it is the school of urban or rural area. Teachers who are teaching mathematics and if they are the male teachers, it won't make the difference whether they are teaching in urban area or rural areas. Both places they will able to have quality instruction.

Topic: 196–Status of Teachers

For many men, teaching is a way up from the low status of their parents.
For many women, however, teaching may be the only job a woman from an educated family can get.

For many men, teaching is a way up from the low status of their parents.

It is analyzed that men who take up teaching, mostly come from the families which have lower status. It is just myth or assumption that men who come from worthy families do not go for the teaching profession rather they would go to the other professions like doctors, engineers, bankers, accountants or run by their own business. This is common perception that is prevail in the society of Pakistan. It is considered that main purpose for men to become teacher is that he wants to raise his status which is lower with his family background and his parents status. Usually the teachers who come from a family with the lower status believe that this is the profession they can take in order to make his status better in the society.

For many women, however, teaching may be the only job a woman from an educated family can get.

For women even she is coming from the lower family background or higher family background, teaching is the profession which can be easily adopted by a women. The reason is that in Pakistani context, it is considered that teaching is the best job and suit women because they have to take care of the family and teaching hour is the same as the children going hours to the school. Therefore as a mother, if there is a teacher, she will be taking the children to the school by herself and with her husband and the child will not feel isolation because mother will be at home at the same time when the children will be

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attending the school or coming back at home. So, there will be not be neglected anyone because mother will be at home. So even the women belong to high family background and higher socio-economic status are encouraged to adopt the profession of teaching. Secondly it is considered this is the noble profession in the sense that teachers are delivering and contributing in the society.

Topic: 197–Status of Teachers

If social mobility is a reflection of personal motivation, then it is possible that womenfrom highly educated families who become teachers are less motivated to do well than are men who come from less well educated background.

Higher the background among women makes them more confident and due to that motivational level becomes less. This is the actually study done by the social scientists and the study is based in Pakistan. Women who are coming highly educated background. Probably they are more confident or over confident that they know about the education, therefore the motivation toward the contribution to the society in learning process or teaching process is far less than the men who are coming from the lessor educational background. Men because they are improving their status and they are the conscious they have to struggle. Therefore they are more motivated to be teaching in the class with the using excellent teaching practices to be motivated toward learning and teaching process and bring out best in them and their students**.**

Topic: 198–Homework

Homework is considered a way of increasing the time students spend working on the lessons, and therefore is positively related to students' achievement

Teachers in rural schools give more homework than do teachers in urban schools

In general quality of education is higher in urban schools.

Why homework is important? Because time spam that the students spend in the class, is not enough to reinforce topics. Therefore in order to more time on it and more reinforcement and to revise the topic, homework is to given. Again it is not necessary, a

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lot of homework is given and it is also not necessary to torture the student to complete the work and especially when the teacher is going to give feedback, that homework is useless. So, home should be based on reinforcement. It can be any activity which is interesting like listening of news , when the students will listen to the news, there will be no pressure and torture for the students rather they get into the habit of listening of news. At the same time they will able to understand the pronunciation, they will get addition of their vocabulary, they will try to understand what is going in the world. So there will be a lot o learning taking place just listening to the news. The teacher needs to develop a concept that homework does not mean the torture the student, it does not meant to write down the pages and pages only then this is homework. Home work can be something very pleasurable. It should be given but limited. The student gets information on current a affair that also develops his confidence and personality.

It is analyze that teachers give more homework than the urban school because the traditional teaching still is going on in the rural areas. It is considered that homework is ingredient to make learning possible. |There is no harm of homework but it should be for positive purpose and it should lead the students in learning.

Topic: 199–Assumptions

Urban schools are better equipped, have better facilities, and have teachers and administrators with higher levels of training.

Good schools are more likely to be in cities or towns than in rural areas and to be male or coeducational rather than female

Urban schools are better equipped, have better facilities, and have teachers and administrators with higher levels of training

All these things which are mention here are reasons to build up the school culture in a positive manner. It is assumed that urban schools are better equipped. They have better facilities like playground, halls, stages, and places for the students to get to gather,

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common room to have discussion, cafeteria, staff station, so all these facilities are being introduced in the cities school. The people who are in the cities have better opportunities of education because they are closer to school which are providing the modern education, therefore the teachers and administration in the big school would be highly qualified than those who are in the rural areas. The students who are coming in the rural areas and living in the cities when they qualify and become teachers, they like to be posted in big cities instead of going back to rural areas because of less equipment in the school less opportunities to grow up.

Good schools are more likely to be in cities or towns than in rural areas and to be male or coeducational rather than female

Most of the good schools are situated in the big capital city where there is cosmopolitan culture and school is well equipped. Some school in the big city which have co-education and some of the institution where there are the male institution. So the female institutions in the cities are less,

Topic: 200–Preferences

Government allowances make urban residence financially more attractive Urban schools have a larger pool of candidates for teaching positions

District officials can choose those with better levels of education out of this pool, a condition positively related to achievement (Warwick and Reimers, 1991,p.4).

Government allowances make urban residence financially more attractive

There is certain amount of allowance is given to the people who are working in the cities and that is called urban allowance and it becomes more attractive for the teachers to work in the cities and urban areas. The prices of residences are high in the urban area, therefore the Govt give such allowance to the people to make it possible to hire the rent houses because the cost of houses are higher in cities than town.

Urban schools have a larger pool of candidates for teaching positions

That is the other reason of preference to choose the school in a city or urban area. Of course the city is bigger than the town. So there are more schools, there are more

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opening/ vacancies for people to apply for the job so the candidate pool is much bigger than the candidate poor in a village. In a village there is going to one or two schools and out of one or two schools, the no of candidates required for the teaching positions would be limited whereas in the cities you will find schools in the each and every corner of the streets. In one locality, there may be 10 or 20 schools because of bigger no the position will be much more than those in the village.

Preferences are based on administrative level. District officials can choose those with better levels of education out of this pool because the poor is bigger and the people who are there at the top of affair, they are the one who are going to select teachers for the school. And out of those big candidate pool, districts officer have the opportunities to select the best teachers for the urban school.

Topic: 201–Influences on Academic Achievement

Reimers and Warwick in their report "Influences on Academic Achievement in Pakistan: Students, teachers, and Classrooms" show the positive impact of urban schools on student achievement.

The results showed that 'Achievement was higher when: the school is located in urban area (Reimers and Warwick, 1991, p.2).

Reimers and Warwick in their report "Influences on Academic Achievement in Pakistan: Students, teachers, and Classrooms" show the positive impact of urban schools on student achievement.

This is with reference to, the situation that is prevailing in Pakistani school and is related to students, teachers and classroom. This shows that positive impact of urban school on student's achievement. Urban schools are producing the students with better learning facilities and they have better opportunities to make learning possible in the classroom.

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This is the positive impact of the urban school because the urban schools are getting all the facilities and they have the option to select better developed and skilled teachers with better qualification, all these factors have positive impact on the learning of the students in urban area and big city.

Achievement was higher when: the school is located in urban area

The school which will be in the capital or big city, would automatically perform better, not because something outstanding in the students, it is because the facilities provided in the urban schools such as furniture, playgrounds, different activities perform for the co-curricular activities, the educational background of the teachers, the expertise's of administrative, the learning skills of teachers, the professional skills of the teachers due to teacher training programs, advancement of technology and modern technology, the teacher will be bring better results and thus the achievements of the students are much higher than what is being done the rural areas where the school are lacking all these facilities and the school culture is very low and the teachers who are working there, they are not skilled. They are not provided any professional development. They do not have opportunities to expose the technology and modern methods and thus the school achievement level would go very down because of inefficiency the people working in the schools without any skills and training.

Topic: 202–Incomplete Lessons

Pakistani schools homework is considered a substitute for work in the class.

When the teacher is able to complete planned work during the class hours, then homework is not as necessary.

Perhaps teachers give more homework in rural schools because they cannot complete lessonsduring the regular class period.

Reference

Jatoi, H. 'Gender of teachers and teaching practices in Pakistani schools'

***Academy of educational planning and management:*Islamabad**

Pakistani schools homework is considered a substitute for work in the class.

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When the lesson is not completed then the student is supposed to go home and complete it as homework. Most of the time, the dairy notes of students are written to be complete your school work whether it is History, Geography, English, Science or Math subject, it is written “please complete your school work”. School work becomes homework in the Pakistani context. That’ mean, the student go home after 5/6 hours day of the school will be going home and then repeating the same thing which would be rather the pressure or very boring exercise to him and repeats the same thing done in the classroom. There is nothing new to him to learn and he just feel as a burden.

When the teacher is able to complete planned work during the class hours, then homework is not as necessary.

It is not necessary when the students have finished their work in the classroom. It is the responsibility of every teacher that when she plan the lesson, it should be according to the time that is supposed to given to that particular lesson. Teacher should be good manager of time. Time management is very important in lesson planning. Lesson should be completed within the time if the lesson is not completed then the lesson should be divided in to two session. The teacher should learn the good time manager and let the students to complete the homework in the class. It should not be necessary this has to be teacher center class. The learner center class can also make it possible to complete the classwork in the class and this has not to be carried at home.

Perhaps teachers give more homework in rural schools because they cannot complete lessonsduring the regular class period.

Because the tradition teaching is still going on in the rural areas and long distances, the teachers think, it is better for the students to go home and complete the work because may be shorter days as comparing to longer day in the urban schools. Therefore it is possible that teachers give more homework so that students can reach home safely and continue their studies at home.

Topic: 203–Socialization

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One of the key roles of schooling in contemporary societies is socialization-the transmission ofcultural values of the home community, habits of conduct and formation of national identity.

The idea of having education is that we are able to good citizen of Pakistan. We would be able to display our national identity after getting education. When we become educated, we will be represented the educated classes of Pakistan and behavior or our conduct and the communities that we live in and the cultural values that we practice will be all representing a Pakistani citizen who is an educated Pakistani citizen. Socialization leads toward the facts that after being educated, we need to our national identity. Whenever, we outside our country representing the Pakistani citizen, we will be having certain traits off showing our culture, habit and our conduct and that will be known the as the Pakistani citizen. We will be socially accepted by other nations and societies as being Pakistani because of our code of conduct, behavior and habits.

Topic: 204–Socialization

Is the process of public schooling in Pakistan helpful in exposing the nation's children to values and ways of life that foster patriotism, national and local identities or teaching them values and culture that are alien to them and their families

All the education or schooling which is given to the students should be leading to socialization. Socialization help the students to be expose to the values, the ways of life of Pakistani citizen. All the behavior or conduct of the student who is studying in the school which is in the Pakistani context should be able to display a sense of patriotism that he is very much committed to the values of Pakistan. This is basic ideology which is very important to be carry on in the education system in school. Patriotism is the motion which is not to be used as a slogan. It is a spirit to be honest to work hard, make progress to the country and to contribute to the country in economic status, educational status and

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social status. So, it is not merely a slogan that you become patriotic because you raise the slogan to be patriotic. It is spirit which is developed through education.

It is not an easy job to do that. It is inculcating he values, habits, cultural understanding to be proper Pakistani citizen who is patriotic and indebted to the system to contribute and to make progress and to bring changes in the Pakistani system. That would be in the real sense, a process of public schooling in Pakistan which will help the child to be exposed nationally with the spirit of national ideology. When the students talk these things, they would be alien to them and also their families because they would hardly find any role model around themselves who are displaying such cultural values but that is the need of the country.

Topic: 205–School Textbooks

School textbooks in Pakistan are effectively promoting cultural values and identities that are alien (and not national) and which serve the interest of global hegemonic players.

