

## **EVALUATION OF NEW PRIMARY TEACHERS ORIENTATION COURSE PROJECT LAUNCHED THROUGH ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD PAKISTAN**

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### **ABSTRACT**

Primary Education is an important stage in the education system of any country. Every developed and developing nation is keen to develop and improve its primary education. In service training of the primary school teachers is a major factor in improving primary education.

In Pakistan efforts have been made from the very beginning to improve the primary education especially in the late seventy's. Different Non Governmental Organizations (NGOs), Donors Agencies and Institutions had been involved in taking different initiatives for the improvement of the quality of primary education. New Primary Teachers Orientation Course (N-PTOC) was a similar effort of the Norwegian Agency for Development Co-operation (NORAD) in joint collaboration of Allama Iqbal Open University, Islamabad (AIOU). The major objective of the project was to improve the teaching of primary school teachers through selected microteaching skills, lesson planning, use of teaching kit and AV aids.

This project was started in 1991-92 and completed in the year, 1999. Different studies were conducted which indicated that the project has an impact on the performance of the trained teachers. The present study aimed for evaluation of the N-PTOC project launched through Allama Iqbal Open University, Islamabad. The study is based on the documentary analysis. All the existing record of the project including different reports, documents etc. were consulted for the purpose. It was concluded that the project achieved its trainee teacher's targets up to 70% and training of tutors and senior tutors up to 100%. Moreover the project produced a model teachers training module for the in-service training of the primary school teachers. There were some problems and challenges in its implementation including; late release of funds, shifting of targets to next semester and its non continuation by the AIOU.

**Keywords:** Primary Education, in-service, micro teaching skills

### **INTRODUCTION**

With the advancement in Science and Technology, change has occurred in every phase of life. Teacher Education has also experienced new trends with the resultant changes in the methods of training.

The teachers have to acquire new role by using modern means of communication so that the teaching learning process becomes more effective. Teacher is the focal point in the system of education. Any change or innovation in the field of education depends upon change in the teacher. For this purpose, need of in-service teacher training is increased. An experienced teacher may also need to have additional in service training, especially when some change comes in his/her assignments or when new concepts come in the curricula. National Commission on Education (1959) emphasized that every teacher must be provided in service training, at least, after every five years. In the education system of Pakistan, one year pre service training after ten years of school was required for a primary school teacher but this one year training was not sufficient. In order to make up this deficiency, in-service training for primary school teachers was considered necessary, which had been provided through:

- Education Extension Centres of each province
- The Government College of Elementary Education
- Some nongovernmental organizations (NGOs) and also
- Allama Iqbal Open University, Islamabad.

Realizing the importance of in-service training of primary teachers in Pakistan, the National Education Policy (1979) again recommended that every teacher should undergo at least a four week training course after every five years. In spite of the thrust by the Government of Pakistan through its policy documents of 1959 and 1979, the target of providing the in service training to the teachers remained unachieved. Seventh Five-Year Plan (1988-1993) indicated some of the weaknesses of teacher training programmes as under:

- The curriculum is not relevant to the actual class room situation
- Teachers have poor academic knowledge in the subject matter they teach
- The engagement for in service training and continuing education are inadequate.

Lack of commitment with the in-service training has rightly been pointed out. There have been weaknesses in the areas of objectives of the teacher training. The curriculum area has also been subject to so many shortcomings and similar is the case with the content and method parts of in service teacher training programmes. Besides these weaknesses, one of the bottlenecks had been the main emphasis of pre service teachers' training programme and less or no attention towards the in service teacher training programme. In late 1970's, the situation in some of the areas of Pakistan was that trained teachers were not available and untrained teachers had to be employed. In this situation, distance education system came for the rescue and it introduced in service training for the primary school teachers in Pakistan. It was through the old PTOC of AIOU that 83658 primary school teachers i.e. 54,733 male and 28,925 female were registered during the years 1976 to 1986. But this course, like other in-service teacher training programmes of Pakistan was characterized by heavy theory oriented curriculum for primary school teachers and it had an academic bias in the training.

Hence it was felt that it had a limited impact on the overall training of primary school teachers. (Effectiveness of N-PTOC Project, 2001)

A need was felt to launch such a course with necessarily practical component so that primary education in the country could be further improved. After required process, the New PTOC was planned to be offered through joint collaboration of AIOU and Royal Norwegian Government.

This project was approved in 1991 at the cost of Rs. 57.346 million. The main objective of the project was to enhance the quality of working primary school teachers with respect to selected teaching competencies supported with media i.e. TV, Radio, Video or Micro teaching and thus to improve their teaching skills. Through this project nomination was to be made in favour of only such in service primary teachers, who had no previous orientation in the new methodologies and teaching skills. The New PTOC Project was unique in the sense that it was directly related with the objectives of primary education curriculum, which is an integral part of the teachers training programmes at the primary level. It emphasized both the content and the methodology of primary level programme, which was deemed to be essential for the qualitative improvement of primary education in Pakistan.

**(PC-I of N-PTOC, 1992)**

It was with this historical background that the New PTOC programme was visualized with the sponsorship of NORAD for the period from 1991-92 to 1995-96 and then extended up to December, 1999. The Project aimed at the retraining of 42000 (later on addition of 8000 was made) primary school teachers who were approximately ten percent of the primary school teachers in Pakistan in 1989-90. For this purpose the programme was planned by the Allama Iqbal Open University, Islamabad which initiated its implementation in 1992. In 1992 N-PTOC Project was launched on pilot scale with an enrolment of 545 in-service teachers of Rawalpindi and Islamabad Regions. This was done to test material of the programme on the limited scale and to device instruments for the improvement of materials and other critical inputs of the project. After successful launching of the pilot phase in 1992 other regular full scales launching of the project were carried out in the coming years. (Ist Steering Committee Minutes, 1992)