The need to introduce textbooks that teach national identity, while creating an understanding and respect for cultural diversity and values for others.

Hegemonic players are those factors globally which are having influencing on the Pakistani culture. Globally influence is much more dominant than the national influence of culture on Pakistani students and Pakistani school. Fortunately the school textbooks in Pakistan are effectively promoting the cultural values. In Pakistani text books, for example the honesty is the best policy but along with that cultural identification of Pakistani is given that Pakistani is supposed to be honest at the society, at home, at work place and at school. The student who is studying this textbook or reading the chapter needs to have practically live example to follow the footstep of those who are honest.

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These values or identities are alien so they are not national. They are not found in the society rather other influences which are global more in practice and dominant on the students. The national textbook, they do have the national ideology in it and there are the examples of promoting the cultural values and identities in the textbook. It is not that, these practices cannot be exercisebecause there are no resources. The resources are there. Only the teacher's needs they build up those resources and as cultural identities prove themselves to be follow the same culture which is given in the textbook.

The need to introduce textbooks that teach national identity, while creating an understanding and respect for cultural diversity and values for others

There is need of Pakistani system that such text books to be introduced and these textbook should have lesson of national identity. We can give the examples of our national heroes where the parents would agree that yes; this person who is topic in the book and whose biography is given in the book is very true to be used as a representative of the Pakistani society. The parents are convinced that he was a hero in case such examples are given where the parents do not agree and the teachers also do not agree with the hero- ship who are given a introduction in a book that mean the teachers or parents are not able to convinced the students that he was real hero. So, historian needs to be very careful to give example in the text books which are very relevant to the citizenship of Pakistan.

Topic: 206–National Identity

Bettelheim Bruno argues that there is no doubt in the cultural importance of children's books [school textbooks] as a powerful means through which children learn their cultural heritage
and [identities].

National/cultural identities are neither straightforward nor easily defined concepts.

It is a great argument if you inculcate the cultural importance in the mind of yourchildren then the children textbooks and school textbooks are powerful means to introduce the

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cultural values and make the children to aware about the cultural heritage and identities. It is common in Pakistan that story books of children in Urdu or English in which the personalities from the religion who are exemplary for the students and the children are written down. These stories are very popular among children so that is good way to introduce the cultural values among the student at a very early age. Talking about the cultural heritage, there can be stories written who are not contributing to the country but also maintain the cultural awareness to be identified as Pakistani and to display the national identity of a Pakistani.

National/cultural identities are neither straightforward nor easily defined concepts.

It must be kept in mind that although it is easy to say to keep your national identity or keep your cultural identity. It is not something very straightforward. It is not a piece of cake to say to keep your national identity. It is tough job and in order to become national of your country, you need to work on that, you really need to develop habits in order to the national of that country. It is ignored in the syllabus and textbook that the students have not realize because even the text was there, the teachers have not emphasized on the fact that to become Pakistani national. They will need to learn a lot about the cultural and heritage values of being a Pakistani citizen and only then they will be able to become the Pakistani citizen. Just holding the Pakistani passport or identity card does not mean that you have become Pakistani national. You have to learn the Pakistani attributes of being a Pakistani.

Topic: 207–Faith

Cultural values of the majority of Pakistanis are derived from Islam. Education system reflects and strengthens social, cultural and moral values.

Pakistan's educational interventions have to be based on the core values of faith and cultural values.

In Pakistan all the laws, rules and regulations are based on keeping in view the religion and faith of people majority in Pakistan and that is Islam. The cultural values of the

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country also based on faith of those Pakistani who are Muslim and in that regard minorities are taken care of.

Education system reflects and strengthens social, cultural and moral values.

When the education system is set up, it is kept in the mind that what is the faith of the people of that country and what are the values, norms, understanding , moral values which are considered to be practiced are based on religion and faith of the people and in that case in Pakistan this is Islam.

Pakistan's educational interventions have to be based on the core values of faith and cultural values.

Whenever the education system is set up, the guidelines are taken from the religion and faith of the people and that is Islam. Due to all regulation which are taken up from their faith and religion, the people accept tis easily and it is easily that to transmitting those moral values, cultural values.

Topic: 208–School Knowledge

The contradiction between this explicit Government's commitment and the distorted messages present in textbooks stresses to investigate what social, political and ideological forces guide school knowledge.

Government, since the inception of Pakistan, is not only in an illusion regarding education, but also very indifferent towards public education.

The contradiction between this explicit Government's commitment and the distorted messages present in textbooks stresses to investigate what social, political and ideological forces guide school knowledge.

There is a sign of some contradiction in the knowledge that is given in the book and the knowledge which is practically implemented. The contradiction is between this commitment of government which is very clear that the Govt should be committed to spread knowledge and information in school, colleges and all other educational institutions which is based on basic principle of Islam because that is the belief, faith and religion of the majority of the people living in Pakistan. There are some distorted messages which are present in the text books and which need to be investigated that what

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are the interpretation of that knowledge which is being spread in school. Is this just practical information that is distorted or is this text books which are passing on distorted messages to the students regarding the culture of Pakistan. These things have to be investigated and it is the duty of all teachers, school staff, community members parents to see it that whatever is taught to their children and students, is according to guideline given in Islam? They also look on the socio, ideological and economic factors which are present in the text books and which might be interpreted in the different manner for the students and the teachers. Casual remarks or conversation by the teachers may give the distorted messages to the students which would bring confusion and contradiction to the teaching of Islam and the guideline on which the textbook supposed to be made and base on the faith of the Muslim and the religion and the belief and the understanding of Muslim may become contradictory to what be said in the classroom in a casual manner or conversation or careless remarks

Government, since the inception of Pakistan, is not only in an illusion regarding education, but also very indifferent towards public education.

It is the responsibility to see to it that all the text books presenting knowledge which is based keeping in view guideline of Islam, Quran and guideline to equally treated everywhere the culture, social diversity and the politically ideology. Equal treatment and information is given to the students with facts based on Govt ideology to follow the faith in textbooks as to be very pure and according to the guideline. The Govt has responsibility to check measures and if finds school, there is deviation rules. Understanding and belief of the guideline given in Islam then the Govt needs to take action.

Topic: 209–Language Use

Student achievement will rise when teachers spend more time in class with their students.

In addition, teachers in good schools more often use student translators to make their presentations understood by pupils speaking other languages.

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The language use in the schools in not be prohibited which is supposed to be slang language or abuse language because the students pick up the language and use in the daily life. These things people learn from the school and this is developed throughout their educational system and unfortunately, this is also coming in the teachers. Teachers also use impolite language and sometimes they abuse in front of the students. This is also not allowed in the parameter of Islam and faith.

Student achievement will rise when teachers spend more time in class with their students and use language which is appropriate whether English, Urdu or any other language. Language use is not to be considered when we are talking about the foreign language such as English. Even we are talking about our own language, Urdu is the official language of Pakistan even we need to take care that we are using proper words, proper pronunciation of the words and we are not abusing the language even we are using he provincial languages still we have to apply same principles because this is the basic principle of Islam that we need to polite with others. We need to avoid any rude statement to be given the other people even she/he is the member of your own family.

Teachers in good schools more often use student translators to make their presentations understood by pupils speaking other languages.

Teachers they are using other languages in the school that is good thing to be done in the school because that means the teachers are given importance to all other languages. So, nobody is getting in complex that the language use which is restricted in the school is one language to be used. When school is based on good principle, they are making everybody feel important and they are considering usefulness of all languages. When these languages are translated by the teacher should also be the parameter of Islam and it should be polite language.

Topic: 210–Good Schools

Several teaching practices distinguish good from poor schools.

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Above all, good schools have less multi-grade teaching.

And when their teachers are responsible for several grades, they are less likely than those in poor schools to use student monitors to lead recitation or supervise the class they are not teaching at that time.

The language use in the good school would always be careful conversation by the teachers and the students which has good feature and polite feature to be used in the language. Good schools have less multi-grading teaching because too much load on the teachers and the multi-grade system where the teachers are overloaded withwork and sometimes supervising more than one class at the same time. So, the result of this type of teaching will be negligible, students do not learn anything of those classes.

Sometimes more classes are given to the teacher and sometimes more than one class is given to the teacher to look after while she is teaching one class. So, sometimes students monitor and sometimes they are not available and if they are available what happen, they are not guided and given some instruction to continue with the task. That's mean even the task is not given to the students monitor or the group leader. If the group leader have the good understanding of the task that is based on learning, it means that the instructions would be clear to the group leader and the group leader knows how to continue the activity and what is the objective of that activity. In that way, he is equipped and aware of the task and that activity can result in better learning.

But some cases in the school where the no monitor is available and if the monitors are available, they are not guided by the teacher. They are not told what is supposed to do. Some recitation is supposed to be keeping all the students busy, students are busy when there is not task based learning taking place. The students are aware that this is something casual and during that casual activity, the conversation which can take place between students and monitor which can be careless. In that way students learn the negative things. In poor school, the number of students who are not taught by the teacher but the teacher is supposed to have them during that time, she is teaching another class, all the learning is taking place is zero or negative learning.

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Topic: 211–Less qualified teachers

Effective teaching does not need highly qualified teachers at primary level. This could lead to a policy option which can be less expensive deal for developing countries like Pakistan. More qualified teachers are harder to find, have to be paid more.

They are also reluctant to join teaching which is not one of the prestigious professions. Hiring comparatively less qualified teachers may solve a practical problem especially in case of womenteachers.

Less qualified teacher means that qualification is not high but the skills are there and the teacher have gone through some teacher training or some certificates. Less qualified teachers does not really make the ability of the teachers less. Only it is required, they are not having qualification above their degrees so that they would be considering themselves over the requirements of school teaching. It is better to have less qualified teacher but to be done having certificates of English teaching or just certificate of teaching with reference to the subject that they are going to teach.

At the primary level the subject specialist is not required. Therefore, the Govt hire the teachers with less qualification and give them teacher training or some teaching certificates for the buildup the necessary skills of teaching.

This could lead to a policy option which can be less expensive deal for developing countries like Pakistan. More qualified teachers are harder to find, have to be paid more.

The Govt hire teachers who are less education in the primary level. If this policy is followed then the Govt can also provide the in-service training if possible give them some workshops on the weekend where the teachers will be getting more information about the teaching skills. In this way Govt give opportunity who are less qualified and the same time, they give in-service training, that's means they are developing professionally themselves.

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They are also reluctant to join teaching which is not one of the prestigious professions.

Those who are more qualified, they are interested to join teaching because in country like Pakistan teaching is not considered as prestigious professions. Those who have more qualification, they do not think, it would be prestigious to them to join profession like teaching. They only join it because they don't find the jobs on other area and therefore they become the teachers. Although they go for the further studies, they don't have the mind of teaching.

Hiring comparatively less qualified teachers may solve a practical problem especially in case of womenteachers.

If the Govt want to work on this issue and find out the practical problems of women teachers especially in the rural areas then they should work on it. They should hire less qualified teachers, provide them teacher training skills and post them in rural areas to develop them professionally and become good teachers.

Topic: 212–Urban posting

When women teachers are more qualified, they represent a higher social class and probably comparatively more educated families and usually have an urban base. In that case they like to be posted in urban areas only.

This poses a problem for recruitment for rural schools which are in desperate need of women teachers. As mentioned earlier, there are monetary incentiveswhich make urban posting more attractive.

People who studies in rural areas when they come into the profession, they like to stay in urban areas. It is not necessary that every time qualified teacher has educated background but ever she does not have it because of her own educational background she expects to be working at with better level and with better prospects. Therefore most of the time, these people who are coming more education, they are representing the higher class. So, they belongs to higher class, they have more qualification, their family background is

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good because they have educated parents and sibling. Therefore keeping all these things in mind, they expect higher salary. The Govt prefer to select to these people and hire them for the post, the simple reason that they have more academic qualification. The Govt needs to understand especially at the primary level higher academic qualification is not needed. It is better to hire the people from the rural areas and post them in rural areas as teachers. They will more than happy because even they have not the degree or post certification,. They are given in-service training and hand on experience at workshop is given to them, they can always learn. They will be happy to do this because they don't have to move their places and get the job in a very young age. They can develop in their professional area and probably the Govt also can give them a certificate if they are doing in-service course for one year or two year. This certification would professionally develop them.

This poses a problem for recruitment for rural schools which are in desperate need of women teachers.

If the Govt works on this policy, it will solve the problem which is desperate need of women teachers in the rural areas which is the big problem,Govt should take care of this, they need to be formulate the policy and they need to be understand that in the primary schools in the rural areas, it will not be problem to hire academic qualification which would matter teaching practices in the class room.

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Topic: 213–Urban posting

The education system in Pakistan is a relativelynew phenomenon. The country has so many other pressing needs that this particular aspect gets neglected.

The education system in Pakistan is a relativelynew phenomenon.

Its mean that Pakistan is not dealing any educational system and probably it has been neglected since long time, there are not experts who take interest in this field. There are so many other upheavals that the country is facing and every time there are new upheavals coming so that anything that is established is something different what is going to face next. All that education system has neglected and no one has worked on the needs

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of schools, certification, training institute that is required in order to develop skills for the job. There is illusion that only with having degrees and post certifications, people can do everything, they do not need any type of skills development and learning abilities. The Govt does not have understanding the academic qualification and professional qualification. It is possible that people have this concept but probably they do not have opportunities to work on these issues. It is something new for the Govt to work on the educational system because most of the educational responsibility has been given to people who are running the business of schools. The people who are investing the money in the business of the school hardly understand difference between the qualification which is professional or which is academic. They do not understand even highly educated persons still need the professional development in order to implemented the teaching practices in the class room. There is hardly any organization which is working in this respect in theGovt, there are some private educational system who are now providing the training for the teachers.

Topic: 214–BRIDGES project

The BRIDGES project has filled a gap
in this particular field but the need is so elaborate, that it needs extension for a reasonable amount of time.

As it is said, there are some projects which are run internationally and thanks to those projects because they bring some understanding to the people who are involved and engaged in education system in Pakistan. It would be a bright day when Govt will take the responsibility on running these projects on their own and having it established each and every villages and town in Pakistan. That will bring a radiant change in the education system when the Govt takes responsibility to running such projects. So, bridges project is one of the project which is considered very successful and has really brought change in the education system. It has filled the gap in particular fields but the need is so elaborate, that it needs extension for a reasonable amount of time.

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Topic: 215–Master trainers

Those master trainers are not yet enough to take the responsibility. Research in education has to be a priority within the education system.

Research institutes can be established at the national and provincial level.

Usually the training that is given to the project of the international organizations, they prepare some master trainers. If we look at the bridges projects, they worked people who are trained as administrators, heads, researchers, they could be called master trainers because they got the training of master organization. So, those people could be called master trainers. These master trainers can contribute a lot to the training of the educational system, the teachers, the school, the administrators and the research body but what happens is because of population, those master trainers are not enough to take the responsibility. They are not many people who have taken this training and they cannot take all the responsibility, they cannot take all the work that is supposed to be done in the education system at provincial and national level in villages, towns and cities. Trainers are less and people who need this attention to be trained as teachers, administrator, school owner and researcher much more in number than maser trainers. So, there has to be more increase in the projects, the Govt should not rely on the projects which are being run by international organization.. It will save our money, time and also pressure that we getting from the international organization. Only then we will become respectable and honest to do our work ourselves. It is unfortunate that Pakistan, they go abroad to do work in labor but very few people train their professional abilities in their own country. Most of the Pakistani are known as workers or laborer in abroad, very few people are known as trainers, running projects. It is proud thing to know that the engineers who go abroad for certain training and people from armed forces also go for training abroad and that is the sign of pride for all Pakistani. Similarly it is the desire of all Pakistan that the people in the educational system should be able to provide training in Pakistan and should be able

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to go abroad as trainers. So we should stop dependent on the people coming from other countries to train us and run these projects.

Topic: 216–Commitment

Females are treated as subordinates in Pakistani society, and they enter teaching with a stronger commitment than men to carry out the responsibilities of teaching. However, they seem to be less familiar than men with those responsibilities.

Females are treated as subordinates in Pakistani society

Since they are treated, they have to will to prove themselves and teaching profession is the profession which is highly recommended by the family even in the rural and urban areas. That is the opportunity for the female who are subordinate proving themselves as some people who are independent and work and show their identity as good workers.

Female have stronger commitment than men

The commitment level is less in men. Men strive to change their profession even they start with the teaching profession. Even they shift in the schools and change the institution to get more salary or they choose some other profession if they get the chance. There is also percentage in the men who are committed in teaching but that percentage is very low. Whereas in the case of female, since they want to get out of their subordination and they want to be independent people to be working, this is the only profession that is welcome and encouraged by the family is teaching. When they join as a teacher, they have strong commitment that they will fulfill all the requirements that is needed to become a good teacher.

Female seem to be less familiar than men with those responsibilities.

It is very unfortunate to see that the teachers as women, they want to join as profession, they also committed and they have strong commitment to join this profession yet they are less familiar to the responsibilities which are required to be a teacher. The studies show that even in the same training, when the female teachers go for the same training, the

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female teachers less frequently use the effective practices in the class room. Al though the training was the same, it may be the female teachers do not have understanding of these teaching prentices to be very important in the class room.

Topic: 217–Social class

Teachers with higher levels of academic education or training are less likely to use the effective practices. Access to schooling is to some degree a reflection of the social class of the teacher.

The Analysis of study done in this respect suggest that persons from the higher social class do less well as teachers. This might occur if teaching was seen as an inferior occupation, something that persons had to do when nothing else was available.

Social class is the feature which affects the teacher to be using effectively practices in the class room.

Teachers with higher levels of academic education or training are less likely to use the effective practices.

Although they have higher level and also have training certification yet they try not to use those practices because they keep 2 things separate to one another. They thing the academic qualification and the training certification is one thing, working in the class is totally different and since they do not have any experience of using those effective practices in the classroom. They do not come to know what the benefits of using those practices are.

Access to schooling is to some degree a reflection of the social class of the teacher.

These teachers are gone to better schools or they have better educational system to which they have gone in their lives. This recognizes or identifies their social class. They are so confident that they have already been good school or college or university, they avoid any teaching practices that have learnt themselves. That is very natural because until and

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unless these practices are really done in the class and the results of those practices become familiar to the teachers till that teachers do not use effective practices in the school because she is overconfident that she knows what the good class room teaching is.

The Analysis of study done in this respect suggests that persons from the higher social class do less well as teachers. This might occur if teaching was seen as an inferior occupation, something that persons had to do when nothing else was available.

The teachers belong to good families and the family background is educated and they have had a chance to go to good school. They become over confident, they know everything. The perception of teaching being a inferior job, they think that they are high up in their level, they can do teaching because this is something is very simple, this is inferior, anybody can go in teaching and this is available for anyone even without the certification. The fact is any job needs specification whether it is lower job or high level job. All jobs need training and certification.

Topic: 218–Female Education

Traditional governments like Pakistan realize that women teachers are needed if female children are to be educated. Women teachers are a necessity even if there is no evidence that they are effective teachers.

The awareness is sharply rising that in some countries universalization of primary education cannot be achieved.

Traditional governments like Pakistan realize that women teachers are needed if female children are to be educated.

So that is the hard need which is present in Pakistan and Govt realizes specially in the rural areas that the school needs to be all girls school and all boy schools in rural areas and towns. So, for all the girls school, female teachers are required and all boys schools, all male teachers are required. There is shortage of female teachers and what happens is because of shortage, women teachers are necessities even if there is no evidence that they are effective teachers. It is necessities that the women teacher have to teach the girls

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students and in order to have girls school in cities, town and villages, there have to be female teachers recruited to job and the Govt is aware of it, that there are less number of female teachers. Recruitment of female teachers are done whether they are specialized, trained or even no evidence that they are effective teachers yet they have to be employed in order to fill the gap in order to that female teachers in female institutions to teach the girls student. This becomes necessary irrespective of the fact whether she is trained or not, still she is recruited because that is the requirement of the time. The country needs female teachers and female recruitment is done irrespective of the fact, they have no training.

The awareness is sharply rising that in some countries universalization of primary education cannot be achieved.

Primary education is universal a problem. Already there are so many issues with the primary education. The people do not send their children in the school. They do not have concept of sending young children to the school and this concept prevails in the Pakistani system. There are many areas in Pakistani where parents do not think that is compulsory or necessary to them to send their children while they are young in the primary schools. Not only in Pakistan but also other developing countries, the issue of sending the children when they are young is prevalent and there is the problem with the parents to necessity of sending of their children in the school. There are more dropout when they are in the primary level, the reasons are traveling, long distances, when the children go to other villages in order to get education after the primary school because there is no secondary school available.

Topic: 219–Recruitment policy

The recruitment policies of the government of Pakistan are an area which can be modified. Teachers can be hired with matric and FA/Fsc level and through teacher training their expertise can be developed.

This would be a practical solution for the recruitment

of women teachers particularly in rural areas where they are needed the most.

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This is possible this recruitment policy is already in place and Govt and private sector are following it.

The recruitment policies of the government of Pakistan are an area which can be modified.

If there are any recruitment policy with the Govt of Pakistan which the private sector is implemented, these policies can always be modified specially with the reference the academic qualification. The Govt should work on it. There should be a section of research which is finding out whether this is helping the school to bring up the results and achievements to their students.

Teachers can be hired with matric and FA/Fsc level and through teacher training their expertise can be developed.

This is the one thing that the Govt really needs to do. They can hire the young people and trained them into good teachers by giving them proper expertise and this is how professional development can take place and the people after FA and FSC, when they are hire, they become independent and they will be very secure in their job because they would know they are already in- service and they do not have look for the job after they complete their degrees. So any sort of certification or degrees can be introduce in the school to certain workshop, they attend some workshop and work on the action research. This type of syllabus should be introduced for the in-service teachers. In the young age, these in-service teachers would become independent because they will be employed as teachers. Their academic qualification would be satisfied for the primary level because it is not subject specialization which is required. It is similar of that policy which is working in the Pakistan with the health section where the nurses are actually employed as nurses and they are employed as nursed and these nurses are given training. At the same time their job is secured, they are interested in the profession because they know they are professionally developed themselves and they are also earning their livelihood.

This would be a practical solution for the recruitment useful for the women specially in the rural areas

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If this policy is implemented, people will be more satisfied and motivated to work.

This would be an example for the teachers who are working in the urban areas that those teachers who are working in the rural areas are professionally developing themselves. These urban areas teachers will also be motivated to get some sort of certification and in-service training. TheGovt easily establish training institutes for teachers to attend after the school day or inthe weekends and these teachers will be given online training**.**

Topic: 220–Social Status

- **Change of the social status of teachers is another area which might need long term planning. This might be the most complicated, difficult, and hard to implement.**
- **The low performance in the classrooms by highly qualified teachers is a strong argument for the" fact that teaching is considered a not very prestigious profession. This perception has to be changed**

Change of the social status of teachers is another area which might need long term planning. This might be the most complicated, difficult, and hard to implement.