**SALIENT FEATURES OF THE PROJECT**

The New PTOC Project was different from other programme, and as the courses of PTOC were directly related to the objectives of Primary education curriculum which is still an integral part of the teachers training programme at primary level. It emphasized on both the content and methodology of primary programme which is deemed to be essential for the qualitative improvement of primary education in Pakistan. Some of the salient features of the project are as under:

**Admission procedure**

The admission in the course was made through nomination from the District Education Offices (EDOs). The DEO's sent nomination to AIOU main campus through its regional offices. The nominations were asked in Autumn Semester each year. The admission forms were processed by the admission section of AIOU and after completing the process; books were sent to the admitted teachers. The admission to the nominated teachers was free. The criterion for nomination was that the teacher should have;

- SSC with PTC
- Teaching experience not less than three years
- Had not any in service training before.
- Maximum age limit was 45 years.
- The course was full credit which accounted as one credit towards the intermediate programme of AIOU. ( PC-I of the Project 1991)

**Provision of Text Material**

The book along with necessary allied materials was provided to the trainee teachers free of cost. This was an incentive to attract maximum teachers in the N-PTOC programme.

**Tutorials**

It was necessary for the trainee teachers to attend 9 tutorials in their respective study centres. The trained tutors guided them as per guidelines and training which they got from the University. Each tutorial was conducted with an interval of 15 days. If a teacher failed to attend the tutorials he/she was not eligible for further components of the project and was considered as dropped.

**Assignments**

The students had to submit four assignments with an interval of 25 days to their tutors either on their address or in the tutorials. Passing marks in the assignments were 40%. The tutors evaluated the assignments along with comments and send the assignments back to the students and the result of the assignments to the University's main campus.

**Workshops**

Since the project objective was to train primary teachers to improve their class room performance by updating their teaching strategies. For this purpose the practical component had two workshops.

The first workshops was of 3 days in the mid of the semester whereas the second workshops was of 6 days. The workshops emphasized the use of micro teaching techniques through the use of micro teaching equipment provided by the NORAD.

### **Media component**

The media component comprised of 2 TV programmes i.e. Role of Primary teachers and Single School teacher and Teaching, 5 radio programmes i.e. counselling, testing, teaching of Urdu, English, Islamiyat, 1 audio cassette comprising teaching of Urdu and English. These TV and Radio programmes were broadcasted every Thursday of the third week of October, December each year, whereas the audio cassette was provided to the trainee teachers in their mailing packet. Media component supported and supplemented the printed material and facilitated the trainees in learning different aspects of the course at their door step.

### **Annual Examination**

At the end of each semester, the university arranged examination for the trainee teachers in their relevant districts. It was essential for the students to get at least 40% marks in their assignments, 100% attendance in the tutorials and both three days and six days workshops and 33% in the final examination.

### **Payment of Conveyance charges**

The trainee teachers were paid conveyance charges of Rs. 1240/- for attending the nine tutorials, 3 days midterm workshop, 6 days final workshop and 1 day final examination. The payment was released to the completers of the course i.e. to those who have passed the course including all of its components. This was a financial incentive to motivate the trainees to complete the course without any extra financial bur don.

### **Operational teams**

Four operational teams were constituted to meet the targets well in time and to maintain an adequate level of course operation.

These teams were very helpful to meet the challenge of full scale launching with meticulous planning according to the work plan of the project.

These teams worked very assiduously to execute the project activities during its launching. The senior and experienced academicians and experts were identified to work as Convenor of the operational team with 4 or 5 members from the relevant field. (Steering Committee's Agenda and Minutes, 1992). These operational teams are mentioned as under:

- Operational Team for Students Material Development
- Operational Team for Pre testing and evaluation
- Operational team for audio visual and media component
- Operational team for regional Services

### **Annual Feedback meetings**

The project clutched a series of feedback meetings at the end of each semester in the following sequence.

- Annual Regional Directors Meetings
- Tutors feedback meeting held at provincial headquarters
- Senior Tutors feedback meeting held at AIOU Campus
- Pre testers and evaluators meeting held at AIOU campus

The purpose of the meetings was to get feedback about each major component of the previous cycle to set and reshape proper strategies for future launching.

### **International Movemement towards Education Change (IMTEC)**

IMTEC has been very useful in the successful launching of New PTOC course. It had helped in the shape of consultancies for improvement of course materials along with other operational activities.

The experts provided regular guidance to the project's management on different issues and problems. The IMTEC provided consultancy from 1989 to 1994. The experts who worked for the project were Ms. Anne Halland for Pre testing and Micro teaching, Ms Dalia Sinus for micro teaching during senior tutors training workshops, Felisa Tibbits for Monitoring and evaluation of the Project and Ms Dalia Sinus again for Text revision and development. (Annual steering Committee Meeting, 1995).

### **Annual Review Mission**

Annual review missions from the Norway and Ministry of Education of Pakistan visited N-PTOC project to assess and review the work of the project and assess remaining activities in order to fulfil project achievements as stated in the project documents and to secure sustainability of investments of the project. The missions also assessed the time frame and budget of the project. Overall the mission monitored the quality, cost and project management work. (N-PTOC annual report, 1999)

The main objectives of this New PTOC project according to Project PC-I (1991) were as under:

- Updating primary teachers to the current teaching strategies and methodology and relate them to cognitive development with special emphasis on reading, guidance and counselling.
- Integrating the teaching techniques with the current curriculum and text book
- Enriching the New PTOC by adding a practical component of two workshops one in the middle of semester and one at the end
- Enriching the new PTOC course work with media support, TV, Radio and Video
- Monitoring the tutoring and supervision aspects of the course

The New PTOC aimed at providing an intensive in-service training of 18 weeks to the in-service trained teachers of primary schools, having at least three years of practical experience of teaching in the primary schools after their ten years of schooling and one year of pre service teacher training at their credit. The Project aimed at adopting innovative approaches to make up the deficiencies on the basis of the experience in the other pre service and in service teacher training programmes and the main emphasis of the New PTOC project was on improving practical skills of the teachers by using video recording system and enhancing selected teaching competencies of teachers with the use of micro teaching techniques. The main teaching skills emphasized in the PTOC programme were as under: Set induction i.e. opening of the lesson.

- Presentation
- Effective questioning
- Listening and finding out the difficulties of the students
- Pupil reinforcement
- Teacher liveliness
- Closing
- Replanning (Tutors Training Manual, 1998)

### **CONCEPTUAL FRAME WORK OF THE STUDY**

Quality education is conditioned with quality teaching learning process and for making the teaching learning process interactive, effective, attractive and communicative there is need to make the teachers well conversant with pedagogical skills. So for focusing the pedagogical proficiency and competency, New PTOC project was initiated. The extent to which project has raised the level of proficiency and competency among the targeted population of teachers, the present study was designed. The conceptual frame work of study was to build around effectiveness of N-PTOC Project. For this purpose, the present study was divided into three major areas,

- theoretical perspective of the project

- hypothetical perspective which covers the objectives of the study
- analytical approach for interpreting and making conclusions from the data.

Overall this study was intended to examine the targets of N-PTOC Project through which practical efforts were made to enhance the teaching competencies of the primary school teachers in Pakistan.

## METHODOLOGY

The objective of the study was to evaluate the N-PTOC Project with reference to its targets as committed in its PC-I. The study is based on the documentary analysis and all the documents of the Project along with original and revised PC-I for the period from 1991-92 to 1999-2000 have been critically analyzed.

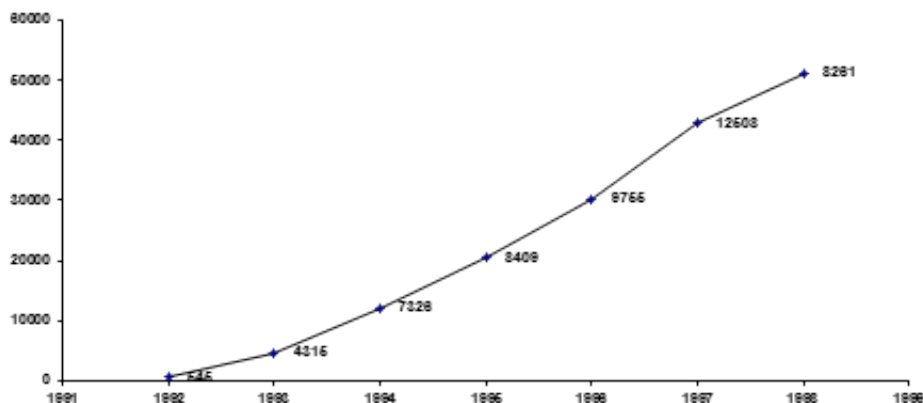
As the nature of the study was documentary analysis, it covers analysis of the salient features of the project and analysis of this project comprises the enrolment, gender

wise enrolment ratio, training tutors, training of senior tutors, pre testers training, educators practicum, video and camera technician, regional directors, annual steering committee meeting, district educational institutions, private school teachers, award ceremonies and the most important aspect of the project was academic achievement. All these aspects consist of sample of the study. For analysing these aspects percentage and graphic interpretation was used.

## PROJECT ACHIEVEMENTS

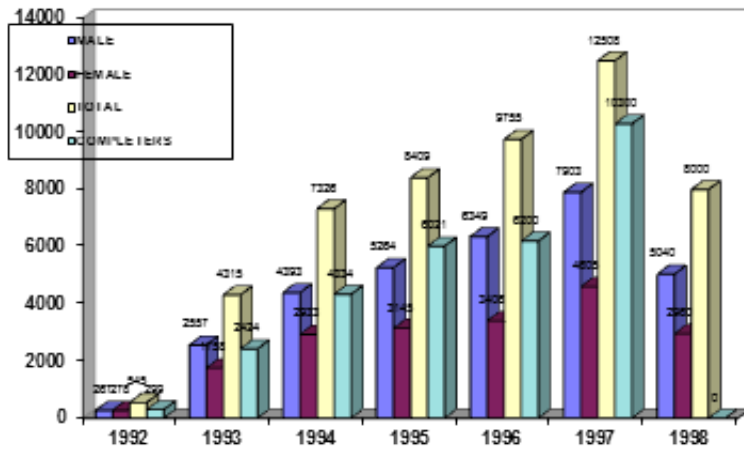
### Enrolment:

The teacher training through N-PTOC was the major target of the Project. In the pilot launching the project enrolled 545 (male 267 and female 278) students from District Rawalpindi and Islamabad (the capital of Pakistan). Thereafter, in its full launching, the project enrolled male and female primary school teachers without in service training throughout Pakistan. The Project enrolled 51119 primary teachers from 1991-92 to 1998-99. The detail of enrolled teachers is illustrated in the given graph (N-PTOC Annual Report, 2000):



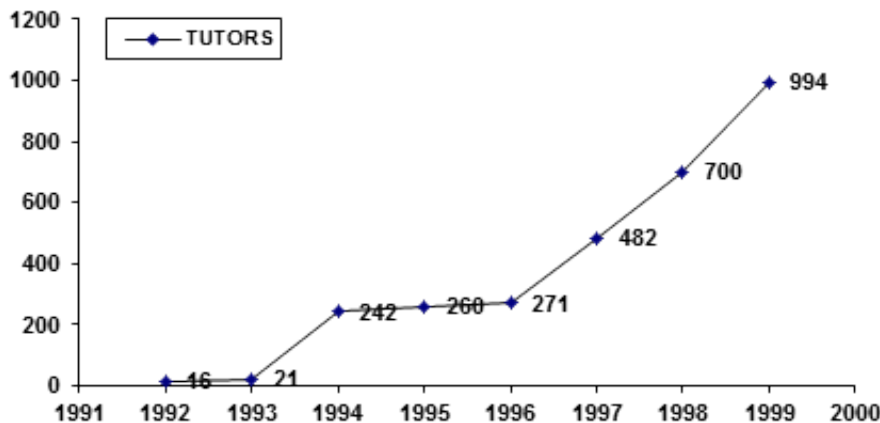
### Gender wise enrolment ratio of primary school teachers enrolment