This is another area in which the Govt needs to work on. This is the area which is very difficult to be met according to the criteria of the teaching practicing in the class room but is hard to look at and policy need to be modified.

The low performance in the classrooms by highly qualified teachers is a strong argument for the" fact that teaching is considered a not very prestigious profession. This perception has to be changed

Even people have high class or they are thinking, they are high social circle. They have studied in the institution which is considered to be in the social class of higher level, even then they need to change their attitude when they are in the class room. The teaching practices should be uniform and Govt has to see to it. First of all Govt should set up the policy. This policy made

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aware and made familiar to all the people who are running the school whether they are in the private sector or public sector. Once they understand the perception and profession of teaching, they will be able to respect the profession and then from them it will be transmitted the school authorities, the members of the school, the teachers, the parents and the community members that teaching is a noble profession. So everybody must respect the teacher and the profession. This feeling prevail in the school and this feeling has to be prevailed in the country. It is not so that the teachers who have social class, they are good teachers, they are supposed to do anything in the school, even they are not applying the certification that they have done. They don't use the class room strategies and class room practices, just because of reason they belong to higher class. This should not be practices. It is the job of Govt to set these rules, policies and apply them all schools and they should be uniform. It is very difficult task to do, very few people will be successful in the first year but if there is policy which is set by Govt and school owners and authorities in the Govt, they follow up whether this practice in the class room then only this change will bring a drastic change in the class room.

Topic: 221–Disparities

- **This could be done through several changes in the system. Teachers have to be better paid. The low status of teachers is a very common argument for why teachers have negative attitudes towards their profession.**
- **The government has to pay equal allowances, so that being posted in the rural area does not mean getting paid less.**

The Govt has to look disparities, at what people thinking about their jobs, how they are implementing the strategies which are there in practice and how they are developing the concept of their professions. All this has to be redefine by the Govt. The policies should be placed and also if some modification is done according to the requirements, it should be done because Govt should be aware of the disparities related to this profession.

This could be done through several changes in the system.

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The summary of this concept is that there is a lot of need to change this educational system and the policy to make the education in work in a better manner and progress toward the achievements and goal of the students

Teachers have to be better paid.

Those teachers who have good education, they get the training and skills during the in-service or pre-service according to their job description, they should be better paid so that they have the facility of working and then living the comfortable life with their families.

The low status of teachers is a very common argument for why teachers have negative attitudes towards their profession.

It is found that teachers do not smile that is the basic requirement for the student. All over the world it is considered very important for the teachers to enter the school or enter the class with the smile. However in the Pakistani context, teachers hardly smile, if students ask any question, they do not happy to answer that. So, all these negative compliments to the teachers which are given more often by the community and parents are not widely accepted.

The Pakistan education system is still based on the traditions of British colonial rule, where social status was attached to bring a civil servant and not to being a teacher urban/rual disparities have to be eliminated and this can go with the recruitment policies

This is very strange that British colonial system still present in the Pakistani system. Since the colonial system, only the civil servants will have all the perks and all the allowance and all the facilities to live luxurious life, only that profession is considered respected one. So, the complex of teachers still remains there because of the attitudes of the country. People of Pakistan, only the civil servants they need big houses to be live in and the teachers are given only the small quarters those are living in the big cities and the villages, this facility is not even the familiar to the teacher that they would be given any such accommodation or nay such privileges.

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Topic: 222–Disparities

Western culture

- **Throwing education into the hands of vested interest groups within and outside society serves as fertile sites for the establishment of western cultural hegemony destroying local cultural and national identities through implicit efforts.**

How the western culture is influx in the Pakistani context? Now the education is going to the hands of those people who have vested interests. They do not have interest of education, being imparted to the young people of Pakistan. There are people who have commitment but most of the time we notice that Pakistan is going toward the direction where the education is being served who have certain vested interests. These are the groups, have had impact, hegemony, dominance and influence on the culture of Pakistan. The culture of Pakistan has now changed from the Pakistani culture to mixed culture especially in big cities where these groups are successful. Big cities serve as fertile grounds for this establishment. These are the fertile sites for working and progressing in this field of education and have hidden agenda of western interests in the country. It is destroying the national identity of young people and there is a lot of efforts being done through education in order to bring this change and the children of Pakistan are being affected by the western culture. The children are sent abroad, mostly to get education but his is happening many years age. We have example like Quaid Azam who went abroad in very early age but he had the concept of national identity. He had the concepts that the Pakistan needs to be there a county for the Muslim people to have freedom of all their practices but now a days people go to abroad, the parents have not understand that these children either stay there, and worked there and then they adopt the culture which is totally against the culture of Pakistani ideology. The Govt is not making any progress in this field where they need to realize that identification of the nationality build up the county is very important in order to progress in the field of education and all other fields.

Topic: 223–Privatization of Education

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Unfortunately, this dominance of western culture is taken placedue to wide privatization of educational system in the country. The Govt has abandoned any responsibility of education and they try to privatize more and more in the sense that they like the people to do be owning he school, college and university. So, then Govt has no responsibility left with them for any educational system. The Govt is not taking it seriously that they would be time that the western culture would totally prevail in the country and there will be lost of national identity. We have the example of western school where all the western culture is adopted. There is no harm of celebrating anything but the problem is with the concept that is be developed with the students. There is no harm and it is not the mistake of the parents, if the school asks the students to celebrate "halloween". The concept of halloween is never there in Pakistan to be celebrated in schools but it is being celebrated. There are the children who ask what is "h halloween" and they are leaning more and more in every day. Similarly other cultures festivals which are not related with the Pakistani culture and national identity are being celebrated in schools.

Topic: 224–Cultural Identity

- **But education plays a key role in constructing and preserving national and cultural identity.**

Cultural identity is linked with the national identity. If we want to develop identity, we also need to keep eye on our cultural identity. If the progression of identity is not taking place that mean we will not be able to develop national identity on our young minds. Govt need to work on cultural identity with the help of people who are working and supervising in the provinces in the big cities. The culture of the country and provinces are be displayed and exhibited in all the ceremonies and festivals which are taking place. It has been seen that most of the events are taking place in Pakistan do not represent the cultural identity of those areas. The people who are looking after the provinces in the

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municipal committees or the Govt level are not taking care of it that they have to see of it that the cultural identity is be progressed and it is working in the place.

It is acknowledged that the concept of identity is a complex one, shaped by multiple forces

It is very difficult to create this identity shaped by multiple forces because there are so many forces which are working in order to make the identity whether is cultural identity or national identity which is linked to cultural identity.

Individual characteristics, family and social class dynamics, and historical factors, economic and political contexts.

Historical factors, the cultural concepts are developed by historical concepts and these historical concepts need to be made aware of all the members of the society, so that people know about the history of their country. They know about the people who have real work for the freedom of the country.

Economic and political: These help the political identity. If the political concept is very clear to the students and young minds, they will be able to, what is the culture of their country and what is the cultural identity of their country and that is the linked with the national identity with the those young minds then only they will be understand what is their national identity.

Topic: 225–Social Control

Knowledge is the result of complex power relations and struggle among identifiable groups.

Knowledge which is brought to the surface or which is written in the textbook, newspaper, magazine is the result of struggle to be done among those who are powerful in the society. Those groups who are identity, they struggle to bring this knowledge to the surface to the common people and mass to the country.

School textbooks are used to construct commonsense reality, how education is used to create forms of consciousness that enable social control to be maintained without the necessity of dominant groups (the western power)

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There are subjects which are not really influence by any external power because in those subjects only factual situation is related and common sense reality is exposed and the students they get information which is based on facts and common sense.

Topic: 226–Common sense

- **In this sense textbooks knowledge is powerful discourse aimed to construct the new generation in line with the powerful group(s). These discourses are created and presented as common sense 'reality' and 'objective' knowledge.**

The national of Pakistan should be able to expose to the common sense of nationality of Pakistan and they should be able to realize what their national identity is? Education play a major role in that in this sense textbooks knowledge is powerful discourse aimed to construct the new generation in line with the powerful group. So, if the text books containing contents, material and resources are being provided to the students in order to make their knowledge more powerful and they then can combat anything that is coming any external agency. They are in line with those powerful groups. So, they are not weaker than those powerful groups rather they are in line with them. In case these young minds, they are powerful in their concepts and understanding and common sense reality in front of them and they know about the objective of the knowledge that they have gained and how it is important, they will be able to combat that is coming from powerful groups or the dominance of other culture. They would be confident enough with their own standing, belief, religious ethics and behavior. They will not be ashamed of any of those if they strong enough about it.

Topic: 227–Public Education

- **Government, since the inception of Pakistan is not only in an illusion regarding education, but also very indifferent towards public education.**

Privatization has been done by the Govt to wash out their own hand from any responsibility that they have to deliver in order to have education system which is the

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based on the principal to avoid any hegemony from other cultures having their own cultural influences on national identity of the students. Therefore the harm, the Govt has done on public education needs to be made for and compensated in the years to come.

- **However, under the recent commitment to international challenges, like Millennium Development and Dakar Education for All(EFA) goals, public education has become more like a baby of the international donor agencies (i.e. UNESCO, GTZ) than the state.**

There is requirement rather a great need of Govt to intervene and work for the public education which has been just an illusion for the Govt of Pakistan since the time Pakistan was made. There is a lot to do and compensate for all the years but the still the things are being handled by international agencies other than Pakistan itself. For very small project, Pakistan is dependent for other companies even to work on blood donations; Pakistan needs help from other agencies outside the Pakistan to do blood collection which is the dire needs for the patients. It is the time. Govt should start working on these projects. In each education and health projects, there are international organizations which are working.

Topic: 228–Cultural heritage

- **Communication skills and career motivations. Second, in addition to basic literacy skills, these introduce children to cultural heritage, constructed from their experiences with religion; social norms and values, attitudes and so forth.**
- **Third, textbooks in these areas highlight the personalities who are considered to be religious, national and other heroes of society**

Cultural heritage is very important for the young people to know about the culture and national identity. Children of Pakistan do not understand the importance of cultural heritage however it is the responsibility of the educational system, Govt and the people who looking after the text books of Pakistan which are being introduced all level in Pakistani schools and colleges that cultural heritage should be given some attentions.

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- **The selection of textbooks is made on the following basis: first, these textbooks encompass collection of material regarding social life education, i.e. religion, citizenship, health, family and environmental education as well as…**

This is what is happening, what are the outcomes are revised and modified in order to bring these practices in the class room so that student, they make use of all the material that is in the books. These are above mention things which they are collecting. They are focusing of their attention of the collection of these materials which is related to social life education. That is religion, citizenship, health and family. Moreover communication skills and motivation, how the communication skills is taking place in the society and the people are motivated to select their career.

Third, textbooks in these areas highlight the personalities who are considered to be religious, national and other heroes of society

The text books are based on attitudes, behavior and experiences coming from the cultural heritage of Pakistan. When we are talking about the social norms that means text books will be having material which will tell the children how to behave in class, group and in the society and how to respect their elders? These social norms should be included in the syllabus and written in the text books for the information of the children.

Topic: 229–Self-concept

- **As children (students) develop their self-concept during adolescence, they also develop a sense of cultural identity. It is important to highlight that an awareness of their cultural identity provides the foundation for how children (students)…**

When children are growing up, they develop the concept about themselves and they come to identify themselves as Pakistani nation. They come to know more about their country and they feel proud being a Pakistani. They also start their feeling what is their culture and regardless to

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being a person of one area and person to another area, they have the cultural identity which they like to display their manners.