According to the provision of the PC-I, The project has to ensure participation of both gender in its different launching. In the enrolment of 51119 primary teachers, the female teachers from Urban and Rural areas of Pakistan have about equal participation. The following illustration reveals total completers in a semester with the participation of both genders. (Effectiveness of N-PTOC, 2001)



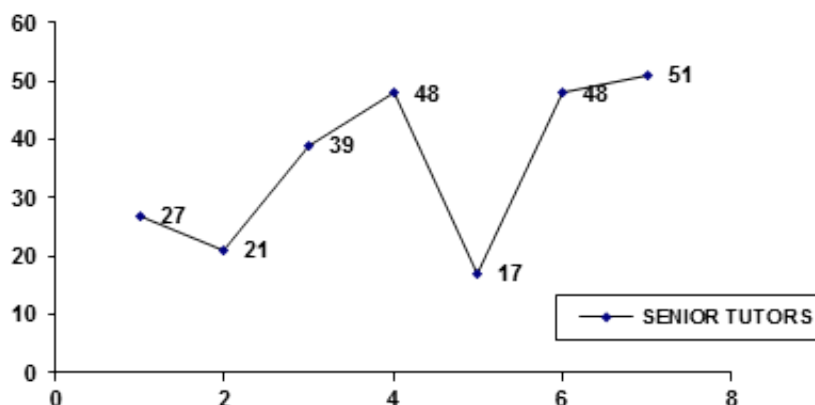
### Training of Tutors

The second major target of the project was tutors training. As the tutors were responsible for the training of primary teachers in their respective districts. The project trained 3000 tutors during tutors training workshops at four provincial headquarters i.e. Peshawar, Lahore, Karachi and Quetta. The tutors were identified and recommended by the concerned Regional Directors of AIOU on the basis of criteria provided by the Project. For tutors training national and international experts were involved. The tutors’ manual, tutors training manual and workshops manuals were used for training. The detail of semester wise tutors trained is given as (N-PTOC Annual Report, 2000):



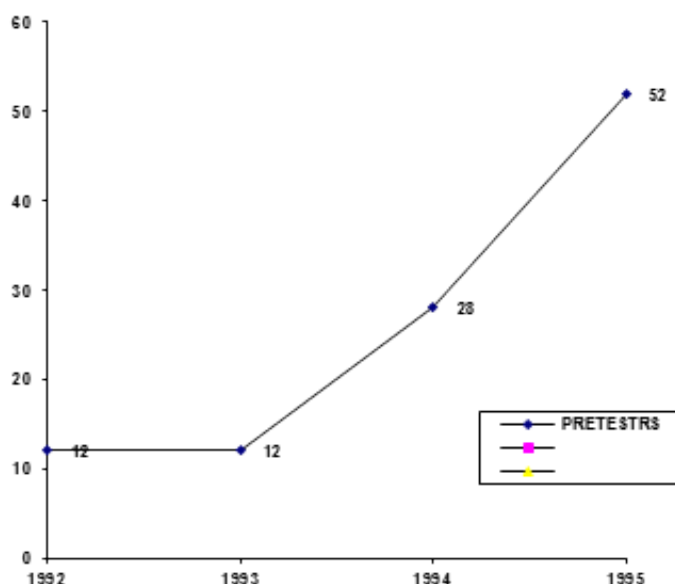
### Training of Senior Tutors

New PTOC was the only programme of AIOU in which senior tutors’ role had been identified to enrich academic support to the tutors and students and to strengthen the regional network by serving as Liaison between the university and the region. The project trained 251 senior tutors throughout Pakistan with its launching. This training took place at the main campus of AIOU. Detail is given as under: (Terminal Report, 2001)



### Pretesters Training

The course development of New PTOC was aimed at qualitative inputs through pretesting. The course materials had been pre tested in different cycles by the trained pretesters in the regions. These pretesters were formally trained at AIOU campus and in the Regional training workshops held at different regional offices of AIOU. (Annual Steering Committee Meeting, 1996) The details of trained pretesters in as follows: -



### Students, Senior Tutors, Tutors and Pretesters workshops

The training workshops of the students, tutors, pretesters were held at AIOU regional campuses at four provincial headquarters. Whereas the workshops of the senior tutors and camera technicians were held at AIOU main campuses. (Annual Report, 1999). Following detail indicates the semester wise workshops with male and female.

#### Detail Of Students/ Senior Tutors/ Tutors/ Pretesters/ Camera Technicians Workshops Conducted So Far

S. No	Session/ Semester	No. of 3 day's midterm workshop			No. of 6 day's final workshop			No. of senior tutors training w/shop	No. of tutor training w/shop	No. of pretesters/evaluator w/shop	No. of Regional Tech. W/shop
		M	F	T	M	F	T				
1	1992	9	7	16	9	7	16	01(27)	09(16)	01(12)	-



2	1993	86	39	125	86	39	125	01(21)	09(121)	01(12)	01(14)
3	1994	132	67	199	132	67	199	01(39)	09(202)	01(28)	-
4	1995	110	62	172	110	62	172	01(48)	09(231)	01(52)	-
5	1996	188	98	286	188	98	286	01(17)	10(286)	140	01(12)
6	1997	222	148	370	222	148	370	01(48)	13(450)		-
7	1998	152	90	242	152	90	242	01(51)	13(700)		14

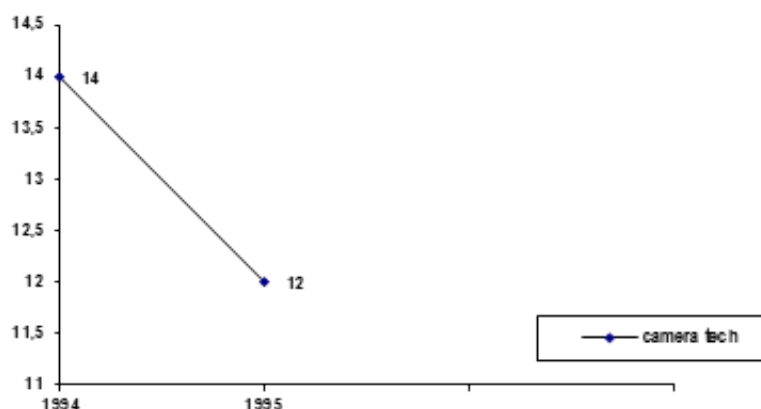
### Educators Practicum

For an effective interactive and participatory approach, an educator practicum was managed for the resource persons of senior tutors workshop in September 1995. Twelve participants attended it. As a result of this activity a resource file for tutors training at nine regional campuses (Peshawar, Lahore, Faisalabad, Multan, Gujranwala, Rawalpindi, Islamabad, Karachi and Hyderabad) were prepared. (Steering Committee Minutes, 1995)

### Regional Technicians Training Workshop

Regional Technicians Training workshop was managed in 1994 for the training of 14 Regional Technicians.

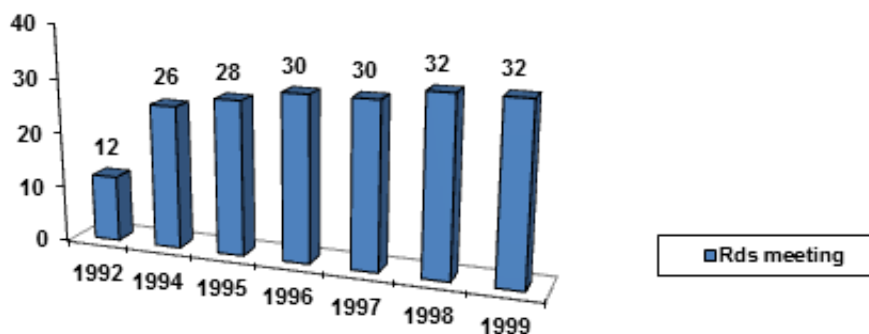
Through this workshop the technicians were trained for operation and maintenance of the camera, T.V. monitor etc. Second technicians training workshop was held in August, 1996 for the retraining of 12 Regional Technicians. The purpose of retraining was to equip the technicians with additional skills needed for making videos of teacher's education and AIOU activities in the regions. (Steering Committee Minutes, 1995)



### Annual Regional Directors Meeting

The New PTOC Project convened Annual Regional Directors meetings at AIOU Campus and at other different hilly stations and in provincial headquarters as well.

The main objectives of the meeting had been to get feedback and plan future activities but the RD's had also been provided proper briefing about the course. This training aspect had been useful for the RD's in coordinating the major academic activities in the Regions, especially, tutorials and for three days and six days workshops. In this way, manpower of Regional Directors of 32 Regions of AIOU was enriched. The detail of RD's who attended the project annual meetings in different places is given as under: (Annual RDs Meeting, 1992-1998)



### Annual Steering Committee Meetings

According to Article, 1, para-3 of the agreement between Government of Pakistan and Norwegian Government, Annual Steering Committee for N-PTOC was responsible to review the project implementation and develop implementation strategy for future. Furthermore, it was responsible to finalize the project annual budget and expenditure of the previous years. Annual Steering Committee Meetings under the chairmanship of the Vice-Chancellor AIOU had regularly been convened at the AIOU Campus.

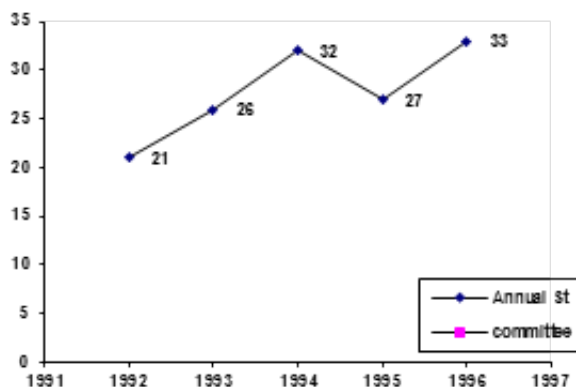
The Senior Educational Authorities and representatives of their departments had been participating in the annual meetings. Similarly, Representatives from Ministry of Education, University Grants Commission (Presently Higher Education Commission, HEC), Planning Commission, Economic Affairs Division (EAD) and Norwegian Embassy had participated.

These meetings had provided guide-lines for the Project and specially, the Provincial Educational Authorities had been helpful in advocacy and through their influential position, the project got more nominations of primary teachers.

These officials also provided other facilities during conduct of major academic activities in the Regions.

The Steering Committee being the statutory body of the project also approved its annual budget and other major activities. These meetings continued from 1992 to 1996.

The numbers of the senior members and participants of the annual steering committee are given in the following graph: 9Annual report, 1998)



### Indirect involvement/and impact on Divisional Educational Institutions

Since New PTOC Course was very demanding and was for in-service primary teachers and nominations of these primary teachers were directly managed through their Educational

Institutions. The RD' s made contact with District Education Officer, Dy. District Education Officers, Sub Divisional educational Officers for nomination and also brief them and motivated these officers for nomination and for further involvement in the course i.e. continuation of teachers to co-ordinate PTOC activities even schools are opened.