It is also self-concept based on what other thinks of them, how other appreciates them, how other sees them? For example, if the teacher keeps on telling the students that they have the bright future. That means the student's concept about themselves is very positive. They will be thinking that they will going to difference and as national of Pakistan they are going to make so many changes and improvements in the country which would be the source of pride of the nation, their families and their friends

- **Define themselves in terms of how others see and understand them. Thus, it is important that school knowledge (textbooks) should aim to equip children with national and cultural identities.**

Positive resources and feedback is given to the students and help them to form the positive opinion about themselves and their self-concept about themselves is very positive and they develop as Pakistan national in a very positive manner having a positive direction. It is always appreciated that the children and the students develop a self-concept about themselves by people who are around them.

Topic: 230–National Identity

There is a need to equip children with national and cultural identities.

It is the family,parents, society, community, school and text book contribute to make the national identity and cultural identity, prominent life in the students.

Identity can be described from many perspectives. However here the focus is an answer to question such as who I am and where do belong to?

This is the identification of a child when he is growing up. Usually in the family where there is smooth running, the children they come to know the status of their family, educational background of the family. They have also understanding of the society, the area where they are living in. Usually the children have

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understanding that colony is safe for them, they can go out and made friends, meet people, greet their elders, all these things they learn from their parents. This is the scenario in the family where the everything is quite safe and smooth. So, an automatic system of education takes place in the life of a child and he starts knowing himself who amI? I am the son of a teacher, I am the son of the doctor or I am the son of the farmer who works very hard. So all these realization comes into the mind of the student when he wants to know who am I and where do I belong to,? He learns the behavior the family members around him. When he comes to know that he belongs to a honest family, he takes pride and tries to copy the footstep of the people in the family for whom he has a lot of respect and he thinks that they are honest people working hard and he thus becomes very careful adopting all the manner those who are example for him.

What should I be proud of as an individual and as a part of the larger community collectivity?

Larger community means how I am going to benefit for the people when I will grow up like the way my father is benefiting the society and the community, like the way my father is taking care of the community. Similarly I am going to take care the way my father is proud to look after the affairs of the family. He is the member of the mass and says his prayers in the mosque and he is recognized by the community. Everybody respect him. So that is going to be what I am going to follow and then I will be proud that what I am doing.

Topic: 231–School Heath program

The ministry of education (Curriculum wing) in collaboration with UNESCO runs a strategic approach for improving health and education school programs in Pakistan.

School Health social program is collaboration health department as well as education department. The curriculum department because it is award of the health needs. UNESCO is run all the educational related issues and cultural programs which is run.

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UNESCO provides a lot of guidance, supervision to the programs which is taking place in the schools regarding the health issues of the students. The health issues, they are to be taken care and education system has to be introduced a policy in which there is a lot of understanding of taking care of the health among the students and members of the school. All these programs which are related to the health and are collaborative running by the different departments related to the schools and education are indirectly or directly affect the school health. So these programs are very useful because not only they give awareness about health and maintenance of hygiene and cleanliness of school but it also brings a lot of information in the community and the projects which are run

Topic: 232–Child Development and Role of School

Children who are in the school, they can play great and important role in bring up the issues of health to the platform and discuss about it.

How the children are going to learn and what is going to be their quality of learning and how they are going to develop, it depends on many factors and one of those factor is health status. How healthy they are? Is there is any sickness, their diagnosis has to be make and follow up has to be done in order to find out the health status of the students and the children because this is one factor on which the learning of the students depends and also the development and personality growth of the children depends. So it is important to look at this.

Health promoting behavior inculcated by the school not only contributes in physical development and health care of students, its spin off improves awareness about health issues among the parent and local community as well.

There are two things which are happening of such programs which are run by the collaboration with the UNESCO and curriculum wing of Pakistan. So, all such programs would be coming out with all these good results. The first thing is, health promotes behavior, how to promote the behavior in the school where the students, teachers, and administrative staff all have an attitude toward keeping good health. For example taking water which is not very polluted, it is clear and pure water for drinking that is one thing,

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everybody has to take care of it. It is not very difficult thing to get pure drinking water. If you boil the water, after boiling, it kills all the germs and it became pure water. It is a good thing if school provides the pure drinking water to the students and the staff, that's mean school, has the attitude of inculcated the habit of drinking pure water.

Secondly doing some exercise daily this could the other thing which has to be inculcated in all the members of the school staff and the teachers . It does not cost anything to exercise daily. If we do all exercise daily that means we will never be getting sick. So, the culture should encourage all these habits which have been identifying UNESCO and the curriculum of Pakistan.

Topic: 233–School Health

Strong relationship between health of students and their learning had inspired planners and educators to hundred years ago in developed countries to related interviews in schools.

BY experience many years age, those countries which are developed, they understood that there is relationship which is very strong between health and the learning achievements of the students. This means they discovered that if the students are healthy only then the students will be able to learn in the class room and only then they will get good results. This highlights the planner and educators with the idea that there has to be something done for the health of the students and that's why health has become issue and important factor on which the administrator and educators need to work on. So they launched program which are health related, so there is intervention in the curriculum and syllabus that the syllables has to be something link with the health issue and how to solve those issues and how to make students aware that they need to have good health and how to inform the parents toward guiding them good health of the children and also their families. All these things are interrelated and planners and educators, they came to know these factors and then they started working on this in the developing countries. Naturally whatever is known in the developed countries also comes down to those countries which are developing.

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School Health program are primarily based on two pertinent premises. Firstly the relationship of quality of learning with the health conditions of students and secondly responsibility of the state to facility smooth physical and mental growth of children for their future role as productive members of the society.

The first thing, that is taken care of it quality of learning with the health situation of the student. The teachers should see that what type of learning is taking place and how it is related to the health condition of the students.

The Govt has to take consideration providing facilities like sports facilities, nurses and doctors in the school in order to keep the physical and mental health of the children in place in proper and also make the productive member of the society of the future of Pakistan.

Topic: 234– School Health

A third dimensions emphasized in certain situations is the potential contribution of students in dissemination of health and hygiene education messages to their parents and community

The first responsibility lies to the school teachers. How they are going to implicate all those issues of health to the students is by looking the quality of learning that is taking place in their classes and looking the health of the students. If there is come to know that there is sick child, they need to understand why the learning is not taking place, why the achievement is not up to the mark because there is some health issues in the class. That is the first thing taken care of . The second thing is responsibility lies to the Govt and the state. They are proving facilities and opportunities for students to develop their information, awareness so that they keeping themselves out of the risks of health and safety and the third responsibility are the students themselves. Students also have to contribute to the school health in a way that should be passing on the messages which are based on the education of the health. They should be able to talk about the health and hygiene and they should be able to pass on to the friends, community and anybody they know that what is the health and how it has to be maintained.

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Topic: 235– Global Experiences

Global experiences link success in school health program with partnership between various departments and agencies including education, health and environment.

It is good experience to have global intervention in running such projects because success is linked to the experience that are be exposed to by the students, These are different types of experiences, these become global experiences for the students.That means if the organization like UNESCO is working with the curriculum of Pakistan,that UNESCO is bringing experiences from all over the world. This will bring health routes, health awareness and education system from all over the world and then people who are working with them in collaboration with UNESCI, they will be learning and knowing the global experiences. That means that success is linked with the experiences.

Partnership and networking between relevant departments and agencies provide an opportunity for concerted action to broaden the scope of school health program and make them more effective and beneficial for the target groups.

Partnership and networking, that means there is team work, there is every body helping the other and networking means there is communication. What has be done in one area and also transmitted to the other area, it is communicated that what was the experiences whether the experience are fruitful, what was the reception of the people they behave and what could be improved if we apply the same rule, information and awareness to this particular area. There is networking and partnership there is those departments who are relevant one and other such as education department, health department, environment department always intercommunicate and they always communicate the people what are the results of doing those projects.

Topic: 236– Child-Friendly

Effective school health program transform schools into child-friendly environment and contribute significantly to the promotion of Education for All.

Child-friendly environment is very important for all learning to take place. Children are friendly to one and other if they are happy and healthy. Everybody who is taking care of their health is energetic and is happy to be happy in the school that means that school is

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child-friendly. People will not be having issues in the school just because they are friendly to one and other. They may have other issues but such a school where all the things are being taken care of and especially health of the students and teachers is good. There is awareness of keeping the health good and to avoid things which cause diseases and get involved in some activity where harmful for the students regarding their health then this type of school where all these things are taken into care would be considered child friendly because it is not very harmful for the students to study in that environment

Effective school health program will transform schools into child-friendly environment and contribute significantly to the promotion of education for all.

It has been analyzed that school health programs if they are effective and successful and the school authorities all contributing help the Govt to run these programs. This means those schools will transform into the child friendly environment such as there is no distinction that some people who are sick, nobody is taking to them and they themselves are uncomfortable in the school. If the children are not clean that's means there will be difference who are coming from family, parents will be telling them not to talk who are wearing dirty clothes, dirty hairs or dirty nails, there will be different of class of the school.

Topic: 237– Rationale & Significance

Why school Health program?

Education sector not only trains or prepares human resources needed for the economy; it also produces leadership for various spheres of life.

It is not only that education is their because we need people of different departments like doctors, engineers, painters, artist but also we need leaders in the society to lead people these people who are in the field need to have some guidance and out of the group, there has to be some persons who take the responsibility and lead the rest of the group. Educational programs which are related to the health are also significant in doing that and we need the leaders who are leading these health programs and school health programs in the schools and also relates with the educational environment of the school.

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The leadership coming out of the educational institutions influences social and political dynamics in the country

The leadership is coming from the educational institutions. Sometimes we do not realize that all the leadership has to be coming from educational institutions whether someone is doctors or scientists. All are come basically from educational institutions. Leadership that he will gain he will definitely display all the things that he has learned from the school and his college. The basically the leadership of one person is represented the leadership that he has experience of school, college and university. So, when we say this is the leader who is doing a certain activity that's mean we are thinking about the institution from which he has learnt to do that.

Topic: 238– Catalysts

Teachers, professors and education managers enjoy respect in the community and they have the potential to contribute significantly as catalysts of social change and development.

Teaching is a profession in which there is not a chance of getting very high salary but the reward of the teaching profession is that all the people in the society they have a lot of respect for the teachers. Teachers, educators and professors, they all enjoy a standard which is standard of respect of community, the parents and the children or any organization if the teacher enters there, the teacher is respected by the organization. There is tendency of the culture of Pakistan that teachers are respected where ever they go. People, who will be respected, will be able to bring a change in the community. Teachers enjoy respects in the society. They have the potential to contribute significantly, contribute by their words/actions. Teachers would be role model where ever they go. If a teacher enters a bank, the banker and the people of are in the bank would always expect certain kind of behavior and certain kind of personality of a teacher because they always expect that the teacher is the one who contribute significantly to the behavior of the organization and the society. So, these people have a lot of respect in the society, they can say things of the minds of the understanding in the people.

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They are the one who bring social change and development in the society and the community such as if the teacher will start, it is playing a certain kind of behavior towards unnecessary traditions in the society, that means there will be many students who will follow in the same footstep in the teachers and they would also avoid unnecessary traditions in the society. That's mean they bring change in the behavior of the society and the community and the member of the school/college and organization. So teacher is a real catalyst to bring this change and develop the society they are respected & it is thought they are the role model in the society.

According to latest statistics issued, over 34 million children and young people of age 5-24 are enrolled in 228304 educational institutions in Pakistan (Pakistan Economic survey 2008-09, Ministry of Finance, Govt of Pakisan Islamabad.

There is 34 million children of young people from the age of 5 to 24 who will be following the footstep of their teachers. This no will be having supervision and guidance of teachers and teachers can influence 34 million people to bring the change in the society. So, teacher has big responsibility to be a role model as well as catalyst, just one statement coming from the teacher is taken by so many people and so many people looking the statement in a way to focus on how to change. Catalysts who are the teachers, professors and educationist, they have to play a major role in bringing out the issues of children and students related to education and health and work on it.

Topic: 239– School Health Program

Because of great no students following their teachers, we need to school health programs in place in the school.

Health sector cannot afford to ignore this large group of 34 million students and 1.28 million teachers in Pakistan.

There are so many people following whatever is being communicating them regarding health program and how to keep you healthy and safe from all the risks that can be cause any disease. Disease control is very important in such great no of population. It is the responsibility of health sector to take care so many people who are in the school as teachers and students.

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There is need to reach out this important population group, the future builders of Pakistan. School Health Program will yield following benefits to the country.

This population is not to be ignoring who are coming to the school from the age of 5 to 24 and there is also teacher in that school. So it become a big responsibility for the health sector to introduce the school health program and educate the people such a way and bring a change in the understanding of the people that everybody health is important.

The future builder of Pakistan, there health is very important in the society and community.

Topic: 240– Disease Control

Reduction in Dropout Rate

When children are not dropped out from the school, they would not leaving school when they are studying there. Fewer children will have to leave the school. So if the disease control is done effectively that's mean not many students are dropping out from the school and that will make an effective measure for achievements in the school.

Enhancement of quality of education and learning outcomes

Everybody in the school is healthy and learning is taking place in very smoothly. Teachers are healthy and energetic to deliver the lectures. They are also ready to participate in all activities what the students are involved in and the students are active and healthy to be participating and contributing in all the activities that are in place and they are able to perform all tasks because they are healthy. When they are healthy, they are healthy mind and the learning takes smoothly. No time will be wasted due to unseen happening which are happening due to disease.

Improvement in health condition of young population.Disease control and an overall improvement in health conditions in the society at large.

Not only this will affect the school learning but it also affect the society at large because children are not sick, they are not having disease and thus disease is being control and not spread in the other areas and the community because sometimes the diseases which are being spread out in the school then after that they go to other places, germs are

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there,disease is spread, this disease is reason for closing down the school and the learning and achievement is affected.

Topic: 241 – Basic components

A number of factors influence the physical and mental health of school children and their learning process.

Good mental health is vital for learning and life. Children who are mentally healthy are better equipped to meet life's challenges. They also learn better and get on better with others. Good mental health helps children enjoy and benefit from their everyday experiences, have positive relationships with their families, friends and school staff, and contribute to their community in ways that are appropriate for their age. Good mental health in childhood provides a foundation for positive mental health and wellbeing, now and into the future. Having good mental health does not mean never having worries or feelings of distress. Everyone goes through ups and downs which can affect the way they feel and behave. Feeling worried; sad, frustrated or angry are all normal emotions. Mentally healthy children are able to use positive coping skills appropriate to their age to manage feelings and deal with difficulties. They develop helpful coping skills as part of their normal development and are not held back by emotional or behavioral problems.

Topic: 242–Topic Modalities

Modalities and delivery forms of school health related intervention can be grouped into following categories:

1-School Health Environment

3. School Health Education

The school is a significant personal and social environment in the lives of its students. A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling. Teachers are the single most important factor in creating an effective and inclusive classroom. Children are natural learners, but this capacity to learn can be undermined and sometimes destroyed. A child-friendly school recognizes, encourages and supports children's growing capacities as learners by providing a school culture, teaching behaviors and curriculum content that are focused on

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learning and the learner. The ability of a school to be and to call itself child-friendly is directly linked to the support, participation and collaboration it receives from families. Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs.

2-School Health Education

Health education builds students' knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional and social health. It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviors.

Topic: 243–School Health Environment

School environment plays a pivotal role in the retention and learning outcomes of students. Availability of proper facilities is a pre- requisite for creating a healthy environment in a school

- Ensures a healthy, hygienic, and safe learning environment, with adequate water and sanitation facilities and healthy classrooms, healthy policies and practices (e.g., a school free of drugs, corporal punishment, and harassment), and the provision of health services such as nutritional supplementation and counseling.
- Provides life skills-based health education.
- Promotes both the physical and the psycho-socio-emotional health of teachers and learners.
- Helps to defend and protect all children from abuse and harm.
- Provides positive experiences for children.

Topic : 244–Conducive Environment

Safe clean drinking water (with regular water quality monitoring) gender and culturally appropriate sanitation/toilet facilities.

If there is female school then the sanitation or toilet facility should be provided according to the female students needs and if there is male school then the sanitation and toilet facility should be provided according to the needs of male students**.**

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Adequately spacious classrooms comfortable seating arrangements play grounds.

All these facilities are adequately spacious. The classroom is spacious for the students to be sitting in the class room comfortably. There should not be the pressure on the students to be sitting very close to one and other. No of students should be control in case of small class room. The way the students are sitting also make a lot of difference on their learning because if they are not comfortable how will they able to learn. So, sitting arrangement is also related to the health issue. The playgrounds should be kept clean. There should be proper levering so that students could not slip because of water in the playgrounds, the students are comfortable in the playgrounds and they are happy to play there because it is enough spacious, clean to use that.

A child friendly environment

When the child would know that when he is in the playground, he is safe, he would not slop, he would not be having any injury, he would bot face any experience which would be uncomfortable. When he is in the classroom, he will be given a proper place to sit and he will be comfortable in that classroom, there will be no problem that anybody making him uncomfortable, the teachers would be also receiving the child and making it possible for him to be in the classroom and learn in a very friendly manner. These entire things will together make the child friendly environment.

Topic :245– Health Risks

Young children are at a greater risk of various infections and diseases.

School have the responsibility to educate their students and foster among them healthy and hygienic behavior.

Parents should have understanding that the young children are more prone to get the infection so that they need to inculcate and make them understand what are the things they need to do when they are getting some disease or viral infection or getting involve in some type of activity which is causing them some disease or sickness. So by this type of health education can be imparted in the classroom along with the teaching of some other subjects and the students they need to be aware of all these infections that can cause some type of illness to them. It is very important to control the disease; teachers need to work on school health programs while they are teaching

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other subjects as well. Students can be inform how they should be using napkin in order to avoid any spread germs in the class room. Students should be told to cover themselves properly during the winter school time because something's teachers do not instruct the students to wear the proper clothing for summer or winter and therefore the students tend to get infection and also there is a risk for further illness.

Teachers need to warm their students about various health risks and guide them.

Teachers should tell the students because it is very hot or it is very cold. There is a possibility of catching an infection and therefore they need to use those materials which are good for the particular seasons. That would be more effective if the parents' guide their children because usually children come from the school, the they tend to obey it and follow the instructions given by the school. So, the teachers need to warn them what is going to happen if they do not follow this procedure. Teachers should encourage the children to eat the healthy food.

Topic: 246– Health & Hygiene

Poor sanitation, unsafe water and unhygienic practices cause millions of children in the developing world to suffer needlessly from disease. Water- and sanitation-related disease, despite being preventable, remains one of the most significant child health problems worldwide.

A high percentage of children suffer from intestinal infections caused by parasites as a result of poor hygiene and inadequate sanitation. Parasites consume nutrients, aggravate malnutrition, retard children's physical development and result in poor school attendance and performance. Household chores, such as fetching water, keep many girls out of school. Also, the lack of separate and decent sanitation and washing facilities in schools discourages girls from attending school full time and forces some to drop out. The majority of the 121 million school-age children not in school are girls..

Promoting improved hygiene practices and increasing access to water and sanitation facilities helps to reduce opportunistic infections among people living with HIV/AIDS. Better access to facilities also reduces the burden on households caring for AIDS-affected family members. Less time spent on fetching water allows caregivers – who are usually women and girls – more time and energy for coping with the disease or for working outside the home. Appropriate sanitation

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also helps to ensure that AIDS sufferers, many of whom experience severe bouts of diarrhea, have access to clean and private facilities.

Topic: 247–Preventive information

Germs can be passed from person to person or indirectly by touching unclean equipment or surfaces.

Cleanliness experts say hygienic cleaning will help prevent germs spreading in the home. Hygienic cleaning involves focusing your efforts on areas in the house where germs are more likely to spread from and cause infection.

Use either soap and hot water (rinsing the germs away) or a disinfectant to kill the germs. Thoroughly dry surfaces after cleaning. Dampness helps any remaining germs to survive and, if there's enough water, multiply.

Topic: 248–Life Skills Based Education

Sports and physical education

Population education and adolescence education

Life skills based education

Life skills are generic skills, relevant to many diverse experiences throughout life. They should be taught as such, to gain maximum impact from life skills lessons. However, for an effective contribution to any particular domain of prevention, life skills should also be applied in the context of typical risk situations.

Facilitating the learning of life skills is a central component of programs designed to promote healthy behavior and mental well-being. To be effective, the teaching of life skills is coupled with the teaching of health information and the promotion of positive (health promoting and pro-social) attitudes and values. The development of life skills requires modeling of life skills by school staff and a “safe”, supportive classroom environment that is conducive to the practice and reinforcement of skills. Furthermore, life skills education needs to be developed as part of a whole school initiative designed to support the healthy psychosocial development of children and adolescents, for example, through the promotion of child-friendly practices in schools.

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Topic; 249–Life Skills Based Education

Provision of information, knowledge and skills to the children on above subjects enable them to develop healthy behavior and protect themselves from diseases and practices which can make them vulnerable to various hazards in their life.

Life skills lessons should be designed to achieve clearly stated learning objectives for each activity. Life skills learning is facilitated by the use of participatory learning methods and is based on a social learning process which includes: hearing an explanation of the skill in question; observation of the skill (modelling); practice of the skill in selected situations in a supportive learning environment; and feedback about individual performance of skills. Practice of skills is facilitated by role-playing in typical scenarios, with a focus on the application of skills and the effect that they have on the outcome of a hypothetical situation. Skills learning are also facilitated by using skills learning "tools", e.g. by working through steps in the decision- making process. Life skills education should be designed to enable children and adolescents to practice skills in progressively more demanding situations for example, by starting with skills learning in non-threatening, low-risk everyday situations and progressively moving on to the application of skills in threatening, high-risk situations.

Other important methods used to facilitate life skills learning include group work, discussion, debate, story-telling, peer-supported learning and practical community development projects. Practical advice offered during the Meeting included: be humorous, and make it relevant! 26. Life skills learning cannot be facilitated on the basis of information or discussion alone. Moreover, it is not only an active learning process; it must also include experiential learning, i.e. practical experience and reinforcement of the skills for each student in a supportive learning environment.

Topic :250–School Health services

Young children are prone to many diseases.

In the developing countries where health services for the general public are poor and overall knowledge about health care is low, parents and teachers are unable to detect health problems of children which impede their learning as well.

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THE health of the child is primarily the family's responsibility. However, when the child reaches school age, some health protection service while he is in school has long been recognized as a community responsibility. The obvious importance of attention is to the health of the school child and the relative ease of access to the child and the family during this period has been significant factors in the wide-spread establishment of school health services.

The first types of school health service were concerned with controlling the spread of communicable diseases among young children in crowded urban schools. When medical inspection for this purpose also revealed many neglected non-communicable conditions, a number of cities employed nurses under the Board of Education or the health department to pass the information on to parents and to obtain treatment.