The N-PTOC was able to conduct tutorials, three days and six days workshops through the help of these offices as study centers in all over the country were provided by them. Hence the Educational authorities at District and Division level were also directly involved in the project activities and most of them were well briefed regarding the impact of this unique programme. Through this practice, they were informally trained to facilitate AIOU in its further courses. (Annual report, 1999)

### **Impact on Private School Teachers**

Generally, the Private Schools, do not recruit trained teachers as these institutions do not afford heavy pays etc. In some cases, however fresh PTC teachers were recruited who have no professional experience or any orientation. Through this course, the teachers of private institutions had also been enrolled in different semesters.

Although the number of teachers from private sector is not attractive but overall the participation of private school teachers had also an impact of this course in private institutions and the Project had also served this sector. (Terminal report, 2001)

### **Award Ceremonies**

The N-PTOC Programme had in built incentives for trainees standing on merit. The first award ceremony was held at National Level in Islamabad and four in provincial headquarters in 1995.

The female trainee, standing first at national level for gold medal was invited at main Campus.

Other successful trainees were awarded certificates. On this occasion, the Senior Tutors and Tutors were awarded special shields as recognition of their valuable services for the project. On this occasion, the Karachi Regional office took out special issue called the Majala.

In Provincial Headquarters, the Secretary of Educations chaired the ceremony. Through these ceremonies, the Project objectives were publicized.

These functions had been very fruitful specially in getting nominations in different semesters. (Annual Steering Committee, 1996)

## **ACADEMIC ACHIEVEMENTS**

### **Training Package for trainee teachers**

The training package of New PTOC programme comprising;

- Students material
- Tutors Material
- Senior tutors material had been finally revised in 1995 under the supervision of local as well as external consultants appointed for the purpose.

The course context and other material had been revised by involving the pretesters and other resources. The training package had relevant content, clear illustrations, clarity of language and best printing. The training package of the revised books had been developed on the following new format. (N-PTOC Terminal report, 2001)

S. No	Parts	format
01	Part-I	Theoretical text
02	Part-II	Practical text

03	Part-III	Instructional text
04	Part-IV	Curriculum guideline overview

The following material was developed by the project by involving national and international consultants in the field.

S.No	Block No	Unit No/Name
01	Expository (3 units)	1. New Trends and issues in Primary Education 2. Social problems and education 3. Primary school management
02	Pedagogy (3 Units)	4. Learning Process 5. Lesson planning, AV Aids 6. Testing
03	Teaching of Science (3 units)	7. Plants and Animals 8. Matter and Energy 9. Earth and Universe
04	Teaching of Mathematics (2 units)	10. Teaching of Maths I (number) 11. Teaching of Maths-II (Geometry)
05	Language/Humanities (5 Units)	12 Principles of Language learning 13. Teaching of Reading 14. Teaching of Writing 15. Teaching of social studies 16. Teaching of Islamiyat Alternate language block on teaching of Sindhi for rural Sindh (2 Units in Sindhi, 1 unit on Urdu)
06	Teaching of Physical Education/Arts and Craft	17. Teaching of Physical Education 18. Teaching of Art and Craft
07	Students workshops manuals	1. Workshop Manual-I for midterm workshop 2. Workshop Manual-II for six days final workshop
08	Students Guide	Student Guide for their general guidance

### Training Package for tutors and senior tutors

#### Tutors' Package

In addition to complete student package, the tutors and the Senior Tutors had also the additional items. These items were necessary required for training and later on during student's tutorial and for two workshops.

These training manuals were developed by the Project's staff in consultation with different national and international experts in the field. The services of Ms Dalia Sinus IMTEC consultant were specially borrowed for the revision and improvement of the material. (Senior Tutors Training Director, 1999)

S.No	Title of the manual	Description
01	Tutor Guide	This manual has been developed for tutor in Urdu. This provide the project objectives and the tutors role there in.
02	Tutors Training Manual	This manual comprised English as well as Urdu language. It has detail of different sessions of the tutors training workshops. This also provides different proforma/forms used by the tutors during a semester. The guide was developed for the use of senior tutors
03	Senior Tutor Guide	This guide was developed for the guidance of the senior tutor. It was in English.
04	Tutor Manual workshop-I	The manual expressed the guidance as how to conduct students midterm workshop I

05	Tutor Manual workshop-II	The manual expressed the guidance as how to conduct students final workshop II
06	Regional Directors Guidelines	This manual provided general guidance for the working of the Regional Directors for N-PTOC

### Media Support

The Printed package for the students was supported with the following media inputs.

S.No	Programs	Title
01	2 TV Programmes	1. Role of Primary Teacher 2. Single School teacher & Teaching
02	5 Radio Programmes	1- Counseling 2- Testing 3- Teaching of Urdu 4- Teaching of English 5- Teaching of Islamiyat
03	1 Audio Cassette:	Side "A" Teaching of Urdu Side "B" Teaching of English

These TV and Radio programs were developed in close consultation and working of media personnel of the University as well of the Country. The students were provided the schedule of telecasting of these programmes through TV and Radio channels; (Terminal report, 2001)

### MID TERM EVALUATION OF THE PROEJCT

- The Norwegian Government directly deputed two external consultants and M/S Coopers and Lybrand for the midterm evaluation of the Project. The team visited AIOU Campus as well as different selected Regions for midterm evaluation and submitted its report to the Donor Agency. Since the Project's management was seriously concerned with some of observations, therefore it was properly replied and the Project, desired a follow up review specially of accounts matter since July, 1994. M/S Coopers and Lybrand re-visited AIOU in1998 and submitted a final report on the Project achievements. (Terminal report, 2001)
- Agha Khan University was involved in the evaluation of the project being based on different semester's students, tutors senior tutors and RD's. The evaluation was done by the professionals and based on scientific methods/approach.
- The 3rd study on the project was conducted by Miss. Misbah Khurshid. The title of her study was "effectiveness of the PTOC on primary education". She designed the study to find out the effectiveness of the New PTOC training on the classroom performance of female primary school teachers in Rawalpindi District. The study was based on two cycles i.e. 1994 and 1995. The classroom performance was observed before and after the N-PTOC training in their respective schools with the help of "classroom observations proforma" for teacher performance. This proforma had two sections. Section A consisted of 5 points scale while section B consisted of two point scale. The proforma had 41 items altogether for observations during classroom performance. These items were related to the following teaching skills.