Topic: 251–Health Screening

Health screening (medical check up) of students on regular basis referral of students with health problems to medical centres for treatment or rehabilitation.

In most schools, children in the middle years are routinely screened for a number of common physical conditions. Hearing and vision tests are two of the most frequent evaluations, important because difficulties with these senses are often subtle, and neither parents, teachers, nor children may even recognize that a problem exists. While most difficulties with hearing or vision should have been identified prior to entering school, some may have been missed and others develop later. A child who has difficulty reading the blackboard may not know that she is seeing differently from anyone else. Nevertheless, even mild deficiencies of sight can significantly affect a child's ability to learn.

If the school notifies you that these screenings have turned up a potential problem in your child, have her checked by your pediatrician. In the meantime the school nurse should be able to tell you what the school's findings may mean, and whether there is any urgency in obtaining an evaluation by your doctor. In some cases you may be able to wait until your youngster's next well-child visit for a repeat screening or a more comprehensive evaluation.

Topic: 252– Learning Difficulties

A number of children can be saved from loosing interest in their studies and dropping out of school when their learning difficulties or disorders are detected through health screening and addressed a early stages.

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If you have a learning problem, it doesn't mean you can't learn. But you'll need some help and you'll need to work extra hard. If you have a learning disability, such as dyslexia or dyscalculia (serious trouble with math), remember that you are **not** slow or dumb.

Learning problems happen because of the way the brain takes in and processes information. As a result, some people learn differently. The trick will be figuring out how you learn best.

There are people who know how to do just that. Your parents and teachers can help you and they can find you a learning specialist or a school psychologist. These professionals can help figure out what a kid's learning problem is — and come up with ideas for how to make it better

Topic: 253– School Nutrition Programs

Notional level affects overall health and consequently the pace of learning among the children. In Pakistan, a substantial ratio of children is malnourished, particularly in underdeveloped areas and among the disadvantaged groups

Good nutrition is essential to student health. That means replacing junk food with more fruits, vegetables and meals prepared with nutritious ingredients.

Each year, more than 31 million students receive lunch from the USDA's National School Lunch Program. It's critical that the meals students receive from this program are as healthy and wholesome as possible.

These are some suggestions.

- School staff must promote non-food rewards to students.
- Any food brought in for celebrations must meet student health and nutrition standards. Enough cupcakes, already.
- All foods sold at school from vending machines and school stores, for fundraisers and events have to comply with federal regulations.
- Support higher nutrition standards beyond the National School Lunch Program, such as limiting fast food and unhealthy vending machine options.

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- Offer professional development for food service and teaching staff to promote healthier food options throughout the day.
- Support access to locally and regionally produced food.

Topic: 254–Good Supplements

Good supplements for malnourished children food as incentive to enhance enrolment and attendance

Promotion of use of iodized salt.

Supplementary feeding programs are relatively large programs in which a substantial number of beneficiaries are covered through the support of donors.

Such programs normally target their interventions administratively by selecting thetarget groups according to geographic location, age or income level. The programs might select the most disadvantaged rural areas and/or the poorest urban slums. The most common criterion for selecting eligible children is the child's nutritional vulnerability, and anthropometric measurements such as weight-for-age or weight-for-height indices are often used to establish eligibility for programme participation.

Supplementation can be an important way of preventing and controlling specific micronutrient deficiencies. It is usually considered a short-term measure to be used while longer-term programs are being developed and implemented, or it is applied therapeutically. For example, supplementation is used as an emergency action for displaced populations. Vitamin and mineral (iron, calcium, folic acid) supplementation programs are mainly targeted to cover such high-risk groups as pregnant women, infants and toddlers, adolescents and women of child-bearing age.

The following are some of the special concerns related to nutrition education and consumer awareness programs:

- Special attention should be given to those populations experiencing rapid dietary and lifestyle changes (such as growing urban populations).

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- Improving the teaching and training capabilities of nutrition educators through the application of innovative, participatory and client-oriented methods is critical for improving nutrition education and communication.
- Messages need to take into account the different cultures, literacy levels and languages of target populations.
- There is a need for close coordination so that the messages provided by nutrition information and education are all similar and do not conflict with one another.
  Good supplements for malnourished children Food as incentive to enhance enrolment and attendance Promotion of use of iodized salt School feeding or school lunch programme for all students in schools

Topic: 255– History & Status of School Health Program

Historicalvarious elements of school health have been delivering in Pakistan in a fragmented manner. In the early 70's school Health Services remained a component of Health Service Delivery.

Development of children and quality of their learning depends on a number of factors, including their own health status. Health promoting behavior inculcated by the school not only contributes in physical development and health care of students, its spin-off improves awareness about health issues among the parents and local community as well. Strong relationship between health of students and their learning had inspired planners and educators to hundred years ago in developed countries to launch health related interventions in schools. Gradually, developing countries are also realizing importance of school health programme for quality education and over health of the society, and are introducing its various components in their education systems.

School Health Programs are primarily based on two pertinent premises. Firstly, the relationship of quality of learning with the health conditions of students, and secondly, responsibility of the state to facilitate smooth physical and mental growth of children for their future role as productive members of the society. A third dimension emphasized in certain situations is the potential contribution of students in dissemination of health and hygiene

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education messages to their parents and community at large. This phenomenon is also termed as child to child, and child to community transmission of information relating to health care and disease control.

Topic: 256–Health Screening

At least annual health screening covering general health and personal hygiene, clinical assessment of anemia, eye examination, ear discharge and hearing problems.

School environment plays a pivotal role in the retention and learning outcomes of students. Availability of proper facilities is a pre-requisite for creating a healthy environment in a school. Provision of following facilities contributes in creating a conducive environment for the children in the school: Safe clean drinking water (with regular water quality monitoring) Gender and culturally appropriate sanitation/toilet facilities Adequately spacious class rooms Comfortable seating arrangements Play grounds etc. A child friendly environment Access for disabled and physically challenged.

In the absence of above facilities, overall health and mental concentration of students will be negatively affected. Many children are likely to leave the school due to its uncomfortable and unattractive environment. School Health Education: Young children are at a greater risk of various infections and diseases. Schools have the responsibility to educate their students and foster among them healthy and hygienic behavior. They need to warn their students about various health risks, and guide them how to protect themselves and others against diseases and other forms of ill-health by adopting health and hygiene promoting habits and practices. Education of students on health and hygiene issues, through integration of health and hygiene information messages into the curriculum, and training of teachers on following themes form part of the School Health programs.

Topic: 257–Remedial Measures

Remedial measures include remedial actions at school level and referral to laboratories and hospitals

These are the some measures which are essential.

- Education about cleanliness, personal hygiene, and sanitation
- Preventive information against various non- communicable common diseases

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- Prevention against communicable diseases, including H1N1 and Hepatitis,
- HIV and AIDS Prevention Education
- Guidance and Counseling for adolescent students on puberty issues
- Anti-drugs and anti tobacco education
- Population education and Adolescence Education
- Environment education Life skills based education
- Orientation of teachers and PTAs/SMCs to stop Corporal Punishment in schools

Provision of information, knowledge, and skills to the children on above subjects enable them to develop healthy behavior and protect themselves from diseases and practices which can make them vulnerable to various hazards in their life.

Topic: 258–Health & Nutrition Education

Health and nutrition education messages are transmitted using multiple approaches including infusion into curriculum extra curriculum activities physical education and sports and health counseling etc.

Education sector not only trains or prepares human resources needed for the economy; it also produces leadership for various spheres of life. The leadership coming out of the educational institutions influences social and political dynamics in the country. Teachers, professors, and education managers enjoy respect in the community, and they have the potential to contribute significantly as catalysts of social change and development. According to latest statistics issued, over 34 million children and young people of age 5-24 are enrolled in 228,304 educational institutions in Pakistan (Pakistan Economic Survey (2008-09), Ministry of Finance, Govt. of Pakistan, Islamabad, page 161). Health sector can not afford to ignore this large group of 34 million students and 1.28 million teachers in Pakistan. There is a need to reach out this important population group, the future builders of Pakistan. School Health Programme will yield following benefits to the country:

Reduction in dropout rate Enhancement of quality of education and learning outcomes Improvement in health conditions of young population Disease control and an overall improvement in health conditions in the society at large

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Topic: 259–Safe & Supportive Environment

Under this component provision of sanitary facilities in schools are ensured

To learn, children and adolescents need to feel safe and supported. Without these conditions, the mind reverts to a focus on survival. Educators in high-performing, high-poverty schools have long recognized the critical importance of providing a healthy, safe, and supportive classroom and school environment. At Port Chester Middle School and other HP/HP schools, this means all forms of safety and security while at school—food if hungry, clean clothes if needed, medical attention when necessary, counseling and other family services as required, and most of all caring adults who create an atmosphere of sincere support for the students' well-being *and* academic success. When students who live in poverty experience comprehensive support that works to mitigate the limiting, sometimes destructive poverty-related forces in their lives, the likelihood for success is greatly enhanced.

Topic: 260– Capacity Building for Health Screening

This includes training of health department staff to be involved in health screening, training of teachers and provision of a tool kit to schools consisting of training and resource manuals, audio-visual aids and guide books.

Most schools are mandated to screen for hearing and vision. Some are required to screen for scoliosis and many choose to screen for oral health problems. For all school screening programs develop specific procedures for notifying and informing families and students about normal and abnormal results. Screenings should be carried out by trained individuals who follow clearly written protocols. Assure that appropriate referrals are made to students health care providers when needed.

Topic: 261– Health and Education Indicators in Pakistan

In Pakistan about one third children under 5 years of age are underweight 60% rural population does not have adequate facilities of sanitation and 23% people live below poverty line(The State of the World Children 2009).

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Pakistan is a nation of stark contrasts. This was more evident from the key findings of the Pakistan Demographic Health Survey (PDHS) 2012-2013 which was launched earlier on Wednesday at a seminar in Karachi.

With the country's population expected to surpass 200 million by 2020, Pakistan's health indicators project a discouraging future for neonatal, infant and child, as well as maternal mortality. Fertility rates have shown improvement over the last two decades but the progress over the last decade has been slow.

Despite efforts being made to increase the use of contraceptives, this area has not exhibited progress. However, with the fertility rate declining one is left to deduce the influence of other factors: an increase of lactating mothers for an extended period, late unions or plans for couple to conceive and increase in abortions.

Topic: 262– Provision of Facilities

Pakistan is spending merely a small ratio of its GDP on health and education.

Under these circumstances, there is a need to accord priority to health and education of new generations through school health program and provision of missing facilities in existing schools.

Pakistan public spending on education, percent of GDP:For example, UNESCO provides data for Pakistan from 1971 to 2012. The average value for Pakistan during that period was 2.3 percent with a minimum of 1.58 percent in 1972 and a maximum of 3.02 percent in 1997.

Topic: 263–Education Opportunities

More than 45% or over 50 million people in Pakistan are illiterate mainly because basic education opportunities has not been made available by the state to all of its citizens.

Resource Constraints

About 30-40% enrolled children leave the school before completion of primary education and join the lot of illiterates in the country.

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The Constitution of Pakistan states that every child has the right to free and compulsory education, yet millions of children in the country remain deprived of their Constitutional right, says a new report by AlifAilaan, a local alliance for education reform.

The report titled "25 Million Broken Promises" says that there are currently 25.02 million boys and girls between the ages of 5 and 16 who are not in school.

Topic: 264– Resources Constraints

About 30-40% enrolled children leave the school before completion of primary education and join the lot of illiterates in the country.

A report on Out of School Children in Pakistan, launched here today, indicates that despite achievements in the education sector, over 6.5 million children are not enrolled in primary education and another 2.7 are not enrolled at lower secondary level.

The Report, prepared in collaboration between the Government of Pakistan, the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics, provides a detailed analyses of out-of-school children and is important for complementing the on-going work in all provinces and areas to scale up evidence based education activities to ensure that all children have access to quality education. The Report also highlights the need for better disaggregated data that will help policy-makers and education experts to better address challenges and bottlenecks in the education system.

The study confirms that more girls than boys are out of school - 38.9% of primary age girls are not attending school, the rate is 30.2% for boys. Children from poorer households are proportionally more out of school – 49.2% compared to 17.5% in richest quintile. Dropout is

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highest in the grade 5 (42.8%) indicating that many children do not transition to lower secondary education and therefore do not complete basic education.

Topic: 265– Inadequacy of space

Many children in rural schools either sit in congested class rooms or study in open air in veranda or under a tree.

Pakistan has almost 5.5 million children that are out of school, the second highest number in the world only after Nigeria. Pakistan also has the highest number of illiterate adults in the world, after India and China.

These are just some of the findings of UNESCO's latest report on the state of global primary education that puts Pakistan's current educational crisis in a glaring, damning light.

Topic: 266–Teaching Learning Environment

Primary schools lack drinking water and 56% do not have toilet facilities. 33% govt primary schools are without electricity (EMis 2006-07, AEPAM).

Investment in school facilities has been a central component of education policy-making and school spending in Pakistan. It is a reaction to the fact that a significant proportion of schools I all provinces and territories in Pakistan often operate without basic amenities like electricity, running water, functioning toilets and safe building.

This issue's important is highlighted by the fact that school facilities appear in the national discourse on education, on a regular basis. A significant portion of government school data reports on mission facilities, the commonly used term.

Parents often cite missing school facilities and teacher absenteeism as a major complaint. The media similarly focuses considerable airtime and column inches on missing facilities and ghost schools when reporting on education.

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Finally, all major political parties made campaign promises of substantial increases in education spending on new school building, teacher salaries and improved school facilities.

Topic: 267–School Health programs by PHSRP

Punjab Health sector Reforms Programs (PHSRP) perceived that there is a dire need of a health and nutrition programs for the school children studying in rural areas.

Health is one of the most important social sector. Healthy performance indicators in the health sector are one of the major positive contributing factors in the overall economy of the country. Unfortunately these indicators in Punjab require much improvement when compared with regional countries in general and globally in particular:

- Provision of basic health facilities to the population at large is one of the responsibilities of the Government. The importance of provision of these facilities at the primary level i.e BHUs and RHCs cannot be over emphasized.
- The province of Punjab has **2455** BHUs and **293** RHCs in the public sector. These centers somehow were not delivering health services at optimal level due to many reasons e.g. Staff absenteeism, Lack of facilities both in terms of civil work and equipment's at these centers.
- In fact no serious efforts have been made to maintain these centers as per yardstick over the last **20-25** years.Taking cognizance of the situation, Government of the Punjab has taken the initiative to launch Health Sector Reforms Program. This initiative of the Punjab Government is in line with the overall poverty reduction strategy of Government and international commitments of the country specially with reference to achieving the Millennium Development Goals.

Topic: 268 – SHP in Punjab

These are the following features and achievements:

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Appointment:

School Health and Nutrition Supervisors (SH and NS) have been appointed at Basic Health Unit (BHU) level in 22 districts

.School Health Programme has been institutionalized in most of the developed countries. In the recent past, a number of developing countries have also come forward to launch some form of health related interventions for their schools.

Topic: 269– School Health and Nutrition Supervisors

Training of teachers:

SH & N supervisors are also training schools teachers in screening of common ailments of students relating to Eye, ENT, Dental, Skin and general physical problems.

Iran: Ministry of Health and Medical Education, in collaboration with Ministry of Education and Training has launched National Integrated School Health Screening Programme in Iran. This programme aims to identify children who have early signs of health problems. For example, during 2007- 08, screening of 3.1 million students was completed. Out of these 12.48 had weight disorders, 4.77% had visual disorders, 3.95 had head lice, 2.24 had behavioral disorders, and 0.6 had hearing disorders. Students with health problems are referred to outpatient clinics or hospitals and all services are offered free of charge.

'Fit for School' programme in Philippines: Since 2003, 'Fit for School' programme is being implemented in Philippines. Interventions at school level include, daily supervised hand washing with soap prior to recess, daily supervised tooth brushing with fluoride toothpaste, and biannual de-worming of all children. The costs are comparatively low but benefits are high. Selected evaluation of the programme have confirmed following impact: Infectious diseases including diarrhea and respiratory infections are reduced by 30 to 50% The progression of (dental) caries is reduced by 40 to 50% The prevalence of helminthes (parasitic worm) infections sinks by 80% The number of children with below-normal height and weight is reduced by 20% School attendance rises by 20 to 25%

Topic: 270– Topic Referral & Treatment

Referral and treatment: After screening if nay problem is detected the students are referred to Health Officer of concerned BHU.

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Health Officers examine the referred students and provide treatment.

Punjab Health Sector Reforms Programme (PHSRP) perceived that there is a dire need of a Health and Nutrition Programme for the school children studying in rural areas. School Health Programme was therefore designed and launched to improve health, nutrition, and learning performance of students, to increase school enrolment, attendance, to introduce better hygiene practices in the community. SHP by PHSRP was conceived and initiated to achieve the Millennium Development Goals (MDGs) for health, education and child protection. SHP in Punjab has following features and achievements:

1. Appointments: School Health and Nutrition Supervisors (SH and NS) have been appointed at Basic Health Unit (BHU) level in 22 districts.
2. Training Modules: Training materials including manual for SH & N Supervisors and School Teachers on School Health Programme has been prepared with the assistance of UNICEF.
3. Training of SH and NS: All the recruited SH & N Supervisors have been given training in their roles and tasks relating to School Health Programme.

Topic: 271– Steering committee

With view to ensure coordination between Health and Education Department, donors and implementation partners Govt of Punjab has formed a steering committee on school Health Program.

provincial governments should also take policy actions and concrete steps for planning and launching of school health programme. Few are listed below. Mechanisms for coordination between various actors of SHP may be instituted. Roles and responsibilities of various departments and officials at different levels may be spelled out along with allocation of necessary budget required for this programme. Relevant focal point organizations at provincial level should also undertake the tasks of material development, training, and research in this important area.

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Coordination Mechanisms: Provinces should constitute Steering Committees or Task Forces for policy level work on School Health Programme. These Committees should include representatives from both Health and Education sectors.

SHP Units: Provincial Departments of Education and Health should establish School Health Units to plan, implement, and monitor interventions relating to School Health Programme Consultation: Policy dialogue with provincial departments of education for launching of a pilot project of school health.

Pilot Projects: Provincial governments should formulate and launch pilot projects, either focusing on selected districts, or few interventions for the whole province, e.g. School Feeding or Health Screening etc. Lessons learnt and experience gained from pilot phase may lead to the replication and up scaling.

Networking: Identification, mapping and networking of relevant provincial level institutes and organizations which can extend technical support (in the area of school health) at the district level.

Topic: 272– UNICEF

At present, it is mainly focusing on one component i.e. School Health Services.

UNICEF is extending support in selected districts for improving school environment by constructing toilets and water pumps in schools, promoting Hygiene Education.

UNICEF works with the Federal Ministry of Education, Provincial Education Departments, International NGOs, NGOs and other UN agencies to ensure that every girl and boy completes a quality primary education.

Along with its partners UNICEF endeavors to develop and implement policies, procedures and mechanisms to:

- Reduce the number of girls out-of-school by at least 30 percent
- Promote effective, high quality learning in schools that are child-friendly and attentive to the needs of girls and boys

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Topic: 273– School Councils

It has supported testing water quality of about 46000 schools. UNICEF is also supporting capacity building and involvement of schoolcouncils to facilitate implementation of School Health Programs at grass root level.

School councils were established across Punjab in 1990 to ensure participation of local community and parental relations in school affairs. Under Punjab Education sector Reforms Program almost 56,000 school councils have been constituted which are working in public sector schools in every district of Punjab. The objective is to strengthen the capacity of schools by empowering communities to support, monitor and promote school performance. The school councils are being provided annual grants iee. Rs. 20000 eachfor primary schools and Rs 50000 each for elementary schools for meeting the needs of the schools at local level.

Topic: 274–School Health Programs by NCHD

In June 2005, National Commission for Human Development (NCHD) launched School Health program in 17 districts of Pakistan with funding from Bill and Melinada Gates Foundation.

In Jan 2005, NCHD launched an integrated "School Health Program" with limited resources provided by an international donors Bill and Melinda Gates Foundation. The program was based on the premises that poor health is an important underlying factor for poor classroom performance and early school dropout. The School Health Program (SHP) thus aimed at increasing learning ability of primary school students through identifying and addressing the common health related learning impediments. It actively involved districts health and education departments parents, community, volunteers, philanthropists, public sector physicians, NGOs etc.

Topic: 275– Findings

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These students were screened bi-annually for health problems and were referred for corrective actions to the established referral outlets. For example out of 1.86 million students screened during 2006-07.

As parents, the grades and the health of your child are your two biggest priorities. To help busy parents like you, the School Health Services (SHS) conducts health screenings at all Primary Schools.

Doctors and nurses of the SHS will visit schools to conduct health screenings that detect common conditions among children. Rest assured, the dates for these screening sessions will be scheduled to minimise any disruption to your child's classes.

Here's a list of the types of screening activities for primary school children:

Educational Level	Type of Screening Activity
Primary 1	▪ Vision screening (Eyesight test) ▪ 3D vision screening ▪ Growth & development assessment ▪ Hearing screening ▪ Medical check-up by doctor
Primary 2-4	▪ Vision screening (Eyesight test) ▪ Review of health conditions where applicable
Primary 5-6	▪ Vision screening (Eyesight test) ▪ Growth & development assessment ▪ Spinal screening for girls only* ▪ Medical check-up by doctor (Primary 5)

*The spinal screening is to check for abnormal curvature of the backbone. This screening is for girls only because the condition is more common in girls of this age.

After the health screening, your child will be given a copy of the Health Assessment Summary Report

Topic: 276–Sustain & Expand

Although School Health program in Punjab is a laudable initiative, it does not include interventions relating to other two other important components particularly school Nutritional Support and a well- organized campaign on Health Education for students

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NCHD

During 2005-07, the School Health Program was initially conducted by NCHD in 16 districts of Pakistan; 03 from NWFP, 05 from Punjab, 04 from Sindh and 04 from Baluchistan covering 27115 primary schools, training 69224 teachers and benefiting 2.17 million students.

This program was then duplicated in 12 districts as part of Punjab Integrated Primary Health Care Model Program. The program period was 2007-10 and it covered 22661 primary schools, having 65703 teachers and 2.5 million students.

Process Steps of the Program

The School Health Program has essentially the following four basic process steps:

- Capacity building of teachers to identify students with visual, hearing, dental, skin and personal hygiene problems through simple and scientific screening techniques employed by teachers.
- Establishment of referral system where primary school students identified with health problem could be referred for corrective action.
- Corrective and curative care of primary school students' identified health problems at the established referral outlets including provision of eye glasses for students having weak eyesight.
- Formation of community support system to assist and sponsor school health initiatives at local level.

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