#### Section A

#### Section B

Presenting, black board workVisual aids, closure lesson planning,  
Questioning, Responding lesson planning, home work class management

- The findings of the study indicated that the performance of the primary teachers trained through N-PTOC was comparatively better. The findings of this study also

supported other three studies conducted by Hashmi, Shaheen and Masood. The method used in all the three studies was "Pre test Post-test experimental design". The teachers were observed on the basis of the pre determined observation scales before these teachers started that N-PTOC programme and a second observation was made after they had completed their PTOC Programme. (Khurshid, 1998, Shaheen, Masood, Hashmi, 1995)

## FINANCIAL POSITION

The grant was released to the project from 1991-92 to 1998 against the provision of PC-I. According to Article 6 para-1 "Norway will twice a year transfer funds in advance according to a request from Pakistan with a statement of costs incurred in the last period, expected costs for the next period and a report of activities carried out." However release of funds was conditionals and was linked with the performance and targets achievements of the Project.

The project was revised in December, 1996 and its cost was revised from 57.346 million to 97.246 million. The project accounts were audited by M/S Coopers and Lybrand Islamabad and Federal Audit General Islamabad. The detail of the releases is given in the annexure. (Annual Budgets of the Project, 1992-99 and Agreement of the N-PTOC Project, 1989)

## DISCUSSION

The New PTOC project was one of the biggest teachers training project in Pakistan. Through this project, the Government of Pakistan has been able to achieve the training target of primary school teachers through Allama Iqbal Open University and its regional net work. The project had achieved its 70% targets of enrolling in service primary school teachers throughout the country.

The rest of the 100% targets i.e. tutor, senior tutors, pre testers and camera technician were also achieved. The midterm evaluation of the Project as mentioned above indicated that the project's results were on positive side and the teachers trained by the Project had better teaching experience.

It is evident from a number of researches conducted by different students of AIOU enrolled in M.Ed, M.A Education, M.Phil and Ph D programs that the teaching of the primary school teacher was improved through this project. Satti, Z.H, (1998) conducted a study of the effectiveness of N-PTOC Programme in N.W.F.P. The study concluded that the N- PTOC trained teachers performed better teaching with the use of different micro teaching skills. Mehmood, K. (1999) conducted study on; "Effectiveness of In-service Imparted through Teacher Training Project".

The study revealed that there was a significant difference between the achievement of the teachers of experimental groups and control groups. The performance of the experimental group was better than the performance of the teachers in control group. Hashmi, N. (1998) conducted M.Phil research on the "Effectiveness of N-PTOC Programme of AIOU". For this purpose she observed the N-PTOC female graduates working in the Primary schools in District Bahawalpur and its surroundings villages and found that the N-PTOC in-service training programme was effective in achieving the teaching skills provided in the N-PTOC training programme.

Semiotics (PVT) Islamabad (1999) conducted a study entitled "Study of the Effectiveness of In-service Training Programs offered to Primary School Teachers in N.W.F.P." The research showed that there was a positive change in the performance of the teachers trained through this project. The project was successful in its quantitative targets as well as in qualitative aspect of its training cycles.

## CONCLUSIONS

- This project was one of the successful educational projects in Pakistan with heavy target of teacher training. The Project completed its 70% targets of imparting training to primary school teachers throughout Pakistan in phased manner from 1991-1992 to 1998-1999.

- The PC-I of the project provided participation of male and female teachers in the training cycle. It is concluded that the Project has been able to ensure participation of both the genders. The second major target of training of tutors, senior tutors was hundred percent achieved by the Project through a proper criterion for the purpose. IMTEC consultants were involved in the training cycle of the tutors and senior tutors
- There was continuity of the trainee teachers' workshops, tutors workshops, senior tutor's workshops, pretester's workshops and regional technician workshops due to the effective network of AIOU. The Project managed all these workshops successfully with the involvement of local and international resource persons.
- The Project successfully trained regional technicians for operating video cameras during micro teaching lessons in the concerned study centers. These trainings were completed in 1994 and 1996 by involving media persons.
- The meetings of the Annual Steering Committee being the statutory body of the project and Annual Regional Directors meetings were convened by the project yearly. Both being important events helped the project management to achieve the targets of training in due course of time.
- Throughout its launching, the project developed text material for trainee teacher, tutors and senior tutors with the help of pre testers and evaluators, IMTEC consultants, other national and International consultants.
- To supplement the text material, the project produced 2 TV programs, 5 Radio programs and 1 audio cassette for the trainee teachers. These programs were regularly telecasted in each semester.
- To see the effectiveness of the project and probing the problems and shortcomings, the project managed its midterm evaluation through M/S coopers and Lybrand, Agha Khan University, IMTEC consultants and through different students of AIOU enrolled in different higher education programs. These studies helped the project to reshape its strategies for the future launching
- The Project dealt its financial matters according to the rules and regulation of the Ministry of Education and AIOU. There were no serious audit observations on the accounts of the Project which were regularly audited by the M/S Coopers and Lybrand and federal Audit General Pakistan.

## **PROBLEMS/CHALLENGES DURING THE IMPLEMENTATION OF THE PROJECT**

During the implementation of the Project it faced different problems and challenges, some of which are mentioned along with suggestions for future educational projects in Pakistan.

- Funds were released late in the beginning, as a result, the project started one year late and Project was revised in December, 1996 with an additional amount of Rs.40.00 million. It is proposed that in future funds to the educational projects may be released according to the commitment in the Project PC-I enabling them to complete their targets with in time.
- Lack of incentives for the University's functionaries and hurdles in the release of Additional Charge Allowance to the Project Director, Dy. Project Director and Programme Coordinator although, the provision was available in the both the PC's-I. For future planning incentives to the functionaries and management may necessarily be provided in the project, so that the University's officers exercising additional duties for the project may get some extra financial benefits.
- Lack of incentives on the part of learners as there were no increments or promotion of Primary School teachers on the basis of PTOC. Although the case was initiated to the Ministry of Education, Islamabad and Provincial Educational Departments. Due to major financial implication the case was turned down. In future teachers training projects may provide regular incentives to the trainees for their active and effective performance in the system.
- Lengthy procedures involved in implementing the Project within the University. Although the work was too much demanding and procedural problems created hurdles for the implementation of the Project. The university may ensure smooth functioning

- of its different departments in future for any educational project.
- Shortage of staff due to ban on fresh appointments was a problem in the beginning of the Project. In future, for educational projects, the shortage of staff may overcome through other measures like deputation etc.
  - A negative attitude of some of the consultants/project's staff was another problem. Mutual understanding, using human relation tool and a following proper communication channel can minimize the negative attitude of the working person in any project.
  - Sustainability of the project after its expiry and stoppage of funds by the donor agency. The project could not be continued by the University in its regular steam, resultantly the donor agency withdraw its remaining grant.

In future the University may go through the complication and implication of any clause while making agreement with the donor agency.

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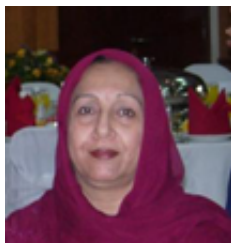
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Dr. Khan has been honored as post-doctorate visiting scholar at Department of Curriculum and Instruction, College of Education , Southern Illinois University, USA in 1995. Dr. Khan has authored 25 research papers, published in national and international research journals, a research manual for AIOU resaerch scholars, written and reviewed 45 units for MPhil, PhD, BEd, MEd and Diploma in Education programmes, and supervised 22 PhD and MPhil theses. Dr. Khan has participated in more than 20 international conferences, seminar, talks and workshops in Malaysia, India, UK, Paris, Bengkok, and Sri Lanka. Dr. Khan has presented Pakistan in Pre-PCF5 and PCF5 conference organized by COL and University of London, in London in 2008, and, in joint COL-National Assessment and Accreditation Council (NAAC) India Review Committee meeting at Banglore, Dec. 2006. Recently she has attended a workshop in New Delhi on ‘\_Cost and Financing of Distance Education’ in September 2009, organized by Commonwealth of Learning. And has also attended a conference on ‘\_Regional Thematic Issues for Education for Sustainable Development’ in Thailand in July 2009 organized by UNESCO. Prof. Rehana Masrur is member of ‘\_National Accrreditation Council for Teacher Education’ of Pakistan, and member and convener of ‘\_National Curriculum Review Committee’ for Education. She has vast experience of developing the curricula in Education at graduate and post graduate level in Allama Iqbal Open University.

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**APPENDIXES**

**Project Enrolments**

Project Enrolment	Launching	Year	Enrolment	Launching	Year	Enrolment	
	Pilot	1992	545	4 <sup>th</sup> Phase	1996	9755	
	Its Phase	1993	4315	5 <sup>th</sup> Phase	1997	12508	
	2 <sup>nd</sup> Phase	1994	7326	6 <sup>th</sup> Phase	1998	8261	
	3 <sup>rd</sup> Phase	1995	8409	7 <sup>th</sup> Phase	Total	51119	
Gender wise enrolment ratio of primary school teachers		<i>Year</i>	<i>Male</i>	<i>%</i>	<i>Female</i>	<i>%</i>	<i>Total</i>
		1992	267	49%	278	51%	549
		1993	2555	59%	1760	41%	4315
		1994	4393	60%	2933	40%	7326
		1995	5264	63%	3145	37%	8409
		1996	6249	64%	3506	36%	9755
		1997	7905	63%	6403	37%	12508
	1998	5160	63%	3001	37%	8261	
Training of tutors		<i>Year</i>	<i>Trained</i>		<i>Year</i>	<i>Trained</i>	
		1992	16		1996	286	
		1993	121		1997	450	
		1994	212		1998	700	
	1995	231		1999	994		
Training of Senior Tutors		1992	27		1996	17	
		1993	21		1997	48	
		1994	39		1998	51	
		1995	48		Total	251	
Training of Pre testers		1992	12		1996	28	
		1993	12		1997	52	

**Year Wise Allocation And Expenditure/ Achievements**

S. No	Year	PC-I provision (Rs) Millions	Budget estimates (Rs) Millions	Grants received (Rs) in Millions	Expenditure (Rs) in Million	Physical target achieved so far. Enrolment/Material
1	1988-89	-	0.700	0.700	0.525	Research/ material development work carried out as envisaged
2	1991-92	07.724	07.822	0.225 0.150 3.300 0.125	1.0239	545 students trained in pilot and infrastructure established for the project 90% staff appointed
3	1992-93	10.944	8.826	1.089	4.527	4315 teachers trained
4	1993-94	12.834	12.834	8.461 2.634	9.231	7327 teachers were trained
5	1994-95	13.677	19.167	4.400 5.788 5.583	10.279	8409 teachers were trained
6	1995-96	12.167	29.553	3.396	10.433	9755 teachers were trained
7	1996-97	40.00	53.386	12.195 20.000	12.482	12508 teachers were trained
8	1997-98 1998-99	-	49.885	20,000	11.764	8409 were trained
9.			41.832	-	17.581	

		-				
	<b>Total</b>	<b>97.346</b>		<b>87.346</b>	<b>79.239</b>	<b>Enrolled 51119 teachers, trained 251 senior tutors, 3000 tutors, 104 prêt esters and 14 c/tech</b>